



CLOVER LODGE

STATEMENT OF PURPOSE



**The Common
Happisburgh Common
Norfolk
NR12 0RT**

OFSTED: Unique Reference Number: SC361385

Silver Birch Care (Holdings) Limited

March 2026





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

Clover Lodge 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 Haliley is the Head of operations for the organisation. Josh Trett is the Designated Manager and 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 Clover Lodge. At no time will any outreach work be completed at Clover Lodge, however information pertaining to the outreach work may be stored at the Home.

Clover Lodge SC361385

Statement of Purpose Monitoring and Amendment record

Date	Amendment or review	Page	Detail	Initial
12/12/2019	Review		No amendments necessary	SPH
06/12/2020	Review		No amendments necessary except some amendments to staffing annex – A	SPH
23/07/2021	Review and amendment	Whole document	Whole document reviewed to better reflect DDP language throughout, present in a more 'user friendly manner', fully reflect the therapies offered within the home and update staffing	SPH
31.3.22	Review and amendment	Annex	Change of staffing	AA
		Pg19	Insert link to organisational accreditation in DDP	AA
July 2022	Review and Amendment	Annex	Change of staffing including two internal promotions	AA
January 2023	Review and Amendment	Annex	Change of staffing	AA
April 2023	Review and Amendment	Pg2	Change of Manager	DM
		Pg28	Change of Manager and management structure	
		Pg31-32	Staffing	
June 2023	Review and Amendment	Annex	Change of staffing	DM
July 2023	Review and Amendment	Annex	Change of staffing	DM
August 2023	Review and Amendment	Annex	Change of staffing	DM

November 2023	Review and Amendment	Annex	Change of staffing	DM
March 2024	Review and Amendment	Pg2 Pg28 Pg31-32	Change of Manager Change of Manager and management structure Staffing	JJT
July 2024	Review and amendment	Pg31-32	Staffing	JJT
October 2024	Review and amendment	Pg31-32	Staffing	JJT
April 2025	Review and amendment	Pg28 Pg31-32	Staffing structure Staffing	JJT
July 2025	Review and amendment	Pg31-32	Staffing	JJT
September 2025	Review and amendment	Pg31-32	Staffing	JJT
January 2026	Review and amendment	Pg 31-32	Staffing structure	JJT
March 2026	Review and amendment	Pg 31-32	Staffing structure	JJT

Matters to be included in the Statement of Purpose consistent with Regulation 16 – Schedule 1 of the Children’s Homes (England) Regulations 2015

This scheduled note Type=Explanatory Memorandum has no associated

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.

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)).

Clover Lodge can accommodate up to five young people who will be between the age of 7 and 17 years on admission. The home can accommodate young people of either gender.

Clover Lodge offers medium to long term placements for young people:

- With emotional and behavioural difficulties.
- With complex health and social care needs.
- With a history of insecure attachments and challenging behaviour.
- Who have experienced break down of numerous placements in foster care or children's' homes.
- Who are in need of a core assessment.

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

- Physical disabilities.
- Severe learning disabilities.
- Acute mental health problems.
- Severe drug dependency
- A history of fire setting as the building does not have a sprinkler system in place.

Wherever possible young people will be accommodated in a planned manner though same day placements can be accommodated and will be considered dependent upon the needs of the young person being referred and the stability and needs of the resident group.

Specifically, Clover Lodge is able to accept emergency placements subject to:

- Receipt of as much information about the young person as is possible at the time of placement
- Agreement from all parties that the young person is suitable for accommodation in the service

- Agreement from all parties that Clover Lodge is able to meet the identified needs of the young person.
- A short-term plan being in place with an agreed review date

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

Clover Lodge is a detached house in the small rural hamlet of Happisburgh Common, Norfolk. Originally a private dwelling, this substantial property has been converted into a comfortable and spacious five 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 child to feel secure. Our staff team is skilled, experienced, resilient and immensely dedicated.

At Clover Lodge 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 the young persons' 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 '**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 five young people aged 7 to 17 upon admission, on a medium- or long-term basis, dependent upon their care needs, 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 an age-appropriate independence plan 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 a child 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 his/her 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 each young person'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 his or her 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.

Every young person placed at Clover Lodge has 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 house is a detached property, set in two thirds of an acre of land. The house is a redbrick and flint two-storey chalet style house in character with all the other larger houses in the village.

It has spacious accommodation for young people, the front door opens onto a wide entrance hall and stairway, there is a downstairs cloakroom, lounge/quiet room, large kitchen and dining/family room which opens onto the garden. The Home also has a laundry room for the young people to use as well as a further snug that opens out onto the patio which young people can use as a further tv/quiet room.

On the first floor there is a landing, six spacious bedrooms, five for young people and a staff sleep-in bedroom. There are three bathrooms. Bedrooms are all furnished to a high standard; they are light, spacious and well equipped. The young people are encouraged to personalise their own rooms and take responsibility for keeping them tidy.

There two further detached building in the grounds. One is equipped as an activity and playroom and the other is a meeting and formal therapy room for life story work, Theraplay and DDP.

The house is surrounded by extensive gardens enclosed by hedges, trees and large wooden gates with the garden split into several distinctive areas. There are lawns and established hedges, an orchard with apple, pear and plum trees, soft fruit and a trampoline. The back garden is south facing; it has a patio and barbecue area and a

summerhouse. To the west of the house is a lawn for outdoor games and recreation with a climbing frame. There is also a small allotment area and to the front of the property are three sheds, one with power and light, which are used for storing various items for the house and garden.

A description of the location of the home

Clover Lodge is situated in the small village of Happisburgh Common, in the heart of the Norfolk Broads. We are 4 miles from the seaside village of Sea Palling and 12 miles from the city of Norwich.

We are in a reasonably rural location being over 2 miles from the nearest town. This has the benefit of providing lots of outside but we also are aware of the risk of our young people becoming isolated. To combat this, all our staff must have a valid driving license so that we can transport them to social activities. We also have supported children in becoming safe and proficient cyclists and have planned a safe route for them to be able to cycle to Stalham, either with or without staff depending on their age, understanding. The young people are encouraged to wear Hi – Vis vests and a bike helmet when on their bikes and a Hi- Vis vest when walking.

There is a lack of street lighting near us and as such nighttime absconding is a heightened risk. We have clear risk assessments in place for each of our young people around this, we also have a clear procedure that adults will follow our young people after dark taking torches and a mobile phone with them to keep in contact.

We have undertaken a comprehensive location risk assessment concluding that the location is suitable for a children's home and this has included liaison with the local police safer neighbourhood teams 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 issues.

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

We seek information about a child's religious needs as part of the referral process in order to prepare fully to support him/her sensitively with issues such as dietary needs, special days and time and space to worship. It is important to us that when children move into Clover Lodge they do not lose touch with their religious heritage. Staff will promote the young person's rights in this regard and use Holy Days and Saint's Days to promote the young person's faith in the Home.

We respect and value cultural diversity and will promote young people's cultural and religious beliefs and activities. These beliefs and activities will be identified through the care planning process. All religious and cultural activities important to the young

person and their family will be vigorously researched and thoroughly supported by the staff team. To facilitate this staff 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 Clover Lodge will educate children about religions and cultures encouraging all young people 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.

Further guidance on these issues can be found in the home's policy on anti-discriminatory practice.

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

At Clover Lodge we seek to promote openness and transparency in all our practices. We welcome, expect and accept feedback from the children, their families, social workers, Independent Reviewing Officers, Teachers, other professionals, members of our local community and visitors to the homes. 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 a child is admitted to Clover Lodge he/she, their family and social worker are made aware of our 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 encourage young people to explore their feelings constructively. Within this context if the young person feels that they have been treated unfairly or disrespectfully they are 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.

All 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.

Complaints can be raised with any member of staff on duty or with the Registered Manager directly. Unless the complaint is against the Registered Manager it is the Manager who will conduct any investigation. The Manager will inform the young person's social worker and other parties with a legitimate interest in the welfare of the young person and decisions may be made to involve other professionals such as Child Protection Teams.

All complaints, whether made verbally or in writing are recorded in the Complaints Book which is a numbered and bound log inspected regularly by Ofsted. 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 Clover Lodge we 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.

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

Clover Lodge recognises the individuality of all young people; 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 Clover Lodge 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.

Within the culture of the home staff will be talking and listening to our young people at all times of the day while involving them in the routines of the home. This could include whilst riding in cars, around the dinner table, settling time at night or whilst unpacking the shopping.

We also recognise the benefits of having more formal discussions between staff and children.

This will be done through:

- Placement Planning and regular review.
- Creating individual placement routines.
- Key-working sessions (including a record of their wishes and feelings in their "Can I Have a Chat? book").
- House meetings' where children and staff can discuss the routines of the home, things we could do better and how we treat each other.
- Statutory Reviews.
- Regulation 44 visits by an Independent Visitor
- Comments included in the Regulation 45 review of the quality of care being provided which is completed by managers in the home every three months
- Young people are actively involved in the reviewing and updating of the Local Area Risk Assessment ensuring that we obtain a child's perspective on considered risk rather than relying solely on risk perceived by an adult
- Feedback forms when children leave the Home.

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.

It is our view that this level of children's participation in the running of the Home prevents care practice becoming institutionalised. It is also our view that seeing their ideas being valued and acted upon creates for children a sense of self-worth and self-efficacy.

Details of provision to support children with special educational needs

The nominated school will apply for an education, health and care (EHC) Plan for the 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, Clover Lodge will provide a member of staff to support the young person in school on a 1:1 basis or Clover Childcare Services will 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

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

Each young person placed at Clover Lodge will receive an educational provision that is based on their individual educational needs. If it is possible and in the young person's best interests, we will support him or her to maintain the educational provision he or she is in at the time of accommodation.

As a registered provider, Clover Childcare Services Ltd is aware of the difficulties some young people encounter from a disrupted education. To this end, the company has registered its own educational provision, The Stables Independent School, on site at The Old Rectory, the sister home to Clover Lodge. Clover Lodge will work in partnership with The Stables Independent School to provide flexible and creative responses to educating young people in key stages 1 and 2. Once the young people reach 14, we will work closely with the Education Department to find the most appropriate provision for the young people to undertake their GCSE qualifications and then to move on to higher education, whether that be college or an apprenticeship.

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

- Access to mainstream school, full and 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 Clover Lodge will support each young person in 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.

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

Staff at Clover Lodge 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 for young people living with us.

At the outset of the placement the keyworker will consult each young person about their particular interests. This includes any activities, hobbies or clubs that they attend; any activities previously attended but lapsed or new activities that the young person would like to try. Staff will support and help young people to maintain these interests and where we are able to facilitate them key workers will schedule them into the young person's daily plan. Clover Lodge will supply any necessary equipment to complete the activities.

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.
CPD record for Royal College Psychiatrists valid until May 2016

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 assesses, treats and consults to Clover Childcare Services.

Qualifications:

Bachelor of Science in Psychology (2.i) University of 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.

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 is currently working through the intermediate level qualification. He is regularly supervised by a member of the Theraplay institute.

b) Clover Lodge 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 regular basis with our Consultant Child Psychiatrist to review the presentation of the children we look after. Using attachment theory, we analyse each child’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

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

(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 ([Organisation Certification in DDP - DDP Network](#)) 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 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 (INSERT LINK TO OTHER DOCUMENT). This includes:

- A compiled “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 (INSERT LINK TO MEASUREMENT OF CHANGE). 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

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.

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 Director 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.

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

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

We understand that in some cases it is not always safe or in the child's best interest to promote contact with some family members. However, for most children contact is positive and beneficial. Therefore, where appropriate staff at Clover Lodge will encourage, support and promote contact 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 Clover Lodge, we will monitor contact to ensure that it remains positive and keep a record on the child's file. We will be as flexible as we can to facilitate visits:

- Families can visit Clover Lodge, where we can offer comfortable private space and refreshments.
- Children can be collected or taken to a neutral venue to enjoy an activity for their contact.
- Children can be taken to or collected to go home for contact.
- We can provide an alternative venue for contact.

The key aspect of contact is that it is planned which reduces the risk of contacts being cancelled at short notice and the possible negative impact this would have on young people. Any variation to contact arrangements will be made in full consultation with the Local Authority.

In addition to visiting contact, we encourage children 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.

It is not our policy to cancel contact as a punishment for difficult behaviour, however where a situation is potentially dangerous i.e. a child behaving dangerously in a vehicle, staff may need to rearrange contact with the family.

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

There is a speaker system installed in the upstairs hallway and sounds are fed through to an amplifier and speaker in the main office. This is a support device to aid the safety of children and adults. Staff and children understand this. It is not used as an alternative to direct support of children. We also have a buzzer system fitted on each of the doors upstairs which can alert the staff when the young people come out of the rooms. This is used as and when individual or group risk assessments indicate a heightened level of risk to young people who may not be continually supervised (i.e. overnight).

Young people are made aware of the use of this equipment as part of their induction to the home. Local Authorities are also aware of the use of this equipment and written permission from all placing authorities is 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 Clover Lodge 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 experience 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.

Every social environment must have rules to regulate it and we believe children should have opportunities to contribute to them and thereby gain a sense of ownership of them. We also believe that children need boundaries in order to feel safe and cared about. Boundaries work best when applied in an understandable, fair and consistent manner. All children challenge the rules of behaviour that are set, this is part of growing up, learning and becoming an independent person. It takes time for a child to understand and learn how to control their behaviour.

When rules are broken within the Home, staff will assess whether the actions were intentional (deliberate) or unintentional (accidental or an aspect of the child's distress).

Where staff assess the child's behaviour to be unintentional they will address the behaviour with the child as an educational process looking at the triggers for the behaviour, their emotive responses and then offering alternative coping strategies thereby supporting children to develop a better model for self-control.

If, however, staff assess the behaviour as being intentional the child can expect a consequence to be put in place. Our consequences are always relative to the behaviour, they are educational, natural or protective and sometimes a combination of the 3. Consequences are ways to help children think and learn about their behaviour and how this affects their relationships. The staff will, wherever possible, to create the consequence with the young person to negotiate a fair and acceptable solution. Clover Lodge believes in the values of DDP when it comes to consequences and will encourage repairs in the relationship after ruptures with the adult leading the repair.

Staff will take time to consider appropriate consequences and will ensure that they have not personalised a situation or acted unnecessarily punitively. Staff are mindful of the prohibited sanctions that seek to hurt, abuse, humiliate or use power over young people.

Staff are aware of non-permissible sanctions outlined in The Children's Homes (England) Regulations 2015, Regulation 19 (1) (2) and have signed statements to pledge compliance with this instruction.

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 Clover Lodge 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 diffusing 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 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 restraint as a regular item on team meeting agendas and individual supervision. Together with an open and honest debrief 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 Clover Lodge will be respected and protected from harm. Young people 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.

Clover Lodge 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 Clover Lodge 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 annually.

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

Fire and Emergency Procedures

At Clover Lodge 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:

- call points
- 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 Quality Assurance Manager 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. There are two designated fire exits from this building, the front and back doors. The back door will be unlocked during the day but cannot be accessed from outside the building, thus ensuring safeguarding measures are not compromised.

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 and gas supply 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

Clover Lodge follows the policy set out in Guidance: "Children who runaway or go missing from home or care" (D of E January 2014). Since April 2013 police forces have brought in new definitions of 'missing' and 'absent' in relation to children and young people reported as missing to the police. These are:

- **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 admissions process a Missing Persons Form will have been completed along with a recent photograph of the young person. These will be placed on the young person's file ready for such an eventuality.
- A placement plan will have identified 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 will be identified. Known addresses frequented by the young person will also be identified along with contact numbers for all parties with a legitimate interest in the welfare of the young person.
- The attitude and mood of the young person along with their dress for the day will have been recorded on the young person's Detailed Record.
- 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 child'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 580050

The Responsible Individual is:

Mrs Anna Allen
The Barn

Old Rectory Road
Brumstead
Norwich
NR12 9EU
Telephone no: 07789266453

The Registered Manager is:

Mr Josh Trett
Clover Lodge
The Common
Happisburgh Common
Norwich
Norfolk
NR12 0RT

Telephone no: 01692 650603

Details of the Management and Staffing Structure of the Home

Clover Lodge has a Registered Manager who works predominantly 9-5, two assistant team managers and a team of 12 Therapeutic Residential Children's Practitioners who work with the young people in residence on a rota basis. It is a mixed gender team. We have two members of staff sleeping in at the Home every night.

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

All staff working at Clover Lodge 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 in their 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 he has the skills to supervise the running of the home and organises professional consultation and management supervision for the Registered Manager.

Supervision:

All staff will 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 the Regulation 33 (4(b)) of the Children's Homes (England) Regulations 2015. Our aim is for all staff to receive monthly formal supervision with an expectation this should take place at intervals of no more than 6 weeks. Management have 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 Directors receive monthly supervision from an independent social worker with senior management experience and the Registered Manager is supervised by the Director 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, sets targets for 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.

Annexe A

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

Staff Name	Job Title	Start Date – Clover Childcare Services	Qualification related to position
Anna Allen	Head of care Responsible individual	September 2007	NVQ3/Level 5 Diploma in Leadership and Management DDP Level 1 and 2
Dan Knight	Independent consultant	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
Mark Marshall	Head of Therapy	September 2007	BA Hons Social Work Level 5 Diploma in Leadership and Management DDP Level 1 and 2
Josh Trett	Designated Manager	July 2021 Clover Childcare Services – The Stables School – relief worker - May 2016	Diploma Level 3 Navigate DDP Level 1 and 2
Nigel Craske	Health and Safety Manager	May 2009	NVQ Level 3

			Level 5 Diploma in Management and Leadership IOSH Certificate DDP level 1 and 2
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Staff Name	Job Title	Start Date – CCS	Qualification
Zoe Colclough	Assistant Team Manager	December 2014	Diploma Level 3 Studying level 5 Navigate DDP level 1 and 2
David Harwood	Assistant Team Manager	April 2025	NVQ3/Level 4 Diploma in Leadership and Management
Dan Holdsworth	Senior Therapeutic Childcare Worker	September 2007	BA hons in applied social work Theraplay practioner 2017 DDP level 1 and 2
Sylvina Quamina	Therapeutic Childcare Worker	August 2016	NVQ Level 3 Navigate DDP level 1 and 2
Dee Jameson	Therapeutic Childcare Worker	May 2019	Diploma Level 3 Navigate DDP level 1 and 2
Jacqueline Saggars	Therapeutic Childcare Worker	20 th June 2022	BA Hons Social Work DDP Level 1
Kayley Grimson	Therapeutic Childcare Worker	8 th August 2022	Navigate DDP Level 1 Started NVQ
Dylan Pattle	Therapeutic Childcare Worker	May 2023	Navigate DDP Level 1 Started NVQ
Lorraine Dean	Relief Therapeutic Childcare Worker	November 2023 (Previously worked for Clover 2011-2021)	Level 3 DDP Level 1 and Level 2
Pat Barnard	Therapeutic Childcare Worker	April 2024	PACE training DDP level 1

McKenzie Sturgeon	Therapeutic Childcare Worker	April 2024	PACE training DDP level 1
Millie Coulson Price	Therapeutic Childcare Worker	August 2024	PACE Training DDP level 1
Shelby Woodhouse	Therapeutic Childcare Worker	June 2025	

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.