

Statement of Purpose



SC374405 - Park House

Acorn Education And Care

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1. QUALITY AND PURPOSE OF CARE

Acorn Education and Care is part of the Outcomes First Group, the UK's largest combined children's services group. Our operating businesses successfully deliver frontline fostering, educational and care services to children, their families and local authority customers.

We aim to provide outstanding care and education to the UK's most vulnerable and difficult-to-place children, whether with specialist foster parents, within education or in a supportive and understanding residential care environment.

We offer every child courtesy and respect and work with local authorities to deliver a range of care, education, and other specialist services that provide the best value whilst ensuring the best possible outcomes for each child. As a group, we benefit from a wealth of experience, allowing children to thrive and develop by realising their potential whilst feeling happy and valued.

Objectives of Park House

Park House is a residential care home committed to providing care to children on a long-, medium-, or short-term basis, depending on the child's needs. Park House provides a holistic, safe, stimulating, and supportive family environment where children cared for can live, learn, and develop.

The home provides a high standard of care, educational support, and accommodation for up to four children aged up to eighteen with learning disabilities. We work in partnership with relevant Children's Services departments and other agencies in line with the company policies.

The staff team at Park House are highly committed to working intensively to provide care and support to all children. The home endeavours to avoid the negative aspects usually associated with residential living and to create an environment and atmosphere that reflects many of the positive aspects of a typical family home.

Acorn Education and Care believe that:

- Residential care should provide children with skilled support from committed staff in a safe, caring and ordered environment
- We have responsibility to ensure that all children in residential care are protected from abuse and neglect
- Care should form part of a range of services, which combine to meet children's needs and support their families and carers
- We should recruit and support staff that are carefully selected and have opportunities to develop skills and professional practice through training and supervision

We have several values, which are important to the home and for the children who are looked after:

- Dignity and Respect: recognising the value of children, their uniqueness, and their right to be treated with dignity and respect. A commitment to treat children well.
- Equality: ensuring that the services and facilities of the home are accessible and available to all. The service provided by our staff should not judge children's circumstances, backgrounds, and lifestyles. It should not discriminate on the grounds of race, culture, language, religious beliefs, gender, sexuality, or disability. Individuality will be valued. A commitment to treat children fairly.
- Quality: promoting quality services which are based on agreed standards and meet legal and good practice requirements. A commitment to ensure that staff working with children will do what they say they do.

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- Independence: a commitment to provide opportunities for children to think and act independently whilst always ensuring their safety. To include a child's need for privacy
- Rights: a commitment to children, rights and entitlements as set out in the United Nations Convention of the Rights of the Child
- Listening: a commitment to listen to children and help them express their wishes and needs in whatever way is best suited to the individual child.
- Development and fulfilment: a recognition that disabled children are children first; all encouragement will be given to realise their full potential and to help children achieve their hopes and ambitions and to develop their abilities in their daily lives. A commitment to ensure they have a good start in life.
- Confidentiality: treating all personal information in confidence

Day to Day Arrangements

Park House adopts a holistic approach to care and development, addressing the children's emotional, social, cultural, physical, and educational needs.

Our children should be cared for in a positive, non-discriminatory environment. Soon after admission, each child has a Placement Plan written to develop the child and meet their identified needs.

Keyworkers aim to form a relationship with the child based on equality and trust where they can feel valued and respected. We provide a safe and accepting environment where feelings are encouraged positively and appropriately. Park House aims to deal with issues such as:

- Education and Leisure
- Health, Hygiene, and personal care
- Behavioural Issues
- Child Protection Issues
- Sex Education
- Interpersonal Skills & Socially acceptable behaviour
- Family contact
- Self Esteem/Confidence
- Skills/Emotional maturity
- Eating Disorders, substance abuse, self-harm if appropriate

Accurate and regular communication is ensured to protect the safety of the children in our care. In addition to these issues, the arrangements made are as follows:

- Main meals are taken together in a family style atmosphere and special dietary needs are catered for
- Children have their own bedroom key where appropriate with a lockable space in the bathroom for personal possessions
- Recreational activities are made available and pro-actively encouraged
- Park House is well equipped with a variety of therapeutic tools and equipment, e.g. games, DVDs, books, music, craft, and other resources
- A variety of working methods are used with children. These are tailored to suit individual needs. Such methods include one to one key work and group work.

Whilst living at Park House all children receive the following allowances:

- Pocket money and phone money
- Clothing money
- Personal allowances for activities/interests
- Birthday and Christmas money

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As a group, we benefit from a wealth of experience allowing young people the opportunity to thrive and develop by realising their potential whilst being happy and feeling valued.

2. ENGAGING WITH THE WIDER SYSTEM

Park house can accommodate.

- Up to 4 young people
- Male or female
- Aged between 8 to 18.
- Children with moderate to severe learning difficulties
- Children with Autistic Spectrum disorder, Sensory Modulation Disorder and/or associated disorder (such as PDA)

In accordance with Acorn Education and Care Equal Opportunities Policy, Acorn Education and Care positively welcomes referrals of children and young people from Black and Minority Ethnic Groups. Acorn Education and Care are a culturally competent business.

When children move into Park House, staff will receive focused guidance and support to ensure they understand the young person's world: how s/he views the world, how s/he is likely to develop as a young child and how s/he can be expected to develop cognitively, emotional, physically, and socially.

All specialist guidance will inform how staff will develop, review, and refine young people's care plans, how they will interact with their school and most importantly, how staff will develop and keep the young person safe and happy from the perspective of understanding the needs, development, and worldview of a young child in residential care.

When the children reach their 18th, we will support them in transitioning to adult services.

Park House has a composite placement plan for the home, which looks at all young people's age, behavioural needs, emotional needs, etc., to assess whether those needs are catered for and effectively met.

In consultation with the child, their social workers and all significant others, a Placement Plan is formulated within 72 hours of the child's admission. Within 20 days, the Plan is reviewed, then at three months, then every six months after that.

External Care Plan Reviews

In addition to the arrangements at Acorn Education and Care for internal reviews, there will be arrangements led by the child's social worker for external reviews. Typically, arrangements for external reviews will comprise:

- Core Group Meetings
- Statutory Reviews
- Inter-agency meetings

Acorn Education and Care will co-operate and support all arrangements for external reviews. We will endeavour to provide written reports in advance of all review meetings to aid and assist discussion and will provide meeting facilities when required to do so.

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Complaints

Park house deals with all representations and complaints seriously, sensitively, and as close to the originating point as possible, ensuring that the child's best interests are of paramount importance in such proceedings. We endeavour to ensure that all children, staff, and parents are aware of, and understand Acorn Education and Care written policy and procedures on representations and complaints. Furthermore, Acorn Education and Care operates a transparent complaints procedure, which is clearly visible on notice boards and other appropriate locations.

Each young person has the right to make representations by way of comments, compliments or complaints regarding their care and accommodation whilst being looked after by Acorn Education and Care. A record is maintained in the home of such comments, compliments, and complaints.

There is a child friendly complaints procedure which young people receive on admission and is also mentioned in the welcome book. This procedure uses PECS symbols as well as words.

The Acorn Education and Care Complaints Procedure is available on request.

3. VIEWS, WISHES AND FEELINGS

Child Participation and Involvement

At Acorn Education and Care, children are encouraged and supported in self-expression. Children are encouraged and helped to recognise their rights and responsibilities. Children are encouraged to participate in regular family chats to support the above. Family chats allow children to express their views and concerns and celebrate things they like or make them happy. Also, children are supported and encouraged to take part in the reviews of their placement plans and risk assessments.

Although children who struggle to participate in the group setting will receive ongoing support and encouragement, regular one-to-one key working sessions allow them to feed into the decision-making processes. Through whatever channel, staff are encouraged and expected to elicit our children's views and to ensure these are considered in the day-to-day running of our homes.

Children have access to their social worker and IRO and the opportunity to speak to an advocate from the Children's Society external to Acorn Education and Care. Children will be supported with these relationships.

Children are encouraged to complete feedback forms; these have been tailored to suit each child's individual needs within Park House, and different communication tools are available.

Arrangements for Pursuing Cultural Identity and Religious Observance

In the interests of maintaining the child's balanced development and keeping with the excellent practice of Equality and Diversity, all carers ensure that every child can uphold their cultural identity and religious beliefs. All carers will ensure that opportunities for religious observance are understood and respected by themselves and other children within the home.

Each child is given the opportunity, as far as is reasonable and practicable, to attend religious services and receive religious instruction as appropriate to their religious beliefs. Special attention is given

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where religious observances may involve the provision of special facilities. Each young person will have an equality and diversity plan highlighting individual needs.

Anti-discrimination at Park House

Park House actively promotes anti-discrimination; we discuss this regularly with the children. Acorn Education and Care believes that happiness should not be a destination but a journey. Children have the right to enjoy the journey through early life to independence, following a pathway underpinned by the following fundamental principles.

- Be as physically and mentally healthy and able as possible
- Enjoy maximum benefit and levels of attainment through good-quality and appropriate educational and developmental opportunities.
- Live in an environment that assures safety and protection from harm
- Feel loved, respected, and valued. Be encouraged, guided, motivated, and supported through a network of reliable, affectionate, and safe relationships.
- Experience and enjoy emotional, mental, and physical well-being.
- Feel empowered and enabled to become competent in self-care and everyday living.
- Be encouraged to believe in themselves, through the development and maintenance of positive self-esteem, confidence, and respect.
- Have a secure and informed sense of identity, including cultural, racial and gender-based identity.
- Understand and enjoy a sense of community and citizenship through the development and use of good inter-personal skills and confidence in social settings and opportunities to play a part.
- To understand and enjoy rights and responsibilities and to be able to exercise effectively both principles, both in the care setting and in later life.

4. EDUCATION

Park House believes that all our young people have the right to an education suited to their needs, abilities, and aspirations. We acknowledge research suggesting that children within the care system are potentially at risk of poor educational achievement due in part to many extrinsic factors.

Therefore, we have an Absolute Duty to ensure that children in our care achieve, generally and educationally, their highest potential. Park House staff are all involved in proactively implementing needs assessed Individual Education, Health, and care plans for each child. Key workers/Managers oversee the implementation of EHCs and SENs and monitor progress to evaluate and modify EHCPs to maximise achievement.

Park House creates a positive culture and environment for valuing education with adequate space and facilities for children to do their homework, including quiet, well-equipped study areas and personal computers.

We can offer:

- Mainstream education at comprehensive providers that are part of outcomes first group.
- Also, we have strong links with the outcome's first group schools for children with Special Educational Needs
- Good relationship with Nottinghamshire Local Education Authority
- In-house personal tuition where applicable and necessary. We have access to other education providers e.g. ADL in addition to a high range of highly qualified, experienced, and fully checked tutors, specially trained to deliver educational tuition to Looked after Children.
- Youth development opportunities

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- Active promotion, co-operation, and dialogue with relevant educational establishments through attendance at appropriate school functions, continuous discussions, and dialogue regarding the needs of the child/young person. Particular attention is paid to the attendance levels.
- Active promotion action plans to help the child/young person to overcome any specific educational difficulties they encounter.

5. ENJOYMENT AND ACHIEVEMENT

A wide range of leisure, recreational, and social activities are available for the children to pursue whilst residing at Park House. The home is located near various facilities. Our staff team ensures that every child is encouraged to participate in communal and group activities.

All Park House staff recognise the importance of monitoring the participation in leisure, recreational, and social activities whilst ensuring that adequate alternatives are offered to every child/young person, as and when required. Several leisure, recreational, and social activities are available, including access to and use of fitness gyms, youth clubs, tennis, badminton, cinemas, football, cookery, bowling, ice skating, etc. We also access Planet Bounce and rock climbing.

With support, each child completes a weekly Personal Planner that sets out the week's structure ahead. This ensures that both children and staff can form a picture of their plans, providing balance and variety.

Park House creates fun and exciting days, which the young people can join. This may be of a specific theme or educational but delivered creatively. The young people are encouraged to think of any days they want to partake in. The young people also have access to yearly holidays, such as UK-based day trips, overnight stays, and trips abroad wherever possible.

6. HEALTH

Park House adopts and follows Acorn Education and Care's Policy on providing Health Care for every child. This ensures a consistent and proactive approach to health and health education by both staff and children. The central focus of our Health Policy is to empower the child and to provide them with the tools to make informed decisions about their health.

A diagnosis of an autistic spectrum disorder or learning disability does not predict the complex needs and associated behaviours of any individual child. Our supportive environment can provide an opportunity for children to gradually gain a better understanding of themselves and their needs, wishes, behaviours, strengths, and challenges.

This environment, together with the multi-disciplinary support we provide, can make Park House a suitable home for children, who, on a day-to-day basis, have to deal with their own complex needs in the context of a world that can sometimes be very challenging for them.

The team can access other professionals within the local community, which could also benefit a child, i.e., speech therapists, CAMHS, Connexions, and specialist schools. We can also access our internal Clinical Well-being Team, which uses a range of therapeutic techniques geared towards residential settings; if agreed upon, this service may incur an additional fee.

All children within our care are registered with a local General Practitioner of their choice and have access to a range of other healthcare facilities, which include:

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- Dentists (Park House benefit from the support of a specialised dentist who is experienced in learning disabilities, a referral for this service is made via a social worker referral)
- Chiropodists if applicable
- Counsellors
- Opticians
- Social / Psychological Services if applicable
- Other Therapeutic services as appropriate

Health Education is promoted via structured key working or group sessions, whichever suits the children's feelings.

Park House Health Care Policy includes information on physical, emotional, and sexual health. Our philosophy and approach are that good health is achieved through paying attention to basic needs such as nutrition, adequate sleep, regard for safety, and appropriate medical attention when required.

7. POSITIVE RELATIONSHIPS

Park House promotes positive relationships and has a proactive approach to ensuring that, where possible, the young people within our care create and maintain relationships with all relevant and essential people in their lives. The young people will also have a key worker. On arrival, each young person will be allocated one and a co-keyworker who can act on the keyworker's behalf when unavailable. The role of the keyworker will include responsibility for:

- Promoting the young person's participation in and ownership of their care plan or semi/ independent package
- Actively putting the care plan, as well as any independent package, into action
- Ensuring the care plan or independent package is reviewed at appropriate intervals.
- Ensuring the main aims of the placement are kept on target.
- Ensuring that the young person's file is kept in order and current.
- Ensure that all necessary appointments are arranged, and social workers, parents or significant others are well informed.
- Being a Family time person for the young person to approach if they have any concerns, worries or aspirations they want to discuss.
- Being responsible for promoting personal health and hygiene, active participation in all individual or group activities, attendance at the resident's meetings, and discussions relating to planning the weekly menus and activities.
- Assisting the young person to establish, promote and maintain positive links with school, family members (or significant others) and other professionals involved in their care.

Park House looks to promote positive relationships between adults and children. The underlying ethos and philosophy of Park House is that every child has individual recognition as to their health and well-being. The staff team ensure that the children have opportunities to express their feelings and concerns using basic listening skills, signs, and symbols to provide comfort and assurance and encourage the child to actively refocus their thoughts and help alleviate some of their feelings.

Teaching basic problem-solving skills helps children make better choices when upsetting situations arise. Acknowledging good behaviour with rewards, praise, and positive feedback helps reinforce their strengths and build awareness of their talents and abilities.

All carers aim to work with children as a team to enhance our ethos of a family home within a framework of continuous positive reinforcement of good behaviour. Our approach encourages

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reparation and restitution and seeks not to allow negative behaviour to become the focus of attention. Acorn Education and Care staff will not make excessive or unreasonable use of consequences or physical Intervention.

Physical Intervention is used only in specified circumstances and as a last resort, i.e., to prevent injury to the child concerned or to others or likely severe damage to property. All Acorn Education and Care staff are trained in using Safety Intervention (CPI) techniques, including Avoidance and Reduction techniques. Clear records of consequences and physical restraint are kept, ensuring that the application of the same can be monitored and reviewed at regular intervals.

Park House has a sensory room that can allow staff to relocate a child away from others or behavioural triggers to de-escalate extremely challenging behaviour by enabling the child to calm down and lower their levels of arousal with support from staff.

8. THE PROTECTION OF YOUNG PEOPLE

Statement of Principles

Acorn Education and Care believes that all children have the right to be protected from all forms of abuse, whether this be physical, sexual, or emotional abuse or neglect. Our approach to all aspects of care delivery is child centred. Regarding Safeguarding, we firmly believe that the blame for abuse will rest solely on the abuser and that the welfare of the child will always remain centre-stage. Concerns over the safety or well-being of a child will never be ignored.

Policy Objectives

Our Safeguarding policy aims to:

1. Provide clear and specific guidelines to enable staff to deal with child protection issues effectively.
2. Set high internal standards to ensure that the children cared for by Acorn Education and Care are well-protected
3. Ensure Acorn Education and Care's credibility as a professional care organisation remains high and that purchasers feel assured that Acorn Education and Care is a 'safe' organisation
4. Ensure that everyone working for Acorn Education and Care knows what to do in a Child Protection Emergency.

Safeguarding Policy

At Park House, everything we do is geared to the child's protection, happiness, and development. Our Safeguarding Policy (hereafter referred to as 'the policy') is detailed, extensive and child centred.

The policy provides detailed definitions of physical, sexual, and emotional abuse, mental cruelty, and neglect.

Other aspects covered under the policy include:

- Disciplining Children

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- Direct Work with Children – Protecting Staff
- Whistle Blowing
- Confidentiality
- The duty of care and public liability insurance
- Records and Record Keeping
- Computer Safety
- Working with Social Workers.

The Acorn Education and Care policy framework and management approach is designed to minimise the risk of child abuse. However, we recognise that with the best will in the world, there is always a chance that a child located in the safest of environments may fall victim to abuse.

At Acorn Education and Care, no child protection issue is ignored. Our response to any allegation or suspicion is child-centred, transparent, swift, and affirmative.

Copies of the Acorn Education and Care Safeguarding Policy are available upon request.

Bullying

Acorn Education and Care provides all staff and children in our homes with clear definitions of bullying.

In all cases, Acorn Education and Care staff will:

1. Investigate thoroughly any indication of bullying.
2. Support the young people to prevent any further oppressive behaviour from others.
3. Re-assure the young person that being bullied is not acceptable.
4. Minimise any further opportunities for bullying by whatever strategies are realistic and achievable. The young people will undergo regular key working sessions around bullying to allow them to understand what they would do in the event of being bullied and who they can contact. This will also be included in their welcome book.
5. Keep a written record of all incidents and actions taken.
6. Should any child experiencing bullying, inside or outside the home, be supported by Regular risk assessments of the times, places, and circumstances recorded and action taken where feasible to reduce the risk of bullying.

The atmosphere created at Park House is one where bullying is known to be unacceptable. There is a policy on countering bullying, which is known to children and staff. When a young person cannot understand bullying, the care team will ensure they are protected, and their voice heard.

Concerns

Should there be any concerns that a young person has come to harm there are the following agencies that support with managing of these concerns:

Nottinghamshire LADO
Children & Families strategic services
County Hall,
Nottingham,
NG2 7QP
Tel: 0115 97773921

Nottingham City Principal Contact:
Head of Safeguarding Children and Families,
Nottingham City Council,
Loxley House, Station Street,
Nottingham, NG2 3NG
Tel: 0115 9150900

Absent without permission -

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All children have an individual missing from home protocol which outlines the actions staff must take if a child is absent from the home and whereabouts unknown. Each protocol outlines the procedures staff will take on the child's return to the home.

The Use of Electronic Surveillance of Children in the Home

The home at present has door sensors fitted to the child's bedroom doors and to the main front door. The door sensors are on all the time and are used to ensure children are adequately supported, especially in the night. Consent is gained from social workers and parents on admission for the monitors/sensors. We also have visual monitors which are only used when deemed necessary for reasons such as high-risk behaviours in bedroom and life limiting seizure activity etc.

9. LEADERSHIP AND MANAGEMENT

The Responsible body and the Director for Acorn Education and Care is located at our Head Offices at:
Acorn Education and Care
C/O Westbourne School
Huthwaite Road
Sutton In Ashfield
NG17 2EL

Telephone number- 01623 392438

Managing Director: Daniel Cooke

National Care Director: Alison Blyth-Bishop

Alison has worked in the care sector since 2001 in both local authority and private organisations in a variety of settings from secure accommodation, specialist therapeutic residential care, step down mental health and complex learning difficulties. Alison has a variety of qualifications including a BSC honours psychology, L4 qualification in children and young people and L4 and L5 Leadership and management. Alison is passionate about the work that she does and is a strong advocate for the rights of young people and their voice being heard as well as ensuring a high quality of care is provided to all our stakeholders.

National Care Manager: Rob Hewston

My name is Rob Hewston and the new national care manager for Outcomes for young people. Have worked in social care for over 44 years. Started as a RSW in a children's home then gradually making my way up to manager. Worked with all types of homes such as EBD, Learning disabilities, specialised in young people with trauma from being sexually abused. Then moved into the regulation field. NCSC through to ten years as a regulatory inspector with Ofsted. Completing compliance work, Ofsted inspections and registration of new children's homes. Before coming into this role I worked as a compliance manager for a big organisation completing audits, investigations, safeguarding investigations etc.

My role as the National care manager takes me to all the homes offering support and guidance within the homes and ensuring the standard of care is outstanding.

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Regional manager & Responsible Individual and Head of Care: Donna Carlin

Donna has been with Acorn Education and Care since 2004. Prior to working for Acorn Education and Care Donna worked as a child and family's social worker for Nottinghamshire and is DIPSW qualified. This compliments her DIP 5 in Leadership and Management in Health and Social Care [2013].

In her spare time Donna enjoys watching her boys play football in the Notts Young Elizabethan league.

Children's Home Manager: Callai McDowell

Callai has been with the organisation for over 10 years, Callai joined the company as a trainee and has worked at multiple homes within the organisation, gaining experience with both you people with learning disabilities and social, emotional behaviour difficulties. Callai worked at Orchards House since 2014. Callai progressed to assistant manager at Orchards House and was in situ from October 2020. Callai became the Homes Manager which commenced from October 2021. Callai is now undertaking her Level 5 in leadership and management. Callai moved to Park House in December 2023 and remains in the managers role.

The manager Callai McDowell holds the following qualifications:

- NVQ Level 3 in children's workforce diploma
- NVQ Level 3 in Team Leader/supervisor diploma.
- Leadership induction training,
- Safeguarding training
- Equality and diversity training
- Deep pressure training
- Autism and Asperger's training
- Makaton training
- Epilepsy training
- MAPA training (Managing Actual and Potential Aggression).
- MAPA instructor training
- Safety Intervention instructor trainer.
- Fire Safety training
- Food Safety
- Health and Safety training
- First Aid training
- Boots Medication training and advanced medication training.
- Manual handling training
- Attachment disorder
- Massage and aromatherapy
- Supervision training
- Female, genital mutilation training,
- Three-day course on Learning Disabilities Induction Plan
- Radicalisation training
- CSE
- Sensory training
- Mental health first aid training
- Health and nutrition training
- Drugs training
- Data protection training

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The Park House Team

Park House has a number of experienced and enthusiastic staff that all bring a unique sense of commitment to working with children.

The staff team at Park House is made up of: (Please refer to the staffing matrix for additional information on the team's qualifications and experience).

1 x Children's Home Manager

1 x Deputy Manager

Senior Residential Childcare Workers

Residential Childcare Workers

The staff team is a mixed gender team, with a good mix of age ranges, and come from all walks of life, which provides the children with a balance of adult support and guidance throughout their time here.

The staff team come from various backgrounds and bring to their work a varying level of skills, experience, and qualifications. All staff are supported through probation, supervisions, and appraisals. We believe in staff's continuous personal development.

The mandatory training which is provided by the company enables staff to undertake a wide range of training to support their development and understanding and as a result, meet the needs of the children, including ADHD, Autism, Safeguarding, Administering Medication, First Aid, Health and safety etc.

Staff are encouraged to keep up to date with legislation within residential childcare and have access to relevant resources such as Children's Homes Regulations 2015 and the Quality Care Standards.

Park House is staffed 24 hours a day, 7 days a week. All Acorn Education and Care staff are committed to providing high quality user-friendly services to the children in our care. Children benefit from Acorn Education and Care's commitment to a small homes policy, and a high staff to child ratio, this ensures that children get the focused care and attention they need and deserve.

10. CARE PLANNING

The aims of the home are to work towards the following for each young person (depending on their identified individual needs)

- To return to live with their family.
- To live with foster carers
- To move into supported semi-independent living accommodation.
- To move into fully independent living accommodation
- To move into another form of residential placement.
- Promote opportunities to help children with disabilities and young people achieve their full potential.
- Provide accommodation, which is suitably adapted and meets the needs of children with disabilities.
- Provide a safe and supportive environment where children and young people are listened to and encouraged to express their needs, wishes and feelings.
- Promote confidence and independence.
- Provide opportunities for children and young people to make choices.
- Develop individual care plans to meet the needs of each child or young person.

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- Work in partnership with children, their families, and significant others.
- Assess and take acceptable risks to enable children and young people to develop their full potential.

Prior to admission, every effort is made to establish the long-term plans for each young person and a care plan is prepared which clearly focuses on his or her individual needs.

If necessary, the care plan can encompass access to counselling, behaviour support, the development of life skills and semi/full independent living packages and anger management.

Progress by the young person towards achieving the main objectives of the care plan is monitored and reviewed monthly and with other professional representatives of the responsible local authority at statutory intervals. Should there be a marked decline in the young person's behaviour, their Social Worker would be contacted immediately.

The objectives of the care plan are to:

- Assist the young person to come to terms with any traumatic events in their past.
- Supportively challenge those behaviours, which are unacceptable for the young person and/or others.
- Develop those life skills which have been inadequately developed in the past.
- Assist the young person to form, maintain and build relationships with other young people and adults and to integrate into social groups.
- Progress by the young person towards achieving the main objectives of the care plan is monitored and reviewed monthly and with other professional representatives of the responsible local authority at statutory intervals.

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Wellbeing and Clinical Service

Who Supports the Home and Young People

Wellbeing and Clinical Service support is available for all of our young people, residential teams and school teams, and is provided by a team of clinicians which serve a 'hub' of residential care homes and schools and includes a range of clinical professionals. Each residential setting's designated clinical support will reflect the strengths and needs of the young people that live within the setting; however additional support can also be accessed from other specialists within the wider clinical services across the group where required. This enables us to be responsive to the needs of an individual throughout their placement with us.

Please find below a list of clinical members of the Robin hub, together with their professional qualifications. These clinicians may support any of the residential settings within the Westbourne Hub.

Athena Hub Wellbeing and Clinical Service		
Clinical Employee Name	Job title	Qualifications
Heather Rigby	Wellbeing and Clinical Locality Lead Highly specialist Speech and Language Therapist	BSc (Hons) Human communication, Speech and Language Therapy HCPC Registered RCSLT registered
Rebekha Childs	Wellbeing and Clinical Services Coordinator Occupational Therapist	BSc (Hons) Occupational Therapy HCPC Registered RCSLT registered
Elizabeth Crooks-Corr	Psychodynamic Psychotherapist	Ms Forensic Psychology BSc Psychology Clinical Diploma in Integrative Psychodynamic Counselling Registered with BACP
Dieter Jansons	Assistant Psychologist	MS Psychology Registered with BPS
<i>NB. list is live as of Dec 2023</i>		

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Appendix C – Wellbeing Model

How The Home and Young People Are Supported

Our therapeutic offer is informed by the OFG Wellbeing Rainbow; this strategy places wellbeing at the core of everything we do. The rainbow represents a tiered approach to wellbeing support at a multi-professional level:



The overarching red and orange stripes apply to every OFG employee.

Wellbeing and Clinical Approach

The yellow stripe represents our core care and education teams, and how they ensure a young person's wellbeing through their nurturing and compassionate approach during every hour of a young person's day. The teams around each young person are trained to have the knowledge and skills to create inclusive communities and cultures which: -

- 1) Consistently deliver trauma informed practice (please see TIP leaflet available at request)
- 2) Use a Neurodivergent Affirmative approach (please see AAD leaflet available at request)
- 3) Adhere to each young person's individual support plan.

Our goal is to create inclusive communities within our residential settings to ensure young people are engaged in their development and increasing independence and have a sense of belonging in their home that will have either a primary focus based in the neurodivergent affirmative approach (Options Autism) or Trauma Informed Practice (Acorn Education and Care). These approaches are seamlessly blended to meet the specific needs of each home's individuals. As part of meeting the needs of individuals, we have developed two core clinically informed strategies – one focused on Autistic/Neurodiverse individuals (Ask, Accept, Develop) and the other focused on those with lived experience of trauma (Trauma Informed Practice principles of Co-reflect, Connect, Co-regulate). Both strategies are based on clinically informed, evidence-based practice and the most up to date research base.

Our homes embed, implement and take ownership of the concepts of AAD and CCC through training and the accreditation process. This allows us to plan, consistently deliver training and monitor best-practice in collaboration with care governance processes. The homes will self-review to identify areas

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for development. Homes are able to achieve a quality standard assurance rating of Bronze, Silver or Gold according to their current level of delivery. Further information on the AAD and CCC strategies are available on request.

Universal Offer

The green stripe reflects the OFG Universal Offer. This is where the clinical service can support further around the creation and maintenance of a therapeutic environment and staff approach.

The clinical service will facilitate regular 'reflective practice' for the whole care team. These sessions recognise the emotional impact that living with traumatised young people can have on the team members' own sense of emotional and physical wellbeing. Colleagues are supported to express, reflect upon and process their thoughts and feelings in relation to their roles with the young people, their colleagues and of events and incidents. Processing in this way enables the team to continue to provide a milieu which can respond to a child or young person's communications and presenting needs therapeutically.

The clinical service will support residential settings to become TIP and AAD accredited: this may be via contribution to care staff training, offering of supervision to TIP and AAD champions, and monitoring to ensure that TIP and AAD are at the centre of the homes practice.

The clinical service might provide further targeted and bespoke training or resources to the care team at this level.

Enhanced Offer

The blue stripe reflects the OFG Enhanced Offer. This is where the clinical service is involved with individual young people, primarily indirectly, through working closely with the team around the young person to develop a shared understanding their needs. The TIP and AAD approaches are used to inform thinking and practice at this level.

When a young person arrives in our residential settings, an initial assessment will be completed based on the young person's existing paperwork, discussions with, and information gathered from, key adults and the young person's views. This aids the creation of a clinical overview, which includes a formulation, recommendations and agreed targets to work towards. Following the initial clinical overview, the young person may move to the universal or specialist offer.

Multi-disciplinary team meetings, attended by the clinical, residential and education team, are held regularly for all residential young people. The meeting will review the therapeutic care plan, analyse outcome measures, identify what has worked well and consider areas that remain a barrier to the young person's quality of life and achievement. The outcomes of these meetings inform relevant goals for the young people and progress towards meeting them.

At this level of offer, clinicians may also attend other professionals' meetings e.g. 'LAC Reviews'. They will also be involved in supporting the development of that young person's communication profile and sensory profiles, all in line with AAD and TIP approaches.

The enhanced offer may also involve programme led group or individual interventions, co-delivered by supervised members of the clinical service and supporting care or education staff. The clinical service might also supervise or coach care or education staff to deliver specific interventions.

Specialist Offer

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The violet stripe represents the most specialist support provided to our most complex young people. This is where clinicians have identified the need for direct involvement with a young person. This will be in addition to involvement described above.

Individual or group-based evidence-based interventions are delivered by our clinicians, who are trained in disciplines which focus on increasing wellbeing through: communication (Speech and Language Therapists); enabling access to/improving independence with functional skills (Occupational Therapists); and mental health (Psychologists and Psychotherapists). Clinicians may need to work closely with clinical colleagues in our local communities and ensure that our young people also access statutory services such as CAMHS as necessary.

Appendix D – Crisis Prevention Institute Safety

All members of the care teams within the home are trained within Crisis Prevention Institute Safety Intervention Foundation level training (CPI).

This first tier training incorporates trauma-informed and person-centred approaches integral to the application of the model. CPI focus on prevention through de-escalation techniques through to non-restrictive and restrictive intervention.

If a child in the home demonstrates increased extreme risk behaviours, the home can increase this training to the advanced and emergency training model highlighted below - this is assessed through behavioural observation and assessment of risk and tailored to the individual needs of the child. Outcomes First Group (OFG) have set a clear procedure to follow in times where a service feels there is a justified need for Advanced and Emergency Disengagements and/or Holding Skills. This procedure requires services to make an application to the Reducing Restrictive Practices (RRP) Board. CPI will then be commissioned to complete a validation visit and compile a report that is then presented to the board for authorisation.

Each level of training will then be refreshed every 12 months as part of mandatory training. Also covered as part of the training will be the law around physical interventions, including any changes/updates to legislation, (DFES & DOH) and regulations such as the Children's Homes (England) Regulations.

The CPI ethos is to ensure physical intervention is used as a last resort except in circumstances of immediate risk, threat of danger or serious harm as per company values and legislation. Care teams, where possible, are to communicate to all children before physical intervention is initiated as a possible measure to ensure they remain safe, giving an opportunity to co-regulate. After any physical intervention, this will be revisited to communicate why this was an appropriate measure – for example, to prevent serious harm to themselves or someone else. Relationships can be fractured during any incident, especially those of a physical nature, and an opportunity will be given within a reasonable amount of time for all parties to co-connect and co-reflect, re-attuning the relationship by talking through incidents, via debriefs, key working and/or mediation group work.

OFG is an affiliate member of Crisis Prevention Institute (CPI), and services subscribe to either one of the below Safety Interventions (SI) packages – Foundation, Advanced or Advanced and Emergency. The arena of education also covers residential services and health/human cater to the group's adult division. The benefits of the CPI model are that it has a tiered approach based on the needs of an individual. CPI has 3 levels - this also sits in line with the organisations well-being model.

Safety Intervention - Foundation™



Table 1: Disengagement

Name & Sequence	Strike	Wrist	Clothes	Hair	Neck	Body	Bite	Interventions (1 staff)		
								Low	Medium	High
Market										
Education	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Health/Human	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Timings (minutes)	90									

KEY
Green ✓ = Foundation Safety Interventions included
Red x = Skills not included

Table 2: Holding

Name & Sequence	Seated			Standing			Team Interventions (2 staff)	Transitions (2 staff)	Children Holds		
	Low	Med	High	Low	Med	High			Seated (chair)	Seated (floor)	Standing
Market											
Education	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Health/Human	✓	✓	✓	✓	✓	✓	✓	✓	x	x	x
Timings (minutes)	150										

As noted, CPI SI Foundation Training is our core training that all care team adults are trained within, which incorporates trauma informed and person-centred approaches. The programme has a focus on prevention, it also teaches de-escalation skills as well as non-restrictive and restrictive interventions. The programme is Restraint Reduction Network (RRN) certificated training curricula.

Safety Intervention - Advanced™



Table 1: Disengagement

Name & Sequence	Strike	Wrist	Clothes	Hair	Neck	Body	Bite	Interventions (1 staff)			Neck (high risk)
								Low	Medium	High	
Market											
Education	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Health/Human	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Timings (minutes)	90										

KEY
Green ✓ = Foundation Safety Interventions included
Red x = Skills not included
Yellow ✓ = Advanced Skills included

Table 2: Holding

Name & Sequence	Seated			Standing			Team Interventions (2 staff)	Transitions (2 staff)	Children Holds			3 rd Person		Advanced Team Interventions (3 staff)	Transitions (3 staff)	Standing to floor Transitions (Slips, Trips and Falls)		Standing to floor Transitions (Slips, Trips and Falls)	
	Low	Med	High	Low	Med	High			Seated (chair)	Seated (floor)	Standing	Seated	Standing			Standing to Seated	Standing to Supine	Standing to Kneeling	Standing to Assisted Prone
Market																			
Education	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Health/Human	✓	✓	✓	✓	✓	✓	✓	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓	✓
Timings (minutes)	150											30	20	15	35	35	35	35	

Safety Intervention – Advanced and Emergency™



KEY Blue ✓ = Skills included

Table 1: Disengagement

Name & Sequence	Strike	Wrist	Clothes	Hair	Neck	Body	Bite	Interventions (lights)			Neck (high risk)	Emergency Responses											
								Low	Medium	High		Thumb		Dorsal Hand		Torso		Sternum		Mandibular		Columellar	
												Escape	Rescue	Escape	Rescue	Escape	Rescue	Escape	Rescue	Escape	Rescue	Escape	Rescue
Market												Escape	Rescue	Escape	Rescue	Escape	Rescue	Escape	Rescue	Escape	Rescue	Escape	Rescue
Education	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Health/Human	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Timings (minutes)	90										15	115											

Table 2: Holding

Name & Sequence	Seated			Standing			Team Interventions (2 staff)	Transitions (2 staff)	Children Holds			3 rd Person	Advanced Team Interventions (3 staff)	Transitions (3 staff)	Standing to floor transitions (Slips, Trips and Falls)		Standing to floor transitions (Slips, Trips and Falls)		Emergency Team Interventions (3 staff)	Emergency Floor Holding			Seclusion																											
	Low	Med	High	Low	Med	High			Seated (chair)	Seated (floor)	Standing				Seated	Standing	Standing to seated	Standing to prone		Standing to prone	Standing to prone	Emergency Team Interventions (3 staff)	Supine	Supported Prone	Rapid Tranquillisation	Entry	Search/Removal of Unstable Items	Exit																						
Market																																																		
Education	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
Health/Human	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Timings (minutes)	150																		30	20	15	35	35	35	35	40	50	50	30	30	30	30	30	30	30	30	30	30	30	30										

CPI SI Advanced or Advanced Emergency programmes are designed for services that support individuals who are more likely to demonstrate more complex or extreme risk behaviours. It provides effective tools and decision-making skills to help staff manage higher risk situations, offering a wider array of verbal and physical intervention options. Both programmes are RRN certificated training curricula and provide Continuing Education Credits (CEC) and Continuing Professional Development (CPD) Credits.

We have a dedicated restraint reduction team who oversee and govern the use of restrictive physical intervention and how it can be reduced. While all our services are trained in foundation CPI, if a child or home required additional interventions, this will be assessed by the RRN team, present to the RRN board for agreement and advanced and emergency methods can be trained and risk assessed based on individual need only.

Appendix E – Outcomes First Group

Who are we?

In 2016, NFA Group combined forces with Acorn Education and Care to create the UK’s leading and largest Children’s care provider. With over 2 decades of experience and a positive reputation as a specialist, multi-divisional organisation, the NFA Group provided high-quality Education, Care and Fostering services to vulnerable children and young people, offering them a safe and nurturing environment in which to learn, grow and succeed.

2019 saw this position further strengthened by the alliance of the NFA Group and Outcomes First Group creating the unified Group you see today – a Group which has become a vital part of local communities in England, Scotland, Wales and Northern Ireland with a renowned reputation for quality and positive outcomes for the people we care for.

The children’s and young people’s part of the organisation is divided in to 2 clear areas.

Acorn Education And Care

1. **Acorn education and care** – this is our universal offering of SEMH care made up of 35 children’s homes, 2 residential Schools and 32 schools. Our services support young people with emotional behavioural difficulties, young people diagnosed on the ASD spectrum, emerging mental health, 12-week assessment and homes that specialise in pathway to fostering and transitions to adulthood. (These services include homes under the following legal entities Bryn Melyn Care, Pathway Care homes, Hilcrest children’s services and ECS homes)
2. **Options autism** – this is our specialist services for young people with complex learning disabilities including autism and social, emotional, and mental health needs made up of 20 services. (These services include homes under the following legal options autism, underlay gardens, Acorn Park, Falklands House and Holistic Care)

Within the group we have homes that are specialists under the above bracket however we understand that young people may move in and out of higher and lower acuity need based on their behavioural responses to their trauma and attachment needs so we have developed well-being and CPI models that are able to adapt to the needs of the young people in our care.

For example, a home may sit under acorn education and care with a young person under a universal package, they may then hit a period of crisis and the needs of that child may escalate. Rather than destabilising the child further and moving the young person we are able to bolt on additional training, advanced CPI needs, and additional packages of clinical investment based on the needs of the child to support that young person.