



Therapeutic
care for
children and
young people

Statement of Purpose

Caring For Children

We provide therapeutic care for children aged 6 to 16 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.

At Woodend house we specialise in caring for children who have experienced early developmental trauma and attachment difficulties. We are able to assess and deliver tailored therapeutic care to young children who have complex needs which often produce challenging behaviours.

The staff at Woodend are skilled at decoding complex and unusual behaviour and addressing the underlying needs behind these.

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.

To address the needs of children with attachment and unprocessed trauma we provide a therapeutic milieu. This environment is structured and planned to ensure that the child's levels of anxiety is reduced. As most of the children we care for struggle with relationships most of their time (where possible) is spent on a one to one basis with staff. This provides the child with the attunement that need to revisit key developmental stages.

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

The location of our home is semi-rural and set in a large garden. This allows the child to have the freedom to play outside and inside in our homes and games room and to get active, here we have a slide and ball pool with sensory lights, this giving our children individual time and space. Physical activity is key to recovery and we plan regular and daily activity into each child's routine.

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 child's 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 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 area's the children display:

- High level attachment seeking
- Lying
- Sexualised behaviour
- Controlling behaviour
- Dissociation
- Aggressive behaviour
- ADHD type behaviour

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 behaviour's and weekly one to one psychotherapy sessions for the children.

We want our children to enjoy and experience a feeling of nurturing, being loved, cared for, treated as an individual, with their talents and strengths celebrated and encouraged. We want to build relationships with the children and their families and strive where possible to safely reintegrate them back into their home communities. Or into an environment that will best meet their needs and or where they would like to be, and in doing so, we aim to ensure we have given them the best possible chance(s) and opportunities, and allow them to have "Fun and make happy memories"

Woodend has a strong policy of inclusion and therefore welcomes children from all ethnic, cultural and religious backgrounds.

Woodend believes that the **welfare and education** of the children in our care is the main priority with our children being at the centre of our entire decision making. Each child is recognised as being unique with specific needs and beliefs that require individual care, possible specialist therapeutic sessions and individual assessment and planning. The homes methodology and placement planning includes the child's family/important people-contacts, and Social Workers who will be encouraged to have an active role in assisting further development of their child.

Regular visits will be fostered amongst the children and their families and wherever possible opportunities will be found to enable the sharing of the child's developmental success both socially and academically. We will continue to engender the building of family relationships, this will be achieved by using 'contractual' Placement Plans/Pathways Plans which identify each area of development required in progressing their lives and individual specific needs in all areas.

Our primary aim is to establish a safe, happy and comfortable home environment within which of our children can develop feelings of trust, security and confidence.

This will assist individual children in gaining invaluable life skills not only intellectually and physically but also emotionally and socially, these skills will ensure that when they leave Woodend they will have the ability and knowledge to manage their own lives and choices.

At the core of NLCS approach to its work is the value that we place upon the individual, and in turn their development in the group living environment. We believe that living in the group environment is a positive 'normal' experience for all children.

We envisage that children will move from our care as and when appropriate to their families, carers, supported accommodation or independent living. All these require children to have developed the compromise, negotiation, self-soothing and complex communication skills needed in a group. Our aim is to work closely with the individual, to child them identify their needs and develop individual care plans and programmes to meet them. This gives us the ability to provide highly responsive and flexible care packages, uniquely moulded to meet the needs of each individual child.

The aim of NLCS is for the child to achieve positive outcomes relating to the 5 EVERY CHILD MATTERS OUTCOMES.

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

Each child has the potential to learn and develop and our practice is responsive to observable cues, communicated by the child through language and behaviour. We aim to meet unmet childhood needs from the past, enable the child to enjoy their present whilst equipping them with the skills necessary for their future.

Our first priority is to halt the self-perpetuating downward spiral of failure and rejection experienced by many children placed with us. We work with the individual to recognise their abilities and talents, we utilise these positives in order to build small but ever growing successes into a child's life and therefore start to reverse the downward spiral. The increase in self-esteem can then be used to support the child towards further achievements and positive developments in their lives.

The unconditional support is implicit in the above approach to reversing the patterns in a child's life and is balanced with the child to understand, and eventually take greater responsibility for both the positive and negative consequences of their actions. The giving of responsibility to a child and growing independence is undertaken at a rate and level that allows for the expectations by society of a person of that chronological age whilst taking into account the level of emotional development that the individual has experienced. We aim to enable the child to enter the world able to be: an active participant in society and a responsible contributor, capable of achieving as much independence as possible.

At NLCS, we believe that every child has the right to be treated as an individual, showing due regard to gender, ethnicity, creed and sexuality. We endeavour to create an atmosphere where the children's needs are acknowledged and met with honesty, sensitivity and consistency. We recognise a child's need for protection and security and will maintain every effort to provide this.

We believe in maximising a child's potential, using their life experiences to develop more effective coping and reasoning skills. By using a child's life space to promote a better understanding, it is more relevant to the individual and therefore more powerful as a catalyst for change.

Children placed at Woodend can enjoy a wide variety of recreational and sporting activities. All our children's wishes with regard to clubs, activities and cultural events are discussed through their induction and ongoing care at Woodend and their physical needs are identified and targets are set within their Placement Plans.

We are very aware of the importance that all children should have the opportunity to access and choose these types of events. Staff will actively encourage participation in various sporting activities to ensure they gain the understanding of the importance of a healthy lifestyle and having fun.

Pupils attending Kirby Moor or Herdley Bank, undertake regular PE lessons on this site and pupils regularly visit local sporting amenities in Carlisle and the surrounding area. Many children enjoy football and in particular the end of term 'staff versus kids' football game. The school and home can also offer some adventurous activities including mountain biking, rock climbing, Skiing, fishing and camping.

Woodend is ideally located to take advantage of Carlisle Youth Zone, where Children and can also access clubs and organisations in the community and are regularly supported to do so. We believe this is an important in social and emotional development.

Children are encouraged to access local clubs, football teams, Swimming clubs, cadets, along with engaging in the local area, visiting museums and the lakes are particularly favourites of children and staff. Woodend does individualise activities to enable each child to reach their maximum potential, encouraging their own personal skills and interests, along with giving confidence in trying new things to give new opportunities.

Woodend welcomes children from all faiths and cultures and celebrates a wide range of festivals around the year. 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. Where children have linguistic language needs this will be carefully considered in the pre placement assessment and if appropriate translation services can be engaged.

At NLCS, we realise the importance of working in partnership with parent's carers and significant persons in the lives of children. This link will be recorded in the child's

Placement Plan and the nature of the contact will be highlighted there. We also realise the stresses placed on children and their families when they do not live together. We will be sensitive to the needs of the child and their family.

Carers at NLCS are required to support the link between the child and their parents or guardians, where appropriate. This may involve:

- Regular contact with the child's parents or guardians.
- Spending time with the family either in their home area or at Woodend if they come to visit the child.
- Undertaking specific supervision duties during an access visit (detailed in care plan).
- Facilitating the rebuilding of family relationships.

Parents/Guardians are encouraged to maintain good levels of contact as is congruent with Placement plans and CLA arrangements and agreements. We can also support this by providing paid accommodation 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.

Children's Participation

Children are involved in many aspects of the care provision at Woodend. Monthly children's meetings are undertaken formally and informally with all children; these are in groups or 1:1 with children. Children can also use the comments, complaints and ideas box or email the manager in confidence. Children contribute to the weekly menus and shopping. The child's views are taken into account and recorded in the monthly provider checks and regulation 44 reports. The children are involved in making decisions about how their rooms are furnished and decorated.

Woodend carries out an induction with all children to ensure they are aware of all internal security and safety procedures as well as knowing the homes routines and boundaries. All children receive a child's handbook prior to their admission which explains who they can contact externally if they have any concerns, it also includes the complaints procedure. All Parents/Guardians are given a Handbook that includes information regarding Woodend's routines as well as information on the education facility offered at Kirby Moor School/ Herdley bank. The handbook also includes Woodend's Complaints Procedure, Child Protection Procedure and other relevant information.

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/child or member of staff may suffer discrimination for a number of reasons. It may be rooted in:

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

At Woodend 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. Direct discrimination is where an individual or group receives less favourable treatment with some unjustifiable reason because of sex, race or disability, for example. Indirect discrimination is applying unjustifiable requirements and conditions that have a disproportionate impact on an individual or particular group. Institutional Discrimination is where there is a collective failure of an organisation such as an LEA or individual school to provide an appropriate and professional service to people because of their background or experience. It can be seen in attitudes, behaviours and procedures that amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and stereotyping that disadvantages people.

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. Recognising that assumptions are not necessarily an accurate assessment of a person or situation, will allow individuals to make decisions based on equality. We can then avoid costly effect assumptions may have on others. Everyone within the organisation needs to think about what we do and how we behave to achieve equality, which is not necessarily about treating everyone the same, but recognising and respecting differences and treating each other with fairness and dignity.

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.

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.

NLCS acknowledges and welcomes the opportunity to work within the spirit and the letter 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.

The registered manager monitors this responsibility on behalf of the proprietor. The head teacher reports regularly to the proprietor so that they can be assured that the school is fulfilling its legal obligations in relation to the Disability Discrimination Act. In our work with the children, 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.

Anti-Discrimination Policy

Woodend Children's Home 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
- 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 makeup of both the children and staff population
- The affirmation of clothing styles and fashions that reflect both the age and cultural heritage of the child's group.

Given the increased number of children who are refugees, the organisation needs to genuinely work in partnership with parents/carers. 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.

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. Everyone has the right to be treated fairly and staff are encouraged to ensure that all policies and practices adhere to this principle. Staff who feel that this is not the case are asked to draw the failing to the attention of the registered manager or head teacher or the senior management team. Staff also have the right and would be encouraged to discuss any unequal treatment with a member of the quality improvement team or a member of the board of directors.

Woodend House recognises and proactively supports the rights of children. 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 handbook 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 is able to contact their local authority when required. The local authority is given the opportunity to contribute to the child's care plan during regular reviews and when being updated by key workers.

Children are appointed key workers from within the staff care team at Woodend 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, and to 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 appointed an advocacy service for their child the details are made available to the child and are also displayed clearly in the home. If an advocacy service hasn't been appointed but the local authority the home provides contact details of other advocacy services for the children 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.

All children have access to education through Kirby Moor School/Herdley Bank. If they are past statutory school age then they access further education via local educational establishments including colleges or work based programs.

The home supports and facilitates contact between the children 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.

The Accommodation

Woodend is a large detached house set in its own grounds in the rural village of Heads Nook Near Carlisle. The home has been fitted to accommodate the needs of up to 4 children. All bedrooms at Woodend are en-suite and include a combined toilet and shower room with separate hand basin, some en-suites also have a bath available. Rooms are comfortably furnished and have TV/ DVD players. Children have their own rooms, these are respected private spaces, rooms are not shared. Woodend provides high quality well-appointed accommodation for the children. Children's people views regarding the decoration of their own rooms and living spaces are requested and are also included in the constant aim of looking at the child's interest to improve areas of the home.

The communal rooms of the home are all fresh and there is usage of a lounge with TV, a back lounge with PC and Internet access, use of a communal console and an area to relax.

We have also recently created a more sensory room with ball-pool area, bean bags, safe space tent and with sensory lighting that the children can access and play in, and or just use the room for listening to calming music with sensory lighting.

There is extensive outside space for young to play and burn energy, within the grounds there is a trampoline, swings, and a see-saw. Picnic tables in the grounds of the home give the opportunity to have time to relax with our children, eating outside, interacting with others in the fresh air. Playing football in the garden is always popular, where both staff and children enjoy using the space to create a happy atmosphere, promote healthy living and enjoying being with others.

The home is warm and welcoming, having individual space for children to be able to express themselves.

- 4 x Single occupancy bedrooms with en-suite
- Ground floor disabled toilet facilities
- Disabled access to the home.
- Staffing Ratio of 4 staff per team to 4 children, minimum 2 children to 1 staff,
- Quality living spaces – dining room, computer/games-back lounge and front lounge.
- Communal Kitchen and Utility Room
- External sensory room with slide/ball pool and sensory lighting
- Outside recreational areas

A description of the location of the children's home.

Woodend is a large detached house set in a rural, secluded village location 10 minutes' drive from Carlisle, and 10 minutes from our Kirby Moor School in Brampton, 20 minutes from Herdley Bank Site. The location has good transport links

to the M6 and M74, and A69. There are regular busses in and out of Carlisle. Woodend is close enough to Carlisle for planned access to all the facilities and opportunities, and is within ½ an hour's drive of the Lake District National Park.

Child Protection

Woodend takes bullying and any other form of discriminatory issues very seriously indeed and have internal procedures and policy guidance.

All staff who are employed at Woodend receive training in Safeguarding of Children; we also have a nominated appropriately qualified Child Protection Officer as well clear guidelines and policies from the Cumbria Safeguarding Children's Partnership (CSCP). The policies are annually regularly updated [or when CSCP updates are published] and are detailed in the Policies and procedures.

Woodend strives be a safe place where all residents can develop in safety and experience living within a respectful culture. NLCS will also strive to be a safe place for staff to work which fosters a culture of mutual respect within which all staff are free from bullying or harassment at work. Our principles are:

- All individuals are to be valued and treated with respect.
- Staff and children have a right to live in a stable and safe environment where, without intimidation or harassment, they are able to fully develop their talents, interests and ambitions.
- Bullying and harassment will not be tolerated.
- Children have the right to be cared for in a safe environment in which care, courtesy and respect for the rights of others are encouraged.
- Carers have a right to expect that they will be able to work in a respectful and co-operative environment.

Bullying is an act of aggression causing embarrassment, pain or discomfort to another. It can take a number of forms: physical, verbal, gesture, extortion and exclusion. It is an abuse of power. It can be planned and organized or it may be unintentional. Individuals or groups may be involved.

When bullying is reported by a child the first step is to establish a clear picture of the situation, and how the child would prefer to handle it. Contact a line manager and make an appointment to discuss strategies. Present the information as objectively as possible. Take the issue to the staff team to develop united strategies. Involve the child in understanding supports and strategies you develop.

The bullying of staff can manifest from the children, staff or the organisation. Bullying in the work place will not be tolerated and is totally unacceptable within the context of therapeutic childcare. Any instances of staff engaging in bullying or harassment will be dealt with promptly and robustly as this goes against the ethos of mutual respect that underpins NLCS's philosophy of respect and dignity between workers.

Staff experiencing or witnessing bullying of any sort must report it to their line Manager or Service Manager as soon as possible. Strategies will be developed at either

Team level, House Manager level or Service Manager level whatever is appropriate to ensure that a culture of bullying does not succeed. Where a child is bullying staff – strategies will be developed to support and protect the staff member at team, House Manager or Service Manager level.

Strategies for tackling all bullying: Promotion of positive behaviour through praise reward and recognition. Rules and boundaries reinforced and clarified. Increase supervision and/or supervision levels. Explore environmental issues and make changes where necessary. E.g. move bedrooms make alternative arrangements for activities etc. Promotion of practice guidelines and behaviour management policies. Actively monitor the care / work environment. Change the dynamic: - Reorganize the team / transfer personnel. Invoke disciplinary / capability measures. Provision of Professional Development for staff. Consider group work, solution focused strategies for the bully and victim, relational approaches and cognitive behavioural strategies.

Away from Home without Authority and Missing Persons

If a child takes unauthorised absence from the home staff will search the buildings and grounds thoroughly, if unsuccessful a search of the locality will be conducted, if this is also unsuccessful the child who is away from placement without Authority, missing person's procedures will begin following the Philomena protocol. We work with our local police partners and the CCC Triage Missing persons Co Coordinator to ensure the police have a full risk assessment including description and photograph of each individual in our care. At regular intervals the Community Police Officer is invited to visit Woodend to break down pre-conceived boundaries. Missing person's procedures are detailed in the policies and procedures and are reviewed annually or as and when there is a CSCP (Cumbria Safeguarding Children's partnership, formally LSCB) update. Our policies have been shared with our local police partners.

When the child is then returned to Woodend, 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. When the child returns, it is important that all staff are available to support the child where appropriate. Following the Away from home without authority and missing person's procedure the child will be de-briefed allowing his views to be acknowledged. They will be offered contact with and independent listener and or their social worker. We also make use of advocacy services such as NYAS to support return de-briefs

The individual behaviour plan will give guidance on how the child is likely to react and feel in such a situation.

Admission Criteria

Children must meet the basic criteria of the home as set out in section 1.

Children may have had previously involvement with the YOS team. Details of any previous involvement will have been checked and deliberated to ensure that they are suitable for Woodend. They will have to be low risk regarding their previous behaviour before they will qualify to be admitted to Woodend.

Woodend 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 who may cause serious or detrimental effect to the local community and other child's at Wooded e.g.:- The child will have never been involved in:-

- Taking a vehicle without consent (TWOC)
- Arson

The child may have some YOS involvement, however they will be subject to individual assessment in conjunction with the services Head 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.

From this initial enquiry a referral meeting will be held to discuss the needs of the child and the appropriateness of NLCS Woodend 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.

A pre-placement assessment is written. If the home is satisfied it can appropriately meet the needs of the child placement transitions will be planned.

If the home feels the placement is inappropriate and cannot meet the child's needs this will be detailed in writing to the placement team/ officer. Anxiety surrounding a possible move can be reduced by a pre-placement visit. The more realistic the child's perceptions of NLCS Woodend are the more likely the outcome of a successful placement.

Although good practice a pre-placement visit is not always possible or practical for short term placements.

The importance of how the child perceives their placement at Woodend prior to and during admission cannot be over stated. Many of the anxieties a child has about moving to a new placement can be alleviated by our sensitivity and understanding. Each child will react differently to a move and good communication and pre planning will child reduce some of the stress for the child and their family.

Complaints Procedure

The comment and complaints process is designed specifically for use at NLCS. It complies with legislative requirements and is a tool for developing the service we offer

to children, their families and placing authorities. It also links with our child protection responsibilities by alerting staff and managers to areas of discontent. It also has a confidential reporting mechanism directly to either senior Managers or to External Agencies.

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 Woodend and NLCS. children may access forms either through staff or in private through an available supply kept accessible within the house (utility room at Woodend). Staff members are also made aware of the procedure during their induction training and further within safeguarding training.

Ideally, each child will feel confident enough to raise issues with their key worker or to care staff and feel empowered enough to negotiate a resolution with their care givers. If this is not the case, then a child can comment or complain in confidence using a form which can be forwarded directly to the House Manager or in some circumstances directly to the Head of Care or Registered Provider. They have information on how to email the registered manager directly if they wish to communicate in confidence.

Any complaints made by a child or parent will be forwarded in any case to the Registered Provider for monitoring purposes. We aim to resolve complaints within 14 day of receipt. Within the Woodend Children's handbook there is an explanation about how to make a comment or a complaint, along with a form. Included in this information are telephone numbers for Child line OFSTED and other support agencies. (See staff guidelines for procedure.)

The full complaints procedure is in the NLCS policies and procedures; this is reviewed annually or updated to reflect CSCP (Cumbria Safeguarding Children's partnership, formally LSCB). Complaints against staff are managed as per the up to date CSCP policies.

NLCS complaints procedures are available by download from the company's website. (see schedule 1 no.7)

2. Therapeutic approach and supervision

THERAPY WITHIN THE HOME

Forming positive relationships and providing safety are at the centre 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 Woodend house we know that the behaviours we see are an expression of need and we need to address that need to change the behaviour. Our care team is trained in attachment and trauma informed care, meaning children's complex needs and behaviours 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 centred approach which 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 behaviour. 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 behavioural conveyed.

As therapeutic staff 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
- Are able to react consciously and with empathy to the child's behaviour, 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 child's 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 to, how the young people engage with the process and the future developments that can be made.

Independent therapeutic clinical supervision:

Ailsa provides monthly clinical supervision and weekly consultation to the care teams.

One to one psychotherapeutic counselling:

Ailsa Smith-Thompson provides one to one psychotherapeutic counselling session to the children in our care. She specialises in working with children who have complex needs and have experienced attachment and trauma difficulties in their lives.

Ailsa has a specialist qualification in working with children and adolescents. She can therefore work in a variety of mediums, providing verbal and non-verbal ways of working and relating.

Risk management

At Woodend 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 child 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. At Woodend we experience children with attachment issues, and with only having one identified Key worker this creates on-going issues, therefore all staff are encouraged to use their time with the child to talk through positives and negatives, all staff not just identified Key workers are to use this information and document on key working forms. Key working documents are a live ongoing document that all staff are encourage to be a part of, therefore all staff are part of the child's plan, creating a balance of information and a true account of what progress and the child is making. This gives all staff the time to build relationships up with all Woodend children, and ensuring a plan for progression is an accurate account.

Key workers also support the child in maintaining family links, monitoring contacts, maintaining written records, report writing, attending meetings, attending to medical appointments, and if required being the child's advocate, and 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 and 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 children can talk to any member of staff should they feel they need to at any time.

Specific individual Behaviour Management Plans BMP's are in place for the children and is reviewed regularly with parents/carers and the placing authorities to ensure positive progression and development.

All staff are trained in 'Team Teach' a nationally recognised training program for behaviour management which promotes de-escalation techniques to ensure uniformity in their commitment to the control and discipline of the children. Staff are trained in Team teach as soon as is practically possible upon joining NLCS. All staff receive annual refreshers and this is monitored by the Training Coordinator. NLCS has internal qualified Team Teach instructors who provide formal training, refreshers and can support teams with individual Team Teach advice and practice review. Team-Teach training is fully accredited by the British Institute of Learning Disabilities and is affiliated to The General Services Association. All participants on courses receive very

explicit information and advice concerning the dangers that can occur regarding restraint and positional asphyxia. All TT techniques have undergone (2006 & 2009) a thorough legal, medical and tactical review carried out by three independent medical and legal experts as required by the BILD accreditation system.

The basic Team Teach Framework directs that planned physical intervention strategies should be:

- 1: agreed in advance by a multidisciplinary or school team working in consultation with the child or service user, his or her carers or advocates and, in the case of a child, those with parental responsibility.
- 2: described in writing and incorporated into other documentation which sets out a broader strategy for addressing the service user's behavioural difficulties.
- 3: implemented under the supervision of an identified member of staff who has undertaken appropriate training provided by an organisation accredited by BILD.

Government departments are aware of Team-Teach training, having been actively consulted concerning recent guidance on the use of reasonable force and in child service settings select positive handling strategies. Inspection bodies and the Health & Safety Executive have also commented favourably in their reports on the positive impact that the Team Teach training framework has had when adopted by leadership, management and a whole setting holistic approach.

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

Woodend Children's home has a waking watch system with a waking night watch and x1 sleep in staff member. When waking watch are on leave or absent Woodend can employ x2 residential care staff 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 waking watch can call on the sleep in care staff for additional support if required.

The homes Behaviour Management policies are available on the company's website.

Contact Details

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|--|--|
| <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>Jeanette Wilson Registered Manager Woodend Children’s Home Heads Nook Cumbria CA8 9AE Tel: 01228 560629 Janette.wilson@nlcs.uk.com</p> |
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Education

All who are placed in Woodend may be educated in our DfES registered Kirby Moor School/ Herdley Bank or through local colleges, schools if appropriate. Kirby Moor School and Herdley Bank is a specialist provision for children with social, emotional, mental health and behavioral difficulties.

Both Kirby Moor School, and Herdley bank have been individually tailored to each individual child, they recognize the National curriculum and this is the most appropriate path to follow. It is also recognized that some children have learning gaps, which can often create a sense of an inability to achieve.

Each school has small learning groups, with up to 4 to 6 children per class, supported by 1 teacher and 1 LSA.

Kirby Moor School is 10 minute drive from Woodend with Herdley Bank being 20 Minute Drive. Children are transported by Woodend staff AM &PM, this also gives staff the opportunity to encourage children to have a good day at School, or support them and talk about their day on finishing school.

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 child our children to learn about different areas of everyday life. By adopting this ideology, the children leaving Kirby Moor School & Herdley Bank have much greater opportunities for gaining work or indeed moving on to further education.

Within the home environment at Woodend all youngsters will be encouraged 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.

At Woodend we also encourage “educational stimuli” within the home, this includes encouraging them to cook, bake, tell the time, learn about keeping a home, looking after their personal space, road and stranger safety, internet safety and safe usage of the internet and many more areas that will child them develop within a home environment.

We believe that by working effectively in partnership we are able to co create bespoke training packages for the residents of Woodend. We believe that early and effective identification of further education, with planned transitions to community training providers is the key for children making the ‘step up’ to further education.

The home has established good relationships with the local Connexions/ Inspira office and we have a named Careers Counsellor who supports or service. Residents access local further education providers such as Carlisle College and local Employability Projects.

Health and wellbeing

Service Nurse

All our children at Woodend have access to our Service Nurse who will ensure that each child will have a written monthly Health Action Plan which will be crossed referenced into their Placement Plans. Each referral to Woodend will be assessed by the Nurse to ensure that we are able to meet their individual needs.

The Service Nurse Ydell Howson is a registered general nurse (1989) NMC pin 86B0938E, Diploma L4 Therapeutic Counselling, AQA (2013). The Service Nurse visits the homes weekly, overseeing both medication management in the home and children’s Health Action Plans. Health Action Plans are kept up to date by the child’s key worker and signed off in consultation with the Nurse.

HAP’s include:

- Dental Health Needs
- Opticians
- Physical Health Needs
- Mental Health and Wellbeing
- Diet and Exercise
- Substance Misuse

All children are registered with a local GP, Dentist and Optician upon admission and are further supported by the North Lakes Children’s Services full time Registered General Nurse

Children are supported in attending medical appointments by staff from Woodend and our Nurse and the information recorded in the individual placement plans. We aim to encourage the children with us to plan, make and attend their medical

appointment(s) on their own when they are ready for this step as it will child them grow in confidence as well as taking responsibility for their health and health/medical appointments.

At Woodend we aim to support our children more intensively by making extensive services available from a variety of therapeutic areas. We utilize a number of associate skilled professionals to provide tailor-made therapeutic packages to meet the individual needs of the child.

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 Responsible individual: 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.

The Registered Manager has worked in residential care with NLCS since 2007 progressing from care worker to team leader, deputy manager and then onto her current role as Registered Manager. She has significant experience working with children with social, emotional, mental health and behavioural difficulties, as well as working with needs such as complex medical needs, autism, attachment(s), trauma, abuse. The manager has worked at Woodend House for over 12 Years and has progressed through all levels of leadership. She currently holds a NVQ 3 working with Children and young people and has also completed her Level 5 Diploma in Leadership and health and social care and children and young people 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.

The current Care Teams at Woodend are dedicated to their role in supporting the children to 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 each child.

The Staff Team are “key” to what we try to work on and achieve at Woodend. 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 each child 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.

Woodend has up to 8 full time residential care staff (when fully staffed), sometimes 9 care staff. The home staff are arranged into 2 smaller teams working alternative shift patterns. Where possible each team has an equally balance mix of male and female staff, qualified and working towards qualification, experience and building experience, and are supported by 2 Team Leaders 1 of which is the current Deputy Manager. There are also 2 waking watch staff both with experience. The staffing ratio is 1 staff to 2 children, however when staffed to 8 care staff this provides 1:1 staffing ratio to children.

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

| NAME | POSITION | EXPERIENCE | QUALIFICATION |
|------------------------|----------------|------------|---|
| Jeanette Wilson | House Manager | 01.12.2007 | Diploma 5 in Leadership for Health and Social Care and Children and Young People's Services Diploma 3 qualified Completed all Mandatory Inductions Works and Trainings. Undertakes continual E-Learning First Aid Qualified |
| Ben Males | Deputy manager | 02.05.2018 | Diploma 3 Qualified. Enrolled on Diploma 5. Completed all Mandatory Inductions Works and Trainings. Undertakes continual E-Learning First Aid Qualified |
| Angela Burridge | Care worker | 21.05.2013 | Diploma 3 Qualified. Completed all Mandatory Inductions Works and Trainings. Undertakes continual E-Learning First Aid Qualified |

| | | | |
|--------------------------|--------------|--|---|
| Craig Thompson | Care Worker | 28.10.2019 (transfer from school) | Diploma 3 Qualified. Completed all Mandatory Inductions Works and Trainings. Undertakes continual E-Learning First Aid Qualified |
| Kirstin Pattinson | Care Worker | 02.05.2021 | Diploma 3 Qualified Completed all Mandatory Inductions Works and Trainings. Undertakes continual E-Learning First Aid Qualified |
| Lynsey Doyle | Care Worker | 01.05.2020 (transfer from school) | Diploma 3 Qualified. Completed all Mandatory Inductions Works and Trainings. Undertakes continual E-Learning First Aid Qualified |
| Hanna Gohling | Care Worker | 12.11.2020 | Diploma 3 Qualified Completed all Mandatory Inductions Works and Trainings. Undertakes continual E-Learning First Aid Qualified |
| Grace Burnes | Care Worker | 01.08.2022 | Enrolled on Diploma 3 Completed all Mandatory Inductions Works and Trainings. Undertakes continual E-Learning First Aid Qualified |
| Alexandra Hill | Care Worker | 20.05.2022 | Enrolled on Diploma 3 Completed all Mandatory Inductions Works and Trainings. Undertakes continual E-Learning First Aid Qualified |
| Cara Bennett | Care Worker | 22.11.22 Previous Employment with us - 3.12.20 to 29.3.22 | Diploma 3 Qualified Re-Completing all Mandatory Inductions Works and Training Refreshers. Undertakes continual E-Learning First Aid Qualified |
| Kieran O' Doherty | Waking Watch | 01.01.2015 | Diploma 3 Qualified. |

| | | | |
|---------------------|--------------------------|---|---|
| | | | Completed all Mandatory Inductions Works and Trainings. Undertakes continual E-Learning |
| Nick Gordon | Waking Watch | 27.10.2014 | Diploma 3 Qualified. Completed all Mandatory Inductions Works and Trainings. Undertakes continual E-Learning First Aid Qualified |
| Ydell Howson | Registered General Nurse | 25 years Nursing | RGN- (1989) NMC pin 86B0938E Diploma, 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 |

Each member of staff has a professional development plan and is supported by a variety of training opportunities that continue to develop their personal skills and knowledge. This is supported by individual supervision programmes that are designed to ensure all staff receive regular supervision and have access to further support if identified as a need. As an organisation we recognise the importance of investing in staff to child them provide outstanding care and outcomes for the children they look after.

All staff at Woodend will have a training schedule which in 2023 will be supported by a Polaris Learning and Development Plan for each staff, which is part of their personal development plan the initial training plan which includes the following: Induction, First Aid, Safeguarding, 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 and any further specific training that will meet the individual needs of the boys/young males and further develop the care team, to ensure they continue to provide a high quality level of care provision for the boys/young males within Woodend.

All staff are either qualified in First Aid through direct training and or via E-Learning.

Team Leaders/(Deputy Manager) are supervised by the Registered Manager. Care staff and waking watch are supervised by the Team leader(s)/Deputy Manager and

senior care staff. Supervisions are conducted monthly and are underpinned by a 'supervision contract'. Supervisors have received specific training in supervision skills and practices. Staff receive a probationary period appraisal before confirmation, then annual appraisal thereafter.

The home is managed by the Registered Manager, who has a normal working pattern of Monday to Friday 8.00am-5pm. The Manager responds to after hour's emergencies or provides support as required. The Registered Manager undertakes a rolling pattern of Out of Hours Support to All NLCS services with other members of the senior management team. The Registered Manager is supervised and supported by the NLCS 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 over time 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 continues look at the recruitment of the home.

Ancillary support is provided by the School Nurse who oversees the health care and health plans of all residents. The nurse visits the children regularly, manages and audits the administration and storage of medication records. The Nurse is the first point of contact for staff questions on healthcare in the service. The School Nurse is supervised by the Head of Care.

We have a clear staffing policy that states that any staff looking to be employed by ourselves will go through relevant checks and interview, these include enhanced DBS, two professional references, their previous employers listed checked, providing evidence of their qualifications, this is completed before any staff can begin work for North Lakes Children's Services.

We have a comprehensive induction programme and continuous supervision and staff development to ensure our staff offer the highest standard of care. Training ensures that all in house procedures and statutory requirements are fully met allowing on-going specific routines within the establishment to continue in order to ensure the well-being and safety of both staff and children at Woodend. All staff will receive specific training to suit the individual children's needs; these staff will either have NVQ

Level 3, Diploma level 3 Children and young people or be working towards this qualification as per national guidelines.

All company health and safety is monitored by the Head of Care in conjunction with the organisations Named Health and Safety team and 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.