



Specialist Therapeutic Care & Education

Golfa Hall

STATEMENT OF PURPOSE

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Introduction

Golfa Hall is one of two residential children's homes owned by Amberleigh Care. We are registered with CIW and operate in accordance with Welsh Assembly government regulations as a children's home. Golfa hall was established as a Therapeutic Community in 2005 and received accredited status from the Royal College of Psychiatrists in 2017. This making Golfa Hall the only accredited children's therapeutic community in Wales and one of only 6 in the UK. We are members of a specialist practice charity The Consortium of Therapeutic Communities and our therapeutic community and practices are assessed against the national therapeutic standards for residential childcare through our membership of the Royal College of Psychiatry network 'Community of Communities'. Information relating to these organisations can be accessed from their website at:

www.therapeuticcommunities.org and www.communitiesofcommunities.org.uk.

Our service provides long term specialist therapeutic care and education for boys that have displayed harmful sexual behaviour. We have a separate on-site Estyn registered school who provide our boys with a full curriculum. The onsite therapy team oversee the delivery of our evidence-based practice model, and informs assessment, intervention, day-day support for our young people, and the support of our staff team.

Whilst the Therapeutic Community model informs our environment and is in itself part of the intervention, the individual therapeutic work with the young boys is underpinned and understood within the Good Lives Model (GLM). This framework for intervention is holistic in nature and utilises a strengths-based approach to rehabilitation. According to the GLM, young people display Harmful Sexual Behaviour because they are attempting, in a dysfunctional way, to achieve some kind of basic "good" in their lives, something essential to being human. Unfortunately, because of a range of deficits and weaknesses within the young person and their environment, these intentions reveal themselves in harmful and antisocial behaviours. In fact, these shortcomings actually prevent the young person from achieving the "goods" they need. All our approaches are consistent with the NICE guidance for our area of practice which was last updated in September 2016.

The model assumes that all individuals have similar aspirations and needs and that one of the primary responsibilities of parents, the extended family and other adults in the

community is to help each of us acquire the tools required to make our way in the world. Harmful Sexual Behaviour and other forms of anti-social behaviour can occur when we lack the internal and external resources necessary to satisfy our needs using pro-social means.

The list of “goods” developed originally has been modified recently to take into account attachment theory and our current understanding of child and adolescent development. The six primary needs agreed were:

- Being healthy.
- Having fun and achieving.
- Being my own person.
- Having a purpose and making a difference.
- Having people in my life; and
- Staying safe.

Within the GLM, it is believed that, in addition to all the work we do to support the young people in understanding their sexualised behaviour, and its consequences, and in managing risk, the young people will also benefit from learning how to meet their needs in all the above six spheres. The therapy here is embedded, therefore within the Good Lives model that guides and inspires all our work with our young people.

At Golfa Hall we pride ourselves on our multi-disciplinary approach and the Therapeutic Community structure and system ensures this is fully integrated. Care, Therapy and Education colleagues work collaboratively to ensure all of our boys have the support, care, and knowledge to reach their full potential. This multi-disciplinary approach is underpinned by the registered manger, clinical manager, therapeutic practice manager and Headteacher working closely together to support the boys and the staff team.

Our predominant goal is to ensure our young people have the opportunity to develop personally, emotionally, and physically through the provision of a therapeutic environment whereby empowerment, having a voice, and being valued are integral.

We understand that most, if not all of our boys will have experienced, and likely to have suffered some form of unhealthy experiences, that coupled with leaving their family home or somewhere they are familiar with will have a significant impact. Our aim at Golfa is to create a home for our boys, where they feel safe and cared for. Experiencing positive 'family' life. In turn it is hoped that this will counter the effects of some of their previous experiences.

Section 1: About the Provider

<u>Service Provider</u>	Amberleigh Care
<u>Legal Entity</u>	Employee owned trust
<u>Responsible Individual</u>	Kevin Gallagher
<u>Manager of Service</u>	Sarah Nicholls
<u>Name of Service</u>	Golfa Hall
<u>Address of Service</u>	Golfa Hall, Welshpool, Powys. SY21 9AF

Section 2: Description of the location of the service.

Accommodation based services

Golfa Hall is located on the A458, on the outskirts of Welshpool, Powys. The house is in a semi-rural location approximately 1 mile from the centre of Welshpool. The site is a campus layout within eight acres.

Welshpool is a market town and is the fourth largest town in Powys, with an estimated population of approximately 5934. Welshpool is within easy reach of motorway networks with good links to a number of airports. Welshpool has a train station making it accessible to visiting parents/professionals who may not drive.

Welshpool has a local doctor, opticians, and dentist. There is also a minor injuries unit. The nearest paediatric hospital is in Telford and a General hospital in Shrewsbury. This ensures that the boys health care needs are met. There is also a local fire and police station. We have links with the local fire station where our young people engage in a yearly 'phoenix fire' course.

The closest CAMHS and Youth Offending Service is in Newtown, which is approximately 14 miles away. All young people are supported to access these provisions where required.

The local area has several restaurants, four supermarkets, a range of shops, and places of interest/ natural resources. This ensures the young people have numerous options in relation to independence training, leisure and socialising.

There are several sporting provisions in the local area. Accessible to the house are Welshpool Rugby club, Cobra rugby club, Welshpool Bowling, Golf club, several local football team, Armoury sports centre and the flash leisure centre (access to swimming, gym, cycling, and indoor and outdoor sporting facilities). This ensures our young people have ample opportunities for team and individual sports and also improving and maintaining health and fitness.

Close to Golfa Hall are a number of external clubs that we support and encourage our young people to engage in such as army/air/police cadets, local drama club, free running club, youth club, dance club, gymnastics club. However, this list is not exhaustive, and we will travel further afield to ensure our young people's wishes and interests are met.

In the local area there are also a number of sites of interests which support in developing interests and knowledge. Local to the house is, Powys Castel, Powys land museum, lake Vyrnwy, Llanfair and Welshpool light railway, and also the Montgomeryshire canal which has a wonderful nature trail which the young people can ride or walk along.

Our young people come from a range of diverse backgrounds and have different needs. With reference to religious needs the immediate local area has various places of worship. Whilst these serve a number of religious ideologies it does not meet all religious needs. If a young person religious need cannot be met in the local area, then we will ensure they can attend a place of worship synonymous with their beliefs. For example, the nearest Mosque is in the West Midlands. All young people are asked about their religious beliefs and practice on admission so we can ensure we support this.

Community based services

Golfa Hall is part of the Powys regional partnership board.

Section 3: About the service provided

Range of need we can support.

Golfa Hall provides long term specialist therapeutic Care, Education, and Therapy for up to 18 young boys (aged 11-18) who have displayed inappropriate or harmful sexualised behaviours. Alongside this our boys may have also experienced life experiences that have been challenging and/or abusive. This usually involves dysfunctional family dynamics and parenting experiences. Such experiences can manifest in a range of different behaviours. Our primary referral criteria are that the young person displays Harmful Sexual behaviour. Each case is then assessed individually, taking into account the house dynamics and the young person's needs. (This is discussed in more detail in a later section). Our site is a campus with two buildings providing residential accommodation, a separately school building and other detached buildings for therapy and some administration spaces. On rare occasions, we may agree to keep a young person beyond his eighteenth birthday, if there is a plan in place, which is agreed by CIW. CIW would be kept informed of this and a provider review would take place, once they were 18.

Due to the specialised nature of our service, there is a clear support package around every young person. This involves the multi-disciplinary working of Care, Education and Therapy.

Golfa Hall is an accredited Therapeutic Community with the Royal College of Psychiatry. Being a therapeutic community means we have created a therapeutic environment which reflects real community living and with a deliberate and focussed use of relationships as part of the intervention. This supports our young people in developing positive attachments with members of the community (boys and staff), positive social skills, increased self-esteem, consequential thinking, perspective taking, and fundamentally living as part of a functioning 'family'.

At Golfa Hall each young person is given the following support and Care:

- A homely, nurturing environment. Where 'family' living, and use of relationships is key.
- 24-hour informed care and supervision

- Comprehensive assessments
- Individual therapy and therapeutic group work
- Full timed education
- Link work
- Life skills
- Preparation for independence
- Sport, activities and holidays
- Access to a full range of community-based health care services

Therapy

Golfa hall strives to create an environment which allows our young people to reach their full potential despite, sometimes, having experienced traumatic life experiences. Therapeutic practice is at the heart of Golfa Hall, and the Therapeutic Community model is itself part of the intervention. Within this deliberate and planned use of space and relationships, all assessment and the delivery of a range of 1:1 direct therapy sessions are provided by the in-house therapy team. At Golfa Hall we integrate a relationship model consistent with the therapeutic community ideology where every interaction, large or small is as a learning opportunity. In this milieu, the framework that we use specifically to understand and respond to Harmful Sexual Behaviour is the Good Lives Model (NICE 2016).

Within the framework of the Good Lives Model and therapeutic service standards, the therapy team provide and oversee a range of specific elements to our model:

- In put into the referral and admissions process for any new person.
- Provider assessment review
- Assessment
- Direct 1-1 therapy
- Group work programme (extended community meetings)
- Staff consultation to care and education meetings
- Staff training in a range of specific subject areas
- Group supervision
- Facilitation of group dynamics

- Internal board reviews which directly inform the boys Personal Plans.
- Access to external assessments as required.

The assessment starts from the initial referral and admission planning, and then enters an initial 12-week phase from admission. Upon the initial referral the therapy team and Registered Manager produce an impact risk assessment based on referral information and meeting the young person. The impact risk assessment not only assesses suitability for the service but also highlights areas of risk, how we can best support the young person if they join the community, the current dynamics of the house and how the admission would impact on each young person already in placement.

This assessment is shared with all of the staff team prior to admission to ensure any new boy/young person has the support they need when making the transition. Within 7 days of admission a member of the clinical team will lead the provider assessment review, which reviews the actions of the impact risk assessment, how the young person has adjusted to live at Golfa, any concerns, a support plan (if required), the overall suitability of the young person and if we can meet their needs. The young person is also involved in this process so as a team we can hear their views and wishes and ensure they are receiving the care and support they require. A report is produced from this, one for the core file and a child/young person friendly version for the young person to have.

The 12-week assessment period consists of an extensive file review, 1-1 assessment sessions, and a number of assessment tools and measures which provide a range of information. The assessment tools we have selected are appropriate to the age and profile of our young people and follow ICHA (Independent Children's Homes Association) recommendations for assessment. As part of the assessment process, we also complete an AIM 3 risk assessment this is the very latest, sector leading tool to assess HSB which draws upon the most current research in what works when working with young people who display harmful sexual behaviour. The assessment highlights immediate areas for targeted intervention, and allows us to dynamically monitor areas of risk, need, and strengths throughout placement.

We also have access to psychiatric and other structured assessment should this be deemed necessary – these are commissioned externally. At the end of the assessment period a comprehensive assessment report is produced, clearly outlining intervention needs, priorities and recommendations for the young person to address during their stay with us. This is shared with both education and care staff in an assessment board review led by the on-site therapist.

After the assessment period the young person will engage in regular 1-1 therapy sessions, this offers our boys the opportunity to explore their harmful behaviour, their life experiences, and attachment issues that have been an engine for their offending (Rich 2006). The assessment report informs the therapy which is reviewed approximately every 3-4 months as part of an internal review process which involves care, education, and therapy, as part of this process the AIM 3 will also be reviewed. This enables us to track and monitor progress effectively and set informed targets for the next review period. This will be presented to the LA in the personal plan reviews (which are updated monthly), and formal review paperwork. Each young person receives a 'young person' friendly version of their board feedback. These plans are dynamic as is the review process and this can be changed to meet the young persons need i.e. more frequent review boards.

As the young person starts to engage in therapy, issues will frequently come up that the young person's needs space and time to work through. This work can lead to understanding the powerful factors that have often driven them to sexualise their pain and anger. Examples include physical, sexual, or emotional abuse or exposure to domestic violence. These constitute complex trauma, and the boys have access to specialist interventions to help them cope with distressing experiences, such as EMDR. This is a highly researched, relatively rapid trauma treatment (Shapiro 2001), though complex trauma may require a more extensive programme. Formulation driven cognitive behavioural therapy is also used to help the young people address their sexualised behaviour and underlying function of this. As stated, particular attention is paid to ensure the interventions are individualised to the young person taking into account a number of factors including age, complex trauma and attachment difficulties. These examples illustrate that we draw upon a variety of therapy modalities, suitable for specific needs and these are all specialisms that our in-house team are trained to deliver. This responsive approach to therapy is also a feature of the NICE guidance for HSB.

Group Work

We believe that young people who display harmful or inappropriate sexual behaviours differ significantly from adults who have offended sexually in that they continue to develop after their harmful sexual behaviour (Page, Murray, & Way, 2007). They are still children who have full potential to change and evolve. Our young people are encouraged to build on their individual strengths and to identify and work to address their problematic thoughts, attitudes, and behaviour.

As part of the process in supporting our young people in achieving this, they engage in group work. This is in the form of extended community meetings. Community meetings give our boys a safe, contained space to openly explore and discuss a range of behaviour and in turn receive support and feedback from their peers and the staff facilitators of the group space. This space offers the group a powerful opportunity to learn about the way their particular behaviour impacts not only on themselves but the larger group. Young people are encouraged to be honest and open in their feedback. Both boys and staff can add items to the live agenda, and this will be explored in the meeting.

All of the work and interventions are embedded within the Good Lives Model and the core principles of a therapeutic community. This guides and inspires all of our work with our young people.

As stated previously we are an accredited therapeutic community which is assessed against the national therapeutic standards for residential childcare through our membership of the 'Royal College of Psychiatrists' network, 'Community of Communities'. We are also members of The Consortium of Therapeutic Communities – a practice charity focussed on relational practice.

The therapy department is led by the clinical manager, BACP accredited; who is responsible for the day to day running of the department. The therapy team provide full therapeutic support and input to both staff and boys on a daily basis, this includes out of hours consultation when required.

Education

Our onsite school has been registered with Estyn since 2005 and approved by the national assembly for Wales. Our school is currently registered for up to 19 children with special educational needs. In 2006 our school was listed as an education examination centre and approved by AQA, OCR, CIEH, and BTEC.

At Golfa Hall we believe that obtaining a good education is key to improving a young person's life chances. Each of our boys is unique and have different needs and strengths. As part of the assessment stage the boys are supported to identify their strengths and areas for development and in turn a plan specific to their individual needs is created, to ensure that they have all of the required support to reach their full educational potential. All of our work is embedded in the Good Lives Model, and education can lead to the goods of 'knowledge', 'creativity', and 'excellence in work'. Fundamentally it will not only help our boys form a skills and qualifications basis but help develop self-esteem and confidence.

Each young person has a personalised timetable that takes into account their learning needs, age, ability, and aptitude. All lessons are planned through schemes of work, ensuring that a range of topics are taught over the term period. Alongside the personalised timetable each young person has a Pupil Centred Plan (PCP) and an individual behaviour plan which are based on the integrated education assessments and developed with the young person. This are regularly updated and shared with all staff to ensure the young person is encouraged and supported to meet their targets.

At Golfa Hall we provide a broad and balanced curriculum suited to the learning needs of each student. The curriculum policy statements set out the general principle assessment, recording, accreditation and reporting on a student's progress.

Students are provided with learning opportunities in the following areas:

Subjects

- English

- Maths
- Science
- Humanities
- PSHE
- Drama
- Creative Studies
- Craft and Design
- Retail and Enterprise
- Catering and Hospitality
- DofE
- PE
- Digital Skills

Clubs

- Minecraft
- Workshop
- DofE
- Horticulture
- Drama

In addition, students are provided with opportunities to extend their learning through school visits, and extracurricular activities. We can also support our boys in find work experience, and part time work in the local area. We encourage post-16 learners to attend local college open days and where possible to embark on a course that meets their individual interests and needs. We are expanding our school curriculum to include more vocational and practical subjects to provide greater opportunities and 'reach' for our boys – this will expand the existing work we do on Forest Schools, small animal care, horticulture, work experience with our maintenance team and other practical opportunities.

The education department is led by the Headteacher who provides strategic leadership to the department and staff and reports directly to our Managing Director who also holds the role as Proprietor of the school. The Headteacher is responsible for the day to day running of the

school and working in an integrated way with Therapy and Registered Managers. The school employs staff who specialise in subjects offered as part of the Amberleigh curriculum. The school provides full time teaching and learning; 190 days a year, 5 days a week for five hours a day.

We are experienced in supporting young people to transition to local colleges full time or part time, in accessing work experience on and off site.

Provision to support children with special education needs.

Our young people have a range of special educational needs including leaning, emotional and/or behavioural, which require special educational provision to ensure each young person achieves their learning potential. On entry to Golfa school each young person is screened using fully standardised assessments to help identify a young person academic strength, attitudes towards themselves as learner and towards school. Learning preferences and areas for development. The information provides data that is essential in shaping each young person's learning. Other forms of need such as dyslexia, dyscalculia, speech and language Difficulties, or specific difficulties such as those arising from autism or attention deficit disorder are assess through the process of observation and if further intervention is required an investigation co-ordinated by the Headteacher will be arranged with a relevant external professional such as an educational psychologist.

Section 4: How the service is provided

Arrangements for admitting, assessing, planning, and reviewing peoples care.

To ensure that we can support a young person in understanding their behaviour and developing their strengths we have a thorough admissions process.

We have a designated Referrals and Business Manager who oversees all aspects of referrals and admissions at Golfa Hall. It is important to note that at Golfa we do not accept emergency same day referrals – all referrals are planned, and we can move with a swift plan

where the situation requires this and providing other agencies can move promptly to maintain a robust process. When we receive an initial placement request the Referrals Manager will use the following criteria to assess initial suitability:

- The young person is male, between the ages of 11-17 (although we can keep a young person until they are 18 there needs to be sufficient time to engage the young person in the intervention)
- Has displayed harmful sexual behaviour
- Does not have a chronic recent history of serious self-harm
- Does not have a formal psychiatric diagnosis and is assessed as needing a secure unit/hospital or specialist mental health provision.
- Does not commit regular acts of violence and aggression towards others
- Does not have a history of persistent fire raising or arson with the intention of causing danger to life.

It is important to note that this list is not exhaustive and where possible we try to look at displayed behaviour in the situational context for the young person at that time. If the basic criteria are met, the Referrals and Business Manager will send the placement request to other managers for their views and any additional information that may be required. If at this stage, we feel that the referral may be suitable we arrange to visit the young person and/or the young person will visit Golfa Hall. This enables staff to meet the young person, explain and share information about Golfa Hall, answer any questions the young person/parents/local authority may have, and to discuss any behaviours that may have been flagged as part of the referral paperwork. This preliminary visit is also a way to assess the young person's presentation and motivation, and how this would fit with the current dynamics of the home.

Where possible the young person will also visit Golfa Hall, not only to meet our staff but also the other boys in the house. All staff and boys are involved in the admission of a new person. It is important for us that any new referral is aware of the expectations, environment and dynamics within the house so they can make an informed decision as to if they want to join our community. At Golfa Hall we would not accept a young person, that after meeting with us did not want to join the community. It is vital that the young person joining, and our

existing boys are empowered and are heard in the decision-making process. As part of the admission process an impact risk assessment is carried out by the community therapist outlining presenting behaviours, current house dynamics, the potential impact of the referral, how best to support the referral and suitability.

If the young person and community feel we can support the young person's needs, that they can be supported in the current dynamics, and they are motivated to change and engage in the structure then a planned admission will be made. The length of time to complete this process is dependent on individual circumstances.

Prior to the admission the impact risk assessment will be shared with the staff team and a preadmission personal plan and individual risk assessment completed. This is to ensure the smooth transition of the young person and to ensure the relevant support is in place. Such examples are cooking the young person's favourite meal on the evening of the arrival or purchasing magazines specific to their interests.

B) Standard of care and support

When a young person joins Golfa Hall they are part of a 12-week assessment process. This is led by the designated therapist and includes a file overview, interviews with the young person and other relevant people, feedback from other staff, observations and psychometrics. However, within 7 days of the placement starting as Provider assessment review is completed (as discussed above) to assess the suitability of the placement and identify any additional support (if required).

At the end of the assessment a comprehensive report is produced in line with the Good Lives Model, clearly outlining the treatment needs and interventions to support the young person in developing the strengths they need to meet their internal needs in a healthy and pro social way. The young person is involved in the assessment process and assessment board, with their views and wishes helping to inform the intervention plan. It is important to note that at the end of the assessment stage it may be deemed that a young person is not suitable for the environment or that we are not the right provision to meet their individual needs. In extreme circumstances a young person's placement could be ended before the

12-week assessment process is concluded. This is a rare occurrence due to the nature of pro-active planning.

Each individual intervention plan is specifically tailored to the young person's needs. This covers educational, therapeutic, and independence needs overall, ensuring the health and wellbeing of every young person in our care.

Alongside statutory reviews of progress we carry out regular multi-disciplinary internal reviews to track and monitor progress against the assessment report and also to inform the individual personal plans and targets for the following quarter. All young people are involved in this process, and it ensures that not only are their voices heard but also, they have a choice about the care, support, and opportunities available to them. As discussed above from these reviews two reports are produced, one for the core file and one for the young person. These are conducted every 3-4 months and local authorities, and any other external stakeholders are open to attend.

Alongside this, personal plans and individual risk assessments are live documents, which the young people are involved in. Both personal plans and risk assessments allow the young person to not only outline the support they want but also how they would like to move forward. As part of these processes young people are encouraged to identify activities, hobbies and individual interests that staff will support them in being part of. Link workers regularly update these reports with the young person. Young people can also be involved in reviewing their level of risk.

Part of a young person's journey at Golfa Hall includes a full-time education timetable. On arrival all young people complete an initial and diagnostic assessment in both English and Maths, to allow staff to be able to identify academic levels and in turn tailor the education programme to meet their individual needs. After the assessment process Students create a 'pupil centred profile (PCP) which outlines at least 3 learning objectives that they are aiming to meet in the given term. This is reviewed and updated termly. However, it is important to note that if a pupil refuses to engage in the initial assessment process, then this analysis can be delayed until staff have the opportunity to know the pupil.

Therapy is an essential part of daily life at Golfa Hall. There are scheduled therapy sessions that each young person is required to attend. Frequency may vary depending on where the young person is at in their individual journey (i.e. there may be periods where these are more frequent than once a week or other periods where group sessions might be more helpful). Alongside this there are designated extended community meetings which have direct involvement from the therapy team. This is a highly supportive space that enables the boys to explore behaviour, discuss alternative ways of managing situations, looking at the impact actions have, and most importantly how events/situation/relationships can make them feel. Part of these meetings also include discussion around in-house jobs and the allocation of these, these positions are to promote confidence and responsibility. This is a highly valued space and not only empowers the boys in making decisions about their home, but also giving them a voice and opportunity to share their experiences which in turn can have a positive impact on mental and emotional wellbeing.

The therapy team are an integral part of day-to-day life at Golfa hall. They chair internal review boards, offer individual clinical supervision to staff, carry out regular group supervision where individual cases are discussed and support given, and group dynamics whereby the relationships between individual staff and the wider organisation are explored. The therapy team are on hand daily to offer support and guidance in all areas of the boys plans and interventions, but also to support the staff in ensuring the boys receive the best care and support they can. They also contribute technical training to the staff to develop knowledge and skills.

Part of living at Golfa hall is supporting our young people to develop the skills that they will require to live outside of the home. The development of independence skills is discussed in LAC reviews, internal boards and key work sessions. Staff ensure that young people are fully supported and prepared for these transitions.

Moving away from the family/familiar home can be very difficult for our young people. To ensure that any upset or trauma is minimised for the young person we work very closely with the local authority, family (where applicable), and young person to ensure all contact needs are met. Be this via phone, face to face, or FaceTime/skype etc. Staff will regularly take the

young person to their local area (where applicable) the supervision of such contact is determined by the professionals involved in the young person's care.

Language and communication needs for people using the service.

Our service is run through the medium of English, but all young people are given an "active offer of Welsh", on the day they arrive. We do not have many Welsh speakers but can provide a limited service as well as Welsh being taught in our school.

We have provided cards to help young people who are sometimes unable to explain how they feel, and what they need.

Section Five: Staffing arrangements.

Numbers and qualifications.

This is a larger than average team structure as the service is specifically designed to make use of group living and learning. As such there is a clear structure to the team – a full team for all registered capacity would be:

Manager, Deputy Manager, Deputy Manger – Transitions and Independence, 3 x Team Leaders, 6 x Senior Therapeutic Carers, 13 full time and 6 part time Therapeutic Carers, 6 x Waking Night Carers and a small pool of our own 'Bank' workers for short notice cover and additional flexibility.

Name/Position	Experience/Qualifications
Sarah Nicholls Registered Manager	Rejoined Golfa, after being on bank for a few months. QCF Level 3 dip in health and social care children and young people. Level 4 in leadership and management QCF Level 5 in leadership health and social care children and young people.

	<p>Started in residential childcare at Golfa in 2015.</p> <p>Registered with Social Care Wales.</p>
<p>Nick Ratcliffe Deputy Manager (Acting)</p>	<p>Started at Golfa in Aug 2023, became team leader in June 2025</p> <p>Level 3 health and social care for children and young people.</p> <p>Registered with social care Wales</p>
<p>Barry Williams Deputy Manager (Independence and Transitions Acting)</p>	<p>QCF Level 3 in health and social Care with Children and young people</p> <p>Post graduate diploma in education</p> <p>Previous experience: 18 months as a teaching assistant.</p> <p>7 years' experience at Golfa Hall</p> <p>Registered with Social Care Wales</p>
<p>Rita Brevitt Team Leader</p>	<p>Level 3 health and social care for children and young people.</p> <p>13+ years of experience of working within children's homes with a variety of needs, for the last 2.5 years working at Golfa Hall.</p> <p>Registered with Social Care Wales.</p>
<p>Helen Evans Team leader</p>	<p>QCF level 3 in health and social care with children and young people.</p> <p>Started at Golfa in 2015</p> <p>Registered with Social Care Wales.</p>
<p>Lesley Ann Ayles – Team leader (Acting)</p>	<p>Started at Golfa January 2023</p> <p>QCF Level 3 in health and social Care with Children and young people</p> <p>Registered With Social Care Wales</p>
<p>Sean Bowen Senior</p>	<p>Completed QCF level 3 in health and social care with children and young people.</p> <p>Commenced employment in March 2020.</p> <p>Registered with Social Care Wales</p>
<p>Jacob Sylvester Wake in night</p>	<p>Started at Golfa January 2023.</p> <p>QCF level 3 in health and social care with children and young people.</p> <p>Registered with Social Care Wales.</p>
<p>Claire Jones Wake in night</p>	<p>Started at Golfa July 2021</p> <p>QCF Level 3 in health and social Care with Children and young people</p> <p>Registered with Social Care Wales.</p>

Ryan Griffiths	Started in August 2023 Registered with Social Care Wales QCF level 3 in health and social care with children and young people.
Ohla Dolinska	Started at Golfa in September 2023. Registered with Social Care Wales Enrolled onto QCF level 3
Andrew Jarman.	Started in December 2021, went from part to bank and has now returned to part time in April 2024. Registered with Social Care Wales
Elizabeth (Lybbie) Clarke	Started at Golfa 23 rd September 2024 Registered with Social Care Wales Enrolled onto QCF level 3
Anastasija Bogdanova	Started at Golfa 21 st October 2024 Registered with Social Care Wales Enrolled onto QCF level 3
Shauna Bennett	Started at Golfa 30 th September 2024 Registered with Social Care Wales Enrolled onto QCF level 3
Isobel Hillier	Started at Golfa 30 th October 2024 Enrolled onto QCF level 3 Registered with Social Care Wales
Reagon Bennett	Started Golfa 14 th April 2025 Registered with Social care Wales Enrolled onto QCF level 3
Amy Thomas	Started at Golfa 9 th June 2025 Registered with Social care Wales Enrolled onto QCF level 3
Corrie Jones	Started at Golfa 1 st September 2025 Registered with Social care Wales Enrolled onto QCF level 3

Greg Andrews Wake in night	Started at Golfa in March 2023 Registered with Social Care Wales QCF level 3 in health and social care with children and young people
Lynda Andrews Wake in night	Started at Golfa in March 2023 Registered with Social Care Wales QCF level 3 in health and social care with children and young people
Angela Manifold Wake in Night	Started at Golfa July 2023 Registered with Social Care Wales QCF level 3 in health and social care with children and young people
Sara Howells Wake in night	Started at Golfa 31st March 2025 Registered with social care Wales Enrolled onto QCF level 3
Wayne Wright	Started at Golfa October 2025. Had previously worked at our sister home The Oaks.
Charlotte Ransley	Started at Golfa November 2025
Rebekah Deegan	Started at Golfa December 2025
Angelika Krawczyk	Started at Golfa December 2025
Cheryl Williams	Started at Golfa January 2026
Tracey Wheatley	Started Golfa in January 2026
Laura Speak (Bank)	4 years working as a carer at Golfa before moving to bank QCF level 3 in health and social care with children and young people. Registered with social care Wales
Ricky Jones (Bank)	Started 18 th August 2025 Registered with social care Wales
Heather (Bank)	Started at Golfa December 2025.

Staff levels

During the day, supervision is undertaken by 1:2 staff to young person ratio, however this can change depending on individual circumstances and need. At night the staffing ratio is understandably reduced, with 3 -night staff on duty across the site between 11.00pm – 08.00 am.

It is important to note that staffing levels may alter depending on a young person's situation/need. For example, staffing may increase to 1:1 level or when a young person is close to leaving the house and on full independence they may not be as supervised all the time, and the shift staff planning would reflect this. Any changes to staffing levels is clearly documented in individual risk assessments.

We also operate an on-call system for additional out of hours support.

Specialist Staff

Michelle Russell – Director of Operations	<ul style="list-style-type: none">• Director of Operations at Amberleigh Care, with 10 years in service.• 15 years' experience working in the prison service as therapy manager (running a 40-bed therapeutic community)• BA Comb Psychology major Sociology Minor• MSc Forensic psychology• PG cert Clinical supervision• Lead reviewer for communities of communities• Experienced in Reg 73 in Wales and Reg 44 in England.
Kelly Nicholson – Deputy Director of Operations.	<ul style="list-style-type: none">• 12 years' experience of working with children in residential care• BA (hons) Childhood, Family and Education (first)• Diploma in childcare and education• Foundation Degree in Therapeutic Child Care• QCF Level 3 – Children and young people

	<ul style="list-style-type: none"> • Restorative Justice trained. • AIM 3 Trained • In process of completing Level 5 QCF – Operational/Departmental Manager
Marie Clutton – Therapeutic Practice Manager	<ul style="list-style-type: none"> • Certificate in Child Care & Education • NNEB • Advanced Art & Design • QCF 3 • QCF 4 • Level 5 in Leadership & Management • PTTLs • DSO • Powys/Shropshire Safeguarding • Life story • Level 3 Counselling • Level 1 DDP Therapy • AIM2 • Accredited Tutor Intermediate Risk Reduction & Restraint (Team Teach) • Lego Intervention training • Clinical Supervision (BPS)
Li Nuttall – Clinical Manager	<ul style="list-style-type: none"> • Started at Golfa in 2023. • The Open University Diploma in Higher Education Psychology • The Open University BSc Psychology 2:1 Classification • Bangor University MSc in Counselling

	<ul style="list-style-type: none"> • Li has also completed Aim 3 Assessment training since being with us and is registered with BACP.
Eden Tunley – Assistant therapist	<ul style="list-style-type: none"> • Started at The Oaks in August 2024 after two months of work experience with the therapy team. • Studied at Nottingham Trent University, BSc (Hons) Psychology and Criminology. • Completed AIM3 assessment training since joining Amberleigh.
Jamie Mayers – Referral and Business Manager	<ul style="list-style-type: none"> • NVQ 3-4 Health and social care children and young people. • Started in residential childcare in 2005 • Deputy manager at Golfa Hall for 2 years • Started as referral manager at Golfa Hall 2018.
Sabrina Etheridge - Business Development Administrator	<ul style="list-style-type: none"> • Started at Amberleigh Care in January 2026. • Previous experience is HR administration.

Deployment of staff at service.

As stated, we have a staffing ratio of 1 staff member:2 boys. However, this can change depending on individual circumstances and need. Any variation in the staffing ratio will be documented in individual risk assessments.

The deployment of staff is very much dependent on the boys and what they are doing. For example, if the boys are playing pool, then staff will be there to maintain supervision, but one boy watching TV in a lounge wouldn't require supervision. There is a dynamic deployment of staff in the moment to best meet the boy's needs – for example a settled group of three or four boys watching a movie can be safely supervised for that activity by one staff member, with other staff checking regularly and with other ratio of boys in other spaces in the home.

When the boys arrive back from school to get changes in their rooms, several staff will be in the upstairs of the building again to maintain supervision ratios at all times.

On occasions when a young person is experiencing a difficult period a member of the care team may be based in the education building to offer additional support as and when required.

If a young person is struggling with any issues, we may increase our night staff provision and have a member of staff based very close to the young person's bedroom, again ensuring the necessary support and care is being offered.

Arrangements for delegated tasks

How staff are deployed is generally discussed in the morning planning meeting with staff. The boys are made aware of who is on duty and appointments that will be attended in our morning meeting.

On occasions when there is a change in dynamics or an increase in negative behaviour multi-disciplinary meetings will be held whereby, we discuss the best support plan for an individual. This may involve increased supervision, support in education, or allocating particular staff reflected on their relationship with the young person.

Supervision arrangements

At Golfa hall we value our staff as they are integral in the delivery of service provided by Amberleigh Care. We are fully committed to the induction and continued development of our staff. We have a comprehensive induction programme in place ensuring all new staff are equipped with the knowledge to help their transition into their role at Amberleigh. All new staff have a standard two-week induction which includes mandatory training, information gathering, and 'shadowing' experience. However, the probation period is in total 6 months. During this time staff receive increased professional supervision, in-house training, and external training opportunities. At the end of this period staff are expected to be registered with Social Care Wales.

Line management supervision is an integral part of not only ensuring our staff develop the knowledge and skills required to ensure our boys get the highest level of care, but also to ensure their own emotional wellbeing. For new staff the first six months involves supervision twice a month. After this period, line management supervision is once a month, unless it is deemed additional supervision is required. All supervision sessions are recorded, and then placed in the staff member's supervision file.

In addition to line management supervision, staff are also offered clinical supervision from a member of the therapy team. Clinical supervision is requested, in consultation with the member of staff, by their supervisor. An initial clinical supervision will be offered and then a plan formulated to support the member of staff. It is important to note this is not a counselling provision. The duration of the sessions offered is dependent on individual need.

Staff also have regular group supervision and group dynamics which is facilitated by a member of the Golfa therapy team. This a protected space where staff can discuss specific issues relating to the young people, the impact of the work they do and team dynamics and difficulties.

Staff have yearly appraisals which documents their targets and objectives for the following 12 months. At the end of the appraisal cycle progress is monitored and overall performance for the year assessed.

Staff training

As previously highlighted, Golfa Hall has a comprehensive training package that is there to equip our staff with the skills and knowledge to provide the best level of care for our boys.

The HR manager is responsible for logging and tracking individual staff training and ensuring we are compliant with mandatory training and time scales.

Alongside the mandatory training, the management team have created a training package that ensures staff have a good understanding and knowledge of our working models and practice. We offer the following in house training specifically designed for our specialised provision (this list is not exhaustive):

Introduction to Amberleigh

Good lives Model

HSB

Life Story

Report writing

Safeguarding

Self-harm

Updated 04/03/2026

ASD and ODD

Coping Strategies

Supervision Skills

Team Teach & refresher

Therapeutic community core training day 1/2/3

Development of our staff is crucial, so alongside the internal training we offer we are supportive and encouraging of our staff engaging in external training programmes such as external safeguarding training, CofC peer review training and therapeutic childcare degree.

We will also provide responsive team of child specific training workshops for example to respond to a specific need of a new resident (e.g. Diabetes training) or to respond to an emerging theme from therapy (e.g. bereavement training). These are more 'bite sized' workshops, tailored to child and context.

Section 6: Facilities and services

a) Number of single and shared rooms	19 Single bedrooms
b) Number of rooms with en suite facilities	19
c) Number of dining areas	3
d) Number of communal areas	6
e) Specialist bathing facilities	There are no specialist bathing facilities on site.
f) Specialist equipment	N/A

<p>g) Security arrangements in place and use of CCTV</p>	<p>We take supervision of our young people very seriously. It is imperative that we provide supervision to ensure the safety and wellbeing of our boys. Security arrangements at Golfa hall are there to support the safety and wellbeing of the boys.</p> <p>Each boy has their own bedroom, this is lockable, and they have the key to their room.</p> <p>Each bedroom door is alarmed to alert staff when/if a young person leaves their bedroom and/or someone has entered their room. As boys progress the use of alarms are reviewed, and they can be altered and reduced dependent on risk levels. If this happens it is clearly documented in the risk assessment. In the latter stages of placement, it is typical for these not to be in use, especially in the secondary accommodation building (which is used as a placement transition opportunity).</p> <p>CCTV is used in the home <u>only</u> in communal corridors and externally on the perimeter of the building. This measure is to ensure the group living environment provides safety and supports the therapeutic task. It enhances the security and safety of the home and protects the safety of the people living and working within the home. It helps protect our young people who are at risk or investigate allegations. The systems promote and support the independence and autonomy of young people as it minimises the restrictions on movements and activities. Signed consent is in place.</p>
<p>h) Access to outside space and facilities at this service</p>	<p>Our community is based in a campus style site, primarily in a large country house, formerly a hotel but with a separate detached building for additional accommodation. Additionally, there is a separate</p>

	<p>detached school building, a separate detached therapy cottage and then various workshops, store-sheds, semi-detached office and meeting spaces. There is a clearly defined use for each part of the site</p> <p>We are situated in over 8 acres of land with commanding views over beautiful Welsh countryside.</p> <p>The grounds are well utilised by the boys for recreation, education, and informal therapy time. The boys have access to forest school, chickens, vegetable gardens, football pitch and other spaces. Therapy sessions can take place in the grounds, and the boys often use the outside space to play 'army'.</p> <p>The grounds also lend themselves to communal activities such as Halloween parties, summer BBQs, end of school year celebrations and other group activities.</p> <p>We have a multi-use games area which the boys predominately use to play football, and we have a large trampoline. We also have a chicken shed which the boys are responsible for. This not only gives them a sense of responsibility but also develop skills in how to look after and care for animals.</p> <p>We have several patio areas for barbecues and socialising, which the boys make particular use of in the summer.</p>
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Section 7 Governance and quality monitoring

Kevin Gallagher is the Responsible Individual (and Managing Director) at Golfa Hall. He is frequently physically onsite, knowing all the boys and staff on first name basis. He joins in all

of the communities' calendar events and is an active part of life at Golfa Hall. Whilst he is very much part of our community, he maintains a clear oversight of the management, quality, safety, and effectiveness of the service. This is maintained in a number of ways. We have a monthly management meeting including all managers across both of our sites. This meeting is chaired by the Director of Operations or Managing Director. There is a management report which each department contributes to. There are clear actions produced from these meetings. This report is then shared with the board of Directors (including the responsible individual) during the board meeting, both departmental director's feedback and an overview of current issues, giving the responsible individual the opportunity to question, challenge, and give advice on the service provided. As part of the Directors meeting there is also a standing agenda that looks at training, safeguarding issues, and a single central register - again, giving the Responsible Individual full oversight of the service.

The Responsible Individual receives all regulatory reports by the independent visitor and gives written feedback. We have a Quality and Compliance Manager and officer who will report to the Director of Operations. This role includes quality assurance throughout all departments at Golfa Hall.

Annex A shows a company organisational chart. This clearly outlines the management structure and lines of responsibility. The registered manager oversees the day to day running of the community and the staff. This position is supported by the Clinical manager and Headteacher. The management structure works as a multi-disciplinary team to ensure the overall effective running of the community and ensuring our boys and staff are fully supported.

As an organisation we are regularly inspected by CIW, Estyn, and Communities of Communities – as well as a range of quality monitoring processes carried out routinely by our placing authorities. Undergoing external scrutiny and responding to any feedback offered supports us in continuing to grow and ensuring we are always improving our practice. Alongside this an external person visits on a monthly basis to conduct the Reg 73 report again this supports in monitoring practice, highlighting strengths and possible areas for development. The registered manager also completes the Reg 80 which is a reflective document that allows us to monitor themes and trends, look at effective practice and how we can improve the quality of care to our boys and staff.

Feedback from all people involved with our service is crucial for our ongoing development. Our young people are regularly consulted with reference to changes or improvements. Every year the young people produce an action plan which is presented to the management team outlining how they would like the service to move forward and how we can improve. The young people also have the community meeting forum to discuss areas of development. Throughout the year the community chairman is invited into the management meeting to present the boys views and wishes to the management team. When we have external bodies audit our service and the young people are encouraged to share their views and opinions with governing boards.

As part of the Reg.80 process questionnaires are sent to parents and local authorities about the service they receive and how it can be improved. These are collated and added to the body of the report.

We also have local authority compliance visits on a regular basis which not only measures the service we are providing but also offering recommendations about how the service can be improved.

Staff feedback is encouraged and welcomed. We have weekly staff meetings (apart from school holiday). In these forums staff are encouraged to share their views and opinions about how we can improve our service. We also conduct an annual staff survey which again informs change and improvement across the service. The result of this survey is shared with all staff, and an update given in relation to issues raised.

We are also part of the 'investors in people' process and have achieved the Gold Award. This involves staff completing questionnaires and in some cases being interviewed by the auditor.

Involvement and open feedback are key principles of the therapeutic community approach and so staff and boys are regularly involved in all aspects of decision making and have very regular forums to raise questions, challenge decisions, feedback. Community Meetings are the most common for staff and boys, but we also undertake an annual employee survey in the Autumn each year – the results are shared with all staff and elements inform the service development plan (our service year runs January to December)

Complaints Process

Young people are made aware of their right to complain should they feel they have been treated unfairly or disrespectfully. Amberleigh Care has a complaints Policy and Procedure that is available to young people as part of their 'Amberleigh Children's Guide'. They can also contact their advocate and CIW. Their complaint can also be raised in the community meeting.

Wherever possible complaints are discussed on an informal level with the registered manager (unless the complaint is about them and then it is dealt with by the responsible individual), in the hope that they can be resolved as quickly as possible with the minimum anxiety to the young person. Many complaints are, upon discussion an expression of dissatisfaction and can be remedied by informal discussion, the young person will be given the opportunity to follow the process through to a formal investigation and resolution.

Should staff wish to complain there is clear guidance given in the staff handbook with reference to the process to follow and how this will be managed.

With reference to external complaints. This will initially go to the registered manager and be logged in the complaints book and dealt with accordingly. This could include a formal notification to CIW, and/or informing the Local Authority.