



**THE OLD RECTORY/
OLD RECTORY BUNGALOW
STATEMENT OF PURPOSE**



**Old Rectory Road
Brumstead,
Norwich
Norfolk
NR12 9EU**

OFSTED: Unique Reference Number: SC424897

Silver Birch Care (Holdings) Limited

April 2026



This is a Statement of Purpose and Function for The Old Rectory and The Old Rectory Bungalow Children's Home. This document has been compiled under regulation 16, schedule 1 of The Children's Homes (England) Regulations 2015. Unless otherwise specified, the term 'The Old Rectory' encompasses The Old Rectory and The Old Rectory Bungalow.

The Old Rectory 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. Katie O'Malley is the Registered Manager of The Old Rectory/ Old Rectory Bungalow 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 The Old Rectory. At no time will any outreach work be completed at The Old Rectory, however information pertaining to the outreach work may be stored at the Home.

The Old Rectory SC424897

Statement of Purpose Monitoring and Amendment record

Date	Amendment or review	Page	Detail	Initial
09.09.24	Amendments	Pg 34	Staffing	KO
30.12.24	Amendments	Pg- 33	Staffing	KO
14.01.25	Amendments	Pg 33	Staffing	KO
24.03.25	Amendments	Pg 33	Staffing	KO
01.05.25	Amendments	Pg33	Staffing	KO
17.07.25	Amendments	Pg 8, 11,12	Quality and purpose of care/ Age, Description of Accommodation	KO
21.7.25	Amendments	Pg 6,11,13,14,17,25,28	Culture and Diversity, Complaints, Wishes and Feelings, Enjoy and Achieve, BUSS, Family Time, Behaviour Support	KO
07.10.25	Amendments	Pg 2, 31,32,	Responsible individual Staffing	KO
02.12.25	Amendments	Pg 32	Staffing	KO
06.01.26	Amendments	Pg 1, 31	Director/ Staffing	KO
01.04.26	Amendments	Pg 25, 29, 33	monitoring and surveillance Registered managers details Director of Operations and COO details	KO

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

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)).

The Old Rectory will accommodate up to seven young people between the ages of 6 and 17 years, 6 in The Old Rectory and 1 in The Old Rectory Bungalow. The homes can accommodate young people of either gender.

The Old Rectory offers short-medium- or 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 dependence

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, The Old Rectory 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 the Old Rectory is able to meet the identified needs of the young person.
- A short-term plan being in place with an agreed review date

Since January 2022, The Old Rectory Bungalow had been home to one young person on a long-term basis. This young person had a range of specific needs which meant at the time, he was unable to live in a group setting. His placing authority felt that this was the best possible placement for him in terms of meeting his social, emotional and educational needs and his placement was planned to continue until he reaches the age of 18. Since January 2026 the young person has moved into The Old Rectory. The bungalow also now offers an enclosed garden; this

minimises the risk of young people walking onto the country road from the bungalow premises.

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

The Old Rectory is a detached house in the small rural hamlet of Brumstead, Norfolk. Originally a private dwelling, this substantial property has been converted into a comfortable and spacious six bedded Therapeutic Children's Home.

The Old Rectory Bungalow is a detached bungalow. Originally a private dwelling, this property has been converted into a comfortable one 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 children to feel secure. Our staff team is skilled, experienced, resilient and immensely dedicated.

At the Old Rectory 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 his/her unique needs. We will take into account each young persons' religion, race, culture, disability, sexual orientation and gender in how we care for him/her. 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 to young people aged 6 to 17 upon admission, on a short-medium- or long-term basis, dependent upon their care need, 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 children 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.

All young people placed at The Old Rectory 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 Old Rectory

The Home is a detached property set in its own substantial grounds and provides spacious accommodation for young people. The back door opens onto a 'soft play' room equipped with a range of with soft play equipment. The back lobby contains a utility space with a washing machine and tumble-dryer, this leads to a very spacious kitchen/diner and living area. There are a good-sized living room and separate snug which are furnished and equipped for modern family living, as well as a small south facing conservatory, which is accessed via the front door of the property. There is also the duty office and two sleep in room downstairs, one with an ensuite.

On the first floor there is a landing, six spacious bedrooms for young people, one with an ensuite and two further bathrooms. All rooms are 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 are further detached buildings in the grounds of the Home, including a brick-built barn which has been converted into the school reception, training room and the Head of Care and Head of Therapy's office. Further buildings constitute The Stables Independent School, registered with the DfE in September 2018, to support the education of the young people of Clover Childcare Services and any other appropriate referrals.

The Old Rectory Bungalow

The Home is a bungalow with a recently decorated kitchen/diner, a utility room, a shower room and separate toilet. The young person living in the home will be given the opportunity of using the bath at the Old Rectory at times alongside having use of the shower. There are also a living room and conservatory which provide a light and spacious area for family living.

There is one spacious bedroom for the young person, including a built-in wardrobe, and an office/bedroom for the staff. The bedroom is equipped with a CD/iPod docking station and is furnished to a high standard. Young people are encouraged to personalise their own rooms and take responsibility for keeping them tidy.

A description of the location of the home.

The Old Rectory is situated in the small hamlet of Brumstead, in the heart of the Norfolk Broads. The Home is 1 mile from the market town of Stalham, 3 miles from the coast and 12 miles from the city of Norwich.

The house is a detached property, set in five acres of land. The house is a brick and flint two-storey former Rectory, in character with other large rural properties in the area. It has a large private garden at the back of the home with an orchard and a vegetable patch and is enclosed by hedges, trees and large wooden gates. The front of the property has its own driveway and is flanked by four acres of paddocks.

The Old Rectory Bungalow is a detached brick-built property with its own private garden at the back of the home. It has a patio outside the conservatory which overlooks the garden. The front of the property has its own driveway. The garden offers a safe and enclosed space with a fence, minimising the risk of going onto the country road.

We are in a reasonably rural location being one mile from the nearest town. This has the benefit of providing lots of outside space but we are also aware of the risk of our young people becoming isolated. To combat this, all our staff must hold a valid driving licence so that we can transport young people to social activities. We have also supported the 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 and 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 night-time absconding is a 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 before deciding 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.

At The Old Rectory, we deeply value and respect the diverse backgrounds, identities, and beliefs of the children who live here. We are committed to creating a home where every child feels seen, celebrated, and supported in their cultural and religious life.

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:

- Proactively support modes of dress, customs, ceremonies, diets, and rituals that are meaningful to the young person.
- Provide transport, where possible, to places of worship or cultural gathering.
- Make every effort to ensure that important practices, symbols, and connections are maintained.
- Offer access to books, media, and other resources to support learning and connection to faith and culture.
- Help young people access language support where needed.

We take any form of discrimination seriously. No young person in our care will experience prejudice or exclusion on the basis of their race, religion, or culture. Any incidents of discrimination—whether from peers or adults—will be addressed directly and sensitively, including through one-to-one conversations, group discussions in House Meetings, and, where necessary, formal processes. Should a staff member act in a discriminatory way, this will be addressed through our disciplinary procedures.

We also acknowledge that our setting in rural Norfolk may not reflect the same level of cultural diversity found in larger urban areas. With this in mind, we make a conscious effort to broaden children's horizons and promote an inclusive worldview. This includes:

- 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 The Old Rectory, we are committed to openness, honesty, and learning. 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.

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.

When a child moves into The Old Rectory, they—and the people important to them—are introduced to our approach. Our Complaints Policy is summarised in the Parent's Guide, our Statement of Purpose, and in the Young Person's Welcome Booklet.

We want children to know that their thoughts and feelings matter. We encourage them to talk about what's going well and to speak up if something doesn't feel right. If a child feels they've been treated unfairly, unkindly, or disrespectfully, they are supported to raise their concern in a safe and constructive way. We will always listen.

Where possible, we aim to resolve complaints informally through open, respectful conversations with the Registered Manager. We find that many complaints can be addressed quickly this way, often helping the child feel heard and valued without additional worry or stress.

Sometimes, a concern needs more formal attention. In these situations, the young person is supported to follow the full complaints process. We will explain every step clearly and agree on a timeframe—usually within 28 days—to ensure the complaint is investigated and resolved in a timely and thoughtful way.

All children will be:

- Listened to and taken seriously.
- Reassured that they will not get into trouble for speaking up.
- Supported emotionally throughout the process.
- Kept informed about what's happening and what to expect.

- Given clear information about other people and organisations they can speak to, including Ofsted, their Independent Reviewing Officer, Local Authority Complaints Officer, Voice (independent advocacy), and Childline. These contact details are displayed in the Home and included in the Welcome Booklet.

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 logged in a bound Complaints Book, which is regularly checked by Ofsted. The investigation, findings, and outcomes are recorded and shared with the young person and relevant professionals. A copy is also placed in the young person's case file, which they can access if they wish.

We understand that making a complaint can feel hard—especially for children who may have had difficult experiences in the past. We also recognise that complaints can stir up strong emotions for everyone involved. As a team, we talk openly about this in our meetings and supervisions. It's part of our commitment to building a culture of reflection, transparency, and care.

At The Old Rectory, 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.

Views, Wishes and Feelings

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

At The Old Rectory, we recognise and celebrate each young person as a unique individual—with their own strengths, ways of expressing themselves, and ideas about what helps them feel safe, respected, and cared for. We believe that the best care happens when children are genuinely listened to and actively involved in decisions that affect their lives.

That's why we place great importance on creating a home where children feel confident to share their views and know their voice matters. Staff use a wide range of formal and informal ways to consult with young people, seek their feedback, and involve them in shaping the daily life and routines of the home.

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 young people to contribute to all aspects of life at The Old Rectory. Whether it's choosing activities, helping plan the menu, giving feedback on house rules, decorating the home, or even taking part in staff recruitment—children are invited to share their views and help shape the home they live in.

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 (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, The Old Rectory 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

The Old Rectory 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 placed at The Old Rectory will receive an educational provision that is based on their individual educational needs. If it is possible and in the young person's best interest, 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 Old Rectory 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 The Old Rectory 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.

Enjoyment and Achievement

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

At The Old Rectory, we believe that play, hobbies, and recreation are a vital part of growing up. Taking part in activities—whether creative, active, social, or quiet—helps children build confidence, develop new skills, and feel good about themselves. It also supports emotional wellbeing, offering opportunities for fun, connection, and personal achievement.

We also recognise that young people need time to slow down, be still, and reflect. Rest is just as important as activity, and we make sure that children have the space and support to do both in a way that feels right for them.

Our location offers wonderful access to the outdoors and natural spaces, and our team brings a wide range of interests, talents, and passions—from sports and music to crafts and nature—meaning there's always something new to try and someone to share it with.

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 The Old Rectory, 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.
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 (2.1) 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) The Old Rectory 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 children.

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 PACE 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

Since December 2022, Clover Childcare are a DDP Certified organisation.

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](#). 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 which is captured in our annual [‘Measurement of Change Report’](#). 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 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.

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 The Old Rectory, we believe in the importance of family and in helping children stay connected to the people who matter most to them. We know how important it can be—for both children and their families—to keep in touch, share time together, and maintain relationships that provide a sense of belonging, identity, and continuity.

We understand that not all family relationships feel safe or supportive for every child. In some situations, contact with particular family members may not be in the child's best interests. In these cases, we work closely with the Local Authority and other professionals to make decisions that prioritise each child's emotional and physical wellbeing.

However, for many children, family contact is a positive and meaningful part of their care journey. Where this is the case, we do all we can to encourage, support, and promote family contact as an essential part of the care planning process.

There are many ways we help children and their families stay in touch, and we aim to be as flexible and thoughtful as possible in how we facilitate this. Contact can take place in a variety of settings, including:

- Visits to The Old Rectory, where we can provide a welcoming space and refreshments.
- Meetings at neutral venues, where families can spend time together doing an activity.
- Visits to the family home, with transport provided where appropriate.
- Alternative community venues, arranged to meet individual needs.

We aim for all contact to be well planned. This helps create a sense of predictability and reduces the emotional impact of sudden changes or cancellations. Any changes to agreed arrangements will always be made in close consultation with the child's social worker and the wider professional team.

In addition to face-to-face contact, we encourage children and families to stay in touch by phone, text, video call, or letter. Children have access to a private

telephone and are supported to use it in ways that feel safe and comfortable for them.

Friendships are important too. We support children in building and maintaining friendships both inside and outside the home. Where it feels safe and appropriate, friends are welcome to visit The Old Rectory. Staff will always speak with the friend's parents or carers to make sure they're happy with the arrangements.

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.

In the main house of The Old Rectory, there is a speaker system installed in the upstairs hallway and sounds are fed through to an amplifier and speaker in the main office downstairs. 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 an individual or group risk assessments indicate a heightened level of risk to young people. This will be used for incidents where children pose a risk to others during the times where staff will be asleep for example, overnight.

In the Bungalow, we do not have a speaker system in the premises. We do have a buzzer system at the Bungalow. The buzzer is on the front door only. This is due to the child behaving in a way that is unsafe to himself and others. We have referred to Regulation 24 of the Children's Homes Regulations 2015 and are following this piece of legislation. More specifically, this use of surveillance is for the purpose of safeguarding the child, we have consent from the Local Authority in writing for the measure, the child has been made aware during a therapeutic conversation, and it continues to support a level of privacy for the child.

Young People are made aware of the use of this equipment as part of their induction to the Home. The Local Authority are also aware of the use of this equipment and written permission from all placing authorities is held on file.

There is no requirement for additional monitoring and surveillance within the Old Rectory Bungalow internally due to its size and the fact it is a solo placement with all external doors locked overnight and windows secured by jalclocs which prevents intruders and also significantly reduces the possibility of a young person absconding overnight.

The Bungalow is installed with CCTV surveillance to the external shed areas only, this is to enhance security and safeguard property. This measure has been carefully considered to ensure it aligns with the home's strong safeguarding ethos, balancing the need to protect the environment while respecting the rights and dignity of children. It is In line with the Children's Homes (England) Regulations 2015, Regulation 24 (Monitoring and Surveillance), the use of CCTV is proportionate, justified, and will be regularly reviewed to ensure it remains necessary.

Children are supported to understand the purpose of CCTV in a way that is appropriate to their age and level of understanding, promoting transparency and trust. All recordings are securely stored, accessed only by authorised individuals, and managed in accordance with data protection legislation and the home's policies. This approach ensures that monitoring supports, rather than compromises, the nurturing and child-centred environment of the home

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

- a) the homes 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 The Old Rectory, we believe that behaviour is best supported through meaningful, trusting relationships between staff and children. We see these relationships as central to the child's experience of safety, connection, and healing. They are built on empathy, respect, curiosity, and a genuine effort to understand each child's unique life story and needs.

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.

At The Old Rectory, all staff are trained in Norfolk Steps, a trauma-informed approach to managing risk and supporting regulation. Restrictive physical intervention is only used when all other de-escalation techniques have not been effective, and only where there is a risk of significant harm or serious damage to property. Any intervention is carried out with care, sensitivity, and the minimum necessary force for the shortest possible time.

Staff are always mindful of how physical intervention may feel for a child, especially in the context of their past experiences. Any use of restraint is recorded in line with Regulation 35(3) of the Children's Homes (England) Regulations 2015. Children are supported to reflect on what happened, are informed of their right to complain, and are reminded who they can speak to if they feel unhappy about the intervention.

Within Clover Childcare Services, three members of staff are accredited Norfolk Steps Trainers. They ensure all team members are trained as part of their induction and receive regular updates to maintain their skills and confidence. Restraint is discussed openly in team meetings, supervisions, and debriefs to ensure we remain reflective, ethical, and safe in our practice.

Protection of Children

Safeguarding

All young people looked after at The Old Rectory 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.

The Old Rectory 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 The Old Rectory 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 The Old Rectory 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 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 and gas supply in the Home. Any faulty equipment is discarded and replaced. All electrical equipment is subject to PAT testing on a bi-annual basis.

Missing From Care

The Old Rectory 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 bought 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:

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

The Registered Manager is:

Katie O'Malley
The Old Rectory
Old Rectory Road
Brumstead
Norwich
NR12 9EU
Telephone no: 07584453608

Details of the Management and Staffing Structure of the Home

The Old Rectory has a Registered Manager who works predominantly 9-5, one Assistant Team Managers and a team of 13 Therapeutic Residential Children's Practitioners who will work with the young people on a rota basis. It is a mixed gender team. We have two members of staff sleeping in at the Home every night.

The Old Rectory Bungalow will share the staff team at The Old Rectory with one member of staff rostered on to work 1:1 at the Bungalow. This will help provide a consistent staff team and approach to working with the child for the young person living there.

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

All staff working at The Old Rectory 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 with 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, 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

Staff Name	Job Title	Start Date – Clover Childcare Services	Qualification
Katie O'Malley	Registered Manager	September 2015	CWDC Level 3 DDP Level 1 and 2 Diploma Level 5 in Leadership and Management.
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
Anna Allen	Head of Care and Responsible individual	September 2007	NVQ3 Level 5 Diploma in Leadership and Management DDP Level 1 and 2
Sam Gray	Assistant Team Manager	December 2019	CWDC Level 3 DDP Level 1 and 2
Jason Whaley	Residential Therapeutic Childcare Worker	September 2010	NVQ Level 3 DDP Level 1 and 2
Jude-Mullay Knight	Residential Therapeutic Childcare Worker/ Shift Lead	October 2022	Currently on Level 4 DDP Level 1 and 2
Ruby Oldman	Residential Therapeutic Childcare Worker/ Shift Lead	February 2024	Currently on Level 4 DDP Level 1
Jess Loose	Residential Therapeutic Childcare Worker	May 2024	Currently on Level 4 DDP Level 1
Chloe Tubby Currently on MAT leave	Residential Therapeutic Childcare Worker	June 2024	NVQ Level 3 DDP Level 1
Carley Mann	Residential Therapeutic Childcare Worker/ Shift Lead	July 2024	Currently on Level 4 DDP Level 1
Tilly Root	Residential Therapeutic Childcare Worker	August 2024	Currently on Level 4 DDP Level 1
Romy Bird	Residential Therapeutic Childcare Worker	July 2025	Level 4 from January 2026 DDP Level 1
Yasmin Lowen	Residential Therapeutic Childcare Worker	July 2025	Level 4 from January 2026 DDP Level 1

Dionne Watts	Residential Therapeutic Childcare Worker	August 2025	Level 4 from February 2026
Mollie Bean	Residential Therapeutic Childcare Worker/ Shift Lead	October 2025- Moved to The Old Rectory from another home internally	Currently on Level 4 DDP Level 1
Jesse Pattle	Residential Therapeutic Childcare Worker	October 2025	Level 4 from April 2026
Tom Cowley	Residential Therapeutic Childcare Worker	December 2025	Level 4 from June 2026
Mia Watts	Residential Therapeutic Childcare Worker	January 2026	Level 4 from July 2026
Lauren Brown	Residential Therapeutic Childcare Worker	January 2026- Moved to The Old Rectory from another home internally	Level 4 from January 2026

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.