



# ***Statement of Purpose Greenfields House***

***Childhood First***

*210 Borough High Street*

*London*

*SE1 1JX*

*Tel: 020 7928 7388*

*Fax: 020 7403 9033*

*E-mail: [enquiries@childhoodfirst.org.uk](mailto:enquiries@childhoodfirst.org.uk)*

*Web: [www.childhoodfirst.org.uk](http://www.childhoodfirst.org.uk)*

## Contents

<b>1.</b>	<b>Overall Aims and Objectives</b>	<b>3</b>
<b>2.</b>	<b>Care, education and treatment</b>	<b>3</b>
2.1	<i>Ethos and philosophy</i>	3
2.2	<i>Admissions policy and criteria</i>	4
2.3	<i>Age range, gender and numbers of children</i>	4
2.4	<i>Any special needs of the children accommodated</i>	5
2.5	<i>Range of needs the home is intended to meet</i>	5
2.6	<i>Specific therapeutic techniques used in the home</i>	5
2.7	<i>Individual Psychotherapy</i>	6
2.8	<i>Evaluation of the placement</i>	6
<b>3.</b>	<b>Consultation with children about the operation of the home and the quality of their care</b>	<b>7</b>
<b>4.</b>	<b>The group environment</b>	<b>8</b>
<b>5.</b>	<b>Equality, diversity and children's rights</b>	<b>9</b>
5.1	<i>Anti-discriminatory practice</i>	10
5.2	<i>Children's rights</i>	11
5.3	<i>Restriction of liberty</i>	11
<b>6.</b>	<b>Health</b>	<b>11</b>
6.1	<i>Exercise</i>	12
6.2	<i>Diet</i>	12
6.3	<i>Smoking</i>	12
6.4	<i>Alcohol, drugs and illegal substances</i>	12
<b>7.</b>	<b>Education</b>	<b>12</b>
7.1	<i>Special educational needs</i>	13
7.2	<i>The education structure</i>	14
<b>8.</b>	<b>Children's participation in cultural, recreational and sporting activities</b>	<b>14</b>
<b>9.</b>	<b>Promoting appropriate behaviour, control, physical intervention and discipline</b>	<b>15</b>
9.1	<i>The creation of positive relationships</i>	16
9.2	<i>Restrictive physical intervention</i>	16
9.3	<i>Rewards</i>	16
9.4	<i>Sanctions procedures</i>	17
9.5	<i>Searching Children/Bedrooms</i>	18
9.6	<i>Prohibited methods of control</i>	18
<b>10.</b>	<b>Safeguarding</b>	<b>18</b>
10.1	<i>Preventing bullying</i>	19

10.2	<i>Child sexual exploitation</i>	19
10.3	<i>Internet safety</i>	19
10.4	<i>Radicalisation</i>	20
10.5	<i>Female Genital Mutilation</i>	20
10.6	<i>Significant events</i>	20
<b>11.0</b>	<b><i>If a child goes missing</i></b>	20
11.1	<i>Action taken when the child returns</i>	20
<b>12.</b>	<b><i>Contact between children and parents, relatives and friends</i></b>	21
<b>13.</b>	<b><i>Cultural, linguistic and religious needs</i></b>	21
13.1	<i>Religious instruction and observance</i>	21
<b>14.</b>	<b><i>Complaints</i></b>	21
14.1	<i>Complaints by children</i>	22
14.2	<i>Complaints by employees</i>	22
14.3	<i>Complaints by third parties</i>	22
<b>15.</b>	<b><i>Facilities and services</i></b>	23
15.1	<i>Suitability of location</i>	23
<b>16.</b>	<b><i>Accommodation and room sharing</i></b>	23
<b>17.</b>	<b><i>Surveillance within the home</i></b>	24
<b>18.</b>	<b><i>Fire precautions and emergency procedures</i></b>	24
<b>19.</b>	<b><i>Registered Provider and Registered Manager</i></b>	24
<b>20.</b>	<b><i>Qualifications and experience</i></b>	25
<b>21.</b>	<b><i>Staff</i></b>	26-29
<b>22.</b>	<b><i>Staff supervision and training</i></b>	30
22.1	<i>Supervision</i>	30
22.2	<i>Training</i>	30
22.3	<i>Integrated Systemic Therapy (IST) Training</i>	30
<b>23.</b>	<b><i>Organisational structure</i></b>	31
23.1	<i>House</i>	31
23.2	<i>School</i>	31

## **1. Overall aims and objectives**

*Greenfields House is one of 5 centres run by the charitable organisation Childhood First. Our work is based on our Integrated Systemic Therapy (IST) model, which has evolved over 40 years. This is a holistic group-based approach founded on the twin traditions of milieu therapy and systemic psychotherapy.*

*Greenfields House is a specialist residential therapeutic community providing therapeutic care and treatment along with family support to psychologically traumatised children. Greenfields House specialises in the treatment of young people who present severe emotional and behavioural problems as a result of attachment difficulties usually rooted in early life trauma. We offer an integrated systemic programme of care, therapeutic work and education for up to 10 boys and girls, aged 5 to 10 on admission. Placements are for 52 weeks a year with facilitation of all necessary arrangements for contact with families and significant others.*

*Greenfields House provides a safe environment designed for small group living and learning. The children require and we provide dedicated, understanding and knowledgeable Therapeutic Care staff who support children to work through their experiences of past trauma. We meet each child's needs through, individual and group psychotherapeutic work which enables the children to be supported in working through their experiences of past trauma. Over time the aim is to enable the children to engage as members of a group who are valued both collectively and individually in order to better prepare them for future relationships. Our aim is to help the children to develop the ability to create and sustain meaningful and trusting relationships with others; providing them with interpersonal skills which can then be transferred onto other relationships in their next placement and later in their life.*

## **2. Care Education and Treatment**

### **2.1 Ethos and philosophy**

*The Childhood First document - Integrated Systemic Therapy for Traumatized Children and Young People - describes in detail the ethos and philosophy on which the care, education and treatment at Greenfields House is founded. This document is held in the home and additional information regarding our approach is available on request. Children placed at Greenfields House have experienced severe difficulties in their relationships with others and in relationships between those around them. By attending to both these aspects the capacity to relate can be recovered and outcomes in all areas of life are then seen to improve.*

*Our therapeutic expertise is located in systemic and psychoanalytic thinking and practice which offers transformative insight, particularly in a group setting, to children suffering profound emotional or mental trauma. Robust theory and organisational structures together provide the setting within which the art of healing can take place, and traumatised children can learn the ability to make healthy attachments, process feelings and relate to others.*

---

*Our family systems-based approach allows healthy relationships to develop across the group of children and staff. The group experience powerfully counters the dangerous sense many children have formed that they do not matter to anyone, and that nobody matters to them.*

*In addition our facilities present a warm, creative, extended family home environment. The environment is of a high quality and care is taken to ensure it represents security, wholeness and warmth at all times. The children's participation in thinking about all aspects of living together, including the environment, is a significant part of the group work and treatment.*

## **2.2 Admissions policy and criteria**

*Following a referral from a Local Authority, the Greenfields House referral panel consisting of the Director (Registered Manager), Assistant Director (Compliance), Assistant Director (Operations), Head of Therapy and Head Teacher will consider children who are age 10 or under who have experienced inadequate early attachment and are assessed to possess sufficient intellectual capacity to be able to benefit from the treatment philosophy, regardless of their educational attainment. This forms part of the Assessment Placement Treatment Transition (APTT) Impact Assessment which is completed prior to a child's placement within the home.*

*As part of the admissions process we provide the social worker with our 'Pre-Admission Information Request' list outlining documentation we require prior to admission. Alongside documentation essential to meet statutory requirements, we also request relevant court reports, a detailed social and educational history and a chronology of previous placements (including an assessment of their success and/or failure).*

*We invite the child's social worker and other involved professionals to visit Greenfields House and discuss the child with the panel. Following this process, if it is agreed that Greenfields House can meet the needs of the child and the child is an appropriate match for the current group of residents, an offer of placement will be made. Where appropriate, parents are invited to visit Greenfields House and meet key staff. This visit may take place prior to the child's move or at a later stage as guided by the social worker who has knowledge and understanding of the needs of the family.*

*Each child who is offered a placement at Greenfields House must possess sufficient intellectual capacity to enable them to respond to our therapeutic approach. We therefore cannot consider any child who is diagnosed as psychotic or has significant learning disabilities, nor can we consider those who are significantly physically disabled due to the nature of the premises.*

## **2.3 Age range, gender and numbers of children**

*Greenfields House can accommodate 10 boys and girls aged 5-13 years who are unable to live in their own family setting.*

---

## **2.4 Any special needs of children accommodated**

*Children who come to Greenfields House have been severely traumatised or psychologically deprived. The children therefore have individual special needs relating to their life experiences and circumstances. Many of the children have suffered the extremes of neglect, physical, emotional and sexual abuse. Their patterns of attachment are often disordered due to interruptions in their early care. Additionally, many are dealing with the consequences of overwhelming events from which they have been unable to recover. These early experiences have had the most serious effect on their ability to function appropriately, both with respect to their own lives and in relation to others.*

## **2.5 Range of needs the home is intended to meet**

*Children who have suffered in this way often interact with their environments through extremes of fear and anxiety, or overconfidence. Some are unable to cope with the demands of almost any new challenge, however small. Others have developed a certainty that any interaction or investment will have a painful outcome. Children who come to Greenfields House are therefore overwhelmed with feelings of worthlessness and low self-esteem, believing themselves to be unlovable and believing relationships with others will inevitably fail. They find it difficult to enjoy themselves, play creatively, learn, make friends, or share in any group activity. They cause concern in others and, while desperate for the reassurance of an adult who will love and care for them, they are unable to trust or to invest in any emotional attachment.*

*The range of difficulties children may therefore present includes: eating disorders, borderline personality disorders, school refusal, self-harm, violence towards others, ADHD, Asperger's Syndrome, oppositional defiance disorders, obsessive compulsive disorders, together with a variety of attachment disorders. Children with disabilities and special needs outside the criteria as set out above can be considered, as long as the criteria for admission is met and we feel we can appropriately meet the individual needs of the child. Children with a disability or special needs would need to be capable of engaging in the therapeutic process.*

## **2.6 Specific therapeutic techniques used in the home**

*Greenfields House offer an integrated programme of care, treatment and education based on psychodynamic and systemic principles. Our document Integrated Systemic Therapy for Traumatized Children and Young People describes in detail the framework and range of groups and facilitators used to support this therapeutic methodology.*

*All aspects of the programme are regarded as part of an overall living-learning experience, from structured education and small discussion groups, through to informal trips out, buying new clothes, interacting with peers and staff, spending time with a key worker, or playing in the grounds. Each child who comes to Greenfields House is given the opportunity to participate in a wide range of activities in both individual and group situations which will challenge all that they have experienced in the past. There are many ways the key elements of the "treatment process" offered by our community could be described. It is the integration of the care, treatment and education offered which constitutes the totality of what we feel is necessary for the successful development of each individual child.*

*It is through the interaction of each individual with the social and physical environment of the community that the experiential and cognitive levels of the treatment process occur. It is our belief that real psychological change can only be facilitated through addressing the early life trauma experienced and redressing the emotional and psychological imbalances that have occurred as a result of their early years. We endeavour to create a social and physical environment which will create a sense of hope from the moment a child first arrives, something different to what they have experienced before. This provides each child with the possibility of an experience that will challenge their conscious and unconscious assumptions about themselves and their expectations of others. It is also our aim to continuously strive to create a total environment in which each child will have a compensatory primary experience; this may go some way to redressing the imbalance of their past experiences.*

*Our treatment model enables us to keep detailed records which inform individual Placement Plans outlining how each child's needs will be met. There is a monitoring process in place to ensure plans are fit for purpose for each child and accurately reflect their individuality as well as their ability to function within the group. Incorporated into the IST treatment model, is a comprehensive and robust assessment framework (Assessment, Planning, Treatment and Transition – APTT). In addition to this, there is ongoing monitoring, evaluation and measuring of outcomes for the children and the service provided.*

## **2.7 Individual Psychotherapy**

*In order to address some of the difficulties that the children face and to assist the healing process, Greenfields House offers children the opportunity of having individual psychotherapy sessions. The model of psychotherapy offered is psychoanalytic, with children being seen either once or twice weekly for regular, on-going sessions. Therapy is offered for a minimum of a year, but often longer.*

*The initial 'state of mind' assessment conducted on admission informs the treatment plan and is regularly reviewed. Following a period of settling in at Greenfields House and in discussion with a child's local authority, a psychotherapy assessment is arranged consisting of three once-weekly sessions. A meeting is then convened between the child psychotherapist, the child's social worker and a member of the senior management team. They discuss the assessment and whether commencing psychotherapy is in line with the child's needs. If psychotherapy does start, regular reports are included in the child's LAC reviews and the psychotherapist is available to discuss the child's progress where this is necessary.*

## **2.8 Evaluation of the placement**

*Childhood First belongs to the CAMHS Outcome Research Consortium (CORC) and Greenfields House has an Assessment, Evaluation and Research Officer who conducts standardised measures (or questionnaires).*

- *Children's Global Assessment Scale - CGAS*
- *Strengths and Difficulties Questionnaires - SDQ*
- *Goal-based Measure*
- *Experience of Service Questionnaire (CHI-ESQ)*

*These assessments are conducted every 6 months initially and then yearly, the information collated is shared through the LAC Review process. The information can be accessed in line with data protection guidance and our internal Childhood First Data Protection Policy. In addition there is a tailor-made questionnaire cross-referenced with Ofsted's domains for evaluating outcomes for children, to ascertain children's opinions about the impact of the Childhood First community on them.*

*This work is overseen by Childhood First's Senior Clinician. Where appropriate each child placed at Greenfields will receive a psychotherapeutic and education assessment. This shapes the work and ensures a baseline to enable us to demonstrate progress and improvement for the child. Any concerns that arise will be investigated and further assessments requested e.g. Educational Psychologist assessment. The psychotherapeutic assessment and CORC data enables all the staff to be aware of the child's state of mind and informs the placement plan, risk assessment, behaviour management plan and their interactions with each child.*

### **3. Consultation with children about the operation of the home and the quality of their care**

*In keeping with our therapeutic approach the culture of Greenfields House is established on the basis of listening to, valuing and thinking with the children. Children are encouraged and supported in expressing their thoughts and feelings regarding all aspects of their lives and experiences at Greenfields House and the quality of care they receive. Their views are sought and collected on an ongoing basis within the culture of day-to-day life within the community; these inform decisions in relation to their care as individuals and as a group.*

*We hold a weekly Community Meeting for all the children and staff every Wednesday. On a Thursday we hold a Boys Group, Girls Group, New Group and where applicable a Leavers Group. These meetings are a central part of our therapeutic model and provide a forum to discuss with the children plans for the forthcoming days, any visitors to the home, any concerns, etc. They provide an important forum for children to experience being listened to by staff and peers. Children are given the opportunity to share their opinions on any topics relating to the home or their placement in the home. These meetings also provide the opportunity to reflect on their own personal experiences and talk about these if they choose to do so, in a supportive environment, alongside receiving peer group support with areas of difficulty.*

*Other meetings can be called by anyone at any time to address an issue which they feel may be undermining the wellbeing of the community or any individual within it. Children are supported to reflect on their behaviours, receiving support from staff and peers to encourage less negative ways of expressing difficult emotions. Such conversations support children in reflecting on any difficulties experienced in their relationships with one another, highlighting ways in which these can be resolved.*

*In keeping with our treatment methodology, children at Greenfields House are enabled to participate in all aspects of their lives and to consciously contribute to activities, daily groups and discussions, and as appropriate, decision-making and complaints. We actively maintain a culture of openness where all opinions are listened to and children are valued and respected by staff and children are helped to value and respect both one another and themselves. This programme of group and*



---

*individual work helps children build on their strengths and identify areas of difficulty.*

*These systems promote and encourage open communication about all aspects of the children's lives including everyday living together. Staff encourage, listen to and respond to both 'minor' and major complaints and are trained and experienced in remaining alert to children's welfare at all times. Children are encouraged to raise concerns and make suggestions for changes and improvements. The children at Greenfields House are young and very traumatised, it is therefore essential that staff know when it is helpful for children to be consulted and when it is more appropriate to make decisions in the best interests of the children, in line with good parenting.*

*Each child's right to be listened to is paramount, staff are therefore highly skilled in responding to their individual wishes and feelings, whether these are communicated verbally or in more subtle ways. This is evidenced through the attuned relationships staff develop with the children. The children (along with the child's social worker and school) complete a CHI-ESQ (experience of service questionnaire) every 6 months which enables us to monitor and develop the quality of service that we provide.*

*Each child is additionally engaged in the process of developing their 'My Placement Plan' booklet, as appropriate to their age and level of understanding. This booklet outlines the care they require throughout each day, and identifies areas where they need support from staff as well as areas where they may have made progress with reducing a negative behaviour or developed independence.*

*The home also has a wishes and feelings book held in the community room for the children to write in and contribute towards the home. This book is regularly reviewed by the Senior Team/ Assistant Director and the children are responded to accordingly.*

#### **4. The Group Environment**

*Over the last 16 years, outcomes from Greenfields House and other Childhood First communities demonstrate that the wide mix of children and larger group experience we offer presents significant opportunities to the traumatised children who come to us; they are unlikely to find this in a smaller, less group-oriented setting. The peer group is an essential element of our treatment model and group living is what makes a placement at Greenfields House an effective a form of treatment for the children we care for.*

*Children who come to Greenfields House have been damaged within their relationships with adults and through their experience and witnessing of adults' relationships with one another. The consequence of this is that the children find themselves unable to relate to others in a healthy and productive way. The group environment offers 3 channels of repairing these relational problems, which are inextricably linked through a programme of supervision and consultancy.*

*Firstly, the staff team works together in a way designed to offer children healthy experiences of adult interactions and new forms of dialogue. Secondly, the staff are clinically supervised in relation to their management of the children including the impact of the children on themselves. They are encouraged in this forum to link their personal experiences with the impact of the work, so that they can make this material available to work on with the staff group. This enables fruitful exploration for the children of their impact on others, both peers and staff. Thirdly, formal and informal groups with the children concentrate on their communications and*

---

*relationships with adults and one another.*

*Throughout the process of psychotherapeutic change, children are offered the opportunity to learn new skills and acquire knowledge of the world outside their own emotional spheres and immediate preoccupations. The aim is for the children to develop, eventually becoming responsible for their own lives in a practical, as well as a psychological sense. The work undertaken at Greenfields House focuses on each child's emotional development and helping them to understand the feelings that lead to destructive and anti-social behaviour. This takes place individually with the child through the provision of 1-1 relationships and experiences with staff, as well as through a child's individual weekly psychotherapy sessions and in a variety of group settings, including the weekly Community Meeting.*

*For some children the severity of the abuse experienced within a family environment severely impedes their capacity to function in similar settings. Many of the children who come to Greenfields House have experienced multiple foster-placement breakdowns, which we are anxious not to repeat. For a significant proportion of children placed at Greenfields House, we aim to equip them with the internal emotional resources to enable them to eventually live in a family setting, either with their birth family (if this is in line with their individual Care Plan) or with a foster family.*

*For all children placed at Greenfields House we aim to achieve the following positive outcomes:*

- Be safe in the present and to develop ways of relating and skills which will help ensure future safety.*
- Have a positive experience of being well cared for.*
- Become healthier, physically and mentally.*
- Benefit from the experience of play.*
- Experience positive relationships with reliable adults.*
- Develop the capacity for making healthy relationships.*
- Develop emotionally, educationally and socially.*
- Be able to engage in verbal communication, and that this should be developed as an alternative to acting out difficult feelings in the form of anti-social behaviour.*
- Develop internal resources (with support) to cope with everyday situations which previously may have caused high levels of stress.*
- Develop internal personal boundaries and a sense of an autonomous self.*

## **5. Equality, diversity and children's rights**

*Greenfields House is committed to equality, diversity and children's rights. Children are treated with dignity and respect at all times. Staff demonstrate the principles of dignity and respect for others throughout their professional relationships, offering good role models for children in their care. Over time this enables children to develop a positive self view, emotional resilience and knowledge and understanding of their background. Staff aim to mitigate and repair the effects of stereotyping and discrimination on the grounds of ethnicity, age, gender or level of ability or understanding. Staff are proactive in making sure that neither they nor the children are ever treated other than fairly.*

*The promotion of equality and diversity is intrinsic within the culture of the community at Greenfields House, incorporating acceptance and understanding across all protected characteristics and individual differences. Staff actively promote a culture of openness and acceptance within the day-to-day life of the community; this includes role modelling in a parental manner, being open minded and challenging others where there may be differences in attitudes. This is consistent both in 1-1 work with the children and within the group as a whole. Children are encouraged to develop close relationships with staff over time where they feel safe to explore their personal beliefs, views, values and attitudes. These relationships also provide a forum for children to be appropriately challenged and supported with their attitudes or behaviours where necessary.*

*Ensuring each child's individual needs are met is part of the planning process prior to the child's placement at Greenfields House, this is then reviewed in consultation with the child and others where appropriate to ensure the child feels safe in the knowledge that their individuality is embraced and supported.*

*Prior to the admission of a child with specific needs such as ethnic, cultural or religious needs we endeavour to ensure the resources within the home are sufficient to accommodate these needs, alongside researching local cultural groups or places of worship as appropriate should the child wish to access these at any point. We give additional consideration to the impact of moving to the Kent countryside and support children with adjusting to a different area, for example moving from an ethnically diverse major city. Whilst we appreciate the importance of ensuring we are adequately prepared to meet a child's specific needs, we work to ensure that the details of their care and treatment at Greenfields House are ultimately determined by their needs as a child foremost and in line with their individual wishes and feelings. We access support from partners where appropriate to ensure the child's needs are met, for example if a child or their family members did not have English as a first language we would access local translation services in consultation with the placing authority and we would expect this to be built into the overall care planning for the child.*

*We regularly mark a culturally diverse range of festivals and celebrations through activity evenings linked with the experience of new foods. This ensures that all children develop an understanding and appreciation of a diverse range of cultures alongside traditional UK celebrations.*

### **5.1 Anti-discriminatory practice**

*Every effort is made to ensure that Greenfields House is welcoming to all children, their families and others significant in their care and wellbeing. The Director monitors the range of children placed within the community in terms of ethnicity, gender and disability, to ensure the service provision is reaching all and not creating barriers to particular groups. Children are offered opportunities to try out new experiences, which are not restricted by traditional gender options. Children have the right to express their views freely in all matters affecting them and staff are expected to challenge attitudes, behaviour and language that are non-inclusive and discriminatory, in a positive way.*

### **5.2 Children's rights**

*Children are encouraged and supported to understand their rights and ways of challenging any form of discrimination. Children are enabled to express their views about the services and if necessary to be supported by an independent person should they wish to complain.*

### **5.3 Restriction of Liberty**

*By the very nature of our work at Childhood First in providing a service to psychologically traumatised children and young people we may on occasion adopt practice that could constitute a restriction of liberty (The Law Society) such as the physical restraint of children and increased monitoring and supervision that would be normal and good practice in a range of circumstances. Failure to monitor and supervise children and young people dependent on their age, understanding and vulnerability would be negligent.*

*The best interests of children and young people are best protected by open, transparent and honest practise therefore individual practice with children and young people will be undertaken in consultation with placing authorities and where appropriate with children and young people and their families. All interventions with children and young people including any practice that may constitute restriction of liberty will be subject to regular review and consultation.*

## **6. Health**

*Although particular significance is given to a child's emotional health throughout their placement at Greenfields House, we believe a child's physical well-being is equally important. Each child who comes to Greenfields House becomes a patient at our local GP surgery which has a good understanding of our task and the experiences and specific needs of the children we care for. If a child wishes to be seen by a female or male doctor this is respected. Children are also registered with local dental and ophthalmic practices of whom we have good relationships with and are aware of the specific and individual needs of all our children. We ensure each child has an annual full health assessment, alongside regular dental and optician check-ups. Where appropriate children are consulted and can contribute to their health plans.*

*We have written procedures relating to the storage, rotation, recording, administration and disposal of medication, both prescribed medication and homely remedies. Staff receive medication training to ensure administration and storage of medication in line with best practise guidance. The children are encouraged to discuss openly all aspects of their health and well-being, while their right to privacy and confidentiality is respected. Support and education in relation to wider health education issues is offered on a 1-1 basis or in small groups according to the child's age and stage of readiness for this input, for example sex and relationships education, smoking, alcohol and substance misuse. There are close links with the LAC professionals in the area and individual programmes are discussed as and when required with both the child and others as appropriate. Where appropriate and following a risk assessment, some children may on occasion self administer medication, this decision is based on a range of factors and is reviewed on a regular basis.*

### **6.1 Exercise**

*Every child is encouraged to take exercise in a way that they enjoy. Staff are available to join in and organise games and sports. There is a wide range of informal and formal opportunities to exercise including individual activities (e.g. walking, bike-riding, swimming); group games (e.g. football) and organised classes and team sports (e.g. dance, football training) through to pursuing more specialist hobbies like horse riding. These are provided for their physical health benefits as well as their contribution to the children's emotional development and well-being.*

*Relaxing, resting and being able to sleep well are essential elements of children's lives and part of our treatment programme aims to help children use opportunities to rest and relax, giving their minds and bodies opportunity for quiet and replenishment. All children are supported at bedtimes with individual attention based on their individual needs to best enable them to make the transition into sleep and being on their own.*

## **6.2 Diet**

*Eating well has a critical impact on physical health. All children are provided with a balanced diet and helped to develop healthy eating patterns. We have a Therapeutic Cook with many years experience and a good understanding of the specific needs of our children and their, sometimes, complex relationships with food and diet. Each child's individual needs are taken in to consideration in the planning and preparation of meals. We recognise the importance of the provision of good food and its contribution to a child's development, identity and emotional health therefore attention to detail in relation to food preparation is essential. Children are encouraged to become involved with menu planning, the preparation of meals and to engage in conversations and meetings about what they like to eat and about the food provided. Children's individual choices and food preferences are incorporated into each weekly menu and helping to prepare and cook food is part of their experience of day-to-day living within the community. Children are supported to attend group mealtimes as a social occasion; cultural differences in food are attended to and celebrated and all children are encouraged to try different foods in gaining experiences of a range of cultures. Throughout the year we hold a variety of themed evenings celebrating different cultures and faiths, food is a central part of these experiences. Children with specific dietary requirements are supported through their individual plans and in consultation with health professionals as appropriate.*

## **6.3 Smoking**

*Greenfields House has a non-smoking policy for children, staff and visitors.*

## **6.4 Alcohol, drugs and illegal substances**

*No form of alcohol is allowed on our premises. No recreational drugs are allowed on our premises.*

## **7. Education and facilities for private study**

*Our Integrated Systemic Therapy considers that alongside the care and treatment it is essential that children receive education which is similarly adapted to their emotional state and which can deliver the best possible educational outcomes. We work closely with Greenfields School which is located about a half a mile from the home and provides excellent education.*

*Specifically, throughout the duration of each child's placement we aim to help them break down their barriers to education and learning through positive engagement. We aim to support each child to progress and achieve by identifying 'gaps' in their prior learning whilst helping increase their self esteem and self worth through positive relationships and experiences.*

*Greenfields School has provision for key stages one, two and three across two sites. In Greenfields School there is a high staff: pupil ratio which allows for individual support and group work alongside opportunities for nurture. Each class has an experienced teacher and learning support assistant. The school has a successful, step*

*by step, child-led induction programme which encompasses our systemic and psychodynamic thinking, focusing on building relationships with the educational staff, allowing joined up thinking between the educational and residential teams. This way of working has resulted in successful outcomes in terms of our children's social, emotional, behavioural and learning difficulties, preparing them for future learning, school placements and transitions.*

*Children are encouraged to use the library and visit places of interest related to their school projects. Staff offer 1-1 support whilst children complete their homework and a quieter space is made available for children where needed.*

### **7.1 Special educational needs**

*When a child is admitted to Greenfields House, particular attention is paid to their educational needs. Education is provided by our own well-staffed registered Independent Special School for children with Social, Emotional and Behavioural Difficulties as well as identified Additional Educational Needs. Full time education is provided by well qualified teachers with a special needs background and wide experience, who are committed to working alongside the residential staff in an holistic and therapeutic way, so that the children feel 'contained' and supported. The children are also supported by well qualified and experienced learning support assistants who work alongside the teachers to promote learning, social and independence skills. Where a child has a Statement of Educational Need or an EHC plan this is used to provide the basis for their individual learning programme.*

### **7.2 The education structure**

*The residential team at Greenfields House work very closely with Greenfields School and a sense of community between both sites is very much promoted. The Head Teacher is part of the senior management team, which encompasses both home and school across the Greenfields Community, and attends various meetings, business and child focused groups at the house throughout the week. We have a Clinical Educational Support Assistant at the school who supports in the link of psychodynamic and systematic thinking and practise between the residential and educational team. A member of the residential team is available throughout the school day for school support to continue the day to day therapeutic thinking across the community.*

*All of the children resident at Greenfields House are in full-time education. We are pro-active in responding to non-attendance with supported re-engagement plans devised by education staff in conjunction with the child's psychotherapist and therapeutic care staff. Where a child cannot engage with school and learning we consider the reasons behind that inability including the emotional impact of their personal histories, current state of mind and our clinical understanding. Joint working with the education team is vital in supporting the re-engagement of the child in their learning.*

## **8. Children's participation in cultural, recreational, sporting and cultural activities**

*Cultural, recreational and sporting activities form important building blocks in a child's life. Children benefit enormously from individual and group activities in terms of social interaction with their peers and building their individual self-esteem. Children living at Greenfields House are actively encouraged to experience a variety of activities and once settled in the home are encouraged in choosing to follow a hobby or activity for which they have special aptitude or interest. Children are encouraged to pursue external hobbies and interested in line with their wishes and feelings and as appropriate to their individual stage of readiness for increased social engagement; attending clubs or activities provides children with opportunities to develop their sense of identify alongside the opportunity to relate socially with peers. This enables links to community and provides the opportunity to develop relationships outside of the community that also support children through their transitions. Where children make friends through these activities whom they wish to invite to Greenfields House, or who invite them to their own homes, this is given careful consideration and fully supported if deemed appropriate.*

*There is a wide range of choice available locally in relation to clubs and activities, including horse riding, dance classes, swimming, gymnastics, canoeing, football, hockey as well as more community-based activities such as Cubs, Scouts, Brownies and Guides. There are also opportunities for group excursions to places of interest and activity parks. Whatever the activity, children are supervised by appropriately trained staff. Group activities are planned in conversations between staff and children ensuring that plans benefit each child.*

*Cultural activities as outlined previously are supported on an individual needs led basis, however we also offer group activities to support all children in their understanding of difference, such as celebration of different cultures and religions.*

## **9. Promoting appropriate behaviour, control, physical intervention and discipline**

*We believe the foundation to achieving our therapeutic task at Greenfields House is the fostering of positive relationships between the staff and the children within a clearly defined set of boundaries. We aim to establish good and appropriately professional, interpersonal relationships between the staff and the children. These relationships provide a sense of containment, through a consistent but appropriately flexible understanding of the many different situations they must manage on a daily basis, underpinned by a sense of personal concern and commitment to each child.*

*Children placed at Greenfields House are severely emotionally traumatised by their past experiences and have difficulties in relating to others. They therefore display negative, unkind, destructive and aggressive behaviours at times, especially when their feelings become overwhelming for them. The histories of the children we care for are such that the focus of their personal development is inevitably taken up through the interplay of their past conflict and trauma in the present. Crossing boundaries within the community is an inevitable part of the work with the children, while they struggle to begin to establish a more trusting and co-operative partnership with those around them.*



*Through Integrated Systemic Therapy we seek to view the children's behaviour as communication and over time use this in helping them develop a greater understanding of themselves, their past experiences and their day-to-day thoughts and feelings. We support children to manage their challenging behaviours and in time develop more appropriate ways of communicating their feelings to others.*

*The management of difficulties resulting from negative behaviour is often the focus of small groups, personal meetings with key workers and staff, and community meetings. Children are encouraged (and supported) in raising matters which concern them. Each child is helped towards a sharing of the responsibility for group and individual well-being, and supported in finding verbalising their feelings and listening respectfully to others. Acknowledgement and understanding are generally the main aim of such a task, but occasionally a sanction may be incorporated as part of an appropriate response. Where a sanction has been the appropriate response there will be opportunity for the child to reduce or indeed lift the sanction dependent on the individual circumstances, enabling a positive outcome for the young person. We are proactive in planning rewards and incentives to help children have positive experiences to aim for each week, in attempting to encourage positive reinforcement and discourage negative behaviours.*

*Individual risk assessments enable staff to make informed judgements, in conjunction with each child's individual behaviour management plan which details the methods of control that are used and states the child's preferred method. When there are concerns about an individual child our risk assessment process allows a systematic process of assessing risk, determining strategy and informing practice around a child to contain the situation.*

### **9.1 The creation of positive relationships**

*Our therapeutic approach is formulated on the creation of positive relationships. Children are supported to develop an understanding of the impact of their behaviour on others and to express their feelings about others' behaviour. High levels of supervision and guidance are offered to encourage behaviour and relationships which have a beneficial impact for each child and the group. Achievements and participation are celebrated and rewarded. Where behaviour is unacceptable or has a destructive impact, it is responded to with consistency and clarity within the context of understanding the individual child's history as well as the group dynamic.*

*Relationships between staff and children at Greenfields House are based on honesty, mutual respect and understanding. The staff team is expected to maintain clear safe consistent and understanding boundaries for the children. Rewards and sanctions are part of the mechanisms for care and control within the context of thoughtful consistent relationships and these are monitored by the management team to ensure that rewards and sanctions are proportionate to the event and appropriate to the needs of the individual child.*

## **9.2 Restrictive physical intervention**

*Restrictive physical intervention is permitted only in circumstances when a child may be intent on causing harm to him/herself or to another person, or when causing damage to property. In all cases where a restrictive physical intervention occurs, staff use minimum necessary force, and place an emphasis on the sense of being held and not punished and in being looked after and not humiliated. It is emphasised that a child should be held only for the time that it takes them to regain inner control.*

*Our Therapeutic Staff are trained in restrictive physical interventions and this is delivered by our in house trainers, trained by the Crisis Prevention Institute. A training manual including descriptions of each of the holds is available in the staff office for reference.*

*Children who have suffered traumatic early life experiences often display violence, self-harm or damage of property as a way of communicating their distress. We find that some children go through periods of time whilst living at Greenfields House when they are involved in a number of incidents of violence towards others which often necessitates restrictive physical intervention. For most children the relationships they develop with staff at Greenfields are their first experience of safe adult relationships and therefore they will at times communicate their extreme emotions associated with their early life experiences through their behaviour towards these trusted adults. Over time, the children are helped to learn to communicate these feelings in a more appropriate manner.*

*Following an incident where restrictive physical intervention has been used the child and staff involved are always given the opportunity to give their opinion about it and are supported to reflect on how a similar incident could be avoided in the future. We monitor levels of physical intervention through weekly Restraint Review Meetings and thorough regular analysis of restrictive physical interventions. These meetings guide our practice in relation to how best to avoid the need for restrictive physical intervention with each individual child. Staff closely analyse each incident and adjust risk assessments and behaviour management strategies within individual Placement Plans accordingly.*

## **9.3 Rewards**

*Rewards for thoughtful and acceptable behaviour are most often in the form of praise and encouragement within both individual conversations and within group forums. This is reflected in the child's Daily Log and the Community Meeting minutes. Contribution to and participation in the group is noticed and encouraged. Small achievements are praised and noticed in the context of children's individual areas of difficulty rather than relative to each other.*

*We are proactive in planning incentives to help children have positive experiences to aim for, thereby encouraging positive reinforcement and discouraging negative behaviours, alongside helping children to measure their progress. We use many positive rewards and incentives and these are recorded in each child's Placement Plan. Positive incentives and rewards are highly individual according to each child's preferences and motivations, alongside their age and stage of development. We believe that positive incentives are effective in helping to motivate children in working towards individually identified areas of development and supporting their development of self esteem.*

#### **9.4 Sanctions procedures**

*Where patterns of persistent negative behaviour become apparent for any individual child or combination of children, we support them to change these patterns over time through combining supportive reflection with staff they share close relationships with, positive incentives to help motivate them to work towards behavioural goals and occasional sanctions as appropriate. Responses to individual children's negative behaviour are carefully considered by the staff team who offer children supportive alternatives to negative behaviour and the opportunity to reflect on the impact of their behaviour on others, as appropriate to their age and level of understanding.*

*Sanctions are used as part of establishing positive relationships with children to maintain boundaries and control. They are used to engender the concept of restitution and reparation; the notion that mistakes or wrong-doing can be repaired and things, (including people) can be 'made better'. The sanctions imposed are usually seen as being related to a particular incident, particularly if an acknowledgement of the consequence of a particular behaviour is not possible in an alternative way. We endeavour to ensure all sanctions adequately reflect the behaviours, are varied and effective, and decided following discussion within the staff team. Managing group and communal boundaries within the community is normally seen as a precursor to providing an appropriate guarantee to managing group outings from the community and a "grounding" may follow a serious incident. However, grounding does not apply to any educational or family visit. Fines are rarely used at Greenfields, and only in context of reparative payment in relation to damage for which they are held responsible. Children are invited to share their views following a sanction.*

*The following are Permissible Sanctions:*

- *Restitution*  
*'Making good' or repaying an individual or community for the consequences of unacceptable actions or damaged caused. A proportion of pocket money may be withheld to facilitate this.*
- *Reparation (for example by helping to repair damage)*
- *The curtailment of leisure activities*
- *Grounding*

*Increased supervision or restrictions on the availability of transport is used as a tool for safe management but not as a sanction.*

#### **9.5 Searching Children/ Bedrooms**

*It may be appropriate to conduct a search of a child or a child's belongings, including the searching of a child's bedroom, if there is reasonable cause to believe that the child has concealed weapons, illegal drugs or other items which may place the child or others at risk of significant harm. If there is suspicion that such items are concealed staff will attempt to obtain the items with the child's cooperation and give the child the opportunity to handover the suspected items. In the event where the child does*

*not wish to cooperate staff our Searching Children/Bedrooms procedure will be followed in consultation Director/ Senior Management Team and child's social worker, unless in extreme circumstances, where it was felt the child was in immediate risk.*

### **9.5 Prohibited methods of control**

*None of the disciplinary measures prohibited under Regulations 8 of the Children Act 1989 have ever been permitted at Greenfields House. No child is allowed to be subjected to corporal punishment, deprivation of food or drink, restrictions of visits or communications with family and friends (except where children need protection from a particular communication or visit), the wearing of distinctive clothing, physical restrictions imposed by accommodation, deprivation of sleep or intimate physical searches.*

## **10. Safeguarding**

*Childhood First is committed at every level to safeguarding and child protection in order to promote children's welfare. We take seriously our duty to protect every child from abuse and maltreatment and to prevent impairment of health or development.*

*Our Safeguarding Policy is available on request and underlines our commitment to interagency working. We have established a good relationship with our LSCB and the LADO. All concerns of a child protection nature will be referred by the Registered Manager/ Director to the Local Authority. In any circumstances where Safeguarding procedures are undertaken, the child's social services and parents (where appropriate) will be kept closely involved and informed as required by Working Together to Safeguard Children 2015. Child Protection matters are directly dealt Assistant Director for Statutory Compliance (Designated Safeguarding Lead) and in her absence the Director.*

*On admission, a comprehensive risk assessment undertaken for each child covers all aspects of safeguarding. This is reviewed regularly, or immediately if the need arises, to ensure that any new behaviours or historical information disclosed can be factored into our response in the safeguarding of the child. All staff receive annual safeguarding training, together with support and guidance in safeguarding and promoting children's welfare whenever required. The Senior Management Team have all taken part in Advanced Child Protection Training. Additional safeguarding training is implemented when appropriate or when linked to a specific area.*

### **10.1 Preventing bullying**

*Greenfields House does not tolerate any form of bullying and is committed to developing a culture within which all individuals are supported in confronting both being bullied and the potential to become a bully. We employ a restorative approach in relation to incidences of bullying or unkindness wherever possible, seeking to help the children develop a greater understanding of themselves and of the impact their actions can have on others. We encourage children to be assertive in response to bullying and to make staff aware of any interactions which have left them feeling upset.*

*We strive to create and maintain an environment where children are treated with dignity and respect at all times. All staff are vigilant for signs of bullying and any concerns are brought to the attention of the Registered Manager and other senior staff.*

*There is a clear system in place for reporting, tracking and responding to incidences of bullying. This is monitored by the Registered Manager and is also reviewed in weekly Staff Meetings. If bullying occurs, the child will be encouraged and supported in expressing their concerns through open communication. Within the community this could be either in the Community Meeting or in conversation with a member of staff. All children are aware of where they can find information regarding appropriate external contacts e.g. their social worker, Childline or Ofsted should wish to contact them.*

### **10.2 Child sexual exploitation**

*Staff complete training in the risks associated with child sexual exploitation, the vulnerability of our children's group and potential behavioural indicators of a child being groomed/exploited. The management team ensure the assessment of associated risks is integrated within each child's individual risk assessments. The close partnership working ethos within the staff team, alongside the expectation for open communication in relation to all areas of the children's care helps to minimise the risk of exploitation from within the home.*

*A thorough Location Assessment is regularly reviewed and updated. The assessment concluded the location of Greenfields House is suitable for our purpose of residential therapeutic childcare, additionally the high supervision levels of the children at Greenfields House minimises risks associated with our location.*

### **10.3 Internet safety**

*Staff complete e-safety training to ensure they are well informed as to the risk associated with use of the internet. Due to the age of the children placed at Greenfields House their use of the internet is fully supervised. We support children to understand the risks associated with the internet and how to keep themselves safe, as appropriate to their age and level of understanding. Older children may at times be able to work towards small amounts of unsupervised time on the internet, as appropriate to their age and level of understanding and their ability to demonstrate skills in relation to safe and responsible use of the internet.*

*Childhood First uses an IT surveillance system called "Securus" which enables Directors/Registered Managers to pick up key words that staff and children input into the Childhood First system through emails, reports, etc. This provides an early alert to any potential safeguarding concerns about staff practice and enables similar monitoring of children's use of the internet.*

### **10.4 Radicalisation of children**

*Staff at Greenfields House complete Prevent and radicalisation training and have an awareness that children can be drawn into violence or they can be exposed to the messages of extremist groups by many means including the influence of family members or friends, direct contact with extremist groups and through the internet. Staff understand that this can put a child at risk of being drawn into criminal activity and has the potential to cause significant harm. The high supervision levels of the children at Greenfields House and careful risk assessment in relation to children spending time off site independently or attending clubs/groups significantly reduces the risk of radicalisation. Staff seek to remain vigilant to potential indicators to radicalisation.*

## **10.5 Female Genital Mutilation**

Staff are aware of the issues associated with Female Genital Mutilation (FGM) and in particular of our duty to inform Children's Social Care should we expect or know of any child who may or has been subjected to FGM

## **10.6 Significant events**

Events and Notifications under, Regulation 40 of the Children's Home Regulations are sent to the required authorities as well as to the Chief Executive (Responsible Individual). Notifications are held confidentially within the home and are cross-referenced with other systems such as referrals to LADO or LSCB, these are monitored by the Registered Manager and through the Regulation 44 process.

## **11. If a child goes missing**

Due to the high levels of supervision of the children living at Greenfields House staff on duty know where all the children are at any given time. It is very unusual for a child to go missing, however in this instance the senior member of staff would be immediately informed and would co-ordinate the search for the child while ensuring the remainder of the children's group is appropriately supervised; the missing from care checklist facilitates this process. The senior member of staff ensures the child remains in sight wherever possible and that they are followed if observed leaving the grounds. If the child is not found once the initial search of the house, grounds and immediate surrounding area has been completed the Director would be informed, or in his absence a Designated Senior Manager would Deputise.

If a child goes missing an immediate search is conducted, Greenfields House would work with Police, social services departments and parents to locate missing children and ensure their safety. As required there is a MISPER protocol in place. During normal office hours the child's social worker would be contacted, if unavailable information would be passed to the duty social worker. At evenings and weekends relevant Emergency Duty Teams would be contacted. Our 'Missing from Care' protocol has been developed in partnership with the Ashford Police.

### **11.1 Action taken when the child returns**

The child is always welcomed back to Greenfields House in a non-punitive manner, space being given by staff to reassure them and assess any immediate needs, for example medical treatment, food, drink, blankets etc. If possible, the staff would determine where the child had been and with whom, although this would be approached with sensitivity, recognising that they may be tired and frightened, depending on their experiences while absent. Other agencies/persons involved in the search for the child would be informed as soon as possible that the child has returned. Children will be seen by an appropriate independent person, as soon as is practically possible, to explore the reasons for their absence and check on their well being.

## **12. Contact between children and parents, relatives and friends**

It is our policy to work in partnership and facilitate positive contact for each child and their family and significant others who have been important in their past. Throughout each child's placement at Greenfields House we therefore encourage and facilitate contact with family and friends wherever possible and appropriate. For children with

*little or no family contact we support their local authority in identifying significant external contacts such as an independent visitor. Contact with parents, families and significant others are arranged in consultation with the child's social worker and in accordance with the child's Care Plan. We endeavour to foster a normal home environment for the children who live at Greenfields House, including promoting positive and normal friendships within their peer group. Young people are encouraged to invite friends to visit and to visit friends within their own homes where appropriate.*

*There is a community room which is usually made available for family contacts. This allows the child and their family to have contact whilst minimising the impact on the other children and vice versa. We have a designated Placement and Family Support Worker who works directly with the children's families, seeking to provide supportive relationships with the children's parents and other family members. This role facilitates well supported and positive experiences of regular family contact for the children wherever possible. Our Placement and Family Support Worker supports children's family members in developing their understanding of themselves and the events which lead to their child coming into care, ultimately better equipping them to be able to relate to their child now and in the future.*

### **13. Cultural, linguistic and religious needs**

*Greenfields House ensures that children are supported in their wishes and the wishes of parents and guardians regarding their individual cultural and religious inheritance. We would however, challenge an understanding of any culture or religion which was disrespectful of others. Children who wish to maintain a religious observance or to attend a religious institution, are supported by staff to do so alongside encouragement to explore and develop their own beliefs. Individual arrangements are incorporated into the child's individual care planning process. In accordance with individual needs we would ensure that suitable quiet areas were facilitated to enable a child the opportunity to practise their religion, for example identifying a space that is suitable for observance of the Muslim religion. We also seek to ensure that any specific linguistic needs are accommodated.*

#### **13.1 Religious instruction and observance**

*Greenfields House does not follow any formal religious observance, but children who wish to practice a particular faith are supported in doing so on an individual basis. We consider that fostering a child's growth in understanding their world, including their cultural and any religious inheritance is an important aspect of their wellbeing, and we seek to nurture this growth for each individual child.*

### **14. Complaints**

*Our complaints procedures are available in the home or can be accessed via Childhood First Procedures Manual (<http://childhoodfirst.proceduresonline.com/index.htm>).*

#### **14.1 Complaints by children**

*Complaints and 'grumbles' from children can be discussed in Community Meetings where children are supported in challenging one another or staff and in voicing their feelings if they are unhappy about something. Most issues are adequately and effectively resolved in this forum, which fits with our therapeutic model and is a*

healthy way of enabling children to overcome issues with support from the group. If children feel that they have been treated unfairly or inappropriately in any way, they can complain to their key worker, to any member of staff or to the Director. The Director is the designated Complaints Officer at Greenfields House; If the child's complaint is about the Director, the child can access other senior staff or use an external agency to express their concern/complaint. If any child wishes to make a complaint to a person outside of the community, they may do so directly to their social worker, Ofsted, Children's Rights Director, Regulation 44 visitor, parent or other person they feel comfortable talking to. They may also contact directly, either by telephone or by letter, the Complaints Officer at Kent County Council with whom Greenfields House is registered or the Complaints Officer for their individual placing authority.

Information about how to make a complaint is available in a booklet kept in the community room, listing relevant telephone numbers and websites, alongside children's complaints forms. We endeavour to resolve complaints internally where possible, but where complaints need to be taken up at a formal level, our complaint's procedure or the local authority complaints procedure may be utilised.

#### **14.2 Complaints by employees**

In line with our policy, wherever possible complaints and grievances shall be resolved in an informal manner, firstly by the establishment of a culture in which staff are encouraged and expected to address issues of concern and conflict at source. This informal framework is supported by a formal procedural framework, which guarantees that any complaints shall be addressed appropriately where informal means have failed; this is undertaken in consultation with HR.

#### **14.3 Complaints by third parties**

Where an external agency or other third party has a concern or complaint about any aspect of the work of any part of Childhood First, of its Directors, staff or children, then it would be our wish that any such complaint be raised at the earliest opportunity. It would be the Director's aim that the concern or complaint should be resolved, wherever possible in an informal way, unless of course where the complaint is of a nature where more formal action is appropriate, in which case it shall be the Director's responsibility to support such action.

### **15. Facilities and services**

Greenfields House is a large, detached Edwardian house with accommodation on 2 floors. The home is located in beautiful part of Kent. It is within easy travelling distance of the nearest town, which enables ease of access to resources often found in town and city locations, and which can support children in meeting their individual needs and good transport links to London.

Greenfields House is a spacious home that provides areas for group work as well as allowing for individual space. It provides a warm and friendly environment that is furnished and decorated to a high standard. The home has a fully equipped kitchen and dining room, quiet areas and large recreational areas. Staff have individual sleeping-in rooms with en-suite facilities; these rooms are equipped to ensure that staff who are sleeping in are able to rest and relax. Consultants work with the staff



---

group to ensure that staff training and development are conducted to a high standard.

The house is set within spacious grounds incorporating, ample lawn area with a sandpit, football pitch, bike track and play area. Children are encouraged to play in the garden and particular emphasis is placed on resourcing children's play activities in the community. Additionally there is a large vegetable garden maintained by staff which the children are encouraged to help with.

### **15.1. Suitability of location**

Greenfields House is a detached house with 10 bedrooms on the outskirts of a small village in Kent.

The grounds at Greenfields House cover two acres and include a large fenced garden with grass and trees, a herb and vegetable garden, a play shed and a hard play area. The play equipment in the garden consists of a sand pit, a bike track and in the summer months a splash pool.

Children are not able to bring pets to Greenfields House due to the potential risks to the animals safety that the behaviours of some children may pose.

We regularly update and revise Location Assessment which involves consulting with a number of local organisations in relation to potential risks within the locality, in particular risks relating to safeguarding and child sexual exploitation. We also collect views from children and staff on the suitability of the location. To date, the Location Assessment did not present any risks which are not largely mitigated by the high supervision levels children receive at Greenfields House. We are satisfied that the location of Greenfields House is suitable for our purpose, both in relation to minimal risks within the locality and in relation to the diverse range of leisure opportunities easily accessible from our location.

### **16. Accommodation and room sharing**

Greenfields House has a warm family home feel with good accommodation and spacious grounds. Each child has their own bedroom, there is no room sharing. Children are consulted in relation to furnishings and decor within the home and particular attention is paid to how and where their personal property is kept. All furnishings and fittings conform to health and safety regulations.

Each child's bedroom is their own personal and private space. Staff respect the child's right to privacy, however there are times when staff will enter the child's bedroom, for example when invited by the child, to tidy and clean, or if there are immediate concerns regarding the child's safety. All bedrooms are furnished and decorated to a high standard taking into account the individual needs of the children. During their placement at Greenfields House children are encouraged to personalise their bedrooms according to their wishes and feelings. This will include observance of diversity and recognition of the child's history, cultural, religious backgrounds etc.

### **17. Surveillance within the home**

There is a buzzer system which alerts sleeping-in staff if any bedroom door is opened at night. This is in place to provide safeguards for both staff and children. The system does not prevent children from leaving their bedrooms, it enables staff to respond to a

---

child in need during night time hours as well as alerting staff to any children trying to access other rooms or leave the building etc. This is outlined in each child's Placement Plan. We seek consent from each child's placing authority and/or parents, in accordance with their legal status. The buzzer system is explained to each child on their arrival, as appropriate to their age and level of understanding, emphasising that the system means a member of staff will always be available to them at night if they need somebody.

As previously mentioned Childhood First uses an IT surveillance system called "Securus" which enables Directors/Registered Managers to pick up key words that staff or children input into the Childhood First system through emails, reports, etc.

### **18. Fire precautions and emergency procedures**

Greenfields House has written statements in relation to fire precautions and evacuation procedures, which are known to both children and staff and which are reinforced by regular recorded fire drills. Our Fire Safety Policy outlines responsibilities, recordings, drills, procedures, training and assembly points. Staff are aware of our health and safety policy and regular risk assessments are made which cover all aspects of the home and specified excursions beyond our community. Greenfields has a range of operational continuity plans that would be employed in the event of an emergency.

### **19. Registered Provider and Registered Manager**

Greenfields House is fully owned and managed by Childhood First.

Registered Office: Childhood First, 210 Borough High Street, London. SE1 1JX

Registered Provider and Responsible Individual: Stephen Blunden, Chief Executive  
Work address: Childhood First, 210 Borough High Street, London. SE1 1JX

Director of Greenfields: Mark Newington

The Registered Manager is supervised by and directly accountable to the Registered Provider and Chief Executive of Childhood First.

### **20. Qualifications and experience**

**Registered Provider:** Stephen Blunden

**Qualifications:** Dip Acc, BA (Hons), MA (Cantab) Theology and Religious Studies, FRSA

**Professional Experience:** Chief Executive, Childhood First  
Director of Fundraising and Communications, The Children's Society  
Director of Development, Cambridge International, University of Cambridge

---

**Director** *Mark Newington*

**Qualifications:**

*BA HONS in Social Science & Religious Studies  
(Christ Church University College)*

*NVQ 3 in Caring for Children & Young People  
(Caldecott College)*

*NVQ 4 in Managers in Residential Child Care (RMA)  
(South Kent College)*

*Post Graduate Certificate- Applied Systemic Theory  
(Tavistock Clinic)*

**Professional Experience:** *Over 16 years' experience in Therapeutic & non  
Therapeutic residential settings (10 years as a  
Registered Manager)*

**Consultants to Greenfields House:**

**Consultant to Staff Group:** *Rosemary Bodiam*

**Qualifications:** *Member of UKCP  
Post Graduate Diploma in Group Psychotherapy  
Diploma in Psychodynamic Counselling  
Registered Social Worker*

**Head of Therapy:** *Julie Kitchener*

**Qualifications:** *MSc, Member of BAP*

**Child and Adolescent  
Psychotherapist:** *Chris Hayman*

**Qualifications:** *MA, MACP, MTSP*

**21. Staff**

*Staff are recruited through a rigorous selection process which involves both informal and formal interviews. The views of the children at Greenfields House are incorporated as appropriate to their age and level of understanding. All appropriate checks are carried out according to current legislation and guidelines before any prospective member of staff begins employment with us. We endeavour to provide a range of appropriate role models of both sexes.*

<b>Name</b>	<b>Position</b>	<b>Relevant Qualifications</b>	<b>Experience</b>
Kelly Kirby	Assistant Director Statutory Compliance	BA (Hons) in Childhood Studies with Health Studies BTEC National Diploma in Childhood Studies	10 years therapeutic care experience

		<i>Cert Psychosocial Care</i>	
<i>Victoria Holtum</i>	<i>Assistant Director</i>	<i>GCSE's, GNVQ Health &amp; Social Care Diploma in Psychosocial Care</i>	<i>11 years therapeutic care experience</i>
<i>Robyn Bartram</i>	<i>Assistant Director</i>	<i>NVQ Level 3 in Health &amp; Social Care Diploma in Psychosocial Care.</i>	<i>5 years therapeutic care experience Prior: Deputy Manager in an Adult Care Home</i>
<i>Juliette Joyce</i>	<i>Placement and Family Support Worker</i>	<i>BSc (Hons) Psychology, NFE Classroom Assistant</i>	<i>4 years therapeutic experience. Prior: Targeted Family Intervention Worker</i>
<i>Maxine Ross</i>	<i>Team Leader</i>	<i>Advanced Diploma in Psychosocial Care Cert Psychosocial Care Enrolled Nurse</i>	<i>8 years therapeutic care experience. Prior: 13 years experience as a Learning Support Assistant</i>

<i>Richard Nathaniel</i>	<i>Deputy Team Leader</i>	<i>BSc Clinical and Health Psychology. Level 3 Diploma in Health and Social Care.</i>	<i>5 years therapeutic care experience</i>
<i>Natalie Dirmauskas</i>	<i>Team Leader</i>	<i>BA (Hons) Health &amp; Social Care. Studying Level 3 Diploma in Health and Social Care.</i>	<i>4 years therapeutic care experience</i>
<i>Lisa Jury</i>	<i>Team Leader</i>	<i>BA (Hons) Early Childhood Studies</i>	<i>2 year Therapeutic experience</i>
<i>Krista Harbour</i>	<i>Deputy Team Leader</i>	<i>BA (Hons) Health &amp; Social Care</i>	<i>2 year Therapeutic experience</i>
<i>Rigoberto Claros Valladares</i>	<i>Therapeutic Care Worker</i>	<i>Studying BSc Psychology with OU</i>	<i>2 year Therapeutic experience</i>
<i>Michelle Springett</i>	<i>Therapeutic Care Worker</i>		<i>6 years' experience in a Therapeutic setting Commenced TCW April 2015</i>
<i>Emily Hammond</i>	<i>Therapeutic Care Worker</i>	<i>BSc Psychology</i>	<i>Commenced June 2015 Prior: Health Care Assistant</i>
<i>Marta Patlewicz</i>	<i>Therapeutic Care Worker</i>	<i>BA (hons) in Fine Art</i>	<i>Commenced April 2016 Prior:</i>
<i>Anandi Simpkins</i>	<i>Therapeutic Care Worker</i>	<i>BA (Hons)</i>	<i>Commenced April 2016 Prior: Youth &amp; Community Worker in Theology</i>

**GREENFIELDS HOUSE**  
**Statement of Purpose**



<i>Mollie Davison-Clark</i>	<i>Therapeutic Care Worker</i>	<i>Child Development GCSE Grade C</i>	<i>Commenced April 2016 Prior: Receptionist</i>
<i>Bethanie Lewis</i>	<i>Therapeutic Care Worker</i>	<i>BSC (Hons) Psychology</i>	<i>Commenced May 2016 Prior: Activities Leader</i>
<i>Joanna Kiedrowicz</i>	<i>Therapeutic Care Worker</i>	<i>Social Prevention &amp; Rehabilitation Master's Degree</i>	<i>Commenced May 2016 Prior: Childminder/Teacher</i>
<i>Paigan Haigh</i>	<i>Therapeutic Care Worker</i>	<i>Health &amp; Social Care Level 3 Early Childhood Studies degree</i>	<i>Commenced June 2016 Prior: Nursery Assistant</i>
<i>Katherine Gallie</i>	<i>Therapeutic Care Worker</i>	<i>A Level Psychology- Grade C BSc (Hons) Psychology &amp; Education studies Play Therapy Introduction- Pass</i>	<i>Commenced June 2016 Prior: Volunteer working in a Primary School setting</i>
<i>Miranda Groom</i>	<i>Therapeutic Care Worker</i>		<i>Commenced July 2016</i>
<i>Joanna Starr</i>	<i>Therapeutic Care Worker</i>	<i>BTEC Nat Diploma (Social Care) BSc Speech Therapy BAEd 2.2 Hons- Education with Art NVQ Level 2- Playwork</i>	<i>Commenced September 2016 Prior: Primary School Supply Teacher</i>
<i>Olivia Parvin</i>	<i>Therapeutic Care Worker</i>	<i>Psychology A Level &amp; BSc</i>	<i>Commenced September 2016</i>

**Greenfields School**

<i>Carole Cox</i>	<i>Head Teacher</i>	<i>PGCE (Humanities) BA(Hons) Psychology Advanced Certificate in Theory &amp; Counselling Skills in Education</i>	<i>6 years' therapeutic education experience. Prior: Many years previous teaching experience</i>
<i>Victoria Brookes</i>	<i>Teacher</i>	<i>PGCE Key Stage 2</i>	<i>1 year therapeutic care experience</i>
<i>Sonia Vant</i>	<i>Clinical Educational Support</i>	<i>Diploma in Childcare &amp; education</i>	<i>8 years therapeutic care experience. Prior: Previously a live-in Nanny</i>
<i>Paul Elvidge</i>	<i>Classroom Assistant</i>	<i>Degree in theology and religious studies. Access qualifications in Sociology and Social Policy &amp; Psychology</i>	<i>1 year therapeutic experience Prior: Worker as a Teacher assistant within a school. PGCE course/part qualified</i>

<i>Candy Gilbert</i>	<i>Teacher</i>	<i>BA (Hons) in Child and Youth studies.</i>	<i>Commenced November 2015 Prior: 15 years Primary School Teacher/Teaching Assistant</i>
<i>Alex Rye</i>	<i>Classroom Assistant</i>	<i>BSc Psychology, Access Course in Social Sciences &amp; Humanities,</i>	<i>2 years therapeutic education experience Prior: Voluntary work in schools and a nursery.</i>
<i>Alison Hicks</i>	<i>Classroom Assistant</i>	<i>Diploma in psychology &amp; criminal justice  Degree BSC Open</i>	<i>Commenced Sept 2016 Worked with children for 5 years within a children's centre as a Early worker support worker  Accredited Child Minder.</i>
<i>Amber Mallett</i>	<i>Teacher</i>	<i>B Ed (Hons) Primary Teaching</i>	<i>Commenced Jan 2014 Prior: Many years teaching experience.</i>
<i>Soudy Goff</i>	<i>Teacher/Assistant Head</i>	<i>BSc (Hons) Psychology  Postgraduate Certificate in Social Science Research Methods  BA (Hons) Sociology</i>	<i>1 years' therapeutic education experience. Prior: Many years previous teaching experience working with SEN. Previous experience as Acting Assistant Head.</i>
<i>Denise Bumpus</i>	<i>School Secretary</i>	<i>Extensive Secretarial Qualifications</i>	<i>Joined July 2014 Prior: Many years' experience as Secretary/PA .</i>

### **Administration and Auxiliary Staff**

<i>Bernadette Hankin</i>	<i>Statutory Compliance Administrator</i>	<i>Extensive administration qualifications</i>	<i>Commenced January 2016  8 years experience in a therapeutic setting administration role</i>
<i>Cammy Abbott</i>	<i>Clinical Case Administration</i>		<i>Commenced September 2016</i>
<i>Daniel Mead</i>	<i>Estates Maintenance Assistant</i>		<i>2 years experience in a therapeutic setting</i>
<i>Heidi Styles</i>	<i>Therapeutic Cook</i>		<i>11 years experience in a therapeutic setting</i>
<i>Christine World</i>	<i>Cleaner</i>		<i>9 years experience in a therapeutic setting</i>
<i>Katy Ervine</i>	<i>Greenfields Assessment,</i>	<i>Post-graduate Certificate in Psychosocial Care,</i>	<i>8 years therapeutic care experience</i>

**GREENFIELDS HOUSE**  
**Statement of Purpose**



	<i>Evaluation and Research Officer</i>	<i>BSc (Hons) Psychology</i>	
--	--	------------------------------	--

*For the children placed at Greenfields House our Placement and Family Support Officer works with parents/carers to support contact and to enable them to both attend and participate in reviews.*

---

## **22. Staff supervision and training**

### **22.1 Supervision**

*Central to Childhood First's Integrated Systemic Therapy is that staff work within a comprehensive framework which emphasises a thorough understanding of the children and of themselves in relation to the therapeutic task. Staff receive several group supervisions each week, including new group, key working group, deputy team leader group, case discussions, and staff dynamics meetings. These meetings offer a range of ways of understanding the history, inner world, current functioning and impact of the children as individuals and as a group, as well as exploration of the impact of the staff on the children.*

*Staff are also supervised individually by a line manager, all of whom are experienced practitioners, to facilitate the purpose of continually reflecting on and thinking about the overall task, it's planning and integration. This work is supported by our Consultant who works with the staff team for 1 day a week facilitating our dynamic supervision programme. The work of the community is also supported by the input of our Head of Therapy, who is present in many of our staff meetings and child focused forums offering a clinical understanding when thinking about the children.*

### **22.2 Training**

*Childhood First is committed to in-depth staff training. Our work-based training programme has been developed in partnership with the Tavistock Clinic and the School of Social Science at Middlesex University. This programme together with our Integrated Systemic Therapy underpins our care and treatment of the children and the professional development of our staff.*

*The training requires staff to understand and articulate the links between theory and practice in the context of their day-to-day work with the children, with one another and the outside world. On commencing employment all staff undertake the CWDC Induction followed by the Level 3 Diploma or an equivalent qualification. We also encourage staff to undertake further training which benefits both the individual and the community enhancing our overall practice.*

### **22.3 Integrated Systemic Therapy (IST) Training**

*The aim of the Integrated Systemic Therapy (iST) programmes is to provide a practice-based training for professionals caring for children and young people with complex emotional and psychological needs. iST training is professionally accredited by United Kingdom Council for Psychotherapy (UKCP) via the College of Child and Adolescent Psychotherapies (C-CAP) and academically accredited by Middlesex University. Those who successfully complete the training qualify as UKCP-accredited Child Psychotherapeutic Counsellors.*

*The programmes are particularly aimed at group-based care settings (e.g. residential therapeutic communities, residential children's homes and special schools and smaller units) where the assumption is that the core of staff training and development needs to be practice-based, with the essential aims of developing the individual, the team and organisational practice.*



---

*The main purpose of the Certificate, Diploma and Practitioner's Diploma, is workforce development for the staff who work within our own therapeutic communities. This training provides the basis for the staff to learn the theoretical and practical application of Childhood First's unique iST model, within which the whole organisation works.*

### **23. Organisational structure**

#### **23.1 House**

*There are 25 members of staff at Greenfields House. Supporting the Director/Registered manager are, 2 Assistant Directors and 3 Team Leaders. The Team Leaders are responsible for their teams and these teams provide 24-hour 365-day care for the children, following a rota based upon a repeating 3-week system. The senior team ensure a well managed home in which the home's resources needs and staff development needs are met together with all the statutory requirements. Annual leave is carefully planned enabling rotas to be predictable for both staff and children. In addition, ancillary staff who support the main team, covering the important areas of administration and the environment. At night, 2 staff sleep in once the children are settled. Staffing levels are adjusted according to need and amendments to children's individual risk assessments. The Director is able to monitor the welfare of children through a variety of weekly forums as well as through ad hoc conversations. The Director facilitates the community meeting which ensures attunement of both group and individual needs.*

#### **23.2 School**

*When a child is placed at Greenfields House particular attention is given to their educational needs. Children are able to attend Greenfields School. Greenfields School offers the full National Curriculum in small groups allowing individual attention for each child and the opportunity for each child to reach their full potential.*

*We are committed to working in partnership with Greenfields School and with their social worker to ensure individual educational needs are met. We have excellent relationships with Greenfields School which enables us to maintain a 'joined up' therapeutic approach across the community in supporting the children in their academic achievements. Staff attend school events and open evenings and take an interest in all aspects of school life. Additionally, school staff are regularly invited to participate in children's reviews and planning meetings.*