



Tree House Care
doing the right thing for our children



DEAN & GROVE CHILDREN'S HOME STATEMENT OF PURPOSE

Last updated: August 2025

Review date: August 2026

OFSTED Registration Number SC479596

Dean and Grove Children's Home

Dean and Grove children's home was established in June 1998

How many children's homes can make the following claims?

- ✓ Currently rated by OFSTED as good.
- ✓ Rated Outstanding by OFSTED 2015, 2016, 2017 and again in 2018.
- ✓ Only three breakdowns in the past twelve years.
- ✓ Over 90% permanent full-time staff are NVQ Level 3 qualified, or above.
- ✓ All Relief Staff are qualified to the same level.
- ✓ No Agency Staff.
- ✓ The same Manager in place since 2007.
- ✓ Low staff turnover.
- ✓ A high level of permanent staff trained in Makaton and PECS.
- ✓ All staff trained in attachment and trauma.
- ✓ All staff trained in caring for autistic children.
- ✓ School attendance for those children with a school place above the National Average of 95% for all children.
- ✓ Excellent placement stability for children.
- ✓ All children involved in local community activities.
- ✓ Turnover of staff is less than **half** the national average.

To find out more, please contact:

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INTRODUCTION & WELCOME

Welcome to Dean & Grove Children's Home Statement of Purpose.

This document is produced in accordance with Schedule One of the Children's Homes (England) Regulations 2015.

The document is reviewed on a regular basis and agreed by the Board of Directors.

If you have any questions that aren't answered in this document, please feel free to contact us at our headquarters:

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QUALITY & PURPOSE OF CARE

A statement of the range of needs of the children for whom we provide care and accommodation

For the sake of brevity, we use the term 'child' or 'children' to refer to children and young people in this document.

All children who are looked after at Dean and Grove Cottage have a diagnosed learning disability.

The children may have a range of learning disabilities and special needs including autism, cerebral palsy, epilepsy and/or communication difficulties.

Some of the children will have emotional and behavioural difficulties.

We offer short, medium and long-term placements as well as transition to adulthood.

We can provide support for children's own family or other provision to ensure continuity and increase the chances of placement stability.



Details of our ethos, the outcomes that we seek to achieve and our approach to achieving them

We have a children's charter which reflects the core principles of how we will deliver our day-to-day services. In summary, the children's charter describes how we will treat every child with dignity, respect and acknowledge their individuality and ability.

We seek to promote their welfare by safeguarding them and providing social inclusion opportunities. We aim to do this by;

- Ensuring staff are properly recruited and trained
- Providing a range of individually tailored care packages
- Matching children's needs against staffing skills
- Taking a proactive stance for promoting appropriate behaviour by ensuring that there is structure to the child's life with clear boundaries
- Children receiving rewards and praise for their achievements
- Not using any form of corporal punishment. Should children present with difficult or challenging behaviour staff will respond in line with our policies *"Promoting Positive Relationships and Behaviour"*
- Financial sanctions are not usually used. More creative ways of helping children reflect on their behaviour are promoted
- Monthly children's meetings
- Consultation with children regarding menus, activities, décor and such like
- Working in partnership with local authorities, other agencies, parents and children
- Monitoring all complaints, incidents and statutory plans
- Producing monthly placement reports for social workers

We work to the following objectives for all children;

Our aim is:

- To safeguard and promote children's physical, mental and emotional welfare.
- To have in place all statutory Looked After paperwork and, where relevant, the Pathway Plan.
- To work in partnership with relevant agencies, the child and their significant others by constructing Individual Care Plans with identified aims, objectives, goals and timescales.
- To produce regular detailed reporting to the responsible local authority on the individual child's progress and development.
- To facilitate monthly meetings, engaging advocates (where appropriate) to represent each child to promote their rights, wishes and feelings.
- To provide each child with the opportunity to participate in a range of social, recreational and leisure interests.
- To promote contact with each child's family and significant others by providing resources such as a private room, the use of a telephone for private calls and by assisting children and their family with transport arrangements.
- To respect each child's rights in relation to their age, race, sexuality and disability and meet their specific ethnic, cultural and religious needs.
- To ensure the way we deliver our day-to-day services reflects the Children's Charter.
- To ensure each child is treated as an individual and that all their physical, emotional and health needs are met.
- To develop sound relationships between staff and children and to create a happy, consistent and stable environment where feelings, thoughts and emotions can be explored and expressed safely.
- To empower children to achieve their full ambitions, academic potential and to acquire the relevant skills, knowledge and resilience to move positively into adult life.
- To affirm that all individuals have rights and responsibilities and must therefore be aware of the impact of their actions on others.
- To encourage community participation so that the children grow up as responsible citizens.

The Dean and Grove Outcome Tracker has been developed to measure individual children's progress and identify any areas that need further focus.

We have policies and procedures which support this Statement of Purpose, and act as guidance and instruction for staff.

Our intention is to work in partnership with children, their families and placing authorities to enable the child to maximise their potential within a caring and stable environment.

The Children's Handbook reflects our core values regarding the rights of children and as such is made available to every child, their family and Social Worker. It is designed to be child friendly and in a variety of formats including Widget.

Individual child care plans are carefully designed, managed and reviewed to achieve the best possible outcomes for children.

The Registered Manager and Responsible Individual draw up and monitor the Development Plan to ensure the continual improvement of the service and the constant raising of our aspirations for the children we care for.

In summary, we aim to provide safe, nurturing placements where children are valued and appropriately involved in decision making and planning for their future. We do this by matching children's needs with the home's services. By doing this well, we will reduce the chances of placement breakdown.

A description of the accommodation offered by Dean & Grove including:

- How the accommodation has been adapted to the needs of children;
- The age range, number and sex of children for whom accommodation is provided; and
- The type of accommodation, including sleeping accommodation

The children's home is registered for up to seven children.

The age of children we place is 8-17 years.

We would always consider age as a matching consideration with the other children at the home to ensure there is not too wide a range.

We are committed to transitions and are able to look after young people beyond the age of 18. This will be subject to individual needs and appropriate risk assessments.

The home can accommodate any gender.

Dean and Grove is made up of two semi-detached cottages which are separate, with no adjoining door. This provides us with a degree of flexibility.

Grove Cottage has a kitchen, dining room, lounge for communal use and a bathroom. There are four children's bedrooms. There is one staff bedroom, a staff office, utility room and sensory room.

Dean Cottage has a kitchen, dining room, lounge for communal use and a bathroom. There are three children's bedrooms and one staff bedroom.



Meals can be prepared separately in each cottage or children can eat together.

Children's bedrooms are personalised to their own interests, taste and requirements.

There is a separate office for the Manager within the grounds.



We have a lawned area with play and climbing equipment which is safely fenced off.

The grounds provide a safe and secure environment for the most vulnerable children. The gates are currently kept locked to ensure children's safety. This is done only after risk assessments have been undertaken and it is agreed with the placing authority that this is necessary. This is discussed at every LAC review and documented in our report to the LAC review.

Star Keys are located at the top of some doors to ensure safety. This is the subject of a risk assessment, and they are not locked when the rooms are occupied.

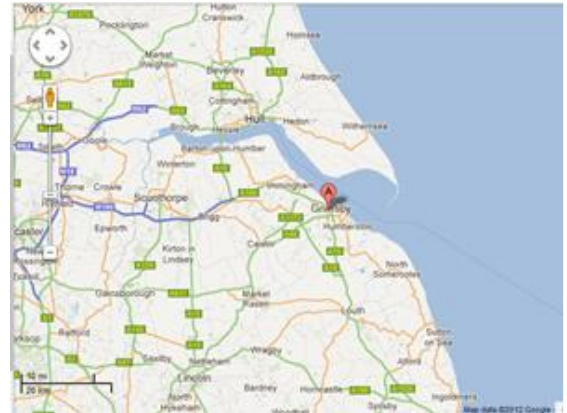
Fire precautions conform to the appropriate Fire Safety Regulations.

A description of the location of Dean & Grove

The cottages are in North East Lincolnshire, close to Grimsby town centre.

The home is within a ten-minute walk from the bus and railway stations, central library, shops and restaurants. The motorway link to Grimsby is from the M180/M18, giving access to the M1 North and M1 South.

The home is situated within 40 miles of Lincoln, Hull and East Riding, less than 30 miles from Scunthorpe and less than an hour from South Yorkshire.



The immediate geographic location of the home is risk assessed on an annual basis, in consultation with Police and local safeguarding teams. A copy is available on request. In the twenty-one years the home has been in operation there has been no cause for concern or specific risks identified regarding its location.

The home is only four miles from Cleethorpes, a well-known family seaside resort. There are many attractions including a boating lake, multiplex cinema, ten pin bowling and many opportunities for leisure activities. Grimsby boasts many parks and woodland areas and places of national heritage interest. The Lincolnshire Wolds, an Area of Outstanding Natural Beauty, are twenty minutes away.

The arrangements for supporting the cultural, linguistic and religious needs of children accommodated at Dean & Grove

It is important that children retain their cultural identity. Full support and encouragement of religious observance, in consultation with parents, will be given to achieve this.

Any specific religious belief or faith practised by a child will be respected and every effort made to ensure the child can participate in local religious observance appropriate to their age, and other associated activities such as clubs or choir meetings. Special dietary requirements will be catered for. Our policy is not to force or persuade any child to participate in religious observance if it is against their wishes.

We are proactive in celebrating festivals of various religions to encourage children to embrace diversity and our current diary of events includes Chinese New Year, Diwali, Easter and Christmas.

We hold a 'Celebrating Diversity' week usually every February experiencing food and music from other cultures.

Linguistic needs will be met by the provision of translators and ensuring written material is translated into the appropriate language.

Details of who to contact if someone has a complaint and how to access our Complaints policy

If anyone wants to make a complaint, there are several routes you can choose. Contact details are on page 15.

Tree House Care is committed to having a single Complaints & Representations Policy and Procedure that applies to all the services we provide. The full Policy and Procedure is available on request

We believe that all children, service users, parents, foster carers and Local Authority colleagues have the right to expect a high standard of service and should be able to make comment or complaint should those high standards not be met.

Complaints and representations will be taken seriously, dealt with efficiently, with transparency and openness.

Whenever possible and appropriate, complaints and representations will be dealt with informally, promptly and at the lowest possible level to avoid unnecessary escalation.

No person making a complaint or representations will receive any adverse treatment or reprisal. The service they receive should continue to be of the highest standard.

We are committed to being a learning organisation and whenever a complaint or representations is received will look for lessons that we can learn.

Children will be given a copy of the placing authority's Representations and Complaints Procedures as well as Tree House Care's.

Children will be kept informed by the Manager of progress in any complaint they raise. The Manager has the discretion to engage an advocate for a child where there is any conflict between the child and the organisation or another agency.

We encourage all the children in our care to let us know their thoughts and views by accessing havingmysay@treehousecare.org.

Contact details for OFSTED and the Children's Rights Commissioner can be found on this page and on page 58.

During the period 1st January – 31st December 2024, we received no formal complaints. We are aware that a low return is not necessarily positive. We have refreshed our children's

complaints form, making it more user-friendly, and we produced a version using Widget software for children with communication difficulties.

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Details of how to access our child protection policies and the behaviour management policy

We have a holistic view of safeguarding children as illustrated in the diagram below:



Our detailed policies are available on request from the Registered Manager.

We work to ensure children are protected from abuse in every form. A copy of the Local Safeguarding Children Partnership procedures is kept in the home and included in the induction programmes for new staff, including reliefs. Formal training is provided by North East Lincolnshire Safeguarding Children Partnership (NELSCP).

Our Safeguarding and Missing policies and procedures have been vetted by our host authority.

Should any allegations be made against Tree House Care Staff we would follow NELSCP guidelines.

Our policy is that all staff should be trained to level two in safeguarding children. Currently all staff are trained to a minimum of level one.

Other relevant training includes:

- Missing from Care
- Child Sexual Exploitation
- Neglect
- Safeguarding Children with a Disability
- Preventing Radicalisation and Extremism
- Child Criminal Exploitation and County Lines
- Managing Challenging Behaviour
- Depression in Children & Young People
- Oppositional Defiance Disorder

Safeguarding forms part of the Registered Managers monthly report to the Directors and is a standing agenda item in Team Meetings and supervision.

All incidents are reported to the Director of Operations promptly for monitoring and comment in relation with practice and procedure. Incident reports are put into a spreadsheet that can be used to look for any themes.

We have an e-safety policy in place.

On induction, staff are made aware of the homes Counter-bullying Policy. All staff are expected to be vigilant in making sure that any incidents of bullying are dealt with immediately.

Children are made aware of the Counter-bullying Policy by means of the children's booklet given to them on admission and through one-to-one sessions with their keyworker. Anti-Bullying Workshops are held with the children and are repeated on a regular basis. We also ensure bullying is a recurring agenda item at the children's meetings.

Children are encouraged to write down and post in the 'Worries Box' if they feel they have been subjected to any bullying. Staff will then follow-up any such incidents and record the outcomes.

All staff received workshop briefings on Preventing Radicalisation and Extremism. We deem the current risk to be low – however all staff are aware of how to make a referral should they be concerned.

We seek to reduce the likelihood of children going missing by, for example, managing our environment, close supervision and appropriate risk assessments.

During 2023 there have been no incidents of a child going missing.

We make it our priority to try and discover why a child has gone missing, failed to return or returned late in order that the likelihood of it happening again can be reduced.

Due to the risks that going missing or failing to return presents we have procedures for trying to find children as quickly as possible and notifying all relevant people.

All staff are aware of the links between children who go missing and child sexual and criminal exploitation.

Whenever a child runs away or goes missing from a placement the Manager is responsible for ensuring that the following are informed within the timescales set out in the local RMFHC protocol.

Paperwork is completed and updated at all stages

When a child returns the person(s) notified of them going missing will be informed.

Staff will continue to offer warm and consistent care when a child returns and running away will not be viewed as behaviour that needs to be punished.

If a child is absent, without authority, for any significant period the Director of Operations and the child's Social Worker will be informed. Guidelines for dealing with missing children are explained fully in the Local Authority Protocol, a copy of which is held at the home.

VIEWS, WISHES & FEELINGS

A description of our approach to consulting children about the quality of their care

We ensure children are consulted about the quality of their care by:

- Seeking their views on a daily basis on day-to-day matters such as activities and menu's
- Children's meetings and surveys
- Recognising the child's means of communication and ensuring staff are trained and skilled in that method
- Enabling them to contribute to their own LAC reviews

We regularly conduct a survey of children's views on the services we provide. We ensure this is available in a variety of formats as necessary. We act on the feedback we receive, for example, holidays abroad.

Our Regulation 44 visitor is Donna Abernethie who has many years' experience in social care. They consult with children as part of their visits.

Feedback includes:

"I am 1000% pleased with the care I receive from staff"

"staff at Dean and Grove are really supportive"

"staff looked after me very well when I felt poorly with headaches"

Social Worker Comments –

"... happy with the standard of care afforded to both XX and XX. All staff are very skilled, and both the boys receive excellent care. At a recent visit I received a warm welcome from staff and the young people..."

Parent Comments –

"The placement for my daughter is amazing. I am 100% happy with her care"

Parent Comments –

"Happy with the care my daughter receives at Dean & Grove. All XX's needs are met and managed and staff are very supportive"

A description of our policy and approach in relation to:

- Anti-discriminatory practice in respect of children and their families; and
- Children's rights

We adopt an anti-discriminatory approach to practice. No child will be discriminated against on the grounds of race, colour, religion, ethnicity, culture or disability.

We believe it is our duty to ensure the safety of those within our care and protect them from all forms of harm including abuse, discrimination and bullying.

All children will be treated with dignity and respect.

Children will be listened to and provided with the tools to communicate their needs, wishes and feelings in their preferred format.

When accepting a child, we consider the match with other children living in the home including cultural or religious needs and the children's own views, wishes and feelings. We address their needs on this basis, taking into account diversity, any disabilities they may have and promote and empower them to make life choices at a level of their understanding and ability.

We always advocate on the child's behalf to stop discrimination and make sure the child's needs and wishes are taken into consideration.

We embrace the United Nations convention on the Rights of a Child.

EDUCATION

Details of provision to support children with special educational needs

Education is a fundamental part of development which prepares children to take their place in the community. We have, over the years, built up excellent relationships with Special Needs Schools and work closely with them.

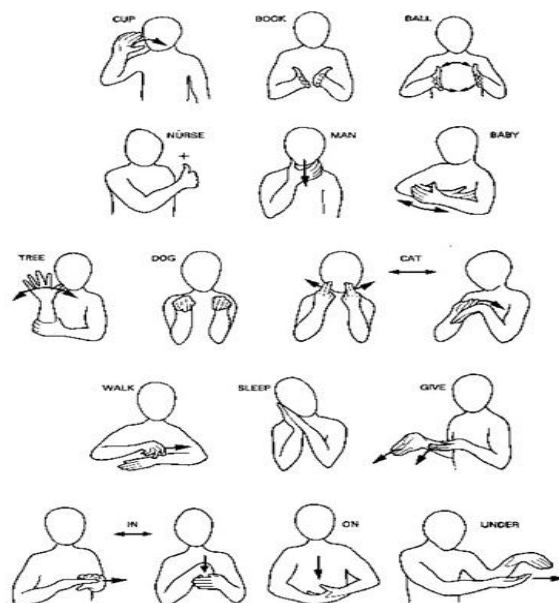
We know that working with children with Special Educational Needs requires a multi-agency approach and close working relationships are essential to ensure a consistency of approach.

We use communication cards to ensure that children have the tools to express their wishes, feelings and life choices.

We are aware that for many of our children their education involves life skills as much as academic achievement. We offer a varied activity programme which takes into account their individual preferences as well as their abilities and disabilities.

We believe in encouraging children's talents and abilities, in order for them to develop their own personalities, self-esteem and self-worth whilst making educational and social achievements.

If necessary, we can support children one to one in the classroom and provide staff for school trips to ensure children can take advantage of opportunities offered. All staff are trained in Makaton and the use of Widgit and PECS.



Where the children's home is dually registered as a school, details of the curriculum provided by the Children's home and the management and structure of the arrangements for education

This is not applicable to Dean and Grove. Children attend schools in the community. See Page 12.

Where the children's home is not registered as a school, the arrangements for children to attend local schools and the provision made by our home to promote the educational attainment of children

We are committed to ensuring the education of children is actively promoted. We achieve this by making sure that the Personal Education Plan, Individual Education Programme and the Placement Plan for each child is implemented. These plans look at the child's educational needs and how they will be met, for example

- Attendance at a particular school or college.
- How any special educational needs can be catered for within the school or college.
- Checking the child's attendance.
- Encouragement with homework and ensuring the child has the necessary space and equipment (e.g. access to a computer and desk).
- Taking an interest in their achievements.
- Establishing close links with schools or colleges.

- If necessary, facilitating alternatives to full-time school or college e.g. individual tuition or participation in vocational type projects.

During the school year 2023-2024 school attendance for all children with an allocated school place exceeded government guidelines of 95%. Any absences from school have been due to illness, attendance at health appointments, or therapy sessions, and there have been no unauthorised absences.

Where children have no allocated school we will advocate for them, involving Virtual Heads as necessary. We ensure such children have a range of learning activities and structure to school days.

ENJOYMENT AND ACHIEVEMENT

The arrangements for enabling children to take part in and benefit from a variety of activities that meet their needs and develop and reflect their creative, intellectual, physical and social interests and skills

Children are encouraged to take part in activities and leisure interests which may be supervised or unsupervised, taking into account safety factors.

We try to provide a broad spectrum of opportunities. There are options for quiet or energetic, individual or group activities which may be structured or unstructured.

Children are encouraged to help and organise the activities and to give their views when putting together the weekly activity planner. If appropriate, children can engage in a specific programme of activities to develop particular interests, abilities or talents in the local community. These may include clubs like Foresight Hub, Climb4 (sensory play), Horse Riding, Swimming Lessons, Dance, Singing Lessons or Ice-skating.

We are aware that many looked-after children, particularly those with Special Needs do not have the opportunity to experience some of the ordinary childhood experiences that others do. Children are encouraged to access leisure facilities in the local community, such as swimming, the cinema, bowling and restaurants which are inclusive settings. Children are also given the opportunity to socialise with peers both at home and at local organised events such as the local disco.

Out of school clubs and activities such as cookery and art are encouraged and facilitated.



We have a long-established tradition of engaging children with the wider community.



We usually hold an Easter Garden party most years and invite the children's families, which is well attended.

As well as being part of the local community, we are committed to children contributing to it and involve the children in various charity fundraising activities.

The children enjoy regular stays at our caravan in Skegness, and sometimes further afield.

The children's activities are reported on a monthly basis via the manager's monthly report to the Directors and individual reports to Social Workers.

HEALTH

Details of any healthcare or therapy provided including:

- ***Details of the qualifications and professional supervision of the staff involved in provided any healthcare or therapy; and***
- ***Information about how the effectiveness of any healthcare or therapy provided is measured, the evidence demonstrating its effectiveness and details of how the information or the evidence can be accessed.***

All staff are trained in first aid and we have a rigorous approach to Health and Safety.

Where practical, children will remain registered with their own General Practitioner. Those admitted from outside the area will be registered with a local GP. We keep written records of all medication, treatment and first aid signed by the responsible member of staff and regularly monitored by the Registered Manager.

All staff will receive training in our procedures for the safe handling, administration, safe storage and recording of medication as part of their induction and formal training.

Staff are trained in the administration of some specific medication for example rescue medication for epilepsy, to meet individual children's health needs.

We take part in regular health and medication reviews with specialists where children have specific health needs.

All children receive regular dental check-ups and treatment as necessary. Each child will have a clear written health plan within their Placement Plan.

As at 1st January 2025, all children living at the home have up-to-date medicals, dental and optician's checks.

We actively discourage children from smoking.

Healthy eating is about having a varied balanced diet and enjoying lots of different foods and is fundamental for proper growth and development in childhood. Most meals are prepared from scratch using fresh produce. Everyone will have opportunity to comment on and contribute to the weekly menu. In line with guidelines, we are actively addressing the issue of healthy eating, which includes offering a vegetarian option. Children are encouraged to be involved in the preparation and cooking of food as you would expect in a normal family environment, where appropriate.

We do not directly provide any clinical health care, therapeutic services, or use any specific in-house therapeutic techniques.

The children's therapeutic needs such as psychological intervention may be met by accessing the services of the local CAMHS.

Staff may also use additional therapeutic tools, such as Emotional Freedom Technique ("Tappy Bear") in the home, as practiced in therapy sessions and under the advice of the child's therapist.



All permanent staff and some relief staff have received training in the PACE approach (playful, accepting, curious, empathic) advocated by Dr Dan Hughes in his Dyadic Developmental Psychotherapy model.

Some staff have been trained to use Theraplay® games and activities.

Further information can be found at www.theraplay.org.

POSITIVE RELATIONSHIPS

The arrangements for promoting contact between children and their families and friends

When looking after children away from home, whenever it is in the child's best interests, contact must be actively promoted and maintained with the child's parents, relatives, friends

and community. The level of contact will be agreed at the planning meeting, where views of all parties and the needs of the child will be considered. The contact may be through visits, telephone, emails and letters provided there are no restrictions. Staff will monitor contact as appropriate and help the child to improve the quality of their contact if possible.

Contact with friends is encouraged and facilitated, for example children have been to their friend's birthday parties and children's friends have been invited to parties and social events at Dean and Grove.

We also make efforts to ensure school friendships are maintained during the holidays.

PROTECTION OF CHILDREN

A description of our approach to the monitoring and surveillance of children

We respect children's right to privacy and dignity and do not constantly watch children, having due regard to their age and vulnerability, without good reason. However, many of the children we care for are vulnerable and require a very high level of supervision to keep them and others safe. This is always risk assessed and is a part of their agreed care plan. Along with the need for one to one staffing these arrangements are kept under regular review.

On occasions, for children who may wander at night and put themselves or others at risk, we may use a buzzer to alert staff if they leave the bedroom. We will only do this when other methods have failed.

Some children may need audio surveillance in the night due to epilepsy or other medical conditions.

There are no electronic or mechanical means in the home for the surveillance of children. We would stress that any additional levels of surveillance are in place with the agreement of the Social Worker, risk assessed and regularly reviewed.

Details of our approach to behavioural support including:



- *Our approach to restraint in relation to children; and*
- *How people working in the home are trained in restraint and how their competence is assessed*

We have developed a set of principles, guidance and good practice checks to assist staff in managing the difficult or confrontational and aggressive behaviour of children.

In summary our approach is:

- Every child has the right to be protected from harm, abuse or neglect
- Every child should be treated as an individual
- Consideration must always be given to a child's age, understanding and background
- No matter how difficult the behaviour of the child, they should be treated with dignity and respect. It is the behaviour that is unacceptable – not the child.
- Always giving the child a 'way out' of the situation
- Avoidance of confrontation and/or violence is the primary objective when faced with difficult to manage behaviour.
- Staff work with reward systems which promote positive behaviour and where there is need for a sanction, this is in line with the child's age and level of understanding
- Restraint is only used as a last resort when all other attempts at de-escalation or diversion have failed
- Restraint is only ever used for the safety of the child, safety of other people or to prevent serious damage to property

All staff are trained in de-escalation, safe restraint and holding techniques with re-qualification every year, provided by Team Teach. Three of our own staff have been trained by Team Teach as trainers. The training complies with good practice guidelines produced by the government and the Human Rights Act.

The course content includes:

	Background to Team Teach		De-escalation & diffusion
	The legal framework		Personal Safety
	Understanding aggression		Positive handling
	How feelings drive behaviours		Repair, reflect and review

Positive Handling Strategies are constantly being evaluated, with safety being paramount. Individual incident reports are sent to the Director of Operations for comment. Meetings are held on a regular basis to look for any themes or areas of concern. Restraint is reported via the Manager's Monthly Report.

A list of permitted and not permitted measures of control is attached as Attachment 3.

LEADERSHIP AND MANAGEMENT

The name and work address of:

- the registered provider.
- the responsible individual; and
- the registered manager



Dean & Grove Children's Home is part of Treehouse Care Fostering Solutions Ltd which is a private limited company registered under the companies Act 1985 (Company Number 4456329).

The company started in 1998 and since that time has added Fostering and Domiciliary Care to its services.

The Responsible Individual for Dean and Grove is Hugh Mellett. Hugh also undertakes that role for our Fostering and Domiciliary Care Services.

Hugh's work address is:

Tree House Care Fostering Solutions Ltd.,

The Old Vicarage, 17 Heneage Road, Grimsby, DN32 9DZ

Tel: 01472 598334

Email: hugh.mellett@treehousecare.org



Kim Treacher became the Registered Manager in 2007 and has been employed by Tree House Care since 2002.

Kim's work address is:

Dean & Grove Cottages

Deansgate, Grimsby, DN31 1RZ

Tel: 01472 598334

Email: kim.treacher@treehousecare.org

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

As at December 2024 there are twenty-six permanent staff employed at the home. In addition to permanent staff, we have our own pool of relief care workers.

We do not employ any staff to specifically provide education or health care.

All staff have a probationary period which is reviewed after six months, monthly supervision and an Annual Appraisal.

The organisation has a full suite of Human Resource policies and procedures including disciplinary, capability and performance, which are available on request.

Kim Treacher – Registered Manager

Kim has many years' experience working with children.

Kim joined Dean and Grove Children's Home, staff in 2002 already with several years' experience working with children and their families. Kim was promoted to Senior Care Officer at Dean and Grove Children's Home in 2005 and became Registered Manager in 2007.

Kim's responsibility is to provide leadership to the staff and she is responsible for their professional practice. Kim ensures she meets the aims and objectives as laid down in regulations, standards and guidance and that these are integrated into the day-to-day running of the home. Kim is an outstanding communicator and maintains excellent working relationships with external agencies.

The Deputy Manager is Sarah Pearce.

Training - General

All staff are expected to hold, or to be working towards, the appropriate Residential Level 3 Diploma in Childcare or National Vocational Qualification (NVQ).

We recognise the importance of investing in our staff and the following training is mandatory and undertaken by all of our Care Staff including Relief Care Workers and is ongoing.



All staff undertake 6 months' induction training.

The organisation's training plan incorporates all our services, therefore, we are able to offer all staff opportunities to develop their skills in other related areas.

To develop skills of communication with all of the children in our care, staff attend 'Picture Exchange Communication System' (PECS) and Makaton training.

Although no longer running, many staff have undertaken the Residential Foundation Course.

The following pages show a summary of the experience, qualifications and training of permanent staff. The training list is not exhaustive but gives the most relevant information.



Kim Treacher – Registered Manager

Kim has over twenty years' experience working with children with learning disabilities and their families. Kim has achieved her level 5 in Health and Social Care and Management, holds the ILM level 3 award in Management and completed a 'Train to Train' course. Kim has a wealth of experience in addition to mandatory training and includes the following bespoke training within her C.V.

Attachment	Child Sexual Exploitation Awareness	Allegations Management
Autism	Therapeutic Approaches to Caring for Traumatized Children Using Pace	Stress Management
Mental Health Awareness	Health & Nutrition	Self-Harm Awareness
Disability Awareness	Managing Epilepsy	Working with Makaton
Sensory Differences	Child Protection	Manual Handling
Training the Trainer	Time Management	Sensory Integration
Risk Assessment	Dyadic Development Psychotherapy	Theraplay
Sexual Health	Oppositional Defiant Disorder	Safer Recruitment
Bereavement and Loss	Transition and Vulnerability	Depression in Children



Sarah Pearce – Deputy Manager

Sarah is qualified to level 4 and has 14 years' experience as a support worker and Deputy manager. After several years in Adult Social Care, Sarah joined us in 2022 and now has NVQ Level 5 in Leadership & Management. Sarah has also completed Team Teach Train the Trainer course and is now our in-house Team Teach Trainer.

Attachment	Child Sexual Exploitation Awareness	Allegations Management
Autism	Health & Nutrition	Supporting Strong Foundations (DDP)
Sensory Differences	Managing Epilepsy	Sensory Integration
Risk Assessment	Child Protection	Oppositional Defiant Disorder

Susan Taylor – Senior Care Officer

Sue had eleven years' experience working in an elderly care home before joining the organisation in 2007. Sue was registered with Ofsted as a child minder and has completed her NVQ level 3 Health and Social Care for Children plus the following bespoke training in addition to mandatory training.

Attachment	Stress Management	Sensory integration
Managing Epilepsy	Allegations Management	Mental Health Awareness
Child sexual exploitation awareness	Self-Harm Awareness	Train the Trainer
Supervision	Disability awareness	Sexual Health Awareness
Autism	Report writing & recording	Working with Makaton
Therapeutic approaches to caring for traumatised children using PACE	ASD Awareness	Stress management

Naomi Alison – Senior Care Officer

Naomi first came to work for us in 2004 in 2011 as Senior Care Officer again. Naomi has a Diploma level 3.

Attachment	De-escalation	ADHD Awareness
Managing Epilepsy	Intro to Prevent Duty	Epilepsy Awareness
Autism	Supervision	ASD Awareness
Therapeutic approaches to caring for traumatised children using PACE		

Abbie Marsh – Senior Care Officer

Abbie had several years' experience working in an elderly care home as a Senior Care Officer before joining us in 2018 as a Care Worker and has since been promoted to Senior Care Officer. Abbie has a Level 3 in Health and Social care for Children plus the following bespoke training in addition to mandatory training.

Attachment	De-escalation	ADHD Awareness
Managing Epilepsy	Intro to Prevent Duty	Epilepsy Awareness
Autism	Supervision	ASD Awareness
Therapeutic approaches to caring for traumatised children using PACE		

Donna Walker – Senior Care Officer

Donna joined us in 2020 and has a background of working in adult care and Dementia. Donna has a Level 3 Diploma in Health and Social Care. Donna has since been promoted to Senior Care Officer and has completed the following Bespoke Training in addition to mandatory training.

Attachment	De-escalation	Makaton
Managing Epilepsy	Sensory Integration	ADHD Awareness
Autism	ASD Awareness	Self Harm
Supervisions	Recording & Reporting	Oppositional Defiant Disorder

Gemma Grantham – Care Worker

Gemma joined us in 2007 and previously worked with the elderly. Gemma has her NVQ Level 3 Diploma in Health and Social Care for Children.

Emma Hopkins – Care Worker

Emma joined us in 2004 as a Care Worker, having previously worked in a local Special Needs school. Emma has her NVQ Level 3 in Health and social Care for Children. Emma acts as mentor for new starters and is our Communication Champion.

Danielle Schofield – Care Worker

Danielle joined us in August 2011 as a Domiciliary Care Worker transferring across to work in the children's home in 2013. Danielle has a BA with Honours third class in Community Development.

Paul Smale – Care Worker

Paul joined us in September 2009 originally as a Relief Care Worker but progressed to permanent Care Worker in January 2013. He has his NVQ Advanced Level 3 in Health and Social Care for Children.

Natalie Broadhead – Care Worker

Natalie joined us in 2023 and has several years' experience in care of learning disabilities and is undertaking her level 3.

Anna Grant – Care Worker

Anna has worked in an education setting for children with Autism and learning disabilities and is qualified to NVQ Level 3.

Kevin Deighton – Care Worker

Kevin joined us originally as a Relief Care Worker but has progressed to permanent Care Worker. He has his Level 3 Diploma in Health and Social Care.

Jessica Rutter – Care Worker

Jessica joined us in 2021 and has a background in young adults and elderly care. She has a Degree in Community Mental Health.

Sheryle Tucker – Care Worker

Sheryle joined in 2023 and is working towards her qualification.

Michaela Bryant – Care Worker

Michaela joined us in 2001, has worked in various roles for us since 2001 and holds the NVQ Level 3.

Keiron Taylor – Care Worker

Kieron joined our Domiciliary service in 2016 and has since moved over to our children's home in 2025 and holds NVQ Level 3.

Hollie Delaney – Care Worker

Hollie joined us in 2019. She has a background in working in elderly care and she holds the NVQ Level 3

Nicola Turner – Care Worker

Nicola joined in 2018 as a Waking night Care Officer. She has since moved over to a part time role as Care Officer and holds the NVQ Level 3.

Yasmin Baker – Waking Night Care Worker

Yasmin was appointed as a Care Worker in 2009. Yasmin has her NVQ Level 3 in Health and Social Care for Children.

Sonia White – Waking night Care Worker

Sonia joined us in 2010 as a Waking Night Care Worker. She is a parent and grandparent and has trained whilst in the role. Sonia has her NVQ Level 3 Advanced Diploma in Health and Social Care for Children.

Katie Fisher – Waking Night Care Worker

Katie joined us in 2020 as a Waking Night Care Worker. Katie has a background in adult care and is currently undertaking the Level 3 Diploma.

Emma Andrew – Waking Night Care Worker

Emma joined us in 2021 as a Waking Night Care Worker. Emma has a background in adult care and dementia and is currently taking Level 3 Diploma.

Zoe Marsh – Waking Night Care Worker

Zoe joined us in 2015 as a Waking Night Care Worker. Zoe has NVQ Level 3 in Health and Social Care.

Teresa Dolphin – Waking Night Care Worker

Teresa has several years' experience in adult social care and is qualified to level 3.

Maisie Wright - Waking Night Care Worker

Maisie joined us in 2025 as a Waking Night Care Worker and holds the NVQ Level 3

Casey Shone - Waking Night Care Worker

Casey joined us in 2024. Casey has a background in working with young adults with Learning Disabilities and holds the NVQ Level 3.

Amy Johnson - Waking Night Care Worker

Amy joined us in 2024 as a relief care Worker and has since moved to permanent. Amy has several years' experience in working with children with learning Disabilities and holds the NVQ Level 3.

We have our own bank of dedicated casual staff who are trained and supervised to the same level as our permanent staff members.

All staff, including relief's, are encouraged to take part in bespoke training as a part of their role, many of which are listed below. These may involve in-house or external training, correspondence courses, seminars, courses and workshops.

As well as the mandatory training staff have a wide range of training experience. Below is a sample.

Self-harm awareness	Report Writing & Recording	ASD Awareness
Sexual Health Awareness	Manual Handling	Amendments to Children's Home Regulations 2014
Therapeutic Approaches to Caring for Traumatized children using PACE	Sensory integration	Managing Epilepsy
Health & Nutrition	Disability Awareness	Communication Skills
Autism Awareness	Attachment	Oppositional Defiance Disorder
Bereavement	Theraplay	Dyadic Development psychotherapy
ADHD	Managing Challenging Behaviour/De-escalation	Pathway Planning
Adverse Childhood Experiences	Tourette's Syndrome	Self-Esteem
E-Safety including CSE, CCE and County Lines	Equality and Diversity	

LEADERSHIP AND MANAGEMENT

Details of our management and staffing structure, including arrangements for the professional supervision of staff

All staff have a named Supervisor. Supervision is usually one to one and aims to take place monthly.

A written record of each supervision is kept.

The Director of Operations line manages and supervises the Registered Manager, who in turn supervises and line manages the Deputy Manager and Senior Care Officers.

The Senior Care Officers line manage and supervise the Care Workers and ancillary staff.

All staff currently with supervisory responsibility have received appropriate training. The organisational structure for Dean & Grove is as follows:



For children who have an identified need for guaranteed 1:1 staffing, a dedicated member of staff will be on shift. This guarantees 100% supervision and attention at all times. Occasionally, to ensure children and staff safety, we will staff at 2:1. Such arrangements are at the discretion of the Registered Manager, and if for any extended period, will need agreement from the Local Authority. These arrangements will be subject to a risk assessment to ensure there is no undue restriction of liberty or privacy.

The Directors meet on a monthly basis to discuss all corporate and financial responsibilities and monitor the development plan. They go through the Manager's Monthly Report which covers all aspects of the home including individual children's progress.

If the staff working at Dean and Grove are all of one sex, or mainly of one sex, a description of how we promote appropriate role models of both sexes

Due to the high level of female staff members (which is not unusual in the care sector), we actively encourage participation in activities not specific to one gender and maintain appropriate and respectful relationships between male and female staff at all times.

We pro-actively promote an open, non-sexist, anti-discriminatory culture within the home.

Wherever possible, access to role models of all genders is encouraged through external activities, such as horse-riding, ice-skating and dancing.

Children are given every opportunity to take part in what may be traditionally thought of as male activities.

Tree House Care is an equal opportunities employer. We aim to have a staff group of both genders, with a wide age range and drawn from a variety of ethnic backgrounds.

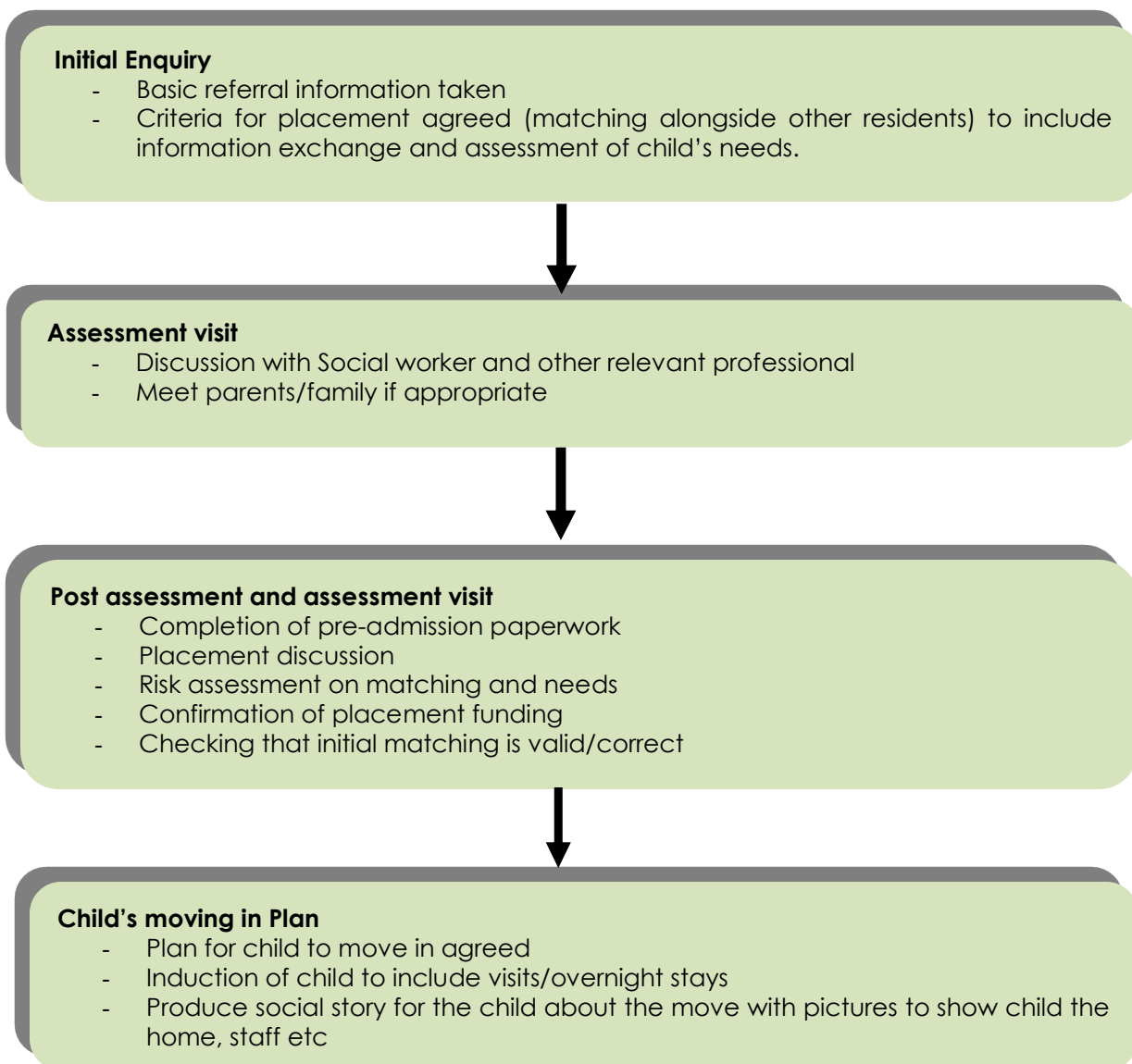
CARE PLANNING

The criteria used for the admission of children, including any policies and procedures for emergency admission

We were successful in Tender applications with both the East Midlands consortium and the White Rose group of Local Authorities, who are by far the biggest referrers. We have a dedicated Referrals Officer to help process referrals.

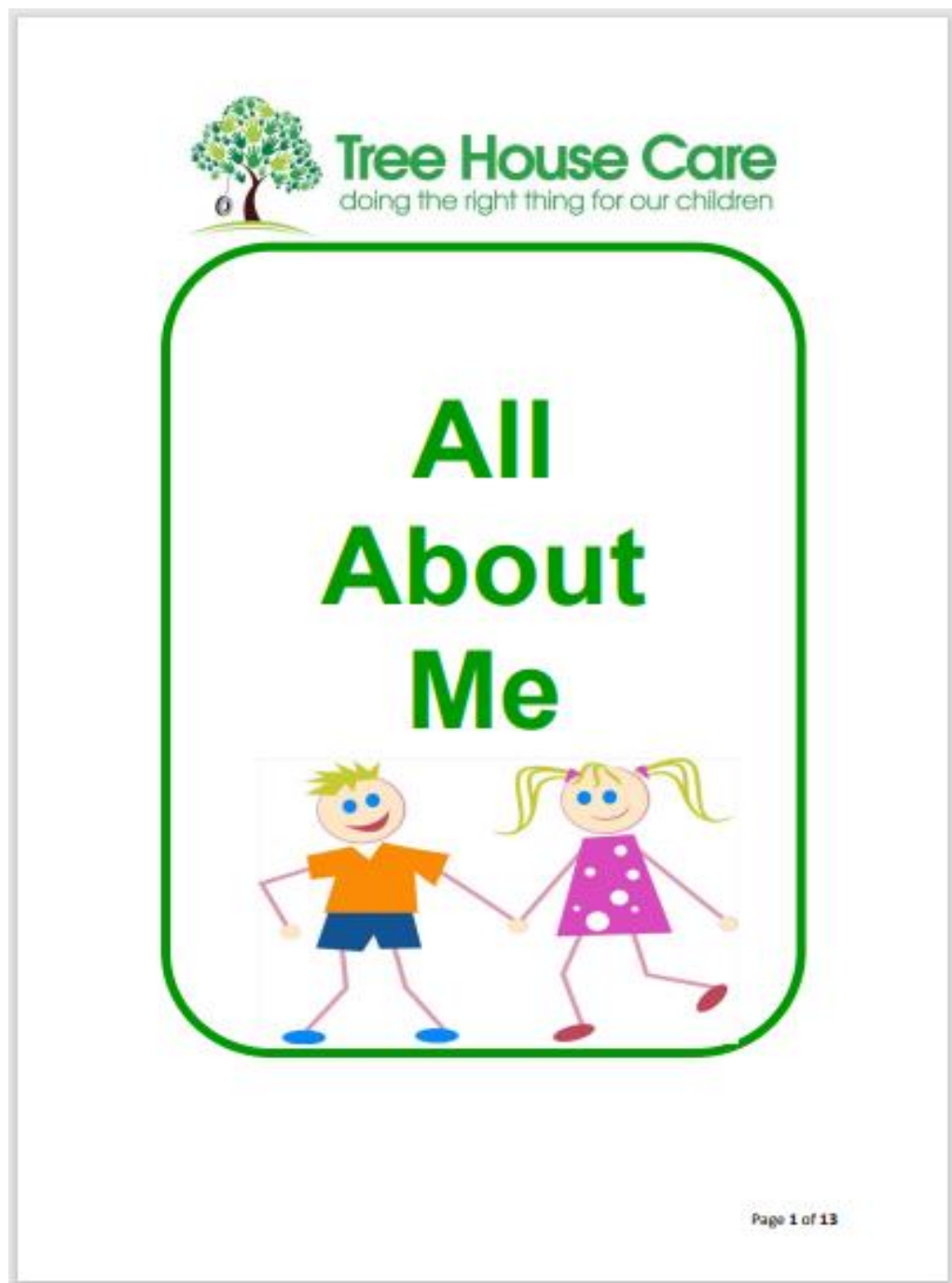
As required, we inform our host Local Authority of all new entrants and leavers.

For planned placements, our process is as follows:



Wherever possible we will avoid emergency placements. However, when it is in a child's best interests for this to happen, we will follow the above process as closely as is practicable.

In addition to these assessments our 'All About Me' paperwork is completed using, if necessary, the child's preferred form of communication such as PEC's or Makaton. This is completed in consultation with the child, the family and carers to make sure that staff can work in line with the child's personal preferences, wishes and feelings.



Important contact details

OFSTED
Piccadilly Gate
Store Street
Manchester
M1 2WD
Tel no: 0300 123 1231
Email: enquiries@ofsted.gov.uk

Dean & Grove SC Number: SC479596

Office of the Children's Commissioner
Sanctuary Buildings
Great Smith Street
London
SW1P 3BT
Tel no: 0800 528 0731
Email: advice.team@childrenscommissioner.gsi.gov.uk

Signed:



Jill Brennan
Director

Date: 12/08/2025

Signed:



Adele Middleton
Director

Date: 12/08/2025

Signed:



Hugh Mellett
Director of Operations

12/08/2025

Date:

Signed:



Kim Treacher
Residential Manager

Date: 12/08/2025

FOR OFFICE USE ONLY	Date completed	Initials
Sent to Ofsted via email	19/08/2025	RT
Add to website	19/08/2025	RT
Print hard copy for staff noticeboard	19/08/2025	RT
Email copy to all staff	19/08/2025	RT
Add to THC SharePoint Portal	19/08/2025	RT

ATTACHMENT 1 – MISSING CHILDREN PROTOCOL

Our approach to children who go missing is best summarised in the flow chart below:

Before a looked after child runs away – Planning and prevention

Children's homes staff should be aware of local missing **Runaway** and **Missing from Home and Care Protocols (RMFHC)**

Children's homes staff should be trained and supported to offer a consistent approach to the care of children. They should also be clear as to when and who they should inform if a child in their care is missing. This will include the responsible social worker or other local authority representative and the police.



Before a looked after child runs away – Out of Area Placements

If the carer is caring for a child placed with them by a local authority other than their home authority, it is for the responsible authority to ensure that the carer understands the expectations of them by both the responsible and host authority and if necessary, discuss any duplication or inconsistencies as part of the child's placement plan.



When a looked after child runs away or goes missing from care

Whenever a child runs away from a placement the manager on duty in the children's home is responsible for ensuring that the following individuals and agencies are informed within the timescales set out in the local RMFHC protocol:

- The local police
- The Authority responsible for the child's placement – if they have not already been notified prior to the police being informed.
- Parents and any other person with parental responsibility, unless it is not reasonably practicable or to do so would be inconsistent with the child's welfare

The carer should also take all reasonable and practical steps, which a good parent would take, to secure the safe and speedy return of the child based on their own knowledge and the information within the child's placement plan. If there is suspected risk of harm to the child or those seeking to recover them, however, the carer/s should liaise immediately with the police.



When a looked after child runs away or goes missing from care cont.

When reporting the missing incident to the police the details required are the child's name/DOB/whether the child is in care/where/when and who missing with/what the child was last wearing/description of child/recent photo/medical history/time and location last seen/circumstances of going missing/details of family friends and associates/details of the responsible authority.



When a looked after child runs away or goes missing from care cont.

Carer/s should inform the child's parents – if this has been agreed in the child's placement plan, the child's school – they may have valuable information which would assist in establishing the child's whereabouts: and the responsible authority and the host authority as appropriate.



When a looked after child runs away or goes missing from care cont.

Carer's should be able to easily access support services such as help lines or emergency accommodation.



During the investigation, regular liaison and communication should take place between the police and referring/involved agencies, including the social worker and management of the responsible authority and the host authority (if out of area placement) for a LAC.



When a looked after child is found

If the Carer/s find the child or is alerted to their whereabouts the police should be informed immediately. The responsible authority, host authority and school, if applicable, should also be informed. Once the carer has been informed that the child has been found they should inform the child's parents/residential home as appropriate.



When a looked after child is found cont.

The carer/s should arrange to collect the child or encourage them to return as quickly and safely as possible. If there are thought to be specific issues of safety or public order difficulties involved in returning the child, then action should be agreed between the police, the residential unit staff and the social worker/emergency duty team.



When a looked after child is found cont.

As part of a managed return, the carers should try to provide a positive non-judgemental response. Check the child's medical condition, provide warm food, someone to talk to etc. This should include preparing them for their return interview.



When a looked after child is found – Independent Return Interview

Parents and carers may provide relevant information and intelligence they may be aware of.



When a looked after child is found – sharing information and data to safeguard vulnerable children

Managers of children's residential units should maintain records of each occasion when a LAC is identified as missing. These records should be made available for inspection under the Children Act 1989 and the information provided to the responsible and host authorities for collation at a national level via the SSDA903 return.

The information should include:

- The child's name and date of birth
- If possible, a recent photograph of the child
- Date and time the child was found to be and was reported missing or absent
- A completed Social Care Risk Assessment Record
- Whether the police were informed and the concerns conveyed to the Police/reasons for not informing the police
- Whether the social worker was informed
- Action taken by social worker
- The date and time the child returned
- The outcomes of the safe and well check/informal return/and independent return interview with the child on their return

ATTACHMENT 2 - APPROVED MEASURES OF CONTROL

Not Permitted	Permitted
Corporal punishment e.g. <i>slapping, hitting, shaking, punching, pinching, squeezing or any 'rough' handling</i>	Necessary physical action to prevent injury to children or staff if there is no other option. A child who is out of control may be removed from the group until they regain control using Team Teach Positive Handling.
Refusing visits, to or from, phone calls, letters with parents, friends or relatives as a punishment	Contact with some individuals may be restricted as part of a care plan or placement planning process (e.g. where the contact is likely to harm the child's welfare). If appropriate given the child's age and understanding, the child should be aware of the action and consulted about it and this discussion should be recorded on the child's file
Deprivation of food. Forcing children to eat food that is against their religion or culture or that they really do not like	Certain foods may have to be withheld for medical reasons but these should be entered onto the medical section of the placement plan or care plan
Intentional deprivation of sleep	Note If a child continuously stays awake all night then sleeps during the day time, they may be woken as part of their placement plan and if appropriate on medical advice to establish a normal sleeping pattern.
Being forced to wear distinctive clothing or inappropriate clothing (e.g. pyjamas in the day time, shorts in the winter)	School uniform
Using or withholding medication or pain relief, medical or dental treatment	Never
Imposing fines (Only the courts can impose fines) or imposing financial penalties	Reparation (compensation of monies) for the wilful damage of property or theft can be used. No more than 2/3rds of the pocket money of a child may be withheld to pay for wilful damage or theft and wherever possible creative use of sanctions appropriate to age and understanding. The child should be aware of the sanction and consulted about it and this discussion should be recorded on the child's file and in the sanction book.
Intimate physical searching/examination	If there are concerns for concealed weapons or drugs the police should be notified. The child's clothing may be searched following the home's procedures.
Reprimands that use foul, threatening, intimidating or abusive language are prohibited	The use of mild or more severe verbal reprimands. These can be used on most occasions when a child's behaviour is unacceptable and would reasonably be regarded as such in any family setting.

<i>Withholding of holidays or planned outings</i>	The curtailment of leisure activities may be used, as a measure of control only when the repeated use of informal methods such as reprimands has proved ineffective. Any curtailment of leisure activities should be timely (e.g. within that week) and relevant and should be time limited. The child should be aware of the sanction and consulted about it and this discussion should be recorded on the child's file and in the sanction book.
<i>High risk domestic activities (e.g. use of bleach, washing of windows etc)</i>	Ordinary household chores such as tidying up/washing up etc. may be used when informal reprimands have failed. These chores should be relevant to the degree of misbehaviour and not continue for more than two days. The child should be aware of the sanction and consulted about it and this discussion should be recorded on the child's file and in the sanction book.
<i>Restriction of liberty that falls into the Secure Accommodation remit or restriction of education/employment opportunities, medical appointments or contact with social workers</i>	Gating or grounding is permissible where the refusal to allow a child out is deemed to be in their best interest because they may be at risk of significant harm. To avoid a regime that restricts liberty (as was found in the Staffordshire inquiry called 'Pin Down') the gating or grounding restriction must be reviewed by the Manager every 24 hours. Gating or grounding cannot last for more than 3 consecutive days.
<i>Refusing contact and access to communications, as listed in Reg. 22 (1);</i> The child's parents, friends, relatives or any of the following persons: (a) a solicitor or other adviser or advocate acting for the child (b) an officer of the Children and Family Court Advisory and Support Service appointed for the child (c) a social worker assigned to the child (d) a person authorised by HMCI (e) a person authorised by the local authority in whose area the home is located (f) a person appointed pursuant to section 23ZB (independent visitors for children looked after by a local authority) of the Children Act 1989 (a) (g) a person authorised in accordance with section 80(2) of the Children Act 1989 by the Secretary of State to conduct an inspection in relation to the home and the children there (h) a person appointed under the Children Act 1989 Representations Procedure (England) Regulations 2006(b) (i) an independent person visiting the home under regulation 44.	

<i>Denying access to any internet based or telephone helpline providing counselling for children</i>	
<i>Withholding any aids or equipment needed by a disabled child</i>	
<i>Any measure involving a child imposing any measure against another child</i>	
<i>Any measure involving punishing a group of children for the behaviour of an individual child</i>	
<p><u>Notes:</u> In certain circumstances the Registered Manager may impose conditions or prohibitions on contact with parents/relatives for the purposes of safeguarding or promoting the welfare of a child, NOT as a punishment. (See Children's Home Regulations (22) for details.</p> <p>Nothing in this list prohibits the taking of any action by, or in accordance with, the instructions of a registered medical practitioner or registered dental practitioner which is necessary to protect the health of the child or taking any action necessary to prevent injury to a person or serious damage to property.</p>	