



CALTHORPE

STATEMENT OF PURPOSE



**1 Calthorpe Close
Stalham
Norfolk
NR12 9EE**

OFSTED: Unique Reference Number: 2682205

Silver Birch Care (Holdings) Limited

April 2026



This is a Statement of Purpose and Function for Calthorpe Children's Home. This document has been compiled under regulation 16, schedule 1 of The Children's Homes (England) Regulations 2015

Calthorpe is registered with Ofsted at:
National Business Unit
Piccadilly Gate
Store Street
Manchester
M1 2WD
Telephone number: 0300 123 1231

Clover Childcare Services Limited is part of Silver Birch (Holdings) Limited. Anna Allen is Responsible Individual for Clover Childcare Services Ltd and Steve Halliley is Head of Operations for the organisation. Brodie Adams is the Registered Manager of this home. Together, they have endorsed this document.

Clover Childcare Services Ltd also provide outreach services. These services are social work orientated but are distinct and separate from the running of Calthorpe. At no time will any outreach work be completed at Calthorpe, however information pertaining to the outreach work may be stored at the Home.

Calthorpe (2682205)

Statement of Purpose Monitoring and Amendment record

Date	Amendment or review	Page	Detail	Initial
14/05/2021	Written			SPH
01/05/2022	Review			MM
31/08/22	Review	1, 2, 3, 31	Registration detail and RM's name, staffing complement	SPH
07/02/23	Review			JCF
15.05.23	Review	2, 3, 30, 31	Registration detail and RM's name, staffing complement	ZC
25.7.23	Review	30, 31	Staffing complement	ZC
10/10/23	Review	1, 7, 23	Date, Quality and purpose of care, description of consequences	ZC
25.1.24	Review	30, 31, 32	Staffing complement	ZC
4.4.24	Review	30,31, 32	Staffing complement	ZC
12.8.24	Review	28, 29, 30,31	RM's name and staffing complement	BA
4.9.24	Review	3, 31. 32, 33	Quality and Purpose of care and Staffing Complement	BA
11.9.24	Review	33	Staffing Complement	BA
8.11.24	Review	1, 33	Registered manager registered and staffing complement	BA
27.1.25	Review	33	Staffing Complement	BA
31.3.25	Review	2, 7, 12, 14, 17, 22, 27, 30	Organisational roles, age group accommodated, recording of complaints, educational placements, Theraplay qualifications, staffing ratios, staffing structure, Staffing	SPH
28.7.25	Review	5, 6, 8, 9, 13,	Culture and diversity, Complaints, Wishes and	BA

		14, 15, 17, 19	Feelings, Enjoy and Achieve, BUSS, Family time and behaviour support. Staffing	
9.9.25	Review	14, 19	Health and staffing	BA
30.9.25	Review	19	Staffing	BA
5.11.25	Review	19	Staffing	BA
6.1.25	Review	19	Staffing	BA
9.2.26	Review	19	Staffing	BA
13.4.26	Review	19	Staffing	BA

Matters to be included in the Statement of Purpose

(in line with Children's Homes (England) Regulations 2015; Regulation 16 (1), Schedule 1)

Quality and purpose of care

1. A statement of the range of needs of the children for whom it is intended that the children's home is to provide care and accommodation.
2. Details of the home's ethos, the outcomes that the home seeks to achieve and its approach to achieving them.
3. A description of the accommodation offered by the home, including—
 - (a) how accommodation has been adapted to the needs of children;
 - (b) the age range, number, and sex of children for whom it is intended that accommodation is to be provided; and
 - (c) the type of accommodation, including sleeping accommodation.
4. A description of the location of the home.
5. The arrangements for supporting the cultural, linguistic, and religious needs of children.
6. Details of who to contact if a person has a complaint about the home and how that person can access the home's complaints policy.
7. Details of how a person, body or organisation involved in the care or protection of a child can access the home's child protection policies or the behaviour management policy.

Views, wishes, and feelings

8. A description of the home's policy and approach to consulting children about the quality of their care.

9. A description of the home's policy and approach in relation to—

(a) anti-discriminatory practice in respect of children and their families; and

(b) children's rights.

Education

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

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.

12. If the home is not registered as a school, the arrangements for children to attend local schools and the provision made by the home to promote children's educational achievement.

Enjoyment and achievement

13. 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.

Health

14. Details of any healthcare or therapy provided, including—

(a) details of the qualifications and professional supervision of the staff involved in providing any healthcare or therapy; and

(b) information about how the effectiveness of any healthcare or therapy provided is measured, the evidence demonstrating its effectiveness and details of how the information or the evidence can be accessed.

Positive relationships

15. The arrangements for promoting contact between children and their families and friends.

Protection of children

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

17. Details of the home's approach to behavioural support, including information about—

(a) the home's approach to restraint in relation to children; and

(b) how persons working in the home are trained in restraint and how their competence is assessed.

Leadership and management

18. The name and work address of—

(a) the registered provider;

(b) the responsible individual (if one is nominated); and

(c) the registered manager (if one is appointed).

19. Details of the experience and qualifications of staff, including any staff commissioned to provide education or health care.

20. Details of the management and staffing structure of the home, including arrangements for the professional supervision of staff, including staff that provide education or health care.

21. If the staff are all of one sex, or of one sex, a description of how the home promotes appropriate role models of both sexes.

Care planning

22. Any criteria used for the admission of children to the home, including any policies and procedures for emergency admission.

Quality and Purpose of Care

A statement of the range of needs that the home is intended to meet and the characteristics of children to be cared for by the home (including criteria used for admission (including emergency admissions)).

This Statement of Purpose has been set out to reflect the individual nature of this home.

Calthorpe can accommodate two young people, between the ages of 6 and 17 years old on admission.

Calthorpe offers medium to long-term placements for two young people:

- With emotional and behavioural difficulties.
- With complex health and social care needs.
- With a history of insecure attachments and challenging behaviour.
- Who can exhibit physically aggressive behaviour
- Who are unable to live in a group setting with younger children

The home is not set up to accommodate young people with:

- Physical disabilities.
- Severe learning disabilities.
- Acute mental health problems.
- Severe drug dependency
- Fire setters as the building does not have a sprinkler system in place.

Due to the nature of this home Calthorpe will not accept same day placements.

Details of the home's ethos, and the outcomes that the home seeks to achieve and its approach to achieving them.

Calthorpe is a semi-detached house in the village of Stalham, Norfolk. Originally a private dwelling, this property has been converted into a comfortable two bedded Therapeutic Children's Home.

Our experience informs us that theories and techniques for direct work with children cannot flourish until the foundations of sound residential childcare practice are in place. We understand that when children come into care or change placements they are often going through a period of crisis, their lives may feel chaotic, overwhelming and frightening. Our first aim is to help children in our care feel safe and emotionally contained.

We have created a warm family type environment and a home which is decorated and furnished to a high standard. Our routines are practical and predictable, creating an atmosphere of stability and helping the children to feel secure. Our staff team is skilled, experienced, resilient and immensely dedicated.

At Calthorpe we believe that the children we look after should not just be well cared for but also feel cared about. We believe that expressing authentic warmth and unconditional positive regard for children in our care is key to helping young people achieve their potential. Our goal is to create an environment where young people can feel safe and recover from the difficult experiences and disruption, they have experienced in their lives and to assist them in achieving individual success, maximising their life chances.

We will treat each young person as an individual recognising their unique needs. We will take into account each young person's religion, race, culture, disability, sexual orientation and gender in how we care for them. We also recognise and appreciate that most young people have strong opinions about the way they want to be cared for and listened to. We endeavour to incorporate children's ideas into the way we care for them.

Our approach to caring for young people encompasses the core outcomes from the DfE publication '**help children achieve more**'. We will ensure our services are delivered in such a manner that we actively promote each young person to:

- Be Healthy
- Stay Safe
- Enjoy and Achieve
- Make a Positive Contribution
- Achieve Economic Well Being

The aims of the home are:

- To offer high quality residential care for up to two young people on a long-term basis until the date of their 18th Birthday.
- To provide therapeutic re-parenting by a caring and skilled staff team.
- To provide consistent care and nurturing routines in a family type environment.
- To create age-appropriate independence plans which will develop and enhance each child's skills and will help to prepare them for leaving care.
- To provide a stable and secure environment where the young people can thrive and reach their true potential.
- To provide facilities and services to enable young people to achieve positive change in their lives.
- To support young people educationally, helping to create individualised programmes that help to develop their social and emotional well-being enabling them to engage with life and learning.

In order to achieve these aims, the following objectives have been set:

- The creation of a warm, safe and welcoming environment.
- The development of a multi-skilled, highly trained and experienced staff team.
- The development of an effective key worker system.
- Professional assessment and recording systems.
- To encourage young people to develop and maintain positive relationships with families, staff, peers and the wider community.
- To equip young people with the necessary skills to deal with adverse situations.
- We will actively pursue a full service from all relevant agencies e.g. Health, Education, working collaboratively to ensure that each child's needs are met, and their welfare is promoted to the fullest extent.
- We will actively promote and advocate for care plans to be drawn up and carried through to meet the young people's educational, religious, cultural, linguistic and dietary needs.
- To provide an independence package for young people as they prepare for leaving care and living (semi-) independently.

Clover Childcare Services Ltd, as an organisation, is opposed to all forms of discrimination, in particular against young people, in any form that may prevent that young person from reaching their full potential. To this end the staff team will work consistently to prevent discrimination on the grounds of race, colour, nationality, ethnic or social origin, language, culture, gender, sexual orientation, age, religion, disability, political or other opinion, birth or status.

Staff are committed to maximising the potential of all the young people we work with. Any discrimination by young people or adults, no matter how subtle, will be challenged. Should staff witness any discrimination towards any young person by another member of staff they will be expected and encouraged to "blow the whistle".

Staff are encouraged to promote the rights of young people who may wish to make complaints by assisting them in whatever way the young person wishes, including framing the complaint with the young person and passing on that complaint to the appropriate body.

All young people placed at Calthorpe have the right:

- To be protected from harm.
- To be listened to and to be taken seriously.
- To ask for information and advice.
- To have a safe and secure environment.
- To have warmth, food and shelter.
- To receive a meaningful education.
- To be supported to attend and participate in a range of leisure activities.
- To be treated with respect, dignity and worth.
- To make mistakes.
- To be responsible for themselves, to have their rights respected and to respect the rights of other people.
- To privacy.

A description of the accommodation offered by the home, including how accommodation has been adapted to the needs of children cared for by the home.

The Home is a four double-bedroomed semi-detached property in a small housing estate. On the ground floor there is an entrance hall with a cloakroom off, a games room and a large lounge/diner with sliding doors to the garden and an under-stairs cupboard. There is also a newly installed, well-appointed kitchen which has a range of low and eye-level units, electric hob and cooker, washing up facilities, a tumble drier and washing machine. Off the kitchen is a spacious store cupboard/larder.

Upstairs there are four well-proportioned double bedrooms. Two bedrooms will be used as children's bedrooms. The third bedroom will be a designated staff sleeping-in room with the fourth room being the staff office with facilities for a second member of staff to sleep in. There is also a bathroom with shower facilities, a mirror and a pedestal sink for use by young people.

The front of the property is laid to lawn which extends around the side of the property and there is a path to the front door. To the rear is a private garden with a six feet high wall all around. There is also a small patio area, a shed and the oil tank for heating the property.

A description of the location of the home

Calthorpe is situated in the village of Stalham in the heart of the Norfolk Broads. The home is situated close to local amenities including a range of small shops, a large Tesco store, a public library, a secondary school, a busy high street with other local amenities and a sports centre.

Calthorpe is a semi-detached brick-built property with its own private garden at the back of the home. It has a small patio which overlooks the garden. The front of the property is lawn with a clear footpath to the front door.

Calthorpe is within walking distance of the amenities and there are good links by bus to Norwich and Great Yarmouth. In addition, all our staff must have a valid driving licence so that we can transport our young people to social activities which may be held in more rural areas without such good transport links. This may also be important when transporting them to school.

There is good street lighting in the local area meaning that nighttime activities on foot, such as shopping or visiting the leisure centre can take place safely. We have clear activity risk assessments in place. There are also clear protocols for missing young people in place agreed with the local police.

We have undertaken a comprehensive location risk assessment before deciding the location is suitable for a children's home and this has included liaison with the local police safer neighbourhood teams, North Norfolk District Council and Norfolk County

Council. This risk assessment is reviewed annually, and young people are involved in this process to allow us to educate them about risk and for them to further develop an awareness of the need to keep themselves safe.

The arrangements for supporting the religious, cultural and linguistic needs of children accommodated in the home including anti-discriminatory practice.

At Calthorpe we acknowledge, respect and value diversity. We are committed to facilitating children's religious needs and promoting their religious practice.

Due to their time living in our sister homes, we fully understand our young people's religious needs in order to fully support them sensitively with issues such as dietary needs, special days and time and space to worship. Currently the young people are non-practising Christians.

We understand that faith and culture are often central to a child's sense of self, belonging, and connection to family and community. As part of the referral and care planning process, we take time to explore each child's religious and cultural needs so that we can prepare thoughtfully and respectfully—whether that means supporting specific dietary requirements, recognising important religious or cultural days, or providing time, space, and encouragement for worship and spiritual practice.

When children join our home, we work to ensure that their cultural identity and religious heritage are honoured and maintained. Our staff promote and protect each child's right to express their faith and celebrate their beliefs. Holy days, Saints' days, and other significant occasions are marked and shared within the life of the home, helping to strengthen identity and nurture pride in who they are.

Supporting cultural and religious identity is a key part of our therapeutic approach. As a team, we will:

- Be proactive in assisting to maintain modes of dress, ceremony, diet and custom.
- Provide transport, where practicable, to places of worship and meeting places.
- Make every effort to ensure important aspects of culture and religious heritage are not lost.
- Provide access to sources of information that will encourage the young person's cultural and religious understanding and beliefs.
- Assist the young person to obtain language support where and when required.
- Not tolerate discrimination against young people on the grounds of race, religion or culture under any circumstances. Any incidence of this type of behaviour will be challenged individually and through the House meetings. If discrimination by staff is wilful the matter will be treated via the disciplinary process.

We recognise that rural Norfolk is not as culturally diverse as some larger city areas. In order to promote cultural diversity and combat discrimination, staff at Calthorpe will educate the young people about religions and cultures encouraging them to join in festivities and celebrations of Holy and Saints days, visit larger cities and

communities inspiring them to ask questions and imagine their own lives if they were born in a different time or to a different culture.

- Teaching and exploring a range of cultures, religions, and global celebrations.
- Encouraging curiosity and empathy through shared celebrations and learning opportunities.
- Organising visits to culturally rich areas and communities to help children build understanding and connection.
- Creating space for reflection and discussion about how life might look through the lens of different traditions, times, and places.

Our goal is to help every child feel proud of their identity, curious about others, and confident in a world that is wonderfully diverse. Further information can be found in our Anti-Discriminatory Practice Policy, which underpins our everyday work.

Complaints about the home and access to the home's complaints policy

At Calthorpe we are committed to promote openness and transparency in all our practices. We believe that listening to feedback whether it's positive or about something that needs to change is an important part of how we grow, improve, and build trusting relationships with children and those around them. In order to facilitate this, we have bound books for recording compliments and complaints and a written policy about complaints. This policy is available upon request.

When our young people, or other young people, move to Calthorpe they will be reminded, as will their family and social workers, of our complaints policy. A summary of this is contained in: 'The Parent's Guide' and our 'Statement of Purpose' and the young person's welcome booklet.

We actively welcome feedback from children, families, social workers, Independent Reviewing Officers, teachers, professionals, members of the local community, and visitors to our home. To support this, we have clear systems in place for both compliments and complaints, including bound logbooks and a written Complaints Policy, which is available on request.

We actively encourage our young people to explore their feelings constructively. Within this context if they feel that they have been treated unfairly or disrespectfully they will be made aware of their right to complain. Wherever possible, complaints are discussed on an informal level with the Registered Manager in the hope that they can be resolved as quickly as possible with the minimum of anxiety to the young person.

Many complaints are, upon discussion, an expression of dissatisfaction and can usually be explored and remedied to the young person's satisfaction. For those complaints that cannot be remedied by informal discussion, the young person will be given the opportunity to follow the process through to formal investigation and resolution. The manager will ensure that the complaints process has a finite time span,

agreed with the young person, workers and professionals at the outset of the investigation. The initial timeframe for resolving complaints should be within 28 days.

Our young people will:

- Be listened to and heard by the staff team.
- Reassured by the staff team that they will not be punished for making a complaint.
- Have their complaint acted upon.
- Be given support throughout.
- Be kept informed throughout.
- Be given names and telephone numbers of organisations who can help them independently if they are dissatisfied e.g. Ofsted, Independent Reviewing officers, their Local Authority Complaints Officer, Voice (independent and confidential advocacy service for young people), Child line. These will be displayed in the home and the welcome booklet.
- Supported through the process

Children can speak to any trusted adult in the home about a complaint or raise it directly with the Registered Manager. If the complaint is about the manager, it will be passed on to a senior leader within the organisation or another appropriate professional.

Unless the complaint is about them directly, the Registered Manager will lead the investigation and inform relevant professionals, such as the child's social worker or, where necessary, safeguarding teams. Everyone involved will be kept informed, and any decisions made will prioritise the child's welfare.

All complaints, whether made verbally or in writing, are recorded electronically with a numbered index system and this is regularly reviewed by the Regulation 44 independent visitor and by Ofsted as part of the inspection process. All complaints, their investigations, and their outcomes will be recorded in the complaints log and shared fully with those involved. A record of the complaint will be kept on the young person's case file as a formal record, available to the young person and their social worker.

At Calthorpe, we don't just accept feedback, we value it. It helps us stay connected to the children we care for and ensures we continue to provide a safe, respectful, and emotionally thoughtful home. We also acknowledge that complaints can evoke strong feelings in children and adults. These feelings and staff responses to them are regularly discussed in team meetings as part of our commitment to openness and transparency in our practice.

Views, wishes and feelings

A description of the home's policy and approach to consulting children about the quality of their care

The young people who live at Calthorpe are individuals with their own strengths, preferred ways of expressing themselves and clear ideas about how they could best be cared for. Therefore, it is important that staff at Calthorpe use a variety of formal

and informal means of consulting with, and seeking feedback from, young people about the running of the home, and how it affects their lives.

Listening to children is not something that happens in isolated meetings—it's part of our everyday culture. Staff talk and listen to young people throughout the day: during car journeys, around the dinner table, while getting ready for bed, unpacking the shopping, or just spending time together. These everyday moments offer meaningful opportunities to connect, reflect, and understand how things are going from the child's perspective.

Alongside these informal interactions, we also recognise the value of more structured opportunities to hear from children and support their participation. These include:

- **Placement Planning Meetings** and regular reviews that focus on how to support each child in the most thoughtful and helpful way.
- **Individual daily routines** created in collaboration with the child.
- **Key work sessions**, including the use of the *"Can I Have a Chat?"* book to record and respond to children's wishes and feelings.
- **House Meetings**, where children and staff can discuss life in the home—what's working well, what could be better, and how we can look after each other.
- **Statutory Reviews**, where children are supported to share their views and hopes for the future.
- **Regulation 44 Visits** from an Independent Visitor, who provides another safe route for feedback.
- **Regulation 45 Quality of Care Reviews**, completed by managers every three months, which take account of children's experiences and comments.
- **Involvement in the Local Area Risk Assessment**, where children's views help shape our understanding of community risks and safety, ensuring adult perceptions don't overshadow children's lived experiences.
- **Feedback forms** when a child leaves the home, offering a space to reflect on their time with us.

We encourage children to contribute to the running of the Home, as it is they, to a large extent, who are able to identify problems associated with day to day living. Each young person should be given the opportunity to comment on all aspects related to the running of the Home including their own individual activities, the menu, contents of the Home, house rules and the selection and recruitment of potential staff.

We believe that when children are meaningfully involved in the life of the home, care becomes more personal, thoughtful, and empowering. It also helps prevent the environment from becoming institutional or impersonal. Most importantly, when children see, their ideas being listened to and acted on, it supports their sense of

self-worth and helps them to feel confident, valued, and capable of making a difference.

Education

Details of provision to support children with special educational needs

The nominated school will apply for an education, health and care Plan (EHCP) for each young person if they have special educational needs. This will set out clearly what their needs are and what level of support the young person requires in order to be successful in school. If needed, Calthorpe will provide a member of staff to support the young person in school on a 1:1 basis or Clover Childcare Services employ a specific teaching assistant for this purpose.

Where the home is dually registered as a school, details of the curriculum provided by the home and the structure and management of the arrangements for education

The Home is not dual registered as a school.

Where the home is not registered as a school, the arrangements for children to attend local schools and the provision made by the home to promote children's educational achievement

Calthorpe recognises and values the importance of education for young people to provide them with an academic foundation for their future career prospects as well as to help them develop appropriate peer socialisation.

Each young person living at Calthorpe will receive an educational provision that is based on their individual educational needs. Currently, the young people will be supported to maintain the educational provision they attended at the time of moving in, one in a local secondary school and one at our independent School, The Stables.

The curriculum content for each young person is tailored according to their ability and availability to engage in structured education. This approach includes combining local services and resources with informal social learning opportunities. Integrated packages of educational support can include the following:

- Access to mainstream school, full or part-time
- Independent School
- Alternative Educational Provision
- Specialist school projects
- Home tutoring
- Work experience placements
- Pupil Referral Units
- One to one time, engaging in activities
- Informal, social learning activities

Staff at Calthorpe will support young people in any new educational placements whilst they develop the confidence to establish themselves and will recognise and celebrate the educational achievements of young people in their respective learning environments.

Enjoyment and Achievement

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

At Calthorpe we believe that recreational activity is an essential component in the social and psychological development of young people. It helps young people gain confidence and develops social skills and awareness. It builds self-esteem and self-efficacy. We also recognise that young people need quiet and relaxed times where they are able to reflect on issues and have the space to work through things.

We have a location and environment that provides access to a wide range of natural resources. In addition, the staff team possess a variety of skills and interests which lends itself to maintaining and broadening the recreational and sporting interests of young people living with us.

When a young person comes to live with us, their key worker will take time to get to know what they enjoy. We ask about current hobbies, clubs or groups they might be part of past activities they've liked but stopped, and new things they'd like to explore. This is part of how we show curiosity about each child's unique personality and what brings them joy.

We work together to include these interests in each young person's weekly routine and do our best to make sure they feel supported and encouraged to stick with the things that matter to them. Whether it's returning to a long-lost hobby, trying something brand new, or just having fun in the moment, we'll be alongside them every step of the way.

Any equipment or resources needed will be provided by Calthorpe, as part of our commitment to making sure all children can access the opportunities they deserve.

Health

Details of any healthcare or therapy provided including

- (a) Details of the qualifications and professional supervision of the staff involved in providing any healthcare or therapy; and**
 - (b) Information about how the effectiveness of any healthcare or therapy provided is measured, the evidence of demonstrating its effectiveness and details of how the information or the evidence is assessed.**
- a) -Dr Lesley Ashby: Consultant Child Psychiatrist.

Qualifications

GMC Registration number: 2711142:

Royal College of Psychiatrist membership: 6001 (consultation basis only)

Experience:

1992-2012- Consultant Child Psychiatrist in the City Community Team at Bethel Child & Family Centre, Norwich.

2008-2012- 4 years' experience as Consultant Child Psychiatrist with the Primary Care Trust LAAC Team

1992-2012–Consultations on attachment presentation to AFFU

Dr Ashby has also completed DDP Level 1 and DDP Level 2 training.

Dr Ben Gurney-Smith: Chartered Consultant Clinical Psychologist

Qualifications:

Bachelor of Science in Psychology (2.1) University College, London
Doctorate in Clinical Psychology (awarded) BPS/OU

Trainings/therapy qualifications (selected):

Accredited in Dyadic Developmental Psychotherapy 2016 Membership Number 114
Consultant and Practitioner in Dyadic Developmental Psychotherapy

Presentations:

Ben has presented nationally and internationally on practice and research concerning Dyadic Developmental Psychotherapy.

Professional Membership:

2008-present: Registered with HCPC as Clinical Psychologist: Membership no: PYL05452

Professional affiliations:

DDP Institute (DDPI) board member and Research Coordinator for DDPI (see <https://ddpnetwork.org/uk/>).

Honorary Senior Lecturer, University of Glasgow (see [University of Glasgow Staff List](#)).

Publications (selected and available on request):

Ben has published research, chapters and books on several areas of psychological practice including mindfulness, cognitive behavioural therapy, needs assessment in secure settings, parenting stress, assessing qualities in

prospective foster and adoptive parents, DDP and the application of DDP principles to the practice of mental health.

Experience:

Ben has worked with looked after and adopted children and their families since 1997. He has worked in a number of settings including residential, secure facilities, local authority, CAMHS and third sector.

He established the ATTACH team in Oxford. This is a recognised service of good practice by the British Psychological Society which works with looked after and adopted children.

Currently he is the Clinical Lead at Adoptionplus Adoption Agency, Milton Keynes (see <http://www.adoptionplus.co.uk/>) which is an Outstanding Provider and is a partner of Proximity Partnership, an Independent Clinical Psychology Practice.

Mark Marshall, Head of Health is a qualified DDP practitioner

Dan Holdsworth, Senior Practitioner at Clover Lodge provides Theraplay for children who we feel would benefit from this and which they attend with a secure attachment figure from the staff team within the home. Dan is trained in Theraplay levels 1 and 2 and group Theraplay. In October 2024, he became a fully qualified Theraplay Practitioner. He is regularly supervised by a member of the Theraplay institute.

b) Calthorpe provides a therapeutic milieu in which children can receive “therapeutic re-parenting” from well trained and supported staff. The therapeutic care provided is consultant-led, using the theoretical basis of Attachment Theory. We meet as a staff group in each home on a regular basis with our Consultant Child Psychiatrist to review the presentation of the children we look after. Using attachment theory, we analyse the young people’s attachment behaviours and styles and formulate our practice responses. In this manner, we are able, as a group, to think very similarly about the delivery of our therapeutic care, as well as have a shared understanding about our young people.

Dyadic Developmental Psychotherapy (DDP)

Throughout their homes Clover Childcare Services provide a therapeutic milieu which is grounded in a theoretical model of practice supported by training, supervision and consultant led care.

In 2010, Dyadic Developmental Psychotherapy was the model chosen by the Directors of Clover Childcare Services as representing a close fit in the guiding vision of the homes and the implementation of these values within a coherent

theoretical model. The story of the implementation of DDP at Clover Childcare has been presented at the 2016 International DDP conference in Glasgow (follow: [DDP Conference 2016](#)).

Developed in the context of the recognised effects of maltreatment on children (often referred to as developmental trauma), Dyadic Developmental Psychotherapy (Hughes, 2011)¹ is a relational therapy developed to facilitate the qualities of attachment security between the child and their parents/caregivers. This model applies the frameworks of attachment theory, inter-subjectivity and neurobiology to ameliorate the impact of maltreatment on children citing that a triad of developmental outcomes associated with maltreatment but also common in mental health difficulties are addressed: 1) trust, 2) regulation and 3) reflection are actively addressed in DDP. As determined by the model, this is achieved by using 'here and now' intersubjective experiences (the process by which one person communicates their understanding of the other) to facilitate trust and safety, provide emotional regulation, and facilitate a new understanding (reflective function) of why the child has needed to use distrustful, defensive and controlling behaviours in order to keep safe (Hughes, 2011, Hughes, Golding & Hudson, 2015)². The model actively involves the participation of the caregiver as an attachment figure to increase safety and security on which the young person can revisit their unresolved yet formative experiences in relationships.

This model is flexible and can be delivered as a direct intervention as a psychotherapy or through informed practice. The latter has been termed "Dyadic Developmental Practice" and both elements of DDP, psychotherapy and practice, are delivered at Clover Childcare. Clover Childcare has contributed to the development of the practice model in residential care termed 'parenting in the moment'. Key elements of the model, conceptualised as the Pyramid of Need (Golding, 2015) are used to guide assessments and monitoring of progress of the young people during their time at Clover Childcare Services.

The adherence to DDP informed practice is monitored and maintained through:

- Training in the field of attachment theory and its application to the caregiving task through Navigate training.
- Training in the model of DDP (termed DDP Levels One and Two)
- Staff group consultation from Dr Lesley Ashby
- Consultation from Dr Ben Gurney-Smith

Clover Childcare have also been accepted on the DDP Organisational Practicum [Organisational Accreditation](#) to enhance their application of the model and develop their practice by a recognised process of external scrutiny through the DDP Institute.

In addition to the model, assessments of children are conducted by the Consultant Clinical Psychologist and include attachment security, cognitive ability, neurodevelopmental needs, psychological well-being and mental health needs. A

¹ Hughes D (2011) Attachment-focused Family Therapy Workbook. New York: WW Norton & Co.

² Hughes, D., Golding, K. S., & Hudson, J. (2015). Dyadic Developmental Psychotherapy (DDP): the development of the theory, practice and research base. *Adoption & Fostering*, 39(4), 356-365.

timeline of a range of tasks before the child is admitted is determined to ensure children are fully assessed by the first year of placement [Timeline to Entry](#)

A completed “trauma/nurture timeline” for each child to assist us in understanding the child’s formative life experiences.

A psychological assessment.

Administration of standardised questionnaires to baseline and monitor progress.

Alongside the ongoing assessment and intervention process, all children are assessed using standardised questionnaires which are used to monitor progress, evaluate effectiveness of interventions as well as identify need in the child [Measurement of Change Policy](#). This information is used in psychological reports and children’s review meetings. The data is also collated to feedback on an annual basis to the Senior Managers and Directors to facilitate an understanding of the grouped progress and needs of the children at any one point across the homes. This information may also inform care planning decisions concerning suitability for children to move into fostering. This policy has been designed and overseen by the Consultant Clinical Psychologist.

Whilst we set our own therapeutic milieu, we accept that the children we look after will have complex and enduring needs and as such may benefit from direct formal therapy as well. We are happy to commission the use of external therapists when these have been recommended by our consultants, to help the young person access other therapies if we feel this will be beneficial to their emotional and psychological well-being.

Theraplay

At Clover Childcare Services Theraplay is an important part of our core objective to therapeutically re-parent our children. It is a pioneering application of attachment theory to clinically work with children and their parent. For our children the ‘parent figure’ is selected and will usually be someone who has developed a significant relationship with the child such as their keyworker who cares for them within the home.

Since being developed in the mid-20th Century Theraplay has grown all over the world helping parents/parent-figures to develop their skills in providing playful, engaging, empathic responsiveness and clear guidance for children that can lead to a secure attachment and stable mental health. The use of Theraplay supports our commitment to the use of DDP.

Early on in the child’s placement journey with us, the focus on each child will be on building up trust in us and enabling them to view our home as theirs and to feel that it is a safe and secure base where they are loved, nurtured, and feel safe. Theraplay focuses on bringing a child and an attachment figure closer together so that trauma exploration can be safely achieved later.

Theraplay is concerned with developing the preverbal interactions between parent and child. It helps children from traumatic backgrounds and those with attachment disorders to develop their ability to have positive reciprocal interactions and learn the fundamental skills of relationship building which will serve them well throughout their childhood and later in their adult relationships. The goal is to recreate moments of primary inter-subjectivity which are closely related to the attunement between a mother and a newborn baby. These are often missed developmental opportunities for children in the care system which, for many, underpin the nature of their difficulties.

The (Marschak Interview Method) MIM assessment is the first part of the therapeutic work which involves the child and an essential part of the process where keyworker and child are observed through a series of activities to gain an insight into how the keyworker manages the four dimensions of Structure, Challenge, Engagement and Nurture. A useful outcome of this therapeutic intervention is that childcare practitioners become more reflective, self-aware and, therefore, skilled in their engagement with our young people.

Life Story Work

Life story work is a therapeutic tool to help children resolve early trauma and form secure attachments with significant adults in their lives.

We feel that life story work is an approach that helps young people to talk and learn about their life experiences with the help of an adult that the child has a positive attachment with. This process does not always have to have an end product as going through the process itself is the most important factor (Ryan and Walker 2007). We also value the process of life story work in the fact that our children will leave our care with a book explaining their life story.

Through our training and experience, we have developed a life story process that develops with the child as they grow as we understand that their understanding of their world will also change. Life story work should not be viewed as static, something that has happened and now is at an end; rather, it should be viewed as being ongoing, as a dynamic and helpful process throughout life.

Due to time restrictions, we understand that social workers do not have the desired time they would wish for to complete effective life story work. With this in mind, compounded with the research that there is a lack of consistency in delivering life story work (e.g. Gallagher and Green 2012), we have devised our own process.

Life story work can be broken down into 3 separate and significant parts which are:

1. The formal sessions that will be completed with the attachment figure under the guidance of the life story lead and Consultant Psychologist. These are written up and put in the 'trauma' section of the child's Therapeutic File. The formal sessions are written up on our key working observation sheets which include the principles of DDP and PACE (playfulness, acceptance, curiosity and empathy).

The keyworkers/attachment figures who are delivering life story sessions with children will attend formal training, be offered support and receive supervision with the life story practice lead. All cases of children that are having life story sessions will be taken to The Therapy Forum (an internal meeting between the practice leads of Theraplay, Life story and DDP with the Head of Care and Consultant Psychologist) in which the practice lead will receive supervision from The Consultant Psychologist.

2. The collation of the relevant information for devising and then presenting the Trauma Nurture Timeline (see timeline to entry document). This includes meeting the social worker and reading the child's files, meeting appropriate family members and collating photos if possible. This all helps to build a picture of the child's past which we then deliver to our psychiatrist who will offer support, insight and strategies to the staff team based around the principles of DDP. This timeline is delivered to the staff team in the home where the child is living and, if the child attends The Stables Independent School, the timeline will be delivered to their team to ensure consistent approaches should any information or behaviour from a child appear to be linked to any adverse childhood experiences.
3. The completion of a life story book by the keyworker/attachment figure. This is an ongoing piece of work, regularly updated throughout the child's time with us which they can take away when they leave our care. This book will hopefully assist in the child forming a coherent narrative of their early life.

Kim Golding's pyramid of Need 2007 has become an essential tool for us to use for each individual child when applied to our therapeutic approach. It can be used as an effective reference point of where the child sits on the triangle and whether they are ready for DDP/Theraplay/Life story. The decision about which approach is best suited to each individual child will be made by the members of the Therapy Forum and then shared with keyworkers/attachment figures who will be integral to the successful use of the agreed approach.

Our Use of the BUSS Model at Clover Childcare Services

At Clover Childcare Services, we recognise that many of the children in our care have experienced early adversity that has disrupted their physical, emotional, and neurological development. In response to this, we are proud to incorporate the BUSS model (Building Underdeveloped Sensorimotor Systems) into our therapeutic approach.

BUSS is a developmentally informed, body-based intervention that helps children rebuild the foundations of physical and emotional regulation by addressing gaps in early sensorimotor development. The model is particularly effective for children who may have missed out on key early movement patterns due to trauma, neglect, or disrupted care.

At Clover, trained practitioners use BUSS to assess and support each child's unique sensorimotor profile. Through structured play, nurturing physical routines, and close co-regulation with trusted adults, children are supported to develop core physical capacities such as balance, coordination, spatial awareness, and postural stability.

These foundational systems underpin a child's ability to feel safe in their body, engage socially, and manage big emotions.

We believe that helping children strengthen these early developmental building blocks leads to increased self-confidence, emotional regulation, and readiness to learn. BUSS is embedded into our everyday caregiving routines, keywork, and individual support plans, and is delivered by trained staff in close partnership with the wider professional network.

Our use of BUSS reflects our commitment to understanding the whole child—and to offering therapeutic care that meets both the emotional and physical foundations of healing and development.

The arrangements for promoting family time between a child and their family and friends

At Calthorpe we believe in the strength of “the family” and in the importance of strengthening families. We understand how important it is from the young person's perspective to see his or her family; equally for family members to keep in touch with their child.

We understand that in some cases it is not always safe, or in the young person's best interest, to promote contact with some family members. However, for most children family time is positive and beneficial. Therefore, where appropriate, staff at Calthorpe encourage, support and promote time with families as an essential element of the care planning process.

There are several ways in which children and families can maintain and sustain contact with each other. At Calthorpe we monitor the impact of family time to ensure that it remains positive and keep a record on the young person's file. We will be as flexible as we can be to facilitate visits:

- Families can visit Calthorpe, where we can offer a comfortable private space and refreshments.
- Children can be taken to a neutral venue to enjoy an activity with their family
- The young person can be taken home for a visit
- We can provide an alternative venue for family time if all other options are unsuitable

The key aspect of positive family time is that it is planned, which reduces the risk of it being cancelled at short notice and the possible negative impact this would have on young people. Any variation to arrangements is made in full consultation with the placing Authority.

In addition to visiting, we encourage young people and families to stay in touch with each other by telephone and letter. Children will have access to a private telephone. Children are encouraged to make friends locally as well as retain existing friendships; behaviour permitting these friends will be welcome to visit. Staff will contact the parents of these friends to ensure that they are happy for their child to visit.

We never cancel family contact as a consequence of a child's behaviour. However, in some cases—such as when safety becomes a concern (e.g. if a child is not safe to travel in a vehicle)—we may need to make adjustments or reschedule a planned visit. These decisions are made with care, and always in the child's best interest. Supporting children to feel connected and cared about by the important people in their lives is at the heart of what we do.

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

There are currently no additional monitoring devices in place within the home. It is hoped that a staff to child ratio of 2:2 during the day, although there maybe times on the need of the children and the experiences of the staff, which may be reduced to 1:2 overnight if this is assessed as a safe option, will ensure that children are safe and remain safe, allowing for the fact that the office and staff sleep-in rooms are on the same floor as children's bedrooms. However, we accept that children living in a new home, and processing this significant change in their lives, may exhibit behaviour such as getting up overnight, trying to wake other young people or running away. Therefore, this situation will be closely monitored and should this change due to safeguarding concerns the home's approach to monitoring of young people will be reviewed. Such review may indicate the need for a buzzer system to be fitted to bedroom doors or the use of baby monitors as an additional means of monitoring during settling time and overnight. These are support devices to aid the safety of children and adults. Staff and children understand this. They are not used as alternatives to direct support of children

Should this become necessary young people will be made aware of the use of this equipment. Local Authorities will also be made aware of the use of this equipment and written permission from all placing authorities requested and held on file.

Details of the home's approach to behavioural support, including information about

- a) the home's approach to restraint in relation to children; and**
- b) how persons working in the home are trained in restraint and how their competence is assessed.**

At Calthorpe we believe that behavioural support is best exercised through investment in, and development of, strong inter-personal relationships with children living in the Home. These relationships are built on staff having an empathic understanding of the impact of a child's prior experiences and on mutual respect. The emphasis should be on praising the behaviour that we want to see, listening to their views and trying to negotiate solutions to problems together.

We place a strong emphasis on recognising and encouraging the behaviours we want to see. Staff work to listen carefully to each child's voice, understand their perspective, and, wherever possible, involve them in problem-solving and decision-making. We believe that when children feel heard and understood, they are more able to reflect, grow, and thrive.

All communities need some shared agreements to help them feel safe and predictable. We believe children should be included in shaping these expectations so that they feel meaningful and fair. Boundaries are important for a child's sense of security and belonging, and we aim to uphold them in ways that are consistent, kind, and easy to understand.

We recognise that all children will, at times, test limits and make mistakes—this is a natural and necessary part of growing up. It takes time, patience, and support for children to develop their ability to manage strong feelings and make thoughtful choices.

When a child struggles to meet expectations, staff will take time to understand what has happened and why. They will consider whether the behaviour was intentional, or whether it may have been an expression of distress, unmet need, or dysregulation. If the behaviour is assessed as unintentional, we approach it as an opportunity for learning. Staff will work alongside the child to explore what happened, understand any triggers or feelings that contributed to the situation, and look together at more helpful ways to cope in the future. This is part of how we support children to build emotional literacy and develop self-regulation over time.

If a behaviour is understood to be more deliberate, staff will consider whether a consequence is needed. We don't see consequences as punishments, but as tools to help children reflect on the impact of their actions and to repair relationships where needed. Wherever possible, staff will involve the child in agreeing a fair and restorative response. We believe in the principles of Restorative Practice—supporting children to make amends, take responsibility, and feel supported to do things differently next time.

All consequences are thoughtfully considered, proportionate, and delivered with care. Staff are committed to avoiding any responses that are shaming, punitive, or about exerting power over a young person. We are fully compliant with the Children's Homes (England) Regulations 2015, Regulation 19(1)(2), which outline the types of sanctions that are not permitted. All staff sign a statement of understanding and agreement with this regulation.

There may be occasions when a young person, during moments of acute dysregulation or distress, may display behaviours that put themselves or others at risk. In these rare circumstances, staff may need to use restrictive physical intervention as a last resort to keep everyone safe.

There are occasions when young people, during periods of dysregulation, display challenging behaviours which may need managing with some form of restrictive physical intervention (restraint). Staff at Calthorpe are trained in restrictive physical intervention techniques using Norfolk Steps. This skill will only be used as a last resort if all other diversionary and defusing techniques have proved unsuccessful. Staff members will only use restrictive physical intervention where a child is placing him/herself or others at risk of significant harm or seriously damaging property.

Trained staff will intervene physically until the child's crisis is averted and will release the hold at the earliest opportunity. Staff remain mindful of the psychological effect restraint may have on young people in their care in terms of power issues and past histories. All restraints will be recorded in line with Children's Homes (England) Regulations 2015, Regulation 35 (3). All parties with a legitimate interest in the welfare of the child will be informed of the restraint and all people involved in the situation will be offered a de-brief. The child will also be advised of their right to complain and to whom they can complain about the use of the restraint, should they wish to do so.

Within Clover Childcare Services homes three staff are qualified Norfolk Steps Trainers who update this qualification annually. They ensure all staff receive training in the use of Norfolk Steps as part of their induction programme and assess their competence through regular training updates; the use of Norfolk Steps as a regular item on team meeting agendas and individual supervision. Together with an open and honest de-brief following the use of restraint this ensures all staff remain competent in the safe and appropriate use of restrictive physical intervention on young people.

Protection of Children

Safeguarding

All young people looked after at Calthorpe will be respected and protected from harm. They will not be made to feel responsible for reporting allegations of abuse by an adult or young person in the Home, within their family or externally.

Calthorpe has a comprehensive child protection policy and procedure within the Policy and Procedure manual. The Policy has been drawn from the guidance issued by the Local Authority, Norfolk County Council and the Local Safeguarding Children's Partnership. The Policy covers issues including:

- Definitions of abuse.
- Identifying signs and symptoms of abuse.
- Keeping the young person safe.
- Managing allegations
- Who to contact and when.
- Recording.
- Whistle blowing

Also contained within the Policies and Procedures manual is a policy on countering bullying. This policy identifies:

- Types of bullying.
- Signs and symptoms of bullying.
- Managing bullying by staff.
- Managing bullying by other adults
- Recording.

It is part of the induction package for staff working at Calthorpe that they should read and familiarise themselves with all policies and procedures and attend an induction safeguarding training session. It is also part of our mandatory training package that all staff attend an annual safeguarding/child protection training day. Discussion around policies and procedures is held regularly in supervisions and Team Meetings and the whole document is reviewed bi-annually.

Issues such as child protection and bullying are discussed with the young person at regular intervals in key working sessions.

Fire and Emergency Procedures

At Calthorpe we take seriously our responsibilities regarding fire safety. Fire training is an essential part of the induction process for all staff. In line with Regulatory Reform (Fire Safety) Order 2005 safety checks are carried out on the fire system including

- smoke alarms,
- fire extinguishers,
- fire blankets
- emergency lighting etc.

Any faults identified are reported promptly and repaired as a matter of urgency. All this is recorded in the fire logbook.

All staff attend fire marshal training bi-annually and the Head of Operations and Health and Safety Manager have attended training on preparing fire risk assessments to ensure these are written and reviewed from a sound knowledge base.

On admission each child is shown around the building, the fire drill is explained, and the fire exits are pointed out to them. We talk to them regularly about the need to respond quickly and safely to fire alarms, what to do in the case of a fire being discovered and where to assemble in the event of a fire. We also carry out spontaneous evacuation drills at regular intervals including one 'hours of darkness' drill each year. Annual visits by external professionals are carried out to assess and advise whether current fire precautions are satisfactory and what needs to be undertaken to upgrade the systems.

Annual checks are also carried out on the boiler in the home. Any faulty equipment is discarded and replaced. All electrical equipment is subject to PAT testing on an annual basis.

Missing From Care

Calthorpe follows the policy set out in Guidance: "Children who run away or go missing from home or care" (D of E January 2014). When considering how to best describe a child's absence we reference the two definitions below, currently in use by the Police

- **Missing:** Anyone whose whereabouts cannot be established and where the circumstances are out of character, or the context suggests the person may be subject of crime or at risk of harm to themselves or another; and
- **Absent:** A person is not at a place where they are expected or required to be.

In terms of staff managing unauthorised absences, the following procedure is in place:

- As part of the transition process, the child's 'missing from care pack' which includes an up-to-date photograph, their known and likely spots to run to, any behaviours that the police need to know about and a copy of our MFC procedure, will be transferred over.
- A placement plan identifies the risk management strategy for known behaviour such as absconding. Within this plan the time scale within which the young person must be reported missing is identified. Known addresses frequented by the young person are also identified along with contact numbers for all parties with a legitimate interest in the welfare of the young person.
- When it is known the young person is absent without permission an immediate search of the premises and surrounding area will be undertaken. Other young people across the homes will be questioned as to the missing young person's whereabouts and local friends in the area will be contacted.
- Staff will consult the prepared documents and follow the agreed plan as to whom to contact and when. This will include The Police (in line with Safer Homes and Young People's Protocol (SHAYPP)) and those with parental responsibility (parent(s) and Children's Services) and the manager on call.

Upon return, staff will check the welfare of the young person. All parties identified will be informed; Police and the young person's social worker will be informed with a view to visiting the young person. All information will be recorded on the appropriate documentation and sent to the placing authority for the young person within 24hours.

The name and work address of—

- (a) the registered provider;**
- (b) the responsible individual (if one is nominated); and**
- (c) the registered manager (if one is appointed).**

The Registered Provider is:

Clover Childcare Services Ltd
The Old Rectory
Old Rectory Road
Brumstead
Norwich
NR12 9EU
Telephone no: 01692 58005

The Responsible Individual is:

Anna Allen
The Old Rectory
Old Rectory Road
Brumstead
Norwich
NR12 9EU
Telephone no: 07789 266453

The Registered Manager is:

Brodie Adams
1 Calthorpe Close
Stalham
Norfolk
NR12 9EE
Telephone no: 07345 450027

Details of the Management and Staffing Structure of the Home

Calthorpe has a Registered Manager who is dedicated to this home. A team based at Calthorpe has been developed in order to provide a consistent adult group for our young people.

Arrangements for the Professional Supervision of staff, including staff that provide education or healthcare

All staff working at Calthorpe undertake a comprehensive induction package that runs for the duration of their probationary period. This covers:

- The Homes' ethos and preferred working style.
- Child Protection
- Fire Safety
- Administration and storage of medicines
- Administration and recording
- Health and Safety
- Food Hygiene
- Norfolk Steps
- First Aid
- Policies and procedures.
- Safe Care Practices.
- Positive Care
- Complaints and Whistle Blowing Procedure

Training:

In order to meet the objective of developing a multi-skilled, highly trained and experienced staff team Clover Childcare Services Ltd. is committed to training staff to a minimum of Level 3 Diploma for Residential Childcare (England) and is supportive of the concept of continuous staff development. This includes the opportunity for staff to engage in training geared towards therapeutic understanding and skills to use with the direct work of the young people.

In addition to this training, there is in-house training provision to cover essentials of basic residential care practice. We have also developed a programme for discussing the Quality Standards in team meetings throughout the year, a rolling workshop programme to refresh and upskill staff in a number of key areas and a comprehensive CPD plan for all staff.

The Responsible Individual undertakes continuing professional development to ensure she has the skills to supervise the running of the home and organises professional consultation and management supervision for the Registered Manager.

Supervision:

All staff receive regular supervision from suitably experienced and qualified senior staff which will comprise of fortnightly supervision during the induction period followed by regular supervision as set out in Regulation 33 (4) (b) of the Children's Homes (England) Regulations 2015. Management has an "open door" policy for informal or ad hoc supervision as and when required though this does not replace the need for formal supervision sessions to take place.

The Registered Manager is supervised by the Head of Care. All supervision sessions are recorded and signed by both the supervisor and supervisee as a true and accurate record of discussion. Minutes are held on individual HR files with a copy being offered to the supervisee after each session.

Appraisal:

All staff, including managers, will have annual appraisals which will record the level of performance achieved, set targets for the coming year and identify training needs and targets for the year ahead. These will be used as a live document and will inform supervision agendas throughout the year.

Details of the experience and qualifications of staff, including any staff commissioned to provide education in the home

In this section, we are looking to build a permanent team at Calthorpe, while we have some permanent staff, we continue to have staff from Clover Lodge and Old Rectory supporting.

Staff Name	Job Title	Start Date – Clover Childcare Services	Qualification
Dan Knight	Independent Consultation	September 2007	Diploma in Social Work Advanced BTEC GNVQ in Health and Social Care ILM certificate in management (NNEB's) Level 5 Diploma in Management and Leadership DDP level 1 and 2
Steve Halliley	Head of Operations	January 2015	NVQ Level 4 (Care) NVQ Level 4 (LMA) Professional Management Certificate in Health and Social Care DDP Level 1 and 2
Anna Allen	Head of Care / Responsible Individual	September 2007	NVQ3 Level 5 Diploma in Leadership and Management DDP Level 1 and 2
Mark Marshall	Head of Therapy	September 2007	BA Hons Social Work Level 5 Diploma in Leadership and Management DDP Level 1 and 2

Within the home

Staff Name	Job Title	Start Date – Clover	Qualification
Brodie Adams	Registered Manager	September 2018	Level 3 Diploma in Residential Childcare (England) DDP Level 1 and 2
Helen Mynett- Smith	Assistant Team Manager	July 2019	Diploma Level 3 Navigate DDP level 1 and 2
Carly Frary	Shift Lead	September 2022	Navigate DDP Level 1
Katie Lloyd	Therapeutic Childcare Worker	March 2025 (Changed from sessional in November 2025)	

Raquel Simaozinho	Therapeutic Childcare Worker	June 2025	
Dean Whiting	Therapeutic Childcare Worker	July 2025	NVQ Level 3 Residential Childcare
Kayleigh Boyle	Therapeutic Childcare Worker	August 2025	NVQ Level 3 Residential Childcare, completed June 2020 Level 2 Employment responsibilities and rights in health and social care and young people's settings. Completed June 2020
Paul Adams	Shift Lead	April 2026	NVQ Level 3 Residential Childcare

Other staff from sister homes may be requested to help cover shifts in the home from time to time. Their staffing information can be found on the SOP for The Old Rectory, Clover Lodge or Oxcroft.

Director of Operations - Alison Blyth-Bishop

Alison has worked in the care sector since 2001, in both Local authority and private sector. Alison started her working career in secure accommodation working with young people placed on both welfare orders and youth justice secure orders and then in 2006 ventured in to open residential working across services including intake/assessment, CSE specialism, Tier 4 step down, LD CSA and EBD provisions across England Wales and Scotland.

Alison has worked both as an operator, practitioner and Quality improvement and has a strong belief that staff and children engagement is the key to quality of care and works in an open and transparent way promoting cultures around learning and development, team building and focus on emotional safety.

Chief Operating Officer – Phil Cass

Phil joined Silver Birch Care (Holdings) Limited in August 2025. He began his career as a residential support worker in 1998. He became a registered children's home manager in 2005, moving into senior management roles in 2008. Phil joined Ofsted as an inspector in 2011 and became a Regulatory Inspection Manager in 2015. In 2021, Phil returned to an operational delivery role as Director of Care, for a large national children's home provider. In 2022, Phil was promoted to Managing Director,

overseeing 53 children's homes, 2 supported accommodation providers and 2 independent fostering agencies.