

**This is the Statement of Functions & Objectives required for all children’s residential homes by the Children (Scotland) Act 1995. Regulation 5.**

## **ABOUT OUR SERVICES**

We offer specialist services within our residential establishments. We specialise in working with young people who require a safe and nurturing environment. We offer a wide selection of support packages to meet individual needs.

These range from:

**Short term** – Singleton or siblings within our “Cottage”.

We would hope where possible through this time, we would be able to maintain their current school placement or where this is not possible we could support within our own educational provision. With this support we would aim to be able to allow siblings to remain together wherever possible within this time of crisis.

Duration can be for a pre-determined period i.e. to allow specific assessment work or on a weekly basis whilst the right placement is sourced by the local authority.

**Medium to Long-term** placements including specialised therapeutic packages incorporating joint education and care dovetailing to support individual needs, providing a stable and nurturing environment for young people to develop and grow.

## **Education Only**

We hold registration for education with the Registrar for Independent Schools, Scotland, who are required to inspect our education provision.

We are able to offer both primary and secondary provision fully supported by our experienced and fully qualified team around each child.

We are very proud to successfully hold full NAS accreditation within Closeburn House School and are currently within this journey for full

registration within our Maben House School.

We are able to facilitate and formulate specialist bespoke transition packages to support young people in preparation for moving either into our own service or onto the next step in their life journey, supporting each young person within their own identified needs to undertake this process

in a very nurture-based manner. Within this next step journey – where a young person is moving into adult hood and transitioning into

independence, we will have embraced all life skills and supports required well in advance of this time. For those whom this is not yet possible, we can access and provide a and provide a semi – independent living opportunity to allow the young person to learn and develop the necessary skills to move on and live more independently in the future at a pace that is right for them.

The young people we support require safety and intensive nurture based support. Most have experiences Adverse Childhood Experiences in their lives which may present through the behaviours we see on a daily basis.

As a trauma informed service we fully understand and use our experiences and knowledge gained through extensive whole team training including DDP, PACE and Therapeutic Parenting to allow us to deliver the support individually tailored to each young person.

Many of the young people referred to us have experience numerous placement breakdowns and / or been excluded from mainstream settings.

Although the preference is to have planned referrals we understand, due to crisis situations there will be occasions where emergency placements may be required. We will work with each authority in this event to support if we possibly can.

We will consider all placements over a broad range of needs as identified within our admissions policy.

We believe all young people require intensive nurture based support to promote recovery and growth achieving the best outcomes they can whilst supported by us.

We provide a nurturing and therapeutic environment where all young people are encouraged and supported to feel safe and secure thus settled to learn, grow and develop whilst embracing within the therapeutic milieu of our homes.

For those young people who have attachment difficulties, low self-esteem and struggle with separation and loss we can provide Intensive support plans including external agency support.

We will work closely with the families to ensure they are included in all aspects of their child's placement with us, and we hope they feel their views are valued and listened to.

To assist within the family work we can support and facilitate contact arrangements offering supervision of contact with family members, if this is within the young person's Care Plan.

Within Dumfries and Galloway we work very closely with the LAC Health Team and will refer each young person on admission to their service where they will benefit from a full Health Assessment and be offered a treatment plan which the team around the child will assist with. Full details of this service are available if required.

We are able to offer individual therapeutic opportunities through our Clinical Team partners who can offer individual therapy to run in parallel with that from LAC Health Team or undertake a specific assessment on request (Cost to be charged to the Authority).

### **High Trees Ltd operates Closeburn House.**

Ann Henderson is the Regional Director; Kirsty Penny is the Head of Service who oversees the running of Holistic Child Care and Education at Both Maben House and Closeburn House. Steven Whalen is the Operations Manager who supports Kirsty Penny in the task of overseeing the day to day arrangements

### **The Management Team consists of SENIOR MANAGEMENT**

Ann Henderson Regional Director, Kirsty Penny Head of Service, Steven Whalen Operations Manager

Nicola McDonald is the Head Teacher for the Educational Provision across both Primary and Secondary School.

Alison Goodman Vaughan is the Deputy Head Teacher across both Primary and Secondary School.

Grace Little is the Head of Care over both Closeburn House and Maben House.

Julie McNairn is the Registered Manager for Closeburn House

Bokani Nyoni-Chaya is the Register Manager for Maben House

Senior staff Greg Podsedkowski and Lenny Mullholland, based at Closeburn House.

Gillian Blyth and Craig Watkins, based at Maben House.

All members of our Management Team are full members of our Development Team

We operate under CONSULTATIVE DEMOCRATIC MANAGEMENT STYLE.

Using this approach we aim to empower the team and use this process to self-analyse strengths and weaknesses finding solutions within each other to support.

Within our teams we fully believe in growing the skill base and support the career progression and growth within our teams. Extensive training opportunities are available supported by the management team. We have within the service our own TCI trainers who support across both services. We are able to bring into service additional consultants and trainers as needed to expand knowledge and learning, meaning a variety of experiential and online learning options are promoted.

### **Closeburn House**

Closeburn House is an impressive country house that sits on the edge of Closeburn village and offers a similar service to Maben House - for up to 11 young people aged 12 to 16+ on admission though are able to remain in the service until their 19<sup>th</sup> birthday where this level of support continues needed. Here we provide an exceptional “living & learning” educational & social environment, where each young person enjoys the opportunity to develop their potential to the full, through a comprehensive care and educational package, tailored to meet the needs of the individual.

Suited to young people going through a troubled period, Closeburn House offers a structured yet nurturing environment where negatives are challenged, with opportunities for positive change and where young people are encouraged to appreciate their self-worth. The staff team commands a comprehensive range of professional skills, experience and knowledge which are continually updated through a process of continuing professional development to ensure high standards are maintained.

Attached to Closeburn House is our Specialist Senior School that offers the full national curriculum. We also offer value added support for those pupils that have additional needs i.e. ASN and identified additional learning needs.

Within Closeburn House we are proud to share accreditation with National Autistic Society. Should you require a copy of this certificate please let us know.

Copies of our latest Care Inspectorate reports are available on request.

Copies of our latest Education Scotland report are available on request.

We deliver intensive nurture-based support which is TRAUMA informed and backed up by a multitude of specialist training across both care and education including TCI (Therapeutic Crisis Intervention), TCI DDI (Therapeutic Crisis Intervention for Developmental Disabilities) and DDP level one and two (Dyadic Developmental Parenting). Within the service we are working towards a foundation level of Therapeutic Parenting.

### **Closeburn House School**

Closeburn House School is our specialist Secondary Education provision which offers a range accreditation opportunities for pupils including SQA National qualifications up to National 5, ASDAN awards and John Muir awards. Individual employability support and work experience is provided with an aim towards supported transitions to sustained positive destinations.

Suited to young people who may require some extra support, Closeburn House offers a structured, nurturing environment where negatives are challenged, with opportunities for positive change and where young people are encouraged to appreciate their self-worth.

Closeburn House School is registered for 15 pupils aged 11 to 18 and accepts day placements

### **Closeburn Cottage**

We offer a respite, singleton or sibling support services within “The Cottage”, a separate facility set in the grounds of Closeburn House. This is a 3 bedroom cottage set in landscaped gardens and available for those who need a period of intensive support or some time and space from a current placement or family home.

### **Maben House**

Maben House is purpose built with a separate specialist nurture based primary education facility adjacent to the main house and offers an individually tailored full time programme. We also offer value added support for those pupils that have additional needs.

Maben House Care Home is registered for up to ten young people aged 5 to 16 on admission, though young people may remain within this service until their 19<sup>th</sup> birthday where this level of support continues to be needed.

Set in an idyllic location on the outskirts of Lochmaben, Maben House offers an excellent homely environment for a young person coming to terms with their life. The picturesque and rural locality also offers risk protector factors for those that may have previously absconded as a coping strategy.

Here the wider team around the child combine as a professional team, where young people’s abilities are developed through a patient, individualistic approach that makes full use of existing skills and offers new experiences to widen and complement their horizons.

### **Maben House School**

Maben House School is registered for up to 10 pupils aged 5 to 11, we accept day placements in addition to our Care and education package. Young people may also access education within our secondary provision at Closeburn House.

At Maben House the wider team around the child combine as a professional team, where young people’s abilities are developed through a patient, individualistic approach that makes full use of existing skills and offers new experiences to widen and complement their horizons.

Set in an idyllic location on the outskirts of Lochmaben, Maben House offers an excellent homely environment for a young person coming to terms with their life. The picturesque and rural locality also offers risk protector factors for those that may have previously absconded as a coping strategy.

Our aim is to maximise the opportunities for all developmental learning that occurs within a group living environment. Young people are encouraged to develop their own sense of identity in a safe environment, while recognising the right of others to do likewise. They are also helped to cultivate appropriate relationships and develop social and emotional skills.

Every effort is made to maintain harmony throughout the home. Members of staff are encouraged to be positive role models and to promote a culture of understanding and empathy. There is a belief that children and young people should be supported to learn and understand the boundaries of behaviour that are socially acceptable and will stand them in good stead for their future.

We are committed to working in partnership with young people and their families to help them explore, understand and resolve their difficulties and wherever possible, work towards the young person returning home or to live with extended families or carers. Young people for whom this is not possible will be encouraged and assisted to develop the skills necessary to obtain a foster placement or other appropriate placement which may be Through Care and After Care services and support.

**Please see below our method statements**

### **Promoting Positive Behaviours**

Extensive staff training to ensure complex needs, ASD, learning needs and attachment/trauma-based needs are able to be appropriately supported via a variety of in-house and classroom-based learning. PACE, DDP (Dyadic Developmental Parenting), TCI DDI (Therapeutic Crisis Intervention for Developmental Disabilities) as well as 1-1 Consultations with Clinical psychologists and CCN nurses. This training is both generic and tailored specifically to individual CYPs.

Within TCI /TCI DDI we implement an ICMP with each CYP to identify ways to assist CYP in managing emotions. After an incident we undertake an LSI to assist learning enabling new strategies to be practiced and updated on ICMP.

Robust support and supervision model is in place across the service.



Training is an essential part of our induction process including CSE, absconding and internet safety. We are advocates of collaboration, including attending a pilot programme in Dumfries and Galloway where multi-agency training delivered a greater understanding of unnecessary criminalisation of CYP in care. This included building relationships with community police via informal visits and get to know CYP and deliver learning opportunities direct within the home.

We support and promote positive relationships within CYP peer group involving partnership working to support this including NSPCC 'speak out stay safe' and Barnardo's who have a range of interactive learning videos to support safe and positive relationships.

Alongside other agencies we support our CYP to engage in local activities thus promoting social interactions with peer groups. Encouraging self-identified hobbies. Within the homes we offer a wide menu selection with personal choice promoting healthy eating offering taster menus to try new food groups and choices.

To promote healthy and safe life choices we work in partnership with professional agencies providing information around drugs and alcohol. This can be further supported through Issue 18 and other professional agencies where harm through this area has been identified. Specialist training courses are undertaken across the service to ensure we have current information around drugs and risks associated with them.

In using person-centred practices, we empower our CYP to be responsible and make informed decisions, teaching them to have a good understanding of realistic goals. This is achieved through Daily Care Plans with identified targets requested by them around the SHANARRI Indicators/Care Standards focusing on SMART model target outcomes/achievements. This is a live document with their journey recorded. At the end of each month CYP are supported to measure and evaluate this journey. This promotes identifying short-term / long-term goals.

Specialist supported training 'understanding suicide and self-harm among children in care and care leavers' strengthening our understanding on how to support CYP around managing self-harming behaviours. Our care plans link to the SHANARRI indicators to best support self-harming behaviour.

### **Overcoming Barriers to Learning**

CYP are motivated to attend school because of the personalised support offered to them. Learners are included, engaged and involved in all aspects of their learning by a team of skilled and sensitive staff, encouraging their readiness to learn. One to one support is provided when needed. The timetable is structured allowing pupils time to choose some self-directed activities that enable them to form peer relationships or find individual enjoyment in a relaxed happy environment. Closeburn House School has achieved Autism Accreditation this year.



All CYP receive full entitlement under CfE and are supported to achieve by fully differentiated plans taking into account sensory processing, communication issues as well as any other potential barriers to learning. Learners have access to a range of sensory support resources, including ear defenders and twiddle toys, and access to ICT support.

Learning is motivated by individual interests. The day is carefully structured allowing for minimum disruption by transitions. A supportive timetable which has an emphasis on regular routines. Health and Wellbeing underpins everything we do with particular emphasis on developing social skills and becoming independent learners. Teachers have had specialist training to deliver the NSPCC Speak Out, Stay Safe and SHRE to young people with ASN.

There is a strong emphasis on Outdoor Education and Wider Achievement which is delivered with partners in the community, enabling pupils to learn both academic and life skills within real world context.

External Specialists join us in school to assess and support where needed. They also provide training and advice to staff and parents. The school works in close collaboration with parents/carers and partners and regular communication is a key part of supporting individual behaviours.

Classes are small with an emphasis on personal space, the environment, carefully managed and all teachers have autism awareness training added to specialist training in Therapeutic Crisis Intervention for developmental disabilities, DDP and managing Self Harming Behaviour. Every child has an Individual Crisis Management Plan which is developed with each CYP to identify ways to assist self-management of emotions. After any incident we undertake an LSI to assist learning enabling new strategies to be practiced and updated within the ICMP. Individual risk assessments are collated for all students.

Staffing rota/shift management is predicated on the required staffing levels as set out in the HSCS. We complete a Staffing schedule of needs to underpin the rota taking into consideration the physical, psychological, recreational, social needs and choices in relation to delivery of care for our CYP considering staff training and supervision.

### **Promoting Health and Well Being**

The matching process must take into consideration the views of the young person - needs of the other CYP in situ and staffing complement - skill base alongside key identified needs requested within the referral document, including current routines, treatment plan, support strategies and positive behaviour prompts. We would ensure that we have a highly skilled dedicated staffing complement who are knowledgeable thus able

to pick up current support plans to be transferred into this environment. It is important to keep changes to a minimum. This would include comfort and sensory supports. This would be agreed and set at the onset of package. Strategies to support each individual CYP would be recorded within their own 'Communication Passport' mindful of age and stage privacy and dignity.

Transitioning between short breaks is highly supported following the same principles to allow the CYP and service to plan an appropriate activity based or school-based plan for their time with us. Meet and greet opportunities as well as visits prior to transition into service is promoted under best practice. We would aim for continuity of staff to reduce undue stress and anxiety.

It is important a CYP who has complex health needs is involved where possible in establishing their activity planners - visual planners. Each CYP is offered and encouraged to be healthy and active with activities bespoke to each young person individually tailored around their self-interest or hobbies.

We undertake a wide array of whole staff training to ensure complex needs, ASD and attachment- trauma based needs are able to be appropriately supported. These including PACE, DDP (Dyadic- Developmental Parenting), Therapeutic Parenting, TCI-DDI (Therapeutic Crisis Intervention for Developmental Disabilities) as well as 1-1 Consultations with Clinical psychologists and CCN nurses. This training is both generic and tailored specifically to individual CYP identified health needs.

As a service we are experienced in the delivery of support for CYP around managing self-harming behaviours. As part of our suite of learning resources we were supported by specialist consultant to deliver a bespoke training package 'understanding suicide and self-harm among children in care and care leavers'. We use the knowledge gained from this course alongside specialist support from external health partners with multi agency safety plans adapted for those young people who may be high risk.

## **Transitions**

Using child centred approach which keeps the needs of the individual CYP person and their families/ carers at the heart of the service delivery. Tailored to focus on inclusion, respect, collaboration and a collective interagency approach.

Referring authority must provide information as required to allow the service to allow assessment and match the CYP to a service. This takes into consideration the completed assessment, views of the young person, the needs of the other CYP in situ, staffing compliment – skill base alongside key identified needs requesting within the referral. In the event of an emergency referral, we need to be sure we can meet the immediate needs of that CYP for safety, security and wellbeing and at the same time ensure the needs of the current group continue to be met without undue disruption.

CYP are fully involved when shaping their transition experience – before, during and after they leave our service. Their story recorded to give a visual memory of positive relationships, achievements and memory moments. Views from CYP and family are paramount to a successful transition through multi agency discussions.

Allocation of key team who will support each CYP through their journey are set and remain consistent through the process. Visual supports to support this plan are included.

We share 'welcome booklets' we have two versions dependent on needs with CYP/ parent/carer to allow opportunity for open questions to alleviate or reduce anxiety. Independent Advocacy partners are allocated at this time.

There is a comprehensive, well planned and robust programme of transitions arrangements in place for both school admission and care around the sharing of information, CYP, parents/carers and relevant professionals are actively involved at all stages. There are clear, shared processes for the transfer of information from the service to either the transitioned new placement be it another care opportunity, primary and secondary mainstream education placements, our own secondary provision at Closeburn or Post 16 positive destinations.

All transitions would initially be discussed at a Child's Plan/LAC meeting, with input from the parents, learner, educational psychologist and other members of the multi-agency team as needed per each individual learner. This is due to the complex additional support needs of each learner and the need to forward plan for any specialist provision or supports which may need to be put in place. A transition plan agreed that best suits the individual needs. This would be regularly reviewed throughout the transition process.

Qualifications can cross Boundaries information, to enable a comparison of qualifications, is shared for cross border transitions

Transitioning between short breaks is also highly supported following the same principles to allow the CYP and service to plan an appropriate activity based or school-based plan for their time with us.

Procedures require us to share the movement of the CYP within our region to our LAC health team. A CEL 16 is offered and thus opens support plans for any area of need identified through this process including missed immunisations via district nurse team, paediatricians, psychiatrist, clinical psychologists, OT, speech and language, access to mental health services CAMHS.

When transitioning it is a requirement to share the movement of the young person within our region whereby a LAC health assessment, this includes a CEL 16 within the LAC team there is access to paediatricians, psychiatrist, clinical psychologists, OT, speech and language, access to mental health services CAMHS would be offered within 21 days. This would identify any outstanding immunisations, or health requirements.

### **Promoting and Supporting Engagement**

Promoting and supporting engagement for all our CYP is an integral part of our ethos. We use a wide range of approaches individually tailored to meet the preferences of the CYP/group. Where individual learning needs may be a barrier it is our responsibility and promise to find a way to ensure our CYP have the same opportunities as their counterparts. In using person-centred practices, we empower our CYP to be responsible and make informed decisions, teaching them to have a good understanding of realistic goals. This is achieved through Daily Care Plans with identified targets requested by them around the SHANARRI Indicators/Care Standards focusing on SMART model target outcomes/achievements. This is prescribed for the month with their journey recorded to measure steps taken. Each CYP engages in a learning discussion where the month is measured by them. This helps both the CYP and us determine and meet short-term/long-term goals.

Within the referral transition we match a named 'key worker' to be a part of the transition - this is a familiar face and consistent person designed to reduce stress and anxiety. We support all contact arrangements within agreed multi-agency care plan and where appropriate and deemed safe we ensure each CYP has access to communication methods to keep in touch with other key people who they've built positive relationships with.

Advocacy partners as required by law are a regular visitor to the service assisting us in the provision of an independent ear helping take forward a CYP voice. We support engagement through building relationships in a safe/supported way to allow the young person to feel safe and settled to work together. On admission, we refer to the local LAAC Health service which starts the process around health screening that includes Cel 16, assessment of needs, child vaccines, registration with optician and dentist and any other areas identified as required.

Service specific questionnaires are sent out biannually to family/carer/stakeholders to share their experience of the service. Questionnaires are set against key Care Inspection focus areas. When collated these are measured against standards leading to a service document 'you said-we did' setting time measured responses of how these feeds into our service improvement plan. This document is shared to all family/carer/stakeholders. We also have service specific questionnaires empowering CYP to have a voice. Feedback from these questionnaires is fed into the service improvement plan with a time-scale plan agreed for change, shared and available within the CYP notice board.

Bedroom decoration is purely individual and through the transition process this is something that is done to support building a 'safe' place welcoming to themselves.

Within our authority, through the Champions Board, any child who is 'Looked After' has free access to a wide range of physical activities and we actively promote this to ensure CYP is engaged. We create a weekly activity planner as a visual prompt tool that is individually tailored to each young person with taster sessions. These opportunities can bring huge reward to sense of worth/esteem and success.

### **Location of Our Services**

Closeburn House - A beautiful country house with a single storey residential extension, a gym hall and a fully fitted Cardio room. The building is set in its own grounds in a rural setting in the village of Closeburn, approximately 13 miles from Dumfries town and easily accessed via the M74 and M6 motorways.

Closeburn House and Maben House provide a healthy living environment offering a wealth of interest and beauty in the local surrounding area which are fully embedded into the lives of our young people who either attend school or reside in our home.

These include fishing, golfing, ice-skating, swimming, horse riding, ice skating, football, mountain biking, rugby, cinema plus supporting individual hobbies alongside being involved in youth groups meeting peers of similar age, advocating on things important to them.

We have use of service cars which enable us to travel further afield for additional recreational activities and to support home contact. As part of Life skills and independent planning we also support young people within independent planning to access and understand how to manage public transport.

### **Physical Resources**

Closeburn has extensive accommodation for young people. The ground floor consists of two resident's lounges, dining room, 11 single bedrooms, gymnasium, reception room, administration office, self-contained kitchen, games room, hairdressing salon and private telephone booth, staff office and sleep-in room, a utility room, separate resident and staff toilets, laundry room and various storage areas.

On the lower first floor is a kitchen with dining area that can be utilised for semi-independent living and skills training, quiet informal individual discussions with keyworkers or for family visits, where refreshments can be made for those visiting. This area is also utilised as part of the semi-independent accommodation. Also on this floor are the service offices and a training suite with areas for formal meetings.

On the first floor is a staff office used by the teaching staff and available for individual tutoring, school meetings or family visits, two classrooms and computer suite, with separate toilet facilities and secure storage room for school equipment.

On the top floor we have a conference room, a self-contained independent living area that includes a lounge, two bedrooms, bathroom and fully fitted kitchen. This area will be utilised as part of our future development programme.

Within our service we also have 'The Cottage' which is detailed above. This offers a three bedroomed cottage where we can support individual or placements including transitioning into independence support.

Maben House is a purpose built house with the separate specialist nurture based Primary education provision adjacent to the main house, set within an idyllic location on the outskirts of Lochmaben approximately 7 miles from the principal town of Dumfries yet on 30 minutes from Carlisle.

Maben House offers an excellent environment for a young person coming to terms with their life. It is set within large landscaped grounds with the main building over two floors with living areas on ground floor and bedrooms bathrooms/ storage rooms upstairs. We have two large ensuite rooms upstairs that can be given to a young person who may have specific needs that may benefit from access to this under privacy and dignity supports.

The Ground floor consists of large meeting Living area that supports private family time or time with social work / professional visitors, computer access for young person. Manager's office has bathroom attached, patio doors to external patio / garden grounds

Communal washroom / toilet facilities.

Staff office.

TV lounge with dining area, computer area for young people.

Small games station / TV lounge with small dining area.

Large kitchen allowing opportunity to facilitate independent cooking under life skills for the young people where appropriate.  
Large laundry facilities with individual lockable areas for each young person, access from here to play area. Large games room with TV, snooker table music, computer games etc. Including dining area allowing flexibility in eating area.

External resources consist of extensive garden grounds, all weather sports pitch and barbecue.

The area surrounding Maben House provides a healthy living environment offering a wealth of opportunities within the rural locality. We support young people to be involved in a wide variety of activities and countryside pursuits. The location provides easy access to a wide range of local amenities. We are 5 min away from Mossburn animal sanctuary where we have opportunities to be involved in animal care projects. Maben House similarly to Closeburn has access to service vehicles and promote life skills around public transport.

### **Aims & Objectives**

To provide a therapeutic setting which offers safety and stability where young people who are unable to live within a family setting can develop and achieve their social, emotional and educational potential.

To offer a physically and emotionally supportive, nurturing and safe environment that is conducive to personal growth within appropriately defined boundaries.

To work in partnership with parents, carers, professionals and agencies.

To consider the cultural, racial and linguistic health and mental health needs of young people and make serious efforts to meet those needs by the provision of appropriate support and resources.

To help young people come to terms with the physical and emotional separation from family and social networks.

To provide each young person with a sustained and integrated social and educational programme tailored to his or her changing needs.

To provide education by qualified teaching staff in small group settings for those who are likely to have a history of under achievement and



may be subject to or a Co-ordinated Support Plan.

Where possible, to work towards the re-integration of some young people to community-based living and a mainstream educational setting.

To provide an environment where all adults are consistent and provide positive role models for young people.

To link and dovetail support with external agencies to meet emotional health requirements with may include external support including LAC Health.

These services can offer intensive support and longer term therapeutic support either to individual or team around to offer and support trauma info practice supported through care and education provision by a highly skilled team around each child.

### **Procedure for Referrals & Submissions**

As shared above we offer a variety of placement options.

#### **Process of referral**

1. The management team will look at each individual referral to match the needs of the young people
2. Comprehensive supporting paperwork to be sent to the selected home for staff perusal, follow-up and discussion around agreement.
3. The placing authority will be notified of that decision.
4. We would encourage a visit by the key team to meet with the allocated social worker and young person in their current placement to ensure a more supported transition, we offer a variety of transition options to support individual needs including communication passports and staggered admission opportunities. We share a welcome booklet and photograph album specific to their move at this time.
5. We would offer and encourage where possible for the new young person to visit having had time to view their welcome booklet

(Which is also available in pictorial format) and allow any questions to be answered. At this stage we include parents/carers to our service to be fully included in this visit and part of their admission plan.

We will explore who we are and agree outlining the services and methods of interventions. From this a Personal Plan will be devised and agreed by the team around the child. This will outline the service, methods of intervention and levels of relevant person contact arrangements going forward.

6. An admission date will be agreed to allow for a supported admission with the key worker to be present.

7. On admission each young person is given again a copy of the welcome booklet which includes all information to ensure their rights are protected

**Though it is preferable to support admission of residents on a planned basis, in exceptional circumstances we can offer consideration to an emergency admission: This would be solely dependent on whether enough background information has been received.**

## **CRISIS CARE**

Within our service we are able to offer Crisis placements with a difference; we believe that young people who for a multitude of different reasons may have lost their path in life benefit from structures routines and consistent boundaries. We provide both the aforementioned hand in hand with education.

We are able to utilise either service or our “Cottage “set within the grounds of Closeburn and Maben House assessed as required from the circumstances and risks involved.



## **HEALTH & PERSONAL CARE**

As part of the admission process we operate a referral to the Local Health team whereas per requirements a Health Assessment is undertaken which will offer support and a treatment plan if required.

All young people will be registered with a local GP. However where possible for local young people we will be able to retain the services of their own doctor.

In all matters pertaining to health, young people have a right to consult with and receive advice from a practitioner of their own sex pertaining to health, young people have a right to consult with and receive advice from a practitioner of their own sex.

Health issues are regularly monitored as part of their care plan and records kept in the young person's file of all medication supplied and administered using MARS recording systems.

We also have close working links with: Local school nurse opportunities who ensure all our student are protected via the vaccinations checking gaps when referral paperwork has been received to ensure catch up is covered through their regular visits and use the local Sexual Health Matters Team.

We advocate that each young person is encouraged and supported to take responsibility for their own healthcare and hygiene where this is safe and appropriate to do so. Where support is required, we will ensure this is done with sensitivity and confidentially so that a young person develops positive regard for themselves. Staff will take into account a young person's age and stage linking with ability to manage their health if beginning a transition into independence and work with them positively to ensure confidence in managing a prescription and avoid misusing medication. Staff will also take an active role in promoting all aspects of healthy living, including health and wellbeing education and optical and dental checks.

Young people have the right to consult their doctor privately, but it is hoped that they will be able to discuss their fears and anxieties with their keyworker, parents, Social worker or other staff whom they have a trusted relationship with.

## **ARRANGEMENTS FOR CONTACT**

We support the National Care Standards under the Regulation of Care Scotland Act 2001, Children (Scotland) Act 1995 and the Children

**HOLISTIC CHILDCARE AND EDUCATION  
CLOSEBURN HOUSE and MABEN HOUSE  
POLICIES AND PROCEDURES**



Act (1989) (plus 2005 update). We promote quality contact between parents, extended family and friends for the young person being looked after, is to be actively encouraged when it is in the young person's best interest.

Staff will offer a warm welcome to family members and are fully aware of the importance to most young people of maintaining positive family relationships. There is a private telephone extension within the home for those who wish to telephone family and friends. Parents and young people are specifically asked to comment on the quality and quantity of their contact in review reports and young people are asked to highlight any people they would wish to see more often.

Exceptions to the above are only made when legal orders are in force that restrict or prohibit contact with any persons or when young people refuse contact, in this event we would link with referring case holder to ensure we have a plan going forward that meets their needs.

**Social Worker Contact from each service will consist of:**

- A weekly report outlining the young person's week – including education
- Immediate telephone contact regarding any incident, accident, restraint or any other concern and copies of written reports
- Regular statutory visits from the Social Worker and other key people involved in their plan for the young person.
- Key Team and Senior staff attendance at Review/Placement meetings, children's hearings
- Educational reports at the end of each school term.

**Contact with Families will be:**

- Weekly report outlining the young person's week – including education when agreed with Social Work team.
- Immediate telephone contact regarding any incident, accident, restraint or any other concern and copies of written reports
- Young person's telephone communication maintained with family and where possible, friends
- Visits to young person's home or family visits to specific home
- Educational reports at the end of each school term
- Support and guidance about parenting skills and behaviour management
- Siblings visits

## **The Key-Worker System**

On admission each young person will be allocated a Key-worker, Co-worker and a Key Teacher.

These roles involve taking lead responsibility for general parental tasks such as ensuring that health matters are satisfactorily dealt with, suitable clothing is purchased, and contact is maintained with important people. The key-worker will also have primary responsibility for assisting young people to maintain cultural and social networks. Having a key-worker does not, in any way, prevent young people from forming good relationships with any other staff members but the key-worker should, over time, be an individual whom young people can trust to promote their best interests actively always. The role of the Key team will also encourage target setting for both education and social development which will ensure the outcomes of the 4 capacities of Curriculum for Excellence.

Individual work may also include counselling, life story work, special interest activities and projects, assertiveness training, communication skills training and risk assessments. Individual work can offer valuable opportunities for young people to achieve and should, in turn promote self-esteem and confidence.

Specific individual work will be offered as part of the integrated care and education planning process and will be monitored via staff meetings, formal supervision and reviews. All key-workers have direct access to management and consultants to advise and support work of a therapeutic nature.

Individuality is a key principle of our work with young people and programmes at all levels will be tailored to reflect individual requirements. We believe that regardless of any perceived difficulties young people may have it is our duty to identify and promote *GIRFEC rationales* through which they can develop confidence and a sense of self-worth.

To promote consistent practice, the staff team will meet on a regular basis to discuss the progress of organisational developments. All staff members contribute towards this discussion and share their perceptions. Any change to plans or protocols takes place after a Consensus of opinion has been reached. Proposed significant changes are discussed with the young person, relevant professionals

and family. Clearly the needs and circumstances of young people are subject to change and individual programmes are adaptable as a reflection of this.

At all times it is crucial to engage the young person in determining their life choices and chances.

### **Young People's Rights**

Young people have a right to express their wishes and feelings about their current and future needs and to be active participants in decisions affecting them, plans made for them and any changes to the agreed overall plan. They have a right to make representations about the services they receive and to be actively listened to.

This philosophy is ensured by the use of Complaints/Comments books and individual forms which are managed by a system of: To House Manager. If this is not appropriate due to the nature of the complaint, then the next level is to the Head of Care and then to the Head of Service. If no resolution is found, then young people are directed to External Agencies for support using any advocacy services as required.

No young person should be subject to discrimination of any kind. Discrimination on the grounds of race, religion, gender, culture, disability or any other factor will be consistently challenged. Staff will work extremely hard at promoting a culture and ethos of tolerance across the service which respects every young person's right to be treated with respect as an individual. All young people have a right to be protected from harm.

Staff are expected to exercise professional judgement around issues of supervision. All young people who are within the service will need to be discretely supervised by staff in a manner which maintains safety, whilst not infringing the young person's need for privacy. Independence is promoted for all CYP where this is part of their care plan supported by a mutually agreed risk assessment and Developed with the CYP.

A full statement of young people's Rights and Responsibilities is available, and Keyworkers will actively encourage young people to familiarise themselves with their individual rights but also their responsibilities.

### **Residents Involvement in Decision Making**

#### **Meetings and Good Communication**

We strive to ensure that every member of our community, young people and staff alike has a sense of ownership in the running of the service.

To facilitate this, we recognise that good communication is vital. Therefore, the daily/weekly routines have a series of formal and informal meetings that exist as a consistent conduit for discussion, decision making and the exchange of information. Through these meetings everybody will feel that they are able to contribute and participate in the decision-making process. Although we do appreciate that some young people find these process meetings difficult they are encouraged to attend, but if not, their views are sought using the comments/complaints system or their advocacy service.

Each of the meetings are intended to provide opportunities for young people and staff to have a say in the running of the home and provide a Structure through which young people can express their thoughts and feelings regarding their care. The meetings will provide a safe and supportive environment to facilitate this process and enable young people to relate to others in a constructive way.

Another essential aim of these meetings is to ensure that all staff deliver consistent messages to young people and minimise the destructive potential for 'splitting' of the team regardless of whether it be young people or staff. The meetings, both individual and group, will provide young people with a forum to debate issues that may currently impact on the daily routine or interpersonal relationships. Staff will always listen to the opinions of young people whilst maintaining the focus of the meetings.

Young people are more likely to respond positively to a supportive culture where they can feel involved and listened to and empowered to have a say about any changes they feel may help all.

### **Care Planning & Reviews of Young People**

Young people and their families are active participants in the care planning process. From the initial Placement Planning Meeting and subsequent reviews they will have access to reports and be invited to contribute their own thoughts and feelings.

Any significant change to their plan outside of a young person's review will not take place without prior consultation with the young person, their parents, social worker and any other significant party. ***See policy for full statement.***





### **Comments & Complaints**

We have clear procedures in respect of comments and complaints. No complaint is considered too trivial to be given a proper hearing. The complaint procedure is explicit in its requirements. It affords complainants a number of rights and places a number of duties upon the worker handling the complaint.

Young people are given a copy of the complaint procedure and have a number of key telephone contact numbers prior to admission within a Welcome Pack and again when they join us.

We would advocate the right for each young person to have access to social worker, family / carer, advocacy partners, police should they wish to raise a concern.

Comments and complaints records are available for scrutiny and are kept within the administration office at each house. Should a young person raise a concern they will receive a formal confirmation of the concern, then subsequently in writing the outcome of their concern along with next steps should they not agree with this outcome. This would as a matter of course be shared with allocated social worker involved in their care.

### **Promoting Equal Opportunities**

The staff team is committed to maximising the potential of children and adults alike and any discrimination, no matter how subtle, will be challenged.

Everyone has the right to respect and to be heard.

Education and personal development programmes for staff and young people are a feature of our practice.

We recognise that through 24 hour learning in care opportunities and appropriate role modelling that young people and adults alike are able to demonstrate respect and sensitivity towards each other's needs.

### **Meeting Cultural Needs**

Young people are encouraged to maintain their own cultural and religious beliefs. Their staff team across the service will do all that is practical to ensure that important aspects of cultural or religious heritage are not lost as a result of the young person's separation from cultural and religious networks.

Staff members will also ensure that young people do not lose their heritage as a result of insensitivity or apathy from those involved in making plans for them. Young people are actively encouraged to develop and understanding of self by creating personalised life story accounts.

As the service continues to develop we aim to forge close links with individuals or groups who can offer individual support to young people or contribute to our individual leaning programmes. As such we have access to 'listen to us' project within secondary school and well as 'employability services ', which work with young people to access appropriate work experience placements

### **Social & Recreational Activities**

Staff members appreciate the need for young people to be involved in a wide range of play opportunities. They need to learn new skills, feel good about themselves, have shared experiences with others and prepare for future leisure time. The opportunities for recreational activities is discussed and explored on a regular basis at staff and residents meetings to promote individual activities using Health and Wellbeing outcomes

All young people are actively encouraged to participate in a wide range of sports and recreational activities, on a formal and informal basis. A weekly programme ensures consistency, continuity and good planning for external activities, which are open to all young people. Other activities, ranging from arts and crafts to specific projects of interest such as visits to historical sites, are arranged on both an individual and group basis.

Young people are not compelled to participate in non-school activities but are encouraged to highlight any areas of personal interest.

### **Allowances**

All young people will receive a weekly pocket money allowance. The amount will be dependent on age. A clothing allowance of £10 and a personal care allowance of £5 are allocated to each young person on a weekly basis. Young people are encouraged to have their own sense of style and supported to go with their keyworker to spend, shop together and make the most of this time.

Young people who have demonstrated a high degree of responsibility will be trusted to make their own purchases if they choose to do so. Young people will only have proportionate monies deducted from their pocket money if they are making restitution payments for damages or funds that were misused. Managing money will feature in the plans of all young people as this area is an essential life skill that must be developed on the path into adulthood.

### **Effecting Positive Outcomes**

Staff members strive to engender a sense of belonging and personal value in the young people resident within our service. There is awareness within the staff group that emotional distress manifests in disturbed behaviour and behaviour is a method of communication. This may be an involuntary response to trauma experienced in earlier life.

Clear boundaries and expectations are promoted without reactionary measures that serve to undermine the self-esteem of young people. All interactions are relationship based and are founded upon the principles and values of DDP. The value of the shared experience is emphasised and the concept of empathy develops with relationships. Young people are encouraged to acknowledge that what they do affects others, just as what others do affects them.

We use a model for conflict resolution and through supported discussions to be able to address and support harmony into the group.

### **Positive Behaviour Management**

Across the service we have a detailed Positive Behaviour Management Policy, which, in tandem with our written statement of rules and routines, provides boundaries that are dovetailed with our objectives.

Boundaries within Closeburn are appropriate to the age, stage and circumstances and plans of each young person.

They are designed to be realistic, sensitive, not demeaning and are consistently applied. Acceptable and unacceptable sanctions are clearly defined and reflect legal guidance and established good practice.

Clear guidance is offered along with training to staff members in terms of their anticipating when a young person is unhappy, distressed, angry or vulnerable (above baseline). They will offer support accordingly and at early opportunities in a manner that is helpful to the individual young person.

Young people are made aware of the main house routines, rules and expectations from admission and throughout their stay. They are encouraged at all times to take responsibility for their actions and will be recognised and praised for making efforts to do this.

In managing young people with presenting behaviours, staff are clearly made aware that there is a hierarchy of early behaviour management techniques and therapeutic approaches, which they can draw from when assisting and supporting young people with stressful and painful situations.

In extreme circumstances young people may need to be held safely as a safety response to their behaviour which could impact on themselves, others and or the environment.

Within the service we have a detailed safe holding/ restraint procedure and all staff members are trained in de-escalation techniques and letting go procedures from physical intervention and removals. Staff are trained and qualified to practice TCI (Therapeutic Crisis Intervention). TCI DDI as well as DDP, PACE and Therapeutic Parenting.

Incidents within the service are reported to parents, social workers and the Care Inspectorate under the notification process. A culture of transparency exists and comments regarding these matters are actively sought. Young people are encouraged to take part in a Life Space Interview so that their own perceptions of any incident can be offered and personal development strategies can be developed.

This forms a de-briefing process where the young person is supported to formulate an action plan of more acceptable behaviour for future times of stress or difficulty. We encourage the young person to be involved and complete their own incident form.

The Management team has a clear responsibility to conduct regular audits of incidents and will be particularly aware at these times of the potential for stereotyping, labelling, bullying, personality clashes and misuse of procedures. It is the responsibility of the Care Manager to ensure that staff members are given the tools to carry out their duties effectively and to offer young people good quality individual time when they require it.

## **Child Protection**

We have detailed policies and procedures available in respect of Child Protection that combines national and local guidance with existing good practice. It is a key principle in our practice that residential child-care and child protection is not mutually exclusive. All staff are aware that they are, in a broad sense, child protection workers, regardless of their post title.

When a resident, for whatever reason, becomes the subject of a child protection inquiry the detailed local procedures take precedence in determining how that inquiry should be conducted. The Dumfries and Galloway Child Protection Procedures are available within the Offices on the computer system under 'Office Share'.

## **Child Protection Policy**

Our policy covers a number of areas including – complaints, recruitment, staff development, training, inspections, parental involvement, physical signs of abuse, children with a disability, child protection register, investigating allegations, medical examination and treatment. Clear guidance is available to all staff members, which refers to physical contact with young people, and managing attachment difficulties.

Safe recruitment of staff is paramount in ensuring appropriate checks through the employment processes. This includes application monitoring, interview processes and vetting through references and PVG requirement.

All staff must follow the codes of conduct for both company policy as well as SSSC Code of Practice for 'Social Service Workers'

As a whole team we all in the Organisation and Employers we must follow the guidelines set where appropriate as a staff member under SSSC Code of Practice for 'Social Service Workers also the SSSC Code of Practice for Employers.

All staff undertake specific both in induction as well as annual updates around safeguarding at different levels including CSE, Prevent, FGM and thus skilled to recognise signs of abuse both within group training this will also be a focus area in your SVQ and HNC which is a requirement set by SSSC for Residential Childcare Workers.

Failure to maintain these set guidelines from company code of conduct or SSSC Code of Practice will have consequences under fitness to

meet the role required and may lead to disciplinary proceeding if not meeting registration criteria through qualification Barr around timescale for registering with SSSC under relevant section dependent on job role. SEE REGUATION OF CARE (SCOTLAND) ACT 2001

There is also a clear expectation as to how staff members should safely support individuals and groups. Further detailed guidance is available in respect of how we as staff members should respond when a young person reports an allegation of abuse.

The emphasis is very much upon supporting and believing the young person and is based upon Scottish Council of Independent Schools guidelines on child protection.

All residents are given a copy of our welcome booklet which is available in tow formats at the time of their admission, which encourages them to make use of staff and management assistance and also gives them the option of contacting Child line, Barnardo's Hear4U, Who Cares Scotland Local Authority Children's Right's Officers and the Care Inspectorate if they have something to discuss which they are unsure about sharing with staff members.

All of our relevant policies and procedures are designed and implemented in a manner, which aims to promote a safe and secure environment for all our residents.

On a day to day basis responsibility for promoting the protection of children rests with the Care Manager. However, overall responsibility for this ar lies with the Head of Service who is able to take a more detached view of events within the individual home pertaining to Child Protection.

### **Record Keeping**

The young person's file will contain all information required by Regulation 13 Children (Scotland) Act 1995.

A main logbook will be maintained to record daily events and movements of young people and staff. References to individual residents will be brief and cross-referenced with their individual file.

Separate logs will be maintained for Incidents, Accidents, Fire, Vehicles and Complaints and will also be kept and cross-referenced with the main file.

Any personal information held on computer will only be stored within specific files and is GDPR compliant. Any other recording systems are

designed primarily to assist the team around each child as a safeguard monitoring tool. It is against company policies to remove any information pertaining to a child out with building via any platform under confidentiality.

Please see **Code of Conduct Policy**.

All visitors are requested to sign in the Visitors handbook which has a separate attachment explaining how we keep each other and residents safe.

For the safety of young people using our policy we take particular care to ensure the credentials of any visitor are established and monitored to ensure they are working as intended.

### **Recruitment of Staff**

Our aim is to employ well-qualified and experienced staff members who can offer a range of skills and personal qualities to the residents. We clearly recognise a direct correlation between the quality of care we offer and the quality of our staff team. Our Recruitment and Selection Procedure follows the criteria laid down in the Safer recruitment through better recruitment guidance (2007) The recruitment process involves Shortlisting, uplifting references, PVG, background checks, relevant group or individual exercises as well as formal interviews.

Any leavers are asked to participate in an exit interview conducted by a senior manager within the organisation.

The Care Inspectorate and SSSC are informed of all new staff appointments as per regulatory guidance.

Holistic Childcare and Education strives to be an Equal Opportunities Employer.

We support staff to undertake relevant CPD courses to enable them to meet the requirements of the SSSC. All staff are required is registered with either SSSC or GTCs and meet the codes of practice for their register body.

SEE REGULATION OF CARE (SCOTLAND) ACT 2001

### **ARRANGEMENTS FOR MANAGEMENT**

The Care Manager is responsible for the day-to-day operation of the Home and the Head of Education responsible for the day to day



operation of the school, both are part of the Management team and use work together alongside the Head of Care and Head Service to monitor practice and discuss CPD for all the staff team.

The Head of Service Kirsty Penny has overall responsibility for all aspects of policy within the organisation.

Shift Leaders are responsible for organising each shift and maintaining the daily routine.

During Night waking hours there will be two residential social workers on duty.

The management team share responsibility for the supervision and support of all staff.

There is 24-hour on-call support from a delegated member of the management team.

### **Organisational Structure**

At the time of writing the structure is as follows:

Managing Director, Regional Director, Head of Service, Operations Manager, Head Teacher, Teacher, Head of Care, Registered Managers, Shift Leader, Residential Child Care Workers (f/t), Residential Child Care Workers (p/t), Residential Child Care Workers (Nights), (f/t), Administrative Assistant, Cook, Domestic and relief Residential Child Care Workers when required.

### **Consultants**

We have access to a group of highly skilled professionals who possess a number of recognised qualifications within their given area of childcare and educational expertise. These professionals are external to the service and may incur an additional cost for a programme of work with an individual young person.

Additionally, we use a variety of consultants to support wide ranging and bespoke training opportunities for the staff team to undertake experiential learning employed on a consultancy basis to advise and support the nature of work we do with our young people.

We as an organisation also have the support of membership of SCIS, Education Through Care Scotland and NAS

### **Staff Support & Training**

The Health and Wellbeing of the team around the child is vitally important in the healing process for young people. Regular supervision is recognised as being essential to promoting best practice and this takes place in a variety of forms and in conjunction with annual staff appraisals.

All staff receive regular supervision, which can inform their CPD and training plans that can be tailored to the needs of individual staff members taking their specific interests into consideration where possible.

All newly recruited members of staff to the service will benefit from a fully supported 6-month probationary period and undergo an induction programme of two weeks duration.

All staff will receive a package of mandatory training, which will be completed during the probationary period. This includes T.C.I. (Therapeutic Crisis Intervention) system of de-escalation and physical intervention. They are also given training in procedures relating to Child Protection, Therapeutic Parenting which support trauma informed practice, Care Planning, Risk Assessments, Substance Misuse, Anti-Bullying, Safe Caring and Record Keeping. Food Handling & Hygiene and Fire Protection Training.

We offer Statutory Training, Core Training, Value Added as well as an excellent suite of courses available through Shine which is our training directory.

Please see **Training trackers**.

These training opportunities are a range of online and experiential learning opportunities.

### **Health & Safety**

For all health and safety matters and advice we utilise the specialist team within our larger group OFG. Health & Safety Advice Systems i.e. 'Info Exchange' is the platform which supports us in this area. The H & S team produce all our health and safety documentation that is available to staff. This is held on the office computer system.

With extensive buildings and grounds the size of our homes there are obvious aspects that could be potentially hazardous. A risk assessment and building inventory will be carried out annually, with the safety and security of the young people and staff of paramount importance.

Cleaning materials or any other hazardous substances will always be locked away when not in use. If at any time any such material is deemed to be missing the senior staff member will be alerted immediately.

Potentially dangerous items such as kitchen sharps and DIY tools are also locked away when not in use. At times when young people may be using any such items; staff will always supervise them depending on their individual risk assessments.

### **Fire & Emergency Procedures**

All staff and residents will participate in fire drills. These will take place regularly across a wide spectrum of days and time to ensure all who attend our service knows the drill and safety aspects in the event of a fire alarm, a detailed record of all such drills will be maintained by a designated Fire Officer from the staff team.

The Fire Safety Officer is also responsible for the organising these drills.

They also ensure fire equipment is checked on a regular basis looking for signs of tampering, misuse or general disrepair.

All fire escape routes are all clearly sign posted.

It is the responsibility of all staff to ensure that fire escape routes are kept clear at all times and ensure regular maintenance is undertaken

to ensure safe and fit for purpose. In the event of a fire we utilise our Evacuation procedures along with our Emergency Evacuation File (This is kept in the office).

We are inspected annually by Dumfries and Galloway Fire Service to ensure that we up to date with current legislation.

Each area is fully equipped with fire alarms and a smoke detector system. These systems are checked annually by contacted engineers.

Fire Extinguishers are available throughout the building and there is regular liaison with an independent Fire Safety Officer around precautionary measures and safety arrangements.

Fire notices and assembly points are displayed at strategic points.

### **Smoking**

Across the service we are a non-smoking environment. We recognise that this is a firm stance, particularly in relation to cigarette smoking which we fully understand and withdrawal and cessation is difficult.

With this in mind we fully embrace partnership with the local Health Team 'Smoking Matters' to provide health advice and practical assistance to anyone who is attempting to give up smoking and will encourage young people who do smoke to receive the same advice and support.

### **Personal Matters**

All personnel advice is provided by OFG Human Resources Team, Employment Law Advice & Systems (see Health & Safety)  
Handbooks and guidance manuals are available to both staff members and managers that are regularly updated as legislation changes.  
Written procedures exist for most aspects of the home's activities and are available to interested parties on request



<b>Date Reviewed</b>	<b>Person Responsible</b>	<b>Comments</b>
05.03.16	D McKeon	
19.06.16	K Penny	
27.01.17	K Penny/ McAleese	To be discussed with Senior Team.
14.04.18	K Penny/ G Little/D McKeon	
08.04.19	K Penny/G Little	
27.09.20	K Penny/ BN-Chaya/G Little/Y Turner	
10.10.21	K Penny/G Little/ BN Chaya	
06.05.22	K Penny / G Little / N McDonald	