



Buttermere House Statement of Purpose

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Introduction:

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Northwest Childcare provides residential childcare for children in the Northwest of England. We are a privately owned company with head offices in Burnley, Lancashire.

Buttermere House is registered to accommodate and care for up to two children of either sex aged between 8 - 17 years old, displaying mild or learning difficulties and social, emotional and behavioural difficulties.

The home is based in the coastal village of Bare, Morecambe, Lancashire.

At Buttermere House, we have the expertise and knowledge to care for children who may suffer from a range of emotional and behavioural difficulties, such as Anxiety disorders, Bipolar disorders, Obsessive-compulsive disorders, Attention-deficit/Hyperactivity Disorder, Oppositional-defiant disorder, Conduct disorder, etc.

We also have the expertise to support children who may suffer from learning difficulties such as Dyslexia, Dyspraxia, Autism and Asperger to name a few.

We understand the complexities and challenges in life that children and young people can face. The children whom we support may encounter a combination of the aforementioned disabilities or difficulties may face barriers which prevent them in building and maintaining relationships, surviving classroom environments, processing, and dealing with everyday social situations, overcoming everyday challenges, processing fear, anxiety and confusion and most of all having a belief in themselves to work towards their best possible futures.

At Buttermere House, we strive to care for and guide all children and young people through the difficulties of life in a loving, caring and respectful home to help them realise their full potential.

1. The Quality and purpose of care standard.

Northwest Childcare works to ensure that the following ethos and values are an integral part of life at Buttermere House:

- ❖ Residential care can be a positive choice and experience at an important stage in children's lives. This can be achieved by helping children and their families or carers to address issues and to be solution-focused.
- ❖ We work hard to provide stability and security, allowing children to relax through feeling safe in their environment.
- ❖ Residential care should provide a skilled service from committed staff in a safe, appropriately structured and caring environment.
- ❖ NWCC have a responsibility to make sure that children in residential care are protected from abuse and neglect.
- ❖ Residential care should be integrated with other services to meet children's needs and support families and carers.
- ❖ NWCC recruit individuals based on gender, age, and ethnicity to reflect diversity and positive role models.
- ❖ NWCC offers opportunities to develop through training, supervision and annual appraisals.
- ❖ NWCC aim to provide every child, regardless of their background or circumstances, with the support and guidance they need according to the quality care standards.
- ❖ External Quality and assurance representatives, e.g. Ofsted, local authorities, and social workers do have access to all policies and procedures upon request, Clear Care login may also be generated for transparency of internal evidential-based systems.

Age range, gender and number of children:

Children admitted will be aged between 8 and 17 years old. NWCC carefully matches the children being admitted into the home; this will include their age and their individual needs. We can offer a place for up to two children of mixed gender at any one time.

Any additional needs of Children:

NWCC does not provide care for children with severe disabilities and complex health needs. We do care for children with mild learning difficulties, and/or mental health issues.

Where necessary, our staff team will take on advanced specialist care training to accommodate a child's needs.

Visual prompts are prominent throughout Buttermere house. These are used in all aspects of daily life to describe activities, menus, and organizational aspects of daily life in the home as well as providing information such as Children's Guides and Independence booklets. The house has items in place that are of a sensory nature to be able to support children who require a more sensory-orientated environment.

Promotion and Encouragement of Children's Religious Beliefs:

NWCC works with families to facilitate religious observations, including attendance at weekly services, for children who wish to follow their religious beliefs. It is important to follow any dietary requirements and promote any religious rituals that a child may wish to participate in, as long as there is no significant risk of harm. We respect a child's right to observe any religious practices they choose. Additionally, children should be encouraged to explore a range of multicultural experiences.

Type of accommodation including sleeping arrangements:

Buttermere House is a large, detached property in Bare, Morecambe. The home was specifically chosen for children who can live in a smaller calming community where they can take time away from the pressures of living in a busy community. The property has a fence that is in keeping with the local surroundings erected around the perimeter of the property. The drive runs along the side of the home offering safe and secure parking for the home's car, the gates may be locked and secure to safeguard the children.

All children receive an in-depth induction whilst being welcomed to the home that covers all aspects of fire safety and keeping everyone safe.

Buttermere House accommodation and layout:

The downstairs accommodation consists of:

Kitchen for domestic use, food preparation, washing machine and dryer.
A lounge area to sit and relax or watch TV.
A large double bedroom with en-suite.
A bedroom designed to be for the staff.
A communal bathroom.
1 Storage cupboard.

The first-floor accommodation consists of:

Offering an open planned kitchen, dining and lounge areas with spectacular views of Morecambe Bay.
1 double bedroom with a toilet and shower room attached to the room.
1 staff sleep in room/office.

The second-floor accommodation consists of:

1 room that is allocated for the manager's office.

Outside the home:

Buttermere House is a detached house offering off-road parking. To the rear of the home is a secure garden with access to the detached garage.

The home has been fitted with a modern security system incorporating CCTV to the outside areas only. 3 cameras are monitoring the outside of the property, they consist of:

1 x camera monitoring the back door area.
1 x camera monitoring the garden.
1 x camera monitoring the rear patio area and the garden.

This is designed to keep our children safe from potential external risks associated with everyday communities.

Admissions policy and criteria for admission:

NWCC do prefer children moving into the home to be on a planned basis, however, in all cases we ensure a care planning meeting is held before a placement is approved.

This process allows us to obtain all relevant information and paperwork to ensure that the matching process is thorough. Children who move into Buttermere House have been carefully considered and an extensive impact risk assessment will be completed before a placement is offered. This risk assessment aims to highlight the impact that a child may have on the home, the children who

already live there and vice versa. This is to ensure that all the children who currently reside within the home and any children that are being admitted to the home have a matching level of need which will ensure a successful and positive experience, whilst living at Buttermere House. The home offers a comforting sensory-based family atmosphere that helps children thrive.

NWCC is willing to consider placing a child at Buttermere House on the same day as the referral, subject to the condition that the referral paperwork indicates a good match with the other children living at the home. Additionally, NWCC must be confident that we can provide for the child's needs and the needs of the current children already in placement. We would require a telephone planning meeting as a minimum before proceeding with the placement. Please note that these kinds of placements will be assessed on an individual basis. It may be that another child could also be matched successfully during this time if the appropriate and accurate information requested is provided. NWCC always operates to support all children's needs in an individualised manner, considering the children currently in place at the home and children who could potentially match with them.

We can provide accommodation for children and young people who have a court order in place of restriction of liberty (**DOLS**). If such support is required, it will be assessed on an individual basis. The staff team receives any necessary training or property adjustments to meet the court order.

2. The children's views wishes and feelings standard.

Upon arrival at Buttermere House, each child is allocated a key worker. This relationship will be the foundation of a trusting relationship between the children and members of staff. We aim to match key workers to children carefully, taking into consideration interests, hobbies, and experience of working with the specific needs of any individual child where possible. The key workers are responsible for basic needs, i.e. toiletries, room personalisation and clothing checks. Beyond these needs key workers act as advocates for the child and ensure that they are getting everything they need, expanding upon this to develop their interests, identity, and levels of understanding.

Whilst it may be difficult for some of the children to communicate their wishes and feelings, every effort needs to be made to enable them to do so. This can take the form of pictorial information and through other forms of stimulation such as singing, music etc. staff need to recognise the non-verbal communications of the children. The manners and communication abilities of the child will invariably differ and are to be fully discussed with those best known to the child.

The management and staff team at Buttermere House, work in ways that are consistent with and supportive of NWCC equal opportunities and anti-discriminatory policy, The Children Act 1989, The United Nations Convention on the Rights of the Child, 1991 and The Quality Standards, 2015.

NWCC aim to be continually aware of how certain groups within society are disadvantaged, particularly concerning age, gender, ethnicity, religion, socioeconomic factors, learning disability, and sexual preference. To help address inequality and disadvantage, we embrace diversity.

Our shared values include:

Dignity and Respect:

NWCC recognises and is committed to responding to the unique personal needs of children with dignity and respect.

Equality:

Our goal is to ensure that all services are accessible to everyone. We promote equal opportunities for all children and do not discriminate based on their background, circumstances, or any other factors such as age, ethnicity, culture, language, religious beliefs, gender, disability, sexual preference or sexuality. NWCC is committed to treating all children fairly and safely. We work carefully to help children make positive choices in their lives and we always strive to work in ways that do not discriminate. We also challenge, support and encourage others to follow the same principles and not to discriminate against children or anyone else.

Partnership:

NWCC are committed to working in partnership with children, their parents, carers, families, social workers and with other agencies and organisations to provide children with the help they require.

Quality

We intend to provide quality services. NWCC works towards continuously improving the work that we do in line with legislation, Quality Standards, best Values and best practice requirements.

Independence:

We commit to providing equal opportunities for children to act and think independently, whilst having regard for helping all children to keep safe.

Rights:

We are committed to upholding children's rights and entitlements as set out in The Children Act 1989 and The United Nations Convention on the Rights of the Child, which are further supported by Children's Homes Regulations 2015.

Listening:

NWCC is committed to listening to children about their thoughts on the care they are receiving and what is important to them in their lives. We value any feedback they have, whether it's a comment or a complaint, and we act on their concerns none judgmentally and openly through the company's complaints procedure.

Planning:

Our goal is to ensure that the needs of children are assessed, and plans are created and reviewed regularly with their input. This includes placement plans, individual activity plans, healthcare plans, risk assessments, personal education, and pathway plans. We involve the children and their families in decisions whenever appropriate and make sure that they have a say in how they are being helped. We make every effort to register the children with a local GP, dentist, and optician within the first 28 days of arrival, additionally, we try to keep them registered with the same practitioner to provide continuity of care.

Development and fulfilment:

NWCC is committed to helping children reach their full potential. We aim to assist them in achieving their hopes and ambitions and developing their abilities in their daily lives. We believe that children should be encouraged to take advantage of opportunities for education, leisure, employment, and health promotion. We are dedicated to ensuring that children have the best possible start in life by ensuring continuity of school placement, even if they move out of the area. However, if a child is

excluded or prefers a local school, we do seek placement within mainstream or specialist resources to ensure positive educational outcomes.

Confidentiality:

We do handle all personal information with respect, sensitivity, and confidentiality. At NWCC, we are committed to sharing personal information with other professionals only on a "need to know" basis, while adhering to government guidelines for GDPR. We aim to balance the need to protect personal information with providing a good service.

Rights and responsibilities

At Buttermere House, the children have the right:

- To be treated equally and fairly.
- To be physically well cared for including their health, clothing, food and a warm, clean and safe homely environment, they are happy to call " home".
- For friends and families to be made welcome in accordance with their daily care plan.
- Making mistakes and expecting new chances.
- To have their views encouraged and considered.
- To be supported by following any religion they may choose.
- To expect choices whenever they are available.
- To read what we report and record about them.
- To receive care which is planned and reviewed regularly.
- To express complaints if unhappy with the care received or offered.
- To be included in and have access, with the help of staff, to their daily living files and care documents.
- To have their own copies of their daily care plan, statutory review and reports from social workers and care staff, and a safe place to keep them.
- To have their own copies of other documents by negotiation.

NWCC believes that with rights come responsibilities and therefore the team expects children:

- To work with us towards identified goals and their future identified aspirations.
- To treat themselves, other children and staff who live or work at Buttermere House with respect.
- To value and look after the physical environment at Buttermere House since this is their home and that of other children.
- Not to bring into the home any drugs, equipment or devices which may be perceived as physically or psychologically threatening to them or others.
- Not to hurt, threaten, bully or frighten anyone within the home.
- Take part in maintaining the home's positive environment and respect house expectations.
- Admit responsibility when in the wrong and make amends.

NWCC also expects parents.

- To work with us towards achieving their child's goals.
- To continue to offer care to their child, to support and give encouragement.
- Wherever possible, to attend meetings about their child's life.

3. The education standard.

Promotion of education for children.

NWCC recognises the importance of education in the lives of children. We are committed to supporting and helping children achieve their full potential within their education. We ensure that we support and contribute to the child's personal education plan.

NWCC actively promote and maintains good relationships between the staff in the educational providers. We understand that continuity in education is of paramount importance, and we do everything possible to help children continue to attend the same school or college to minimise any disruption. We acknowledge that the school may have developed an understanding of the particular educational needs of the child and may, therefore, form an essential part of the support for a child.

In line with statutory guidance, the school will be informed of any changes in placement or circumstances when a child moves to Buttermere House.

At NWCC, educational placements are sought to best meet the needs of any child who is referred to the home. Any children who are placed at Buttermere House can also be supported at a selection of establishments that are in the local area of the home that support the needs of children who present EBD/SEN and learning disabilities.

Children who may come to live at Buttermere house could have special educational needs, which cannot be accommodated in mainstream education. The registered manager will ensure appropriate education is sought that meets the needs of the children with learning difficulties in our local area we have.

If it becomes necessary for a child to change schools, we do make every effort to secure a place at a school that is best suited to meet the child's needs. Whenever possible, we do try to find a school within the vicinity of the child's home. Ideally, we try to secure a school place before the child moves into the home. However, if a child arrives without a school place, we do endeavor to obtain a place within 30 days of the placement beginning.

4. The enjoyment and achievement standard.

Children are encouraged to take part in both group and individual activities which not only take into account their ethnicity, culture, language, religion, interests and abilities but also help to widen and deepen a child's experience of diversity. NWCC encourages children to experience different foods, festivals, films, and books from different cultures.

If a child moves into Buttermere House and they already take part in an activity, club or hobby, we do endeavor to support them to continue with this. Resources will be provided to allow flexible activity planning to meet individual needs and preferences, this may include activities with their friends and families e.g. trampolining, swimming, ten-pin bowling, ice-skating, cinema, pool, snooker, and rugby/football to name but a few.

During school breaks, holidays and outings are planned for the children. Birthdays, Christmas and other festivals, as appropriate, are celebrated with children by having birthday parties in the home or for special birthdays e.g. 16th birthdays or important anniversaries, special outings will be arranged.

5. The health and well-being standard.

NWCC employs an external therapist for therapeutic interventions – Kayleigh Morrison. The home will offer privacy when therapeutic or counseling services are required. All children who reside here are encouraged to access this service. All in-house therapeutic reports are completed via and stored on Clear Care.

The children who are placed at Buttermere house all have individual needs; many have experienced abuse of some kind as well as possibly experiencing trauma in early life or during family breakdowns. Some children may also present with MLD, where access to therapeutic services such as SALT, can be supported.

Many children may have experienced several placement moves that are both unsettling and disruptive to their lives. NWCC feels that providing a safe and consistent approach is an integral part of providing them with quality care. Many children require specialised assistance in the areas of education, socialisation, emotional well-being, and physical health. At NWCC, we strive to provide children with the necessary help and support, in addition to coordinating access to specialist services from external providers.

Health protection and promotion for children.

NWCC consider the protection and promotion of children's health to be a crucial aspect of our role. Therefore, we do collaborate with the children and relevant healthcare professionals to create a health record as part of the child's placement plan. This plan encompasses a wide range of health needs, including physical, emotional, and sexual well-being.

Children are encouraged to have regular dental, health, and eyesight check-ups. Wherever possible and if children choose, we aim to help children remain with their own doctor, dentist, and optician. However, if this is not possible, we do ensure that children are registered with the local GP, dentist, and optician as soon as possible. Whilst respecting children's rights and privacy, they are supported in receiving treatments or advice with any illnesses or health issues that they experience.

Buttermere House is a smoke-free environment. We do not allow smoking on the premises by any of our staff members. If any child placed with us has a smoking habit, we encourage and support them to quit. This will involve positive role modelling, encouragement, and, if necessary, medicinal support. During the process, children may be accompanied off-site to smoke, but only after obtaining permission from their social worker.

Details of any specific therapeutic techniques used.

NWCC employs external therapists, including counsellors and psychologists, who offer specific therapeutic techniques depending on the needs of the children.

We endeavor to liaise with relevant health professionals and the local authority when there are concerns raised regarding a child's emotional well-being. If needed, we assist children in accessing services like Child and Adolescent Mental Health Services (CAMHS). We provide guidance and support to help them deal with various issues and experiences that they might be facing or presenting. Seeking the support of these services provides a forum for discussing and agreeing on how best to respond to children with negative and/or worrying behaviour they are presenting. We also provide a base upon which to better understand any particular therapy that a child may be receiving from CAMHS.

In partnership with children and their social workers, we offer additional specialised support to

ensure that they have access to the necessary resources. This includes services such as drug and alcohol counseling, career advice, and sexual health guidance.

6. The positive relationships standard.

NWCC focus primarily on ensuring children feel safe and secure in their surroundings. Staff develop caring and nurturing relationships with children. These relationships centre heavily on trust, openness, and mutual respect.

Relationship work will aim to address issues concerning attachment, self-perception, fear, anger, sadness, guilt, isolation, rejection, loss and recovery.

Children will engage in both group work and personalised, child-centered activities.

At Buttermere House, the team will hold various experiences surrounding supporting children with EBD/SEN and MLD. Receiving ongoing training around MLD and associated conditions will increase levels of understanding and knowledge surrounding behaviours, actions and tendencies displayed by children within the home. Increasing understanding and adopting more supportive strategies within the home environment will promote more positive relationships between staff and children, providing an increased support network around the child.

Contact arrangements with family, friends and significant others. (Family time)

NWCC is committed to working in partnership with children to ensure that they maintain regular family time arrangements as specified in their care plan and placement plan. We understand the importance of keeping families at the centre of children's lives and encourage them to do so whenever appropriate. We always welcome families, friends, and significant others to the home.

Consultation with children

Children are consistently encouraged and supported by making decisions about their individual lives as well as the ways in which the home is run. We aim to consult in ways that are sensitive regarding any religious, ethnic, cultural and linguistic needs.

The use of an interpreter and/or advocate may be used whenever necessary in consulting with children. The views of children's families and significant others are also taken into account.

7. The protection of children standard.

The principles followed at Buttermere House

Children placed at Buttermere House have a right to feel safe. They also have the right to know that their views and feelings are listened to and be acted on as long as it is consistent with their overall welfare. This section provides information on how children are protected, and their safety and well-being are promoted in the home, as well as how to make complaints.

Safeguarding:

NWCC provide a safe and empowering place for all children to live. Safeguarding procedures are key to keeping children safe. Safeguarding children with learning difficulties can sometimes be more

challenging for professionals in their lives. Our team understands this and the potential for children who may lack capacity, and acknowledgment that their learning disability can have an impact on their capacity to make decisions. We understand that children with special needs may be at increased risk of exploitation and abuse. Therefore, we continually monitor and assess children's difficulties relating to communication and interaction, cognition and learning, social, emotional and mental health difficulties and sensory /physical issues. We have a heightened awareness of looking for changes across any of these and the signs or symptoms of abuse.

An individual risk assessment is undertaken for each child, this is regularly reviewed and monitored as part of the placement planning. It covers all aspects of behaviour and history that might cause a risk to the child or others. Risk assessment and PBS plans are updated regularly, at statutory reviews and after key events or incidents.

NWCC are familiar with and adheres to the local children's safeguarding procedures and will be prompt in raising child protection concerns. They are familiar with and refer to the following

***Guide to Children's Homes Regulations including Quality Standards
Children's Homes Regulations, 2015
Local Safeguarding Procedures
Working Together to Safeguard Children (2023)***

Safeguarding is a part of the induction training for new staff. All staff attend child protection training as part of the mandatory requirements to work in social care.

Staff follow recognised strategies to minimise and reduce risk as well as follow the appropriate safeguarding procedures, where issues are identified within the home.

Countering bullying

NWCC acknowledges that bullying can occur in residential care homes, and it can be distressing for the person who may be bullied. At Buttermere House, bullying behaviour is not tolerated, and we maintain constant vigilance to counter it. We follow the company's policy and procedure to address and prevent a bullying culture from developing. Staff and children receive training during their induction/handbook to help them handle and prevent bullying appropriately. Additionally, we cover the issue of countering bullying in staff safeguarding training and provide individual sessions if required.

Complaints Procedure

:

NWCC supports the need for children and their families in their right to make a complaint about any aspect of their care. We also believe it is important to help children, and their families understand why the complaints procedure exists and how to use it should they ever feel it necessary to do so. Staff work with children to empower them to make complaints whenever they feel their needs are not met.

We also ensure that children who make complaints do not feel stigmatized or guilty in any way. If a child needs to make a complaint, help is offered by a member of staff. It is acknowledged however that a child may need help from someone outside of the staff team and therefore, children are helped to access support from independent children's advocacy services.

Whenever possible, complaints should be dealt with informally. At the same time, however, we acknowledge that if an informal resolution is not possible, the process of making a complaint must allow for an examination by someone who is not directly involved in the care of the child concerned. Finally, the team acknowledges the importance of children and their families having the right to complain to Ofsted.

On arrival at the home, the children are given information about the complaints procedures. The children and their families are also made aware of their right to make a complaint to Ofsted or by

contacting the service provider/ director of care via email at sarah@nwchildcare.co.uk or the responsible individual joanne@nwchildcare.co.uk. They will be able to discuss your complaint and provide you with the home complaints policy. NWCC aim to respond to any complaint within five working days.

In accordance with

our company policy, the complainant is kept up to date with their complaint and steps are taken to ensure they understand the process involved. A record of complaints is kept on record within the home and is closely monitored by the registered manager.

Arrangement when children go missing.

NWCC believe that a child's safety and welfare is of paramount importance. It is therefore our priority to do everything possible to ensure the safe return of a child following them going missing. Children who go missing from their placement without authority are reported to the police following guidance from their missing-from-home risk assessment the missing-from-home policy Police METCO (Missing Exploited Trafficked Coordinator) Protocol and statutory guidance for children who run away or go missing from home or care.

Each child has their own individualised missing from home plan. This will be written by key workers alongside management and may be shared with and approved by the local METCO team upon request. METCO police officers are encouraged to attend the home to build positive relationships with our children as a proactive measure if they go missing from home.

Our goal is to establish a positive and trusting relationship with the children to empower them to seek help whenever they are worried or have any concerns. This is because when children have supportive relationships with adults in their lives, they are more likely to turn to them for help in dealing with any fears, frustrations or anxieties. However, given the nature of the children under our care, it is crucial that we adopt a proactive approach where staff gather, communicate and act upon intelligence about issues that may affect them and provoke risk-taking behaviour. We believe that this will reduce the probability of them running away in the first place.

Methods of control, physical intervention and discipline.

NWCC believes that it is the responsibility of all staff to communicate with children about what is acceptable and unacceptable behaviour. Furthermore, it is the responsibility of staff to maintain safe and appropriate boundaries with and between staff and children. Consistency and fairness are key ingredients to developing a safe and positive atmosphere.

We also believe that methods of control, physical intervention and discipline can only have the desired impact within the context of positive relationships existing between staff and children. Communication, negotiation and mediation are important skills that the team use to help children address inappropriate behaviour. Within this overall context, the emphasis and aim of the team is to promote, acknowledge and reward positive behaviour.

Although the emphasis at NWCC is on safe and consistent approaches within the context of positive relationships and rewarding positive behaviour, there are times when consequences and reparations are deemed necessary. At Buttermere House, positive methods of behaviour management such as a strong reward system are preferred over consequences.

It is important to note that physical intervention should not be used as a form of punishment for children. Only in instances where all other options have been exhausted, physical intervention may be necessary. We employ PRICE behaviour support and intervention techniques, which should only be carried out by trained staff members. Our staff are encouraged to reflect on their own practices during team meetings and receive debrief sessions and supervision with managers. All physical interventions are recorded and monitored by the registered manager or responsible individual. If

you would like to receive a copy of our child protection and behaviour management policy, you can reach out to the registered manager via email at pete@nwchildcare.co.uk

All staff are trained in PRICE, which is the preferred method of de-escalation and physical intervention, by our in-house PRICE instructors.

NWCC offers serious consideration to the safety and welfare of other people who are around at the time. We intend to always carry out physical intervention within the context of a caring ethos, where children see the action as that of an adult whose primary concern is for the safety and well-being of the child or children.

After any physical intervention has occurred, the staff members are responsible for recording it in detail as soon as possible. A copy of the report will be sent to the child's social worker, and a digital copy will be stored on Clear Care.

Following on from any incident requiring physical intervention and when appropriate, a member of staff will discuss/debrief the incident with the child, any other children who witnessed the incident and with the staff involved will be debriefed by the senior on duty or by the manager if they were involved.

We believe in minimising physical intervention when managing behaviours. To accomplish this, we utilise PBS (Positive Behavior Support) models and create behaviour support plans for all children. We aim to continuously explore and implement alternative strategies for behaviour management.

Electronic and other safety measures.

The home has installed fire magnets on all internal communal areas, these release doors if the fire alarm has been activated. A smoke sensor alarm system has been fitted throughout the property except for the kitchen which has heat sensors fitted. There are smoke and heat alarms installed in specific zones throughout the property that activate the alarms in case of a fire. Additionally, there are fire "call points" located close to the front door and the side door and in the middle of the house. The call points that we have fitted are wireless as well as the alarm system. Fire extinguishers are available on each level of the home with a fire blanket placed in the kitchen.

A comprehensive fire alarm system and emergency lighting have been installed in the property in accordance with the fire regulations. The system has been checked, and certified and has been linked to the door magnets that we have added for additional safety.

The external doors have been fitted with thumb-turn locks, these can be changed to standard door locks when needed to ensure the safeguarding of young people, for a short time. In extreme measures when this is required, (e.g. DoL's order) the homes' fire safety risk assessments will be reviewed and updated as and when applicable with guidance from the local fire safety officers. This has also been comprehensively evidenced in our fire risk assessment, by an independent risk assessment company Dalby Fire Group.

All external doors are fitted with a chime that chimes when doors are opened and closed.

All children receive an in-depth induction whilst being welcomed to the home that covers all aspects of fire safety and keeping everyone safe.

8. The leadership and management standard.

Qualification and experience of the responsible individual and registered manager.

Registered Office:

Joanne O'Mara (RI)

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LA4 6EE

HR Officer/Responsible Individual (RI)

Joanne has been working with children and young people for over 10 years. During this time, she has worked in various roles within care home settings. She has successfully progressed to the position of registered manager in residential children's homes, where she supports young people displaying SEBD behaviours. Recently, she changed her career path and became a business development manager.

Joanne has completed her Level 3 Diploma in Children and Young People's Workforce and Level 5 in Leadership and Management. Additionally, she has achieved safer recruitment and designated safeguard lead qualifications. Joanne is passionate about making a positive difference in the lives of young people. She finds working with children incredibly rewarding, as no two days are ever the same. Joanne enjoys meeting and working with new people from diverse backgrounds, developing her skills and abilities to improve the lives of the children she supports.

Joanne's expertise and experience enable her to offer the best possible assistance to the Northwest Child Care team. She is committed to making a positive difference in the lives of young people and helps them achieve their future goals.

Registered manager

Pete Birkby began his career in 2001, working at a large 52-week residential school located in the Lake District Children supporting children and young adults with complex needs, SLD, MLD, LD and ASD. His primary role was to support young people who displayed complex and challenging behaviours. Due to his dedication and continuous personal development, he quickly progressed to become a senior care worker responsible for 9 young people. With further advancement, he became a team leader, leading teams of up to 35 care /medical staff, ensuring the safety and well-being of over 50 young people in more than 7 homes on the residential site.

After this, Pete became the deputy manager of a children's home in the historic city of Lancaster. The home supported children with challenging behaviours aged between 8-18 years old. In 2014, he was promoted to registered manager and worked towards achieving some excellent Ofsted reports, including two "outstanding" gradings. In 2018, he opened another extremely successful home on the Fylde Coast.

Pete has a wealth of experience and knowledge to offer. He completed his "City and Guilds" Level 5 diploma in management for residential care in 2017 and level 3 caring for children and young people in 2005. He has also achieved safer recruitment and designated safeguard lead certifications.

Deputy Manager

NWCC also has a deputy manager position. this is currently vacant as of mid-July and has been advertised to current team leaders with a view to have a suitable applicant in post, from 1st September 2025, following a successful interview process. Once in post, the deputy manager will be available to provide cover and support to both registered managers on an ad-hoc basis. This deputy manager is based between Buttermere House and another home within the organisation and offers a wealth of experience and knowledge to support the teams.

The staff team and their qualifications and experience.

The staff team at Buttermere house holds a wide range of professional and personal experience that compliments the provision. Three Team Leaders in post, all have varied experience and are qualified in working with children who have Autism and Aspergers. All three Team Leaders have worked in residential special schools / homes for some time which support children with EBD/SEN and MLD. The residential support workers have differing levels of experience in supporting children through professions and previous experience as well as in their own personal lives. All staff receive an extensive training package which is detailed on our matrix. All staff will be trained in all areas of need for any children who are placed at Buttermere house.

The diverse nature of the team in terms of age, gender, ethnicity, experience, skill, and qualification provides the opportunity to promote a positive view of difference to children. Additionally, it is the diversity that the team is committed to continually building and extending upon. The full staffing list and qualifications can be provided as Appendix 1, upon request.

All workers currently employed at the home have undertaken a disclosure & barring check (DBS) check and have documentary evidence of this.

Staffing policy for Buttermere House.

Depending on the number of children in the home and their needs, staffing levels at Buttermere House during day shifts (between 7:30am and 11:00pm) may vary. A maximum of two staff members will be available to support no more than two children over a 24-hour shift, including sleep-in duties. During waking hours, there may be additional staff, including the manager and senior team, available to provide extra support as needed.

Supervised, training and development arrangements for the staff team.

Supervision and appraisal.

Supervision is a vital part of supporting, managing and developing the staff team. All staff who are newly employed by NWCC are subject to the mandatory 6-month probationary period. It is a statutory requirement that staff both receive and take part in the supervision process. Supervisions are provided by the registered manager and team

leaders (on completion of supervision training) in line with the Children's Homes Regulations 2015.

Supervisions are provided to new staff on a fortnightly basis for the first 6 months of employment or completion of their probationary period. After this period, formal supervisions are monthly; however, Supervisors meet their assigned staff every 4 – 6 weeks unless supervision has been agreed to take place over a longer period and this should be done in advance with their supervisee. Managers should note that supervisions cannot take place any longer than six weeks apart in accordance with our supervision policy. Should individual staff require additional support, they are responsible for seeking this from their line manager and request supervision. Group supervision can also take place however these should not replace one-to-one supervision. Supervision sessions are recorded, and staff are required to read and sign their notes, which are then placed on the staff member's file. If there are any disagreements, these are recorded. All staff undertake a performance appraisal with the manager every 12 months, which reviews progress over the past 12 months and sets personal work targets and actions for the coming year.

Training

Induction training for new staff includes child protection, fire safety, medical procedures, Autism, PRICE and information recording and reporting. In accordance with the "Children's Homes Regulations" and "Quality Standards", all staff members who have completed their Induction and foundation training are registered for the advanced level apprenticeship in the residential care workforce 4 or the Level 3 Diploma in Residential Childcare. Each employee receives a minimum of 8 days of training per year. The training needs are discussed, agreed upon, and monitored through the supervision and appraisal process. These needs will be recorded in a personal development plan, which forms part of the performance appraisal system. The management team consistently review and implement additional training that will reflect the needs of the young people within the home.

Mandatory training to support children with LD, ASD will consist of:

- ❖ Global development delay
- ❖ Autism and Aspergers
- ❖ Intro into Learning Disabilities

This list is not exhaustive and will be extended to meet the needs of any children currently in placement but also for any new referrals to the home.

Development.

Staff development is seen as part of an ongoing process that includes:

- ❖ Training and supervision.
- ❖ The team meeting forum.
- ❖ Working as part of a team.
- ❖ Key working and joint working with children and colleagues within the team.
- ❖ Joint working with other professionals and agencies.
- ❖ Extra duties and responsibilities which are delegated to staff as they become more skilled and competent within the team.

Our priority is to ensure that every child has equal opportunities to achieve their full potential. Our goal is to provide support, assistance, nurturing, and encouragement to help children reach their dreams and ambitions. Our aim is to assist children in creating and following their own paths towards a successful future through positive and professional relationships.

9. The care planning standard.

Overall, we wish to see positive outcomes in all aspects of the lives of children. Our residents, through a variety of support mechanisms, gain more from their experiences in the home than would otherwise be possible.

Emotional behavioural differentiation will be one of the central approaches to the work we undertake with the children. This approach will focus on what children want to achieve rather than on the problems. The approach does not focus on the past, but instead, focuses on the present and future. This approach invites children to envisage their preferred future and then together with key workers they start attending to any moves towards it whether these are small increments or large changes.

Throughout their work, key workers gain a deep understanding of the children's strengths and resources, as well as identifying any exceptions to the problems they may face. To improve the emotional well-being of the children, the staff are developing specific interventions. Additionally, key workers help the children focus on specific targets, which will be agreed upon, monitored, and celebrated upon their progress. We believe that this approach is effective for our children, and we can demonstrate its success.

Members of staff receive training in solution-focused and positive behaviour support theories, approaches which enable staff to build relationships on mutual respect, trust, unconditional appreciation, and equality, to mention but a few. It is underpinned by a fundamental concept of children and adults as equal human beings with rich and extraordinary potential and considers them competent, resourceful and active agents.

Overall, a solution-focused approach aims to achieve:

- ❖ Holistic education – education of head (cognitive knowledge), heart (emotional and spiritual learning), and hands (practical and physical skills).
- ❖ Holistic well-being – strengthening health-sustaining factors and providing support for people to enjoy a long-lasting feeling of happiness.
- ❖ To enable children, children as well as adults to empower themselves and be self-responsible people who take responsibility for their society.
- ❖ To promote human welfare and prevent or ease social problems.

We use these theories and models when working with our children to develop relationships and build confidence. Working and learning together with the children living at Buttermere House with a view to better outcomes.

Wherever possible we aim to help and support children to return home to their families on either a full-time or on a shared care basis.

To achieve this we provide family work, in which communication, negotiation, mediation and support are vital aspects of helping to build bridges with children and their families.

In situations where a return home is not possible or desirable, we do provide longer-term care for children until they are ready to move on to live with another family, to live independently with support, or with strong company links to Northwest Leaving care services, to move into supported accommodation.

Wherever a child moves on to we may offer an outreach service to support the transition and provide continuity.

We aim to help children achieve their full potential in relation to all aspects and dimensions of their lives.

We provide a structured, stimulating, caring and safe environment that is free from any prejudices and which offers children the opportunity to be listened to and express their wishes, needs and feelings.

We aim to encourage a positive sense of self-image by responding to children's individuality by treating them with dignity and reinforcing positive behaviour.

We aim to promote safer care, providing our children with the tools to be able to make decisions in their lives that protect themselves and promote a happy stable life.

We maintain and support children in promoting and developing their health, educational and developmental needs so that they can develop to their full potential.

As per the Quality Standards and the Children's Homes Regulations 2015, we strive to encourage and maintain contact between the children and their families and carers to the best of our abilities.

Additionally, we make an effort to maintain and enhance any connections that the children may have with the wider community.

We aim to work in partnership with children and all other significant and relevant people to achieve the best possible outcomes for children. The following sections of the Statement of Purpose provide more detailed information about how the staff team work to achieve these aims and objectives.

We aim to provide a quiet environment without the distractions of everyday living where children can reflect within a very small community, where staff can work closely and engage children in back to basics and develop social skills for living in the wider community.

Reviewing of Person-Centered Placement plan.

Each child has a 'Person-centered placement plan' that is created within 28 days of the commencement of placement. Our plans specifically encourage resilience and are designed with this in mind. Children work alongside their allocated keyworker to create the plan and their wishes and views will be directly reflected. 14 key areas have been identified based on studies of ways to promote and develop resilience in children. They are as follows:

One page profile.

1. My health support plan.
2. My education support plan.
3. My behaviour management support plan.
4. My social & leisure needs.
5. My family relationships and contact arrangements.
6. Cultural, religious, language and ethnicity needs.
7. Caring for me.

8. Participation.
9. Exploitation support plan.
10. Substance Use Support Plan.
11. Self-Injury Support Plan.
12. Police Involvement/YJS Support Plan.
13. Independence and Goal Plan (13yrs Plus).
14. Transition Plan.

Through developing emotional resilience, we hope to empower children to be better able to face life's challenges once they leave our care.

Outreach and Independence.

NWCC acknowledges that their relationship with the children does not end when they move on into the community, to a family or independent accommodation. A formal plan of support and contact from NWCC can be offered for a period of up to 6 months before their 18th birthday as part of the transition plan. We also provide leaving care services for children to support them through this transitional period.

Staff value and encourage more informal longer-term contact, such as visits and phone calls, which can reaffirm the importance that Buttermere house once played in the child's life.

NWCC acknowledge the significance of moving into independence for children, workers will be sensitive to this, and support packages are provided where applicable to children needing help and guidance.

We strive to ensure that all children who come to live at Buttermere House have a positive, safe, and rewarding experience while sharing their home with other children and staff.



Staff Name	Sign	Date
Pete Birkby -RM		
<i>Position Vacant – DM</i>		
Sara Hodgson - TL		
Tracy Fletcher – TL		
Mark Pedder - TL		
Tom Carter -RSW		
Peter Donaghue - RSW		
Anya Ireland - RSW		

Staffing for Buttermere House. Appendix 1

NAME	P/T or F/T	POSITION	START DATE	QUALIFICATIONS AND EXPERIENCE
Pete Birkby	Full Time	Manager	28.11.22	<p>NVQ L3 Caring for Children and Young People, Diploma Level 5 in Leadership and Management for Residential Childcare.</p> <p>Safe Recruitment, DSL, First Aid. Fire is additional to all mandatory courses.</p> <p>Pete has over 22 years of experience working with EBD and MLD, LD Children and young people starting his journey at a large 52-week residential school in the lake district, then moving into the smaller children's homes achieving many outstanding grades by Ofsted.</p> <p>A full list of Pete's training can be found on the training matrix</p>
Position Vacant	Part Time - (Full time - Dual Home)	Deputy Manager		To be updated following successful interview process and employment of a suitable applicant.
Sara Hodgson	Full Time	Team Leader	04.11.2024	<p>Sara has over 5 years of experience working with Children and Young People, Sara has worked in larger residential settings with younger children from the age of 6 years old.</p> <ul style="list-style-type: none"> • First Aid • Fire Safety • County Lines • Whistleblowing • Health and Safety • NVQ level 3 working with children and young people. • Safer recruitment • Supervision of staff • Safeguarding • CSE • COSHH <p>A full list of Sara's training can be found on the training matrix</p>
Tracy Fletcher	Full Time	Team Leader	13.11.2024	<p>Tracy has a wealth of experience working in care, She has worked in large residential schools and smaller homes.</p> <p>Tracy has range of skills within the homes from support, team leadership and waking watch.</p>

				<p>Tracy has completed all mandatory training, including:</p> <ul style="list-style-type: none"> • NVQ level 3 working with children and young people. • Safer recruitment • Supervision of staff • Safeguarding • CSE • COSHH • First Aid • Fire Safety • County Lines • Whistleblowing • Health and safety <p>A full list of Tracy's training can be found on the training matrix</p>
Mark Pedder	Full Time	Team Leader	17.03.2025	<p>Mark has over 9 years working in residential children homes supporting young people with both complex and behavioural difficulties.</p> <ul style="list-style-type: none"> • NVQ level 3 working with children and young people. • Safeguarding • Health and Safety • Attachment young person • Bullying and Cyberbullying • Food safety and hygiene • COSHH • Medication • Fire awareness • First aid • E and Q • CSE • Dangers of CSE • Radicalisation • ADHD and ASD • Global development delay • Risk management and safer caring. • Reporting and recording • Self harm • Internet safety
Tom Carter	Full Time	Residential Support Worker	01.08.2024	<p>Tom is new to working in social care, Tom has completed most of the mandatory during his induction to the home. Tom has completed all mandatory training, including:</p> <ul style="list-style-type: none"> • Safeguarding • COSHH • First Aid • Fire Safety • County Lines • Whistleblowing • Health and safety • Child Sexual Exploitation- Levels 1 & Level 2 • Human Trafficking and Modern-Day Slavery

				<ul style="list-style-type: none"> • Medication Awareness and Safe Handling of Medicines • Autism Awareness • Neglect • Safeguarding Children with Disabilities • Female Genital Mutilation • Safeguarding against Radicalisation – The Prevent Duty • Safeguarding Children Levels 1 & 2 • Bullying and Cyberbullying • Food Allergy Awareness • Online Safety – Risks to Children • Equality and Diversity – for Health and Social Care • Deprivation of Liberty Safeguards (DoLS) • Epilepsy Awareness , Substance Misuse • Emotional Abuse • Anti-Bullying Young Person Big Initiative UK • Attachment Young Person Big Initiative UK • Gangs And Group Offenders Young Person Big Initiative UK • Internet Safety Parent Big Initiative UK • Fire Safety Free Big Initiative UK • Food Safety And Hygiene Advanced Free Big Initiative UK • Food Safety And Hygiene Foundation Free Big Initiative UK • Health And Safety Free Big Initiative UK • Alcohol And Substance Misuse Level 2 Children's Home England • Mental Health Level 2 Children's Home England • Emergency First Aid Level 2 Children's Home England <p>A full list of Toms training can be found on the training matrix.</p>
Anya Ireland	Full Time	Residential Support Worker	18.11.2024	<p>Anya is new to working within the care sector, this is her first residential support worker role.</p> <p>Anya has completed all mandatory training, Including:</p> <ul style="list-style-type: none"> • Emergency First Aid Level 2 Children's Home England • DoLS – Deprivation Of Liberty Safeguards Level 2 Children's Home UK • COSHH Level 2 Children's Home England • Dangers Of CSE Young Person Big Initiative UK • Drug And Alcohol Awareness 11-14 Young Person Big Initiative UK • Radicalisation Young Person Big Initiative UK • Internet Safety Young Person Big Initiative UK • Fire Safety Free Big Initiative UK • Food Safety And Hygiene Advanced Free Big Initiative UK • Health And Safety Advanced Free Big Initiative UK

				<ul style="list-style-type: none"> • Safeguarding Children Advanced Free Young Person Big Initiative UK • Whistleblowing Level 2 Children's Home England • Ligature Level 2 Children's Home UK • Behaviours Perceived as Challenging Level 2 Children's Home England <p>A full list of Anya's training can be found on the training matrix</p>
Peter Donaghue	Full Time	Residential Support Worker	18.11.2024	<p>Peter has over 8 years experience of working with children and young people. Peter has supported children with complex needs and children with challenging behaviours. Peter is dedicated to achieving positive outcomes for the children he supports. He is very athletic and enjoys introducing young people to new experiences.</p> <p>Peter has completed numerous courses within the care sector including all mandatory courses.</p> <ul style="list-style-type: none"> • Safeguarding • Fire safety • Whistleblowing • PRICE • Equality and diversity • Food safety • Administration of medication • Health and safety • First aid • COSHH <p>A full list of Peter's training can be found on the training matrix</p>