

# STATEMENT OF PURPOSE

URN 398386

## The Birches, Wellington

Written (01/2022) by: Helen Sulley

Most recent update: April 2024



## Contents:

Number	Content topic	Page
1	Quality and Purpose of care	3
2	Engaging with the wider systems	9
3	Views wishes and feelings	9
4	Education	10
5	Enjoyment and Achievement	12
6	Health	13
7	Positive Relationships	15
8	The Protection of young people	15
9	Leadership and Management	17
10	Care planning	19

Appendix	Topic	Page
A	Care experience and qualification	20
B	The wellbeing model, including Trauma informed practice and ADD – including Clinical experience and qualifications	24
C	Wellbeing Model	27
D	Crisis intervention	29
E	Who we are explained	31

## 1. QUALITY AND PURPOSE OF CARE

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### 1.1 Who we are: A brief introduction

The Birches is a residential children's home providing a caring, structured and homely environment, specifically designed to meet the needs of our young people. Each individual young person follows their own programme in an atmosphere of high expectations and achievable aims, where they are valued for who they are.

Our most recent inspections by OFSTED rated the home **Good**.

### 1.2 Responsible Bodies & Access to contacts for complaints

The Responsible Individual for young people's SEMH services in the West Midlands is **Mark Duckers** (contact via 'Education'). The registered manager for the Birches home is **Helen Sulley** (Contact via 'Birches Home'). Our CEO is David Leatherbarrow.

The Birches home is situated in Wellington, Telford. Our contact telephone number is 01952 468220. Helen's e-mail address is [helen.sulley@acorneducationandcare.com](mailto:helen.sulley@acorneducationandcare.com)

- Our local safeguarding board is Telford and Wrekin
- If a child is in immediate danger call 999
- If staff are required to report a safeguarding concern they are to call Family Connect First Point Contact team on 01952 385385 ([familyconnect@telford.gov.uk](mailto:familyconnect@telford.gov.uk)).
- LADO Glen Ashbrooke
- Managing Director Daniel Cooke

We take complaints extremely seriously and consider the histories of our young people in trusting adults. Our young people will require evidence that the adults supporting them can be trusted and that any complaints made will be followed up.

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Each child will have a copy of the '*Children's Guide*', which provides information on how to make a complaint about the home or the company in a format they can easily understand and relate to.

Each child, their relatives and referring agencies are encouraged to discuss any areas of concern at the earliest opportunity with a member of staff, who will do their best to resolve the matter or seek the assistance of a senior colleague if they are unable to help. If the young person is dissatisfied with the response received in relation to their complaint, the matter will be referred to the Head of Care responsible for the local operation of the complaints procedure.

Please note the following addresses and contact details.

## **Head Office**

Outcomes First Group  
1 Merchants Place  
River Street  
Bolton  
BL2 1BX  
01204 522 667

## **Education**

Lamledge School  
Lamledge (Shifnal)  
Telford  
TF11 8SD  
01952 468220

## **OFSTED**

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD  
0300 1231231

Current staffing at the Birches can be seen via the '*Workforce Structure, Register and Plan*'.  
And appendix.

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## 1.3 The Birches Home & Facilities

The Birches home provides care for up to 4 young people, male or female with emotional or behavioural difficulties aged between 6 – 18 providing spacious accommodation with a large garden which itself accommodates numerous pieces of play equipment including a table tennis table, swings, a trampoline and a large half pipe. The garden also has plenty of open space for young people to play and relax.

There are bedroom door alarms, fire systems and the home meets all health and safety requirements for a residential children's home.

The ground floor consists of a large kitchen diner with utility area, a games room, a large lounge, an office and a downstairs toilet. The first floor comprises 4 young people's bedrooms, one of which has an en-suite, a large bathroom, staff bedroom and staff shower room.

The home is situated in large grounds on the outskirts of Wellington, Telford and is in close proximity of a number of local amenities.

There is a train track that runs past the rear of the property, however this is well fenced off.



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## 1.4 The home ethos, the outcomes we pursue and our approach to achieving them

Our main objective is to establish ideal conditions for each young person to fulfil their potential and to prepare for a satisfying and rewarding life ahead once they leave the home.

The staff team and young people work together to set core values for the home, all of which are displayed in the entrance hall as the 'roots' of our home's family tree. They are:

- **Honesty** – We like our young people to develop trusting relationships with the adults in the home and allows openness and transparency, encouraging our young people to trust us. We strive to ensure the young people learn to be honest and understand its importance. It's not always easy to be honest, but it can often benefit us in social, professional and family situations.
- **Teamwork** – Teamwork is vital at the Birches, not only for staff but for everyone, as it gives us the opportunity to build a genuine family atmosphere. The staff team always strive for consistency in order to support the children and help them to feel safe.
- **Happiness** – Children at the home will have all come from different backgrounds with different experiences of trauma. We want children's experiences with us to be as happy as possible and we endeavor to develop happy memories that they can look back on as adults. Happy children are more willing to learn, explore, discover, experience and have fun. The happier a child, the better chance of discovering their potential.
- **Forgiveness** – When people learn how to forgive and move forward, they experience greater happiness and less stress. They don't let negative experiences define them. Modeling forgiveness is always important when it comes to helping children understand the process of forgiving.
- **Respect** – Teaching children respect will allow them to communicate in a way that is effective and will encourage them to take responsibility for their own mistakes, and better tolerate the mistakes of others.

Birches will provide specialist care and education in a nurturing environment to meet the individual needs of the children as agreed with their authorities.

## **1.5 The range of needs of the young people for whom it is intended that the home is to provide care and accommodation**

The Birches provides a caring, structured and homely environment, specifically designed to meet the needs of the young people. Each individual young person follows their own programme in an atmosphere of high expectations and achievable aims, where they are valued for who they are.

The range of needs of the young people cared for in the home are varied according to their history and individual needs. The following list is not exhaustive but some of the more common needs of the young people we support are as follows.

- A history of trauma, and abuse
- Emotional and behavioural needs
- A diagnosis of ASC and ADHD
- A history of attachment disorder and difficulty forming and maintaining relationships
- A history non-attendance and/or additional educational needs at school or college
- Displays of challenging behaviour including but not limited to self-harm, aggressive and/or abusive behaviour and low self-esteem

## **1.6 Arrangements for supporting the cultural, linguistic and religious needs of young people**

The Birches home ensures that the religious and cultural needs of all children are fully respected during their stay. We recognise that children may want to participate in activities regarding their religion, varying from attending a place of worship, reading or praying time to dietary needs. These needs are discussed weekly in the 'Young Person's Meeting' (See [Section 2.1](#) for more information on how the meeting considers the young people's needs.)

Information on various religions and cultures is available to all children and staff who will support requested needs, identified on induction and met via the home and organisation as a whole.

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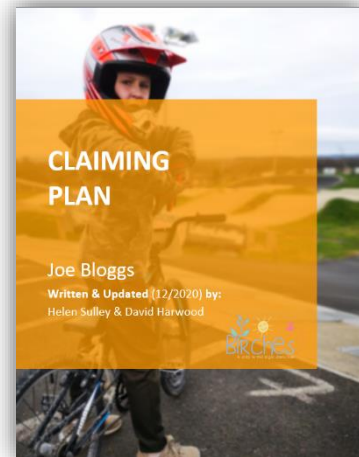
## 1.7 Access to the home's child protection policies and / or the 'Behaviour Management Policy'.

All company policies and procedures are available on the internet via the secure organisational portals; 'Cascade'. The home has clear guidelines in accordance with Telford and Wrekin's Local Safeguarding Board and via OFSTED.

The Birches will not tolerate bullying and fully support that young people should be protected from bullying. On arrival to the home, staff will introduce the young people to their 'Young Person's Guide' designed in-house giving them information into the home, the boundaries, our expectations and more. See Section 1.2 for contact information for complaints.

Our in-house designed 'Statement of Purpose', 'Behaviour Management Policy', 'Claiming Plan' and 'Young Person's Guide' can all be accessed via the office cupboard and drawer labelled 'Statement of Purpose'.

If the young person is dissatisfied with the response, they receive in relation to their complaint the matter will be referred to the Head of service who is responsible for the local operation of the complaints procedure.





## 2. ENGAGING WITH THE WIDER SYSTEM

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Birches is served by a wide range of local amenities, doctors, dental surgery and opticians within two miles. We have links with CAMHS in Madeley and 2 hospitals within 20 miles. The closest A and E is at the Princess Royal Hospital (1.7 miles away).

The Hillcrest school is located in Shifnal (10 miles away), however should our young people be in main stream education there are a number of primary, secondary and colleges in Wellington itself.

Being in the heart of Shropshire, the home has plenty of local amenities in and around the area including state of the art cinema complexes, tenpin bowling, a shopping centre, a theme park, cycling and walking trails, fitness suites, an Ice Skating rink and numerous restaurants.

The young people are encouraged regularly to partake in activities such as football, ice skating, dancing, scouts, theatre club and more.

## 3. VIEWS, WISHES AND FEELINGS

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### 3.1 Home policy and approach to consulting young people about the quality of their care

The views and opinions of the young people living at the home are always listened to and acted upon. We conduct a weekly young person's meeting where we speak freely about the week gone by and allow planning for the week ahead. Staff sit with the young people for a discussion which is logged in the 'Young Person's Meeting' books. This meeting allows for each young person to contribute to the weekly food menu, activities, their views on their room and the home as a whole as well as how they feel they have got on with people in the home. The meeting is not time restricted and allows our young people to speak openly and freely regarding their time at the Birches.

Each child has planned and unplanned 'Keyworking' sessions; this is another method we use to ensure thoughts and feelings are voiced and listened to. The young people are also made aware that they can approach any of the home's adults and the home Manager at any time.

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## 3.2 Home policy and approach to anti-discriminatory practice and young people's rights

The Birches as a home as well as the Outcomes First Group as a whole are committed to equal opportunities and anti-discriminatory practice both in terms of the staff it employs and the young people we care for. All staff are asked to make themselves aware of current policies and procedures regarding children's rights and anti-discriminatory practice. Although the company has scheduled training for much of this, they are made aware of helpful websites such as UNICEF and Save The Children to further expand their knowledge on such subjects.

A young person's welfare and needs are of paramount concern to our staff. We encourage open discussion through processes such as individual and group supervisions where staff support young people and one another with respect and equality. We use simple, jargon free language appropriate to the age and culture of our young people.

Regular children's meetings are held to allow young people's requests and feelings to be heard (See [Section 2.1](#) for *Young Person's Meeting overview*), and to ensure the best possible care is consistently being practised. The young people are actively encouraged to participate in all aspects of the day-to-day life and ethos of the home, and staff ensure that their wishes and feelings are repeatedly taken into account and acted upon.

All young people have the right to raise complaints (See [Section 1.2](#) for *complaints contact information*) in regards to their own care and those involved in their lives. The

Birches and Outcomes First Group have policies and procedures in place to recognise and manage complaints in a timely manner.



## 4. EDUCATION

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### 4.1 Details of provision to support young people with special educational needs

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Many of our young people attend our company school's Lamledge School in Shifnal or Smallbrook school Shrewsbury. Both are a short drive from the Birches home, which is a Department for Education registered independent school working with students aged 5-19 with Social, Emotional and Mental Health needs, as well as other learning requirements. The Head Teacher, Senior Leadership Team, Teachers and Instructors liaise closely with parents and carers to ensure the best possible outcomes for all of their learners.

By providing small group settings, a nurturing ethos and high academic aims, our goal is to prepare students for adult life, offering high quality learning yet emotional support throughout the curriculum.

Lamledge School has a designated Primary and Secondary department, as well as an individualised Student Support Service that provides more intensive support in a 1:1 setting. Vocational subjects are taught within the school setting in a purpose-built vocational block allowing access for external provision to provide a range of various learning environments dependent on student needs and requirements.

Each child has an IEP, PEP and personal attainment on their file which is regularly updated in line with statutory and education reviews held annually or as and when changes are implemented.

'Keyworkers' are identified to support each child which involves attending meetings with tutors on a regular basis to discuss their development in school.

Attendance in school is full-time after a period of induction and whilst at home, every young person has access to a desk, ICT and educational materials in order to complete homework and tasks set by teachers. Staff will always be on hand to offer support if they require it.

## **4.2 Arrangements for children to attend local schools and the provision made by the home to promote children's educational achievement**

Young people at Birches will have appropriate education best suited to their needs. Many of the children attend the company school in Shifnal or Shrewsbury, however, some also attend local mainstream schools. There are a number of OFSTED rated 'Good' and above schools in the local area, including Ercall Wood and the Charlton based in Wellington, all of which offer numerous facilities for the young people and promote development and independence.

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Our detailed assessment and induction process enables us to assess students individual learning styles and plan their future education, offering national accredited courses such as GCSE, AQA entry level certificates and units, ASDAN, and BTEC vocational skills qualifications.

The Birches works closely with the schools and staff will attend SEN and PEP meetings, supporting young people to complete their set work and fulfil their potential.

Birches staff will transport the young people to and from school. When it is deemed safe and appropriate, a school bus may be used which would be provided by the local authority. We also consider the use of a train if necessary and will consider aspects of their independence plan.

## 5. ENJOYMENT AND ACHIEVEMENT

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### **5.1 Arrangements for enabling children to take part in and benefit from a variety of activities that meet their needs and develop and reflect their creative, intellectual, physical and social interests and skills**

Every young person is encouraged to participate in recreational activities of their choice and will plan weekly the activities they would like to attend or partake in. Staff will speak with and support the young person with regards to this. Staff will access local clubs and groups to promote self-esteem and inclusion and more importantly to ensure the young person has fun! They will use their knowledge of the young person's likes and dislikes and make recommendations based on this information. Many of our young people have taken an interest in football which has gone well over the years. Staff will transport them to and from the activities and ensure they have all equipment required to participate.

Though football is favoured by many young people, there are a range of clubs and activities available. Our young people have been involved in skiing, golf, scouts, after school and youth clubs, as well as taking part in and completing a Duke of Edinburgh award via their local school. There is also a leisure centre located ten minutes from the Birches which we regularly use for swimming sessions.

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The Birches has a large selection of apparatus, games and camping equipment available for use, giving young people the opportunity to play and have fun whenever they feel the need. The garden has plenty of equipment, with the most recent addition being a half pipe, installed for a young person who has a love of skate boarding and playing on his scooter.

During the summer months, young people will have the opportunity to plan weeks or weekends away on holidays abroad and on camping trips. We save money throughout the year on their behalf to cater for such events

## 6. HEALTH

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### 6.1 Details of healthcare and/or therapy provided

In terms of healthcare, young people will each have differing needs and we ensure their health and wellbeing is of the utmost importance. Medication, if required is given by staff who will be fully trained prior to distributing and logged via the appropriate records. We are fortunate enough at the Birches to be within a 5-minute car journey from a major hospital in the Princess Royal situated on the border of Wellington and Leegomery.

Our young people are offered the opportunity (once agreed with various parties) to be supported by the in-house clinical team that provides therapy and / or assessment centered around each child's individual needs based on the Wellbeing Rainbow Strategy Model. Members of the clinical team receive supervision from the clinical lead and / or from an appropriate qualified external professional. The clinical lead receives supervision from Head of Governance & clinical services.

The Wellbeing Rainbow is a three-tiered model of support which informs the well-being and clinical offer and places well-being at the core of everything we do. The three tiers follow a continuum of intensity support from Universal, Enhanced to Specialised. For instance, at a universal level, every child or young person is supported by a care team trained in delivering a therapeutic parenting approach and adheres to each child or young person's behaviour support and educational plans. This support is further complemented by members of the well-being and clinical team trained to deliver group-based interventions. Our enhanced support tier refers to our qualified health professionals who focus on increasing well-being through communication (Speech and Language Therapists), movement/environment (Occupational

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Therapists) and mental health (Psychologists and Psychotherapists). The specialised level consists of highly skilled clinicians supporting our children or young people's well-being using evidence-based psychological intervention and holistic consultation.

*See appendix for Rainbow model structure.*

## 6.2 How is the effectiveness of therapy and/or healthcare measured and how can this information be accessed

Information gathered during an initial assessment within the first month of placement will inform the level of clinical support required for the child, whilst also informing risk assessment and behaviour support documentation. All documents are held within the child/young person's file or for those where this would be appropriate, they can be accessed via the clinical team.

The core practice model for understanding the children and young people in the care of children's services is the complex trauma model. This model ensures the needs of the children/young people are addressed in a holistic manner and considers each child/young person's presenting needs and strengths.

Staff are experienced trained and supported on an ongoing basis to help them work with traumatised children with a variety of presenting behaviours. These include children who display sexualised / harmful behaviours, self-harm and suicidal ideation.

Initially when a child/young person moves into the home the priority is on establishing a sense of safety and containment for the child in a nurturing environment. The staff use a therapeutic approach and consider how the child may view themselves, the world and those around them (their internal working model) in order to interpret, manage and contain behaviours that may emerge. They utilise the principles of therapeutic parenting PACE model (playfulness, acceptance, curiosity and empathy) to understand and interact with the young people ensuring they remain empathetic and accepting of the child regardless of any challenges they may present.

The current model of clinical service delivery is in the process of being reviewed: the reviewed model will be reflected in the above statement in due course.

*Clinical team qualifications are always available on request. Please also see appendix*

## 7. POSITIVE RELATIONSHIPS

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### 7.1 Arrangements for promoting contact between young people and their family and friends

Visits from friends and family are encouraged by the Birches, with, of course, prior agreement by all necessary parties. The home fully supports and facilitate contact arrangements which includes transport and supervision where necessary to promote all family contacts for the young people. Where appropriate and necessary, young people can be encouraged to develop independence and use public transport.

Staff are always available to family members for support and discussion. A quiet room, normally the lounge is available for visitors at the home and there is also a room available for the young people and visitors to talk in the strictest of privacy.

Staff take a positive stance on facilitating reviews, helping in the arrangements of dates and reminding interested parties of timescales. Comprehensive reports will be completed in time for this.

## 8. THE PROTECTION OF YOUNG PEOPLE

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### 8.1 A description of the home's approach to the monitoring and surveillance of young people

The majority of young people placed at the Birches are usually placed on a 1:1 staffing ratio however where appropriate this may be increased or decreased. Regular consultations take place with placing authorities to decide this.

Door alarms are fitted to the young people's doors and will only be used when necessary and with the permission of the responsible social services department. The young person will always be informed of the use of such an alarm which are only used to ensure the safety and welfare of the young person at night. The need for door alarms will be judged on an individual basis and will be reviewed regularly. We will have gathered written permission from the placing authority prior to using these alarms.

We have motion sensor lights outside of the house but do not have any surveillance equipment on site and have no plans to do so in the future.



## 8.2 Details of the home's approach to behavioural support

The Outcomes First Group provide a high standard of individualised behaviour management support within all of their homes. Refer to our '*Behaviour Management Policy*' booklet for more information. The policy follows the 'PACE' model developed by Daniel Hughes (PhD) as well as the House Model of Parenting, developed by Kim Golding. It is a guideline on how, as a staff team, we are able to manage our young persons' behaviour. Staff are also training in trauma informed practice.

Our behaviour management policy can be used by staff to validate, explore and better understand our young people's feelings and emotions. It is an approach which limits shame, promotes compassion and brings a sense of mutual support, strength and resilience. When an adult spends time and demonstrates an interest in a young person's life, they can help to encompass and regulate their emotions, which over time, they will learn to do themselves.

## 8.3 Details of the home's approach to physical interventions, how staff are trained and how their competency is assessed

All staff are fully trained with in 'CPI' (Crisis Prevention Institute) – All staff are trained in CPI techniques. Outcomes First Group aim to provide a high standard of individual behaviour management support within all of the homes. Our young people are encouraged to actively participate within their behaviour support profiles, respecting their choices, wishes and experiences.

The CPI (Crisis Prevention Institute) safety Intervention Foundation level training incorporates trauma-informed and person-centred approaches integral to the application of the model. With 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, we can increase this training to the advanced / emergency training model - this is assessed through behavioural observation and assessment of risk and tailored to the individual needs of the child. This 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.

# Acorn Education And Care

The CPI ethos is to ensure physical intervention is used as a last resort except in circumstances of immediate risk or threat of danger or harm as per company values and legislation. Staff are to inform all young people before and after physical intervention of reasons why it has been used, such as to keep everyone safe from harm. Staff and young people are given the opportunity to re-attune the relationship, look at ways it could have been prevented if possible via key workings for instance. De-briefs are used and medical attention offered especially post physical intervention.

As stated, physical interventions will always be used as a last resort and will only be used to ensure safety. Young people will be fully supported following any incident of physical intervention. The Birches focuses on positive reinforcement and a restorative justice approach.

*More information can be found in appendix*

## 9. LEADERSHIP AND MANAGEMENT

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### 9.1 Details of the experience and qualifications of home staff

See [Section 1.2](#) for contact information on the registered address and responsible individuals and organisations. See our *Workforce Structure, Register and Plan* for more detailed information.

The Birches provide a staffing ratio suitable to each child's needs, 2 of whom will sleep in each night. Before being signed off as a full-time member of staff, our employees must pass a 6-month probation period and pass a NVQ Level 4 children, young people and Family Practitioner or equivalent. We often find that staff will look to complete a Level 5 qualification which allows for the opportunity to delve into Management.

Each piece of training, once completed will come with a certificate to prove attendance and completion. These are kept on site and are available upon request. See [Section 7.3](#) for information on staff training and competency assessment.

## 9.2 Management and Staffing Structure

Employees at the Birches and indeed each home within the company will undergo a 6 month probation period which will be assessed over that time and lead, eventually to a full time job being offered.

Our home's Manager is Helen Sulley. The Deputy Manager is Harry Jones and the Team Leaders are Charlotte Green , Keri Bloor and acting team leader Liam Allen who between the 4 of them have 32 years of experience in care. The Birches currently has 9 Therapeutic Support Workers, each having supervisions at least 10 times a year with performance being assessed consistently.

## 9.3 Promoting staff role models

The Birches tries to ensure the sexes are mixed with regards to staffing. For many young people, especially those in care, the most important role models are their caregivers. Young people look up to a variety of role models to help shape how they behave in school, relationships, or when making difficult decisions. Young people may try to copy the behavior and appearance of celebrities, such as athletes and entertainers, and characters from books, TV, movies, or video games and we try to help them choose positive role models whilst trying to be positive role models ourselves.

As a staff team, we regularly speak with our young people in various ways including 'Keywording' sessions and 'Young Person's Meetings'. We hold these types of talks to ensure staff are doing all they can to be a successful role model. The conversations allow for both parties to communicate such matters as:

- What they admire in their role model(s)
- Examples of people in your community who they feel have positive qualities and are a good influence on others
- Refer to people you look up to for guidance and inspiration
- How we as a staff team can be better role models for young people

We realise negative role models, however, may also influence children. Often, admired public figures can make poor personal choices. Young children may assume that the behaviours of negative role models are typical, safe, and acceptable. As caregivers, we try to intervene by

emphasising that role models who embrace inappropriate behaviour, violence, racism, sexism, and drug and alcohol abuse are not acceptable.

## 10. CARE PLANNING

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### 10.1 Criteria used for the admission of young people

The Birches home allows for up to 4 young people at any one time. If the home is not under full occupancy, the house Manager will read through referrals and having spoken to social workers, conducted visits and processed forms, will consider various young people and make selections based on all relevant data. Emergency placements are also taken into consideration and for every new young person, the home Manager will always ensure the fit and create 'Impact Risk Assessments'.

Each new young person will be handed a 'Children's Guide' which gives an overview of the home including rules, a current staff list, policies and procedures. The home has also created a 'Claiming Plan' which details how we welcome in young people and make their room feel homely. This plan can be detailed in that it will feature how we cater to their needs and requirements; anything from the colour of their room through to a personalised mug or cup. Much of our claiming plan refers back to the 'House Model of Parenting'.

## Appendix A – Workforce experience and qualifications

Staff Member	Pos. /Date Commenced	Qualifications	Date Acquired
<b>Helen Sulley</b> F 14.06.1985	<b>Registered Manager</b>  Full-Time 16.09.2015	BA Hons. Childhood youth studies and social psychology NVQ 3, health & social Care children and young people NVQ4 Health & Social Care children and young people Level 5 in diploma leadership and management Designated Safeguarding lead children v2.0 Company Certificates	2007 2007 2013 2017 Oct 2020
<b>Harry Jones</b> M 19.07.1985	<b>Deputy Manager</b>  Full-Time 19.10.2009	Level 3 Diploma in Management NVQ Level 3 Health & social care children and young people Designated Safeguarding lead children v2.0 Level 5 Diploma in leadership and management for residential childcare Company Certificates	Dec 2019  Oct 2009  March 2021  In progress
<b>Keri Bloor</b> F 07.07.1973	<b>Team Leader</b>  Full-Time 25.01.2016	Level 3 Promoting Independence Level 3 Diploma for the children and young people work force Company Certificates	Feb 2005 Sept 2015
<b>Charlotte Green</b> F 22.10.1995	<b>Team Leader</b>  Full-Time 12.01.22	Level 3 Residential Childcare Level 5 Diploma in leadership and management for residential childcare Company Certificates	April 2018  In Progress

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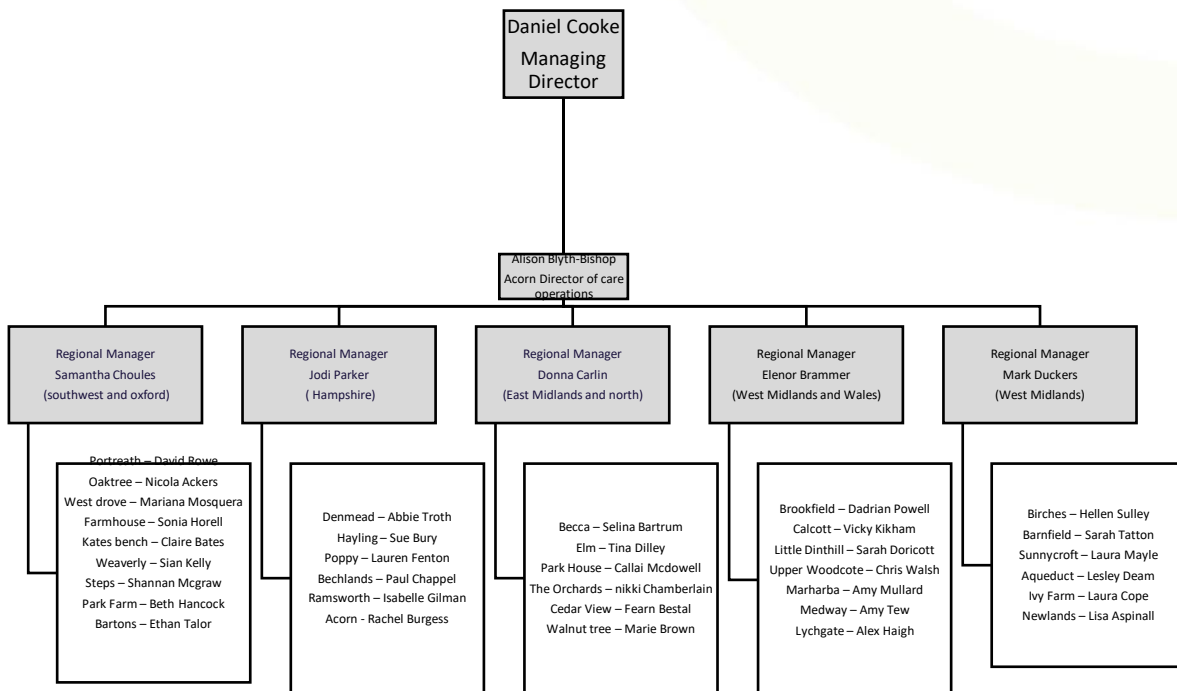
<b>Liam Allen</b> M 30.03.1999	<b>Acting Team Leader</b> Full-Time 03.08.2020	A-Level English Lit & Language BTEC Performing Arts & BTEC Music Level 3 Archery GB Level 1 Coaching Company Certificates Level 4 Children, Young People & Family Practitioner	June 2017 Dec 18 Aug 2020 Nov 22
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Staff Member	Position	Qualifications	Date Acquired / Commenced
<b>Samantha Hogg</b> F 18.04.1986	<b>TSW</b> Full-Time 29.09.2014	BA Hons. Criminology & Psychology Level 3 Therapeutic Childcare Level 3 Diploma for Residential Childcare Company Certificates	September 2014 May 2016 January 2019
<b>Oliver Neill</b> M 21.10.1998	<b>TSW</b> Full-Time 04.09.23	English and American studies BA - 2:1  A levels - English lit - B PE - B Economics - D As levels - EPQ - C Psychology - D  Mental health first aider course Lifeguard level 2  Level 4 Children, Young People & Family Practitioner Company Certificates	In Progress In Progress
<b>Beth Ryal</b> F 13.05.1993	<b>TSW</b> Full-Time 01.02.2021	A-Level English Literature, History and Drama BA Hons. Drama / English Lit. Company Certificates Level 4 Children, Young People & Family Practitioner	July 2010 July 2014  In progress
<b>Colin Smith</b>	<b>TSW</b>	Archery GB Level 1 Coaching	November 2018

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M 21.12.1966	Full-Time 01.06.2020	Level 4 Children, Young People & Family Practitioner Company Certificates	June 2023
<b>Emily Whiteley</b> F 27.8.87	TSW Part time <b>18.7.22</b> TSW	Psychology degree PG cert in clinical psychology Company certificates	2018 2019 In progress
<b>Debbie Gamage</b> F 21.07.75	Full time 08.04.24	GCSE: English lang. B English lit. B+ Drama C Child Dev. C Maths D  Diploma in Health Service Reception  Company Certificates	1991  2000  In Progress
<b>George Titley</b> M 25.07.1998	TSW Full-Time 11.12.2018	Level 3 Residential Childcare Company Certificates	November 2020

## Leadership Team





## Appendix B - 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 Athena hub, together with their professional qualifications. These clinicians may support any of the residential settings.

Clinical Team		
Clinical Employee Name	Job title	Qualifications
Dr Katie Caddick-Eardley	Wellbeing and Clinical Locality Lead  and  Senior Specialist Educational Psychologist	BSc Hons - Psychology Degree  PGCE - Post graduate Certificate in Education  QTS - Qualified Teacher Status  MSc - Education Psychology Master's Degree  DEdPsy – Professional Doctorate in Educational Psychology  HCPC - Registration No. PYL00044  AEP Member - Association of Education Psychologists

# Acorn Education And Care

Michelle Hopkins	Wellbeing and Clinical Services Coordinator and Senior Specialist Art Psychotherapist	BA Hons Art Degree  MRCC (level 4- Managing residential children's services)  MA Art Psychotherapy  HCPC - Registration No. AS13975  BAAT member – British Association of Art Therapy
Dr Linda Sunday	Wellbeing and Clinical Services Coordinator and Drama Psychotherapist	BA Hons Drama and Performance.  MA in Dramatherapy  PhD in Philosophy  HCPC Registration – AS15028
Dr Yuvender Prashar	Wellbeing and Clinical Services Coordinator and Senior Educational Psychologist	BSc Hons (Biomedical Science)  MSc (Psychology)  Professional Doctorate in Applied Educational and Child Psychology  HCPC Registration – PYL35660
Katie Brereton	Occupational Therapist	BSc Hons (Psychology and Sociology)  BSc Hons Occupational Therapy  HCPC
Joanne Pearson	Psychotherapist	MSc Integrative Psychotherapy  Post Graduate Diploma Integrative Psychotherapy  Post Graduate Certificate Integrative Psychotherapy  BSc (Hons) Psychotherapy

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		BACP Registered Member
Janet French	Drama Psychotherapist	Masters – Drama Therapy
Sarah Baker	Counselling Psychologist	BSc Hons – Psychology City and Guild– Teaching Certificate for Adult Learners Masters – Counselling Psychology Post-Masters Diploma – Counselling Psychology HCPC Registration – PYL06692
Helen Sim (contractor)	Contractor - Speech and Language Therapist	BSc Speech Pathology and Therapy
Benjamin Howells	Therapies Assistant	BA Hons- Education Studies Degree MSc- Psychology in Education Degree Current- Pre-clinical Psychotherapy Training
Jasdeep Kaur	Assistant Psychologist	BSc Hons - Psychology & Criminology Degree
Jasmine Hare	Assistant Psychologist	BSc Hons – Psychology with Sociology Degree
Priya Khutan	Assistant Psychologist	BSc Hons - Psychology
<p><i>NB. list is live as of June 2023 – additional employees to be added to reflect expansion and vacancy filling.</i></p>		

## Appendix C – Wellbeing Model

How The Home and Young People Are Supported

# Acorn Education And Care

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-level: professional



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 for development. Homes are able to achieve a quality standard

# Acorn Education And Care

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.

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.

# Acorn Education And Care

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

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

Table 2: Holding

Name & Sequence Market	Seated			Standing			Team Interventions (2 staff)	Transitions (2 staff)	Children Holds		
	Low	Med	High	Low	Med	High			Seated (chair)	Seated (floor)	Standing
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 Market	Strike	Wrist	Clothes	Hair	Neck	Body	Bite	Interventions (1 staff)			Neck (high risk)
								Low	Medium	High	
Education	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Health/Human	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Timings (minutes)	90										15

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

Table 2: Holding

Name & Sequence Market	Seated			Standing			Team Interventions (2 staff)	Transitions (2 staff)	Children Holds			3 <sup>rd</sup> 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
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																												
Education	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Health/Human	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Timings (minutes)	90											115																

Table 2: Holding

Name & Sequence	Seated			Standing			Team Interventions (2 staff)	Transitions (2 staff)	Children Holds		3rd 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 wheel		Standing to Supine	Standing to wheel	Standing to Prone	Emergency Team Interventions (3 staff)	Supine	Supported Prone	Rapid Tranquillisation	Entry	Search/Remove of unsafe items	Exit														
Market																																										
Education	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Health/Human	✓	✓	✓	✓	✓	✓	✓	✓	X	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Timings (minutes)	150											30	20	15	35	35	35	35	40	50	50	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.



# Acorn Education And Care

The children's and young people's part of the organisation is divided into 2 clear areas.

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.

# Acorn Education And Care