

Statement of Purpose

Ofsted Registration:1244108



'Bay Tree House offers a nurturing home for children who will benefit from a holistic and therapeutic care package. We offer an exceptional service, delivered by exceptional staff for our exceptional children'



Bay Tree House, 96 Lynton Road South, Gravesend, Kent. DA11 7NE

Registered Manager: adam.barron@baytreehousegravesend.co.uk

Home telephone: 01474 520035

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About Bay Tree House

Children accommodated for at Bay Tree House

Bay Tree House is registered to provide residential, therapeutic care for 3 children between the ages of 8 years - 17 years on admission.

Our home is a progressive and nurturing care home for children with a range of behaviour and learning needs, language and communication difficulties and autistic spectrum disorders.

Ethos, Aims and Outcomes of the Home

Bay Tree House' ethos is to provide high quality holistic and therapeutic care, for children who have not responded well to living with family, or in other foster placements or care homes. From providing a nurturing and learning environment for our children's development, we hope that they will grow to become resilient young adults able to reach their full potential in their independence.

Our Therapeutic Model

Our ethos of an attachment and trauma- based approach

All of our staff at BTH adopt our trauma informed care model to understand a child's past and present and determine the best level of care for the best possible future for the children.

A therapeutic relationship with a traumatised child is one that heals and enables the child to recover. It has been shown that a traumatized child is more likely to recover if they form a primary attachment to a 'caregiver' and also have a wider network of positive relationships. As part of this process we

allocate two key workers for each child. To try to form an attachment to and from this secure base there will be an opportunity for the child to develop relationships with a wider community within the home as the staff team take on the role of 'therapeutic parents'.

With each relationship the child has, there is a therapeutic window of opportunity to be gained. Central to the therapeutic family model of care is the role of 'live in carers' who take on the role of 'therapeutic parents'. Their role is around guiding, protecting and nurturing the child in their care providing continuity, predictability and familiarity.

'What maltreated and traumatised children most need is a healthy community to buffer the pain, distress and loss caused by their earlier trauma. What works to heal them is anything that increases the number and quality of a child's relationships. What helps is consistent, patient, repetitive loving care (Petty and Szalayitz 2006)

At Bay Tree House we understand that the child may feel completely out of control of their own lives which is in itself a traumatic process. We understand that the child's trauma may be displayed as negative and destructive behaviour towards themselves and others around them and this behaviour 'masks' their inner feelings of trauma, anxiety, anger, resentment, hurt, upset, disappointment, frustration and sadness of their situation.

Our role as care givers is to 'hold and contain' the young person in order to help them feel nurtured and safe from harm, while beginning to gain some form of control over their lives by being part of the wider decision making process for their future care and healing process.

As part of the 'holding and containing the trauma' process we will be offering various types of therapies such as holistic and physical activities, speech and language therapy, 121 counselling, CBT, play therapy, equine assistant therapy, bushcraft, art and horticulture .

We hope that a mixture of these therapies, (according to the child's wishes and willingness) as well as providing the child with skilled and compassionate staffing, the child would begin to feel 'in safe and caring hands' and will start to develop a stronger sense of self.

We have access to a fully qualified speech and language therapist who is able to assess the children's communication needs and difficulties and to suggest strategies and resources to work more effectively with the children.

We have access to a fully qualified occupational therapist who is able to assess the children's strengths and difficulties in everyday life and suggest

strategies and resources to support the children to gain skills in independent living.

We have access to a qualified clinical psychologist to assess the children's mental and/or physical health issues and suggest ways of working and resources to reduce the stress and improve the psychological wellbeing of the children.

We use the PACE approach as part of our therapeutic model of care. PACE is an approach developed by Dr Dan Hughes, an American psychologist who works with traumatised children. It stands for Playfulness, Acceptance, Curiosity and Empathy. These principles help to create and support secure attachments with children who may have experienced difficulties in early life. This approach focuses on the whole child and not the behaviour and allows the child to develop trust and emotional closeness.

Our counsellor/ psychotherapist provide group reflection sessions for all staff on a regular basis. This session allows the staff to offload their feelings about working with challenging children and is the forum to share ideas and practice in order to help the children to have successful outcomes.

As well as offering discreet one to one therapy sessions in all of the above, our experienced and qualified staff will offer a strong trauma informed therapeutic model in working with our children on a day to day basis.

As we have experienced and qualified teachers as part of our team we are able to effectively support education in liaison with the child's school. We have a range of expertise within our team and use a variety of strategies to support communication and social interaction.

We offer support for the children to develop life skills including gaining AQA qualifications and endeavour to empower them to become as independent young adults as possible; with a strong sense of self-worth, a developed level of resilience and the confidence to thrive and play a role within the local community as young adults.

Overall Aims of Bay Tree House:

To fulfil all of the Ofsted Quality Standards by:

- Providing a nurturing, therapeutic and safe environment.

- Providing high quality care.
- Providing a variety of therapies according to need and desires of the children
- Providing a home for long- term placements.
- Providing trained, experienced and proficient staff
- Enabling our children to reach their full potential of independence.
- Creating a 'family' environment based on positive relationships between those in the home.
- Encouraging and respecting our children's individuality.
- Fully meeting the needs of our children.
- Promoting the emotional, social, health and educational welfare of our children.
- Enabling our children the opportunity to have positive experiences in life, similar to that of their peers.
- Promoting the children's well-being, self -confidence and 'sense of self'
- Developing individual care plans, behaviour support plans, risk assessments with input from the children and all significant people in their lives.
- Listening to and showing understanding to our children.
- Recognising and promoting the rights and responsibilities of each child.
- Ensuring all the children's cultural and religious background is acknowledged, respected and celebrated.

- Ensuring all young people are aware of their rights and the respect we offer their rights.
- Adopting a holistic child-centred approach.
- Treating all information regarding our children confidentially.
- Providing children with a 'child friendly' 'Children's Guide' to living in Bay Tree House
- To provide every child with an independent 'advocate'

Admissions

Admissions Criteria

As stated above, Bay Tree House is able to accommodate children with learning needs, global developmental delay, language and communication difficulties and ASD. However, we are not necessarily limiting the criteria to such, as we are aware that some children may have a wider array of difficulties such as ADHD, ADD and emotional difficulties as well as possible associated childhood trauma/ neglect and attachment disorders. Our expertise and experience allows us to work in a therapeutic manner within a wider range of categories.

Our main principle is to ensure compatibility between the children living at Bay Tree House. All children will be assessed as part of a multi- agency team to ensure such compatibility. The child's views and opinions about compatibility will be of utmost importance and will form the basis of decision making around suitability and placement of a child.

Bay Tree House offers a homely, comfortable, and safe home within a building which is highly maintained and has the benefit of CCTV monitoring devices for outside to aid security and safety of the children in our care. The home has CCTV cameras externally on the front of the house and the side/alley of the house. These are not used for the monitoring or surveillance of the young people except in situations where a young person has gone missing and we need to check what they were wearing to provide that

information to the police. The footage is only accessible by the RM and RI and is automatically deleted on a 30 day rolling basis.

Bay Tree House is happy to receive any enquiries about admissions and we endeavour to give any information required.

Long-term placements are planned admissions. A long-term placement is for any amount of time over six months.

Admissions Procedure

- An enquiry is received about the admission of a child and a referral form is sent to the registered manager via the local authority or social worker.
- A meeting will be held by the senior management to discuss whether or not Bay Tree House can meet the required needs of the child. We will ask the placing authority for any further information, if required. We will consider whether or not the home is physically suitable and whether or not the therapies and care offered meet the requirements of the child. We will also consider the impact the child will have on the existing residents.
- If the child appears to be suitable for admission we would arrange for the child, the Placing Social Worker and the child's family, if appropriate, to visit Bay Tree House. If this is not possible we would be prepared to visit them. At this point the existing children living at the home would be made aware that potentially a new child will be moving in. We would hope that on the initial visit the children could meet one another. All efforts would be made by the staff at Bay Tree House to ensure this meeting is a positive and friendly experience for all concerned.
- If after the visit those at Bay Tree House, the child, the placing social worker and the child's family, if appropriate, feel that admission to Bay Tree House is appropriate and in the best interest of the child we will make a provisional decision offering the child a placement.
- At this point all relevant information is sought by the Registered Manager detailing the child's history so a care plan and risk assessment can be created.
- The care plan is to include: all essential information, the child's medical history, contact information, to include and restrictions, a physical description, educational information, behaviour management plan, the child's goals and individual placement objectives.
- A risk assessment and behavioural management plan will be drawn up with the placing social worker.

- All staff at Bay Tree House will be briefed on the new admission and required to read the care plan, risk assessment and behavioural management plan.
- Staff at Bay Tree House will work collaboratively with placing authority, LEA and social workers to ensure that a school placement has been sought for the child in order for immediate start.
- A date, time and any transport requirements will be arranged with the placing social worker and the child for the child's admission and the local authority will be notified about the admission.
- Bay Tree House will make our best effort to ensure the child receives a warm welcome on admission and settles in quickly. On admission the child's key worker, who will be allocated prior to the initial visit, will explain all of the house routines and safety procedures.
- After a week of being at Bay Tree House a Placement Agreement meeting will take place with the placing social worker, the registered manager, the child and the child's family if appropriate. At this meeting the placement plan will be discussed and altered if needed and a contact schedule will be formalised. Meetings will be arranged one month after admission, three months after admission and then every six months to discuss the child's placement, individual care plan, any progress made by the child, the child's behaviour, risk assessment and educational needs. The placing social worker will be invited to all of these meetings and we aim to ensure that the placing authority follow the statutory review system detailed in Section 26 of the Children Act 1989.

*Bay Tree House is unable to accept emergency admissions as we feel this would disrupt and unsettle the children living here on a more permanent basis.

Meet the Staff

Leadership and Management

The registered provider is the company Bay Tree House Gravesend Limited.

The Responsible Individual is David Lewis (Director) and the Registered Manager is Adam Barron. They can be contacted at:

david.lewis@baytreehousegravesend.co.uk
Adam.barron@baytreehousegravesend.co.uk

and

Or:

Bay Tree House
96 Lynton Road South
Gravesend
Kent
DA11 7NE
Telephone: 01474 520035

Responsible Individual's Role

The responsible individual will regularly review all of Bay Tree Houses' policies, procedures and risk assessment's updating them where necessary alongside the Registered Manager. The Responsible Individual will manage all the finances at Bay Tree House. He will also work with the Registered Manager to ensure the fitness of premises.

The Responsible Individual and the Registered Manager will work together to ensure that the home's locality, design and layout are suitable for the children's needs. They will both ensure that the accommodation for the children is appropriate, with sensitivity to their need for privacy, of a high standard and well maintained.

Registered Manager's Role

The Registered Manager's role is to oversee and manage Bay Tree House with care, competency and skill. They are responsible for all the day to day running of the home and must ensure that the children's welfare, care, education, supervision and needs are appropriately provided for by the staff and premises at Bay Tree House. The Registered Manager will also ensure that there is an appropriate number of suitably qualified, competent and trained staff who are provided with regular supervision and training working at Bay Tree House. The Registered Manager will also regularly review the children's care plans, liaising with the local authorities and multi-agency partners when appropriate. They must do this whilst following the Children's Home Regulations and Quality Standards as well as all other associated legislation.

Director of Care | Clare Lewis: RNMH BSc PGCE

Bay Tree House was opened in 2017 by Clare Lewis, Director, following a long career teaching in schools, working with mainstream primary children initially, as well as SEN primary and secondary children. Clare has extensive experience and expertise working with children with ASD, ADHD and global learning difficulties and ran an ASD unit within a special school. Clare taught many children who were in care and took part in CIC, EHCP and PEP reviews. Clare worked as part of a wider consortium offering an outreach service, providing advice, strategies and resources to local primary and secondary schools. As well as PGCE degree, Clare studied for a BSc in psychology, sociology and education and a post graduate certificate in Play therapy. Previous to a teaching career, Clare was a psychiatric nurse working with adults in various settings with learning needs and psychiatric disorders. Clare has a good understanding of the need to provide holistic therapeutic care for children, working within the trauma informed model of practice and understands the impact of trauma on the developing child and how negative experiences can be compensated by providing the child with trauma informed care, consistency, patience and kindness. With this experience in mind, Clare wanted to have more of an impact on the daily life of children who are in care to improve their future life outcomes and so, set up Bay Tree House to provide an exceptional service for the most vulnerable children.

Registered Manager : Adam Barron

Adam has been with Bay Tree House since its opening and prior to becoming Registered Manager had been Deputy Manager for 2 years. He has worked very closely with Clare to develop the home from its start point to where it is now and has been an integral part of the running of the home.

Adam has now been the Registered Manager for two years and has guided the home through the pandemic and associated difficulties whilst ensuring the care the children receive has been exemplary. By building on the strong foundations from the homes opening two years he has ensured that the home is continually developing and improving and was highly praised by Ofsted during the last full inspection in May 2021 for being aspirational for the children in his care, strongly advocating for the children where needed and having a genuine passion for achieving the best for the children.

As well as completing his Level 5 Diploma in Leadership and Management in 2020 Adam has continued his professional development by undertaking Registered Manager and Responsible Individual training, attending

professional networking events and seminars. Through 2021 he has been an active participant in many ICHA forums and conferences and welcomed the Department for Education for a visit in December 2021 to discuss the challenges and realities of running a residential children's home within the framework of the regulations.

Adam spent 4 years prior to joining Bay Tree House, as a Team Leader and Support worker for EveryCare in Medway working with some of the most challenging service users, dealing with physical violence, verbal aggression and some really challenging working environments. Adam states "what enables me to cope and thrive in these situations is my level headedness and rational thinking. I believe I work best under pressure and can see difficult situations with the clarity needed to make the right decision"

Adam ran the 24/7 service for a service user with an acquired brain injury, schizophrenia and epilepsy. This was highly challenging, and meant Adam was responsible for all the day to day details of the service user's home, making sure he had a quality care provision and good quality of life; enabling him to live as fulfilled and happy life as possible.

In this role Adam dealt with the council, all medical professionals looked after his finances, arranged holidays and trips. An important facet of the position was making sure all risk assessments were in place, updated and created as required, as well as making sure all quality standards were adhered to. The job also involved supervising the team of 8 support workers, including sorting rotas, carrying out supervisions and appraisals, and making sure all staff attended appropriate training and providing 'in- house' training where required.

Qualifications and Training

- Level 5 Diploma in Leadership for Health and Social Care and children and young people's services (2020)
- Responsible Individual Training
- Registered Manager Training
- Team Teach training (de-escalation techniques and safe handling of children)
- Advanced Safeguarding
- Safer Recruitment
- NVQ Level 3 – Health & Social Care 2016
- Street Based Gangs & Violence training
- PREVENT/ Radicalisation awareness

- Equality and Diversity Awareness
- Child Protection/ Safeguarding Awareness
- Managing challenging behaviour in children
- FMG awareness
- Fire Warden Training
- First Aid Training
- Trauma informed model of practice/ NSPCC
- Delivery of Direct work/ life story work training

Gravesend Grammar School 1997-2004

A-Levels

Grade B in English Literature

Grade B in Theatre Studies

Grade D in Music

8 GCSE's

Deputy Manager | Bethany Allen-Terry BSc

Whilst studying for a degree in Psychology, Beth completed a work experience placement in a mainstream primary school. It was here that she noticed a lack of adequate support for the SEN pupils there, and motivated her to pursue a career working in the sector.

After gaining her degree, Beth was employed by a special needs school, focusing on speech, language and communication. Here she worked with many different children with a range of special educational needs, as well as complex medical issues and challenging behaviour.

She was also a private nanny for children with SEN and behavioural issues, providing support throughout the school holidays.

She then went on to teach in an alternative provision for ASD learners with challenging behaviour, running the school's life skills class.

As a reiki practitioner, Beth has always taken a keen interest in a therapeutic and holistic approach to care. After deciding to leave the education setting, Bay Tree house was the perfect place for Beth to help more young people to learn and grow.

Since being at Bay Tree house Beth has developed trusting relationships with all YPs and has enjoyed teaching horticulture and bush craft at her allotment. Beth has also taken ownership over the AQA awards empowering our young

people to work towards a range independent living and life skills. Beth is in the process of completing the NVQ level 5 qualification in leadership for health and social care and children and young people's services

Qualifications and Training

- BSc Psychology
- Usui Reiki (L1 & 2)
- Bushcraft for Practitioners
- Makaton
- De-escalation and Team TEACCH
- Intensive Interaction
- Using PECS
- Language and Communication
- ASD awareness
- Fire Warden
- First Aid Training
- FGM and Prevent
- Safeguarding children with disabilities
- Safeguarding Children Level2
- Safeguarding for designated practitioners level 3
- Safer recruitment
- Medication Administration
- Attachment in the Early Years
- Trauma informed model of practice/ NSPCC
- Delivery of direct work/ life story work training

Team Leader : Amber Vick

Before joining Bay Tree House, Amber had previously worked in different avenues of care. She began her care assistant journey by becoming an activities coordinator at a home for the elderly with dementia, completing her level 2 diploma in health and social care, and then becoming a care assistant. She later transferred to domiciliary care in the community whilst also working within the SEN unit of Bromley College. Whilst at the college Amber would support many young people with physical and/or developmental delays, to engage with their lessons and provide emotional and physical support where needed, and also promoting their independence.

Amber started working at Bay Tree House as a Therapeutic Care Worker. She has worked with many young people with a range of emotional, behavioural,

and learning needs and has gained a lot of experience and knowledge. Amber enjoys working with our young people on a child led basis and tries to engage the young people in a multitude of activities that can help the young people to gain independent living skills, whilst also supporting the emotional and behavioural difficulties through stimulating games and imaginative play. Amber works closely with all the children but also has the role of key worker for one of our young people.

Amber's professional development over the course of her employment to date has been significant and her promotion to Team Leader was the natural progression. She is able to work with young people effectively and compassionately whilst role modelling these attributes for other members of staff. Whilst working at Bay Tree House, Amber has achieved her Level 3 Diploma in children's residential care as well as carrying out various training courses and qualifications that are extremely beneficial to her everyday work.

Qualifications and Training

- Level 3 Diploma in Children's Residential Care
- Team Teach
- Medication competency and administration
- Direct working
- Key working
- Fire safety
- FGM and Prevent radicalisation
- Autism awareness
- ADHD awareness
- First aid
- Attachment theory in early childhood
- Food safety and hygiene
- Health and safety
- Suicide prevention – Risks and awareness
- Safeguarding children with disabilities
- Safeguarding children level 1 and 2
- Safeguarding for designated practitioners level 3
- The invisible child
- Hostility and resistance
- Working with complexity
- Purposeful recording
- Trauma informed model of practice/ NSPCC
- Delivery of direct work/ life story work training

Team Leader : Louise Hickman

Louise has been in child care for over 12 years with a wide range of experiences working with children from three months to 17 years old. Louise has worked as a nursery practitioner and worked her way up to a nursery manager. Within her nursery practitioner role she worked closely around the EYFS (early years' foundation stage) ensuring that all children's learning development and care needs were met. While being a manager, Louise would oversee the running of the establishment would support the interview process alongside the director of the company. Louise would also ensure practitioners were working to a high care standard. Louise would input a rota system for staffing ensuring high staff ratios were met and supervisions and training needs were catered for. This was set as online training ensuring knowledge and understanding around child protection, safeguarding, first aid, health and safety, FGM training and all relevant qualifications were in place. Louise would also ensure the correct curriculum was in place for the children and that the Ofsted standards were met accordingly.

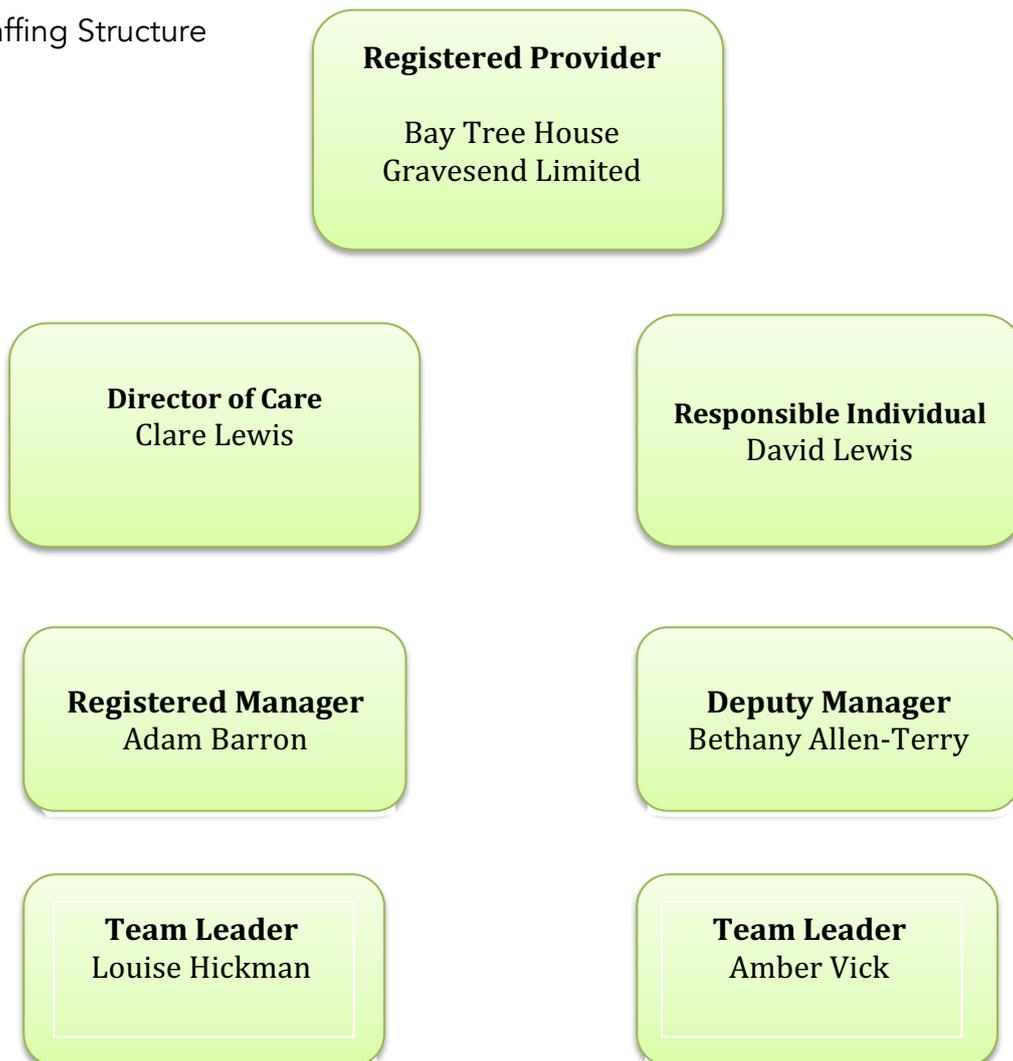
Louise then chose to change career to work within residential care. Before working at Bay Tree House she worked with children with challenging behaviours and mental health conditions. Louise would ensure their daily needs were met, supporting medical appointments, ensuring they were up to date and facilitate the correct support systems were in place for the individual young person. Louise had a creative approach when following the quality care standards and the previous care home encouraged her to become a key work coordinator. Louise would approach and explain each project to the young people depending on their needs and understanding. Louise also supported her colleagues with this, sharing ideas, good practice and strategies in the home to discuss and educate certain topics

Qualifications and training

- Level 3 Diploma in Children's Residential Care
- Level 5 level 5 in leadership for health and social care and children and young people's services
- Team Teach
- Medication competency and administration
- Key working
- Fire safety
- Autism awareness
- ADHD awareness

- First aid
- Attachment theory in early childhood
- Food safety and hygiene
- FGM and Prevent
- Health and safety
- Suicide prevention – Risks and awareness
- Safeguarding children with disabilities
- Safeguarding children level 1 and 2
- Safeguarding for designated practitioners level 3
- Hostility and resistance
- Trauma informed model of practice/ NSPCC
- Delivery of direct work/ life story work training

Staffing Structure



A Team of Full-time and Part-time Therapeutic
Care Workers
(as detailed below)

Staff Initials	Qualifications & Training
MT	Level 3 Diploma for Residential Childcare, NVQ Level 2 in Health & Social Care, Team Teach trained, Emergency First Aid at Work Speech and Language Therapy – An Introduction, NSPCC – Trauma Informed Practice
SR	Level 3 Diploma for Residential Childcare, NVQ Level 2 in Health & Social Care, Team Teach trained, Emergency First Aid at Work Speech and Language Therapy – An Introduction, NSPCC – Trauma Informed Practice
RO	BA Hons in Education & Early Childhood Studies, Challenging Behaviour Training, Emergency First Aid at Work, NSPCC – Trauma Informed Practice
LK	BA Hons in Social Work, MA in Safeguarding and Child Protection (in process), Team Teach Training, Emergency First Aid at Work
RB	NVQ Level 3 in Health and Social Care, Emergency First Aid at Work, Team Teach Trained, Level 5 diploma in leadership and management (in progress), Speech and Language Therapy – An Introduction, NSPCC – Trauma Informed Practice
TL	Level 3 Diploma in Specialist Support Teaching and Learning in Schools, Challenging Behaviour Training, Emergency First Aid at Work
FW	Level 3 Diploma – Health & Social Care, Level 4 Diploma in Therapeutic Counselling, Emergency First Aid at Work, Challenging Behaviour Training, Speech and Language Therapy – An Introduction

AJB	Level 2 Diploma in Health & Social Care, Level 2 Diploma in Team Leading, Emergency First Aid at Work, Challenging Behaviour Training, Speech and Language Therapy – An Introduction, NSPCC – Trauma Informed Practice, Level 3 Diploma in Health & Social Care (enrolling Jan 2022)
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As well as continuous professional development all new staff members also complete the following core training (regardless of prior qualifications)

Safeguarding children Level 1	Safeguarding Level 2
Safeguarding Level 3 for practitioners	Emergency First aid at work
Medication awareness and safe handling of medicines	
Medication administration	Health and Safety
Fire Awareness	Fire Warden (for
management)	
Food Safety and hygiene (level 2)	Female Genital Mutilation
Safeguarding against radicalisation	GDPR essentials
Use of ligature cutters	Self-harm
Autism awareness	On Call Policy & Procedures
Team Teach Positive Behaviour Management	Challenging Behaviour
	Training
Professional Boundaries	(in event of not having Team Teach)

Shift Patterns:

<u>AM Shift: 7am-2.15pm</u>	<u>PM Shift: 1.45pm-9pm</u>	<u>Sleep in shift: 8.45pm-7.30am**</u>
2 members of staff on duty*	2 members of staff on duty*	2 members of staff on duty*

*An extra member of staff will be on duty according to needs of individual children and risk assessments. When necessary we have a 121 member of staff on site from 5-9pm weekdays and 9am-9pm weekends as well as school holidays.

** A 'waking' night duty will be available depending on the needs of individual children and risk assessments.

There is a 24 hour on call service available at all times at Bay Tree House

Line Management and Supervision

Registered Manager: Adam Barron reports to Responsible Individual: David Lewis

Deputy Manager and Team Leaders report to Registered Manager: Adam Barron

All Therapeutic Care Workers report to Deputy Manager: Bethany Allen-Terry
Professional development supervision will be given every 6 weeks for full time staff and every 8 weeks for part time staff by above Line Managers, if this cannot take place within this timeline due to annual leave, sickness or other factors they will be completed as soon as is possible. The RM and DM will have supervision with Director of Care.

(Due to the children being at home during school holiday times we are unable to carry out scheduled supervisions with staff, they will therefore be completed as soon as possible once term time resumes)

All staff will have access to a group reflection session with a psychotherapist on a 6 weekly basis.

All staff will have yearly appraisals with their line manager.

Our Registration 44 Independent Visitor: Freedom Training and Consultancy

Email: Tracy@freedomtrainingandconsultancy.com

Contact number Tel: 01323 304778 or 07900086368

Life At Bay Tree House

Bay Tree House is within walking distance of all necessary amenities. Our house is near to a park which is great for leisure and sports activities. We have a variety of local shops and leisure amenities in the community as well as good transport links.

Gravesend Promenade, by the River Thames, is within walking distance from Bay Tree House. The promenade is great for walks along the river as well as making use of the extensive gardens, playgrounds and outdoor gym equipment.

Gravesend is also home to one of Europe's largest Sikh Gurdwara which boasts fantastic architecture and a beautifully welcoming spirit. The children at Bay Tree House can benefit from having such a cultural landmark on their doorstep and get involved, if they wish, in the various celebrations and activities of the Sikh and the wider community.

Accommodation at Bay Tree House

Bay Tree House can accommodate 3 male or female children between the ages of 8-17. Our children will have their own bedroom within the home and share a bathroom and shower room. All rooms will be decorated to a high standard. However, we actively encourage our children to decorate and personalise their bedrooms to their preference. This is to ensure our children feel settled, welcomed and at home in Bay Tree House.

There is a communal kitchen/dining room and lounge which are comfortable and decorated to a high standard to create a friendly and homely space. The children at Bay Tree House are active in helping to maintain their home environment in order to encourage a sense of belonging. Any tuition or communal activities take place in this area of the house.

We also have a small garden for all within the home to enjoy and relax in, but for more exciting and vigorous exercise, we have an amazing park on our doorstep.

Bay Tree House does not permit smoking in the house or in the garden of the premises.

Quality of Care

Bay Tree House is committed to providing a nurturing family-like home for the children where they feel their wishes, rights and needs are respected and taken into account, in balance and in compromise with the rest of the group, when making day to day decisions. We feel that, if our children feel respected and help to influence the running and decisions within the home, they will become more confident, independent and their time at the home will be happier and more beneficial.

Each child admitted into the home will be paired with 2 key workers. The children will be offered 1:1 sessions with their key workers at least once every

week. The key worker sessions will be planned and proactive around achieving the YP's targets and life skills as well as reactive around feelings, emotions and behaviour. In some of these sessions the child will be able to discuss their care plans and their feelings on how the home is run, how they are treated and cared for by our staff and all aspects of their daily living.

Key workers work from a trauma informed approach and are highly skilled in building meaningful relationships with the young people and using this as a foundation to carry out informed and targeted sessions. The Key Workers use a holistic approach in planning and delivering bespoke sessions using a variety of methods and resources including but not limited to Direct Work, Life Story Work, AQA and life skills. These sessions will be child led, informal and friendly. This is to ensure that the child feels comfortable expressing how they feel and what they need.

The YPs will complete an emotional well-being survey every month. This will include all aspects of their care, including how safe and happy they feel at home and in school, how confident and optimistic they feel about their lives, how they get along with the adults caring for them and what aspects of their care they would like to change or improve. The answers to these surveys will form the basis for planning key working sessions.

Every week there will also be a house meeting for the staff and children. This is by no means compulsory but the children will be encouraged to attend and chair the meetings if they wish to. At these meetings any issues can be raised and minutes will be taken. All points raised will be discussed with the manager and feedback will be given to the staff and the children. At these meetings and on a day to day basis there will be a big emphasis on working together, encouraging the children to make decisions and solve problems together. We want to encourage this to enhance a nurturing and harmonious atmosphere at Bay Tree House.

Contact and Communication with Family & Friends

Bay Tree house is situated in Gravesend, Kent. Our location is great for promoting the independence of our children and young adults.

At Bay Tree House we feel it is important to encourage and facilitate, where appropriate, good communication between the children and their family and friends. All children will have access to a private telephone line to make and receive calls and a mobile phone if appropriate and agreed by social worker.

During the admission process at the Placement Agreement Meeting all the contact and communication arrangements will be made with the placing Social Worker. A contact schedule will be devised and put into use by our staff team.

In each child's file will be clear contact arrangements including any restrictions there may be. The registered manager will update these arrangements when necessary with the social worker and in CIC reviews.

When it is necessary for family contact and communication to be supervised by a member of our staff will observe and write up a contact report. Where supervision is unnecessary a member of our staff will discuss the contact with the child to reflect on the contact and what went well etc and document this as a key work session.

Bay Tree House will provide transportation to enable contact away from the home and provide a private space within the home if appropriate.

Bay Tree House' Anti-Discrimination Practice

At Bay Tree House we are dedicated to providing an environment whereby our children truly feel 'at home.' We achieve this by respecting and promoting the rights and beliefs of our children so they can realise their potential, achieve to their greatest abilities and feel emotional and physically secure.

Part of achieving this is to actively promote an anti-discriminatory practice whereby our children are treated equally irrespective of their race, gender, religion, age, weight, sexual orientation, disability, looks, family background, personal tastes, personal hygiene and personalities.

At Bay Tree House we will:

- Ensure that everyone within our community is treated gently, fairly and with respect
- Recognise that people have individual needs, and that we each understand that treating people equally does not always involve treating them all exactly the same
- Recognise that for all our young people extra support is needed to help them to achieve
- Make sure that people from different groups are consulted and are involved in our key decision making
- Ensure no one experiences harassment, discrimination or less favourable treatment owing to any personal (protected) characteristic as described below
- Ensure that our premises is a safe, secure and stimulating place for everyone at all times

All our children are treated equally and will have equal access to the benefits and opportunities available to all. Certain privileges will only be taken away as

an appropriate sanction as a consequence of negative behaviour. These consequences will be applied fairly and consistently to encourage good cooperative behaviour within the home. Our children will be fully aware of their rights and together with their key workers, reviews will be done to ensure their rights are being respected and met.

The children will be taught that all actions have consequences and sometimes negative actions result in negative consequences. Our children will be encouraged to decide what they feel will be a fair negative consequence.

Likewise, all staff are treated equally; This includes having equal access to training, supervision, support and promotional opportunities. We believe all people should be treated equally and with respect.

Complaints Procedures

All parents, carers and Local Authority supporters of young people in Bay Tree House will have access to a written description of our complaints procedure. This information will also be summarised in the Statement of Purpose and in the Young Person's Guide to the home, copies of which will be provided to all significant people on, or prior to, a young person's admission.

Complaints can be made in different ways. Parents, carers and significant others can contact Bay Tree House directly to discuss their concerns. Young people may voice their complaints either individually or by means of a group meeting. This might be on the agenda of the regular house meeting, by a separate meeting called with the consensus of the group, or to an independent person outside the service. All young people have open access to a telephone and at any point may raise concerns about a service with, for example, their social worker, parents, or Ofsted. At any stage in the complaints process young people have the right to support from an external advocate; they should be assisted by Bay Tree House in accessing this service.

Complaints do not have to be made in writing but, if they are not, will be recorded by Bay Tree House on receipt, and this written record then checked with, and where possible counter -signed by, the complainant to confirm accuracy.

Making a Complaint about a Member of Staff:

If your concern involves a member of staff within Bay Tree House or an outside agency please refer concerns to either:

Registered Manager: Adam Barron 07772 312 751

If your complaint is about the Registered Manager and feel it cannot be referred to the above then contact:

Responsible Individual: Mr David Lewis 07930 175 756

If none of the above contacts are deemed suitable or you are unsatisfied with the response please contact:

KSCMP (Kent Safeguarding Children's Multi-Agency Partnership): 03000 421126

Email: kscmp@kent.gov.uk

If you are unhappy with how your concern has been dealt with please contact OFSTED Whistleblowing: 0300 123 1231

www.gov.uk/government/organisations/ofsted/about/complaints-procedure

LADO: 03000 41 08 88 or email

kentchildrenslado@kent.gov.uk

INVESTIGATION OF COMPLAINTS

The handling and consideration of complaints consists of three stages:

Stage 1 - Local Resolution;

Stage 2 – Independent Investigation; and

Stage 3 – Complaints Review Panel.

Stage 1 – Local Resolution

Local Resolution requires Bay Tree House to seek to resolve a complaint as close to the point of contact with the young person as possible. In doing this a member of the management team will consider the wishes of the complainant about how the complaint will be dealt with. In most circumstances complaints will be considered at Stage 1 in the first instance. At this stage, staff at the point of service delivery and the young person will discuss and attempt to resolve the issues raised in the complaint as quickly as possible. They will discuss the issue and exchange information and thinking behind decisions and try to agree a way forward.

There are a number of methods of resolution that can be applied at this stage, including:

1. the provision of an apology or explanation;
2. conciliation and mediation;
3. a reassessment of the child or young person's needs;
4. practical action specific to the particular complainant;
5. a review of practice; and,

6. an assurance that Bay Tree House will monitor the effectiveness of its remedy.

Most Stage 1 complaints will ideally be concluded within 10 working days' time limit. The outcome of the local resolution should be put in writing to the complainant. Where the matter is not resolved locally, the complainant has the right to request consideration of the complaint at Stage 2. There is no timescale for initiating this process but, in advising the complainant about the outcome of Stage 1, it is recommended that a limit of 20 working days is suggested, so that momentum in resolving the complaint is not lost.

Stage 2 – Independent Investigation

If the matter is an internal complaint that cannot be resolved locally or if the complainant is not satisfied with this approach, the complaint should proceed to stage 2. Stage 2 commences either when the complainant requests it or where the complainant and the management of Bay Tree House have agreed that Stage 1 is not appropriate. Consideration of complaints at Stage 2 is achieved through an investigation conducted by a company manager independent of Bay Tree House, and of its line management.

The investigation will be completed and the response sent to the complainant within 25 working days. Where it is not possible to complete the investigation within 25 working days, this will be explained to the complainant, and an extension agreed with them.

On completion of consideration of the complaint, the independent person will write to the complainant and to Bay Tree House with their report on the investigation including:

- details of findings, conclusions and outcomes against each point of the complaint (i.e. 'upheld' or 'not upheld'); and
- Recommendations on how to remedy any injustice to the complainant as appropriate.

The response will also contain details of the complainant's right to have the submitted to a Review Panel if s/he is dissatisfied, and that s/he has 20 working days to make this request.

Stage 3 - Complaints Review Panel

Where Stage 2 of the complaints procedure has been concluded and the Complainant is still dissatisfied; s/he will be eligible to request further consideration of the complaint by a Complaints Review Panel.

The Panel that will hear the complaint will consist of 3 people who were not directly involved in previous considerations of the complaint. At least one person on the Panel will be independent of the management and of the

running of Bay Tree House. This may include a Senior Manager, Managing Director, Operations Manager, HR Manager or the Registered Manager of another home. The Director of Operations (Children's Services) is responsible for the appointment of the Panel. Once the formal written complaint and notes from any interviews have been received, the panel should be convened within 20 working days.

The complainant has a right to attend the Panel and should be assisted in attending as appropriate. The complainant should also be informed of their entitlement to be accompanied by another person and for this person to speak on their behalf.

The Panel meeting should take place locally and with due regard to the complainant's availability and convenience. The complainant should be notified of the Panel's date and location in writing at least 10 working days before the Review Panel meets.

The Complaints Review panel is designed to:

- listen to all parties;
- consider the adequacy of the Stage 2 investigation;
- obtain any further information and advice that may help resolve the complaint to all parties' satisfaction;
- focus on achieving resolution for the complainant by addressing his clearly defined complaints and desired outcomes;
- reach findings on each of the complaints being reviewed;
- make recommendations that provide practical remedies and creative solutions to complex situations; support local solutions where the opportunity for resolution between the complainant and the local authority exists;
- to identify any consequent injustice to the complainant where complaints are upheld, and to recommend appropriate redress; and
- Recommend any service improvements for action by the company.

As a general rule, the Review Panel should not reinvestigate the complaints, nor should it be able to consider any substantively new complaints that have not been first considered at Stage 2.

The Panel will produce a written report containing a brief summary of the representations and their recommendations for resolution of the issues and the reasons for them. They must send this to the complainant, the service concerned, the independent person from Stage 2 and any other person with sufficient interest i.e. Director of Operations within 5 working days of the Panel meeting. If a Panellist disagrees with the majority recommendation, this should also be recorded and the reason for it given.

Recording Complaints

Written records will be kept by Bay Tree House of all complaints and their outcome.

All correspondence, statements and records of complaints will be kept confidential but will be available for Ofsted inspection.

All complaints are also monitored via monthly Regulation 44 visits.

Fire Precautions and Emergency Procedures

Bay Tree House is regularly inspected by the Responsible individual and meets all the requirements which have been outlined for the safety and security of all children and staff. This includes the preparation of fire risk assessments and emergency evacuation plans in compliance with current fire safety legislation. Both the RM and DM have fire warden training.

- Fire-fighting equipment has been installed at strategic points and is regularly inspected and maintained by the house staff and trained fire warden

- Smoke alarms and fire-detection equipment have been installed and are tested regularly to ensure their continued service by in house staff and an appropriate sub-contractor.

- Emergency Lighting is installed in the hallways and landings

- The home has an emergency evacuation procedure which all staff and young people are aware of and are regularly tested

- Fire drills are carried out regularly and recorded

Fire Precautions

The home has been risk assessed for risks associated with fire, including activities and equipment. All young people undergo risk assessments during their admission process to ensure that a suitable risk management plan is developed as required. The entire building is designated as no smoking for staff, visitors and young people, to both help prevent fire and encourage a healthy lifestyle.

- Notices are displayed on the notice board in the home
- All the main doors are openable from the inside of the home.

This helps to ensure that the health and safety of all children, young people, staff, visitors and members of the public are protected to the highest standards.

All staff receives health and safety awareness training upon induction with the company, which is refreshed regularly through formal training sessions. Health and safety issues are reviewed during all formal supervisions, staff meetings, and residents meetings.

Activities both within the home and those that take place off site are risk assessed and all perceived risks managed and reduced to an acceptable level.

Regular health and safety inspections are completed by the health and safety representative within the home against specific checklists. A health and safety tour of the Home against a pre-determined checklist is undertaken on a monthly basis and also monthly audits are completed by Responsible Individual. Reports of these inspections and audits are distributed to all staff members, and any identified actions for improvement are monitored until resolved.

Cultural, Linguistic and Religious Identities

Bay Tree House believe that all children should have the opportunity to maintain their cultural and religious identity. We create an environment in which the child's cultural and religious identity is supported, encouraged, shared and celebrated.

All our staff will be open to facilitate our children's cultural and religious beliefs and efforts will be made by Bay Tree House to provide for any specific need within reasonable financial restraints. However, our staff should not feel obliged to carry out actions that may offend their own beliefs. If there are any issues surrounding this communication should be sought from management.

Bay Tree House will support all children's linguistic needs. Staff at Bay Tree House will use visual resources such as 'Communicate in Print'/PECS/ widgeo to ensure development of communication and interaction.

Behaviour Management

The children living at Bay Tree House are supported by our specialised team, providing expertise and care, both in supporting learning, social and emotional needs. We listen carefully to our children and we value their

opinions. We feel this is vital in encouraging reciprocal and positive relationships.

Visual resources are used extensively to aid independence and to allow the children a sense of control, and enabling the children to communicate their needs independently and effectively.

The use of 'social stories' helps make sense of social rules and protocol in order for our children to become as independent as possible.

We use a 'Restorative Justice' approach with all the children in order for the children to recognise that a 'negative situation' has been dealt with fairly. This approach allows all parties to recognise and accept that they may have played a part in a negative/ positive interaction and to have an awareness of different view- points of a situation/ interaction. If need be, practical apparatus such as Lego, is used as a 'concrete' visual reinforcement rather than verbal. Adult role play of scenarios will help develop children's awareness of social situations.

We use 'de- escalation' techniques to diffuse a potential negative situation with all of our children and we always follow up an incident with a 'debrief session' as soon as the time is right for the child.

The debrief session allows the child to explain the situation as he/she saw it and enables the child to look at the situation/ incident from the perspective of other people. Potentially, a 'scale of justice' approach could be used as well as mediation and reparation of relationships with others. As a follow up from a debrief session a 'Positive Behaviour Plan' will be put in place in consultation with the child and key worker. All incident/ PI/ PBP paperwork will be completed and copied in child's file.

*Physical restraint of a child will be avoided at all costs and will be prevented by the use of de –escalation skills and techniques delivered by our highly skilled team of staff through our Positive Behaviour Support Programme.

However, in situations where the child is in danger of hurting himself/herself or hurting others in a physical manner, the lowest level, gentle physical guidance to a place of safety may be needed, with minimum restriction used.

The 'Team Teach' approach used in Bay Tree House is a graded system of response commensurate with the situation. It is predominantly based on de-escalation and behaviour management with any kind of physical intervention seen as an absolute last resort option and will always be reasonable, proportional and necessary.

All staff at Bay Tree House receive either Team Teach training or 'in house' training and CPD in Positive Behaviour Management and Challenging Behaviour.

All staff have regular 6/8 weekly supervision sessions to monitor their positive relationships with the children living at Bay Tree House. Regular staff meetings enable all staff to discuss how, as individuals, are they promoting the 'Quality Standards' to ensure all children receive outstanding care in Bay Tree House.

We also provide staff with regular group reflection sessions chaired by a psychotherapist to enable staff to share experiences, approaches and offload any issues.

Staff are assessed for competency in positive relationships and positive behaviour management with children on a continual basis. Good practice is shared and celebrated at staff meetings.

Education

Bay Tree House staff will make provision for children to attend a local school if appropriate. We aim to encourage the children to walk to the nearest school if at all possible and staff will facilitate this. If a school is not within walking distance Bay Tree House staff will transport the child to school. Bay Tree House staff deem any homework sent from the school as being important and a 'daily homework session' will be incorporated into the child's daily schedule.

A manager or key worker assigned to the child will liaise with school to ensure we are working together to provide a good education for the child. This will include the attendance of 'consultation evenings', concerts, school clubs etc in order for the child to feel fully integrated into the school and local community.

The child's social development will include helping to build self-esteem and a 'sense of self', friendship skills and behaviour management. This will enable the young person to have developed social skills in order to function in their local community.

Bay Tree House subscribes to the AQA accredited scheme which awards certificates for academic and life skills achievement which helps our young people with progression to potential further training, study, employment, voluntary work, independent living and more active involvement in society.

AQA's are shown to motivate, encourage, engage, support and raise self-esteem and can reward achievement which might otherwise go unrecognised, e.g. small steps or non-mainstream subjects.

The development of social skills will include a 'passport to life approach', working on functional life skills to aid independence. This will include home and cooking skills, independent travel, financial awareness (understanding and opening bank accounts), keeping safe, health, hygiene and developing positive relationships and if appropriate, writing CVs and job interview techniques.

Staff will promote a love of learning and help to develop literacy and numeracy skills on a continual basis within the home and outside the home. Indoor and outdoor sporting activities/hobbies are encouraged and facilitated by the staff at Bay Tree House as life enriching skills both socially and physically.

Enjoyment and Achievement

Bay Tree House encourages and facilitates our children to take part in activities that will meet their needs and benefit their emotional and physical well-being. Each child will have an individual and structured activity plan that will include; education, free time and recreational activities. During each child's key-work sessions and house meetings they will be consulted on their activity programme and encouraged to put forward ideas about activities that they would like to take part in. Where possible their wishes will be fulfilled.

At Bay Tree House we encourage our children to choose a weekly hobby to promote their interests, skills and talents. (E.g. swimming, dancing, youth clubs, football, tennis, horse riding etc)

Once a month, a larger activity will also be scheduled. These activities would include day trips out to museums, theme parks etc. Individual days out for each child can also be arranged and incorporated within each child's incentive plan.

Our children will also have a yearly holiday away.

The children at Bay Tree House will be encouraged to attend local youth clubs and take part in community activities to enhance their socialising skills and build their confidence in social situations.

Bay Tree House is a small care home therefore making it possible for most activities to be planned and organised. The children's individual needs and desires regarding their free/recreational time will be respected and catered for.

Healthcare

Every child at Bay Tree House will have a healthcare plan implemented by the registered manager. This will include the following:

- ✓ The medical history of the child
- ✓ Registration with GP, dentist and optician and regular appointments booked
- ✓ Specific medical/health interventions and preventative measures.
- ✓ Any allergies or known adverse reactions to medications, foods, substances.
- ✓ Dental history and dental needs.
- ✓ Any history or need relating to hearing difficulties.
- ✓ Contact with an optician, date of last examination and details of any prescriptions.
- ✓ Maintaining records of developmental checks.
- ✓ Therapy programme.
- ✓ Any medications the child is taking and why and monitoring of side effects.
- ✓ The involvement of the child's parents or guardians in any health issues.
- ✓ Regular appointments made at doctors and dentists for health care checks
- ✓ Regular contact with LAC nurse
- ✓ If appropriate, regular CAMHs appointments

- ✓ Supporting child to eat healthy and nutritionally balance meals
- ✓ Supporting child to maintain good physical health by encouraging and supporting physical activities and exercise
- ✓ Monitoring of child's height and weight on a regular basis

At Bay Tree House we actively encourage our children to take an interest in their own health and well-being. Key workers complete a well -being survey each month with their child to ascertain where improvements are being made and identify areas where they need additional support with their health and well-being.

Therapy

Bay Tree House is able to offer a variety of therapies. All the children at Bay Tree House will have equal access to the therapies available. On admission each child, with their placing social worker, can discuss which therapies they would like or feel a need to have. The support staff will encourage the children to take part in therapy and discuss any concerns they may have.

The children will complete therapy feedback forms where suitable, with their key workers so Bay Tree House staff will be able to gauge if the therapy they are having is beneficial or if something different needs to be offered. To ascertain success criteria an SDQ form will be completed before and after therapy sessions.

Bay Tree House works with the following professionals to offer a variety of therapeutic interventions and treatment as and when suitable:

Counselling Practitioner: Sally Pearson:

Diploma in Integrative counselling:

Sally has been an established therapist for 14 years and provides a wide range of counselling services for those experiencing depression, anxiety, low mood, anger issues and bereavement. Sally is a member of the RBACP and has an NHS Inter psyche diploma as well as a diploma in management and diploma teaching (DTLLS)

Sally is able to offer therapies such as CBT, integrative, psychodynamic and person- centred.

Speech and Language Therapy: Practitioner Megan Lewis

Megan graduated in 2015 with a PGDip in Speech and Language Therapy. Her training has included working in a language unit and an 'early years' clinic carrying out assessments and intervention with early years and primary school aged children with speech delay/disorder and language delay/disorder. Megan has also carried out placements working in a stroke rehabilitation team and an acute hospital setting working with adults with acquired communication disorders including aphasia, apraxia of speech and dysarthria, and dysphagia (swallowing disorders).

Difficulties that can arise through having learning difficulties can include swallowing difficulties, delayed communication skills (using and understanding language), and difficulty with cognitive skills such as memory, attention and problem-solving. Megan is able to apply her knowledge of early communication development to assess a child's individual needs; educate and train staff on stages of play and communication and how to develop these skills; and devise interventions to target skills such as eye contact, attention, turn taking, understanding language and talking.

Yoga Therapy: Practitioner Gabrielle Lewis

Gabrielle qualified as a, Yoga Siromani Teacher of Yoga, with the Sun Power Yoga School in 2014. She also has a Level 3 Diploma in Teaching Yoga (QCF) which ensured that she had an understanding of the Anatomy and Physiology for Exercise, Principles of Exercise, Fitness and Health, Knowledge of How to Support Clients Who Take Part in Exercise and Physical Activity, Health, Safety and Welfare in a Fitness Environment, Delivering a Yoga Session, Programming a Yoga Session and The Philosophy and Fundamentals of Yoga.

Gabrielle has also completed further training in, 'Yoga for the Special Child.' This training has enabled Gabrielle to use yoga as a therapy for infants and children with Down's syndrome, cerebral palsy, learning disabilities and ADHD/ADD. Gabrielle will teach very gentle and safe remedial and individualised 1:1 yoga routines dependant on the age, extent of motor impairment and disabilities of the child. Her classes will always include a guided relaxation, appropriate physical postures and breathing exercises. The child will be encouraged to perform to their personal best in a non-competitive environment where a mutual trust between Gabrielle and the child will develop. Yoga therapy over time will, help to increase the child's self - confidence, teach the child how to relax, calm the mind, deal with their emotions and let go of fears, provide a gentle and holistic form of exercise and teach them how to see the best in themselves encouraging positive change in their lives.

Play Therapy: Practitioner: Mandy Hennessy Diploma in Therapeutic Play (PTUK)

Therapeutic play, (including play therapy), is an established discipline based upon a number of psychological theories. Research, both qualitative and quantitative shows that it is highly effective in many cases. Recent research by PTUK suggests that 75% of the children referred will show a positive change. A safe, confidential and caring environment is created which allows the child to play with as few limits as possible but as many as necessary (for safety). This allows healing to occur on many levels following our natural inner trend towards health. Play and creativity operate on impulses from outside our awareness - the unconscious. No medication is used. The therapist may reflect back to the child observations of what has happened during the session if this is felt to be appropriate. Above all, the child is given "Special Time". So often in modern life we never seem to have enough time to spend with our children - just playing, just being there for them. The child is given strategies to cope

with difficulties they face in life and which they themselves cannot change. It provides a more positive view of their future life. Sessions may last from typically 30 to 45 minutes. They may be with individual or groups of children.

Play therapy is particularly beneficial for a non-verbal child or a child struggling to verbalise and express feelings.

We have contacts with other therapists who are able to offer therapies such as: equine therapy, art therapy, reiki and massage therapies

Advocacy

We use the independent advocacy service Young Lives Foundation for the young people and encourage them to use this service as and when needed. All young persons are registered with the Young Lives Foundation and allocated an advocate.

Policies and Procedures

Bay Tree House Policies are available on request including:

- Safeguarding Policy
- Behaviour Management Policy
- Anti-Bullying Policy
- Child and Staff Complaints Procedure Policy
- Missing Child Policy
- Medication Policy
- Health and Safety Policy
- Fire Procedure Policy
- Whistleblowing Policy

- Professional Boundaries
- Personal/ Intimate Care Policy
- Physical Intervention Policy
- Self-Harm Policy
- Pandemics and Controlling the Risks of Infectious Diseases