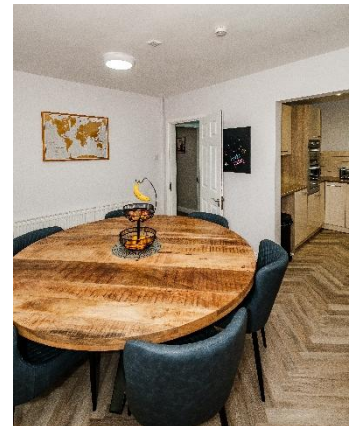


Statement of Purpose

Limedale House

Created February 2025



Updated October 2025

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Introduction

This Statement of Purpose is written in line with the Children's Homes Regulations 2015, it has been set out to follow the Schedule 1 numbering and describes the benefits for children when placed with us. It outlines the care we provide and how we are organised to provide that care. It includes an overview of the facilities, services, and practices we adopt to make sure that we continuously deliver effective services for the benefit of the children and young people in our-care.

Overall Aims and Objectives of Limesdale House:

Limesdale House is part of Rockhopper Children's Services Ltd and is dedicated to providing a safe, nurturing environment for children with complex social, emotional, educational, and behavioural needs. Our overarching aim is to support these children in achieving positive outcomes through a specialist, integrated model of care. This model combines Care, Education, Health, and Mental Health within a homely, loving setting, helping children build resilience, foster social inclusion, engage with their communities, pursue educational and vocational opportunities, and develop independence as part of their rehabilitation and recovery journey.

The adults at Limesdale House receive specialist, service-led training to equip them with the skills needed to support children with complex needs using a trauma-informed approach. Central to our practice is the DDP/PACE model, developed by Dan Hughes, which draws on attachment theory and the impact of developmental trauma. PACE—Playfulness, Acceptance, Curiosity, and Empathy—encourages adults to focus on the whole child, not just their behaviour, helping children feel secure, reflect on their thoughts and emotions, build strong relationships and build essential life skills.

In addition to PACE, our team incorporates the Good Lives Model, a strengths-based framework designed to support children who exhibit harmful sexual behaviours (HSB). This model is tailored to each child's interests, abilities, and aspirations, helping them achieve personal goals in ways that do not harm others. We also utilise the NSPCC's Change for Good Model, which addresses HSB within the broader context of a child's emotional and social challenges. The AIM intervention suite complements this approach, offering internationally recognised, trauma-informed holistic frameworks for assessment and support.

Our multi-disciplinary Clinical Team includes a Registered Social Worker specialising in HSB, a Clinical Psychologist, an Occupational Therapist, and a Speech and Language Therapist. Together, they provide comprehensive support including HSB assessments, emotional wellbeing assessments, therapeutic risk management, care planning input, direct 1:1 work with children, and supervision and training for the adults.

This collaborative and tailored approach enables our team to effectively support children with varying levels of complexity, ensuring that interventions are responsive to individual needs.

Risk management is central to our care model. We adopt a therapeutic, collaborative approach to risk, involving multi-agency input in assessments and planning. Our goal is to empower children to take age-appropriate risks that lead to long-term growth. Through this, children learn to regulate their emotions and behaviour, and develop the capacity to manage risks responsibly in their lives.

We aim to help children build skills in:

- Forming and maintaining healthy relationships.
- Managing emotions and controlling impulses.
- Problem-solving and decision-making.
- Practising self-compassion and emotional soothing.
- Understanding and managing sexual behaviour/urges in a safe and healthy way.

Quality and Purpose of Care

1. Our Children

Limedale House is a children's home for up to 3 boys from the ages of 9 to 17 years. We specialise in supporting children who may present with a range of complex social, emotional, educational and behavioural needs. These may include.

- Social, emotional and mental health needs
- HSB and the risk of future offending
- Complex trauma
- Mild/Moderate Learning Disabilities
- Attachment disorder
- Autistic Spectrum Conditions
- Attention Deficit Hyperactivity Disorder (ADHD)
- Foetal Alcohol Syndrome
- Developmental Delay

We support our children to access appropriate education provision, be this mainstream or otherwise up until the completion of their GCSE years and beyond into further education, apprenticeships, training, or employment. We further support our children's HSB using adapted resources to accommodate additional needs, such as autism and a learning disability when required.

2. Our Ethos, Philosophy and Outcomes for children and our approach to achieve them

Limedale House creates a safe and caring environment where we provide opportunities for children to achieve to the best of their ability. Our home provides care, guidance, support and promotes education and health which in turn promotes the importance of decision making and taking ownership of those decisions. By using a nurturing, supportive and consistent approach children are supported to address their feelings and emotions in a safe and manageable way.

Limedale House offers residential placements for children of a younger age with complex needs and young people who are entering into young adulthood. Some of our children will also need support to manage their behaviours and keep themselves safe. We support the children to achieve their full potential, step down into foster care, safe return home and help prepare them for independent living and further education, training, or work.

We aim to create a nurturing, loving, family environment which encourages strong bonds between adults and children and creates an environment where improving self-esteem and self-worth is a focus in all the work we do. We strongly believe that children should be supported and encouraged to achieve their ambitions, and in order to do so, building self-esteem must be a priority. Our intention is that each child will achieve positive outcomes through accessing appropriate education and having their own individual care plan which includes objectives and targets for areas specific to HSB and more generally including identity, health and wellbeing, self-care, family and positive relationships, life skills, new experiences as well as through being able to thrive, develop and grow in the supportive and therapeutic environment that Limedale House provides. This plan is monitored, reviewed, and revised

on a regular basis. Limesdale House works closely with all relevant stakeholders to ensure a consistent multi-agency approach.

It is our belief that all children have the right to access and participate in education, to be kept safe from harm and exploitation and to be given the opportunity to participate, achieve success and recognition. To this end we also provide each child, with an individualised care and behaviour support plan, a HSB specific safety plan if needed as well as a Missing from Care protocol, where applicable they will also have individualised Self Harm care plans and independence risk assessments.

Each personalised plan in place (inclusive of access to specialist services) sets out agreed outcomes for the child.

The fractured family life and disrupted education that many of our children have experienced, damages their confidence, trust and self-worth leaving them vulnerable to a cycle of trauma, failure and exploitation. Therefore, our objective is to provide a safe and secure environment that replicates, wherever possible, the feeling of belonging and being valued by a family/community.

Many children in the past have displayed negative, inappropriate and connection seeking behaviours. However, the supportive environment we create empowers children to recognise and learn to positively deal with their feelings and fears along with the understanding of rights and responsibilities. We ensure that any negative, inappropriate or connection seeking behaviour is managed and dealt with in a supportive, nurturing and professional way, enabling the child to put things right and return to and rebuild positive relationships as soon as possible. By adopting a 'good therapeutic parenting' approach and providing consistent and fair boundaries, we enable the children in our care to move forward, achieve their goals and prepare them for the future.

Outcomes for children

In working with children, Limesdale House seeks to promote the development of:

- The ability to make, maintain and develop positive attachments and relationships.
- Self-awareness, self-management, and positive thinking.
- A positive self-image and an enhanced self-esteem.
- The highest possible level of academic and vocational achievement specific to the child.
- Emotional resilience and regulation.
- A sense of personal competence, self-care, and independence.
- The ability to make positive life choices, and learn accountability.
- The ability to recognise risk and keep themselves safe.
- The pursuit of hobbies, talents, and further interests.
- The development of age appropriate and healthy sexual behaviours and identity.

In order to promote outcomes for our children we provide the following.

- Full-time care from skilled, experienced, and highly motivated adults, including a Clinical Team.
- A home which is comfortable, modern, and attractive in which children have their own rooms.
- A consistent, therapeutic, supportive, and positive style of working to develop self-awareness and self-management in children

- Support and training to enable our children to build and enjoy attachments and positive relationships with other children and adults.
- A wide variety of new experiences for each child and the development of particular talents, hobbies or interests.
- Positive links with the wider community, groups, outside agencies, education and further education facilities and work placements.

3. Accommodation Offered by the Home

Limedale House is a detached property that offers spacious accommodation over two floors. On the ground floor there is a large entrance area, a family lounge, a large games room (sunroom), kitchen/diner and utility room. On the first floor there are three bedrooms for children, and two bathrooms, both comprising of a bath and shower, there is also a gym room for the children and adults to use. There is ample parking to the front of the home, with a large lawn area and lots of greenery in the garden to the rear. There is also a large summer house in the garden. The house is situated in a residential area on a main road.



Our home is designed and equipped to meet the needs of the children that live there. This includes the encouragement to personalise and decorate their bedrooms and personal space. All our bedrooms are single occupancy, and are spacious rooms which each feature a double bed for extra sleep comfort! All children are given a key to their own bedroom – master keys are held by adults.



In addition to all children being encouraged to personalise and decorate their own bedroom, the children will also be encouraged to voice their ideas for decorations within the rest of the home, to encourage self-expression and ownership. Facilities are provided for each child suitable for study purposes. The accommodation has a communal kitchen, lounge, dining room, gym, reading corner and games room for the children to use. The children also have access to a computer and telephone.

The two sleep-in rooms for adults are not part of the communal living area, and adults have entirely separate washing and toilet facilities within the sleep-in rooms ensuite bathroom.

Our home is designed to support the children of all ages that live in the home to access appropriate education provision. Education will predominantly be overseen via Kedleston Group's Education Outreach Team linked to one of our partner schools. Children's needs will be assessed and supported with a bespoke programme, adapted for their age and abilities including those with special educational needs. For children who have finished their full time education at our partner school, the adults will support the children with their next steps, including finding appropriate College education within provisions of the child's choice. For children at the home who would best fit within local schools, colleges, training centres, alternative provisions, specialist provisions, and tailor-made education packages for children that for various reasons, are not able to access formal education, the adults will support their transition.

4. Location of our Children's Home

Buxton is a market town set in the heart of the Derbyshire countryside on the edge of the Peak District National Park and so is only a short drive or walk to plenty of open space, walks, hikes, horse riding, fresh air and wonderful scenery. There are several other towns close to Buxton, including Glossop, Macclesfield, Leek and Stoke.

Buxton Town Centre is a 10-minute walk and two-minute drive from the home. The town has a lot of shops, cafes, restaurants and a weekly market. There are a number of big supermarket chains around the area such as Morrisons, Aldi, Tesco, and there is a library, a museum and art gallery and lots of activities, clubs and sporting venues. A big attraction within Buxton is the Pavillion Gardens Park, which boasts boating lakes, streams, a ride along train and several play areas, it also houses a small cinema and you will find Buxton Opera House on its perimeter.

The home is well situated for public transport links, with a train station just a short walk from the house that runs into Manchester. In addition, there is a bus station in the centre of town which offers services around the local area and towns.

Records of crime within the area are low particularly in relation to CSE, drug and violent offences and in Buxton (nearest town and voted one of the best Towns to live in) they are deemed as LOW. The home engages with the local police and a positive working partnership has been established.

The Registered Manager reviews the appropriateness and suitability of the location of the home once a year. The review process involves consulting and considering the views of appropriate local bodies or services. These include local agencies responsible for children's safeguarding – namely children's services for the authority where the home is located, and the police. This review is used to assess the continued suitability of the location of the home to meet the needs of children living here.

5. Arrangements for Supporting Cultural, Linguistic, and Religious Needs

Limedale House places a strong emphasis on understanding difference, diversity, and inclusion with effective policies on equality and diversity, and anti-bullying. We encourage and respect the cultural, linguistic, and religious diversity of the children, which in turn promotes a sense of identity and belonging.

Early insights into specific needs are usually gained from a variety of sources including:

- Information generated via the referral and admission procedures.
- Discussions with the Child, Parents/Carers, and Local Authority Representatives; and
- Additional evidence associated with early observations, assessments, experiences, and conversations with the individual child.

Linguistic needs are recognised through children's use of their preferred method of communication, accent, and colloquial language.

We are a non-denominational home that seeks to support the religious and spiritual needs of each individual child. We accept and value the importance of religious observance, and any child living in the home will be encouraged and supported in continuing the practice of their chosen religion or faith. A wide range of faiths are represented in the Buxton / Derbyshire area.

6. Arrangements for Dealing with Complaints

Limedale House has a written Compliments and Complaints Policy which is made known to our children both verbally and in writing. It is also available to Parents, Carers and Placing Authority Representatives on request. Any complaint is taken seriously, addressed without delay, and recorded in the Complaints Log. The children can approach any adult to make a complaint, or they can complain anonymously on a complaint form, which they always have access to. Children also have access to phone numbers for their Social Worker, Ofsted, NSPCC, Children's Commissioner and Advocacy Services should they ever wish to talk to someone outside of the home.

Whether a complaint is made informally or formally, all parties involved should make every effort to respect confidentiality. All parties should be assured that making a complaint would not adversely affect the child, and the child will be assured that they will be listened to, regardless of the level of seriousness and without any fear of reprisal against them.

Complaints may be considered initially on an informal basis, and unless the complaint is about the Registered Manager, it is the manager that will normally investigate the concerns. If the complainant is not satisfied with the response, a written complaint may be made. Should satisfaction still not be achieved at this stage, the complaint may be taken to a panel of at least three people, one of whom will be independent of Limedale House.

Where the complaint is a safeguarding issue concerning an adult that works in the home, appropriate measures will be taken to ensure the safety of all parties, and the relevant agencies will be informed so that actions for investigating can be agreed. Complaints against adults can lead to the Disciplinary Procedure being invoked, and our policies and procedures will be followed at all times.

The written record in the Complaints Log will state if complaints are resolved at the preliminary stage or proceed to a Panel Hearing. All correspondence, statements and records relating to individual complaints will be kept confidential and only accessible by inspecting bodies.

If any person external to the home wishes to make a complaint about the home, they should contact the Registered Manager. External complaints will be dealt with by the Registered Manager, or if necessary, the Responsible Individual. Complaints can also be sent directly to Ofsted.

Adults also recognise the right of a child to access the complaints procedure of their placing authority and support them in doing this. The homes Compliments & Complaints Policy is available on request.

7. Access to our Homes Safeguarding and Child Protection, and Behaviour Management Policy

All policies and procedures are available to the adults through Clear care. Adults are always made aware when policies have been reviewed or updated.

Any Person, Body or Organisation involved in the care or protection of a child can access Limesdale House's Child Protection & Safeguarding Policy, Behaviour Management Policy, Anti-Bullying, Missing From Home Policy and Complaints Policy on request. You can request copies by contacting the Registered Manager/Deputy Manager for our home, and they will be provided in a timely manner.

Views, Wishes and Feelings

8. Consultation with Children and their Contribution to Limesdale House

Limesdale House encourages children to give their views and to have a say in the way they're looked after. Great emphasis is placed on the consultation and contributions of our children, and this is managed in a creative way which the children feel comfortable with. We believe that when children are involved in decision-making, it helps them to feel valued and that their opinions are listened to and respected, enabling them to form a sense of trust, sense of safety and sense of belonging.

The children are also very involved with the day to day running of the home, for example with the daily menu and their activity planners, and they all receive a 'Children's guide'. All children will be supported to develop self-esteem, independence and self-confidence. As part of the recruitment and interview process, children will, where possible, be a part of the interview and recruitment process. The children also have an input into the interview documents, proposing their own questions that they would like to know about prospective employees, to be asked during interview based on what is important to them.

All children have their own assigned key worker who will have regular 1:1 keyworker sessions with the child, where time is spent building a trusting relationship where any issues, wishes or fears the child may have can be shared. That being said, all children are actively encouraged to discuss their needs and concerns with any adults, so that if their keyworker is not in the home, they will always feel that they have someone to talk to and who will actively listen. In addition, regular house meetings are held to provide a forum for ideas, issues, suggestions, and celebrations that the children or adults wish to

present. Other forums that the children are encouraged to use to voice their wishes and feelings can include review meetings and Planning meetings and national care councils.

Children are consulted over matters including the home and subsequent communal areas and décor, and their bedroom as well as other home improvements, activities, holidays and theme days.

The above systems consider the children's differing communication needs.

9. Anti-discriminatory Practice, Policies, and Children's Rights

At Limedale House, great emphasis is placed on the right of the individual to live in a caring, loving and safe environment. Children and adults are encouraged to recognise and respect individual differences particularly in respect of ethnicity, race, gender, and disability, with activities, discussions and projects promoting a greater understanding and acceptance of these differences.

When assessing the individual needs of the children's ethnicity, religious and disability issues are covered comprehensively in their Placement/Care Plan, and resources are provided both in the home and in the outside locality to meet these needs as far as it is practicable to do so.

At the time when children move into the home, they are given the contact details of independent organisations who promote the individual rights of looked after children and attendance of children's rights days organised by the placing Local Authorities or host authority are encouraged and facilitated by the adults.

Our home promotes children to understand their individual rights within the home and the community irrespectively. Adults should support children to have knowledge of how to access information regarding their rights, and children are informed of how to access external agencies in respect of this, this will be done through keyworker sessions, planning meetings, and general discussion. Children are aware of how to make a complaint should they feel their rights are not being met, and have access to external advocacy to help with this process if required.

Bullying of any kind is not acceptable at Limedale House and any incident of negative behaviour or interaction, which could be interpreted as bullying, is immediately challenged. This is done not only on an individual level but also in house meetings by the adults and other children. Prior to moving into Limedale House, each child is informed of our bullying policy, and consideration is always given during the referral process, as to whether a new child would pose a serious threat to the existing children living in the home. Limedale House has clear procedures for adults in dealing with bullying behaviour, promoting a holistic approach, encompassing prevention, intervention, and changes of attitude/behaviour of both perpetrator and victim.

All children are actively encouraged to make choices and decisions about their needs and wishes. Adults recognise this as the underpinning foundation of all the work they undertake with children at our home. It is recognised and understood that children will sometimes behave in a way that may result in consequences. When this happens, the consequences will be applied fairly and consistently, using the two hands of parenting approach, which combines connection and correction. Adults are clear that the purpose of consequences for the child is to promote change and a healthy understanding of accountability, and not punish, alongside this they work using positive role modelling and promote reflective practice with children.

Additionally, all children will be made aware that they have the right to access independent Advocacy Services at any time should they wish, either provided by the Local Authority or commissioned

independently by the home. The adults will support the children to access these services should they wish to.

Education

10. Details of the Education Provision for Children

All the children living at Limedale House will be engaging in education via local schools, colleges, specialist and alternative provisions, or our partner school in the local area. Limedale House adopts a child centred approach and believes that every child has the right to access every opportunity to enjoy learning, experience achievement and maximise their potential. We offer a supportive structure enabling children to access a level of education that is appropriate to their age and understanding.

Should a child arrive at Limedale House without an identified education provision it will be the priority of Limedale House to assist their Local Authority in sourcing an appropriate provision as soon as possible. Whilst doing so, Limedale House will ensure the authority source one to one tutoring to cover the subjects of English Maths and Science until an education provision is secured.

Each child as they get older, will also engage in an extensive age-appropriate self-care/life-skills programme in the home, enabling them to learn additional valuable skills they will require upon reaching independence.

Children also have access to computers outside normal school hours. Adults will always support and assist the children to complete homework tasks set for them, promote reading and help in preparation for any tests or exams.

11. If the Home is Registered as a School - Details of the curriculum provided by the home and the management and structure of the arrangements for education

The home is not registered as a school

12. Arrangements for Children to Attend Local Education Provision

As stated above, education will predominantly be overseen via Kedleston Group's Education Outreach Team linked to one of our partner schools. Children's needs will be assessed and supported with a bespoke programme, adapted for their age and abilities including those with special educational needs. For children who have finished their full-time education at our partner school, the adults will support the children with their next steps, including finding appropriate College education within provisions of the child's choice. For children at the home who would best fit within local schools, colleges, training centres, alternative provisions, specialist provisions, or other tailor-made education packages for children, the adults will support their transition.

Adults at Limedale House will support the children and liaise on a regular basis with the provisions to ensure information is shared, progress is understood, and any additional support required can be identified. Adults at the home will transport the children as required.

Enjoyment and Achievement

13. Arrangements for Enabling the Children to Access Activities

We feel that it is paramount to recognise all children's strengths and provide praise when a child achieves a goal or displays positive behaviour. The adults at Limesdale House are committed to supporting and working with the children in our care to make positive progress in their lives, to overcome adversity and successfully deal with significant life changes. Each child's interests and strengths are encouraged, and this is reflected in how we promote and encourage participation in a wide range of activities.

We believe that children should live in a stimulating environment that offers a variety of age-appropriate activities both within the home and through organised activities locally and further afield. Participation in activities is seen as a way to channel negative energies, learn new skills, develop a level of fitness, develop social skills and friendships, grow in confidence and achieve positively. Within the home and gardens, we develop interests in outdoor life, growing plants, developing hobbies, family games, puzzles, cooking and arts and crafts. The local urban and rural environments then afford social, cultural, and spiritual opportunities close at hand. We ensure that all children are given opportunity to follow their interests into hobbies and pastimes.

All children are encouraged to reach a level of fitness that matches their ability and interest. Sport can be enjoyable whilst promoting responsibility. We arrange a number of internal activities and outside visits to support this. The enthusiasm and skills used by adults routinely combat any feelings of hesitant and reluctance on the part of the children.

Leisure time is important in the learning and growth process for children. It also offers adults the opportunity to spend time constructively with the children, helping in the promotion of positive relationships. Limesdale House also promotes the concept of allowing children to take measured risks and tries to allow for a degree of spontaneity, recognising that these are a natural part of growing up.

All children are encouraged to reach a level of fitness that matches their ability and interest. Sport can be enjoyable whilst promoting a fit and healthy lifestyle. We arrange a number of internal activities and outside visits to support this.

Local activities include, swimming, hiking, cinema, theatre, bowling, crazy golf, pool, bike rides, eating out, shopping, Poole's cavern and Country Parks, Go Ape, historical sites, go karting, beauty/spa treatments and parks and playgrounds. All our children are encouraged and supported to engage in personal hobbies and interests, such as dance, gymnastics, drama, singing, football, model making, horse riding, fishing and music lessons. In addition, there are local cubs, scouts, brownies, sea cadets, Fire Cadets and Army cadet opportunities which can be accessed easily within the surrounding area.

Limesdale House will also be mindful of the need to reflect each child's cultural identity and needs within the planning process.

Health

14. Details of Health Care and Therapeutic Support Provided

Health care

We ensure that all the physical, emotional and health needs of each child are identified, and we take any action needed to meet them. Our children are provided with guidance and support with their health issues, appropriate to their age, needs and wishes. Children are strongly discouraged from smoking, alcohol or substance abuse and underage sexual activity, and these are frequently addressed in key worker sessions (if relevant to the child).

Each child has a written Health Plan as part of their overall Placement Plan, which outlines the specific details of their health needs, and ensures that all adults working with them are aware of the strategies adopted to meet these needs. A diary of each child's day is completed, including all health-related information for each child which is held in their individual health file.

A written record is kept of all accidents and injuries to the child during their time living at Limesdale House. First aid, minor illness treatment and medication are only given by competent, trained adults and written records are kept of these. Adults are trained in the use of first aid and there is access to a first aid box both within the home and in the home's cars.

With regards to diet, menus are planned with the children, taking into consideration personal preferences, culture and identity, likes and dislikes, we will always offer meals which are nutritionally balanced.

All children will be registered with a local GP, Optician, and Dentist. All children will have health care assessments annually. Dental and optical check-ups form part of the health care plan. If a child is struggling, and cannot be encouraged to attend, then this will be shared with the relevant local authority.

Our home actively encourages physical well-being and therefore promotes regular exercise that is age appropriate and in-keeping with the child's ability. As such, Limesdale House has a dedicated gym room with various pieces of equipment, that can be used by both the children and adults at the home to promote their physical health.

Therapeutic Support

Limesdale House uses the DDP/PACE approach to its practice and undertakes a high standard of training delivered by the DDP network, members of the Clinical Team and outside agencies. This will be regularly refreshed and moulds the way we work with our children, who have often had difficult and traumatic experiences in their lives. Limesdale House recognises that all children have different backgrounds, values and beliefs therefore it is vital that there is a level of therapeutic input in our daily practice, to ensure that we are working in a safe, thoughtful and understanding way with children who may have complex trauma needs.

Limedale House works closely with a diverse Clinical Team including a Clinical Psychologist, and seek additional consultation sessions and supervision for adults who are working with children who may display particular behaviours, in order to work with them in the best possible way to support them to build up powerful resilience factors and act as a source of stability when everything else in their life feels uncertain. In addition, Limedale House will have additional training in managing and responding to children who present with HSB, with clinical support from the Clinical Psychologist and Clinical Lead, who will be present at our home one day each week.

Upon arriving at Limedale House, children will be encouraged to engage with the Clinical Lead both in order for the children's needs to be assessed, but also so the adults are able to understand the best methods of working practice to meet their individual needs. Each child who comes to the home will have a 12-week assessment period, during which their needs will be identified from a mix of observations, referral information, and 1:1 session with the homes Clinical Lead. The assessment period is determine the therapeutic intervention path and includes HSB risk formulation, AIM3 and PROFESSOR assessments and psychological assessment.

Following the 12-week assessment stage, children begin a specialist programme of interventions, delivered by the Clinical Lead. These will typically include developing social skills, emotional regulation, communication skills, sex and relationships education, understanding their behaviour and future safety planning. Children can also access individual therapy sessions with our Clinical Psychologist, where required.

Once assessments have been carried out it may be identified that some children require additional 1:1 support from other members of the Clinical Team such as the Occupational Therapist for example. If this is the case, then sessions may take place in the home in a safe and quiet space, or they may take place in an external setting. Limedale House also has strong links with the local CAMHS service and other avenues of therapeutic support, such as music and art therapy, should these services be considered appropriate for a child.

We have also found that, for a number of children, this formal type of therapeutic support may not be required. Children benefit instead from the strong personal relationships that they develop with adults, that enable them to talk about their feelings and issues that arise in an open and trusting manner and in a way which leads to practical solutions and emotional satisfaction. The children gain valuable supportive feedback about their behaviour, as others see it in real situations and become able to manage difficulties for themselves. It can also be the case that children new to Limedale House, are not ready or able to accept direct 1:1 therapy support, in these cases support is put into place to promote connection and security first. Ultimately the strong personal relationships children make at Limedale House will eventually enable them to talk in an open and trusting manner.

Limedale house has good links with local hospitals and with the local crisis team who are able to provide support to our children during outside hours or in the event that a child harms themselves.

We also believe that the power of education is a force for change also in the lives of children and is associated with improvements in their self-esteem and self-worth.

For details of the experience, qualifications and clinical supervision of staff commissioned to provide therapy, please see Section 19.

Positive Relationships

15. Arrangements for Promoting Family Time between Children, their Family and Friends

Limedale House believes that children should be able to maintain constructive time with their families, friends and others who play a significant role in their lives. The promotion of good quality family and friends time between parents, extended family and friends and the child is actively encouraged, unless prohibited by Court Order.

The arrangements will be specified within the Care Plan. Adults at Limedale work hard to make all forms of agreed and permitted family and friends time a meaningful positive experience for children. When arranging, consideration is given to meeting the needs of all parties involved, including the child, parents, and siblings. When a child's family time has to be supervised, adults manage this in a discreet and sensitive manner while still meeting the arrangements made by the Local Placing Authority. When permissible, adults at Limedale House ensure that Social Workers, Parents, and significant others are kept up to date regarding a child's progress at Limedale House.

The adults will develop positive working relationships with families, friends and all those who are important in the child's life. It is important that the child sees positive interaction which will support their own development and resilience in their relationships.

Protection of Children

16. The homes Approach to Monitoring, Surveillance, Privacy and Access

Monitoring and Surveillance

At present, there are no surveillance or electronic monitoring systems in place. Depending on the needs and behaviours of the children within the home, Limedale House may make use of motion sensors within the upstairs landing, this will only be if necessary as a further safeguard measure and this will not feature camera footage, only movement vibrations. The home will gain permission from all Placing Local Authorities for each child before any implementation of such sensors.

Privacy and Access

The privacy of our children is promoted throughout the home's ethos; we believe that their right to privacy should be protected. The children have their own bedroom, which is respected by all adults as their private space and adults do not enter unless invited.

The only time that adults would enter the children's bedrooms uninvited is in the event that they may be trying to harm themselves, cause considerable damage to property or adults have a safeguarding concern.

In the event that adults need to enter a child's bedroom under these circumstances, adults remain sensitive to the fact that this is their private space and try to resolve the concern as quickly as possible.

If adults have significant concerns that would require them to conduct a room search, then the child is consulted with and asked to be present. Adults fully explain the concerns to the child and give them the opportunity to hand in any items of concern. Adults carry out any room search mindful of not being intrusive into the child's belongings, they are careful when handling items and ensure that nothing gets broken or made untidy.

Children have access to all appropriate areas within the home, including the kitchen, dining, lounge, games room, gym room and laundry areas. They are encouraged to make good and proper use of the spaces, and this creates a homely environment. The home does not lock kitchen, lounge and bathroom areas.

The home recognises that our children have the right to access as much freedom as is suitable for their age and abilities and independence and appropriate socialising is promoted by all adults with safeguarding the child in mind. Alongside this, individualised work is carried out with the children to ensure that they have the knowledge and a good understanding of how to keep themselves safe and make positive choices. Adults understand the need for children to take measured risks and to learn and develop, make appropriate friends and become independent, adults promote this but in a way that is balanced with the need to keep all our children safe.

17. Details of the Homes Approach to Behavioural Support and Child Protection

Behaviour Support

At Limesdale House our aim is to manage behaviour through an individualised structured system of clear consistent boundaries, again using the two hands of parenting approach, connection and correction. This consistent framework of praise and reward supports and encourages children to develop a measure of internal control.

Our culture of safety and nurture pushes any thought of physical intervention to the very bottom of our list of options. Connection, trusting relationships, patience, verbal encouragement, and non-verbal de-escalation have always been our priority. Regular and quality-controlled training help adults to adopt the least intrusive form of intervention and to adapt their approach according to the circumstances, age and development range of the child. A gradual and graded system of response ensures that all factors are taken into account in line with our ethos of care.

Adults are trained at Limesdale House in approved methods of De-escalation, Breakaway Techniques and Restrictive Physical Intervention. We operate, and train, within the nationally accredited Team Teach framework that provides a range of methods and interventions as a way of managing challenging behaviours and which always places the child at the centre of our care and attention. All staff take part in the full Intermediate Team Teach Course, and complete yearly refreshers following this to ensure they are aware of developing support strategies and their competency using Team Teach methods are assessed within this course.

Physical intervention will only be used as a last resort to protect the child or to protect others, this includes preventing significant damage to property. This would be for the minimum period necessary to allow de-escalation and the return to a safe state. Adults are trained to recognise the elevated risks associated with physical intervention. The scale and nature of their actions is always proportionate to both the behaviour of the child and the nature of the harm they might cause. These incidents are carefully recorded in line with the regulatory and in-house expectations. This information is readily available to the placing Local Authority and all records are carefully checked and monitored by Senior Management to ensure that guidance, policy and procedures are being clearly adhered to.

Physical intervention is never used as a punishment or to force compliance with adult instructions when there is no immediate danger or risk. Whenever possible other adults must be called before the intervention takes place.

This type of situation is never easy for the child or adult. We make sure that every support is given to all concerned, so that we reinforce our culture of care and learn from the experience.

Each child has an individualised Behaviour Management Plan that will set out known triggers and the most supportive ways in which to support behaviour of the child during times of crisis. Children have a full voice within these plans, they work with us to find the best strategies for them, and these plans are constantly updated alongside the child's growth and development.

The homes Management of Behaviour Policy is available on request.

Safeguarding and Child Protection

The safety and well-being of the children in our care is paramount. Limesdale House recognises its duty to make arrangements to ensure that all functions are carried out with a view to safeguarding and promoting the welfare of children.

We ensure the provision of training for all adults in the prevention of abuse, recognition of abuse, dealing with disclosures or suspicions of abuse, and our child protection procedures.

Procedural guidance for adults demonstrates the systems required in order to protect children and minimise the risk of abuse whilst the child is living at the home.

In order to promote the safety and well-being of children, Limesdale House has an identified Designated Person for Child Protection, details of which are posted within the home and communicated to adults, children, parents/carers (where appropriate).

We have good links with other agencies concerned with Child Protection including the local police, safeguarding board, LADO, MFC co-ordinator, crisis team etc. and we work cohesively with these professionals as required to ensure there is a team around each child to further promote and ensure their safety.

Preventing Bullying

Bullying of any kind is not tolerated at Limesdale House. All adults are trained in a consistent, active response that is supportive to both those acting in a bullying manner and those who are victim of targeted behaviour.

Clear processes are in place that children will recognise as fair, consistent, non-aggressive and helpful to all parties. They are based in terms of levels of response to be followed depending on the severity of the bullying.

Regular enquiries are made of all children as to how safe they feel in the home with respect to bullying and ways in which this can be improved. Records are kept of these enquiries and actions taken. Where necessary risk assessments are carried out for children likely to be in danger from persistent bullying and actions to be taken are recorded and notified to all adults.

The home promotes positive peer to peer relationships and is proactive in identifying any concerns rising within the dynamics of the home, adults are then proactive in stepping in to try to prevent any bullying behaviour and to support the development of further difficult relationships.

Risk-Taking

In addressing the issue of risk-taking, the home acknowledges that all children take risks as a normal part of growing up and it is a tool they use to discover, define, and develop their abilities and identity.

However, it is important to appreciate the difference between positive or healthy risk-taking (e.g. sports, outdoor pursuits and making new friends) and negative or dangerous risk-taking, e.g. smoking, going missing from care and inappropriate friendships/relationships.

In promoting an appropriate balance in relation to risk-taking, adults have an important part to play in supporting our children in respect to risk. They:

- Need to help children learn how to evaluate risks and anticipate the consequences of their choices.
- Need to help children identify healthy opportunities for risk-taking. Experience of healthy risk-taking can itself prevent unhealthy risk-taking.
- Must also be aware of their own patterns of risk-taking. Children do watch and imitate the behaviour of adults around them, whether they acknowledge it or not.

Limedale House also recognises that adults will “risk assess” on an on-going basis, whether in or out of the home, and make decisions on the basis of those assessments.

A full and comprehensive set of risk assessments has been developed covering all aspects of our work including the use of premises, equipment and company vehicles, activities in and outside of the home. All adults are expected to familiarise themselves with these as part of their induction and training and as changes are made.

Independence

All adults have a responsibility to respect and promote children’s freedom and independence, unless to do so compromises the health, safety or well-being of the child, other children, or adults.

In promoting independence, it is important to acknowledge the potential conflict between children’s wishes and the duty of care incumbent upon all adults at Limedale House. Upon moving into Limedale House, an initial risk assessment will be conducted using a variety of sources including:

- Information generated the referral and admission procedures.
- Discussions with the child, parents/carers, and Local Authority Representatives.
- Additional evidence associated with assessments, early observations, experiences and conversations with the individual child (including making the link between rights and responsibilities); as well as the child’s level of awareness, ownership, and responsibility for their own behaviour.

Age-appropriate independence will be promoted so that children may develop positive friendships in the area and take the opportunity to visit local shops, local parks or leisure facilities. They may also in some cases be able to travel to friends and family time or to other local areas using public transport, this will be built up over time based on the child’s ability and understanding of how to be keep themselves safe.

Any decision not to consent to independence will be based solely on two considerations (a) the best interest and safety of the child (b) dynamic risk assessment. Every decision is made on an individual basis and the outcome recorded in the child’s personal risk assessment and care plan, and would always be open to review. In the event that a child is not able to access independence, then a plan will be

established alongside the child and their Local Authority so that they understand how they will be able to achieve independence in the future.

Missing Child Policy

Limedale House is committed to working with Parents, Carers, Local Authority Representatives, the Police and other interested parties in a positive and constructive relationship to support children who may be at risk of running away or going missing from home or care.

In defining our approach to dealing with missing from care incidents, it is important to acknowledge that different circumstances necessitate different responses.

Our policy outlines our approach to dealing with four particular situations:

- A child goes missing from their education setting e.g. school/college.
- A child goes missing from the home.
- A child goes missing from home e.g. parental home.
- A child's absence is considered 'unauthorised' under the terms of our policy.

In addition to these, the level of risk associated with the individual child's needs, background and presenting behaviours is always taken in to account in any instance of them going missing.

At Limedale House we work in partnership with Children's Social Care in both our locality and the child's home areas. Any duplication or inconsistencies between locally agreed missing from care procedures and those of other placing authorities will be discussed and addressed as appropriate, and an agreed individual protocol will be established for each child.

Children's safety is promoted through all that we do at Limedale House and direct work is carried out with the children in order to prevent missing episodes.

The home ensures that the placing authorities understand and commit to their responsibilities to ensure the children receive independent interviews within a 72-hour period, and challenge appropriately in any event that this does not occur.

A copy of Limedale House's Missing from Care Policy is available on request.

Fire Precautions

Limedale House is equipped with smoke and heat detectors, which are situated throughout the home, as are appropriate fire extinguishers. Alarm points are available for use in the event of a fire and drill procedures are regularly practiced both by adults and children. Fire safety checks are carried out weekly and adults are trained in the evacuation procedures. The Local Fire Officer completes regular fire checks of the buildings and equipment. Regular day and night drills are used as training sessions for adults and as such are recorded. At Limedale House we ensure that all adults receive an induction in the procedures that should be followed if the fire alarm sounds. All adults in the home have completed appropriate Fire Marshals training, and receive periodic up dated training in this area. The children are also regularly instructed on the relevant fire procedures and the importance of these, and to ensure that the fire alarm system is treated with respect.

Leadership and Management

18. Details of the Registered Provider, Responsible Individual, and the Registered Manager

The Registered Provider is:

Rockhopper Children's Services (part of the wider Kedleston Group Ltd)
Unit 7 Brook Business Centre,
Cowley Mill Road,
Uxbridge,
UB8 2FX.

Qualifications and Experience of Registered Individuals:

Tracey Power (Registered Individual North)

Qualifications

- Currently completing Level 7 in Leadership and Management.
- Level 5 Diploma in Leadership and Management
- Level 3 Diploma working with children and young people.
- NVQ 3 Health and social care (adults)
- Certificate in Cognitive Behavioural Therapy
- Advanced Apprenticeship children and young people
- DDP Level 1
- Mental Health First Aid adult and youth.

Experience

Tracey has been working within the care sector for around 20 years. She has experience of being both an Ofsted and CQC Registered manager with "Outstanding" judgements. Tracey has worked supporting children and young adults with a wide range of complex needs to achieve positive outcomes and has successfully managed, led and developed staff teams. She also has experience of successfully opening new services and has extensive knowledge of how to ensure a high standard of care is provided to enable children to achieve their desired outcomes. Tracey line manages the homes managers in the north of the region and works closely with the other members of the corporate team.

Jade Perkins (Registered Manager)

Qualifications

- BSc Hons Psychology degree
- Level 5 Leadership and Management
- Level 3 Diploma Residential Childcare
- Positive behaviour support coaches
- Team Teach Instructor

Experience

Jade began working in Residential Care as a Waking Night Care Worker in August 2014, at High Peak. Jade has previously worked as a Teaching Assistant, so paired with that and her time at High Peak, Jade has 11 years' experience working with children and young people, both in a High School Setting and Residential/Children's Home setting.

Jade has experience in supporting children with a range of social, emotional, and behavioural difficulties. Jade has progressed through various Managerial Positions, and more recently held the position of Deputy Homes Manager for a period of 3 years, before commencing in her post of Registered Manager for Limesdale House.

Jordan Aden (Deputy Manager)

Qualifications

- Level 5 Children's, Young Peoples & Families Manager Award
- Level 3 Diploma Residential Childcare

Experience:

Jordan began his career within Children's homes at High Peak as a Care Worker in February 2021. Jordan was successful in gaining the position of Team Leader in January 2023.

Prior to working at High Peak, Jordan had spent most of his early working life in hospitality. Jordan has a passion for working with children and developed in his role at High Peak House, taking on extra responsibilities to aid his development.

Jordan enjoys sports of all kinds and is motivated to encourage and develop the children that he is working with.

Jordan has the NVQ Level 3 Diploma in Residential Childcare.

Jordan has been striving to further his knowledge and skills and has recently completed his Level 5 Children's, Young Peoples & Families Manager Award.

19. Details of the Adults the Home Employs

Limesdale House is committed to ensuring that there are always adequate adults in the home which is sufficient to meet the needs of the children. At all times the children are looked after by qualified and experienced adults. In addition, at night there is an adult sleep in and there is an additional adult that remains awake throughout the night. Please note that at any one time no more than half the staff on

duty would be from an external agency and no adults from an external agency would ever be alone at night.

Supervision, Training and Development

All adults undertake a comprehensive induction programme that includes Safeguarding and Child Protection training, reporting and recording and health and safety. All adults are made aware of their roles and responsibilities and to whom they are accountable. All adults receive training in DDP/PACE, NSPCC Change for good, the Good Lives Model and AIM Assessment, to ensure they are skilled to support the complex needs of the children we care for. They are also trained in Team-Teach, Safeguarding, Child Protection and Whistle Blowing, First Aid and there are also dedicated Mental Health First Aiders within the home. Furthermore, all adults undertake the Diploma for Residential Childcare, Administration of Medication and Food Safety training, amongst many more including specialist training required or identified.

All adults receive regular supervision and support from their Line Manager, whose responsibility it is to keep a signed record of formal supervision meetings. All adults have their performance appraised by their Line Manager, on at least an annual basis, during which targets are set for the coming year and form part of the individual development plans should they be identified to support adults development.

Rockhopper Children's Services provides support for all employees in both their professional and personal lives through a confidential counselling service, available on a strictly private basis.

Limedale House's Staff Team:

Team Leader – Sara Parkes

Experience:

Sara began her career within Children's homes at High Peak as a Waking Night Care Worker in August 2014.

Sara remained in the post for 18 months, before taking up a Care Worker role. Sara progressed to a Senior Care Worker, Deputy House Manager, House Manager and more recently a Team Leader the position which she now holds.

Sara has a wealth of experience working with the children of different age ranges. Sara brings a lot of experience to her role as she has worked with children in different job roles for the last 30 years. Before working at High Peak Sara was a childminder for 11 years.

Sara has the NVQ Level 3 Diploma in Residential Childcare.

Sara has also completed the Kedleston Team Leader 12-month Development Programme.

Team Leader – Mark Morley

Experience:

Mark began his career within Children's homes at High Peak as a Care Worker in February 2022. Mark progressed to a position of Senior Care Worker in September 2023 and then to Team Leader in February 2024.

Although Mark had no previous formal experience within a care setting, Mark has been a home parent to his own children. Mark is keen on all forms of sports and the outdoors and will engage children in developing in these areas.

Marks career has predominantly been within retail, where he has engaged in all forms of customer relations.

Mark also has experience of being a Union Representative.

More recently Mark has completed the Ligature Train for Trainer Course which will support the home and wider Kedleston group in delivering in house training and supporting the evaluation of any incidents that may occur.

Mark has the NVQ Level 3 Diploma in Residential Childcare.

Mark has commenced the Level 5 Children's, Young Peoples & Families Manager Award, to further his skills and knowledge, and is in the final stages of completing this award.

Team Leader – Alex Jarvis

Experience:

Alex began his career within Children's homes at High Peak as a Care Worker in January 2022. Alex progressed to a position of Senior care Worker in January 2024, and more recently was successful in gaining the role of Team Leader in June 2024.

Alex has a career history that spans from business support, IT Engineer, delivery driver and planning administrator. Alex has customer service experience throughout these roles.

Alex is a keen musician, owning his own record label and producing music, as well as his interest in computing.

Alex has the NVQ Level 3 Diploma in Residential Childcare.

Alex has more recently commenced the Level 5 Children's, Young Peoples & Families Manager Award, as he is keen to develop his own skills and knowledge further.

Senior Care Worker – Donna Glover

Experience:

Donna previously commenced at High Peak as a Senior Care Worker in 2017.

Prior to this Donna was a Senior Therapeutic parent in a Children's Home a position which she held for 5 years.

Donna has held other positions within catering at a mainstream school and in Retail.

Donna has also taken time away from work to be a full-time parent to her own children.

Donna has the NVQ Level 3 Caring for Children and Young People.

Donna has also completed the Kedleston Team Leader 12-month Development Programme.

Donna brings her wealth of experience to Limesdale House as Senior Care Worker.

Care Worker – Christine Penamante

Experience:

Christine began her career in Children's homes at High Peak as a Care Worker in August 2024, following her appointment to Kedleston Group in May 2024.

Christine was a university instructor in the Philippines where she taught Psychology subjects, a position which she held for 4 years.

Christine also served as Civil Welfare Training Service Coordinator and as a Guidance Advocate in the university.

Christine is also a Philippine Licensed Psychometrician and has clinical experience focusing on test administration, test construction and psychological interview for 3 years.

Christine is a registered member of the Psychological Association of the Philippines from year 2017 up to present.

Christine has held other positions within HR recruitment and sales in trading industries.

Christine has achieved her NVQ Level 3 in Residential Childcare.

Care Worker – Susan Latunji

Experience:

Susan began her career in Children's homes at High Peak as a Care worker on the 1st of October 2024.

Susan worked as an Administrative Executive and Advertising Practitioner between 2003 and 2012.

In 2012, Susan joined the News Agency of Nigeria as an investigative journalist. Susan was passionate about creating awareness for the need to provide support for the victims rather than simply bringing offenders to justice.

In 2016 and moving to Senegal Susan learnt to speak French and volunteered with various United Nations initiatives focused on support for vulnerable women and children. In the same year, (2016 - 2023) Susan joined an NGO as a Health Care officer focused on the rehabilitation of displaced children and the fight against Child exploitation.

Susan moved to the UK in October 2023 where she worked as a Community Care giver, Support worker and Care Assistant with Adult care agencies and homes.

Susan hold a B.Sc (Hons) in Mass Communication, a Diploma in Procurement and Care certifications.

Susan is currently working towards the NVQ Level 3 Caring for Children and Young People.

Care worker - Claire Bateman

Experience:

Claire has a great deal of experience working with children through her personal life, Claire has fostered children and through this gained experience of supporting children with a variety of needs.

Claire has 2 adoptive children and is a mother of 3, which has strengthened her capacity as a care giver. Through her children, Claire has experience supporting children with Autism, which has developed her insight into neurodiversity, as well as tailored behaviour support management strategies. Claire also has extensive knowledge in supportive strategies for children with trauma backgrounds.

During her time as a Foster Carer, Claire completed training around therapeutic Parenting and PACE models.

Waking Night Care Worker - Trevor Rebelo

Experience:

Trevor commenced his career in children's homes at High Peak as a Waking Night Care Worker in June 2017, transferring onto a Bank Worker position to attend University. In November 2022 Trevor took up a permanent Waking Night Worker position.

Trevor has gained 8+ years' experience at High Peak working with children and young people with a variety of needs ranging from emotional and behavioural difficulties, physical and learning disabilities and ASD.

Prior to this Trevor worked in various industries such as Factory and Warehouse, Hospitality and Driving. Trevor attended the Manchester College where he obtained the necessary qualifications needed to work in the Care industry.

Trevor is currently at university studying a degree in Health and Social Care

Trevor has the NVQ Level 3 Diploma in Residential Childcare and a NVQ Level 2 Certificate in Health and Social Care.

Waking Night Care Worker – Tracey Unwin

Experience:

Tracey has a wealth of experience within care roles, previously in care positions supporting the elderly within residential homes. Tracey understands how crucial compassion, patience and relationship building is in establishing strong relationships with those she cares for.

Tracey raised her 3 boys as a single parent, and therefore has a good insight in supporting young boys on their journey into adulthood, recognising how boundaries and the love and care they receive support their ongoing growth and development.

Tracey will complete her Level 3 in Residential Childcare to further support her knowledge and skills within her role.

Bank Care Worker – Karen Frederick

Experience:

Karen began working in Residential Care in 2004, supporting young adults with learning disabilities and autism and in April 2023 progressed into children's residential care. Karen has over 10 years' experience across care and coaching, including working with children and young people with a range of social, emotional, and mental health needs. She has supported young people in developing life skills, confidence, and emotional regulation through a calm and compassionate approach. Karen holds a Level 3 Diploma for Residential Childcare, Karen is also a Certified Positive Intelligence Coach, and Professional Guild of NLP – Master Practitioner NLP.

Clinical Psychologist – Dr Berit Ritchie

Experience:

Berit is qualified to BSc (hons), Doctorate Clinical Psychology, (D.ClinPsych) (C.Psychol) and a Health & Care Professionals Council Registered Practitioner Psychologist.

Berit is a Consultant Clinical psychologist who currently works both within the NHS and in independent practice. For the NHS, Berit is the Clinical Lead for All Age Forensic Community Services, which includes both forensic CAMHS and adult community forensic services.

Since the beginning of her career over 2 decades ago, Berit has predominantly worked in Forensic Services spanning all ages, with periods working into more specialist children's services, providing edge of care interventions (leading a Multi Systemic Therapy service), developing and leading Clinical Teams in Residential Schools and working in a child and adolescent inpatient facility. Berit has worked in independent practice since 2009, providing both clinical and legal services, by offering independent therapy to children and adults, providing specialist assessments and interventions through Adoption Support, collaborating with NHS commissioners, Youth Justice Services and Social Services to provide new and innovative ways of responding to complex case presentations and organisational stress.

Berit regularly presents at conferences, delivers training and consultation on a variety of topics and is up to date with the psychological literature in her field.

Berit has published a couple of book chapters, and is also involved with a variety of research projects in her quest to contribute towards the evidence base of what works for complex populations.

Clinical Lead – Kevin Hynes

Experience:

Kevin is a qualified social worker with over 35 years of casework experience in a range of clinical settings. Kevin has specialised for 25 years in the field of sexual abuse, working primarily with children where there are significant concerns about harmful sexual behaviour (HSB).

Kevin has 10 years' experience with adults who have committed sexual offences against children, including work in prison and probation settings, completing risk assessments and interventions, and drafting and delivering court reports.

Kevin has been a Team Manager for over 20 years, including 10 years managing a highly regarded specialist HSB service in South Yorkshire, offering assessments, interventions, consultation, and training. Collaboration and effective liaison with social work teams and youth justice services were key components of this role.

Kevin is trained to deliver specific assessments of risk and safety related to HSB, such as AIM3, and PROFESOR. Kevin has extensive experience of supervising staff who complete these assessments and deliver strengths-based interventions aimed at supporting individuals and families to move on to a safer future.

Kevin has also been a Local Authority children's Social Work Team Manager with consequent knowledge and experience of child protection procedures and legal requirements.

Kevin was invited to be a co-author/topic expert on the NICE guidance on assessment and intervention in HSB, which was published in 2016. He has delivered workshops on sexual offending behaviour and interventions addressing HSB at NOTA UK conferences.

Occupational Therapist – Jo Wolfson

Experience:

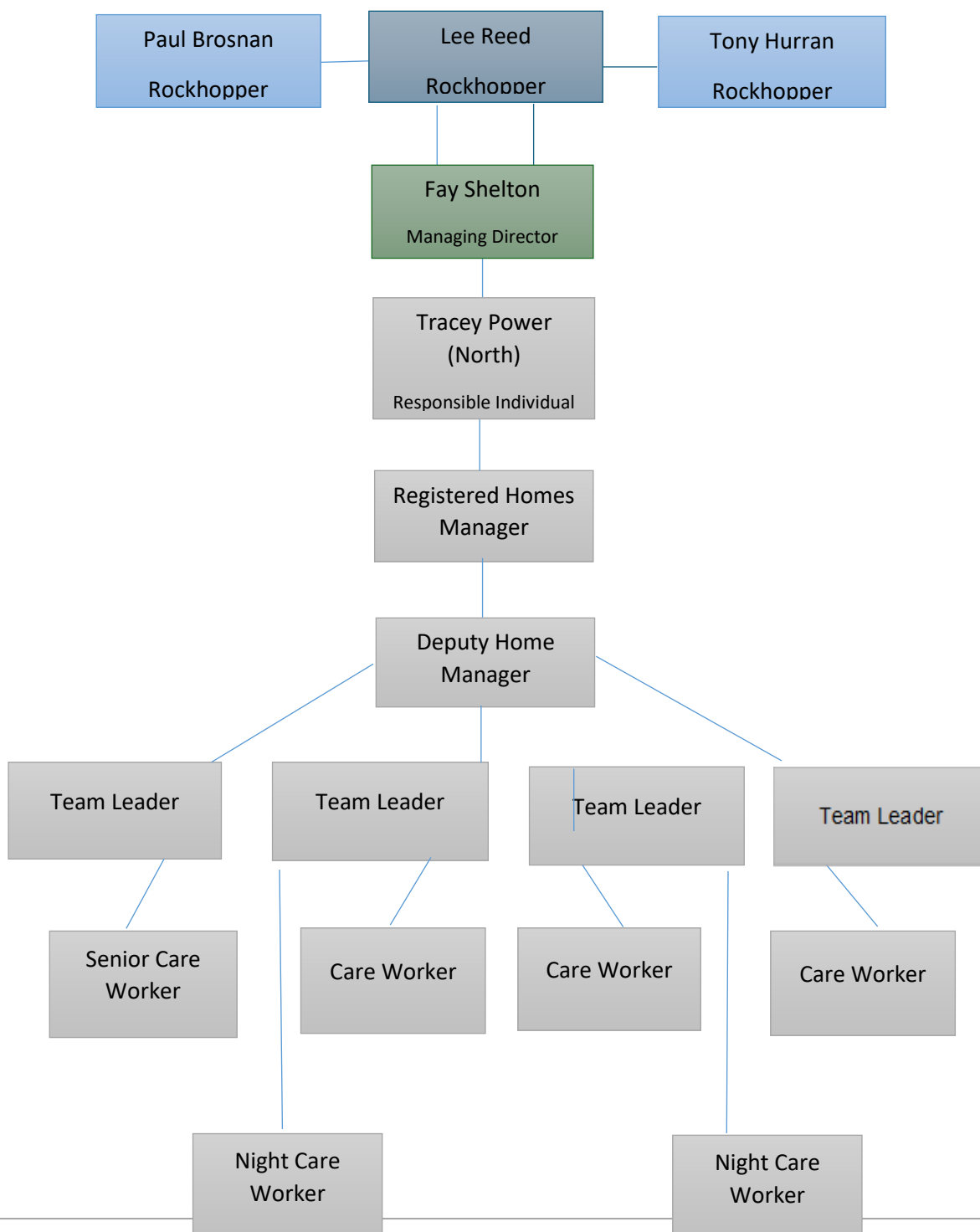
Jo has extensive experience working within the mental health centre.

Jo is undergoing her masters in AYRES Sensory Integration.

Jo is qualified in BSc (Hons) Occupational Therapy, SROT and is HCPC registered.

Jo also attends informal meetings weekly and structured review/appraisal termly.

20. Organisational Structure



The supervision structure within the home follows the above Line Management Structure identified, each staff member will receive regular supervisions as minimum on a 6 weekly basis, formal supervision records will be held on each Employees Clearcare Record.

21. Details of Adult's Gender

Adults working at Limesdale House are not all of one sex. when we are recruiting for new staff, we always aim to ensure that we are creating a diverse staff team that can meet all the needs of the children that may come to reside at Limesdale House.

Care Planning

22. Criteria and Policies for Admission and emergency placements and review process for placement plans

Every child that comes to Limesdale House will meet the criteria set out with in this statement of purpose. Admission decisions are made in co-operation with representatives of the referring Local Authority, Parents / Carers of the children and other agencies involved in the care of the child. Places are offered on the basis that we believe the services and facilities at Limesdale House can meet the needs of the child.

Limesdale House recognises its obligations under the Equality Act and is committed to promoting the equality and diversity of all those it works with especially its prospective, current and former children.

On receiving a referral, the Registered Manager requests relevant documentation from the referring agency. They also keep information passed on via telephone conversations with relevant individuals such as the Social Worker, education provisions, Parents etc. It is often useful for the referrer or Parents/Carers or both, to arrange a visit with the Child in order to form their own opinions of the suitability of Limesdale House.

Decisions to proceed to an offer or not, are then taken in light of the additional information gained at this stage and in consultation with the clinical team.

During the initial assessment of need, we take into account the overall stability and safety of the home and needs of children already living at Limesdale House, alongside all information gathered about the potential new child, and we then judge whether we can meet the needs of the child and achieve positive outcomes with our available facilities and resources. Subject to this we would also consider an emergency admission depending on the circumstances, relevant information being received and degree of urgency.

Each child living at Limesdale House has a Placement Plan and Care, which clearly sets out; how their assessed needs are to be met by the home on a day-to-day basis. This plan is written in consultation with the placing Local Authority and the child. It is then monitored by the child's keyworker and by the Registered Manager, it is a live document that is regularly updated and takes into account any changes approved at the child's Statutory Review, in discussion with the Local Authority Social Worker, if it is felt

that the child's circumstances or care plan have changed or that their existing Placement Plan no longer reflects their needs at the time. The children have access and input into these plans.