



Therapeutic
care for
children and
young people

Statement of Purpose

1. Caring for Children

At Warwick House we provide therapeutic care for children who have experienced early childhood trauma and disruptions in their care which have manifested in complex needs, attachment and interpersonal problems, challenging behaviour and mental health difficulties.

We provide a nurturing therapeutic environment with highly skilled staff. Our staff team and management are passionate about the children we look after and ensure that every child feels welcome, safe and cared for. At Warwick House we provide a range of therapeutic care services available so we can meet individual needs and circumstances.

We can offer placements with the aim of therapeutic assessment, care planning and placement matching for children who have complex behaviour or those who have had multiple placements. This service works alongside families, social workers and potential adopters to share our assessment outcomes and treatment plan to meet the needs of the child and gives detailed support guidance which can be actioned by carers outside of our home.

Our service provides medium to long term support for those who need the on-going support of our specialist staff team.

Our home welcomes children aged 8-16 years old and we can facilitate a maximum of 4 boys. These numbers provide high levels of staffing and can ensure that within the home groups can be split into manageable numbers of 2-3 for small activities. This helps to accommodate the friend choices and personal preferences of the children.

Our trauma informed therapeutic approach is an attachment based aspects of the PACE model with deep levels of empathetic responding. To facilitate learning and opportunity from crisis we use aspects of "Dan Siegel's Whole brain child" model as part of our holistic approach and behavioural methodology.

As therapeutic carers we:

- Understand how trauma and attachment affects the child's brain and development and is shown through their actions and behaviours
- Are able to interpret the Child's action correctly
- Know the child's history which helps decode behaviour
- Able to react consciously and with empathy to the child's behaviour, rather than emotionally.
- Receive excellent support and supervision

- Recognised compassion fatigue and blocked care within our own practise.

Our highly skilled therapeutic care team have the expertise to look beyond presenting behaviour, and address the underlying emotional need of the children in our care resulting in long term positive change. To be able to understand and therefore reach a deep level of empathetic responding our staff team have training in dealing with some of the most frequent problematic areas the children display:

- High level attachment seeking
- Controlling behaviour
- Dissociation
- Aggressive behaviour
- ADHD type behaviour
- Sexualized Behaviours

We have a network of multiagency support which enables us to meet all aspects of the child's care. This includes monthly clinical sessions to support staff in the decoding of complex behaviours and weekly one to one psychotherapy sessions for children.

We also have a resident health professional who provides an individual health assessment as part of the admissions process and will seek the correct medical services available for their specific need. Our school nurse works closely with all health professionals and services within Cumbria and has developed good working relationships with them.

At Warwick House we work with an independent therapeutic consultant to ensure that we have a detailed assessment of the child's emotional and mental health needs. All care plans are dynamic which means that the therapeutic strategies are implemented on a daily basis. This system allows any challenges or progress to be reviewed and recorded in the day sheets. This gives a clear monitoring system and facilitates consistency of care between teams.

We place the children at the heart of all we do, from decision making through Inclusion, to planning and implementing changes and ensuring that the children are safe, well, happy, striving for positive opportunities that will enhance their life, and meeting all their social, emotional, physical, recreational and educational needs. We access sporting activities, planned days out and a full spectrum of activities, including specific clubs out with the community to enable them to develop their social skills whilst also giving them the confidence to interact/engage with children of similar age and have similar interests.

As well as one to one time the children are able, to practice participating in group activities with the safety of their key workers for support. For example, Every Sunday evening the children devise their weekly activity plan and menu where they

can put forward and agree all activities for the week, taking into consideration the set budget for the weekly activities.

Staff work alongside children in a staged approach to teach self-care. This eventually involves the independent living skills. This introductory work will prepare them for their future.

Although we replicate a very early nurturing environment for the children we care for we are acutely aware that children do leave care at an earlier age than most children would ordinarily leave home. We therefore balance our nurturing environment with some realistic independent living skills. This involves support with personal hygiene, keeping their rooms tidy. Where appropriate support with more specific independence skills such as meal planning, cooking, washing clothes and budgeting whilst providing a safe arena in which to rehearse these skills.

The children will also work with the staff to devise a menu incorporating into this, theme /fun nights, chosen by the children, for them to experience the food from different cultures and continue to promote our multi-cultural environment and support and explore all children's different religious needs.

The staff and children will use public transport from time to time to again give them the experience and knowledge of doing so, thus ensuring their knowledge and skills for budgeting for this.

To give the children the experience in what it is like to earn money and work for what they see, according to their developmental age, as luxuries in life, they have the opportunity to complete jobs around the home that they can earn money for doing, this gives them a slight insight and a realisation of how it feels to be able to work to buy their luxuries.

The home environment is that of a "family orientated" one, with the involvement of Parents/Guardians and Social Workers who are encouraged to have an active role in assisting further development of their child. Regular visits will be facilitated with children and their families and wherever possible opportunities will be found to enable the sharing of the child's development, progression, achievements and success both socially and academically.

Warwick House is located in Carlisle area and is ideally located to provide a range of social and sporting activities. The home is a stone's throw from local parks and sports fields and is within walking distance of the city centre. When the children show an interest in any form of activity they are encouraged to go and research this, and actively engage in this, as it builds self-esteem and confidence. The is also near the Lake District National Park, in North West England, but also within close proximity of Scotland and the North East of England, which provides more varied activity options which are socially and educationally beneficial.

It is requested that all reviews are held at Warwick House and Social Workers are asked to take minutes of the meetings with the view to these being available to the home as quick as possible so any recommendations or actions can be implemented. This will enable us to update Internal Placement Plans with the recommendations set

out and put actions into place. We also take this opportunity to catch up on all outstanding 'Looked after Children' (CLA) forms not held or completed and request that Social Workers support us in this task. At Warwick House great importance is placed on accurate and objective recording, which we believe is imperative for the review process in terms of providing relevance to the child's ongoing needs.

Warwick House welcomes children from all faiths and cultures and can actively celebrate a wide range of festivals around the year. Acts of collective worship are broadly Christian in nature. The Home is committed to promoting the child's cultural awareness and understanding, and where possible draws on the cultural diversity of the children and families. Every child will be able to attend such religious services and receive such instruction as is appropriate to the religious persuasion to which the child may belong. This will be facilitated after having ascertained the wishes and feelings of the child.

Reviews will always be held in accordance with the Review of Children's Cases Regulations 1991 as detailed in the Guidance and Regulations (Vol. 4) of The Children Act 2005. In line with the Regulations, the first review will take place 28 days after admission. The second review will take place three months after the date of the first review. Subsequent reviews will take place six months after the date of the previous review.

At Warwick House we have a real appreciation for the importance of working with parent's, family members, carers and significant persons in the lives of our children. We acknowledge that some of our children may live quite a distance from their family, friends, and significant person's, therefore where appropriate we promote and facilitate regular contact(s), ensuring where appropriate they are supervised, and or the child make it safely to their family, and are there for collection at the end of the agreed time or facilitate contact at Warwick House. We also encourage the children to telephone family, friends, and significant persons regularly. The care team also regularly liaise with family, friends and provide updates of how the child is progressing and maintain important and significant links. We do realise the stresses placed on children and their families when they do not live together, and we are sensitive to the needs of the child and their family. The Child's Placement Plan details any and all contacts that are permitted.

We encouraged parents, family, significant people to maintain good levels of contact as it is congruent with Placement plans and CLA arrangements and agreements. We can also support this by providing paid accommodation with up to 10 visits per year within the locality, the child can stay with their parent/guardian but this would have to be suitably risk assessed including social worker permission and appropriate to the child's safety, we can also offer supervised contact during these visits.

The children are encouraged to participate in all decisions within Warwick House and in relation to their Care, thus encouraging them to have their "voice heard" and have inclusion in all aspects of their care and the home environment. The children who currently reside at Warwick are encouraged to make decisions around alterations to the home, furniture and the decoration. They all fully engaged in choosing inspiring

and motivating quotes to be put on the walls around the home along with photos this is to ensure that it is their ideas and tastes, that make their home so that they take pride in their home. We also encourage all children to have full inclusion with regards to changes to the home, as well as making their living space, exciting and fun.

When each child arrives at Warwick House, they receive an in-house Induction, this is a written document that the child can keep to refer to during their stay if required. This Induction is to ensure that they are familiar with the procedures and routines within the house, this includes the fire drill, evacuation procedure, complaints procedure as well knowing where everything is located within the house and grounds, and what the rules and boundaries are.

All our children receive rolling key worker sessions during the month. The aim of key worker sessions are for the child, to discuss on a 1-1 basis, any worries/anxieties, their placement plan, progression, areas for development, family contact (where applicable), set targets and any other topics or at times, issues they may have. The information gained in these sessions are used to update the child's placement plan and set daily or short and long-term targets. This also aids the writing of care and review reports.

All children do help devise their personal support/behaviour log with their key worker giving them full inclusion in setting their consequences in order to support and educate their behaviour(s) that they may present ensuring they are supported to take ownership of their actions. This includes both positive and negative behaviours as the children are fully included in setting rewards for positive behaviours. These areas are agreed by the child and keyworker as well as reward(s) for their achievements. This is an example of how the children are encouraged and supported in promoting positive and appropriate behaviour within the home.

The children have an end of day meeting in order to organise the evening as to what is set out in each child's routine for that day we feel that this meeting is vitally important for both the children and staff, as it "brings us all together" to reflect on their day whether this be negative or positive, thus making plans for the evening ahead, and celebrating achievements and success.

Warwick House set out a monthly children's meeting where all the children write their own agenda and attend, giving them the opportunity to put forward any idea's, requests, wishes or improvements for the home that they have, this meeting is chaired by the nominated child each month. Staff members also attend the children's meeting to help support them and work with them to answer any questions and are able to make any decisions to requests that are required and also resolve any issues they may have. The minutes are taken and recorded from this meeting detailing any actions to be completed, this is then taken to the care team meeting (that takes place no later than 2-3 days after the children's meeting, on a monthly basis also), where requests, ideas, wishes, improvements and issues are discussed and decisions made, this is then feedback to the children and documented with all the children's signatures.

At Warwick House, great importance is placed on the involvement of the children in their placement planning, review process, key working and we believe that it is paramount that the children are completely involved with their care, and in the decisions that are made with them or about them, our approach being "if it is about me, don't do it without me". We will develop an Internal Placement Plan for each child in our care, which will mean the involvement of both the staff team, and the child. It also enables them to identify the areas for themselves where they have made progress, or the areas that require that extra little bit of support. This is evaluated monthly with the child.

Internal Placement Plans are evaluated monthly along with any progress/achievements. These contain recommendations from the child's last review, from the home following monitoring and observational reports and from school. The child, along with the Key worker, will complete these and both documents will be discussed at the monthly staff meeting for input by the whole team.

Disability Discrimination Statement

NLCS welcomes the opportunity to work within the criteria of The Disability Discrimination Act and endeavours to ensure that, wherever possible, disabled people should have the same opportunities as non-disabled people in their access to education. The Disability Discrimination Act 1995 covers every aspect of education. The duties make it unlawful to discriminate, without justification, against disabled children and prospective children, in all aspects of school life. The principle behind this legislation is that, wherever possible, disabled people should have the same opportunities as non-disabled people in their access to education.

What does NLCS mean by equality?

In our work with the child and their families, and in our employment practices equality of opportunity means:

- Providing fairness and equality of opportunity
- Recognising that everyone is different and that these differences must be equally respected
- Challenging discrimination so that we demonstrate our commitment to equality and do not exclude people or make them feel isolated

We are fully committed to tackling all forms of unlawful or unfair discrimination including those on the grounds of age, asylum or refugee status, caring responsibilities, class, colour, disability (including physical, sensory impairment, mental health problems or learning disability), ethnic or national origin, gender reassignment, HIV status, language, marital status, nationality, part time working, race, religion, sex, sexuality or trade union membership.

Discrimination is unacceptable and we believe it happens when someone is treated in a less favourable manner than someone else in the same situation. A child or member of staff or family member may suffer discrimination for a number of reasons. It may be rooted in:

- Race
- Sex / gender
- Disability
- Sexual orientation
- Religious beliefs
- Bullying / victimisation

Types of Discrimination

At Warwick House we do not accept discrimination on any ground. We acknowledge that discrimination can be direct, indirect, intentional, unintentional or institutional. Whatever type and cause of discrimination is taking place, it is unlawful.

What does tackling discrimination mean for everyone at the home / school?

We can all make a contribution towards making our equality policy a reality and making it real for individual children and staff. Overcoming our own prejudices and assumptions about others is a major step towards embracing equality within our organisation. Assumptions are often based on appearances and are a part of how we, as individuals, view others.

How will we implement the organisation's equal opportunity policy?

Policy and Planning – the equal opportunities policy is reflected through all other policies and practices. We will raise awareness and plan to make a difference in the outcomes for our children.

Service delivery and Child care – the purpose of our Equal Opportunities Policy is to improve the service we provide for the children, their parents and carers and others who are associated with the organisation.

Warwick House aims to consider the following:

- The physical care given to children i.e. skin and hair care
- The food offered via the home's menus and kitchen, and that bought on life skill shopping trips
- The range of leisure and recreational activities on offer
- The manner in which we celebrate key festivals and holidays
- How information is presented to others whose first language is not English
- The type of TV and video programmes that children have an opportunity to watch
- The décor of individuals' rooms and the type of posters displayed on walls.

The organisation's response to challenging behaviour from those children who are black (given the gross over representation of such children as excluded from schools on a national basis)

The use of positive and affirming images of difference within the home and school. The monitoring of the ethnic make-up of the children and staff population. The affirmation of clothing styles and fashions that reflect both the age and cultural heritage of the children(s) group.

All staff should be clear about what constitutes oppressive and discriminatory behaviour or remarks, and be willing to challenge it, not only in the children, but in themselves and staff groupings as well.

Blatant comments or jokes about race, gender, sexual preference, disability or age will always be challenged and cannot be considered appropriate in a mixed community where many people have to live together. Any incident that is taken by another to be racist should be reported to the registered manager or Head teacher who will treat the matter urgently, sensitively and robustly.

Race equality policy

At NLCS staff are made aware of the requirements to treat all people equally regardless of race and to ensure that all policies treat everyone fairly. Warwick House recognises and proactively supports the rights of child. The homes policies inform the induction process for all children and underpin their individual placement plans to ensure their rights are respected. The organisation provides all children with a hand book that contains all relevant information in an age appropriate, understandable way that the child can access at any time they choose.

The home ensures positive communication between the local authority and the child is facilitated and the child can contact their local authority when required.

The local authority is given the opportunity to contribute to their child's care plan during regular reviews and when being updated by key workers.

Children are appointed individual key workers from within the staff care team at Warwick House. Those staff members are responsible for overseeing the child's care plan, providing regular opportunities to gain the views, thoughts and feelings of the child in relation to how they are being cared for, what support they feel they need and what they want to achieve or work towards in the future. They also represent them to the wider organisation or local authority when required.

All Children have access to an advocate/advocacy service. Where a local authority has an appointed advocacy service for their child, the details are made available to them and are also displayed clearly in the home. If an advocacy service has not been appointed by the local authority the home provides contact details of other advocacy services for the child to use. These details are also clearly displayed within the home.

The organisation employs a medical professional (RGN) whom the children have access to. The medical professional also advises the care team on health matters and issues regarding the child. Children are supported in being healthy and feeling well cared for by the care team and by local health and advice services.

The home supports and facilitates contact between the child and their families wherever possible and appropriate to do so. The home identifies individual contact needs and ensures the correct supervision, travel and financial arrangements are made. The home also conducts risk assessments to ensure the safety and well-being of all involved.

What does the Home look like:

Warwick House has been designed to provide a modern, spacious and safe living environment. The home has been finished to a high standard and recognises the current trends in decoration and technology. The home has been created this way to encourage the children living here to be proud of their home and to take a level of responsibility in looking after it. Warwick house accommodates up to 4 males aged between 8-16, All bedrooms are single occupancy with en-suite bathroom/separate bathroom facilities where the bathroom is separate the child does have their own bathroom for only them to use.

Accommodation is arranged over 3 floors. On ground floor there is a large TV room with comfortable sofas to relax on. Next door is the dining room that promotes a family meal time environment, there are large patio doors that open up onto the outdoor decking area. The kitchen follows a modern theme with a central cooking and breakfast bar unit. The kitchen has bi-folding doors that also gives access to the outside decking area. At the back of the home is a spacious laundry area, where the staff work with the child to support, guide and promote their independent skills, (where age appropriate), in being able to attend to their laundry and ironing on their set laundry day.

The child's bedrooms are on the first and second floors along with a games room that has a variety of games consoles, board games, arts and crafts materials and a computer that provides safe and secure internet access to all children. Each bedroom is single occupancy and is furnished to a high standard. Where children can visit before moving into the home, they are encouraged to choose an individual colour scheme for their room which includes the option of choosing wallpaper for a feature wall should they wish to do so. On the first floor there are 2 double bedrooms both with en-suite bathrooms. Along with the games room. There are a further 2 bedrooms on the second floor each with their own bathroom.

At Warwick we sometimes have a pet dog called Ruby who visits the home. Ruby visits on planned days, with the children knowing she will be here, and they are all comfortable with her being in the home. Ruby has a very calming influence to and with the children, and for a very short time it allows them to experience having an animal in the home under controlled circumstances. Should any children have anxieties around pets/animals and or allergies then her visits would be subject to review and if necessary these would be stopped.

The Children do complete their food hygiene level 2, that is delivered through education as part of the curriculum, this gives them the knowledge of the health and safety whilst in the kitchen and also the knowledge on cross contamination, cooking temperatures, preparation, and identifying the risks involved. This also provides the children the opportunity to develop their safe cooking skills.

North lakes Children's Services have clear guidelines for child protection. North lakes Children services, has a designated child protection officer and clear guidelines, policies and procedures are available for all staff to follow should the need arise. All staff receive mandatory training on child protection as part of their professional development plans.

If a child goes missing from Warwick House staff will immediately search the house and grounds thoroughly, if unsuccessful a search of the locality will be conducted, if this is also unsuccessful the Police will be contacted after 30 minutes, (unless the individual's risk assessment states that the police are to be informed immediately), and Missing person procedures will begin using the Philomena Protocol. We ensure the police have a full risk assessment including description and photograph of each individual in our care. Warwick House has built a good working relationship with the local police. We regularly invite the local Community Police Officer to visit the home, this is with the aim of maintaining good professional positive relationships with them, and for them to meet the children, so that in times of crisis for any of our children, where Police support is required, then they may be a familiar face for them.

When the Child is then returned to Warwick House, the experience could have been very traumatic. The Child may have enjoyed running away, but equally might have been frightened and concerned about being lost or disorientated. The Child may have gone away because they were upset, angry, frightened, or sad or trying to get home to family. When the Child returns, it is important that all staff are available to support them, where appropriate, staff should allow/support the child to access medical treatment if required and make contact with a named person if they wish to. Following the Missing person's procedure, the Child will be de-briefed allowing their views to be acknowledged and listened to. The individual behaviour plan will give guidance on how the child is likely to react/respond and feel and what behaviours they may display in such a situation. Any unauthorised absences involving police intervention that have or are of significant concern are notified via Regulation 40, to Ofsted, Social Services and Parents/Guardians. Not all missing episodes are notified to Ofsted.

Warwick House takes bullying and any other form of discriminatory issues very seriously indeed and has internal procedures and policy guidance. We give careful consideration to the placing of children to ensure that Warwick House will be an appropriate placement for them, all the while considering the needs of the children already placed with us, to ensure that the nurturing and homely feel remains. We recognise that changes are significant for all involved. We aim for the changes to have as little impact as possible both on the home and children and the child whom is being placed with us.

Children may have had previous involvement with the Youth Offending Team, details of any previous involvement will have been checked and deliberated prior to a placement being offered, to ensure that they are suitable for Warwick House. They will have to be low risk regarding their previous behaviour before they will pass the matching process to be admitted to Warwick House

Warwick House will not accept:

A) Emergency admissions. All referrals take into account the suitability with the current residents who views are taken into account in the decision making.

B) Children(s) who may cause serious or detrimental effect to the local community and other children at Warwick House:

The child will never have been persistently involved in: -

- Arson
- Taking a vehicle without consent (TWOC)
- Registered Sex offenders

c) The child may have some Youth Offending Team involvement; however, they will be subject to individual assessment in conjunction with the services Director of Care and the Placing authority and the responsible YJB.

All referrals for placements will be made either via an initial telephone conversation or a written application/email. From this initial enquiry a referral meeting will be held to discuss the needs of the child and suitability of Warwick House as a placement. If it is felt that a service could be designed to meet the needs of the child a planning meeting is organised. The purpose of this meeting is to exchange information in order to allow NLCS and the Placing authority to assess placement suitability and our ability to meet the presenting needs of the child.

Warwick House acknowledge that there can be anxiety for a child surrounding a possible move however we believe that this can be reduced where appropriate by a pre-placement visit both by the child and their family/guardian, (where appropriate). We feel that if a child can visit Warwick House prior to any placement this may reduce some of their anxiety, and increase the outcome of a successful placement with us. We do understand that a pre-placement visit is good practice although it is not always possible. At Warwick House the importance of how the child perceives their placement prior to and during admission with us is vital. Many of the anxieties a child has about moving to a new placement can be alleviated by our sensitivity and understanding. We understand that each child will react differently to a move, therefore open, honest and positive communication and preplanning will help reduce some of the stress and anxiety.

NLCS recognise both the normal developmental necessity for change and understand that change itself is difficult. As children develop and grow within our care, there may be moves for the child. External moves are: moves closer to home area, to foster care, back home/family members or another residential setting. These are carefully planned working with the child, their family, the local authority and future carers to establish when and how to best complete the transition. A child often benefits from the consistency of an internal service move. Education consistency is a factor alongside maintaining key relationships in such decisions. Children in Warwick House make excellent progress and enjoy how this feels; this feeds into wanting more and growing more and developing more. NLCS can provide this internally, this

can regularly be in the child's best interests – if they wish to remain, are progressing well at school and want to experience a positive move that is due to excellent achievements made at Warwick House. NLCS has 4 homes aged 7+ in rural or town settings offering differing support for children depending on their specific needs and stages of development.

It is therefore essential that moves and changes are carefully considered and account for the child's needs. As soon as it has been identified that there is the possibility or benefit of a placement change an internal planning meeting will be arranged to discuss transition plans. This meeting may involve both the Registered Managers, Team Leaders, Key workers Director of Care. Transition plans will consider:

- The child's views and wishes
- Planning with partner agencies and legal processes.
- Secondments of key team members to support the transition.
- Care planning issues / updates / handover's.
- Introductions to Social Work, family and other partners.
- Managing endings for staff and child.
- Managing logistics of transfers
- Risk assessments
- Time scales
- Future plans

Children have the right to make a complaint about any aspect of their care and be supported to do this or complain confidentially. Children and families are made aware of the complaints procedure as part of their induction to Warwick House and NLCS.

Within the Warwick House the children's handbook is a "user friendly guide" about how to make a comment, compliment or a complaint, children may access forms either through staff or in private through an available supply kept accessible within the house (children's notice board in the Kitchen at Warwick House). They can then place this complaint in the private box located on the wall in the laundry room, this box is regularly checked by the Registered Manager and actioned. Staff members are also made aware of the procedure during their induction training and further within child protection training.

At Warwick House we hope that each child will feel confident and safe enough to raise any issues and or worries with their key worker or to the care team and feel empowered enough to negotiate a resolution should they not they can complain through the complaints process. Any complaints made by a child or parent will be forwarded by the Registered Manager to the Registered Provider for monitoring purposes. We aim to resolve complaints within 14 days of receipt.

2. Therapeutic approach and supervision

THERAPY WITHIN THE HOME

Forming positive relationships and providing safety are at the center of our therapeutic care. From this nurturing foundation children can begin to see the world through a new lens to make positive and lasting changes in their lives.

At Warwick house we know that the behaviors we see are an expression of need and we need to address that need to change the behavior. Our care team is trained in attachment and trauma informed care, meaning children's complex needs and behaviors are understood and addressed at an emotional and physiological level. These developmental deficits are worked with relationally within the care home environment.

We use a variety of therapeutic approaches and interventions within the home:

- Therapeutic relationships, safety, and trust.
- Recognising and working with attachment styles and patterns.
- Co-regulation to help children build the internal scaffolding they need to self-regulate their emotions.
- Therapeutic parenting.
- Routines and boundaries to increase predictability and decrease fear.
- An approach of Playfulness, Acceptance, Curiosity, Empathy (PACE) is used to help everyone understand what is happening in a nurturing non-confrontational way.
- Regular movement and sensory input to help the body and brain regulate.

Staff have a child centered approach with is open, warm, and reliable. Careful curiosity helps everyone open their perspective about what might be happening in the child's inner world. Staff then use high levels of empathic responses to demonstrate understanding and offer attunement. These insights help children develop self-awareness and understanding of themselves and their experiences. Non-verbal communication and co-regulation are vital parts of the therapeutic care team's approach. We aim to provide the emotional framework from which children can restructure and develop their own more positive coping mechanisms. Staff seek to engage the emotional side of the brain and link it with the logical side of the brain for learning and reflection, a whole brain integration approach. Creating a narrative through active listening and the use of open questions encourages self-awareness. Naming the emotion and the need helps the child link the feelings in their body to behavior. This facilitates self-control and regulation of emotions, this is reparative.

The aim of therapeutic parenting is to help a child recover from trauma. This is done by:

1. Developing new pathways in the child's brain to help them link cause and effect
2. Reduce the levels of fear and shame the child experiences
3. Helping the child start to make sense of their world.

These are some of the therapeutic strategies we use to address the underlying needs that are behavioral conveyed.

As therapeutic staff we:

- Understand how trauma and attachment affects the child's brain and development and is shown through their actions and behaviors
- Are able to interpret the Child's action correctly
- Know the child's history which helps decode behavior
- Are able to react consciously and with empathy to the child's behavior, rather than emotionally.
- Receive excellent support and supervision
- Recognise compassion fatigue and blocked care within our own practice.

One to one Psychotherapeutic counselling:

Whilst the daily emotional and psychological needs of the children are attended to in the home each child also accesses weekly one to one psychotherapeutic counselling with an experienced and accredited child therapist. This is long term therapy in which the child is free to express and explore their inner world and experiences using play, non-verbal communication, creative and somatic modalities.

Therapeutic assessment and Consultation:

Each child receives a comprehensive therapeutic attachment-based assessment within the first 4 weeks of joining us which is reviewed regularly. This social and emotional support plan considers the impact of early childhood and life history, the child's ability to regulate emotions and how this is expressed through behaviour. It outlines 6 developmental domains and how describes the therapeutic interventions that are needed to meet these deficits.

Staff are guided by our therapeutic consultant, receiving monthly clinical supervision and support with specific challenges as they arise.

Our ethos involves parallel care with staff being well looked after and regulated so they can give and hold this experience to the children they care for.

Our therapeutic model encourages positive sustained changes on all levels, leading to healthier life choices and improved wellbeing.

Our attachment-based therapeutic parenting style informs our care plans, assessment reports and ways of working.

Clinical Supervision:

Group clinical supervisions are used to help staff embed the therapeutic model and reflect on their practice. Staff have the opportunity to discuss individual children and difficulties they are having. The clinical supervisor supports staff to look beyond the behaviour and apply theoretical knowledge and the therapeutic framework to meet

the underlying need of the child. This is also a time to reflect on good practice, look at ways to improve and identify any additional support required for children or staff.

Procedure: Group clinical supervision is provided on-site on a monthly basis within individual care homes for one hour in duration. This will be provided by Ailsa Smith-Thompson. It is linked to the team meetings to ensure that all staff are present including managers and team leaders. This ensures that a consistent approach is obtained and any differences or themes between shift teams can be discussed. The minutes and recommendations from these meetings are recorded in the team meeting document and can be cross referenced to individual child files if necessary. It is the responsibility of managers to oversee that recommendations are implemented or where necessary discussed further with the clinical supervisor.

Therapists:

All external therapists if contracted by NLCS will have professional body accreditation. Safe recruitment checks will also be undertaken. We have a variety of therapist who we can refer to directly. The variety of specialism ensure we can match the child's needs more appropriately:

The therapist we currently hold Service level agreements with are:

- Ailsa Smith-Thompson- Child and adolescent psychotherapeutic counsellor MBACP

Ailsa holds and works within the following Professional Standards:

I abide by the professional ethical framework of the British Association of Counselling and Psychotherapy (BACP, 2018) You can view this at www.bacp.co.uk

- DPC qualified (Diploma in Psychotherapeutic Counselling; Children & Young People specialist)
- Enhanced DBS certificate
- Comprehensively insured
- Registered with the Information Commissioners Office and compliant with GDPR
- Registered Member with British Association for Counselling and Psychotherapy (BACP)- working towards accreditation.

Issues Ailsa has worked with and her Counselling approaches are:

School & relationship problems, school refusal, separation and divorce, bullying, low self-esteem & confidence, anxiety, sleep problems, loss & bereavement, stress, self-harm, learning difficulties and Autistic Spectrum Disorder.

I have a specialist interest in working with Developmental Trauma, ACEs and associated attachment & interpersonal neurobiological affects. (This is not an exhaustive list.)

Integrative, client-led, creative approach, enabling the client to sense, name and identify what is going on inside. This awareness can support them to reach their

potential. The model of counselling is non-judgmental, focused on seeing things from the client's point of view with a therapeutic relationship at the heart of my practice

The home works closely with therapists and receives regular reports and updates on the progress of the support being offered, how the young people engage with the process and the future developments that can be made.

Supporting behavior

Every Child at Warwick House have an individual behavioural Plan, Risk Assessment and Risk Management Plan these documents highlight specific behaviours that the individual can and may display, and strategies to help support the child during periods of challenging behaviour. The individual risk assessments provide current risk ratings for a variety of behaviours that help staff manage and support the child and their placement plan. We encourage the children to contribute to their Behaviour Management Plan and Risk Management Plan, as we believe that this helps the child acknowledge their behaviour and for them to develop and remember strategies to help manage their behaviour more safely themselves

Every child at Warwick House has an individual 'support log', designed between the child and their key worker. There are some companywide standardised responses to behaviours such as smoking, aggressive behaviour etc they are all designed therapeutically and help to ensure that we are meeting the child's specific needs and level of understanding.

At Warwick House we have Identified key workers for all the children, this provides the child with a designated significant adult whom will ensure that their needs are identified and how these can be met, devising a placement plan, BMP and risk assessment with the individual as well as supporting them.

The key worker will provide 1-1 sessions to allow the child the opportunity to discuss any issues, worries and concerns, or any wishes they may have. The primary aim of all key worker sessions is to build a relationship with the child and help them understand and feel better about themselves. From the foundations of the relationship we are able to help the child safely become aware of their emotions and eventually link them to their behaviours.

Key workers also support the individual in maintaining family links, monitoring family time, maintaining written records, report writing, attending meetings, attending to medical appointments, and when required being the child's advocate, along with any other task that may be required to ensure the child's needs are met. It also provides that significant positive relationship that all children are entitled to along with a good role model that some children may have never experienced and enables them to turn mistrust into trust. Each child will have full access to all staff members and

management and will never feel alone. The young people can talk to any member of staff should they feel they need to at any time.

All staff are trained in Team Teach so they are able to safely use physical intervention as a last resort, if required. Team Teach also provides de-escalation techniques that help staff reduce the need for physical intervention where ever possible. We believe that the relationship the young person has with us is vital in allowing the young person to feel secure and by building trust enables them to develop. This relationship is based on mutual respect, honesty 'unconditional positive regard', trust and actions that are in the best interests of the young person.

Warwick House works with a specialised company (Northern securities or Beacon) for guidance with surveillance; we have Two CCTV cameras located around the external areas of the home. These cameras monitor all doors and outside areas, for safety.

Warwick House has a waking watch system in place ensuring there is always a staff member should the children need a staff member during the night, along with a sleep-in staff member with whom the waking watch can call upon to assist should there be a situation that requires them to do so during the night. If waking watch are absent then 2 staff will be on sleep-in duties.

For the purpose of safeguarding and promoting the welfare of the child or children: Each child's bedroom door is fitted with an electronic alarm device which automatically sounds a beeper that the waking staff member carries on their person, this allows them to carry out their duties throughout the night/morning and still be able to hear should one of the children need them during the night/morning if they are unwell, need support, are worried or just need reassurance.

The recording and monitoring equipment for the outside of the home is located in the care office with an extra screen for the CCTV monitoring situated in the kitchen. Warwick House works with a specialised company (Northern securities or Beacon) for guidance with surveillance; we have two CCTV cameras with one located at the front door and one at the rear door, to ensure security and safety.

3. Contact Details

<p>Jo August – Registered Provider/Responsible Individual Polaris Community Malvern View, Saxon Business Park Hanbury Road Stoke Prior Bromsgrove B60 4AD 01527 556480 Jo.august@polariscommunity.co.uk</p>	<p>Sally Reed - ACTING House Manager Warwick House 155 Warwick Road Carlisle Cumbria CA1 1LU 01697 270779 Sally.reed@nlcs.uk.com</p>
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4. Education

All children at Warwick House attend Education at our Kirby Moor School provision. Kirby Moor School also has an annex, Herdley Bank which is located 10 miles from the main site of Kirby Moor school.

- ▶ Kirby Moor School is a specialist education provision for boys with Social, Emotional and/or Mental Health difficulties which can manifest in behaviour which challenges.
- ▶ Our pupils can be aged between 8 and 18
- ▶ We are registered for up to 40 pupils
- ▶ At Kirby Moor School we provide a safe, secure, happy community which balances the principles of inclusive learning and the maintenance of clearly understood parameters. We seek to develop each individual to their full potential, academically, emotionally and socially. We prepare children for their future independent lives.
- ▶ Kirby Moor School promotes a supportive and nurturing environment in which pupils are taught in small groups designed to meet their ability and needs. Ongoing academic support is given by a Teacher and Learning Support Mentor in the classroom with an aim to support and develop their academic understanding, resilience, self-esteem and socially acceptable behaviour.
- ▶ The pupils have many varied complex needs and difficulties such as Oppositional Defiance Disorder, Conduct Disorder, School reluctance, or have experience previous difficulties in maintaining positive behaviour and interaction in school.

The Herdley Bank Centre offers pupils learning and growth within a holistic, nurturing environment.

- ▶ Practical, hands-on activities are underpinned by the National Curriculum and supported by individual programmes and planning. We have a comprehensive assessment and tracking system which ensures pupils are taught at a level which leads them to thrive.
- ▶ The pupils at Herdley Bank need support to develop their Emotional Literacy. Here our more vulnerable pupils can excel, we tailor the education and the

learning environment to meet their specific needs. Staff have expertise in working with children with more complex needs and those with a combination of difficulties:

- ▶ Autistic Spectrum Condition: Children displaying signs or traits of autism (with or without diagnosis).
- ▶ Asperger's or high functioning autism
- ▶ Attention and concentration difficulties
- ▶ Attachment Disorders
- ▶ Anxiety related difficulties
- ▶ Behaviour resulting from trauma
- ▶ Children deemed hard to engage due to mental/emotional health needs including 'school phobia'
- ▶ The location promotes a calming environment. The facilities and teaching lead pupils to make outstanding progress. Individual carefully planned robust transition programmes are in place to help to support our pupils when they are ready for the next stage of their education. This can be into mainstream school or college.

At 14 we are able to offer a range of academic and vocational routes with the aid of Connexions (inspira) who we work closely with. Our aim is to offer a range of GCSE's lower foundation certificates and vocational and work based qualifications. We have incorporated ASDAN and SEAL in our curriculum to help our children learn about different areas of everyday life. By adopting this ideology, the children whom are leaving Kirby Moor School have much greater opportunities for gaining work or indeed moving on to further education. Work experience opportunities are sought and encouraged where appropriate with the children at Kirby Moor School.

Within the home environment at Warwick House all children are encouraged and supported with their homework and as all staff have knowledge of each child's Individual Learning Plan and Educational Targets which is recorded within their Placement Plans, all staff will take an active interest in their educational day. Carlisle College is also used for Educational opportunities, and the children have the opportunity to have either day release attendance and or can attend college full-time, when it is felt that this is appropriate. Kirby Moor School make the initial referral to Carlisle College and then this is supported by staff at Warwick House.

5. Health

All children are registered with a GP, Dentist and Optician, upon arriving at the home and are further supported by the North Lakes Children's Services full time health professional (RGN). The health professional visits the home once a week to oversee and check individual health action plans, illness and medication administration records, and should it be required to ensure that any child that requires daily medication, has sufficient supply. Individual health action plans (HAP's) identify

needs and actions to support the development of the child's health needs. All children are supported in attending medical appointments and do attend with a staff member, this also ensures that any barriers of understanding and communication is supported. All outcomes and information of appointments are recorded in the individual placement plans.

At Warwick House we ensure that all aspects of the children's health and wellbeing are looked after.

We will work closely with Placing Authorities, Health authorities (CAMHs) and independent child therapists to ensure that when offered, the intervention is consistent with the child's placement plan.

The therapist we currently hold Service level agreements with are:

- Ailsa Smith-Thompson- Child and adolescent psychotherapeutic counsellor MBACP.

6 Staffing Matters

The Responsible Individual/Registered Provider: Our RI brings a wealth of knowledge of working within the social care sector, including experience working in Fostering, Residential Schools and Residential Children's Homes, over many, many years. She has and will be able to share her knowledge and experience to further develop the services. She also holds the position of CEO within the company and as such holds vast oversight over the service(s) we provide.

[Registered House Manager Position: There is currently an Acting Manager in position at Warwick House, whilst applying for their Registration for Manager. The acting manager has worked for NLCS since March 2020, she holds a NVQ 3 in Health and Social care working with children and young people, as well as a \[Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services.\]\(#\)](#)

[The Head of Care has worked with children and young people for over 20 years, both in Scotland and England. The majority of the experience gained has been in working with children who have social, emotional, mental health and behavioural difficulties, as well as autism/attachment\(s\)/trauma, and abuse \(including physical/sexual/emotional\). She has worked for NLCS since July 2010, starting as a Care Worker and progressing via Team Leader and onto House Manager, being in the House Manager position for 7 years before progressing again to Head of Care. In-terms of qualifications she holds a \[HNC in Health & Social Care, SVQ 3 in Health & Social Care and Diploma 5 in Leadership for Health and Social Care and Children and Young People's Services.\]\(#\)](#)

Warwick House staffing comprises of the following: 8 full-time residential care staff (when to full capacity). The care staff are divided into 2 smaller working teams which are carefully balanced with age, gender and experience, these 2 teams are

supported by experienced Team Leaders (when full to capacity), who have their NVQ/Diploma level 3, and have several years' residential care experience, although at this time there is 1 very experienced Team Leader/Deputy Manager and the other Team Leader post is recently vacant. The Team Leaders are supported by the Registered Manager. Warwick House has 2 waking watch staff who's working hours are 9.30pm-8am.

During the night there is a minimum of 2 staff on duty overnight. This may consist of 2 staff on sleep-in duties or 1 staff on sleep-in duties and 1 waking watch staff member. Having either 2 sleep-in staff or 1 sleep-in staff and 1 waking watch is assessed on the composition and number of children in placement.

The staffing ratio is 1 staff to 2 children, however when staffed to 8 care staff this provides 1:1 staffing ratio to children

The Warwick care team is made up of staff members who have gained experience from working within North Lakes Children's Services and other care organisations. A number of the care staff are from the local area of Carlisle and this has helped build positive relationships within the community both for the children and North Lakes Children Services as a whole. All care staff, also bring with them valuable life experiences, which is an asset and is key when working with children in order to understand and support them with their experiences.

The current Care Teams at Warwick House are dedicated to their role in helping Children make positive choices in their lives and for their future(s), they work hard daily to enhance the lives of the children and do so in listening to and working with them as well as supporting, encouraging, nurturing and developing their own skills with the aim of assisting and supporting the young people.

The Staff Team are "key" to what we try to work on and achieve at Warwick House. They bring consistency to our children and the aim is that each staff member brings with them their own life experiences, and different ideas on how to grow, nurture, develop and teach the young people different skills. The staff can focus on specific areas with each child and they make a point of working on developing their social and emotional skills as this is an area that they can and do really struggle with and we believe can be a key area they need skills in for when they are not with us.

NAME	POSITION	EXPERIENCE	QUALIFICATION
Sally Reed	Acting Manager while applying for Registration	4 Years, 2 at North Lakes 16.03.2020	NVQ 3 , working with children & young people. Diploma 5 Leadership and health and social care and children and young people services Completed all Mandatory Inductions Works and Trainings. Undertakes continual E-Learning First Aid Qualified
Jean Murray	Deputy Manager/Team Leader	20.06.2020	Diploma 3 in Children and Young People's Workforce. Enrolled on Diploma 5

			Completed all Mandatory Inductions Works and Trainings. Undertakes continual E-Learning First Aid Qualified
Kairen Mulholland	Care worker	23.11.2020	Diploma 3 in Children and Young People's Workforce. Completed all Mandatory Inductions Works and Trainings. Undertakes continual E-Learning First Aid Qualified
Sophie Yeomans	Care Worker	28.06.2022	Completed all Mandatory Trainings & Induction Works Undertakes continual E-Learning First Aid Qualified Enrolled on Diploma 3
Brandon Haslam	Care Worker	16.07.2022	Completed all Mandatory Trainings & Induction Works Undertakes continual E-Learning First Aid Qualified Enrolled on Diploma 3
Charlie Stitt	Care Worker	10.01.2023	Working through Induction & Mandatory Training(s) Diploma 3 Pending -
Kathryn Brown	Care Worker	16.01.2023	Working through Induction & Mandatory Training(s) Diploma 3 Pending -
TBC			
TBC			
Jean Skelton	Waking watch	12.07.2010	Diploma 2 & Diploma 3 in Children & Young People's Workforce. Completed all Mandatory Inductions Works and Trainings. Undertakes continual E-Learning
Susan O'Doherty	Waking Watch	11.01.2013	Diploma 3 in Children & Young People's Workforce. Completed all Mandatory Inductions Works and Trainings. Undertakes continual E-Learning
Ydell Howson	Registered General Nurse	25 years +	RGN- (1989) NMC pin 86B0938EDiploma, Level 4. "Therapeutic Counselling" - AQA (2013) (Health professional for service)
Caroline Rae	Head of Care –	12.07.2010 12 years at NLCS (but overall 20 years)	Diploma 5 in Leadership for Health and Social Care and Children and Young People's Services HNC in Health & Social Care, SVQ 3 in Health & Social Care

		Completed all Mandatory Inductions Works and Trainings. Undertakes continual E-Learning
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Where appropriate, staff do, share their own experiences of life in order to give the children the understanding that positive outcomes in life are achievable no matter what experiences in child hood and life that a person has been subjected to both negative and positive.

All staff at Warwick House have a training schedule in conjunction with Polaris Learning and Development Programme, which is part of their personal development plan the initial training plan includes the following: In house Induction, First Aid, Safeguarding/child protection, Fire Protection, Food Hygiene, Health and Safety in the work place, Team Teach. The initial training plan will be supported by a further comprehensive training plan which will include CWDC, Diploma 3, Attachment, ASD, Children’s Rights, Drugs and Alcohol, Care Planning, Pathways planning and any further specific training that will meet the individual needs of the child and further develop the care team, to ensure they continue to provide a high quality level of care provision for the children within Warwick House.

All staff either have face-to-face First Aid Training and or have Completed E-Learning First Aid whilst awaiting direct Training.

The aim of ongoing training does ensure that staff, are actively striving to improve themselves professionally, the service they provide for the children and that they stay current with changes within the care providing sector thus keeping up to date and in line with new law and legislation that is introduced, along with any new requirements/guidelines set out with Ofsted.

Supervision of staff will be undertaken on a monthly basis, (every 2 weeks for the first 6 months for new staff). The care team will be supervised by their relevant Team Leader, who has undertaken supervision training. Waking watch staff are supervised by the appointed team leader/ deputy team leader, however, can request a supervision with the registered manager at any time. Team Leaders are supervised by the Registered Manager however can request a supervision with the director of care at any time, care staff are supervised by the team leaders and request a supervision with the manager at any time. All staff members are able to request extra supervision should they require this. Supervisions are “underpinned” by a supervision contract, which the supervisee agrees with their supervisor.

New staff will be subject to a probationary period of 3 months when they commence employment at Warwick House, this will be reviewed through supervision they will then receive an appraisal annually. The appraisal process will detail their personal development plan(s), any support requirements, thus devising their training needs, skill development and pay increments. NLCS recognise the importance of highly trained and skilled staff, and the real benefits this has for the care provided to the children, ensuring the consistency and continuity in the care that is provided and for

the successful running of the service and maintaining the outstanding level of care that is provided.

The Care Team within Warwick House use a shift pattern rota, the rota has been devised to ensure that the needs of the children are always met in relation to ensuring adequate levels of staffing are on duty, taking into consideration family time/visits, Activities and appointments we also balance experience staff on duty. The rota is on two shifts on, two shifts off, pattern with sleep in duties at a minimum of four times per month. During the holiday period an alternative holiday rota is implemented, this is necessary to accommodate the needs of the children i.e.: family time and activities planned and the homes annual holiday during the six week half term.

All staff that are employed or seeking employment with NLCS, are subject to rigorous and relevant checks prior to commencing any employment, these checks include attending an Interview, DBS checks, 2 professional references, previous employment checks and evidence of qualifications, all of this must be completed before any employment can commence within NLCS.

Warwick House is managed by the Registered Manager, who will follow a working pattern of Monday-Friday 8.30am-5pm. The Registered Manager is on-call for out-of-hours emergencies and or support and guidance for the duty staff team or, should she be required, to accommodate an unpredicted gap/staff absence in the rota. The Registered Manager works a rolling pattern for out-of-hours support to all the NLCS services, alongside the senior management team. The Registered Manager is supported and supervised by the Head of Care.

To help manage any staff gaps through recruitment difficulties/long term absences the home has access to Agency staff. We ensure that Agency staff that come in the home are the same as much as possible to support consistency for the children in our care and for staff to help build working professional relationships.

Any agency staff have to provide all qualifications, DBS enhanced check, right to work. The agency staff member where possible and if they are with us for a prolonged period of time will be required to work towards meeting our induction identified qualifications through e-learning or face to face training this could include introduction training into our Therapy model (trauma based), Team Teach etc. If Agency Staffing are with us a prolonged period of time they will be expected to complete monthly supervision with the Manager.

It is the aim of the home manager, Head of Care and Responsible individual to reduce the need of using agency staff and to continue to look at the recruitment of the home.

NLCS has Ancillary support through the Health professional (RGN) (qualifications and experience listed in the section above). The Health professional attends to and provides the Health Care Plans and needs for all the children. The Health professional is available for visits for all the children and also attends the individual's LAC reviews. She also manages and audits the administration and storage of all medications. The Health professional provides staff with support in relation to questions and or queries about the health care of our children.

She has good strong relationships with the children within Warwick house and the young people throughout NLCS, who all feel comfortable in talking to her should they have any health issues.

All company health and safety is monitored by the Head of Care in conjunction with the organisations Named Health and Safety team, Maintenance/Estates Team(s). The monitoring documentation is completed by the Head of Care and Polaris Health and safety officer, they will review legislation amendments and also update practice development. The homes will have an annual health and safety inspections.