

Fell House

growing & learning together

Statement of Purpose



















Appletree Treatment Centre

growing & learning together

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Appletree Treatment Centre, Natland, Kendal, Cumbria LA9 7QS



Statement of Purpose

Our Aims and Outcomes

November 2026

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Table of Contents

Quality and Purpose of Care **3**

Views, Wishes and Feelings **12**

Education **14**

Enjoyment and Achievement **16**

Health **17**

Positive Relationships **21**

Protection of Children **22**

Leadership and Management **24**

Care Planning **27**

Fell House – Statement of Purpose
Our Aims and Outcomes

Quality and Purpose of Care

1. **A statement of the range of needs of the children for whom it is intended that Fell House is to provide care and accommodation.**

Fell House – Our Children

Fell House is a therapeutic children's home for children between 6 and 12 years old. Fell House provides excellent care and education for up to 8 children. Fell House may provide care and accommodation for children with behavioural, emotional and social difficulties (BESD) and children with learning disabilities (LD).

It is not our intention at this time to accommodate children with physical disabilities.

Fell House helps children whose circumstances have led them to require additional support in their lives. Our children may have experienced trauma in their early years, and failure in their schools, community and/or homes.

Quality and purpose of care

2. **Fell House's ethos, and the outcomes that Fell House seeks to achieve and its approach to achieving them.**

Fell House Ethos

Fell House opened in 2001 with a mission to help support children whose lives have been severely disrupted to grow socially and emotionally and learn to cope with school and everyday life. We aim to support them wherever possible to return to families and day schools before they reach their teenage years. We remove the disruptive impact of placement change. We provide a stable, loving, nurturing, therapeutic environment, and we engage our children in stimulating experiences and education.

At Fell House our model of care helps our children grow, learn, develop and experience happiness in their lives. In order for this to occur they need to experience stable, nurturing and thoughtful adults upon whom they can rely. They need to feel loved and respected, cared for and educated. They need to be helped to feel happy about themselves and make sense of what has happened to them. We build self-esteem and promote resilience for our children.

Outcomes we seek to achieve for our children at Fell House

- We aim to allow all children at Fell House to **feel safe and cared about**. Their physical and emotional needs are met, and they have a warm attractive and stimulating physical environment to live in and one in which they can grow.

- We aim to help our children to develop and maintain **healthy attachments** based on mutual trust and respect, feeling protected and safe; both physically and emotionally. The children are able to develop healthy attachments with consistent reliable safe adults and go on to be able to develop meaningful friendships with their peers. The longer-term aim is for the children to develop the lifelong skills of developing healthy attachments in the wider community, preparing them for the world outside of Fell House.

- We aim to give our children a **sense of belonging** and feel that they are loved and cared for. Children are empowered to have a voice, and their views, wishes and feelings are listened to and respected. Children feel that the adults always keep them in mind and know they will not be rejected. Our children are supported to take ownership of their environments and take pride in it. Children are proud to be part of Fell House.

- We aim to support our children to **feel good about themselves, feel valued and feel loved.** Through our therapeutic approach, reflective practice and unconditional positive regard, we aim to help our children to understand and believe that just because bad things have happened to them does not mean they are not deserving of good things. Through a range of repeated positive experiences, we aim for our children to see their own value and feel lovable.

- We aim to help our children develop a **love of learning**, both inside and outside a formal school setting. We help our children learn the necessary skills to be socially successful, as well as the essential basic skills to thrive in home, school and life. We support curiosity and never miss an opportunity for a child to learn. Through a consistent approach to learning, and a language rich environment, we help our children build their confidence to know they are capable of achieving success. Children are supported to attend formal education and become lifelong learners.

- Through being immersed in our **therapeutic approach** we aim to help each child make sense of what has happened in the past but not let this define their future. We provide a therapeutic environment where adults are well trained and can meet the needs of the children, consistently and successfully. We support our children to engage in individual therapy, enabling them to explore and process their trauma. The team around the child engage in consultations with therapists and reflect on all aspects of the child's life, updating plans and sharing knowledge and information effectively to improve the outcomes for the child.

- Adults support our children to **understand, recognise and name their feelings**. We aim to help our children understand that all feelings are valid, we support children to begin to recognise and name feelings. We aim to help children recognise the physical changes in their bodies, as clues to help them understand how they are feeling. Through our knowledge and understanding of each child we recognise their feelings and begin to name them with the child, and gradually the child will be able to do this for themselves.

- We aim to support our children to learn over time how to **manage feelings** in safe and appropriate ways. Adults help our children to co-regulate their feelings by being attuned to the child and modelling appropriate responses, gradually helping children to develop their own strategies for recognising and responding to feelings. We help our children learn to reflect and communicate their feelings safely, rather than act them out.

- Once our children are able to care about themselves, they can begin to **care about and help others.** Adults model kindness and safe and respectful relationships. We aim to support our children to learn how to develop their understanding of others and the world they live in. They are actively encouraged to participate in the life of the local, and wider, community and build their sense of social responsibility.

- We aim to help our children increase their **resilience.** We do this through enabling them to understand and manage feelings, maintain healthy relationships, care about others and be able to cope positively with challenges and setbacks. Although we cannot remove their experience of trauma, we can help our children have positive experiences, learn from mistakes and cope with challenges; gradually building their resilience. Knowing they can overcome difficulties in the future is an important life skill.

- We work to ensure the plans for each child are **achievable and aspirational**. Fell House aims to work collaboratively with external agencies, professionals and family members to ensure that the individual needs of the child are being met.

- We encourage and take calculated risks to develop the **independence skills** of each child, at an age and stage appropriate level. We help prepare each child for when they leave Fell House.

- We aim to improve the quality of life and **increase each child's protective factors** during their time at Fell House. We provide them with love, experiences, understanding, knowledge, skills and interests that will develop and increase their protective factors. All helping them maintain a better quality of life when they leave Fell House and progress into their teenage and adult lives.

- We aim for our children to look back on their time at Fell House with fondness, knowing they were **listened to, loved, treated with dignity and respect.** We aim for our children to leave us with positive memories, having developed friendships and acquired skills that will help them to experience success in their lives.

- We encourage every child to be aspirational by **inspiring and empowering** them.

Fell House's approach to achieving ethos and outcomes

At Fell House we understand that behaviour is communication. Our therapeutic approach is reflective, trauma informed and developmentally led. Through understanding our children's traumatic experiences, we begin to see what is the root cause of their presenting behaviours. Above all, we want to help our children develop, learn and grow, building their resilience and protective factors to cope with life and education in the future.

Our children have had such damaging and traumatic early childhoods that they are developmentally much younger than their chronological age. Subsequently, they can dysregulate in the same way as children of a much younger chronological age. These behaviours can include violent outbursts, aimed at others and themselves. Behaviours can be spontaneous without thought of the consequences. Our priority is to keep our children and others safe, whilst we help our children to begin to understand and name their feelings and recognise when they are becoming overwhelmed. Through co-regulation we help them begin to develop their own coping strategies and ways of self-regulating.

Ultimately, our children build their own bands of resilience to help them cope with life's future challenges. They leave us with a range of positive experiences, increased protective factors and the knowledge that they can overcome challenge and be successful.

To meet the needs of the children in the home, staff complete training in a range of relevant areas. This includes the mandatory training to keep the children safe in the home including Child Protection & Safeguarding, First Aid, Health & Safety, Fire Safety and many others. Fell House staff complete the ATC Diploma which looks in detail at the ATC Approach (Our Model of Care). Topics including Child Development, the importance of Play, Emotional Development, Attachment, Sensory, Development Trauma, Impact of Trauma, Active Listening, Bereavement & Loss, Working Therapeutically, Self-esteem and others. This is delivered by practicing professionals, Psychologists and Therapists. Adults have access to, and complete, specific training to support the individual needs of the children. This can include training on specific medical needs, and diagnosis, when identified in children's plans. The training is ever evolving to support the team to support the children. Fell House maintains P Training Matrix and this is available on request.

The aim of this training is to give the team the insight, knowledge and understanding of the reflective practice needed to help their interactions with our children facilitate positive change. This is a hard task and requires the teams to use the 'heart', 'hand' and 'mind' approach advocated by social pedagogy. We use our hearts to genuinely care for our children and they feel this. We use our hands

to engage with them in practical activity, sharing the fun and the learning alongside them. We use our minds to reflect on emotions and experiences with the children, this learning informs our future practice.

Our culture of continuous reflection and learning allows us to gather and share pertinent information about the children, share it effectively within the team and implement strategies that enhance the outcomes for the children.

Quality and Purpose of Care

3. Accommodation offered by Fell House

a) How the accommodation has been adapted to meet the needs of the children cared for at Fell House

Fell House has been adapted to ensure all children in Fell House have their own bedroom which is personalised to their own interests and hobbies. Due to the age and stage of the children at Fell House a decision will be made by the home and the person with parental responsibility as to whether a child will have a lock on their bedroom door. This will be done through discussions with all professionals and the child. A decision will be made based on a risk assessment for each child. This decision will be reviewed as and when necessary. Automatic sensor lights have been fitted on the landing areas, enabling a child to see should they leave their bedroom in the dark alert the night carer that they may need support.

We have added a purpose-built decking area for outdoor dining, and we have also added a raised veranda that is accessed via the bi-folding doors in the lounge. This enables the children to take in the therapeutic views of Morecambe Bay and provides an extra functional space where the children can take part in sensory play such as sand and water. The garden area offers a play area that is used by both the home and the school, a greenhouse and allotment area for the children to grow their own flowers and vegetables.

The school is attached to the home and has its own entrance to give the feeling of “going to school” and “coming home”.

Fire precautions and associated emergency procedures in Fell House children’s home.

Fell House has smoke and heat detectors throughout. Weekly tests of the fire alarms are carried out. Fire extinguishers are inspected weekly and serviced annually by an approved contractor. The emergency lighting is tested regularly and serviced by an approved contractor. When equipment has been used or damaged, arrangements are made for its immediate replacement to ensure the safety of all.

Fire evacuations take place at regular intervals and at various times of the day and night. Additional fire evacuations will take place when we have a new child or member of the team within the home. This safeguards the children and adults being as comfortable as possible with an evacuation at varying times, and the subsequent impact of this. Both children and adults alike are included in fire drills and evacuation. Discussions around fire and building safety take place with the children at regular intervals and if particular issues arise.

Fire procedures are displayed around the home. These are then discussed verbally with the children, to check for their understanding. There is also a visual guide for the children to explain the evacuation process. All adults within the home undertake mandatory Fire Warden training, First Aid training and basic Health and Safety training. This is completed as part of our team induction and is then updated within recommended timescales. All adults are made aware of our comprehensive Fire Risk Assessment and Emergency Plan, and these are readily available to refresh knowledge at any time. Health and Safety is regularly discussed in team meetings.

We also work collaboratively with the local Blue Light Hub, and the fire fighters regularly visit the home and school to reinforce the importance of fire safety.

Quality and Purpose of care

3. Accommodation offered by Fell House

b) The age range, number and sex of the children for whom Fell House intends to provide accommodation.

Fell House is a children's home for up to 8 children of any gender, between the ages of 6 and 12 years.

Quality and purpose of care

3 Accommodation offered by Fell House

c) The type of accommodation, including sleeping accommodation.

Fell House is a detached house within its own grounds.

Dining Room

A bright and airy dining room allows the children to have all their meals together in a family style setting. There is a counter separating the dining room from the kitchen area so the children can see and smell the food being prepared.

Kitchen

The kitchen at Fell House is well fitted and fully equipped; it is a homely environment where the children can comfortably get involved with food preparation and cooking.

Lounge

Fell House has a large bright lounge, with a variety of seating and plenty of floor space for the children to play together. There is storage for toys and games, bookshelves and a TV with DVD, Xbox and PSP games. The bi folding doors in the lounge open, offering stunning therapeutic views across Morecambe Bay.

Playroom

This room is comfy and relaxing with seating and floor space for games and stories, this room also has a smart TV games console which can be used when required and a large bookshelf housing a large selection of books and DVDs for the children.

Bedrooms

There are 8 bedrooms at Fell House, all are single occupancy rooms. A shared bedroom would only be considered if children were siblings and risk assessed to be safe together. We encourage our children to make their bedrooms personal to them and consult them about decoration and layout before they join us and whilst they are with us.

Landing

There are two book nooks upstairs where the children can go to enjoy choosing and reading a book. These have a small, seated area where the children are able to sit and browse the books and read.

Bath/Shower room

We have 4 bathrooms, with either bath or showers and lots of toys to play with. Additional toilet facilities are available on the ground floor.

Outside

Fell House has a large garden with trees and grassy banks. There are paved and decked areas where children can ride bikes and scooters. There are flowerbeds, a greenhouse and vegetable patches for the children to dig, sow and grow plants and vegetables. There is also an area where the children have made a fairy garden and an area where the children can sit around a small fire pit.

Fell House School

The school is joined to the home building with internal access via a corridor. We do however like the children to access school via the outside door to give them the feel of leaving the building and going to school. The school comprises two large bright classrooms and one has direct access to the garden and play area.

The children's guide clearly explains each area of Fell House home and school both inside and outside. The guide also uses photographs to help new children build a clear picture of their new home, making it a little less intimidating. It is very important to us that our children feel loved, cared for and respected. We involve them in the décor of their room before they arrive with us where possible to enable them to feel a sense of belonging in the home.

Quality and Purpose of Care

4. The location of Fell House

Fell House is located in a town with many shops, banks, a post office, cafes and a library which the children enjoy using. There is also a park with duck pond and several playgrounds/play areas. Our children particularly love spending time walking, scootering or cycling on the promenade.

Fell House was built as a children's home and has good relations with the community. Our safe location area review concludes that it is an extremely safe place in respect to the risks of drugs, crime, gang activity or child sexual exploitation.

The Safe Location Area Review also concludes that Fell House is risk assessed as low risk in all areas.

The children are registered with our local GP, Opticians and dentist who are located in the town and local hospital. We are well known to our GP and opticians, and we work well together to provide for our children's daily health and dental needs.

We encourage the children to be part of town life. The children spend their pocket money in the local shops and make use of the many local amenities particularly the local library. Our children are encouraged to join local clubs and participate in local activities to enable them to widen their friendship group outside of the home. We enjoy a strong link with our nearby theatre and our children have performed in drama, music and dance productions to paying audiences. Some of our children have also attended the local church and Sunday School.

Within easy driving distance of Fell House we have numerous children's playgrounds, a swimming pool, bowling alley, cinema, beach and of course the joy of the beautiful Lake District is not too far away.

Quality and Purpose of Care

5. Arrangements for supporting the cultural, linguistic and religious needs of the children accommodated at Fell House.

Supporting Children's cultural needs

As part of the referral and matching process we are able to identify the cultural needs of the child before they arrive at Fell House. We then work with the adults and professionals that know the child best to ensure that these needs can be met. If necessary, we seek further help and advice from professionals, organisations and groups that have greater knowledge and understanding of how to meet the cultural needs of the child. We continually identify and assess the cultural needs of each child during their time at Fell House and implement any actions necessary, maintaining up to date and relevant plans.

Where possible we will always encourage our children to maintain cultural links to their home area if this is something that is important to them and part of their identity.

We celebrate and explore different cultures and help children to learn about their own cultural heritage, as well as that of others. We aim to embrace difference, build knowledge of different faiths and cultures, and enhance tolerance. Celebrations have included Luna New Year, St Patrick's Day, Ramadan, Christmas, Easter and Hanukah.

Supporting children's linguistic needs

Many of our children who speak English as a first language have difficulty with vocabulary acquisition and/or language processing due to developmental trauma, neglect and gaps in education in their early years. Our Speech and Language Therapist will conduct an initial assessment to identify any communication needs a child may have. They will then make recommendations regarding appropriate interventions to be delivered.

If our children speak a language other than English we will endeavour to identify, along with their placing authority, other appropriate people who can help them maintain this language. This may be through family members, team members who also speak the language, or other people in the local community. We would source a way to translate for them if this was needed and also provide books or magazines to help them read in their language and utilise DVDs or CDs in order to hear it being spoken.

Supporting children's religious needs

We help our children to maintain their faith and continue any religious observances which are important to them. We educate all our children about the different religious faith groups and give them knowledge about those belief systems. We encourage them to embrace Modern British Values and protect them from the risk of extremism. We also aim to instil in the children a tolerance and understanding of ways of life different from their own. In school, a key element of our R.E. teaching is to identify those value systems that are common across all religious groups. Children will also be given opportunities to explore and develop their own value systems. It will be made clear that having a value system is not dependent on a belief in God; values can also have their source in human nature.

Quality and Purpose of Care

6. Who to contact if a person has a complaint about Fell House and how that person can access the home's complaints policy.

Fell House recognises that all children need to feel able to express their views and opinions safely. This includes feeling that they can make a complaint if they feel they need to do so. Any complaint made by a child or adult at Fell House is taken seriously by the team. It is vital that children feel able to talk about concerns and are confident that they will be listened to. This is crucial to creating a safe and caring environment. Children can also ask any adult whom they trust to raise a complaint on their behalf.

Most concerns, grumbles and worries can be dealt with by discussing and reflecting with the individuals involved. However, if the complaint cannot be resolved in this way the Complaints Policy will be followed. Due to age and stage of the children at Fell House a Child Friendly Complaints Policy is in place and is shared with the children through Time With sessions and House Meetings.

All parents or those placing children with us are encouraged to read Fell House's full Complaints Policy. Open and honest communication is vital to providing the best care for our children.

Clear instructions are given in the children's guide about how and to whom a child can make a complaint including Ofsted's address and telephone number along with other independent contact numbers.

Amanda Fishwick, Registered Manager - Fell House, 1 Grange Fell Road, Grange-over-Sands, Cumbria LA11 6AS
email:a.fishwick@appletreetc.co.uk or tel:015395 60253

Rowan Knapton, Principal/Responsible Individual - Appletree Treatment Centre, Natland, Kendal Cumbria LA9 7QS email:r.knapton@appletreetc.co.uk or tel:015395 60253 (currently uncontactable)

Ofsted – Piccadilly Gate, Store Street, Manchester M1 2WD
email: enquiries@ofsted.gov.uk or Tel: 0300 123 1231

Children's Commissioner – Dame Rachel De Sousa telephone 0800 528 0731

Childline - telephone: 0800 1111

Ruth Taylor – Independent Listener telephone 07443470627

Emily Szweda – Child-centred Policing Team, email Emily.szweda@cumbria.police.uk

Children can also access to their Independent Reviewing Officer (IRO). The IRO should visit the child prior to their review meeting to hear about their views, wishes and feelings and to ensure the child's satisfaction of their placement in the home.

Children have the opportunity to speak with the Independent Visitor who carries out monthly reviews of the home in accordance with the Children's Homes Regulation 44.

Complaints Policy is available from admin@appletreetc.co.uk

Quality and Purpose of Care

7. How those involved in the care or protection of a child at Fell House can access the child protection policies or the behaviour management policy.

All policies, including the Child Protection & Safeguarding Policy, Anti-Bullying Policy and The ATC Approach to Supporting Behaviour in a Positive Way, are available from admin@appletreetc.co.uk

Child friendly versions of key policies are available.

Safeguarding and Child Protection

At Fell House we are committed to safeguarding and maintaining a safe and caring environment where all our children and adults can thrive. All adults receive relevant and informative training that is discussed and embedded in the culture of Fell House. The Senior Leadership Team (SLT) create a culture of open and transparent communication regarding safeguarding and this along with regular discussions and training ensures that safeguarding is embedded within Fell House.

All referrals for children to be potentially placed at Fell House are reviewed by the Registered Manager, Deputy Manager, Assistant Head Teacher and the Principal/RI and are subject to a robust matching process.

All appointments are dependent upon enhanced DBS checks and safer recruitment procedures. The Senior Leadership Team and HR Team have training in Safer Recruitment.

The Designated Safeguarding Lead is the Registered Manager. The Deputy Designated Safeguarding Leads are the Deputy Manager and Assistant Head Teacher. Any member of the team who is told of or suspects an incident relating to Child Protection or Safeguarding occurring at Fell House, or to a child at home or outside Fell House must report the information immediately to DSL or a DDSL. The

DSL and DDSL's maintain up to date knowledge through a variety of training and development. We work closely with our host authority (Westmorland and Furness) and also stay up to date with relevant information from all the Local Authorities that place children at Fell House.

We follow Cumbria Safeguarding Children Partnership (CSCP) procedures Welcome to the Cumbria Safeguarding Children Partnership...

Dealing with Bullying

Children at Fell House have a right to be happy, safe, feel secure and enjoy their childhood. We do our utmost to prevent bullying and act swiftly if there is an occurrence. No person deserves to be bullied. When a child joins us, it is explained clearly that bullying is not tolerated. Everyone is expected to ensure that bullying does not happen or go unreported.

At Fell House we provide a consistent and structured programme within a friendly and empathetic environment where opportunities arise, and incentives are given for children to develop the caring, nurturing and co-operative sides of their nature. We encourage children to openly share their feeling or problems by:

- Talking to their assigned Child Champion during individual sessions, or at other times
- Discussing concerns at the daily meetings
- Discussing concerns at the Fell House community meetings
- Talking to any team member they can trust
- Talking to the Principal/RI or Management Team
- Telling a friend
- Talking to their Social Worker or Education Welfare Officer
- Ringing the Independent Listener, Ofsted, the local Child Protection Team, Childline or NSPCC (numbers on display at Fell House)

We take any complaints made by a child seriously and take action straight away. Any child who appears to be the subject of bullying, or who has reported to an adult that he or she is being bullied, will be closely monitored by the team and strategies implemented to end bullying. Our Anti-Bullying Policy is available from admin@appletreetc.co.uk

Finally, we never just talk to or give consequences to a bully for their behaviour. A bully usually bullies for a reason, and this must be looked into and hopefully dealt with effectively. Bullying – we support the child's voice to be heard.

Children missing from home

The best protective factor for our children is our relationship with them, and this is the foundation for all we do. We want Fell House to be a safe, homely and attractive place to live.

If one of our children goes missing, or does not return to the home, we immediately search to find them. We will ask other children, neighbours and families to help and to suggest where they may be. We will inform parents/carers and professionals what has happened. If we do not find the child with a brief search, we inform the Police to assist us. Once a child has returned, we try very hard to ascertain the reasons for going missing and address any problems, so that it does not happen again. All actions and decisions are recorded and copied to parents/carers and professionals. We adhere to Cumbria's Missing from Home Protocol ensuring that all children have a completed Philomena Protocol document in place. Welcome to the Cumbria Safeguarding Children Partnership...

Any child that has been reported as Missing from Home, a return home interview will be carried out by an independent named person.

Behaviour Support

Fell House believe that all behaviour is a form of communication, relates to having our needs met, is functional and serves an identifiable purpose. Adults receive extensive training and guidance in order to implement the most effective strategies to support the children. We provide a safe environment for children to explore their emotions and behavioural responses, with effective strategies and protection to allow personal growth to take place. We believe our approach to addressing behaviour within Fell House is based on a set of overarching values, which include the commitment to providing support which promotes inclusion, choice, participation, and equality of opportunity.

Our children will display behaviour that is deemed challenging, dangerous and not age appropriate. This is as a response to a range of complex needs, including those associated with previous trauma, social, emotional and mental health difficulties and learning difficulties and disabilities. These may be compounded by additional difficulties associated with developmental delay, social deprivation and medical conditions requiring strategies which are informed by an extensive understanding of behaviour.

At Fell House we believe that understanding behaviour is essential if we are to help our children develop their own strategies to self-regulate. Until children receive the support, they need to process trauma they will often depend on co-regulation, to keep themselves and others safe. As children develop a better understanding of their own needs and the world in which they live they will start to develop self-regulation strategies. Self-regulation and resilience are essential if a child is going to live a healthy and happy life.

The ATC Approach and the Roots of Appletree Treatment Centre outlines the areas we aim to develop with each child. This is not a progressive list, and the approach is based on working with the whole child.

It is our aim that every member of the Fell House community feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all. Our approach is designed to support in promoting the overall quality of life of children and staff, and an environment in which everyone feels happy and safe.

Rewards and achievements are important to build a child's positive self-view; they can also promote a sense of belonging and help develop a sense of social responsibility. Rewards and achievements can also be celebrated within the community to increase their value and effect.

Consequences and/or Sanctions will not be used as a punishment. The outcome of a child's actions has the most value when explained by a trusted adult who can emphasise a restorative approach and build in reparation for a child or adult who has been hurt or for damage done. All experiences are opportunities to learn.

All children have a Risk Assessment and Behaviour Support Plan; these documents are live documents and constantly reviewed. Adults discuss the information shared within the plans, allowing for a consistent approach. Children are consulted regarding their plans and are encouraged to add their views wishes and feelings.

All staff are trained in CALM (Crisis, Aggression, Limitation and Management). CALM use a unique Attachment Based, Trauma Informed Positive Behavioural Support Model. CALM's focus is not just on how we respond to challenging behaviour but how we can seek to prevent it by finding better ways to support the children we work with. The CALM core perspective is that we support children whose behaviour may challenge as a team, not as individuals. This ensures a consistent approach. CALM emphasises the importance of de-escalation and by knowing as much as possible about our children we use a range of de-escalation strategies before implementing physical intervention techniques. Physical intervention is only ever used as a last resort to ensure the safety of everyone at Fell House.

Any incident that requires the use of physical intervention is monitored by a member of the Leadership Team. This analysis allows for learning opportunities and the gathering of information to prevent the need for physical interventions in the future. Adults work tirelessly to support children to develop safe strategies for managing emotions and behaviour.

Views, Wishes and Feelings

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

How we listen to our children

It is very important that our children feel cared for and respected and this is at the heart of our therapeutic core values. Our children have a voice, and they are heard. We speak to our children as individuals and as part of the Fell House family. We involve the children in day-to-day decisions about food and activities. We encourage the children to make their bedrooms personal to them and consult them about decoration and layout. We also want our children to experience predictability and routine. We plan the day so that they know what will be happening and when.

We value our children's views and seek to engage them in decisions about their lives in an age-appropriate way at every opportunity. Each child is allocated a Child Champion who meets with them weekly and seeks their views on any issue which is affecting their lives. A record is made of this discussion and any action which needs to be taken is completed. This is then reviewed at subsequent meetings. If necessary, major issues are taken to the child's six-monthly review or care planning meetings for discussion with all the people involved with the child.

In addition to these individual meetings all children take part in fortnightly community meetings. These meetings are used to gain input from the home as a collective, where the children can discuss things, they feel would benefit everybody in the home. Children are encouraged to bring up any concerns or ideas that they may have, and these are addressed in the group. These meetings involve the Fell House community coming together. This builds a sense of belonging and awareness that we all have a responsibility to take care of each other and Fell House. Crucial to all of these meetings is that the children are always given feedback about the outcome of any requests or discussions.

If necessary, the home will come together to discuss matters that effect the Fell House community on an ad hoc basis. All children are encouraged to actively be part of these discussions.

The Registered Manager, Deputy Manager and Responsible Individual encourage children to tell them about the quality of their care when they spend time with them. Our children's views are an important part of our records. They are asked to comment on their day and to give views on all areas of their care, health and education. We have implemented a number of child friendly policies and documents to make this easier for the children.

Fell House has an independent visitor/listener who spends time with the children monthly and provides a written update to the home. This is in addition to the home's Regulation 44 independent visitor who also spends time with the children to gather their views wishes and feelings.

Children's questionnaires are available at any point throughout year. This allows the children to provide their views in a different way. Feedback on behalf of the children by professionals and families is sought through feedback forms, questionnaires and conversations.

In school the children have an active School Council, where ideas and suggestions are raised. If there is a need to share information between the home and school this would be done by the leadership teams of the homes and the school.

Most importantly we create an atmosphere of openness and trust which encourages our children to talk with any of the team about their daily lives, what is going well and any concerns or ideas. Providing feedback to our children on all aspects of their lives is essential for a child to know they are listened to. We believe that this is the foundation for genuinely child-centred care.

Views, Wishes and Feelings

9. A description of Fell House's policy and approach in relation to
a) Anti-discriminatory practice in respect of the children and their families.

Anti-Discriminatory Practice

Our Policy is called ATC Equality Policy. We are committed to a policy where no child, family member or team member is discriminated against in any way for their religious beliefs, sexual orientation, cultural heritage, disability, class, age or gender. Fell House works with children whom we feel able to help regardless of their religious beliefs, sexual orientation, cultural heritage, disability, class or gender.

We pride ourselves on treating everyone fairly and equally, and our policy is written to make clear our intention to eliminate unlawful discrimination, to promote equal opportunities and good relations in all aspects of school and home life.

The ATC Equality Policy is available from admin@appletreetc.co.uk

Views, Wishes and Feelings

9. A description of Fell House's policy and approach in relation to
b) Children's rights.

Fell House is committed to promoting children's rights, as outlined in the European Human Rights legislation and the Quality Standards and Children's Home Regulations 2015. Over the years we have worked together with children to identify rights which are easily understood by them.

These include the right to:

- Feel safe
- Be protected and looked after
- Have a warm loving environment to live
- Be treated with respect and fairness
- Have a voice, express their views
- Be listened to and taken seriously
- Play, explore interests, and be a child
- Have a good education
- Be given opportunities to learn and grow

We work with our children to help them to understand their rights, respect each other's rights and learn that we have responsibilities which relate to each other's rights. We encourage our children to speak up if they feel their rights are not being respected. If they cannot speak to us, we display contact numbers for NSPCC, Ofsted, Child Protection, Police, Childline and our Independent Visitor. We also encourage and facilitate our children to meet with Social Workers and other professionals in private.

Education

10. Details of Fell House's provision to support children with special educational needs.

Fell House School

Fell House School caters for up to 8 children between the ages of 6 to 12 years. At Fell House School we offer a curriculum that is specifically developed to meet the needs of children with social, emotional, physical, intellectual and mental health needs. We provide full-time education in two classes. Classes are organised to provide the most suitable learning experience for individuals and small groups. Varying levels of support are implemented to provide consistency, stability and safety, without stifling the development of independent learning skills.

Most of our children have significantly lower than expected starting points in their education when they arrive at Fell House School. A combination of poor attendance, attainment and behaviour meaning they have been segregated from their peers or even removed from mainstream education altogether. Our goal is to restore a child's confidence that they can engage with their learning, feel valued, make progress, make friends, and enjoy school. To do this we have to be creative with the curriculum and our teaching methods. We create an environment that children feel safe in, and a community they are proud to be part of. Supporting the emotional needs of the children, having experienced developmental trauma, is of paramount importance in enabling them to grow socially and emotionally and learn to cope with school and learning.

We aim to provide every opportunity a child would have in a mainstream school, adapted to their individual needs and delivered by adults with expertise in the field of Special Educational Needs. We do this by establishing a therapeutic learning environment, where children can gain a sense of belonging. We build resilience strategies to allow children to nurture a love of learning. Through teaching and learning, tailored to the children's specific needs, we will support them in developing the knowledge, understanding and skills that will enable them to fulfil their individual intellectual and personal potential. Our overarching aim is to prepare the children for the next phase of their education.

From a social and emotional perspective, all time at Fell House School is learning time, with opportunities to foster positive attachments. We aim to prepare the children to have positive experiences when we welcome them into school each morning, support our children to manage the demands of the school day successfully, and provide enrichment opportunities where the children can practice positive social skills.

A lot of our children have had their childhood taken away from them; through the abuse and trauma they have suffered. We provide a nurturing environment along with opportunities and experiences, both inside and outside of the classroom, that allow our children to be children again.

Education

11. Fell House has a separately registered school, Fell House School. All of the children at Fell House attend Fell House School. Details of the curriculum provided by Fell House School and the management and structure of the education.

The children at Fell House School have access to the National Curriculum, at an appropriate level for their ability. Assessment is used to inform planning and ensure the level of challenge is correct for each child. Success and achievement are celebrated by the whole community. Our curriculum is delivered by qualified and experienced Teachers and Teaching Assistants. This is overseen by an Assistant Head Teacher and Principal.

The curriculum at Fell House School, across all key stages, has been developed to allow for the flexibility and personalisation required to respond to the individual needs of each child. It is highly

structured to meet the children's very diverse needs, whilst remaining flexible so that it can accommodate the rapid shifts in need from day to day. All curriculum areas aim to support the children's SEMH needs by providing learning opportunities in which children can develop social skills, self-awareness, self-control and skills for learning through highly engaging, creative, and knowledge-rich content. Through this framework, we provide a broad, balanced and differentiated curriculum that supports every child's SEMH, academic development, as well as their spiritual, moral, cultural, mental and physical development. We also have a carefully designed personal development programme, to enhance the children's experiences and cultural capital.

Our curriculum is based on the children having the same number of days in school and the same number of school holidays as children in a mainstream school setting. Our learning environment has the resources necessary to engage the children in learning and achieve success. Consistency and positive attachments with the adults are essential to enable the children to feel safe to learn.

Children are encouraged to read at every opportunity, and this is promoted in the home. The children bring their book bags home from school, containing reading material appropriate to their age and stage of learning, to share with the adults. Adults from the home are informed of topics and subjects being taught every term, so they can plan activities to support formal learning or just talk to the children about what they have learnt about during the day. We want the children to learn as much outside of school hours as we do inside the classroom. Our 24-hour curriculum is designed to be all encompassing and allow children to make progress at every opportunity in the school and at home. Collaboration between the home and school culminates in the adults from the home supporting the children to engage in community, cultural and charity events throughout the year. Dressing up for World Book Day is always a highlight.

We are committed to making sure all of our children have the chance to thrive. We support them to meet their full potential and celebrate successes together.

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.

The home is not registered as a school. However, all the children from Fell House home attend Fell House School which is located as part of the home building. The close collaboration between the home and school teams allows for a consistent approach to support the children in all aspects of their development.

Enjoyment and Achievement

13. Fell House 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.

Developing and encouraging interests, hobbies and skills

We want to help our children to learn to have fun, enjoy achievement, socialise and integrate in the wider community. We aim to encourage children to foster interests they can continue on leaving our care, as their interests, talents, and skills, will become key protective factors for their future.

We encourage our children to explore their creativity through engaging in play, story, arts and crafts-based activities at home. Play is fundamental to help our children to experience the vital stepping

stones in their development they may have missed. These can include sensory painting, water play, sand play, and go on to include more sophisticated arts and crafts-based activities, construction play, baking, dance and music. Externally there are opportunities to attend art, music, dance, drama and writing workshops, including public performances. We visit local exhibitions, shows and events, theatres and cinemas.

We encourage our children's intellectual development by not missing opportunities to learn, extending their learning beyond the classroom. Often our children have become reluctant to learn new things, our children learn through the safe medium of play and exploration. We learn and have fun together, building stronger attachments along the way. We aim to help our children develop their curiosity and a love of learning for life.

We encourage our children to try new physical activities, offering them the chance to find and develop interest and talents they may never have had opportunity to experience. Simply learning to ride a bike or scooter, playing outdoors, going for countryside walks and hikes, embracing opportunity to explore all that the Lake District has to offer. Children are encouraged to try a wide range of physical activities and sports, we find their spark and do all we can to develop their interests, be that dance, gymnastics, football, walking, running, tennis, basketball, rock climbing or horse riding. We encourage a physically healthy lifestyle for our children as we know this is a key protective factor for future health and wellbeing.

When they are ready, we support them to join community clubs that appeal to their interests, helping to develop both their physical and social skills. Our children have a choice of attending a wide variety of groups/clubs including football, brownies, scouts, gymnastics, street dance, drumming, Sunday School, swimming lessons, horse riding and rock climbing to name a few. Children at Fell House have many different experiences which help them develop their physical and social skills, including going to the cinema, bowling, walking, swimming, trampolining, trips to wildlife parks, museums, playgrounds and the beach. We also visit to sporting events and rugby and football matches.

We try our best to encourage children to maintain any special interests they may have and try a variety of new ones. Helping to make them aware of their potential talents, develop skills, self-motivation, and self-discipline. Most importantly, we want to give our children the chance to build resilience, make friends, feel successful and feel part of a wider community. By building the cultural capital of our children we are preparing them for life in modern Britain.

Health

14. Details of healthcare or therapy provided

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

Psychologists

Full details of the Psychologists, their qualifications and professional supervision are detailed in the Appletree Treatment Centre Healthcare and Counsellors appendix, a copy of which can be obtained from admin@appletreetc.co.uk

In summary

Academic and Professional Qualifications include:

Educational Psychology MSc
PGCE (Mathematics 11-18)
Psychology and Mathematics Joint Honours BSc 2:1
Statement of Competence in Educational Testing (Level A)
M.A. Educational Psychology
PGCE Middle Years 7-14
BSc (hons) Psychology 2

Supervised by: Psychologists have clinical supervision with Senior Psychologists at least once every half term.

Speech & Language and Occupational Therapists

Full details of the Psychologists, their qualifications and professional supervision are detailed in the Appletree Treatment Centre Healthcare and Counsellors appendix, a copy of which can be obtained from admin@appletreetc.co.uk

Academic and Professional Qualifications:

Speech & Language
M.Ed BA DipCSLT Reg HPC Cert MRCSLT MASLTIP
Occupational Therapy
HPC OT

Supervised by: Independent SLT Senior Occupational Therapist

About Children Therapists

Full details of the Therapists, their qualifications, memberships of professional bodies and professional supervision are detailed in the Appletree Treatment Centre About Children appendix, a copy of which can be obtained from admin@appletreetc.co.uk

In summary

Academic and Professional Qualifications include:

B.A. (Hons) Fine Art
Post Graduate Diploma in Art Psychotherapy
MSc Play Therapy
NVQ Level 5 Social Care Management
BA (Hons) Creative Expressive Therapies
MA Art Psychotherapy
BA (Hons) Music
MSc in Music Psychotherapy
BA (Hons) Anthropology
Post Graduate Diploma in Non-Directive Play Therapy
Qualified Filial Play Therapist
BA (Hons) Applied Social Science
Pg. Dip in Counselling and Psychotherapy
Level 3 Advanced Therapeutic Parenting Programme
BSocSci Social Anthropology
Pg. Dip in Person Centred Play Therapy

Supervised by: Senior Therapists - once a month. Informal peer supervisions on a regular basis, particularly following difficult therapy session. The whole team receive additional Clinical Consultation quarterly.

How Therapy and Healthcare work at Fell House

Our children have access to individual therapy from therapists trained in play, art, music therapy and EMDR if applicable. They also have access to family therapy, occupational therapy and Speech and Language therapy. All therapists have their own management and clinical supervision from qualified supervisors.

A vital part of our therapeutic approach is the extension of our training programme, to include additional training sessions led by our Psychologists and our children's therapists. These ensure that team members learn about the theory of child psychological development, attachment and trauma symptoms. This can then inform and underpin their practice.

Play, Music and Art Therapists

When a child is assessed as needing individual therapy, usually as a result of developmental trauma, abuse and/or neglect, we work with About Children to provide this service. This allows us to access several experienced therapists with different areas of expertise to best match our children's needs.

A therapist conducts a six-week assessment that includes a thorough consideration of the child's history and will include contact with the professionals and family as appropriate. If they assess that it is appropriate, they then work on a weekly basis with the individual child.

At Fell House therapists work with each child's child champion in the same way that they work with birth parents, adoptive or foster carers. They talk regularly and share ideas and information to work in partnership to help their child. Where appropriate, they work together to promote attachment.

Each child has a team of carers and whilst the child champion is important, all carers need to be able to interact therapeutically. Therefore, therapists have regular consultation with the care and school teams working with the children to inform their practice, to help share information and ideas and help them to agree how individual children could be best supported in their therapy journey.

Input, information sharing and discussions with the therapists inform the children's placement and action plans. The therapists also provide reports for reviews.

Educational Psychologist

An Educational Psychologist assessment can be provided, if necessary. Any recommendations will then be shared within the home and school.

Further consultations with the staff teams are available, if required.

Child and Adolescent Psychiatrist

If a child arrives at Fell House under the care of a Child and Adolescent Psychiatrist, this care will be maintained. If this is not possible, they will transfer to a local NHS Trust. If whilst with us a child requires input from a Child and Adolescent Psychiatrist, we will follow local procedures.

Occupational Therapy

When a child is assessed as needing an occupational therapy assessment, we co-ordinate a referral to a local Occupational Therapist. Any recommendations will then be shared within the home and school.

Speech and Language Therapy

Every child has a speech and language assessment, provided by our Speech and Language Therapist. This is followed up by recommendations for individual interventions, if needed. This information will be shared between the home and school.

Independent Visitor

We provide our children with access to an independent person/listener, who can be contacted by telephone and who visits the home regularly. This acts as a valuable additional layer of support for our children. The independent person/listener also provides an overview of their visits.

Confidential Counsellors

The health and wellbeing of the adults is vital. To support this, we provide access to confidential counsellors, enabling the adults to address issues that may be affecting them, and which cannot be helped by management or other clinical team members.

Health

14. Details of healthcare or therapy provided

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

We measure the effectiveness of the health care we offer through our children's individual health plans which we co-ordinate in consultation with the home and school teams.

Our children have:

- Comprehensive physical, mental and emotional health assessments
- Improved health and well-being
- Healthy meals which include our children's input, experience of a variety of foods from all around the world and help to choose tasty and healthy options
- A wide variety of physical activities, keeping them healthy whilst having fun
- Excellent attendance at medical appointments, including GP, Dentist and Optician
- Help to feel good, care about themselves and plan for a positive future
- Increased protective factors

We measure the effectiveness of our therapy through feedback from the children; most clearly evidenced by engagement in therapy, described in reports and through a reduction in the evidence of trauma symptoms as measured by the trauma symptom checklist.

Our children:

- Have their therapeutic needs assessed
- Are allocated an appropriate therapist when they are ready to access therapy
- Regularly attend therapy sessions
- Have carers who understand and support the therapy process
- Have a decrease in their symptoms of trauma

The evidence that we use to demonstrate the effectiveness of our health care and therapy is contained in the plans and reports which we share with the child, their carers or family and all professionals involved with the child. The principal evidence is the physical and emotional presentation of the child and their increased ability to cope with day-to-day life. This is also reflected in each child's Placement Plan, Review Reports, EHCP progress against outcomes, Strengths and Difficulties Questionnaires and Trauma Symptom Checklist outcomes.

We also use attendance, engagement and progress in school as evidence, as children who are healthy and benefitting from therapy are more able to achieve in school.

The most crucial demonstration of effectiveness is that we increase the time children can spend with their peers, parents or carers successfully, as reported by the children and carers. Ultimately, we measure our success by helping children make an eventual transition to a family setting and day school.

How information or the evidence can be accessed

This information is readily available and is continuously reviewed and updated. Progress is formally reported on at each child's Looked After Review, involving all relevant adults and professionals.

Positive Relationships

15. Fell House's arrangements for promoting contact between children and their family and friends.

Creating and maintaining strong positive attachments is a key part of the ATC Approach. We work with the children to support their relationships with the people who are most important to them. We work with the team around the child to ensure appropriate plans are in place. The adults from the home support the child to have positive experiences.

We want our children's families and foster families to be fully involved in our work and their children's progress. This process starts prior to admission when we meet and talk with parents and carers (where applicable) and professionals about their expectations and hopes for their children.

As part of the matching process, we discuss current family time arrangements. If we can meet the needs of the current plan this will normally stay in place taking into account location, frequency and how long a child would spend travelling to and from family visits. Prior to admission, a pattern is discussed, together with possible arrangements for how the child will travel home with an adult. Once placed with us and where a care plan dictates, children visit their home according to the plan agreed. We can facilitate supervised family time locally or in the child's home area. The children's families are welcome to visit Fell House and to spend time with their children in the beautiful Lake District setting.

When the child cannot go home, we work alongside the local authority to support maintaining family relationships. This can include arranging local accommodation, in our vicinity or that of the child's local authority, supported by the Fell House Team. Telephone calls or video calls are supported and supervised if required. Children are also supported to write, email and send appropriate cards/gifts. Many families have found that, with our support, they have been able to regain and rebuild a relationship with their child.

The main aims of family time can be briefly summarised as follows:

- To maintain valuable contact with family and minimise feelings of rejection or guilt in the child
- To enable the team to closely monitor the child's family time, position and status within the family
- To keep the family informed of progress and developments at Fell House and particularly to keep the family conversant with our aims and objectives for their child and encourage consistency
- To help in cases of crisis or difficulty
- To maintain appropriate sibling and peer contacts
- To assist in reintegration into a day school

Maintaining friendships a child has prior to coming to Fell House can be very important and helpful. When it is in their best interests, we will promote these former friendships through video calls, phone calls, emails, letters, cards and visits. It is important we help maintain positive relationships as this is supportive of our children's identity and self-esteem.

Our children are given the opportunity to, and are encouraged to, make new friends whilst they are with us. Within Fell House, we gradually expand a child's social circle, initially to include children at our Willow Bank & Fell House homes. Then when they are ready, we introduce them to the wider local community and external clubs.

Protection of Children

16. Fell House's approach to the monitoring and surveillance of the Children

It is very important for our children's safety, emotional well-being and healthy attachments that they know they have trusted, reliable and engaged adults around them. We need to be where our children are, and this is the best way to achieve our aims. For most of their time with us we will be alongside

our children, playing with them, sharing meals, talking with them, sometimes just sitting or walking and enjoying our environment. We understand that a child may need some time alone and they can do this in their room, home or gardens but we will be checking that they are safe in line with their plans. We believe this approach is far preferable to achieve our aims than any electronic or mechanical means of surveillance. Developing and supporting the independence of children at Fell House will be done in an age and stage appropriate way.

The front door of the home has an electronic fob lock to ensure that only safe and trusted adults can gain entry to the home. There is CCTV on the outside of the house which covers the entrance to the home and the rear of the house. This is an added layer of safety for the children to feel safe, and it is not used as surveillance of the children. Only senior members of the team have access to the footage.

Nighttime can be an additional trigger for our children and ensuring adults can respond to the children's needs effectively is a priority. Due to the age and stage of the children at Fell House a decision will be made by the home and the person with parental responsibility as to whether a child will have a lock on their bedroom door. This will be done through discussions with all professionals and the child. A decision will be made based on a risk assessment for each child. This decision will be reviewed as and when necessary. Automatic sensor lights have been fitted on the landing areas, enabling a child to see should they leave their bedroom in the dark. This promotes the children to feel physically and emotionally safe, considering the trauma they have suffered in their early lives.

There is always a senior on call available to the team in the event of an emergency.

Protection of Children

17. Fell House's approach to behavioural support

a) Fell House's approach to the use of restraint in relation to children

Appletree Treatment Centre recognises that Physical Intervention is NOT Physical Restraint. We understand the importance of positive physical interactions with the children at Fell House as part of providing a loving and caring environment.

The only approved techniques for restraining a child are those referred to and taught as part of CALM Training (Crisis Aggression Limitation Management). Restrictive physical interventions (restraint) are always an act of last resort and must only be used when there is no other way of preventing a child from doing themselves or others significant harm.

We believe that each child is an individual and is entitled to respect, courtesy and full recognition of their individual rights and needs. We aim to praise and promote positive behaviour at all times. Unwanted behaviour is treated as communication and is addressed on an individual basis, we help the children to recognise feelings, name them and express them in an appropriate way. The team are trained to support children and help them cope with their feelings without the need for negative consequences. All children have a Risk Assessment and a Behaviour Support Plan that provides insight into supporting the individual needs of the child. The Risk Assessments and Behaviour Support Plans are updated in line with the child's current needs and shared through team meetings.

If a restrictive physical intervention does occur then great attention is given to analysing the event by the team, reflecting on how it may have affected all involved and most importantly restoring the child's relationship with the team members and the community. The child is never blamed, only helped to reflect, grow and re-integrate. We aim to gain insight into the incident and learn about triggers and strategies that can be implemented to keep everyone safe. Risk Assessments and Behaviour Support Plans are reviewed following each incident.

All incidents culminating in the use of restrictive physical intervention techniques are recorded and reported to all relevant and approved individuals. The Leadership Team of the home will monitor all aspects of the report.

Any concerns following a restrictive intervention will be reported in line with ATC Policies and CSCP Procedures.

Protection of Children

17. Fell House's approach to behavioural support

b) How people working at Fell House are trained in restraint and how their competence is assessed

As part of the induction process, all adults at Fell House receive training on the Roots of ATC, the ATC Approach and the ethos and culture of ATC. This emphasises the standards of care expected, and that restrictive physical intervention is only used as a last resort to prevent significant harm.

As part of the induction process all adults receive CALM Theory and CALM Practical training. During this training they read, discuss and understand the policies and procedures in place at Fell House.

CALM Theory is delivered online and is completed when the individual completes all the units of work and attends a final seminar delivered in person by CALM Associates. Certificates of successful completion are held by the home. Aspects of CALM Theory are revisited through staff meetings and as part of ATC Approach training.

Initial CALM Practical training is completed as a two-day course and is delivered by approved CALM Tutors. All adults receive re-accreditation training on an annual basis. This is a one-day course delivered by approved CALM Tutors. Certificates of successful completion are held by the home.

Both the CALM Theory and CALM Practical training provided emphasises the use of de-escalation and that restrictive physical intervention is always a last resort.

All adults have access to all policies including The ATC Approach to Supporting Behaviour in a Positive Way and Physical Intervention Policy and Procedures. All adults will be expected to gain an understanding of these and to sign copies. Evidence of this will be retained in their personnel file. Policies and procedures are discussed as part of team meetings and training.

ATC employs multiple CALM instructors who can provide training at any point. CALM Tutors meet to discuss current use of CALM techniques across ATC and ensure techniques are being used appropriately and proportionately.

Analysis of each incident is completed, and any identified training needs are actioned immediately. Individual and monthly analysis is completed and shared with Regulation 44 Visitors, with adults as part of supervision, during team meetings and with the Senior Leadership Team and Governance Teams.

An annual report is completed and sent to CALM.

Leadership and Management

18. Name and work address of
a) Registered provider

Appletree Treatment Centre
Natland
Kendal
Cumbria
LA9 7QS

Company registration: 3838620

Leadership and Management

18. Name and work address of
b) Responsible Individual

Rowan Knapton **(currently not available)**
Appletree Treatment Centre
Natland Road
Kendal
Cumbria
LA9 7QS

Interim Senior Leader Support in the absence of the Responsible Individual: Emma Thornton

Leadership and Management

18. Name and work address of
c) Registered Manager

Matthew Moore
Fell House
1 Grange Fell Road
Grange-over-Sands
Cumbria
LA11 6AS

Leadership and Management

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

Rowan Knapton – Principal/Responsible Individual
BA (Hons) PEd & Psychology, PGCE (with experience since 2003)

Matthew Moore – Registered Manager
NVQ5 Leadership and Management Children and Young Peoples Services

Abigail Woodburn – Assistant Head Teacher
BA (Hons), PGCE (with experience since 2010)

Our Care Team

Full details of our Care Team, their experience and qualifications are detailed in Fell House's Staff appendix, a copy of which can be obtained from admin@appletreetc.co.uk

Our Education Team

Full details of our Education Team, their experience and qualifications are detailed in Fell House's School Staff appendix, a copy of which can be obtained from admin@appletreetc.co.uk

Our Healthcare Team

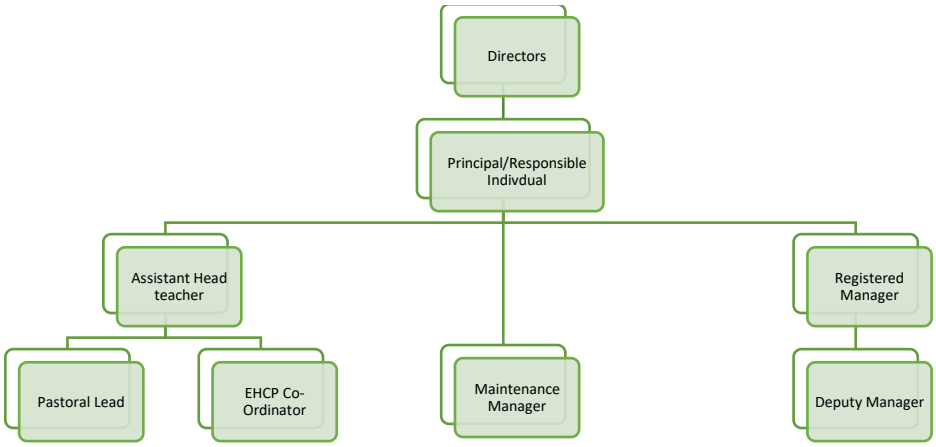
Full details of healthcare providers, their qualifications and professional supervision are detailed in the Appletree Treatment Centre Healthcare and Counsellors appendix, a copy of which can be obtained from admin@appletreetc.co.uk

Full details of the Therapists, their qualifications, memberships of professional bodies and professional supervision are detailed in the Appletree Treatment Centre About Children appendix, a copy of which can be obtained from admin@appletreetc.co.uk

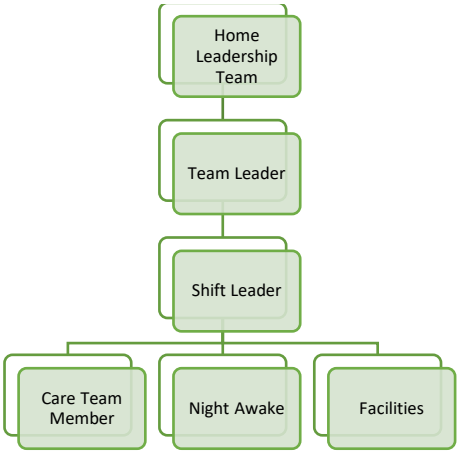
Leadership and Management

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

Senior Leadership Team, Safeguarding Team & On Call Team



Home Team Structure



Our Support, Supervision and Training

Fell House team members have regular practice-based supervision and health and well-being support sessions. During induction and probation periods new team members have fortnightly practice-based supervision, along with health and well-being support sessions. Induction and probation usually take six months, but this can be extended where necessary. The aim of these sessions is to develop the individual's knowledge of their roles, responsibilities and understanding of the homes policies and procedures. This is formally recorded with actions agreed and reviewed at each meeting. Following a 12-month cycle an annual appraisal is completed and allows for a review of the previous year and set targets for the future.

The care team has a full team meeting on a monthly basis. Debriefs and reflective work take place regularly. Consultations with a member of the Therapy Team take place every half term. All teams have the opportunity to discuss any matters arising with the Principal/Responsible Individual, the Registered Manager and other senior team members throughout the week.

One of the keys to the success of Fell House is the ability of the team to communicate efficiently, reflectively and honestly. Through achieving this, our children feel secure and cared for and the team operates effectively and compassionately. Sharing up to date information about our children is essential in providing a consistent approach and therapeutic, nurturing environment.

We value the benefit of training to enhance our knowledge and skills to do our job effectively and professionally. We believe that we are all continually learning, and that formal training is an important part of this process. We use a variety of providers, including face-to-face and online training. Identifying the training needs of the team to meet the individual needs of the children is an on-going process, benefitting professional development and the overall care of our children. The impact of training and development is discussed as part of supervision. Team meetings also allow for discussions regarding training and cascading information.

Education – Fell House School Team

The Fell House School Team benefit from regular adult focused consultations with an Educational Psychologist and child focused consultations with a member of the Therapy Team. These sessions allow for discussion, reflection and further understanding of the children's needs.

The health, wellbeing, support and training of the adults providing education to our children is a priority. They have a wealth of training opportunities available to them and have termly meetings in relation to their personalised Performance Management document.

Healthcare

Full details of the Psychologists, their qualifications and professional supervision are detailed in the Appletree Treatment Centre Healthcare and Counsellors appendix, a copy of which can be obtained from admin@appletreetc.co.uk

Full details of the Therapists, their qualifications, memberships of professional bodies and professional supervision are detailed in the Appletree Treatment Centre About Children appendix, a copy of which can be obtained from admin@appletreetc.co.uk

Leadership and Management

21. How Fell House promotes appropriate role models of both sexes.

With all of our teams we try to maintain a balance of gender types, and age ranges, so that the children have a range of role models and attachment figures. We have a team with a range of backgrounds and experience, both in social care and other areas of life. We encourage the team to share their interests and hobbies and bring new experiences to the home.

Through the experiences and opportunities, we provide, both inside and outside of Fell House, we

aim to further the appropriate role models for our children. Our children joining in with activities and clubs in the wider community is the first positive step. Visitors to the home also add another dimension to this.

Care Planning

22. Fell House's criteria for the admission of children, including any policies and procedures for emergency admission.

Admission Criteria

Fell House have a very robust referrals and admissions process ensuring that any child joining the home will have the best chance of success. We will gather as much information as possible and discuss the child with the adults and professionals that know them best. We will complete our referral document and decide if we feel we can meet the needs of the child. The needs of the current children placed at the home will be considered when completing the matching process. Once we have sufficient information Fell House, in partnership with Fell House School, the local authority, key professionals and family members and carers where appropriate, will work together before deciding on a child joining the home.

Child's Profile

We offer places to children with a range of difficulties. They have usually had a disrupted family life and may have been excluded from local educational provision. If they have been placed with foster carers, these carers are struggling to cope, or the placement may have broken down altogether. Each referral will be considered on an individual basis.

Some of the difficulties our children have experienced may include developmental trauma, physical, emotional and/or sexual abuse, neglect or a combination of these. They usually have EHCP's from their local education authorities.

Children joining Fell House may have a range of additional needs which have contributed to a breakdown in their home environment, educational setting and/or social care establishments. These difficulties may include social, emotional and mental health difficulties, and specific learning difficulties.

Fell House attempts to take a longer perspective by not offering placements to children who it feels it cannot meet need, thus inviting further experiences of rejection and trauma on the child.

Our Admission Policy is available from admin@appletreetc.co.uk

Emergency Admissions

We make a long-term commitment to our children and carefully plan for new arrivals so that we can maintain that commitment. We do not take emergency placements.

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Statement of Purpose







We aim to help our children establish a secure safe base in the world, by helping them to:

Feel valued, feel good, feel loved and deserving of a safe, warm, caring place to live and learn

Feel a sense of belonging, where they can feel valued and loved regardless of what they may do

Build secure, healthy attachments with dedicated, dependable adults

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In our caring safe space we support our children to:

Explore, understand and mangage thoughts and feelings

Discover the joy of learning and believe they can achieve

Engage in therapy, helping them to make sense of what has happened in the past

Care about and help others

Gain self-confidence, build their own Bands of Resilience to help them cope with future challenges

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