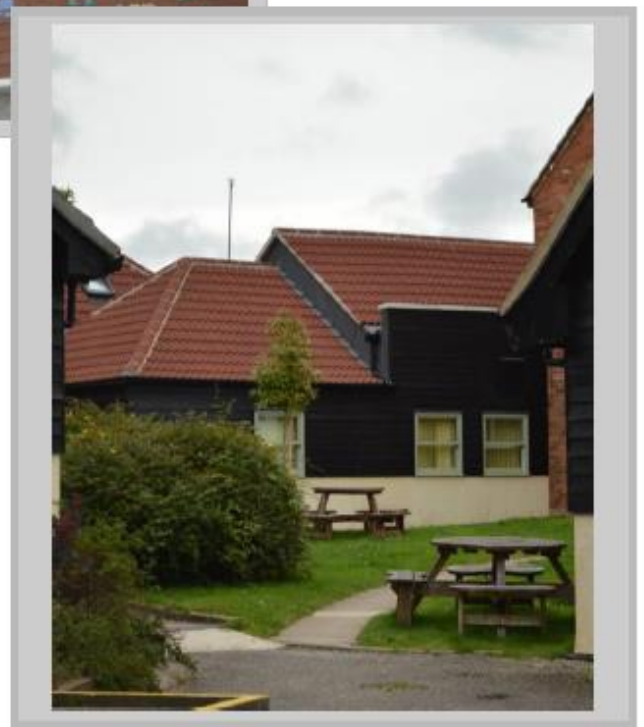


# Statement of Purpose 2018

## TUMBLEWOOD COMMUNITY



## Contents

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<b>1 Quality and Purpose of Care</b> .....	<b>2</b>
<b>2 Views, Wishes and Feelings</b> .....	<b>5</b>
<b>3 Education</b> .....	<b>5</b>
<b>4 Enjoyment and Achievement</b> .....	<b>6</b>
<b>5 Health</b> .....	<b>6</b>
<b>6 Positive Relationships</b> .....	<b>7</b>
<b>7 Protection of Children</b> .....	<b>8</b>
<b>8 Leadership and Management</b> .....	<b>9</b>
<b>9 Care Planning</b> .....	<b>11</b>
<b>Appendices:</b>	
<b>1. Organisational Structure</b>	
<b>2. Staff list, role and qualifications</b>	

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## 1 Quality and Purpose of Care

### A Range of the Needs of Young People

Tumblewood is a specialist residential therapeutic community for 15 girls aged 9 to 17 on admission. We offer an integrated systemic program of care, therapeutic work and education to address early developmental trauma and attachment difficulties attributed to physical, emotional and sexual abuse, sexual exploitation and neglect. We address many challenging behaviours such as missing from home, sexualised behaviour, self-harm, verbal and physical aggression, vulnerability to abuse and exploitation and the inability to self-regulate. Young people who come to Tumblewood have often experienced multiple placement breakdowns prior to their arrival, and it is our mission to provide a safe and stable home in which they can feel cared for and respected. Our ethos is a commitment to provide young people with the opportunity to have 'space to grow, learn and develop' and to promote a culture based on individuality, empowerment, acceptance, learning and opportunity.

Our **outcomes** are:

- For young people to experience a safe and stable home life from which to explore and make sense of their early life experiences, associated attachment difficulties and developmental trauma
- For young people to be treated as individuals and with dignity and respect
- To enhance the young person's educational, emotional and social development opportunities
- To increase self-esteem, resilience and confidence
- To stabilise or maintain mental health and wellbeing
- To ensure our on-site educational facilities maximise educational potential

- For young people to enjoy and achieve, and experience fulfilling lives For a reduction in high risk behaviours or other behaviours as outlined at referral

We aim to meet these outcomes by ensuring each young person has an individualised Treatment Plan; having a robust set of outcome measures; maintaining close links with the local authority, family and other external agencies; and by ensuring the children and young people have a voice and are listened to in relation to decisions that affect their lives.

### **Location and Accommodation**

Tumblewood Community is situated in a rural area between Westbury and Trowbridge in Wiltshire, with access to a good mainline rail service, bus and motorway access. Each young person has their own bedroom which they may personalise with decor, posters, pictures and personal possessions. Our communal living is based around homely lounges and dining areas. Our outside living includes patio areas, small basketball court and swimming pool, a good sized field with swings, climbing frame, and plenty of space to run around. We have a disabled access bedroom within the community, which may be used if a child has specific needs.

We ensure the wishes, needs, risks, behaviours, personality, etc. of each child is reflected in the decision regarding living arrangements. Due to the high risk behaviours of some children, we ensure that our fixtures, fittings and furniture are sturdy and designed to a high quality, adapting rooms if necessary for individual risks such as self-harm.

### **Supporting Cultural, linguistic and Religious Needs**

Tumblewood Community is committed to equality, diversity and young people's rights and will always actively support them in pursuit of their culture, beliefs, religion and with any particular linguistic needs. We will support young people to maintain their cultural and individual heritage and will always encourage access to social groups or churches, mosques, temples, etc. and provide specific meals, clothing or other cultural or religious requirements.

### **Integrated Treatment Planning**

The therapeutic treatment programme at Tumblewood aims to provide a bespoke, collaborative package of assessment and treatment to meet the individual needs of the young people at Tumblewood who have typically had experiences of complex trauma, multiple placement breakdown and failures to respond to opportunities for change within the care system. The Assessment Period provides an opportunity for a detailed assessment of need, motivations and resistance to change at individual and group levels. This includes a thorough review of referral information, previous diagnosis and areas for further assessment and outcome led work.

Fundamental to successful outcomes of such work is participation in and effective partnerships with all those internally and externally involved with the individual child's welfare. The theoretical framework utilised to implement the treatment model is the adaptation of 'The Good Lives' programme (CBT and outcome driven programme); The 'Decider' Programme (CBT based communication model) and Child focused creative embodied therapeutic interventions which integrate the recent findings of 'What works' with adolescent girls who have been traumatised – ARC programme (Attachment, Regulation and Competence) and SMART programme (Sensory Motor Arousal Regulation Treatment).

The young person will be assessed via staff observations, clinical case discussion, psychometric assessment via Consultant Clinical Psychologist, mental health review with Consultant Psychiatrist where appropriate, organisational demand scale scores, suitability for individual therapy, suitability for group work and community living, and levels of motivation for change. Following completion of the proposed assessment period, the plan for the young person will be established and upon confirming the local authority placement plan, the Tumblewood therapeutic treatment plan may be amended and areas of work requiring treatment will be prioritised. Monitoring and reviewing of progress involves placing the child at the centre of her own treatment where successful interventions are regularly identified and

actions agreed through key multi professional meetings. Interventions are planned around individual and group work as appropriate. The group programme runs in the school holidays and involves a curriculum of sensory based themed work. Further details of the Therapeutic programme can be found in Therapeutic Programme Resources.

The young person then typically enters an eighteen month treatment programme in which therapeutic treatment goals are regularly set and reviewed. The Therapy Team works closely with the Education and Care Teams at Tumblewood to deliver a bespoke package of treatment and care. The primary treatment goal will often be to calm the chaotic behaviour that initially presents at referral stage and to develop attachment relationships with the young person's core team. The core team will consist of key individuals from the Education, Care and Therapy team and this group will meet at least monthly to review progress and treatment goals. This phase of treatment can typically last six to twelve months depending on the level and nature of complex trauma that the young person has experienced. Individual Key Working goals will be set, evaluated and developed throughout this process. Individual therapies will be offered to the young person and will include one or more of the following:

- Integrative Psychotherapy;
- Cognitive-Behaviour based work with Assistant Psychologist;
- Occupational Therapy;
- Speech and Language consultation

At the twelve month review of placement, young people will have typically moved from externalising chaotic patterns of behaviour to showing an increased ability to better emotionally regulate or at least allow others to help them to emotionally regulate at times of distress or anxiety. Some young people begin to move from externalising negative patterns of behaviour to internalising their thoughts and feelings and there may be a shift from a risk of harm to others, to increased emotional vulnerability at this stage. Young people continue to receive regular review of their therapeutic treatment programme at such times and recommendations for treatment are made with immediate effect to meet the presenting need. This may include increased access to psychiatric review, psychological re-assessment, and increased input from an individual therapist or members of their core team, all with the support of the local authority.

Where appropriate in their therapeutic treatment programme young people may be recommended to participate in:

- Developing a coherent narrative through Life Story work
- Keeping Safe Programme (Phase 1, 2 & 3)
- The Decider Programme (a CBT and DBT based skills programme)
- Coping Cat programme, (for reducing anxiety)
- Life Skills programme
- Independent Living Skills programme
- Assertiveness Programme
- Bullying behaviour Programme
- Other skills based programmes to target specific needs

There may also be recommendations made for further psychological assessment including Educational Psychology, ASD assessment or Sexual Behaviour Assessment. There may also be recommendations for work to be completed with the family in partnership with the local authority.

### **Complaints**

The designated complaints officer is the Registered Manager or the Deputy in their absence; however should the complaint be regarding the Registered Manager, then the Responsible Person should be contacted. The detailed Complaints Procedure and The Children's Guide (each young person has a copy)

can be accessed on request. All complaints are taken seriously and where applicable we will resolve problems internally, within recognised time scales. In addition, each young person, parent or member of the public can make a complaint known to: Ofsted, Piccadilly Gate, Store Street, Manchester, M1 2WD. Telephone number 0300 123 1231.

Young People will be supported to independently complain via the Regulation 44 Visitor or through NYAS and there is a list of other agencies including details of the Children's Commissioner in the Children's Guide. All of our policies including our Complaints, Safeguarding and Child Protection and Behaviour management policy are available on request.

## 2 Views, Wishes and Feelings

### Consulting with Children about the Quality of Their Care

Tumblewood community places the utmost importance on child consultation and ensures this is upheld by providing each young person with:

- A case-manager
- A keyworker
- Daily community meetings
- Regular meetings with the Registered Manager
- Staff who will listen to and act upon young people's wishes, needs and views
- Free access to their Social Worker
- A NYAS Advocate
- Regulation 44 Visitor
- Questionnaires regarding the quality of care

### Anti-discriminatory Practice

Tumblewood Community is committed to providing a living environment in which children are able to realise their full potential and to contribute to the home's development irrespective of their culture, gender, race, disability, sexual orientation, age, religion or belief. Through training, community meetings and education there is an opportunity for staff and young people to discuss explore and experience diversity, which teaches them to value individuality and difference.

### Children's Rights

We believe that all children have the right to have their needs met and to be free from abuse and exploitation. Each child will have a Keyworker who will explain to them both their rights as a child and as a looked after child and will consistently ensure that these are being met. We ensure that Children's rights are at the heart of our policy-making.

## 3 Education

### Special Educational Needs

Tumblewood is committed to providing high quality education and each young person will have a Personal Education Plan (PEP) and Individual Education Plan (IEP). Our school is set up to understand that each young person is an individual and any learning issues are addressed and supported within both care and education.

### School

Tumblewood Community School is on-site and although registered as a separate establishment, school support is integrated. Care staff are sensitive to the fears and concerns young people may have regarding accessing education and will provide nurture and support within the classroom if necessary to help young people engage in the individualised learning process. Our school prospectus is available online at: [www.tumblewood.org](http://www.tumblewood.org).

## 4 Enjoyment and Achievement

**Activities, Opportunities and Skills Development:**

We always encourage and support young people to develop their interests and hobbies and offer the following leisure facilities on-site:

- Swimming pool (Closed during winter months)
- Basketball court
- Bicycles
- Outdoor play and climbing equipment
- Children are encouraged to read and to explore their artistic potential through art and craft, music, poetry and song, creative writing

We also access for example, the following off-site individual and group activities:

Swimming	Badminton	Squash
Tennis	Football	Ice skating
Rollerblading	Go-karting	Horse riding
Guitar lessons	Museum and Art gallery trips	Dance, music, signing lessons
Youth, climbing, army clubs and navy cadets		

**5 Health**

**Health Care**

Health care is monitored through LAC reviews, in accordance with guidelines and we meet the physical health needs of each child by maintaining regular health checks with:

- |                                 |                                      |
|---------------------------------|--------------------------------------|
| General practitioner            | Accessed as and when required        |
| The Looked After Children Nurse | Once yearly LAC Medical: on site     |
| Dentist                         | Six monthly and as and when required |
| Optician                        | As advised by Optician               |

We will support any additional health requirements and appointments with any specialist health professionals or clinics. We also maintain a healthy, balanced and nutritious menu and undertake individual and group work with children around healthy life choices and personal care.

**Therapeutic Care**

Tumblewood Community offers individual and group therapeutic services and children have access to the following professionals:

- |                               |   |
|-------------------------------|---|
| Psychiatrist                  | CBT practitioner                                      |
| Educational Psychologist      | We also have close links with the local CAMHS Service |
| Speech and Language Therapist | Child & Adolescent Psychotherapist                    |
| Clinical Psychologist         |   |

Therapeutic supervision is provided on a regular basis for the therapeutic care staff in addition to standard practice supervision and all consultants are supervised in accordance with their own regulatory body.

**Measuring Therapeutic Outcomes**

The Therapeutic Programme at Tumblewood Community integrates psychodynamic, systemic and cognitive behavioural approaches within an overarching Therapeutic Community Model. This promotes tolerance, choice, transparency and democracy. Individual treatment plans are holistic in nature, and influenced by the Good Lives Model, a strength-based approach which empowers individuals to take control of their progress by focusing on their skills and potential. An extensive assessment is completed



and a report is provided detailing recommendations for future work, be this with Tumblewood or through another identified organisation or individual.

### **Treatment Planning**

Following completion of the assessment period and confirmation of continuing placement, young people have the opportunity to discuss their individualised Treatment Plan with members of a Core Group and to create a wrap-around approach which will develop realistic, measurable treatment aims for the young person. This will be reviewed three monthly.

### **Therapeutic Interventions**

Tumblewood employs a number of approaches and interventions, for example:

- Psychological Interventions, for example: CBT and life story work
- Functional Therapies, for example: Occupational Therapy
- Mental Health Interventions, for example: Psychodrama
- Care interventions for example: pro-social modelling, community meetings
- Education Interventions for example: school support, classroom support
- Group Based Interventions, for example: social and educational groups

### **Outcome Measures**

In order to ensure the therapeutic interventions are appropriate and effective, outcomes are measured across four specific domains; Behavioural, Emotional, Social Development and Holistic Experience. Combinations of quantitative and qualitative measures are used and these provide the young people and those involved in their care, with an overview of their progress.

## **6 Positive Relationships**

### **Contact**

The importance of contact with parents, relatives, friends, and significant others is recognised, encouraged and maintained with an understanding that good communication and planning leads to more successful contacts. We understand that all parents, young people and families have different needs and attitudes to contact. We will do our utmost to accommodate individual and family needs and will endeavour to make parents, family and friends welcome by sharing meals and by ensuring a warm, welcoming, clean and appropriate setting. Young people have access to a private telephone line. When children are placed outside their home area, there is specific focus on practical arrangements that need to be put in place to ensure that children maintain supportive contact. Families are invited to our bi-annual family celebration days and parents receive (if appropriate), weekly telephone or email contact with the case manager.

## **7 Protection of Children**

### **Safety and Monitoring**

We use security sensors and alarms both internally and externally in the home, outbuildings and vehicles, with the intention of deterring intruders, or alert to their presence. Staff vehicles on the premises may also be protected by alarms. Fire doors (internal and external) may be fitted with alarms that sound when the door is opened; depending on the agreed requirements of the Fire Service. We have external gates to the property which are accessed by a code known to staff and children.

Some of the children at Tumblewood are highly vulnerable and in accordance with their placement plan their bedroom door may be fitted with sensors that can be adjusted to alert staff or the child if the door is opened. These sensors may be requested by staff, social workers or the child themselves. Children are accompanied by the appropriate number of staff as documented in their placement plan and risk assessment.

### **Behavioural Support**

The young people in our care are likely to have experienced issues with the management of their own emotional wellbeing and behaviours and so we focus upon enabling individuals to learn about themselves and why they react and respond in certain ways to certain situations. Staff are consistent in the use of Cognitive Behavioural Reflective techniques, restorative practice and at times, the use of consequences. In all cases where consequences are used they are fully recorded in the sanctions log and approved by the senior member of staff on duty. The Registered Manager or Deputy on their absence, frequently reviews the sanctions log and reviews and monitors all statutory logs through the SLEUTH system.

### **Approach to the Use of Physical Intervention**

Staff will only use physical interventions to enhance safety and only as a last resort. This will only occur when they have assessed that a young person is in a position where they may be a danger to themselves, others, or may cause excessive damage to property. Staff are trained in Team Teach and have an understanding of the benefits of early interventions, de-escalation techniques, behaviour management and physical intervention in order to maintain the safety and dignity of all involved. We have onsite trainers, who are responsible for ensuring staff proficiency in physical intervention and run regular courses so that staff may refresh their knowledge and competence. They monitor physical intervention through observation, analysing incident reports (including the views of the child), through feedback from staff, supervision, team meetings, and in-house training. We have comprehensive Behaviour Management and Physical Intervention Policies. After each physical intervention, staff are de-briefed by a Team Teach Tutor, so that they can examine the de-escalation techniques used and learn from each incident.

### **Safeguarding**

One of the most critical areas for Tumblewood to effectively manage and continually review is the safeguarding of the young people in our care. It is important for us to create a balance between young people being able to be independent and have free time as well as staff monitoring their presence and ensuring that they are safe in everything they are involved in. Staff are trained to be vigilant for signs of abuse and neglect in a young person and the Registered Manager and Head Teacher are trained by Wiltshire Safeguarding Children's Board in Advanced Child Protection. The Registered Manager is the Designated Safeguarding Lead for the Care Service, and the Deputy Manager is the Deputy Designated Safeguarding Lead for the Care service. We understand that safeguarding is an umbrella term for a number of areas and all of our safeguarding policies are available on request from the Registered Manager, the Deputy in their absence or on the Tumblewood website [www.tumblewood.org](http://www.tumblewood.org).

### **Preventing Bullying**

Tumblewood community supports group living, and so we must be vigilant to and understand that bullying will occur in both covert and overt incidences. When there is a bullying incident staff will offer support and guidance to both the person being bullied and the person who is bullying. We encourage young people to talk about any bullying concerns they have with their Keyworker and other support staff. Staff receive training to recognise the subtleties involved in bullying behaviour and the role they play in ensuring any bullying issues are promptly and sensitively dealt with. Our Bullying Policy is available on our website: [www.tumblewood.org](http://www.tumblewood.org).

### **Missing From Care**

We recognise that Tumblewood does not provide secure accommodation for young people; however we do attempt to provide a safe and nurturing environment in which young people can access care and support. There are detailed written procedures for dealing with children missing from care and in addition to this there is a risk assessment for each individual young person. This details the likelihood of the young person attempting to leave, which also includes the risk of harm to the young person and others should she go missing.

An immediate record is made of the time and circumstances of the young person's absence and the senior staff member is informed. Staff will stay close to the young person and in most cases they will return with the staff member. If the staff member loses sight of the child for a set period of time, the local police will be informed that there is a child missing from care. Irrespective of the length of time missing from care



the Child's Social Worker/ Local Authority and parents (if appropriate) are informed upon their absence and return.

On their return to Tumblewood every effort is made by staff to settle the child back into the home and staff will ensure they have been able to attend to any personal care, dietary and health needs. The child will always be offered an interview with an independent person (Wiltshire Missing From Care Co-ordinator) and medical attention will be sought if required. If the child makes any allegation of abuse, staff will follow safeguarding procedures.

**Environmental Risks**

Tumblewood has a full location risk assessment which exposes possible high risk areas when a child is either independently accessing the wider community or is missing from care.

**8 Leadership and Management**

**Registered Provider**

Tumblewood Project Ltd, The Laurels, 4 Hawkeridge Rd, Heywood, Westbury, Wiltshire, BA13 4LF  
Tel: 01373824466  
Fax: 01373824321

**Responsible Individual**

Susan Hortop (at the above address)

**The Directors**

Susan Hortop (at the above address)  
John Kearney (at the above address)

**Registered Manager**

Polly Atkins

### **Experience and Qualifications of Staff**

**John Kearney, Director:** is a qualified social worker, social work supervisor, Counsellor, Psychotherapist and Psychotherapy supervisor and has over thirty five years of working with children and vulnerable clients.

**Sue Hortop, Director:** began her professional career as a nurse, later qualifying as a social worker and probation officer. Sue has managed the Elisabeth Fry Bail and Probation Hostel for women and children, created a pioneering sex offender programme, drug treatment programmes and undertook thematic inspections of Home Office services.

**Polly Atkins, Registered Manager:** Polly has worked for Tumblewood Community since 2006. She started working in the children's home, became a team leader and has been part of the management team working in the Therapy department for a number of years. Polly has an open degree (BSc Hons (1st) covering many aspects of child care and leadership and management. She is experienced in delivering CBT and DBT interventions for conflict resolution and high risk behaviour. She is an experienced case manager and runs therapeutic groups for children.

**Jackelyn Bradley, Deputy Manager:** Jacqueline is a qualified Social Worker and has been at Tumblewood since 2013. She has been part of the senior therapeutic team for over two years and an integral part of the Community of Communities team for Tumblewood. Jackelyn is also one of our Team Teach Instructor, delivering restraint and physical intervention training to new staff and refresher training to existing staff.

**Claudia Guggenmos, Deputy Manager:** Claudia is a qualified Social Worker and has been at Tumblewood since 2012. She has been part of the senior therapeutic team for over four years and an integral part of the Community of Communities team for Tumblewood. Claudia is also one of our Team Teach Instructor, delivering restraint and physical intervention training to new staff and refresher training to existing staff.

Tumblewood employs around 35 members of staff, whose qualifications include a relevant childcare degree, Level 3 in Residential Childcare or its equivalent or are working towards a qualification. New and current staff receive substantial in-house training to ensure our standards of care are maintained to the highest possible degree.

**For our Management and Staff Team Structure - see Appendix 1**  
**For Staff Qualifications - see Appendix 2**

### **Contingency Plan for Staffing**

The home has a well-established staff team, who in periods of absence cover each other's shifts. We very rarely utilise agency staff, and choose to employ a team of regular flexible working staff who are available to work at short notice in order to cover any sickness. When needing to use agency staff we try where possible to use the same agency and staff who have been inducted and worked well at Tumblewood before. We have permanent staff who we have recruited as a result of their work with us as agency staff members.

### **Professional Supervision**

Tumblewood is committed to the highest standard of support for our care staff, which includes regular supervision in line with legislation and Quality Standards. New staff receive regular supervision for the first six months of employment and all care staff receive regular supervision by senior staff. In addition to this all care staff are offered therapeutic supervision on a regular basis with qualified members of the therapy team. All senior care staff receive regular supervision by either the Directors, Registered Manager, the Deputy Manager or the Team Leader. The Registered Manager receives regular supervision

with Responsible Individual and Director. The Directors both attend regular monthly supervision with appropriate, approved and accredited professionals. We provide each staff member with an annual appraisal which takes into account the views of the children and young people. The appraisal addresses areas such as: individual training, development and learning needs.

### **Promoting Appropriate Role Models of Both Sexes**

We make every effort to ensure that the staff group has a balanced gender mix, and the home has both male and female staff, though predominately female. We ensure that the appropriate gender relations and perspectives are adequately represented in activities, discussions and decisions. Both male and female staff members carry out caring roles and we ensure that each child has the opportunity to access staff from both genders.

## **9 Care Planning**

### **Admissions**

Prior to admission, planning takes place with respective local authorities to ensure that transitions are managed appropriately for the young people arriving. Parallel planning takes place within Tumblewood to ensure that current residents are prepared for the arrival. Staff receive appropriate training and information regarding the incoming young person; this information provides an understanding and ability to provide a high standard of care. As part of the pre-admission planning, local authorities are required to complete the 'Pre-Admission Referral Information' and 'Pre-Admission Risk Assessment' forms. We require that the child and social worker visit Tumblewood before any decisions are made about admission.

Children will always be given written and verbal information about Tumblewood Community on admission and at the earliest opportunity. A copy of the Children's Guide is available on request. Tumblewood has a named contact within Wiltshire local authority with which information on admissions and departures from the home is shared.

### **Emergency Admissions**

Emergency Referrals will not be accepted in most circumstances. In the event of a same day placement being required, we would request details about the child regarding their background, their immediate needs and relevant consent forms. We require our referral form containing the information to be faxed or emailed to us as soon as possible in most cases. It would also be beneficial if the child and their Social Worker were able to visit the home on the same day in order that their feelings and wishes can be ascertained. Thereafter, an informed decision can be made as to whether the child's needs could be met at Tumblewood Community.

**APPENDIX 1**

**Director** - Sue Hortop    **Director** - John Kearney

**HR Manager**  
Karen Briddon

**Head of Therapy (P/T)**  
Tracy Godfroy

**Registered Manager**  
Polly Atkins  
DSL

**Auditor**  
Sarah Hortop

**Headteacher**  
Jen McMillan  
DSL

**Facilities**

**Teacher**  
Jasmine Barker  
TT

**Assistant Psychologist**  
Laura Edrop  
TT/Meds/FW/FA

**Deputy Manager**  
Jackelyn Bradley  
DSL/FA/Meds/TTI

**Deputy Manager**  
Claudia Guggenmos  
FA/Meds/TTI

**Maintenance**  
Sam Ghey  
FA/TT/FW

**House Keeper**  
Jayne Elkins  
TT/FW

**Teacher**  
Paul Calvert  
FA/TT

**Chef**  
Bart Krasnopolski  
FA

**House Keeper**  
Nicola Bowden  
FA

**HLTA**  
Rob Tunstall  
FA/FW/TT

**Team A**

**Team B**

**Team C**

**Teaching Assistant**  
Emma Cotterill  
TT

**Team Leader**  
Ria Cooper  
KW/TT/Meds

**Team Leader**  
Martyn Mackie  
FA/Meds/TT/FW

**Team Leader**  
*Vacant*

**Teaching Assistant**  
Victoria Moncur  
TT/FA

John Bartlett  
Senior  
TT/Meds/FW/FA

Mark Pearson  
FA/Meds/TT

Becky Tessier  
Asst Psy  
TT/Meds/FA/

Rae Soyannowo  
FA/TT/KW

Hannah Price-Jones  
Senior  
TT/FA/Meds/FW/KW

Pat D'Arcy  
Occasional Senior  
FA/TT/Meds/FW/KW

Issie Owen  
FA/TT

Joe O'Brien  
TT

Dann Pickering  
FA/TT

Melanie Finlayson  
TT

Key:  
DSL - Designated Safeguarding Lead  
DDSL - Deputy Designated Safeguarding Lead  
FA - First Aid  
Meds- Medication Trained  
TTI - Team Teach Instr  
TT - Team Teach  
KW - Keyworker  
FW - Fire Warden

**Flexible Care Team**

Diane Campbell -  
Senior  
FA/TT/Meds

Jonny Roddis-  
Senior  
TT

Rhys Currie  
Senior  
TT/FA

Sue Phillips  
TT

Natalie Theobald  
FA/TT

**APPENDIX 2**

Team	Role	Qualifications	Start Date at TW
Senior Manager	Director <i>Sue Hortop</i>	CQSW/Diploma Social Workers CCETSW Practice Teaching Award Diploma in Individual and Group Supervision	1997
Senior Manager	Director John Kearney	MSC/CQSW CETSW Social Work Practice Award Diploma in Therapeutic Childcare BACP Diploma in Integrative Counselling Diploma in Psychodrama Psychotherapy MA/Advanced Diploma in Integrative Psychotherapy	1997
Senior Manager	Registered Manager <i>Polly Atkins</i>	Level 5 Diploma in Leadership and Management in Residential Childcare - in progress BSC (Hon) Social Sciences CBT Diploma NVQ3 Health and Social Care NVQ3 Management BTEC Level 2 in Control and Restraint Completed a one year Foundation Course in Group Analysis with the Institute of Group Analysis (IGA)	2007
Manager	Deputy Manager <i>Jackelyn Bradley</i>	BSC (Hons) Social Work BA (Hons) English Literature Team Teach Instructor	2013
Manager	Deputy Manager <i>Claudia Guggenmos</i>	Degree in Social Work Theology Degree Team Teach Instructor	2012
Senior Manager	Head of Therapy <i>Tracy Godfroy</i>	BSC (Hons) PE and Sports Science Certificate in the Therapeutic and Education Application of the Arts Diploma in Adolescent Therapy from IATE Diploma in Child Development through the Open University	1999
Therapy	Assistant Psychologist <i>Laura Edrop</i>	BSc Psychology Level 3 Mental Health First Aid	2016
Senior Manager	Head Teacher <i>Jen McMillan</i>	PGCE Ed SENCo Diploma in Teaching in the Life Long Learning Sector	2014
Education	Teacher <i>Jasmin Barker</i>	Degree in Design Arts with Art History PGCE Ed University Certificate in Psychology	2017
Education	Teacher <i>Paul Calvert</i>	PGCE (BA) Media Studies - Radio Production BTEC National Diploma in Music Practice	2017
Education	Higher Level Teaching Assistant <i>Rob Tunstall</i>	In progress: BA Humanities AS Level Music Technology	2016
Education	Teaching Assistant <i>Emma Cotterill</i>	Foundation Degree in Educational Studies for TA's NVQ3 Supporting Teaching and Learning in Schools	2015

Education	Teaching Assistant <i>Victoria Moncur</i>	BSc Biology Level 3 Residential Childcare Student Mentoring and Tutoring Certificate Advanced Vocational Certificate of Education	2013
Care	Team Leader <i>Ria Cooper</i>	Level 3 Residential Child Care GNVQ Health and Social Care NVQ2 Information and Guidance NVQ2 Customer Service ABC Certificate Level 3 Facilitating Learning	2014
Care	Team Leader Martin Mackie	Level 3 Diploma in Residential Child Care BTEC National Diploma in Sport EDEXCEL Level 3 Triple Grade Pass Certificate in Advanced Fitness Instructing	2014
Care	Senior Therapeutic Care Worker <i>Hannah Price-Jones</i>	BSc (Hons) Early Childhood Studies BTEC Level 3 in Management CACHE Diploma Child Care and Education Level 3	2015
Care	Senior Therapeutic Care Worker <i>Diane Campbell</i>	Level 3 Residential Child Care- In Progress NVQ2 Adult English Literacy Child Protections Awareness Level 3	2013
Care	Senior Therapeutic Care Worker <i>Jonny Roddis</i>	NVQ 3 Health and Social Care (Children & Young People) Diploma in counselling children and Young People DDP1 Level Psychology Associates	2016
Care	Senior Therapeutic Care Worker <i>Rhys Currie</i>	NVQ 4 Health and Social Care (Children and Young People) NVQ 3 Caring for Children and Young People	2016
Care	Senior Therapeutic Care Worker John Bartlett	Level 3 Residential Childcare – In progress Officer Leadership and Management Course	2015
Care	Therapeutic Care Worker <i>Mark Pearson</i>	NVQ Level 4 Care Registered Managers Award (Adults) AEB Certificate in Counselling Skills	2010
Care	Therapeutic Care Worker <i>Patrick D'Arcy</i>	Level 3 Residential Child Care - In progress Driver CPC	2015
Care	Assistant Psychologist/ Therapeutic Care Worker <i>Rebecca Tessier</i>	BSc (Hons) Psychology Level 3 Residential Childcare – In Progress	2015
Care	Therapeutic Care Worker <i>Sue Phillips</i>	Advanced Foster Training Level 3 Residential Childcare – In progress	2016
Care	Therapeutic Care Worker <i>Rae Soyannwo</i>	BSc Psychology	2016
Care	Therapeutic Care Worker <i>Issie Owen</i>	BSc Psychology with counselling theory	2016



Care	Therapeutic Care Worker <i>Natalie Theobald</i>	BA Hons Photographic Communication	2017
Care	Therapeutic Care Worker <i>Daniel Pickering</i>	Level 3 Residential Childcare – In Progress	2017
Care	Assistant Psychologist/ Therapeutic Care Worker <i>Joe O'Brien</i>	Msc Health Psychology BSc Psychology	2017
Care	Assistant Psychologist/ Therapeutic Care Worker <i>Melanie Finlayson</i>	BSc Psychology with Interactive Entertainment	2017
Senior Manager	HR Manager <i>Karen Briddon</i>	CIPD Certificate in HR Practice Part qualified: CIMA - Management Level NVQ4 AAT PRINCE 2 Project Management NVQ4 in Policing	2012
Facilities	Housekeeper <i>Jayne Elkins</i>	NVQ1 Cleaning Food Safety	2009
Facilities	Housekeeper <i>Nicola Bowden</i>	NVQ2 in Health and Social Care	2016
Facilities	Chef <i>Bart Krasnopolski</i>	BSc Degree in Environmental Engineering Food Hygiene	2007
Facilities	Maintenance Sam Ghey	IOSH	2010
Consultants	Education Psychologist <i>Elvie Brown</i>	Med Educational Psychology BSc (Hons) Psychology PGCE	2005
Consultants	Psychiatrist <i>Dr David McDonald</i>	MB BCh 1969 – University of Wales	2016
Consultants	Clinical Psychologist Dr Victoria Gray	MB BCh 2006 – University of Manchester DClin Psych	2017
Consultants	Organisational Consultant Richard Rollinson	MA & Professional Qualification in Organisational Consulting MSc in Applied Social Studies CQSW BA (Hons) History	2000
Consultants	Therapist Hannah Snowsill	BSC (Hons) Occupational Therapy	2014
Consultants	Therapist Elizabeth Fox	Qualified and Registered SALT	2017
Compliance	Auditing Sarah Hortop	Dip Person Centred Counselling BA Hons Social Work NVQ 3 Children and young people Btec National Dip Health and Science	1997