

# **Statement of Purpose**

## **Willow House**

## **2026**



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## **Statement of Purpose: Willow House**

### **1 Ethos**

Zenith Care believes that all children have the right to be cared for in a therapeutic, loving way. We believe that regardless of your start in life, with love, acceptance and consistent care, children can achieve, develop self-belief and aspire to have a happy and successful future.

We firmly believe that consistency, empathy, and attentive presence are foundational to fostering trust with children who may have experienced instability or trauma. We strive to embody these values through measured guidance, emotional availability, and a steadfast dedication to the dignity and individual needs of each child. Our approach is informed by a strong ethical framework, a calm and resilient temperament, and a sincere desire to contribute to a setting where healing and personal growth are not just possible, but expected.

We are aspirational for our children and staff offering opportunities to thrive and develop through education, recreational and outdoor activities and access to learning in alternative ways through such activities and experiences as holidays and sports.

We believe in the innate right of our children to receive love and care from a professional, knowledgeable and loving group of staff in a safe, warm and comfortable house.

We provide small homes with knowledgeable, dedicated staff teams who work on the principles of therapeutic parenting to promote a feeling of safety and belonging for all our children.

Our home fosters emotional and social development through consistent care, clear boundaries, and supportive relationships with adults who act not just as carers, but as role models and advocates.

The home is committed to empowering each child, recognising their potential, respecting their individuality, and helping them develop the confidence and resilience needed to move forward in life. At its core, the ethos is one of hope: believing that, with the right support, children can overcome adversity and thrive.

### **2 Culture**

Our culture is one of kindness, fairness, love and acceptance for children and staff.

Our home is a nurturing, safe, and inclusive environment where every child feels valued, respected, and empowered. It embraces a child-centred ethos that prioritises emotional well-being, stability, and personal growth, fostering a sense of belonging and community. Staff lead with compassion, consistency, and positive role-modelling, encouraging children to express themselves, build trust, and develop life skills. Celebrating individuality and cultural

diversity is central to the home's ethos, ensuring each child's background and identity are honoured while promoting mutual respect and understanding among all children.

We aspire for our children and staff to grow and learn whilst with us and offer opportunities for progress and the development of innate and new skills.

We believe that relationships are integral to the wellbeing of our children and seek to involve those family, carers and friends who are important to our children, wherever possible.

We believe that inviting outside opinion and scrutiny aids our learning and provides an extra level of safeguarding for our children. We therefore welcome constructive criticism and joint working with people and professionals involved with our children.

We are a learning organisation. Staff knowledge and skills will be continually encouraged through the provision of quality training and reflective practice. We will use supervision to develop insights and support our staff to continually develop.

The senior management team is available to staff and children and involved in the day-to-day life of the homes and are therefore able to support the manager to provide ongoing excellent care.

### **3 Quality and Purpose of Care**

At Willow House, we work with young people with emotional and behavioural difficulties to help them develop self-belief and resilience to eventually, successfully, transition into independence.

Willow House is a homely environment where our staff aim to provide consistency, security, love, and stability as would be received in a good, well-functioning family. We work collaboratively with children, professionals and families to ensure the care meets the child's current and ongoing needs. We will champion our children's rights for access to required services and support our children constantly to have their voice heard.

We aim to continually improve our service by learning from all experiences, reflecting on practice, both positive and negative, and acting on suggestions and observations from our children, staff and stakeholders.

We respect our children's privacy and their right to personal space, and belongings. We want our children to accept Willows House as their place of safety and security where they are free to express themselves safely, in a non-judgemental environment.

We aim to provide long term placements for all children at Willow House to help develop loving stable relationships and provide consistent, enduring care.

#### **3.1 Our Children**

The home provides care for up to 3 male and female children up to age 17 at the time of referral.

Staff at Willow House have the skills to care for children whose primary care needs present as emotional and/or behavioural difficulties (EBD) however we recognise the complexity of

young people's needs, which may also include mild learning difficulties, and those at risk of CSE, CCE, radicalisation and substance misuse.

Through long term, loving placements our staff support our young people to prepare for adulthood and to promote their future independence.

### **3.2 The Accommodation**

Willow House is in a residential estate in Rotherham. The property is a detached house with parking for 2 cars at the front with additional garage space. There is a small front garden and a larger enclosed garden at the rear for children to grow things and play in private.

There are facilities for 2 staff to sleep at the house each night ensuring children receive 24-hour care from consistent carers.

Each child has their own bedroom that they are encouraged to personalise and decorate to their own specifications.

There are two lounge areas ensuring that children can meet with their friends, family or professionals involved in their care in private. The space also ensures that children have separate, quiet areas to complete their homework as required.

The home is attached to Wi-Fi and children are able to use this in line with their risk assessment and care plans. The home has IT equipment that children can access for recreational and school purposes. The equipment can also be used to maintain contact with family, friends and others where face to face meetings are not possible.

### **3.3 Referrals**

The referrals process takes into consideration the needs of the young person and how our staff can meet their needs. We will also carefully consider the potential impact on existing young people.

We will work closely with placing authorities ensuring that the young person's needs are being met through shared working. Placing Authorities will be provided with regular analysis reports that will indicate how the young person is progressing and further reports as necessary, in relation to all aspects of a young person's life whilst living at the home.

### **3.4 Model of Care**

Willow House's model of care is based on PACE principles-playfulness, acceptance, curiosity and empathy. These principles, combined with our model of care ensure staff remain mindful of their actions and reactions to our children. It creates a calm atmosphere of tolerance and enquiry enabling our children to reflect safely with staff, forming attachments based on trust and feelings of safety. In turn this supports our children to develop greater resilience and self-worth.

Staff at Willow House care for and promote the wellbeing of all young people. We will develop strong, loving relationships with our children through holding them in mind in all that we do, listening to children and using patience and respect to enter their worlds and help them find ways to live successfully in society in general.

Staff encourage personal growth through positive role modelling and appropriate therapeutic parenting using our model of care and, where indicated, additional professional therapeutic interventions.

Standards of care will be set through an initial assessment process at the outset of the placement. This aims to provide clear and fact-based information about the child's strengths and needs to inform the initial review process and help develop appropriate risk, behaviour management, and care plans.

The Registered Manager will lead the development of plans through team input and ensuring the child's voice is reflected throughout. Plans will reflect emotional, physical and psychological needs. Essentially, we will build on the child's skills and abilities and to meet their current and future needs. Through our relational care, we will help the child develop their abilities to problem solve and develop resilience in the face of adversity.

We consider contextual issues when planning to meet individual need and ensure that families and friends are involved in care planning.

Reflective practice ensures that care remains in development as needs change. Through reflection, the home is a learning environment. Monitoring by the Registered Manager and the Responsible Individual assesses the impact constantly.

### **3.5 Equality and Diversity**

The home promotes individual cultural and religious preferences. The home supports diversity of religion and belief. Rotherham is served by CofE, Methodist and Catholic churches and local Mosque and Muslim Centres.

At our home, we are committed to promoting **equality, diversity, and inclusion** in every aspect of our care. We recognise and celebrate the unique backgrounds, identities, and experiences of each young person, ensuring that no child is disadvantaged or discriminated against on the basis of race, ethnicity, gender, disability, religion, sexual orientation, or any other protected characteristic. Our approach is rooted in anti-discriminatory practice, and we actively foster an environment where all children feel safe, respected, and empowered to express themselves.

Staff receive regular training to understand and challenge bias, promote inclusive values, and respond appropriately to the diverse needs of the children in our care. Through open dialogue, education, and positive role modelling, we aim to equip young people with the confidence and understanding to value diversity and contribute to a more inclusive society

Should any child have a need for an area or equipment to use to pursue their religious worship, this will be supported in all instances.

Our staff team is mainly of a white ethnicity. However, we continually seek to recruit from a diverse ethnicity to reflect our children's backgrounds and ensure a rich diversity within the home. The staff team consists of both male and female staff of differing ages.

We will only accept referrals for children where English is not their first language if we have identified specific, effective and sustainable means of communicating with that child. This may involve the use of translators, employing staff fluent in their first language and translation tools. We will also seek advocates and independent visitors who may be fluent in their language.

All young people will be able to access advocates and independent visitors, throughout their time at the home. These may be provided by the placing authority and in the absence of this service, private services will be sourced.

Zenith Care does not accept discrimination on any grounds and will pursue disciplinary action if required.

### **3.6 Complaints**

At Willow house, we are committed to creating a safe, nurturing environment where every child feels heard and respected. We actively encourage feedback and take all complaints seriously, recognising them as opportunities to improve our care. Our complaints procedure is clearly explained to children, their families, and professionals involved in their care, and is accessible in formats suitable for children of different ages and communication needs. Complaints can be made verbally, in writing, or anonymously, and we ensure they are addressed promptly, fairly, and with sensitivity. We maintain a clear timeline for responding and resolving concerns, and if a complainant is dissatisfied with the outcome, we provide guidance on how to escalate the issue to external bodies such as Ofsted. Our approach is child-centred, ensuring that no child is disadvantaged for raising a concern, and that all feedback contributes to the continuous development of our home and the wellbeing of those who live in it. At Willow House, we believe that complaints enable us to develop and learn and welcome them. We accept complaints from all parties involved with the child, the child itself and people from the local community.

The complaints policy is available to anyone on request and is available for all children in the Children's Guide. Staff go through the Guide with children when they first come to the home and ensure that the child understands how to complain.

Staff at Willow House aim to resolve complaints informally through immediate discussion and intervention wherever possible. If the complainant is not happy with the outcome, complaints can be pursued formally and/or at the complainant's request.

We believe that complaints are an opportunity for reflection, learning and the development of our service. We will keep all complainants informed throughout the investigation process and ensure that they remain supported throughout.

## **Views Wishes and Feelings**

### **4.1 Consulting with our children:**

At Willow House, we believe that meaningful consultation with children is fundamental to providing high-quality, child-centred care. We are committed to creating an environment where every child feels safe, valued, and empowered to express their views, wishes, and feelings. Consultation is embedded in our daily practice and takes place through a variety of structured and informal methods, including regular keywork sessions, house meetings, suggestion boxes, and spontaneous conversations during shared activities.

We recognise that each child communicates differently, so we tailor our approach to meet individual needs—this may include the use of visual aids, social stories, communication passports, or support from advocates and key workers. Staff are trained to listen actively and respond with empathy, ensuring that children feel heard and respected, even when their views differ from the decisions made.

Children are encouraged to contribute to decisions about their care, routines, activities, and the overall running of Willow House. Their feedback is recorded and reviewed regularly, and we ensure that outcomes of consultations are shared with them in a way they can understand—so they know their voices make a difference.

We also involve children in recruitment processes where appropriate, such as helping to develop interview questions or participating in informal meet-and-greets with potential staff. This reinforces their role as active participants in shaping the culture of their home.

Our approach to consultation not only supports children's emotional wellbeing and sense of belonging but also helps them develop confidence, communication skills, and a deeper understanding of their rights and responsibilities. At Willow House, we see consultation not as a task, but as a relationship—one built on trust, respect, and a shared commitment to making the home a place where children thrive.

### **4.2 Children's Rights**

Willow House adheres to the UN Convention on The Rights of the Child. In particular, Article 3 whereby the best interests of the child are a top priority in all decisions and actions that affect them.

To meet this, in Willow House, we ensure that we act as good parents and work with family and professionals, making decisions with and for the children based on whatever will support them to attain best outcomes. These underpin the care, risk management and behaviour support plans.

We promote the appointment of Independent Visitors for each of our children and will work with the local authority to secure their appointment.

All staff are trained in advocacy during induction and are encouraged to actively advocate for the children in the home and seek external advocacy wherever appropriate.

We ensure our children know their rights whilst living with us through personal discussions and support prior to, and during meetings and reviews, to ensure children's views and rights are promoted at all times.

We ensure that Regulation 44 Visitors, inspectors and other stakeholders are able to meet in private with our children as required. Any issues raised through these avenues will be addressed in a timely and transparent manner.

Complaints and day to day grumbles will also be addressed in a timely and transparent manner and will be used for reflection and learning.

## **5 Education**

Rotherham is served by several state-funded and private primary and secondary schools. These include a number of faith schools.

We work mainly with local children and always aim to use local education providers so children can develop friendships with local children and not have to travel long distances to school.

Staff attend school meetings to support children and ensure care and behaviour interventions are consistent across both settings where possible, in line with any PEP or EHCP in place. We monitor the plans and work with the placing authorities to ensure that these are kept up to date. We work with all professionals to ensure that PEPs are reviewed as part of the LAC review, in line with the requirements of the Children Act.

We work with schools to maintain placements including in-school staff support wherever appropriate.

We seek support from the Virtual Head in all instances where children are unable to attend school. We provide staff support and a quiet environment to any child working on-line and ensure that appropriate IT technology is available as required.

Any child with special educational needs is supported to receive and access appropriate local provision in line with their EHCP.

As part of our commitment to supporting the educational development of every young person in our care, we offer access to AQA-accredited qualifications within the home. These flexible, nationally recognised programmes enable children to engage with learning at a pace and level suited to their individual needs. Whether through Unit Awards, Functional Skills, or GCSEs, AQA provides a structured pathway that promotes achievement, builds confidence, and supports reintegration into mainstream education or progression to further learning. Our staff work closely with education professionals to ensure that each child's learning journey is meaningful, inclusive, and aligned with their personal goals.

At our children's home, we are proud to offer one full day of outdoor education each month as an integral part of our educational approach. This initiative is designed to enrich the learning experience by taking children beyond the classroom and into nature, where they engage in hands-on activities that support academic, emotional, and social development. Through guided exploration, physical play, and team-based challenges, children gain greater

self-confidence, improved physical health, and deeper connections with the environment. These days not only nurture creativity and resilience but also strengthen relationships and foster a sense of responsibility and community among the children. Our outdoor education days are carefully planned and supervised to ensure that every child benefits in a safe and meaningful way.

## **6 Enjoyment and Achievement**

Play and recreation are vital for development and mental wellbeing. At Willow House, we take every opportunity to share joyful experiences with our children. We encourage our children to play, providing toys and board games, books and comics.

Staff join in with play and seek opportunities to join in with special activities that the child may be interested in. These might include sports, youth clubs and special interests such as music or youth theatre.

We encourage hobbies and provide opportunities for children to explore new interests, especially within the local community. We encourage children to take part in community activities and enterprises to increase their participation in local events. We ensure sufficient funds are available for activities each week and encourage children to save towards any spends that may be needed whilst at the events-and we will match their savings.

We celebrate all achievements at Willow House. These range from taking part in a race, passing tests, having a birthday or two days without swearing! We use celebration to improve self-worth and belief and help our children understand how they are able to achieve their goals.

We record events and achievements through photographs, personal albums and journals and help children keep items of significance in keepsake boxes. We encourage, with their consent, children to have their photographs on display either in the rooms or in the home. We keep photographic records of children having fun with staff and others and use them when reflecting on good times.

We use incentives such as praise and super praise and working with us towards goals. We believe that once something is achieved or earned, it can never be taken away.

We aim to take our children on holiday each year. This may be within the UK or overseas depending upon their desires and risk assessments. All holidays will be fully staffed and achieved through the home's budget. Children are encouraged to save towards their spending money, and we match all savings.

All holidays are fully risk assessed and only experienced staff who have close relationships with the children will be permitted to attend. In all cases, the child's preference for specific staff will be considered although, depending upon assessment, not always met.

We ensure that sufficient funds are available for holidays for the staff and children including emergency funds should circumstances change.

Preparatory work carried out before the holidays should ensure that staff know how to access local emergency help, all transport arrangements and insurance in the event of an emergency.

## **7 Health**

Willow House does not provide any specific healthcare interventions. All children are registered with local healthcare services and receive their care via these services.

In addition to therapeutic parenting provided through application of our model of care, children will be able to access further therapeutic interventions as required, through outside, registered psychology services.

Staff assess and monitor health needs in line with the role of a good parent. They ensure that children access health services if they display signs of or complain about illness. They support children to take prescribed medicines and attend appointments as required.

At Willow House, supporting children's mental health is a fundamental priority. We strive to provide a safe, compassionate, and emotionally responsive environment where each child feels genuinely understood and valued. By working closely with mental health professionals and tailoring support to the individual needs of every young person, our dedicated team promotes emotional wellbeing, resilience, and personal growth. Willow House fosters a culture of openness and trust, empowering children to express themselves, heal from past experiences, and build a brighter, more confident future.

We ensure children are offered a nutritional diet and have access to sports and other healthy pursuits and take every opportunity to experience joy.

All children in the home will have the opportunity to engage in play therapy as part of their emotional development and wellbeing. A qualified therapist will visit Zenith Health Care on a regular basis to deliver therapeutic sessions tailored to the needs of the children. The therapist will also collaborate with staff to develop and support their approaches to managing and understanding children's behaviours. This joint effort is designed to foster a nurturing environment where therapeutic insight enhances care strategies and promotes a stable, supportive experience for every child.

The psychotherapist will integrate PACE approaches (Playfulness, Acceptance, Curiosity, and Empathy) from Dyadic Developmental Psychotherapy into the creative therapy ethos of the home by creating a relational, non-judgmental environment that fosters safety and trust. Through playful engagement, attuned curiosity, and empathetic responses, the therapist mirrors the home's therapeutic culture, supporting children to explore their inner worlds without fear of shame or rejection. This integration reinforces co-regulation, strengthens attachment, and encourages emotional expression, helping staff and children build deeper, more secure relationships within the care setting.

The therapist will support staff by modelling therapeutic approaches in interactions, offering regular reflective practice sessions, and providing guidance on trauma-informed responses. Through shared understanding and consistent use of therapeutic principles, the therapist will help staff build stronger, more attuned relationships with the children. This collaborative support enhances the overall therapeutic environment and promotes emotional safety and stability within the home.

Assessment and evidence of progress will be gathered through a combination of observational records, clinical notes, creative assessments (e.g., artwork or play themes), and feedback from staff and the child. Standardised tools such as the Strengths and Difficulties Questionnaire (SDQ) and 'Hopes and Expectations' and working with goal-based outcomes

may also be used to track emotional, behavioural, and relational changes over time periodically. Progress will be reviewed regularly in multi-disciplinary meetings to ensure therapeutic goals remain aligned with the child's evolving needs and care plan.

## **8 Positive Relationships**

Family time and relationships with friends and former carers are important to our children. Wherever possible we support visits both in the home and in the community. All staff will have training to ensure that they can keep children safe during these visits and support them to enjoy the visits.

All visit arrangements are fully risk assessed to maintain the safety of all parties with corresponding plans in place to ensure staff maintain consistency and are aware of any stipulations placed by placing authorities or learning from previous visits.

We provide all forms of communication that enable the children to maintain those relationships that are important to them. We use Teams, Zoom, phones, emails and other media messaging using safe practice and managing known risks. Where appropriate, we support young people to have phones to maintain contact independently, depending on the child's risk assessment. We provide a weekly budget of £5 for each young person to purchase mobile phone credit or data.

For those young people who do not have relationships outside the home, we work with the placing authority to provide an independent visitor.

We promote close relationships between staff and young people as part of our therapeutic parenting model. We work within these relationships to help children develop trust and form attachments which, in turn help them negotiate their personal relationships more safely.

We support our children to manage their fears and often time confusion about their relationships through therapeutic parenting principles embedded in our model and PACE principles. Where professional therapeutic intervention is needed to support particular children, Zenith Care will ensure that it is provided.

## **9 Protection of Children**

At Willow House, our safeguarding commitment goes well beyond compliance with national guidelines such as the NSPCC and Ofsted regulations; we've built a robust framework that exceeds these baselines. All staff undergo regular, in-depth safeguarding training, while systematic risk assessments, incident-reporting workflows, and meticulous record-keeping ensure nothing is overlooked. We track our performance through routine audits and inspection results, celebrating improvements and real-world examples where swift intervention made a tangible difference. Meanwhile, our holistic approach extends to family liaison and strategic partnerships with social services, schools, and health teams, creating a seamless network of care that keeps every child secure, heard, and supported.

Zenith Care has Child Protection policies and procedures available on request at Willow House. Copies of the local and placing authorities are also available on request. All internal policies are reviewed and updated annually.

Each child has individual plans that focus on personal safety and safeguarding. Staff undergo safeguarding supervision at least every 6 weeks where all aspects of safe care of our children are explored and actions agreed. We also have a strong focus on safety and safeguarding at monthly Team meetings and daily handovers.

Our management team audit care provision, documentation, incidents, complaints and accidents to ensure safe standards are maintained throughout the service. These audits are also used for continuous learning and service development.

## **9.1 Surveillance**

The company has an Electronic Monitoring Policy which is reviewed annually. This covers guidance and company expectation on the use of CCTV, door alarms and any other electronic monitoring used by our homes. The policy outlines that CCTV is used on external grounds and for security purposes only, if deemed necessary.

Internal door alarms are used with the agreement of placing authorities only and children are always made aware of them. The policy makes clear how they should be used and how privacy and protection is promoted at all times.

## **9.2 Behaviour support**

Zenith Care has a Behaviour Support Policy which is available on request at Willow House. The policy is reviewed and updated annually.

All young people living at Willow House are treated with respect and unconditional positive regard. This is fundamental to building positive relations between our staff team and children.

We promote positive behaviour, supporting children to understand how behaviour impacts not only on others but on themselves through reflective practice.

We seek to encourage positive behaviour through praise and reflection to develop self-awareness and promote self-management. We use our relationships with our young people to create trust and to ensure staff hold children in mind, recognising when their behaviour is out of character and being curious about the reasons for this. In this way, children's needs are pre-empted and addressed as soon as possible.

Where appropriate, we use individualised incentives. These will generally be aimed towards goals that the child may want to achieve such as going to concerts or other special events or buying themselves a Play Station/game. In each case we work with the children to set goals, and we always meet their contribution to ensure children can achieve.

Where children's behaviour negatively affects someone else, we work reflectively with them to help them understand the impact and with them and the 'victim' to find an acceptable way forward.

We do not punish children at Willow House. There are sometimes natural consequences to their behaviours, and we will work patiently and calmly with them to help them understand these and find better ways to manage their emotions and get their needs met in the future. This is part of our therapeutic parenting model and aims to help children develop their self-awareness and resilience.

### **9.3 De-escalation and Restraint**

At Willow house our first line of support is always skilled de-escalation: staff are trained to recognise early signs of distress, use calm, empathetic communication, and offer choice and space to defuse tension before it escalates. Should a situation become unsafe, we resort to physical restraint only as a last resort, in strict accordance with national best-practice guidelines. Every intervention is proportionate, recorded in detail, and reviewed immediately through reflective debriefs with the child and staff, ensuring learning and emotional repair. This balanced approach not only keeps everyone safe but also models respect, helping young people feel understood, empowered, and supported to develop their own self-regulation skills for life.

Our staff will only use restraint in the event that a child is in imminent danger of hurting themselves or others and cannot be prevented from doing so in any other way. This includes causing significant damage to property when, in the commission of that damage, they are in imminent danger of causing harm to themselves or others.

All staff are trained in positive behaviour support which focusses on de-escalation through remaining calm, patience and distraction. Training is repeated annually.

Any incident involving restraint is reviewed by the RM to assess whether all steps taken are in line with agreed strategies and to identify and explore any areas of potential concern.

Behaviour support plans are specific to each child based on their understanding, known triggers and reactions. These also identify if there are any specific concerns should restraint be used such as injury or past harm that may further trigger a child.

Staff and children's involvement and feedback is monitored by the Registered Manager and reviewed by the Responsible Individual looking for trends and frequency and any matters that might require further exploration.

### **9.4 Safeguarding structure**

At Willow House, safeguarding drives everything we do: we embed the Children's Homes (England) Regulations 2015 and the 'Working Together to Safeguard Children' framework in every policy, procedure and conversation, reinforced by regular Regulation 44 visits, internal and external audits, and multi-disciplinary incident-learning forums to ensure continuous improvement. All colleagues undertake comprehensive, ongoing training, benefit from rigorous supervision, and follow clear whistleblowing and confidentiality protocols that protect both children and staff who raise concerns. Individual risk assessments are living documents—regularly updated with each child's voice and changing circumstances—and extend into digital safety through robust e-safety education, filtering and online-risk management. We work closely with parents, community networks, social workers, health professionals and local safeguarding partners to co-produce protection plans, building a

cohesive support system around every child. By empowering young people to speak up and ensuring their views shape our practice, Willow House fosters a truly responsive, transparent culture of safety and trust.

All staff are trained up to L3 safeguarding and all senior staff up to L5. This is repeated annually.

The Designated Safeguarding Lead is the Responsible Individual who is responsible for:

- Day to day safeguarding arrangements
- Provision of advice and guidance on safeguarding matters
- Review and update of safeguarding policies and procedures in line with legislative changes and learning from events and inquiries
- Arrangement of and sometimes the delivery of safeguarding training
- Investigation and escalation of safeguarding matters
- Liaison with LADO where appropriate
- Maintenance of a safeguarding culture within Willow House and Zenith Care overall.

## **10 Leadership and Management**

### **10.1 Responsible Individual and Registered Manager**

The Registered Provider is Zenith Care Group Ltd. whose director is Simon Purkiss.

The registered address is: 534 Burnley Road, Rossendale, BB4 9LB

The Responsible Individual is Elizabeth Cooper

Email: [Liz@zenithcg.co.uk](mailto:Liz@zenithcg.co.uk)

Phone: 07487667934

The Registered Manager is Leanne Sykes based at:

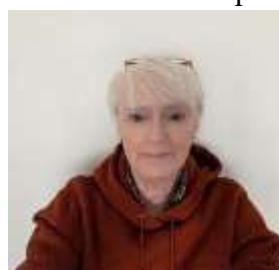
The Willows, 17 Heathland, Brecks, Rotherham, S65 3BJ.

Email: [Leanne@zenithcg.co.uk](mailto:Leanne@zenithcg.co.uk)

Phone: 07503059094

### **10.2 Relevant qualifications of RI and RM**

RI: Elizabeth Cooper



**Masters in Business Administration; RN/RSCN/RMN;  
Certificate in Education (Health and social care); Belbin Co-ordinator; Safeguarding L5 and various sector based training**

RM: Leanne Sykes



**L3 In Line Management  
CACHE Diploma Level 3  
NVQ L3Teaching Assistant  
NVQ L3 Diploma Health and social care (children);Enrolled on L5  
Diploma Children and Young People;**

**CPI Instructor**

**FAA Level 3 award in emergency first aid at work (RQF)  
PACE**

## **10.2 Staff**



**Senior: Melody Dillon**

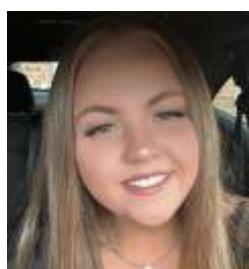
**Safety Intervention Foundation CPI  
FAA Level 3 award in principles of safeguarding and protecting  
children.  
FAA Level 3 award in emergency first aid at work (RQF)  
PACE  
Open University introduction to Child psychology  
Level 4 Children, young people and families practitioner**



**Senior: Claire Bramhall**

**NVQ Level 4 HSC (CYP Pathway)**

**QCF Level 5 Diploma in Leadership for Health and Social Care,  
Children and Young People's Services**



**Residential Support Worker: Billie Pearson**

**Safety Intervention Foundation CPI  
FAA Level 3 award in principles of safeguarding and protecting  
children.  
FAA Level 3 award in emergency first aid at work (RQF)  
PACE**

**Residential Support Worker: Dave Davies**



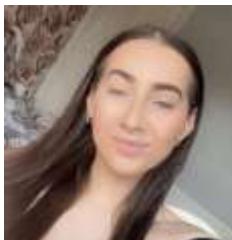
**Safety Intervention Foundation CPI**  
**FAA Level 3 award in principles of safeguarding and protecting children.**  
**PACE**  
**FAA Level 3 award in emergency first aid at work (RQF)**  
**Level 2 Information and communication technology (ICT)**  
**Level 2 NVQ in Team leading**

**Residential Support Worker: Katy Bakx**



**Safety Intervention Foundation CPI**  
**FAA Level 3 award in principles of safeguarding and protecting children.**  
**FAA Level 3 award in emergency first aid at work (RQF)**  
**PACE**

**Residential Support Worker: Casey Green**



**Safeguarding Level 2/3**

**Residential Support Worker: Sarah Thomson**



**Safety Intervention Foundation CPI**  
**FAA Level 3 award in principles of safeguarding and protecting children.**  
**FAA Level 3 award in emergency first aid at work (RQF)**  
**PACE**

## **10.3 Staffing Structure**

Director: Simon Purkiss

Responsible Individual: Elizabeth Cooper

Registered Manager: Leanne Sykes

Senior staff x 2

Care staff x 4

1x Hour contracts

## **10.4 Supervision structure and responsibility**

At Zenith Care, supervision is recognised as an invaluable management and safeguarding tool. Safeguarding is considered throughout every aspect of the process, considering the needs of the children and the ability of our staff to safely meet those needs.

At Zenith Care, effective leadership and professional development are at the heart of our practice. We are committed to maintaining high standards of care by ensuring that all staff and managers engage in monthly clinical supervision. These sessions provide a structured space to reflect on decision-making, discuss challenges, and uphold best practice principles, with a focus on trauma-informed care, safeguarding, and their own mental wellbeing.

In each supervision session, we focus on skill sets, staff development, staff competencies, staff attributes and any specific areas of concern.

Each supervision session will result in action plans that are reviewed at the start of the next session. Sessions are regularly reviewed by the Manager to ensure consistency and quality.

All staff at the children's home will participate in regular clinical supervision as part of their employment and professional practice. These sessions provide a structured and reflective space to explore care strategies, strengthen safeguarding practice, and support the emotional resilience of both staff and the children. Supervision will take place monthly and be delivered by a qualified supervisor, with confidential records maintained in accordance with policy. Engaging in supervision is a core expectation for all staff and directly contributes to the standard of care provided within the home

- All supervisors receive training which is revisited every 2 years.
- All staff receive supervision once every 6 weeks unless sickness or annual leave dictates otherwise. All supervisors receive supervision training.
- All staff have supervision contracts explaining the purpose and processes involved.
- During probation, all staff receive fortnightly supervision.

- The RI receives external supervision and also has regular organisational supervision with the RP.
- The RI supervises the RM
- The RM supervises both Senior staff
- Seniors supervise carers.

The RM is responsible for maintaining a supervision matrix and ensuring that appropriate supervision is provided for all their team. The RM may occasionally provide carer supervision as fit.

The RI is responsible for ensuring supervision is consistent and impactful across Zenith Care through regular auditing.

The RI is responsible for providing and maintaining supervision policies and processes.

Each member of staff receives an annual appraisal based upon their annual performance and the contents of their supervision sessions. A skills gap analysis is used to identify core skills at the start of their career and is revisited during regular supervisions and as a basis for appraisals.

## 11. Care Planning

### 11.1 Admission process

There are stages to the company and home referral procedures. The first is a review of referral information by the RI and manager to identify which children will best benefit from our care. The RM and team then carry out an impact assessment prior to offering a placement.

The home does not accept emergency referrals. We aim to have robust transition plans in place to allow young people to familiarise themselves with the staff, environment and other young people prior to placement.

The manager or senior will always be available in the home when a child moves in to ensure that placements have a smooth transition. Staff from previous placements are encouraged to attend during transition to allow the young person to settle in.

The Registered Manager notifies the local authority in writing of any admissions to the home for young people who live outside the local authority area. In addition, the registered manager must also notify their local authority of any discharges.

Should we accept a Planned Admission into Willow House we expect/require the following paperwork from the LA/ Guardians, Parents upon admission.

- Up to date LA Care Plan
- Up to date LA Agreement of placing the young person in to our care.
- All previous medical information / LAC Medicals

- Previous Educational Details
- Personal Education Plan
- If a child is moving from another Children's Home, previous missing from care risk assessment, Daily log sheets, incident reports and behaviour support plans.
- Up to date Contact plans for the young people
- Information on court orders
- All medical agreements
- Any form of Medication and current Health professional Details
- Agreement contract plans to be signed at the home.
- Any form of Identification the young people may have to help open bank accounts etc.

## 12 Care Plans

Following admission, each child will have a period of assessment lasting approximately 6 weeks, prior to their initial placement review. This assessment will take into account all of the information provided prior to placement but further reflect staff observations and the child's voice.

During the assessment period, staff will consider the child's strengths and abilities and needs in relation to their:

- physical needs including self-care and hygiene
- emotional needs including mental health and wellbeing
- speech and language
- social needs and abilities
- risky or worrying behaviour

Staff will consider the child's developmental age, understanding and contextual issues when identifying areas of support and intervention, and aim to build on existing skills and attributes whilst developing resilience and self-belief.

Following this period of assessment, every child in Willow House will have an individual care plan specific to their needs. Plans are developed by the team and incorporate the views of any other professionals involved with the child where possible.

Each plan reflects:

- the placement outcomes identified by the placing authority
- the assessed needs and strengths of the child.

Plans are reviewed every month and updated to reflect and change as they occur.

In addition, and complementary to care plans, Willow House assesses the child's more worrying behaviours that may expose them to unacceptable risk. Plans are in place to support

the child to develop strategies to manage their own risk and also to indicate where staff may need to intervene to keep a child safe.

At Willow House, we believe that risk cannot be eliminated and exposure to risk promotes learning. We are therefore risk-sensitive as opposed to risk averse and work with our children to promote learning about recognising risk, how to seek help and how to learn when things go wrong.

As with the care plans, these are reviewed monthly and updated as situations arise or needs change.

<b>Reviewed on 26.01.2026</b>	