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**THE OLD RECTORY/**

**OLD RECTORY BUNGALOW**

**STATEMENT OF PURPOSE**

**Old Rectory Road**

**Brumstead,**

**Norwich**

**Norfolk**

**NR12 9EU**

**OFSTED: Unique Reference Number: SC424897**

Directors: Kath Laidlaw & Dan Knight

April 2025

This is a Statement of Purpose and Function for The Old Rectory and The Old Rectory Bungalow Children’s Home. This document has been compiled under regulation 16, schedule 1 of The Children’s Homes (England) Regulations 2015. Unless otherwise specified, the term ‘The Old Rectory’ encompasses The Old Rectory and The Old Rectory Bungalow.

The Old Rectory is registered with Ofsted at:

National Business Unit

Piccadilly Gate

Store Street

Manchester

M1 2WD

Telephone number: 0300 123 1231

The Directors of Clover Childcare Services Ltd. are Dan Knight and Kath Laidlaw. Dan is Responsible Individual for Clover Childcare Services Ltd. Katie O’Malley is the Registered Manager of The Old Rectory and together they have endorsed this document.

Clover Childcare Services Ltd also provide outreach services. These services are social work orientated but are distinct and separate from the running of The Old Rectory. At no time will any outreach work be completed at The Old Rectory, however information pertaining to the outreach work may be stored at the Home.

**The Old Rectory SC424897**

**Statement of Purpose Monitoring and Amendment record**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Amendment or review** | **Page**  | **Detail** | **Initial** |
| 27.7.17 | Amendment | 3, 7, 8, 16, 21, 26 | Quality and Purpose of CareHomes EthosDescription of accommodationDescription of locationEducationMonitoring and Surveillance Staffing |  |
| 06/08/18 | Amendment | 727 | Age of YP in the bungalow Staffing |  |
| 17/08/18 | Amendment | 7/81527 | Description of use of the bungalowEducationStaffing |  |
| 31.07.19 | Amendment  | P1P7P8P10 P24 P27/28 | Date of SoPNumber of children accommodatedNumber of children accommodatedDescription of accommodation in the homeRM’s status updatedStaffing updated |  |
| 7.2.20 | Amendment  | P1P2P27/28 | Date of SoPRM Name Changed Staffing Updated  |  |
| 5.11.20 | Amendment | P1P2P7P24P27-28 | Date of SOPRM detailsType of placement (Bungalow)RM details Staffing updated |  |
|  |
|  |
|  |
|  |
| 20.03.21 | Amendment |  | Review and rewrite of document |  |
| 31.03.22 | Amendment  | P.32-33P29 | Staffing updatedRM details  |  |
| 12.09.22 | Amendment  | P32-33 | Staffing update  | KO |
| 25.11.22 | Amendment  | P1P32-33 | Date of SOPStaffing Update  | KO |
| 16.02.23 | Amendment  | P1P32-33 | Date of SOPStaffing Update | KO |
| 30/03/23 | Amendment | 2832-33 | Name of RMName of Head of Care Purpose of the BungalowStaffing | SPH |
| 16/10/2023 | Amendment  | Pg 32-33Pg 8  | Staffing Quality and Purpose of Care- Bungalow Garden  | KO |
| 04.12.23 | Amendment  | Pg 31-33 | Staffing  | KO |
| 26.01.24 | Amendments | Pg 24, 25,Pg 31-33 | Monitoring and surveillance Staffing | KO |
| 09.09.24 | Amendments  | Pg 34 | Staffing  | KO |
| 30.12.24 | Amendments  | Pg- 33 | Staffing  | KO |
| 14.01.25 | Amendments | Pg 33 | Staffing  | KO |
| 24.03.25 | Amendments | Pg 33 | Staffing  | KO |
| 01.05.25 | Amendments | Pg33 |  |  |

Matters to be included in the Statement of Purpose consistent with Regulation 16 – Schedule 1 of the Children’s Homes (England) Regulations 2015

This schedulenoteType=Explanatory Memorandum has no associated

**Quality and purpose of care**

**1.**  A statement of the range of needs of the children for whom it is intended that the children’s home is to provide care and accommodation.

**2.**  Details of the home’s ethos, the outcomes that the home seeks to achieve and its approach to achieving them.

**3.**  A description of the accommodation offered by the home, including—

(a) how accommodation has been adapted to the needs of children;

(b) the age range, number and sex of children for whom it is intended that accommodation is to be provided; and

(c) the type of accommodation, including sleeping accommodation.

**4.**  A description of the location of the home.

**5.**  The arrangements for supporting the cultural, linguistic and religious needs of children.

**6.**  Details of who to contact if a person has a complaint about the home and how that person can access the home’s complaints policy.

**7.**  Details of how a person, body or organisation involved in the care or protection of a child can access the home’s child protection policies or the behaviour management policy.

**Views, wishes and feelings**

**8.**  A description of the home’s policy and approach to consulting children about the quality of their care.

**9.**  A description of the home’s policy and approach in relation to—

(a) anti-discriminatory practice in respect of children and their families; and

(b) children’s rights.

**Education**

**10.**  Details of provision to support children with special educational needs.

**11.**  If the home is registered as a school, details of the curriculum provided by the home and the management and structure of the arrangements for education.

**12.**  If the home is not registered as a school, the arrangements for children to attend local schools and the provision made by the home to promote children’s educational achievement.

**Enjoyment and achievement**

**13.**  The 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.

**Health**

**14.**  Details of any healthcare or therapy provided, including—

(a) details of the qualifications and professional supervision of the staff involved in providing any healthcare or therapy; and

(b) information about how the effectiveness of any healthcare or therapy provided is measured, the evidence demonstrating its effectiveness and details of how the information or the evidence can be accessed.

**Positive relationships**

**15.**  The arrangements for promoting contact between children and their families and friends.

**Protection of children**

**16.**  A description of the home’s approach to the monitoring and surveillance of children.

**17.**  Details of the home’s approach to behavioural support, including information about—

(a) the home’s approach to restraint in relation to children; and

(b) how persons working in the home are trained in restraint and how their competence is assessed.

**Leadership and management**

**18.**  The name and work address of—

(a) the registered provider;

(b) the responsible individual (if one is nominated); and

(c) the registered manager (if one is appointed).

**19.**  Details of the experience and qualifications of staff, including any staff commissioned to provide education or health care.

**20.**  Details of the management and staffing structure of the home, including arrangements for the professional supervision of staff, including staff that provide education or health care.

**21.**  If the staff are all of one sex, or mainly of one sex, a description of how the home promotes appropriate role models of both sexes.

**Care planning**

**22.**  Any criteria used for the admission of children to the home, including any policies and procedures for emergency admission.

**Quality and Purpose of Care**

**A statement of the range of needs that the home is intended to meet and the characteristics of children to be cared for by the home (including criteria used for admission (including emergency admissions).**

The Old Rectory will accommodate up to seven young people between the ages of 7 and 18 years, 6 in The Old Rectory and 1 in The Old Rectory Bungalow. The homes can accommodate young people of either gender.

The Old Rectory offers short, medium or long term placements for young people:

* With emotional and behavioural difficulties.
* With complex health and social care needs.
* With a history of insecure attachments and challenging behaviour.
* Who have experienced break down of numerous placements in foster care or children’s homes.
* Who are in need of a core assessment.

The home is not set up to accommodate young people with:

* Physical disabilities.
* Severe learning disabilities.
* Acute mental health problems.
* Severe drug dependence

Wherever possible young people will be accommodated in a planned manner though

same day placements can be accommodated and will be considered dependent upon the needs of the young person being referred and the stability and needs of the resident group.

Specifically, The Old Rectory is able to accept emergency placements subject to:

* Receipt of as much information about the young person as is possible at the time of placement
* Agreement from all parties that the young person is suitable for accommodation in the service
* Agreement from all parties that the Old Rectory is able to meet the identified needs of the young person.
* A short-term plan being in place with an agreed review date

Since January 2022, The Old Rectory Bungalow has been home to one young person on a long-term basis. This young person has a range of specific needs which mean he is, currently, unable to live in a group setting. His placing authority feel that this offers the best possible placement for him in terms of meeting his social, emotional and educational needs and this placement is presently planned to continue until he reaches the age of 18. The bungalow also now offers an enclosed garden, this minimises the risk of young people walking onto the country road from the bungalow premises.

At other times the Old Rectory Bungalow allows for 1:1 work to be carried out with young people in specific areas such as: integration into group living; life story work; respite and family work; reunification work and, where appropriate, developing independent living skills. To facilitate this The Old Rectory Bungalow can, in exceptional circumstances, offer short-term and respite care placements to young people.

**Details of the home’s ethos, and the outcomes that the home seeks to achieve and its approach to achieving them**.

The Old Rectory is a detached house in the small rural hamlet of Brumstead**,** Norfolk. Originally a private dwelling**,** this substantial property has been converted into a comfortable and spacious six bedded Therapeutic Children’s Home.

The Old Rectory Bungalow is a detached bungalow. Originally a private dwelling**,** this property has been converted into a comfortable one bedded Therapeutic Children’s Home.

Our experience informs us that theories and techniques for direct work with children cannot flourish until the foundations of sound residential childcare practice are in place. We understand that when children come into care or change placements they are often going through a period of crisis, their lives may feel chaotic, overwhelming and frightening. Our first aim is to help children in our care feel safe and emotionally contained.

We have created a warm family type environment and a home which is decorated and furnished to a high standard. Our routines are practical and predictable, creating an atmosphere of stability and helping children to feel secure. Our staff team is skilled, experienced, resilient and immensely dedicated.

At the Old Rectory we believe that the children we look after should not just be well cared for, but also feel cared about. We believe that expressing authentic warmth and unconditional positive regard for children in our care is key to helping young people achieve their potential. Our goal is to create an environment where young people can feel safe and recover from the difficult experiences and disruption they have experienced in their lives and to assist them in achieving individual success, maximising their life chances.

We will treat each young person as an individual recognising his/her unique needs. We will take into account each young persons’ religion, race, culture, disability, sexual orientation and gender in how we care for him/her. We also recognise and appreciate that most young people have strong opinions about the way they want to be cared for and listened to, we endeavour to incorporate children’s ideas into the way we care for them.

Our approach to caring for young people encompasses the core outcomes from the DfE ‘**Help Children Achieve More'.** We will ensure our services are delivered in such a manner that we actively promote each young person to:

* Be Healthy
* Stay Safe
* Enjoy and Achieve
* Make a Positive Contribution
* Achieve Economic Well Being

The aims of the home are:

* To offer high quality residential care to young people aged 7 to 17 upon admission, on a short-, medium- or long-term basis, dependent upon their care need, until the date of their 18th Birthday
* To provide therapeutic re-parenting by a caring and skilled staff team.
* To provide consistent care and nurturing routines in a family type environment.
* To create an age-appropriate independence plan which will develop and enhance each child’s skills and will help to prepare them for leaving care.
* To provide a stable and secure environment where children can thrive and reach their true potential.
* To provide facilities and services to enable young people to achieve positive change in their lives.
* To support young people educationally, helping to create individualised programmes that help to develop their social and emotional well-being enabling them to engage with life and learning.

In order to achieve these aims, the following objectives have been set:

* The creation of a warm, safe and welcoming environment.
* The development of a multi-skilled, highly trained and experienced staff team.
* The development of an effective key worker system.
* Professional assessment and recording systems.
* To encourage young people to develop and maintain positive relationships with families, staff, peers and the wider community.
* To equip young people with the necessary skills to deal with adverse situations.
* We will actively pursue a full service from all relevant agencies e.g. Health, Education, working collaboratively to ensure that each child’s needs are met and his/her welfare is promoted to the fullest extent.
* We will actively promote and advocate for care plans to be drawn up and carried through to meet each young person’s educational, religious, cultural, linguistic and dietary needs.
* To provide an independence package for young people as they prepare for leaving care and living (semi-) independently.

Clover Childcare Services Ltd, as an organisation, is opposed to all forms of discrimination: in particular against young people in any form that may prevent that young person from reaching his or her full potential. To this end the staff team will work consistently to prevent discrimination on the grounds of race, colour, nationality, ethnic or social origin, language, culture, gender, sexual orientation, age, religion, disability, political or other opinion, birth or status.

Staff are committed to maximising the potential of all the young people we work with. Any discrimination by young people or adults, no matter how subtle, will be challenged. Should staff witness any discrimination towards any young person by another member of staff they will be expected and encouraged to “blow the whistle”.

Staff are encouraged to promote the rights of young people who may wish to make complaints by assisting them in whatever way the young person wishes, including framing the complaint with the young person and passing on that complaint to the appropriate body.

All young people placed at The Old Rectory have the right:

* To be protected from harm.
* To be listened to and to be taken seriously.
* To ask for information and advice.
* To have a safe and secure environment.
* To have warmth, food and shelter.
* To receive a meaningful education
* To be supported to attend and participate in a range of leisure activities.
* To be treated with respect, dignity and worth.
* To make mistakes.
* To be responsible for themselves, to have their rights respected and to respect the rights of other people.
* To privacy.

**A description of the accommodation offered by the home, including how accommodation has been adapted to the needs of children cared for by the home.**

The Old Rectory

The Home is a detached property set in its own substantial grounds and provides spacious accommodation for young people. The back door opens onto a ‘soft play’ room equipped with a range of with soft play equipment and adjoining utility and laundry room. The back lobby contains a downstairs cloakroom and leads to a very spacious kitchen/diner and living area. There is a good-sized living room and separate snug which are furnished and equipped for modern family living, as well as a small south facing conservatory, which is accessed via the front door of the property. There is also the duty office and sleep in room downstairs.

On the first floor there is a landing, six spacious bedrooms for young people, one with an ensuite and two further bathrooms. All rooms are furnished to a high standard; they are light, spacious and well equipped. The young people are encouraged to personalise their own rooms and take responsibility for keeping them tidy.

There are further detached buildings in the grounds of the Home, including a brick built barn which has been converted into the school reception, training room and the Director’s offices. Further buildings constitute The Stables Independent School, registered with the DfE in September 2018, to support the education of the young people of Clover Childcare Services and any other appropriate referrals.

The Old Rectory Bungalow

The Home is a bungalow with a recently decorated kitchen/diner, a utility room, a shower room and separate toilet. The young person living in the home will be given the opportunity of using the bath at the Old Rectory at times alongside having use of the shower. There is also a living room and conservatory which provide a light and spacious area for family living.

There is one spacious bedroom for the young person, including a built-in wardrobe, and an office/bedroom for the staff. The bedroom is equipped with a CD/iPod docking station and is furnished to a high standard. Young people are encouraged to personalise their own rooms and take responsibility for keeping them tidy.

**A description of the location of the home.**

The Old Rectory is situated in the small hamlet of Brumstead, in the heart of the Norfolk Broads. The Home is 1 mile from the market town of Stalham, 3 miles from the coast and 12 miles from the city of Norwich.

The house is a detached property, set in five acres of land. The house is a brick and flint two-storey former Rectory, in character with other large rural properties in the area. It has a large private garden at the back of the home with an orchard and a vegetable patch and is enclosed by hedges, trees and large wooden gates. The front of the property has its own driveway and is flanked by four acres of paddocks.

The Old Rectory Bungalow is a detached brick built property with its own private garden at the back of the home. It has a patio outside the conservatory which overlooks the garden. The front of the property has its own driveway. The garden offers a safe and enclosed space with a fence, minimising the risk of going onto the country road.

We are in a reasonably rural location being one mile from the nearest town. This has the benefit of providing lots of outside space but we are also aware of the risk of our young people becoming isolated. To combat this, all our staff must hold a valid driving licence so that we can transport young people to social activities. We have also supported the children in becoming safe and proficient cyclists and have planned a safe route for them to be able to cycle to Stalham, either with or without staff depending on their age and understanding. The young people are encouraged to wear Hi – Vis vests and a bike helmet when on their bikes and a Hi- Vis vest when walking.

There is a lack of street lighting near us and as such night-time absconding is a risk. We have clear risk assessments in place for each of our young people around this, we also have a clear procedure that adults will follow our young people after dark taking torches and a mobile phone with them to keep in contact.

We have undertaken a comprehensive location risk assessment before deciding the location is suitable for a children’s home and this has included liaison with the local police safer neighbourhood teams and Norfolk County Council. This risk assessment is reviewed annually and young people are involved in this process to allow us to educate them about risk and for them to further develop an awareness of the need to keep themselves safe.

**The arrangements for supporting the religious, cultural and linguistic needs of children accommodated in the home including anti-discriminatory practice.**

At The Old Rectory we acknowledge, respect and value diversity. We are committed to facilitating children’s religious needs and promoting their religious practice.

We seek information about a child’s religious needs as part of the referral process in order to prepare fully to support him/her sensitively with issues such as dietary needs, special days and time and space to worship. It is important to us that when children move into The Old Rectory they do not lose touch with their religious heritage. Staff will promote the young person’s rights in this regard and use Holy Days and Saint’s Days to promote the young person’s faith within the Home.

We respect and value cultural diversity and will promote young people’s cultural and religious beliefs and activities. These beliefs and activities will be identified through the care planning process. All religious and cultural activities important to the young person and their family will be vigorously researched and thoroughly supported by the staff team. To facilitate this staff will:

* Be proactive in assisting to maintain modes of dress, ceremony, diet and custom.
* Provide transport, where practicable, to places of worship and meeting places.
* Make every effort to ensure important aspects of culture and religious heritage are not lost.
* Provide access to sources of information that will encourage the young person’s cultural and religious understanding and beliefs.
* Assist the young person to obtain language support where and when required.
* Not tolerate discrimination against young people on the grounds of race, religion or culture under any circumstances. Any incidence of this type of behaviour will be challenged individually and through the House meetings. If discrimination by staff is wilful the matter will be treated via the disciplinary process.

We recognise that rural Norfolk is not as culturally diverse as some larger city areas. In order to promote cultural diversity and combat discrimination, staff at The Old Rectory will educate children about religions and cultures encouraging all young people to join in festivities and celebrations of Holy and Saints days, visit larger cities and communities inspiring them to ask questions and imagine their own lives if they were born in a different time or to a different culture.

Further guidance on these issues can be found in the Home’s policy on anti-discriminatory practice.

**Complaints about the home and access to the home’s complaints policy**

At The Old Rectory we seek to promote openness and transparency in all our practices. We welcome, expect and accept feedback from the children, their families, social workers, Independent Reviewing Officers, Teachers, other professionals, members of our local community and visitors to the homes. In order to facilitate this, we have bound books for recording compliments and complaints and a written policy about complaints. This policy is available upon request.

When a child is admitted to The Old Rectory he or she, their family and social worker are made aware of our policy. A summary of this is contained in: ‘The Parent’s Guide’ and our ‘Statement of Purpose’ and the young person’s welcome booklet.

We actively encourage young people to explore their feelings constructively. Within this context if the young person feels that they have been treated unfairly or disrespectfully they are made aware of their right to complain. Wherever possible, complaints are discussed on an informal level with the Registered Manager in the hope that they can be resolved as quickly as possible with the minimum of anxiety to the young person.

Many complaints are, upon discussion, an expression of dissatisfaction and can usually be explored and remedied to the young person’s satisfaction. For those complaints that cannot be remedied by informal discussion, the young person will be given the opportunity to follow the process through to formal investigation and resolution. The manager will ensure that the complaints process has a finite time span, agreed with the young person, workers and professionals at the outset of the investigation. The initial timeframe for resolving complaints should be within 28 days.

All young people will:

* Be listened to and heard by the staff team.
* Reassured by the staff team that they will not be punished for making a complaint.
* Have their complaint acted upon.
* Be given support throughout.
* Be kept informed throughout.
* Be given names and telephone numbers of organisations who can help them independently if they are dissatisfied e.g. Ofsted, Independent Reviewing officers, their Local Authority Complaints Officer, Voice (independent and confidential advocacy service for young people), Child line. These will be displayed in the Home and the Welcome Booklet.

Complaints can be raised with any member of staff on duty or with the Registered Manager directly. Unless the complaint is against the Registered Manager it is the manager who will conduct any investigation. The manager will inform the young person’s social worker and other parties with a legitimate interest in the welfare of the young person and decisions may be made to involve other professionals such as Child Protection Teams.

All complaints, whether made verbally or in writing are recorded in the Complaints Book which is a numbered and bound log inspected regularly by Ofsted. All complaints, their investigations, and their outcomes will be recorded in the complaints log and shared fully with those involved. A record of the complaint will be kept on the young person’s case file as a formal record, available to the young person and their social worker.

At The Old Rectory we acknowledge that complaints can evoke strong feelings in children and adults. These feelings and staff responses to them are regularly discussed in team meetings as part of our commitment to openness and transparency in our practice.

**Views, Wishes and Feelings**

**A description of the home’s policy and approach to consulting children about the quality of their care**

The Old Rectory recognises the individuality of all young people; each with their own strengths, preferred ways of expressing themselves and clear ideas about how they could best be cared for. Therefore, it is important that staff at The Old Rectory use a variety of formal and informal means of consulting with, and seeking feedback from, young people about the running of the home, and how it affects their lives.

Within the culture of the Home staff will be talking and listening to children at all the times of the day while involving them in the routines of the home. This could include whilst riding in cars, around the dinner table, settling time at night and whilst unpacking the shopping etc.

We also recognise the benefits of having more formal discussions between staff and children.

This will be done through:

* Placement Planning and regular review.
* Creating individual placement routines.
* Key-working sessions (including a record of their wishes and feelings in their “Can I Have A Chat? book”).
* ‘House meetings’ where children and staff can discuss the routines of the home, things we could do better and how we treat each other.
* Statutory Reviews.
* Regulation 44 visits by an Independent Visitor
* Comments included in the Regulation 45 review of the quality of care being provided which is completed by managers in the home every three months
* Young people are actively involved in the reviewing and updating of the Local Area Risk Assessment ensuring that we obtain a child’s perspective on considered risk rather than relying solely on risk perceived by an adult
* Feedback forms when children leave the Home.

We encourage children to contribute to the running of the Home, as it is they, to a large extent, who are able to identify problems associated with day to day living. Each young person should be given the opportunity to comment on all aspects related to the running of the Home including their own individual activities, the menu, contents of the Home, house rules and the selection and recruitment of potential staff.

It is our view that this level of children’s participation in the running of the Home prevents care practice becoming institutionalised. It is also our view that seeing their ideas being valued and acted upon creates for children a sense of self-worth and self-efficacy.

**Education**

**Details of provision to support children with special educational needs**

The nominated school will apply for an education, health and care (EHC) Plan for the young person if they have special educational needs. This will set out clearly what their needs are and what level of support the young person requires in order to be successful in school. If needed, The Old Rectory will provide a member of staff to support the young person in school on a 1:1 basis or Clover Childcare Services will employ a specific teaching assistant for this purpose.

**Where the home is dually registered as a school, details of the curriculum provided by the home and the structure and management of the arrangements for education.**

The Home is not dual registered as a school.

**Where the home is not registered as a school, the arrangements for children to attend local schools and the provision made by the home to promote children’s educational achievement**

The Old Rectory recognises and values the importance of education for young people to provide them with an academic foundation for their future career prospects as well as to help them develop appropriate peer socialisation.

Each young person placed at The Old Rectory will receive an educational provision that is based on their individual educational needs. If it is possible and in the young person’s best interest, we will support him or her to maintain the educational provision he or she is in at the time of accommodation.

As a registered provider, Clover Childcare Services Ltd is aware of the difficulties some young people encounter from a disrupted education. To this end, the company has registered its own educational provision, The Stables Independent School, on site at The Old Rectory. The Old Rectory will work in partnership with The Stables Independent School to provide flexible and creative responses to educating young people in key stages 1 and 2. Once the young people reach 14, we will work closely with the Education Department to find the most appropriate provision for the young people to undertake their GCSE qualifications and then to move on to higher education, whether that be college or an apprenticeship.

The curriculum content for each young person will be tailored according to his or her ability and availability to engage in structured education. This approach will include combining local services and resources with informal social learning opportunities. Integrated packages of educational support can include the following:

* Access to mainstream school, full and part time
* Independent school
* Alternative Educational Provision
* Specialist school projects
* Home tutoring
* Work experience placements
* Pupil Referral Units
* One to one time, engaging in activities
* Informal, social learning activities

Staff at The Old Rectory will support each young person in educational placements whilst they develop the confidence to establish themselves and will recognise and celebrate the educational achievements of young people in their respective learning environments.

**Enjoyment and Achievement**

**The arrangements for enabling children to take part in and benefit from a variety of activities that met their needs and develop and reflect their creative, intellectual, physical and social interests and skills**

Staff at The Old Rectory believe that recreational activity is an essential component in the social and psychological development of young people. It helps young people gain confidence and develops social skills and awareness. It builds self-esteem and self-efficacy. We also recognise that young people need quiet and relaxed times where they are able to reflect on issues and have the space to work through things.

We have a location and environment that provides access to a wide range of natural resources. In addition the staff team possess a variety of skills and interests which lends itself to maintaining and broadening the recreational and sporting interests for young people living with us.

At the outset of the placement the key-worker will consult each young person about their particular interests. This includes any activities, hobbies or clubs that they attend; any activities previously attended but lapsed or new activities that the young person would like to try. Staff will support and help young people to maintain these interests and where we are able to facilitate them key-workers will schedule them into the young person’s daily plan. The Old Rectory will supply any necessary equipment to complete the activities.

**Health**

**Details of any healthcare or therapy provided including**

1. **Details of the qualifications and professional supervision of the staff involved in providing any healthcare or therapy; and**
2. **Information about how the effectiveness of any healthcare or therapy provided is measured, the evidence of demonstrating its effectiveness and details of how the information or the evidence is assessed.**

a) -**Dr Lesley Ashby: Consultant Child Psychiatrist**.

Qualifications

GMC Registration number: 2711142:

Royal College of Psychiatrist membership: 6001.

CPD record for Royal College Psychiatrists valid until May 2016

Experience:

1992-2012- Consultant Child Psychiatrist in the City Community Team at Bethel Child & Family Centre, Norwich.

2008-2012- 4 years’ experience as Consultant Child Psychiatrist with the Primary Care Trust LAAC Team

* 1. –Consultations on attachment presentation to AFFU

Dr Ashby has also completed DDP Level 1 and DDP Level 2 training.

**Dr Ben Gurney Smith: Chartered Consultant Clinical Psychologist** assesses, treats and consults to Clover Childcare Services.

Qualifications:

Bachelor of Science in Psychology (2.1) University of College, London

Doctorate in Clinical Psychology (awarded) BPS/OU

Trainings/therapy qualifications (selected):

Accredited in Dyadic Developmental Psychotherapy 2016 Membership Number 114

Consultant and Practitioner in Dyadic Developmental Psychotherapy

Presentations:

Ben has presented nationally and internationally on practice and research concerning Dyadic Developmental Psychotherapy.

Professional Membership:

2008-present: Registered with HCPC as Clinical Psychologist: Membership no: PYL05452

Professional affiliations:

DDP Institute (DDPI) board member and Research Coordinator for DDPI (see <https://ddpnetwork.org/uk/>).

Honorary Senior Lecturer, University of Glasgow (see [University of Glasgow Staff List](https://www.gla.ac.uk/researchinstitutes/healthwellbeing/staff/?webapp=staffcontact&action=person&id=4edfebe68292)).

Publications (selected and available on request):

Ben has published research, chapters and books on several areas of psychological practice including: mindfulness, cognitive behavioural therapy, needs assessment in secure settings, parenting stress, assessing qualities in prospective foster and adoptive parents, DDP and the application of DDP principles to the practice of mental health.

Experience:

Ben has worked with looked after and adopted children and their families since 1997. He has worked in a number of settings including residential, secure facilities, local authority, CAMHS and third sector.

He established the ATTACH team in Oxford. This is a recognised service of good practice by the British Psychological Society which works with looked after and adopted children.

Currently he is the Clinical Lead at Adoptionplus Adoption Agency, Milton Keynes (see <http://www.adoptionplus.co.uk/>) which is an Outstanding Provider and is a partner of Proximity Partnership, an Independent Clinical Psychology Practice.

**Dan Holdsworth**, Senior Practitioner at Clover Lodge provides Theraplay for children who we feel would benefit from this and which they attend with a secure attachment figure from the staff team within the home. Dan is trained in Theraplay levels 1 and 2 and is currently working through the intermediate level qualification. He is regularly supervised by a member of the Theraplay institute.

b**)** The Old Rectory provides a therapeutic milieu in which children can receive “therapeutic re-parenting” from well trained and supported staff. The therapeutic care provided is consultant-led, using the theoretical basis of Attachment Theory. We meet as a staff group in each home on regular basis with our Consultant Child Psychiatrist to review the presentation of the children we look after. Using attachment theory, we analyse each child’s attachment behaviours and styles and formulate our practice responses. In this manner, we are able, as a group, to think very similarly about the delivery our therapeutic care, as well as have a shared understanding about our children.

**Dyadic Developmental Psychotherapy (DDP)**

Throughout their homes Clover Childcare Services provide a therapeutic milieu which is grounded in a theoretical model of practice supported by training, supervision and consultant led care.

In 2010, Dyadic Developmental Psychotherapy was the model chosen by the Directors of Clover Childcare Services as representing a close fit in the guiding vision of the homes and the implementation of these values within a coherent theoretical model. The story of the implementation of DDP at Clover Childcare has been presented at the 2016 International DDP conference in Glasgow (follow: [DDP Conference 2016](https://ddpnetwork.org/resources/library/subjects/residential-care/)).

Developed in the context of the recognised effects of maltreatment on children (often referred to as developmental trauma), Dyadic Developmental Psychotherapy (Hughes, 2011)[[1]](#footnote-2) is a relational therapy developed to facilitate the qualities of attachment security between the child and their parents/caregivers. This model applies the frameworks of attachment theory, inter-subjectivity and neurobiology to ameliorate the impact of maltreatment on children citing that a triad of developmental outcomes associated with maltreatment but also common in mental health difficulties are addressed: 1) trust, 2) regulation and 3) reflection are actively addressed in DDP. As determined by the model, this is achieved by using `here and now’ intersubjective experiences (the process by which one person communicates their understanding of the other) to facilitate trust and safety, provide emotional regulation, and facilitate a new understanding (reflective function) of why the child has needed to use distrustful, defensive and controlling behaviours in order to keep safe (Hughes, 2011, Hughes, Golding & Hudson, 2015)[[2]](#footnote-3). The model actively involves the participation of the caregiver as an attachment figure to increase safety and security on which the young person can revisit their unresolved yet formative experiences in relationships.

This model is flexible and can be delivered as a direct intervention as a psychotherapy or through informed practice. The latter has been termed “Dyadic Developmental Practice” and both elements of DDP, psychotherapy and practice, are delivered at Clover Childcare. Clover Childcare has contributed to the development of the practice model in residential care termed `parenting in the moment’. Key elements of the model, conceptualised as the Pyramid of Need (Golding, 2015) are used to guide assessments and monitoring of progress of the young people during their time at Clover Childcare Services.

The adherence to DDP informed practice is monitored and maintained through:

Training in the field of attachment theory and its application to the caregiving task through Navigate training.

Training in the model of DDP (termed DDP Levels One and Two)

Staff group consultation from Dr Lesley Ashby

Consultation from Dr Ben Gurney-Smith

Clover Childcare have also been accepted on the [DDP Organisational Practicum](file:///%5C%5Crectorystation%5CShared%5CCommon%5CBGS%5CDDP%20organisational%20accreditation%5CDocumentation%5CFeb%202020%5CClover%20Childcare%20Services%20Ltd%20Proposal%20for%20Organisational%20Certification%20in%20DDP%2028th%20of%20February%202020.docx) to enhance their application of the model and develop their practice by a recognised process of external scrutiny through the DDP Institute.

In addition to the model, assessments of children are conducted by the Consultant Clinical Psychologist and include: attachment security, cognitive ability, neurodevelopmental needs, psychological well-being and mental health needs. A timeline of a range of tasks before the child is admitted is determined to ensure children are fully assessed by the [first year of placement.](file:///%5C%5Crectorystation%5CShared%5CCommon%5CDDP%20and%20other%20policy%20documents%5CTime%20line%20policy%5CTime%20line%20tasks%20from%20referral%202020%20amended%20Oct%202020.docx)  This includes:

A complied “trauma/nurture timeline” for each child to assist us in understanding the child’s formative life experiences.

A psychological assessment.

Administration of standardised questionnaires to baseline and monitor progress.

Alongside the ongoing assessment and intervention process, all children are assessed using standardised questionnaires which are used to monitor progress, evaluate effectiveness of interventions as well as identify need in the child which is captured in our annual [‘Measurement of Change Report’](file:///%5C%5Crectorystation%5CShared%5CCommon%5CDDP%20and%20other%20policy%20documents%5CMeasurement%20of%20Change%20Policy%5CAnnual%20reports%20and%20policy%20documents%5C2020%5CMeasurement%20of%20Change%20Annual%20Report%202020.doc). This information is used in psychological reports and children’s review meetings. The data is also collated to feedback on an annual basis to the Senior Managers and Directors to facilitate an understanding of the grouped progress and needs of the children at any one point across the homes. This information may also inform care planning decisions concerning suitability for children to move into fostering. This policy has been designed and overseen by the Consultant Clinical Psychologist.

Whilst we set our own therapeutic milieu, we accept that the children we look after will have complex and enduring needs and as such may benefit from direct formal therapy as well. We are happy to commission the use of external therapists when these have been recommended by our Consultants, to help the young person access other therapies if we feel this will be beneficial to their emotional and psychological well-being.

**Theraplay**

At Clover Childcare Services Theraplay is an important part of our core objective to therapeutically re-parent our children. It is a pioneering application of attachment theory to clinically work with children and their parent. For our children the ‘parent figure’ is selected and will usually be someone who has developed a significant relationship with the child such as their key-worker who cares for them within the home.

Since being developed in the mid-20th Century Theraplay has grown all over the world helping parents/parent-figures to develop their skills in providing playful, engaging, empathic responsiveness and clear guidance for children that can lead to a secure attachment and stable mental health. The use of Theraplay supports our commitment to the use of DDP.

Early on in the child’s placement journey with us, the focus on each child will be on building up trust in us and enabling them to view our home as theirs and to feel that it is a safe and secure base where they are loved, nurtured, and feel safe. Theraplay focuses on bringing a child and an attachment figure closer together so that trauma exploration can be safely achieved later.

Theraplay is concerned with developing the preverbal interactions between parent and child. It helps children from traumatic backgrounds and those with attachment disorders to develop their ability to have positive reciprocal interactions and learn the fundamental skills of relationship building which will serve them well throughout their childhood and later in their adult relationships. The goal is to recreate moments of primary inter-subjectivity which are closely related to the attunement between a mother and a new born baby. These are often missed developmental opportunities for children in the care system which, for many, underpin the nature of their difficulties.

The (Marschak Interview Method) MIM assessment is the first part of the therapeutic work which involves the child and an essential part of the process where key-worker and child are observed through a series of activities to gain an insight into how the key-worker manages the four dimensions of Structure, Challenge, Engagement and Nurture. A useful outcome of this therapeutic intervention is that childcare practitioners become more reflective, self-aware and, therefore, skilled in their engagement with our young people.

**Life Story Work**

Life story work is a therapeutic tool to help children resolve early trauma and form secure attachments with significant adults in their lives.

We feel that life story work is an approach that helps young people to talk and learn about their life experiences with the help of an adult that the child has a positive attachment with. This process does not always have to have an end product as going through the process itself is the most important factor (Ryan and Walker 2007). We also value the process of life story work in the fact that our children will leave our care with a book explaining their life story.

Through our training and experience, we have developed a life story process that develops with the child as they grow as we understand that their understanding of their world will also change. Life story work should not be viewed as static, something that has happened and now is at an end; rather, it should be viewed as being ongoing, as a dynamic and helpful process throughout life.

Due to time restrictions, we understand that social workers do not have the desired time they would wish for to complete effective life story work. With this in mind, compounded with the research that there is a lack of consistency in delivering life story work (e.g. Gallagher and Green 2012) we have devised our own process.

Life story work can be broken down into 3 separate and significant parts which are:

1. The formal sessions that will be completed with the attachment figure under the guidance of the life story lead and Consultant Psychologist. These are written up and put in the ‘trauma’ section of the child’s Therapeutic File. The formal sessions are written up on our keyworking observation sheets which include the principles of DDP and PACE (playfulness, acceptance, curiosity and empathy).

The keyworkers/attachment figures who are delivering lifestory sessions with children will attend formal training, be offered support and receive supervision with the lifestory practice lead. All cases of children that are having lifestory sessions will be taken to The Therapy Forum (an internal meeting between the practice leads of Theraplay, Lifestory and DDP with the Director of Care and Consultant Pychologist) in which the practice lead will receive supervision from The Consultant Psychologist.

1. The collation of the relevant information for devising and then presenting the Trauma Nurture Timeline (see timeline to entry document). This includes meeting the social worker and reading the child’s files, meeting appropriate family members and collating photos if possible. This all helps to build a picture of the child’s past which we then deliver to our Psychiatrist who will offer support, insight and strategies to the staff team based around the principles of DDP. This timeline is delivered to the staff team in the home where the child is living and, if the child attends The Stables Independent School, the timeline will be delivered to their team to ensure consistent approaches should any information or behaviour from a child appear to be linked to any adverse childhood experiences.
2. The completion of a lifestory book by the keyworker/attachment figure. This is an ongoing piece of work, regularly updated throughout the child’s time with us which they can take away when they leave our care. This book will hopefully assist in the child forming a coherent narrative of their early life.

Kim Golding’s pyramid of Need 2007 has become an essential tool for us to use for each individual child when applied to our therapeutic approach. It can be used as an effective reference point of where the child sits on the triangle and whether they are ready for DDP/Theraplay/Lifestory. The decision about which approach is best suited to each individual child will be made by the members of the Therapy Forum and then shared with keyworkers/attachment figures who will be integral to the successful use of the agreed approach.

**The arrangements for promoting contact between a child and their family and friends.**

At The Old Rectory we believe in the strength of “the family” and in the importance of strengthening families. We understand how important it is from the child’s perspective to see his or her family; equally for family members to keep in touch with their children.

We understand that in some cases it is not always safe or in the child’s best interest to promote contact with some family members. However, for most children contact is positive and beneficial. Therefore, where appropriate staff at The Old Rectory will encourage, support and promote contact with families as an essential element of the care planning process.

There are several ways in which children and families can maintain and sustain contact with each other. At The Old Rectory, we will monitor contact to ensure that it

remains positive and keep a record on the child’s file. We will be as flexible as we can to facilitate visits:

* Families can visit The Old Rectory, where we can offer comfortable private space and refreshments.
* Children can be collected or taken to a neutral venue to enjoy an activity for their contact.
* Children can be taken to or collected to go home for contact.
* We can provide an alternative venue for contact

The key aspect of contact is that it is planned which reduces the risk of contacts being cancelled at short notice and the possible negative impact this would have on young people. Any variation to contact arrangements will be made in full consultation with the Local Authority.

In addition to visiting contact we encourage children and families to stay in touch with each other by telephone and letter. Children will have access to a private telephone.

Children are encouraged to make friends locally as well as retain existing friendships; behaviour permitting these friends will be welcome to visit. Staff will contact the parents of these friends to ensure that they are happy for their child to visit.

It is not our policy to cancel contact as a punishment for difficult behaviour, however where a situation is potentially dangerous i.e. a child behaving dangerously in a vehicle, staff may need to rearrange contact with the family.

**A description of the home’s approach to the monitoring and surveillance of children.**

In the main house of The Old Rectory, there is a speaker system installed in the upstairs hallway and sounds are fed through to an amplifier and speaker in the main office downstairs. This is a support device to aid the safety of children and adults. Staff and children understand this. It is not used as an alternative to direct support of children. We also have a buzzer system fitted on each of the doors upstairs which can alert the staff when the young people come out of the rooms. This is used as and when an individual or group risk assessments indicate a heightened level of risk to young people. This will be used for incidents where children pose a risk to others during the times where staff will be asleep for example, overnight.

In the Bungalow, we do not have a speaker system in the premises. We do have a buzzer system at the Bungalow. The buzzer is on the front door only. This is due to the child behaving in a way that is unsafe to himself and others. We have referred to Regulation 24 of the Children’s Homes Regulations 2015 and are following this piece of legislation. More specifically, this use of surveillance is for the purpose of safeguarding the child, we have consent from the Local Authority in writing for the measure, the child has been made aware during a therapeutic conversation and it continues to support a level of privacy for the child.

Young People are made aware of the use of this equipment as part of their induction to the Home. The Local Authority are also aware of the use of this equipment and written permission from all placing authorities is held on file.

There is no requirement for additional monitoring and surveillance within the Old Rectory Bungalow due to its size and the fact it is a solo placement with all external doors locked overnight and windows secured by jaclocs which prevents intruders and also significantly reduces the possibility of a young person absconding overnight.

**Details of the home's approach to behavioural support, including information about:**

**a) the homes approach to restraint in relation to children; and**

**b) how persons working in the home are trained in restraint and how their competence is assessed.**

At The Old Rectory we believe that behavioural support is best exercised through investment in and development of strong inter-personal relationships with children living in the Home. These relationships are built on staff having an empathic understanding of the impact of a child’s experience and on mutual respect. The emphasis should be on praising the behaviour that we want to see, listening to their views and trying to negotiate solutions to problems together.

Every social environment must have rules to regulate it and we believe that children should have opportunities to contribute to them and thereby gain a sense of ownership of them. We also believe that children need boundaries in order to feel safe and cared about. Boundaries work best when applied in an understandable, fair and consistent manner. All children challenge the rules of behaviour that are set, this is part of growing up, learning and becoming an independent person. It takes time for a child to understand and learn how to control their behaviour.

When rules are broken within the Home, staff will assess whether the actions were intentional (deliberate) or unintentional (accidental or an aspect of the child’s distress).

Where staff assess a child’s behaviour to be unintentional they will address the behaviour with the child as an educational process looking at the triggers for the behaviour, their emotive responses and then offering alternative coping strategies and thereby supporting children to develop a better model of self-control.

If however staff assess the behaviour as being intentional the child can expect a consequence to be put in place. Consequences are not just punishments - they are ways to help children think and learn about their behaviour and how this affects their relationships. Wherever possible, staff will address the issue with the young person to negotiate a fair and acceptable solution. The Old Rectory believes in the values of ‘Restorative Justice’ (making amends).

Staff will take time to consider appropriate consequences and will ensure that they have not personalised a situation or acted unnecessarily punitively. Staff are mindful of prohibited sanctions that seek to hurt, abuse, humiliate or use power over young people.

Staff are aware of non-permissible sanctions outlined in The Children’s Homes (England) Regulations 2015, Regulation 19 (1) (2) and have signed statements to pledge compliance with this instruction.

There are occasions when young people, during periods of dysregulation, display challenging behaviours which may need managing with some form of restrictive physical intervention (restraint). Staff at The Old Rectory are trained in restrictive physical intervention techniques using Norfolk Steps. This skill will only be used as a last resort if all other diversionary and diffusing techniques have proved unsuccessful. Staff members will only use restrictive physical intervention where a child is placing him/herself or others at risk of significant harm or seriously damaging property.

Trained staff will intervene physically until the child’s crisis is averted and will release the hold at the earliest opportunity. Staff remain mindful of the psychological effect restraint may have on young people in their care in terms of power issues and past histories. All restraints will be recorded in line with Children’s Homes (England) Regulations 2015, Regulation 35 (3). All parties with a legitimate interest in the welfare of the child will be informed of the restraint and all people involved in the situation will be offered a de-brief. The child will also be advised of their right to complain and to whom they can complain about the use of the restraint, should they wish to do so.

Within Clover Childcare Services three staff are qualified Norfolk Steps Trainers who update this qualification annually. They ensure all staff receive training in the use of Norfolk Steps as part of their induction programme, and assess their competence through: regular training updates; the use of restraint as a regular item on team meeting agendas and individual supervision. Together with an open and honest de-brief following the use of restraint this ensures all staff remain competent in the safe and appropriate use of restrictive physical intervention on young people.

**Protection of Children**

**Safeguarding**

All young people looked after at The Old Rectory will be respected and protected from harm. Young people will not be made to feel responsible for reporting allegations of abuse by an adult or young person in the home, within their family or externally.

The Old Rectory has a comprehensive child protection policy and procedure within the Policy and Procedure manual. The Policy has been drawn from the guidance issued by the Local Authority, Norfolk County Council and the Local Safeguarding Children’s Partnership. The Policy covers issues including:

         Definitions of abuse.

         Identifying signs and symptoms of abuse.

         Keeping the young person safe.

         Managing allegations

         Who to contact and when.

         Recording.

         Whistle blowing

Also contained within the Policies and Procedures manual is a policy on countering bullying. This policy identifies:

         Types of bullying.

         Signs and symptoms of bullying.

         Managing bullying by staff.

         Managing bullying by other adults

         Recording.

It is part of the induction package for staff working at The Old Rectory that they should read and familiarise themselves with all policies and procedures and attend an induction safeguarding training session. It is also part of our mandatory training package that all staff attend an annual safeguarding/child protection training day. Discussion around policies and procedures is held regularly in supervisions and Team Meetings and the whole document is reviewed annually.

Issues such as child protection matters and bullying are discussed with the young people at regular intervals in key working sessions.

**Fire and Emergency Procedures**

At The Old Rectory we take seriously our responsibilities regarding fire safety. Fire training is an essential part of the induction process for all staff. In line with Regulatory Reform (Fire Safety) Order 2005 safety checks are carried out on the fire system:

* Call Points

         smoke alarms,

         fire extinguishers,

         fire blankets

         emergency lighting etc.

Any faults identified are reported promptly and repaired as a matter of urgency. All this is recorded in the fire logbook.

All staff attend fire marshal training bi-annually and the Quality Assurance Manager and Health and Safety Manager have attended training on preparing fire risk assessments to ensure these are written and reviewed form a sound knowledge base.

On admission each child is shown around the building, the fire drill is explained and the fire exits are pointed out to them. We talk to them regularly about the need to respond quickly and safely to fire alarms, what to do in the case of a fire being discovered and where to assemble in the event of a fire. We also carry out spontaneous evacuation drills at regular intervals, including one ‘hours of darkness drill’ each year.

Annual visits by external professionals are carried out to assess and advise whether current fire precautions are satisfactory and what needs to be undertaken to upgrade the systems.

Annual checks are also carried out on the boiler and gas supply in the Home. Any faulty equipment is discarded and replaced. All electrical equipment is subject to PAT testing on a bi-annual basis.

**Missing From Care**

The Old Rectory follows the policy set out in Guidance: “Children who runaway, or go missing from home or care” (D of E January 2014). Since April 2013 police forces have bought in new definitions of ‘missing’ and ‘absent’ in relation to children and young people reported as missing to the police. These are:

* **Missing**: Anyone whose whereabouts cannot be established and where the circumstances are out of character or the context suggests the person may be subject of crime or at risk of harm to themselves or another; and

         **Absent**:  A person is not at a place where they are expected or required to be.

In terms of staff managing unauthorised absences, the following procedure is in place:

        As part of the admissions process a Missing Persons Form will have been completed along with a recent photograph of the young person. These will be placed on the young person’s file ready for such an eventuality.

        A placement plan will have identified the risk management strategy for known behaviour such as absconding. Within this plan the time scale within which the young person must be reported missing will be identified. Known addresses frequented by the young person will also be identified along with contact numbers for all parties with a legitimate interest in the welfare of the young person.

        The attitude and mood of the young person along with their dress for the day will have been recorded on the young person’s Detailed Record.

        When it is known the young person is absent without permission an immediate search of the premises and surrounding area will be undertaken. Other young people across the homes will be questioned as to the missing young person’s whereabouts and local friends in the area will be contacted.

        Staff will consult the prepared documents and follow the agreed plan as to whom to contact and when. This will include The Police (in line with Safer Homes and Young People’s Protocol (SHAYPP)) and those with parental responsibility (parent(s) and Children’s Services) and the manager on call.

Upon return, staff will check the welfare of the young person. All parties identified will be informed; Police and the child’s social worker will be informed with a view to visiting the young person. All information will be recorded on the appropriate documentation and sent to the placing authority for the young person within 24hours.

**The name and work address of—**

**(a) the registered provider;**

**(b) the responsible individual (if one is nominated); and**

**(c) the registered manager (if one is appointed).**

**The Registered Provider is:**

Clover Childcare Services Ltd

The Old Rectory

Old Rectory Road

Brumstead

Norwich

NR12 9EU

Telephone no: 01692 580050

**The Responsible Individual is:**

Mr Daniel Knight

The Old Rectory

Old Rectory Road

Brumstead

Norwich

NR12 9EU

Telephone no: 07876 038599

**The Registered Manager is:**

Katie O’Malley

The Old Rectory

Old Rectory Road

Brumstead

Norwich

NR12 9EU

Telephone no: 01692 580050

**Details of the Management and Staffing Structure of the Home**

The Old Rectory has a Registered Manager who works predominantly 9-5, two Assistant Team Managers and a team of 12 Therapeutic Residential Children’s Practitioners who will work with the young people on a rota basis. It is a mixed gender team. We have two members of staff sleeping in at the Home every night.

The Old Rectory Bungalow will share the staff team at The Old Rectory with one member of staff rostered on to work 1:1 at the Bungalow. This will help provide a consistent staff team and approach to working with the child for the young person living there.

**Arrangements for the Professional Supervision of staff, including staff that provide education or healthcare**

All staff working at The Old Rectory undertake a comprehensive induction package that runs for the duration of their probationary period. This covers:

* The Homes’ ethos and preferred working style.
* Child Protection
* Fire Safety
* Administration and storage of medicines.
* Administration and recording,
* Health and Safety
* Food Hygiene
* Norfolk Steps
* First Aid
* Policies and procedures.
* Safe Care Practices.
* Positive Care
* Complaints and Whistle Blowing Procedure

**Training:**

In order to meet the objective of developing a multi-skilled, highly trained and experienced staff team Clover Childcare Services Ltd. is committed to training staff to a minimum of Level 3 Diploma for Residential Childcare (England) and is supportive of the concept of continuous staff development. This includes the opportunity for staff to engage in training geared towards therapeutic understanding and skills to use in their direct work with young people. .

In addition to this training, there is in-house training provision to cover essentials of basic residential care practice. We have also developed a programme for discussing the Quality Standards in team meetings throughout the year, a rolling workshop programme to refresh and upskill staff in a number of key areas and a comprehensive CPD plan for all staff.

The Responsible Individual undertakes continuing professional development to ensure he has the skills to supervise the running of the home and organises professional consultation and management supervision for the Registered Manager

**Supervision:**

All staff will receive regular supervision from suitably experienced and qualified senior staff which will comprise of fortnightly supervision during the induction period followed by regular supervision as set out in theRegulation 33 (4(b)) of the Children’s Homes (England) Regulations 2015**.** Our aim is for all staff to receive monthly formal supervision with an expectation this should take place at intervals of no more than 6 weeks. Management have an “open door” policy for informal or ad hoc supervision as and when required though this does not replace the need for formal supervision sessions to take place.

The Directors receive monthly supervision from an independent social worker with senior management experience and the Registered Manager is supervised by the Director of Care. All supervision sessions are recorded and signed by both the supervisor and supervisee as a true and accurate record of discussion. Minutes are held on individual HR files with a copy being offered to the supervisee after each session.

**Appraisal:**

All staff, including managers, will have annual appraisals which will record the level of performance achieved, set targets for the coming year and identify training needs and targets for the year ahead. These will be used as a live document and will inform supervision agendas throughout the year

**Details of the experience and qualifications of staff, including any staff commissioned to provide education in the home**

|  |  |  |  |
| --- | --- | --- | --- |
| **Staff Name** | **Job Title** | **Start Date – Clover Childcare Services** | **Qualification** |
| Katie O’Malley | Registered Manager  | September 2015 | CWDC Level 3 DDP Level 1 and 2On diploma Level 5 in Leadership and Management.  |
| Steve Halliley | Head of Operations | January 2015  | NVQ Level 4 (Care)NVQ Level 4 (LMA)Professional Management Certificate in Health and Social CareDDP Level 1 and 2  |
| Mark Marshall  | Head of Therapy | September 2007 | BA Hons Social WorkLevel 5 Diploma in Leadership and ManagementDDP Level 1 and 2 |
| Anna Allen  | Head of Care  | September 2007 | NVQ3Level 5 Diploma in Leadership and ManagementDDP Level 1and 2 |
| Molly Gibbon  | Assistant Team Manager | July 2022 | Diploma L3 equivalent  |
| Sam Gray | Interim Assistant Team Manager  | December 2019 | CWDC Level 3DDP Level 1 and 2 |
| Jason Whaley | Residential Therapeutic Childcare Worker | September 2010 | NVQ Level 3DDP Level 1 and 2  |
| Carol Clarke | Residential Therapeutic Childcare Worker | January 2018 | CWD Level 3 DDP Level 1 and 2 |
| Fallon Hammer | Residential Therapeutic Childcare Worker | April 2022 | Currently on Level 3 DDP Level 1 and 2 |
| Jude-Mullay Knight  | Residential Therapeutic Childcare Worker/ Shift Lead  | October 2022 | Currently on Level 3 DDP Level 1 and 2 |
| Ella Leason  | Residential Therapeutic Childcare Worker/ Shift Lead  | February 2023 | Currently on Level 3 DDP Level 1 and 2 |
| Ben Winn | Residential Therapeutic Childcare Worker | November 2023  | Currently on Level 3 |
| Ruby Oldman  | Residential Therapeutic Childcare Worker | February 2024 | Currently on Level 3DDP Level 1 |
| Jess Loose  | Residential Therapeutic Childcare Worker | May 2024 | Currently on Level 3 DDP Level 1 |
| Chloe Tubby  | Residential Therapeutic Childcare Worker | June 2024 | NVQ Level 3DDP Level 1 |
| Carley Mann  | Residential Therapeutic Childcare Worker | July 2024 | Level 3 from March 2025DDP Level 1 |
| Tilly Root | Residential Therapeutic Childcare Worker | August 2024 | Level 3 from March 2025DDP Level 1 |
| Diana Vilkiene  | Residential Therapeutic Childcare Worker | July 2024 | Level 3 from March 2025DDP Level 1 |
| Sylvia Johnson | Residential Therapeutic Childcare Worker | April 2025 | Level 3 from October 2025 |

1. Hughes D (2011) Attachment-focused Family Therapy Workbook. New York: WW Norton & Co. [↑](#footnote-ref-2)
2. Hughes, D., Golding, K. S., & Hudson, J. (2015). Dyadic Developmental Psychotherapy (DDP): the development of the theory, practice and research base. *Adoption & Fostering*, *39*(4), 356-365. [↑](#footnote-ref-3)