

Statement of Purpose Thornby Hall

Thornby Hall

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1. Quality and Purpose of Care

1.1 Thornby Hall is part of the charity Childhood First. The Care and Therapy is based on our Integrated Systemic Therapy which has evolved over 40 years. Integrated Systemic Therapy is a holistic group based approach founded on the twin traditions of milieu therapy and psychotherapy. The home offers Care, Therapy and Education to young people aged between 12 and 18 on admission. These are young people who have experienced severe trauma through neglect and/or abuse. The young people will present with challenging behaviour such as:

- self harm
- verbal aggression
- physical aggression
- vulnerable to abuse and exploitation
- impulsivity
- sexualised behaviour
- vulnerable to sexual exploitation
- missing from home
- criminality

Thornby Hall will meet each young person's needs through individual and group work.

The home is registered to look after 24 young people.

1.2

Thornby Hall Ethos.

Specifically for all young people placed at Thornby Hall we aim to achieve the following outcomes:

- To be safe in the present.
- Develop new skills to be safe in the future.
- To have a positive experience of being cared for.
- To become healthy emotionally and physically.
- To be able to engage with education.
- To learn ways to be a good citizen.
- To learn ways to contribute to the community.
- To be able to have fun in a safe manner.
- To develop ways to make safe and healthy relationships.
- To develop robust other ways as an alternative to exhibiting challenging behaviour.

1.3 The Childhood First booklet, Integrated Systemic Therapy for Traumatized Children and Young People, describes in some detail the ethos and philosophy on which the Care, Education and Therapy at Thornby Hall is based.

What has gone wrong for the young people who come to us is in their relationships with others and those around them. By attending to both these aspects the capacity to relate can be recovered, enabling the young people to achieve better outcomes for the future. Engagement in Education at Thornby is a key determinant in the delivery of good outcomes for the young people. Increased levels of education are strongly and significantly related to improved health (Cutler DM; Lleras-Muney A (2006) : Education and Health Evaluating Theories and Evidence). Therefore our attitude to the young people is to give them opportunity to engage with Education, Care and

Therapy in a manner that offers transformative insight to young people suffering profound emotional and mental trauma.

1.3

Accommodation.

Thornby Hall can offer accommodation to up to 24 young people aged 12 to 18 on admission. Thornby Hall is a beautiful Grade II listed building which has been adapted to meet the needs of the young people we care for.

Each young person has a room to themselves and share bathrooms and toilets. There are single gender wings in order to offer the young people as much privacy and dignity as possible. The shared facilities are single gender. There are 9 bathrooms and 10 toilets for maximum of 24 young people.

All the sleeping accommodation is on the first floor.

The common areas on the ground floor are of high quality and are as follows:

- Three living areas.
- Large dining room and kitchen.
- Games room.
- Library.
- Laundry facilities.

1.4 Thornby Hall is situated in 17 acres of rural Northamptonshire. The grounds are well kept and there are leisure facilities such as a tennis court.

There is easy access to towns such as:

- Northampton
- Leicester
- Kettering
- Rugby
- Market Harborough

Access to main roads such as the M6, M1 and A14 is at most 10 minutes drive.

The nearest airports are Birmingham, Luton and East Midlands.

1.5

Cultural Needs.

Thornby Hall is committed to equality, diversity and young people's rights. At all times the young people are treated with dignity and respect. Staff demonstrate the principles of dignity and respect throughout their professional relationships, thus offering good role models for the young people in their care. Staff are made aware that certain practices or sanctions can be seen as deprivation of liberty, therefore a lot of thought must go into how we work with the young people.

Staff aim to mitigate and repair the effects of stereotyping and discrimination on the grounds of ethnicity, age, gender and sexual orientation. Staff are proactive in ensuring that both they and the young people are always treated fairly.

If a young person has specific Ethnic or Religious requirements all efforts will be made to meet these by using other local services.

Thornby Hall has a diverse group of staff and through their expertise and knowledge we are able to support the young people in our care.

1.6

Complaints and Compliments.

The designated Complaints Officer is the Assistant Director Quality and Compliance. However, the young people at Thornby Hall have the opportunity to speak to their keyworker or other senior members of staff within the community.

If at any time a young person wishes to make a complaint through a person outside Thornby Hall, they will be supported to do so.

The Regulation 44 visitor comes to the Home once a month as well and the young people always have opportunity to speak with them.

Young people are introduced to the Complaints Officer and provided with information on how to make a complaint.

A complaints leaflet is available on request.

2. Views, Wishes and Feelings

2.1 All young people at Thornby Hall are allocated a keyworker and the keyworker's main function is being there for the young person and ensuring that the voice of the child is heard at all times.

All young people have opportunity to make their views known each morning in the community meeting or to seek out a member of staff.

All young people are encouraged and supported to make a contribution in their Looked After Child and Personal Education Plan reviews/meetings.

All the young people at Thornby Hall have an Independent Reviewing Officer and their role is to ensure that the young person's views, wishes and feelings are taken account of.

2.2

Respect.

All that Thornby Hall does is in the best interests of the young people we care for. The young people placed at Thornby come with acute and diverse experiences. Some of these experiences will give the young people impressions and views that can be discriminatory. Thornby's role is to enable the young people to have respect for the differences and diversity which the community brings.

Through community meetings, education and training for both staff and young people, there will be opportunity to have discussion that will enable both young people and staff to embrace diversity.

Childhood First encourages the young people placed at Thornby Hall to be aware of the right to be treated with fairness, equality, dignity and to develop respect for themselves and for others.

2.3

Children's Rights.

Staff at Thornby Hall are required to promote good practice with regard to Children's Rights.

The young people are encouraged and supported to understand their rights and to be well informed about ways to challenge discrimination.

All the young people will be supported to understand their rights and to use these in a positive manner that is beneficial to their wellbeing.

2.4

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 practice, 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.

3. Education

3.1 Details of provision to support children with special educational needs.

3.11 Our Integrated Systemic Therapy considers that alongside the Care and Treatment it is essential that young people receive Education which is similarly adapted to their emotional state and which can deliver the best possible Educational outcomes for adult life that enables them to make a positive contribution to the community.

We believe strongly that Every Child Matters and we focus our attention very much on securing the five Every Child Matters outcomes for all of the children we serve as follows:

- Be Healthy.
- Stay Safe.
- Achieve Economic Wellbeing.
- Make a Positive Contribution.
- Enjoy and Achieve.

3.12 The purpose of Thornby Hall School is to create a safe environment where everyone is valued and respected and where we all work together in a productive and

cooperative way. Central to this ethos is an emphasis on the rights and responsibilities of individuals, particularly in determining their own lives.

3.13 We support young people with special educational needs by providing them with individualised lessons, specific to their learning needs. Lessons occur on a Wave 1 Class basis (up to three/four children); Wave 2 basis (up to two/three children) or Wave 3 basis (1:1). Where appropriate classes are no larger than 4:1 student teacher ratio at a maximum. However, in such circumstances extra support will be edited to these lessons.

3.14 Upon arrival to Thornby Hall each student is assessed firstly by the establishment to ascertain basic literacy and numeracy skills. In addition, we undertake CAT4 testing with the young people to provide rigorous data to ensure that targets are accurate. The results of which are used to inform timetabling of specifically targeted literacy and numeracy support lessons where students are supported on a 1:1 basis following a programme that is individual to their needs: Rapid Plus; Toe by Toe; Word Wasp; Literacy Hornet; Handwriting in order to help them access the wider curriculum.

3.15 Following the localised assessments, each student meets with the visiting Educational Psychologist. The assessments conducted are based upon school's recommendation of areas of concern, or a more general assessment is carried out in regards to lexical and numerical operations alongside processing speed and social emotional behavioural areas of need. The information provided from these reports are used to form a basis of the student's ILP. The ILPs are used to inform teaching and learning where their specific learning needs are addressed.

3.16 In addition to the continued support of the students, for those admitted who do not have a Statement of Educational Needs/ Education Health Care Plan (EHCP) this will be applied for on arrival. When students arrive at Thornby Hall PEP meetings are carried out as per a local authority's guidelines i.e. six monthly or termly. Where local authorities do not carry out PEPs, an in-house PEP system is connected with student, SENDCO, tutor and keyworker to ensure the continued progress and monitoring of students' needs.

3.17 For each student working towards national qualifications access arrangements are applied for and each student's individual needs are met in the examination period. For those students who do not have a Statement of Special Educational Needs/EHCP a further assessment is made by the Educational Psychologist to provide further information for exam concessions.

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

3.21 All of the young people at Thornby Hall School are in full-time education regardless of their age. This is primarily based on site, but also includes part-time college placements off site for the 16+ students. Where appropriate, students are able to access external education at an earlier age if required, e.g. vocational courses.

3.22 We endeavour to maximise personal potential by providing a stimulating and relevant curriculum which is: broad; balanced; enjoyable; differentiated to the needs

of the child; shows progression and continuity; and prepares young people for the opportunities, choices and responsibilities and experiences of adult life.

3.23 On arrival each young person is assessed in terms of their academic achievement in each of the subject areas, with additional assistance being given by our Consultant Educational Psychologist to help diagnose specific learning difficulties and to assist in defining Individual Learning Plans (ILPs). ILPs are reviewed on a termly basis and PEPs are developed and implemented in consultation with the appropriate social worker on a six monthly basis.

3.24 Specifically, we focus on working with each young person to create an 'Individual Learning Pathway' that will enable them to 'catch-up' educationally with their mainstream peers, as far as possible, before they progress onto the next stage in their lives after Thornby Hall. Our philosophy is that everybody can achieve their potential if they attend school regularly and are prepared to put effort and commitment into their learning. Our curriculum has been developed to cater for children with various needs and our approach is to continuously develop and enhance our curriculum so that all of the children at Thornby Hall School engage, enjoy and succeed.

3.25 At **Key Stage 3** we broadly follow the National Curriculum by providing learning opportunities in: English; Maths; Science; Humanities; Modern Foreign Languages; Technology; Creative & Expressive Arts and Sporting Activities. The Key Stage 3 provision also includes 'Learning to Learn' which offers project-based 'bite sized chunk' learning aimed at children who may require support to engage with education. Our curriculum is further enhanced by our Forest School, which is delivered in our own woodland. In addition, we also work with a local Ofsted outstanding provider to deliver 'Adventure Ways' Outward Bound Learning.

3.26 Our **Key Stage 4** provision directly follows on from Key Stage 3 and provides outcomes and qualifications that range from AQA Basic Skills in Literacy & Numeracy to GCE A Levels. The curriculum will be further enhanced in 2015-16 by the planned ICT courses at Key Stage 3 & 4.

3.27 We regularly review, update and improve our curriculum provision to ensure that it maximises the outcomes for all of the children we serve. Many of the young people who have come to Thornby Hall have, in the past, often felt like they have failed prior to arriving at Thornby Hall; and it is our task to support them to enable them to become more successful. We aim to help each young person to recognise their own potential and to develop a both their belief and self-esteem so that they can succeed. We have a merit points system at Thornby Hall that provides us with regular opportunities to celebrate success.

3.28 We believe that the experience of a college placement whilst within our overall support structure greatly increases the chance of successfully negotiating full-time further education or work-related training after leaving Thornby Hall. All of the 16+ students are supported in selecting and managing a course at a local college.

3.29 In a similar way to college, work experience for our young people in Key Stage 4 and above is seen as a vital part of their preparation for life on leaving Thornby Hall. Subject to negotiation, each young person could have initially up to one week in an appropriate placement, and could subsequently take up a part-time placement in their final term or year.

3.30 Ongoing careers advice and planning is provided to both class group and individually through the PSHCE programme and Connexions (Daventry) Service.

3.31 Sporting activities are provided both on and off site. Onsite football, tennis, table tennis, basketball and cycling are available. We have a football pitch, floodlit hard court and a small gym (plus seventeen acres of wooded and open space in which to learn and play). Off site, each young person can select from a range of externally instructed classes including swimming, horse riding, multi-gym, climbing, racquet sports, cricket, athletics, trampolining, rugby and football.

3.32 We operate a three term system following closely the local LA (Northamptonshire) term dates.

Our school week provides twenty five hours of education per week and is provided in a five hour day structure which we believe is achievable for every child. Most of the children have a statement that outlines how their special educational needs will be met.

4. Enjoyment and Achievement

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

4.11 We provide the young people with a variety of experiences that enable them to be reflective about their own experiences and inform and develop their perspective on life. The activities are intended to develop a sense of enjoyment and fascination and engender a sense of creativity. This year the young people of Thornby Hall have engaged in various artistic and cultural activities such as: school trips to both Barcelona & Bruges; various school trips to visit museums and art galleries and to watch stage shows & musical events. In addition, the young people have engaged in extra-curricular activities such as: attending the gym; trampolining; horse-riding; playing musical instruments; attending army cadets. We also engage in regular outward bound activities such as: climbing; high ropes; going ape; canoeing; sailing; walking; cycling amongst many others.

4.12 To support achievement we provide a considerable amount of study support. In the 2014-15 academic year this has included: 1:1 tutor sessions; after-school tutorial and booster revision sessions; and planned support in the Easter holidays. This will continue as we support our Year 11 students in their end of Key Stage 4 examinations.

4.13 The young people are provided with PSHCE and SEAL (Social, Emotional Aspects of Learning) experiences to develop an understanding between right and wrong; and to learn about the consequences of their behaviour and actions. Most recently in the Spring Term of 2014-15 the young people have worked with external providers to tackle challenging areas such as: the impact of gangs & knife crime on society; the dangers of drug & alcohol abuse. There is a strategic plan for the delivery of SEAL based on various themes delivered in an academic SEAL calendar.

4.14 Our young people participate in a variety of community events throughout the year such as: 'The Feast'; Red Nose Day; together with various celebration events. Each year Thornby Hall staff and children go on These events are always with a focus on developing a sense of community.

5. Health

5.1 Therapy

All the young people we care for at Thornby Hall require therapy for trauma in their childhood. The mode of therapy is Integrated Systemic Therapy. Our IST booklet describes in detail the range of groups and facilitators used to support this therapeutic methodology. In summary, IST is a group based therapeutic milieu which is based on the relational interactions that are formed by the young people and adults to provide a safe and containing environment. This enables the young people, in partnership with adults, to reflect and develop new coping mechanisms.

5.2 Group Work

The main focus of the therapy is group work which is delivered as follows:

Community Meeting: The community meeting is held on Monday, Tuesday, Friday and Saturday. The meetings during the working week are led by the Clinical Lead. Areas of discussion are determined at handover, which is held at 08.30. This will highlight any issues and interactions between the young people, including any significant events that may be happening.

The community meeting is always started off by the diary of the day. This enables the young people and staff to know what the activities of the day are, and who is coming to the Home and School.

Small Group: With a large children's group, in addition to whole Community Meetings there may also be smaller group meetings, eg Boys Group, Girls Group, Small Group, Leaver's Group. These smaller groups are led by a named pair of therapeutic staff members. These meetings can focus on gender or role specific issues and aid young people in clarifying these so that, where appropriate, they can then be better represented in a Community Meeting.

Gender Specific Groups: All the young people have opportunity to attend gender specific groups once weekly during term time. The objective of these is to address, and give the young people space to discuss, the impact of neglect and/or abuse and the effects that are gender related. It also enables the young people to explore gender specific coping mechanisms.

Staff Qualifications & Supervision: The treatment methodology used by Childhood First is group based therapy as this is led by a qualified Psychotherapist registered in the UK. The rest of the staff will have achieved:

- Childhood First induction.
- CWDC.
- NVQ Level 3 Childcare.

Senior Staff will have completed:

- IST Certificate level.
- Diploma Level IST.

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.

Supervision: All staff have supervision through their Team Leader. Clinical supervision is through child focus meetings where a Team has opportunity to discuss and formulate the care on each young person every three weeks. These meetings are held in the morning chaired by Registered Manager and including Head of Care, Team Leader, and keyworker for each young person. This is followed by a team session led by the Child Psychotherapist.

5.3 Physical Health

All the young people are registered with a local GP, Dentist and Optician.

Medication management: All staff in the Home are trained by Boots Pharmacy to administer medication.

5.4 Measuring Effectiveness

On admission there is a detailed assessment covering:

- Education attainment and achievement.
- Emotional wellbeing and self regulation.
- Activities of daily living.

On admission the following will be completed:

Stage One: Impact Assessment Process

Once agreed that there is a good "fit" between Childhood First's therapeutic care and education model, and it is agreed that the child could potentially benefit from coming to CF, an Impact Assessment on Placement of child/young person will take place. This is usually with the child and the Clinical Director (of the potential placement) or senior therapeutic practitioner who visits the child. The Impact Assessment considers the impact of this placement on them, the young people already living in the community, it is multi-faceted and takes into consideration therapeutic, care and educational needs of the child, with due care, attention, thought and consideration being given to:

- physical health
- mental health
- educational needs
- psychosocial functioning of the child
- transitions

During this assessment the assessor will be holding in mind the uniqueness of the child and the CF community.

The face to face assessment would include:

- the previous life histories
- behavioural patterns
- relationship issues
- transitions and how these have been experienced
- family dynamics and siblings of the child

The deciding factor for a placement of a child to proceed is based on the motivation of the child to join the community and their willingness to make changes to their lives towards wellbeing.

Stage Two : Planning

On admission the young person will be assigned a keyworker (sometimes referred to as linkworker) whose role encompasses the following:

- To engage with the whole child.
- To have a particular and focal role in the emotional and psychological development of the child.
- To act as the child's link to the community.
- To advise and be advised on particular needs of the child.
- To be responsible for the appropriate communication of information, both internally and externally. This includes liaison with families and social services.
- To be responsible for the writing of appropriate professional reports and the keeping of records regarding the child.
- To make decisions in relation to, and on behalf of, the child on day-to-day matters, referring to senior areas of expertise as appropriate.
- To manage aspects of the child's physical well-being and to see that these are carried out (eg bedroom, clothing, medical).
- To liaise closely with the teacher in relation to the educational programme.
- To represent the interests of the child.

The keyworker will offer continuity, stability and a healthy attachment figure to the young person and complete the following ROM CORC within one month of arrival at the community:

1. Demographics form.
2. Goals.
3. SDQ – keyworker – teacher – child.
4. CHI ESQ
5. CGAS

As the child becomes part of the community, and during the initial 12 weeks, an ongoing assessment programme is conducted, informed by the psychosocial functioning, the one-to-one sessions with keyworkers, teacher observations, consultant psychotherapist, child focused meetings and keyworker's clinical log.

The pre-assessment and assessment process informs the development of the individual care/treatment plan for the child. The care/treatment plan is clearly based
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on outcomes that link to assessment information and outcomes identified within the placement plan from the local authority.

6. Positive Relationships

6.1 Admission to Thornby Hall whenever possible will include significant others to the young person.

Where family are still in contact with the young person, they will be invited to visit Thornby Hall before the young person is placed. All the placement plans will include the manner within which the young person will be supported to maintain contact with family.

6.2 Behaviour Support.

The essence of what Thornby does is based on relationships. This is reflected in the Impact Assessment, Risk Assessment and Behaviour Management Plan.

The key characteristics we try to have in the home and school are as follows:

- Therapeutic relationships between staff and the young people.
- Trust and positive expectations of self and others.
- Empowerment and reduction of social isolation.
- Meaningful days and daily staff support.
- Holistic approach to the young people.
- Offering a range of interventions to meet emotional needs.

6.3 Management of Aggression and Violence.

In the event whereby a young person is not able to stay safe through self regulation or through staff support, and it is clear that the young person is putting self or others at risk, the most senior person present will instigate physical restraint.

Methodology: Physical restraint of young people must always be a method of last resort. Thornby Hall will ensure that all staff are trained with Team Teach methodologies and within each team there is a staff member who is a qualified instructor. Staff will only undertake physical restraint following the training and being deemed competent to apply the interventions.

7. Protection of Children

7.1 A description of the home's approach to the monitoring and surveillance of children.

7.11 At Thornby Hall we are committed at every level to safeguarding all the young people in our care. We take seriously our duty to protect every young person from abuse and maltreatment and to prevent impairment of health, wellbeing and development.

7.12 Our Safeguarding Policy is available on request and underlines our commitment to inter-agency working. All concerns of a Safeguarding nature will be referred by the Registered Manager/Designated Child Protection Officer to the Local Authority: CYPS Initial Contact Centre. In any circumstances where Safeguarding procedures are

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undertaken, the young person's social services and parents (where relevant) will be kept closely involved and informed as required by Working Together to Safeguard Young People March 2015.

7.13 All staff receive annual Safeguarding training and are clear about their role and responsibility in relation to protecting children, identifying signs that a child is at risk of harm and the process of recording and reporting safeguarding concerns.

7.14 Thornby Hall does not use any electronic surveillance systems or devices to monitor the children either in the home or the school. Staff are actively engaged with the young people across the course of the day and evening and we ensure that the whereabouts of each young person is known and recorded on the monitoring system during the course of the day, evening and at night.

7.15 Levels of monitoring are individualised in response to presentation and the needs of the young person. An assessment of need is based on the staff groups' knowledge of the child, the child's immediate frame of mind and presenting behaviours. Levels of monitoring incrementally increase according to level of risk ie hourly, half-hourly, quarter-hourly and, one-to-one.

7.16 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

7.2 Managing Risk

The level of risk and vulnerability to risk taking behaviours is individually assessed prior to admission, during the course of the referral process. In conjunction with referring professionals we consider seriously our ability to protect young people and to support young people to understand and manage risk. Detailed, individualised risk assessments and behaviour management plans are developed with reference to relevant care, health and education plans and assessments an assessment of the young person's past experience and present functioning.

Each young person's individualised risk assessment and behaviour management plan incorporates all safeguarding concerns. Risk assessments and behaviour management plans form part of the young person's placement plan. These plans are reviewed at regular intervals in the weekly Child Focused Meeting led by the Registered Manager/Director, or immediately if the need arises.

Staff support young people to understand and manage risk taking behaviours in order that they can learn to keep themselves safe. Decisions about significant changes to a young person's risk assessment are taken in conjunction with the young person's placing authority.

7.3 Preventing Bullying

Thornby Hall does not tolerate bullying and is committed to developing and maintaining a culture in which all individuals are supported in recognising, understanding and confronting bullying. We strive to create and maintain an environment where young people are treated with dignity and respect at all times.

Young people are supported in managing peer relationships and understanding their own potential to become a bully or to be a victim of bullying. Young people are taught to recognise and respond to signs of mistreatment and to develop the confidence to advocate that they and others are treated with respect. All issues of bullying or mistreatment are discussed within the community meeting, with a restorative approach being adopted. Young people are encouraged to understand the impact that their behaviour has on others and the social responsibility that they have to the community. All young people are expected to participate in addressing issues of bullying, and sign an anti-bullying agreement on admission.

All young people are given information regarding appropriate external contacts (Social Worker, Childline, NSPCC, Ofsted) should they feel that the internal route to resolution is inadequate for any reason.

7.4 Child Sexual Exploitation

Some young people admitted to Thornby Hall may be more vulnerable to sexual exploitation due to previous experience. Where a young person is considered at an increased risk of sexual exploitation, having previously been sexually exploited, we will arrange a risk management strategy meeting to include the placing authority and host authority.

Thornby Hall has a close working relationship with the Northampton Missing Person's/CSE team and we maintain close contact regarding young people who may be at risk. When a young person is admitted we automatically provide the Missing Person's Unit with a photograph and profile of the young person.

Within the community there is a culture of open discussion about risk taking behaviour and, young people are supported in recognising the difference between safe and unsafe relationships which minimises the risk of exploitation. Young people are provided with training and guidance on internet safety and appropriate use of the internet. Thornby Hall has appropriate parental controls in place on all education computers.

Young people are supported in developing independent skills incrementally which involves unsupervised trips and activities and attendance at local Colleges. Young people are transported to and from College by staff.

A location assessment was conducted in November 2014 which will be under regular review. Thornby Hall is set in 17 acres of land and is geographically located in rural Northamptonshire which also provides an environment where risk is minimised.

7.5 If a young person goes missing.

Thornby Hall has clear written missing/absent procedures which are followed in the event of any unauthorised absence. All staff are aware of these procedures and know the necessary action to take.

We are pro-active in our response to young people who go missing and we have a good relationship with the Missing Person's Unit, Northampton. On admission a photograph and profile of the young person is provided to the Missing Person's Unit. Our procedures take into account Northampton's *Runaway and Missing From Home*

and Care (RMFHC) protocol and, we have an agreed protocol with the police for responding to missing episodes.

Many of the young people placed in our care have significant histories of going missing from previous care settings and staff support young people understand the risks and dangers involved in going missing.

Each young person placed at Thornby has an individual risk assessment which reflects the young person's level of risk in relation to going missing, triggers and the strategies in place to minimise the risk of this happening.

In the event that a young person goes missing we have arrangements in place for an independent person to conduct a return home interview.

7.6 Significant events

Events and Notifications under Regulation 40 of The Children's Home (England) Regulations 2015 are sent to the required authorities as well as to the Chief Executive (Responsible Individual) in a timely manner.

7.7 Promoting appropriate behaviour, control, physical intervention and discipline

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 deprivation 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 deprivation of liberty will be subject to regular review and consultation.

As a consequence of past experience young people placed at Thornby Hall may display negative and unregulated patterns of behaviour. We believe that young people need a consistent experience of understanding, positive and reliable relationships with adults that they can trust in order that they can learn more appropriate ways of relating and communicating. We provide young people with clear expectations about behaviour and support young people to develop the capacity to reflect on their behaviour and the impact that their behaviour has on others. We provide clear and consistent boundaries with an appropriate level of flexibility to enable young people to develop the skills and internal resources required to reduce negative patterns of behaviour.

Young people are encouraged to treat one another with dignity and respect and are encouraged to reflect on alternative ways of managing behaviour in order to reduce risk taking and harmful behaviours. Young people are encouraged to make

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appropriate choices and take responsibility for their actions and the welfare of the group.

Young people are supported in this process through individual sessions with adults and group meetings with adults and other young people. Positive behaviour is also promoted through incentives, rewards and praise and community resolution. At times sanctions are imposed and in exceptional circumstances the use of physical intervention may be used where a young person is causing harm to themselves or another person or when causing significant damage to property.

All young people have individual risk assessments and behaviour management plans which are detailed and designed to provide the adults working with the young people with clear guidance about the risks that young people present and strategies to minimise risks and improve positive behaviour.

Restrictive Physical Intervention

Restrictive physical intervention is permitted only in circumstances when a young person is causing harm to themselves or another person or when causing significant damage to property. In all cases where a restrictive physical intervention occurs, staff use the minimum amount of force necessary and for the shortest possible period of time. When it is necessary to use restrictive physical intervention there is an emphasis on being safely held physically and emotionally and, reassurance that holding is not a form of punishment.

Thornby Hall use AVH-Level 3 Conflict and Soft Restraint and Control Skills programme. The physical intervention folder which is held in the staff room contains the training manual and photographs of the holds. All staff receive annual refresher training.

Following all incidents of physical intervention the young person is given the opportunity share their experience and views about how a similar incident could be avoided in the future. All staff involved are given the opportunity to debrief and reflect on ways in which similar incidents could be avoided.

Physical interventions are subject to regular monitoring and review through weekly Review of Restraints meetings. These meeting provide a forum to look at and address the competencies of staff involved in physical interventions. Review of restraint meetings also provide a forum for reflection and analysis and inform decisions about changes to risk assessments and behaviour management plans. Any competence issues

Rewards

We encourage young people to develop positive aspirations and support them in achieving by providing realistic and achievable goals. On a day to day basis small achievements are acknowledged with praise and recognition. Through positive reinforcement and engagement in meaningful activity, young people begin to experience the pleasure of positive engagement as opposed to gaining attention through negative behaviour. Residential staff and teaching staff work closely with young people and help them to identify daily, weekly and monthly targets that are celebrated and rewarded.

Prohibited measures of control/discipline

None of the disciplinary measures prohibited under Regulations 19 (2) of the Children's Homes Regulations (England) 2015 have ever been permitted Thornby Hall. No young person 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.

Sanctions

Sanctions are used as a part of establishing positive relationships with young people and helping to maintain boundaries and control. They are used to engender the concepts of restitution and reparation; the notion that mistakes or wrong-doing can be repaired and things, (including people) can be 'made better'. They may not be excessive or unreasonable, and may only be applied in accordance with the Sanctions Procedure.

There are occasions when a child's or a young person's behaviour or attitude may challenge our agreed standards for good behaviour.

Sanctions:

- Reflect the seriousness of an individual offence;
- Are applied as soon as possible after an incident;
- Are applied in a fair and consistent manner

Sanctions are not:

- Applied to a whole group of children or young people when the individual(s) responsible has(/have) not been identified;
- Used to degrade a child or young person;
- Used to cause a child or young person public or private humiliation;
- Restricting liberty

Sanctions may include:

- Verbal warnings or disapproval;
- Confiscation of prohibited items;
- A financial restitution where property has been damaged;
- A grounding or withdrawal from social activities

Radicalisation of children

Staff at Thornby Hall have an awareness that young people 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 young person at risk of being drawn into criminal activity and has the potential to cause significant harm. The high supervision levels of the young people at Thornby Hall and careful risk assessment in relation to young people spending time off site independently or attending College/clubs/groups significantly reduces the risk of radicalisation. Staff seek to remain vigilant to potential indicators to radicalisation.

8. Leadership and Management

8.1 Registered provider and registered manager

Thornby Hall 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 of Childhood First

Registered Manager of Thornby Hall: Angela Muchatuta (see below)

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

8.2 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 & Registered Manager	Angela Muchatuta OBE
Qualifications:	LLB DMS RN RM RHV Registered General Nurse, Midwife and Health Visitor
Professional Experience:	Nurse, Midwife and Health Visitor; has held leadership roles in Charity, NHS and Independent sectors, mainly working with children and families, including Senior Nurse Safeguarding.

Child and Adolescent Psychotherapists:

Qualification:	Lynne Amidon Ph.D, MA, MA, M. Psych. Psych., MACP
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Educational Psychologist:	We work with, and have a contract with, Northampton County Educational Psychology Services
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8.3 Staff

Staff are recruited through a rigorous selection process which involves both observed visit and formal interviews together with the views of the young people at Thornby Hall. All appropriate checks are carried out according to current guidelines before any prospective member of staff begins employment with us.

Name	Position	Relevant Qualifications	Experience
Steve Howitt	Head of Care	QCF Level 5 Children & Young People Studying for QCF Level 7 Dip in Management	Commenced April 2015. Prior: Senior Manager, Therapeutic School
Mark Waddington	Clinical Lead	BA (Hons) Theology, PGCE, MA Infant Observational Studies, ILM Level 5 Award	Commenced 1990. Prior: Teacher in mainstream school and at a secure unit
Claire McCarthy	Quality & Compliance	PG Dip The Practice & Psychodynamics of Residential Care, BSc (Hons) Behavioural Sciences, Chartered Management Institute Level 6 Leadership & Management. Graduate Certificate in Systemic Practice (Institute of Family Therapy)	Commenced 1995.
Stephanie Berry	Day Leader	BSc (Hons) Behavioural Sciences, Advanced Dip in Psychosocial Care (equivalent to Level 3 Diploma Children & Young People Workforce) Certificate in Family Therapy (Institute of Family Therapy) Enrolled on NVQ Level 5 Management.	Commenced 2001.
Karl Haywood	Team Leader	Diploma in Psychosocial Care (equivalent to Level 3 Diploma Children & Young People Workforce) NVQ Level 5 Management.	Commenced 2009
Deborah Harnett	Team Leader	Advanced Dip Psychosocial Care (equivalent to Level 3 Diploma Children & Young People Workforce)	Commenced 2009
Tracey Chinnock	Team Leader	BA (Hons) Drama with Media & Popular Culture Introduction to Health & Social Care (Northampton University)	Commenced January 2015. Prior: Senior Team Leader, Psychiatric Hospital, Health Care Assistant

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Ben Ward	Deputy Team Leader	Diploma in Psychosocial Care (equivalent to Level 3 Diploma Children & Young People Workforce)	Commenced 2010.
Katie Mason	Team Leader Care & Environment	BA (Hons) Psychology & Educational Development, Advanced Dip Psychosocial Care (equivalent to Level 3 Diploma Children & Young People Workforce) NVQ Level 5 Management. NVQ Assessors Award	Commenced 2005
Laura Marsh	Deputy Team Leader	NVQ Health & Social Care Level 3 Leadership & Management in Care Level 4	Commenced September 2014. Prior: Service Manager, Adults with Learning Difficulties
Adam Moore	Deputy Team Leader	Foundation Degree Health & Social Care BTEC National Diploma in Public Services	Commenced September 2014. Prior: Senior Child Care Worker
Sarah Hamilton	Therapeutic Care Worker	BA (Hons. Travel & Tourism. Advanced Diploma in Psychosocial Care (equivalent to Level 3 Diploma Children & Young People Workforce)	Commenced 2007. Prior: Classroom Assistant
Giuliano Labban	Therapeutic Care Worker	Diploma in Psychosocial Care (equivalent to Level 3 Diploma Children & Young People Workforce)	Commenced 2010.
Kate Villers (maternity leave)	Therapeutic Care Worker	Level 3 Diploma Children & Young People Workforce.	Commenced 2012. Prior: Nanny and Domiciliary Care Assistant
Eilis Conaghan	Therapeutic Care Worker	Studying Level 3 Diploma Children & Young People Workforce.	Commenced January 2013. Prior: Teaching Assistant
John Hands	Therapeutic Care Worker	Level 3 Diploma Children & Young People Workforce	Commenced 2014. Childcare Practitioner
Sophia Ballance	Therapeutic Care Worker	GNVQ Health and Social Care, BTEC Health Studies. L3 Holistic Therapies. Studying Level 3 Diploma Children & Young People Workforce.	Commenced January 2013.
Michelle Ebanks	Therapeutic Care Worker	BTEC National Diploma in Fashion Design Access to Healthcare Science Diploma BA(Hons) Special Needs & Inclusion Studies British Sign Language	Commenced 2014 Prior: Homestart Family Support Volunteer

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Martin Fenton	Therapeutic Care Worker	CWDC Induction	Commenced 2014. Prior: Residential Child Care Worker
Holly Wright	Therapeutic Care Worker	BSc(Hons) Psychology BTEC National Diploma in Health & Social Care	Commenced June 2014
Patricia Johnson	Therapeutic Care Worker	BA (Hons) Counselling & Psychotherapy	Commenced January 2015. Prior: Senior Care Officer, Secure Training Centre
Jack Woods	Therapeutic Care Worker	Studying Level 3 Diploma Children & Young People Workforce	Commenced January 2015. Prior: Senior Residential Child Care Worker
Dale Billing	Therapeutic Care Worker	Enrolled on Health & Social Care Foundation Degree	Commenced January 2015. Prior: Child Care Worker
Rebecca Bushell	Therapeutic Care Worker	BA(Hons) Psychology with Criminology BTEC National Diploma in Health & Social Care	Commenced 2014. Prior: Voluntary Youth Club Leader
Elvyne Tsiba	Therapeutic Care Worker	BA(Hons) Sociology	Commenced June 2014.
Jayde Barker	Therapeutic Care Worker	NVQ Health & Social Care Level 3	Commenced April 2015. Prior: Community Support Assistant
Christopher Deakin	Clinical Case Officer	BSc (Hons) Psychology	Commenced April 2014 Prior: English Teacher
Bill Rees	Assistant Therapeutic Care Worker	Certificate in Psychosocial Care (equivalent to Level 3 Diploma Children & Young People Workforce)	Commenced 2004. Prior : Custody Officer
Wendy Houghton	Assistant Therapeutic Care Worker	BA Primary Education (5-11 years with QTS. English	Commenced 2014. Prior: Healthy Child Care Worker, Teacher
Joanne Emery	Assistant Therapeutic Care Worker	NVQ3 Teaching Assistant	Commenced April 2014 Prior: Higher Level Teaching Assistant
Amilea Vella	Assistant Therapeutic Care Worker	BSc(Hons) Psychology	Commenced September 2014
Kate Golding	Assistant Therapeutic Care Worker	BA(Hons) Spanish	Commenced September 2014 Prior: "Buddy", Play Leader, Youth Club worker and volunteer at Special Needs Playscheme

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Kate Fletcher	Assistant Therapeutic Care Worker	BSc(Hons) Psychology	Commenced October 2014 Prior: Volunteer Befriender
Talia Di Mascio	Assistant Therapeutic Care Worker	BA(Hons) Creative Expressive Therapies	Commenced October 2014 Prior: Voluntary teaching assistant, care assistant
Richard Morrison	Assistant Therapeutic Care Worker	BA(Hons) Education Studies/Media Production	Commenced October 2014
Jason Smith	Assistant Therapeutic Care Worker	NVQ Level 2 Customer Service	Commenced October 2014
Gayle Walters	Assistant Therapeutic Care Worker	LLB(Hons), LLM, PG Dip Legal Practice Diploma in Body Massage, Reflexology, Anatomy & Physiology	Commenced October 2014
Carol Ivey	Waking Night Staff		Commenced 1996. Prior: Adventure Club Leader
Carol White	Waking Night Staff		Commenced 2005. Prior: Residential Support Worker
Julie Patrick	Waking Night Staff		Commenced 2014. Prior: Assistant Cook

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Andrew Cutts-McKay	Interim Headteacher	BEng (Hons) IEng, PGCE , MBA, NPQH	Commenced November 2014. Prior: Head Teacher
James Grover	Teacher	BA (Hons. Visual Arts PGCE Art & Design, Dip Art Therapy in Education	Commenced 2004. Prior: Art & Design Teacher in a Young Offenders and Secure Training Centre
Rebecca Sneesby	Teacher	Qualified Teacher, BA (Hons) Contour Fashion	Commenced 2011. Prior: Teacher of Textiles and Product Design
Elizabeth Dennis	Teacher	BA Social History, PGCE	Commenced 2012. Prior: Humanities Teacher/Head of House
Kim Kennemer	Teacher	BA International Studies, All level SEN Teaching certificate, Qualified Teacher	Commencing 2013 Prior: Classroom Teacher (SEN and Spanish).

Amanda Hayward	Teacher	BA (Hons) English, PGCE Secondary English	Commencing 2013 Prior: English Teacher
Rachel Howard (Maternity Leave)	Teacher	BA (Hons) English Literature & Education Studies, PGCE	Commencing 2013 Prior: English Teacher
George Alley	Teacher	BSc (Hons) Applied Biology, PGCE	Commencing 2013 Prior: Science Teacher
Karen Veron	Education Assistant	OU Degree Humanities with English, OCR Level 2 NVQ Supporting Teachers & Learning in Schools	Commenced 2009.
Nancy Fitzmaurice	School Administrator	BA (Hons) International Business Administration	Commenced 2013.

Administration Staff

Hilary Davy	Financial Administrator/ Bursar		Commenced 1990. Prior: Accounts Assistant
Sue Tucker	PA to the Director	BEd (Hons) LLB BA (Hons)	Commenced 1989. Prior: Administration/PA/ Legal Assistant
Julie Mong	Administrative Secretary		Commenced 1999.
Julie Huggett	Business Support Administrator (Finance)		Commenced Feb 2015.
Ben Whyman	Statutory Compliance Administrator	Level 2 Dip I.T.	Commenced March 2015.

Maintenance and Grounds Staff

Douglas Hurley	Maintenance Technician		Commenced 1994
Paul Fraser	Maintenance Assistant		Commenced 2011. Prior: Maintenance Assistant and Operations Manager
David Houghton	Gardener		Commenced 2007
Lee Barratt	Grounds & Maintenance Assistant		Commenced June 2014.

Domestic Staff

Debra Brooks	Housekeeper		Commenced 1996
Beryl Brown	Domestic		Commenced 1988
Wendy Duffield	Domestic		Commenced 2005
Cheryl Allen	Domestic		Commenced 2006
Gillian Jones	Domestic		Commenced 2006
Heather Perrett	Domestic	NVQ Level 2 Health & Social Care	Commenced 2012 Prior: Cleaner, Personal Carer and Night Support Worker
Tracy Barton	Domestic		Commenced June 2014.

8.4 Supervision

8.41 All staff have monthly supervision and this is provided by their manager.

Newly appointed staff have two weekly supervision for 6 months.

The treatment methodology in Childhood First is Integrated Systemic Therapy and that requires staff who work directly with the young people to have weekly reflective practice sessions led by a psychotherapist. The reflective practice groups are available for all staff who undertake direct work with the young people.

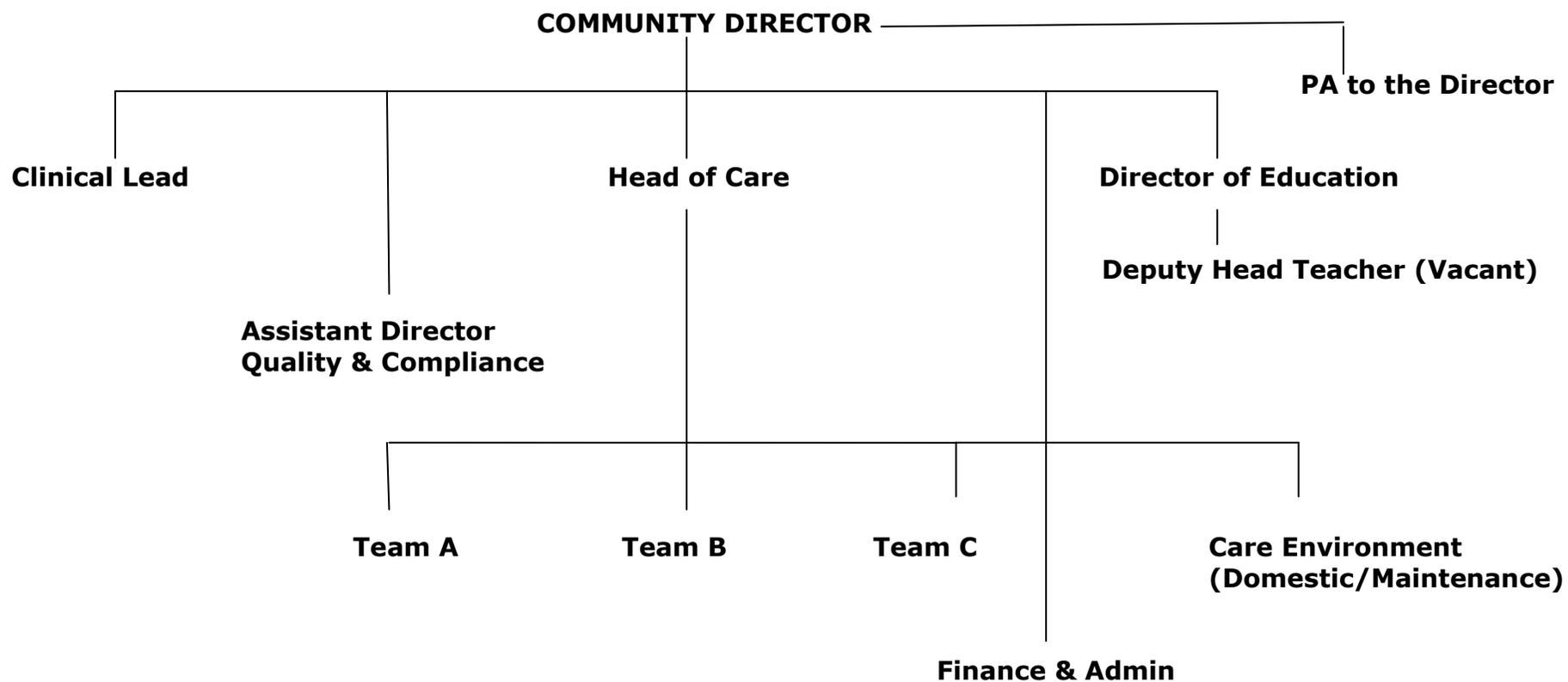
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Organisational Dynamics

All staff will have opportunity to meet with an Organisational Psychotherapist. This is to enable staff to work out and contain the impact the young people have on them as a group of adults. This in turn will enable the staff to maintain a cohesive and containing adult group to support the young people effectively.

Staff will have opportunity to attend staff dynamics at least twice in each calendar month excluding school holidays.

8.5 : *Thornby Hall Management Structure*



8.6 Gender Modelling

A role model is a person who serves as an example by influencing others. For many children and young people the most important role models are parents, caregivers and teachers. Integrated Systemic Therapy is a relationship based model, therefore we make efforts to ensure that we have a balanced gender mix. The young people we look after come from a diverse range of ethnic and socio-economic groups. Sometimes an adequate gender mix is unavailable, therefore in such cases adjustments may be required. Care and attention are needed to ensure that the appropriate gender relations and perspectives are adequately represented in activities, discussions and decisions.

9. Care Planning

9.1 Care/Placement/Treatment Plan/Programme

Each child has a programme of individual therapeutic work that is documented in the placement/care/treatment plan. The therapeutic work takes place within the context of a therapeutic milieu and a highly developed therapeutic culture. All staff are highly skilled and have therapeutic training and ongoing support to enable them to lead regular therapeutic interventions at group and individual level.

Children and young people are considered to be in receipt of treatment for the entire duration of their stay at Thornby Hall.

Key to the therapeutic treatment plan is the clinical assessment and tracking of progress on a six monthly basis and for the duration of the child's stay with Childhood First.

The therapeutic treatment plan is informed from the initial planning and six monthly reviews are informed by and inform the ongoing assessment and the following:

- Child focused meetings.
- Keyworker supervision.
- Teacher/education plan.
- Six monthly CAMHS Routine Outcome Measures including graphs and child record.
- Therapeutic milieu.
- Placement plan.

9.2 Review

At each shift change there is opportunity to update and review the care that each young person is receiving.

Each young person's risk assessment and risk management strategies are reviewed formally every three weeks. Thornby Hall will also endeavour to undertake a short review on each young person weekly. That way, we are able to ensure that the young person is being supported to make best use of their time.

9.3 Transition

Young peoples' placements at Thornby Hall will end usually at reaching the age of 18. The young person will be supported by their keyworker in partnership with the placing authority to identify the next placement. At each level the young person will be supported so that their voice is heard and their needs are met.

It is very important that the placement end is a marked occasion for the young person, their peers and staff.