

STATEMENT OF PURPOSE

BRITREE

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1. Introduction

Mission Statement

At Britree, our mission is to meet the identified needs of each child in our care. We are committed to helping them overcome their difficulties, fulfil their potential, and achieve the best possible outcomes. To achieve these objectives, we believe that each child requires:

A Safe and Nurturing Environment: We provide a care environment that is safe, stable, nurturing, and non-judgmental. Our goal is to create a space where children feel secure and supported.

Compassionate and Understanding Carers: Our dedicated carers are firm in their approach yet understanding and compassionate. They genuinely enjoy caring for children, fostering positive relationships.

Thoughtful and Informed Therapeutic Programs: We take a thoughtful, considered, and informed approach to the development and implementation of therapeutic care programs tailored to meet everyone's unique needs.

Our commitment to professionalism ensures that we maintain the highest standards of care, while our focus on progress drives continuous improvement. Together, we create a place where children can thrive, grow, and build a brighter future. We place the child at the centre of our ethos and understanding.

Remember, this mission statement serves as a guiding light for our actions, decisions, and interactions within our residential home.

Our Statement of Purpose must be made available to any residing child, to all members of staff, any placing authority, the parent/carer of a child and to any representative of Ofsted, this document is available through alternative methods of communication when required and requested.

It is particularly important that all members of staff are familiar with the contents of this Statement of Purpose. Where there are specific procedures referred to within this statement, the full procedures can also be made available to any person placing children within the service and the children themselves. Inspectors from Ofsted will require to see evidence that the procedures are being followed.

1.1 Karoo Group

Karoo Group operates registered homes offering solo, dual, emergency, and respite care for children aged 8 to 18 (at the time of referral), ensuring that each placement is tailored to meet individual assessed needs.

We are committed to delivering high-quality care that integrates **Positive Behaviour Support** and **Trauma-Informed Practice**, fostering resilience, emotional wellbeing, and personal growth. Our staff team builds meaningful, trusting relationships underpinned by the **PACE ethos** (Playfulness, Acceptance, Curiosity, and Empathy), ensuring that each child feels safe, respected, and valued.

In line with the Children's Homes (England) Regulations 2015 and the Quality Standards, we actively promote inclusion, equality, and diversity. We recognise and celebrate each child's unique strengths, culture, and identity, providing personalised support that enhances self-esteem and belonging.

Working in close partnership with placing authorities, families, and multi-agency professionals, we ensure that care planning is consistent, evidence-based, and focused on achieving positive, measurable outcomes. Our role is to equip each child with the skills, confidence, and opportunities needed to prepare them successfully for adulthood. We provide clear guidance, structured routines, and encouragement at every stage, supporting purposeful progress and ensuring each transition is carefully planned and effectively managed.

2. Quality and Purpose of Care

2.1 Position Statement

Britree will adhere to working collaboratively with South Holland / Lincolnshire LA.



Britree provides accommodation on a short, medium or long-term basis for a maximum of two children at any one time, it may also be used as a solo provision. Britree is a home for complex children who may have emotional, social, and/or behavioural difficulties as a result of past emotional or physical trauma and may display moderate learning difficulties, have a history of selfharm, sexual exploitation, absconding and/or antisocial or persistent offending behaviour that may present with drug and/or alcohol issues. Children who come to the home on a DoLS Order will be kept safe as the home is purposely built to enforce a DoLS with lockable doors and windows.

If used as a 2-bedroom home the detailed matching process including Impact Risk Assessments, Matching of Children's Needs and Transition / Matching Plans will ensure that the two children living at the property will be able to live together harmoniously.

Britree can offer a home to children of any gender ranging from 8-18 years old at the time of admission.

Britree employs staff who have the expertise, commitment, and values to support children to develop their skills and confidence, to make choices about how to live their lives and improve their opportunities to engage with and contribute to the community.

Each child is very much an individual and it is recognised by all the staff team that each child brings with them particular experiences and preferences, and each holds unique hopes for the future - because of this approach, each child receives support on an individual basis as they work through the issues that either they or the placing authority have identified. Most learning and support will take place through various methods which include but are not exclusive of staff role modelling, hands on experience, question and answer sheets, pictorial quizzes, tick lists, reflective discussions, observations, workbooks, e-learning and establishing healthy daily routines. The aim is to increase skills and confidence in areas identified as being detrimental to child functioning, whilst at the same time ensuring children are not overwhelmed with the programme of support.

2.2 Ethos of the Home

Britree will be registered with Ofsted. We believe in providing a wide range of engaging, bespoke, wholesome activities that cater to the varied interests and abilities for each child. Our inclusive approach ensures that every child feels valued and respected, regardless of their background or individual differences. We celebrate equality and diversity upon each given opportunity and encourage children to appreciate and learn from each other's unique perspectives and experiences.

We incorporate Positive Behaviour Support (PBS) and Trauma-Informed practices in our care. PBS helps us understand and support challenging behaviour in a constructive way, focusing on improving quality of life for each child. Trauma-Informed practices ensure that our staff are sensitive to the effects of trauma, providing care and support that promotes healing and resilience. Our staff team strive to build loving, engaging, caring relationships with all children we support.

We foster an environment where children feel safe, happy, healthy, and cared for, enabling them to grow and thrive. Our support helps them achieve their potential, guided by our PACE approach. We are committed to working collaboratively with a wider network of professionals for each child. We also strive to engage with the child's families and communities to maintain connections and understand past issues. We have high expectations of our staff team and fully support them in their roles as decision-makers, supportive adults, and activity leaders. Our staff and managers receive comprehensive training and engage in ongoing learning through our training and development program.

2.3 PACE

PACE stands for Playfulness, Acceptance, Curiosity and Empathy. It is a therapeutic parenting approach developed by Dr. Dan Hughes and widely recognised as good practice in supporting children who have experienced trauma, neglect, or disrupted attachments.

In our home, staff use PACE to create a safe, nurturing, and supportive environment where children feel valued, respected, and understood. The approach helps children build trust in adults, develop positive relationships, and regulate their emotions.

- Playfulness encourages joy, warmth, and connection, helping to reduce fear and defensiveness.
- Acceptance communicates to the child that their thoughts, feelings, and experiences are acknowledged without judgment, even if their behaviour needs to be safely challenged.



- Curiosity helps staff to understand the child's inner world by wondering, without blame, about the reasons behind their feelings or behaviours.
- Empathy ensures that children experience compassion and emotional atonement, which promotes healing and resilience.

Using PACE supports the principles of the Quality and Purpose of Care Standard (Regulation 6), the Positive Relationships Standard (Regulation 11), and the Care Planning Standard (Regulation 14). It underpins our commitment to providing trauma-informed care that meets each child's individual needs, strengthens attachments, and promotes positive outcomes.

It is important for a child to have consistent and regular contact with family, friends, and significant others where appropriate. Every effort will be made to enable and encourage contact, where agreed, within the Placement Meeting, these arrangements will be drawn up within the child's Placement Plan. In cases where there are restrictions on contact, imposed for the protection of the child, these will be clearly stated. The home can provide support by way of facilitating travel, supervising contact, or having family and friends enjoying contact in the home.

2.4 Description of Accommodation

Britree is a spacious 3-bedroom detached bungalow sitting in a generous 0.7 acre plot with a private gated driveway for up to 6 vehicles and a large, grassed garden to the rear. The home has undergone extensive refurbishment and finished to a high quality to support the needs of individual children with complex needs.

Being a bungalow, Britree has all its living space contained over one floor with a large loft which can be used for storage. There are three bedrooms in total - one for each child and a staff bedroom with an ensuite. If the property was utilised as a solo provision, there would be a spare bedroom which may become a second staff bedroom, the child will have their own bathroom (a wet room) that the staff are not to use. The accommodation has communal areas consisting of a kitchen equipped with appliances that would be commonplace within a standard family home, a lounge/diner and a large, grassed garden accessed via double doors from the lounge. The staff office is situated to the front of the home and will have its own front entrance meaning visitors do not need to walk through the home. The large rear garden will be ideal for sporting activities, games and outdoor dining, and to the front of the home the newly laid and widened driveway is large enough for up to 6 cars and space for a turning circle. CCTV and emergency lighting are in place around the external of the property.

2.5 Location of the Home

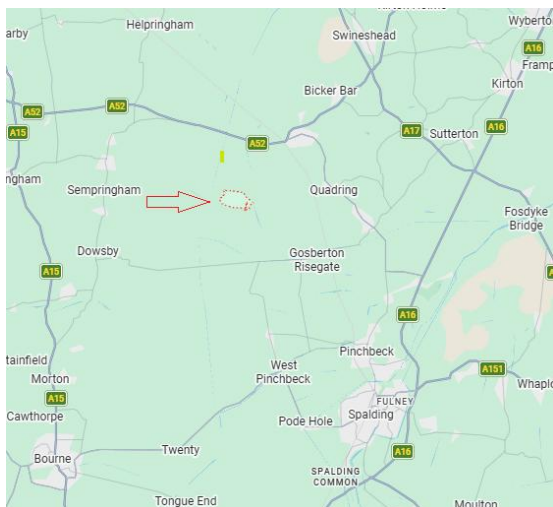
Britree is situated in the rural village of Quadring, within the South Holland district of Lincolnshire. The village offers a quiet, community-based setting whilst remaining within easy reach of larger towns and the wider range of services and amenities they provide.

Quadring is located on the A152, providing convenient road links to Spalding, Boston and the surrounding towns and villages. Local amenities and services are available within Quadring and the neighbouring villages of Gosberton and Donington, with Spalding approximately 7 miles away providing access to a wider range of supermarkets, shops, healthcare services, leisure facilities and community resources. Public transport is available within the village, with bus stops located within walking distance of the home. The nearest railway stations are at Swineshead and Spalding, both approximately 6–7 miles from the area.

The location of Britree provides young people with the benefits of a quieter rural environment whilst maintaining good access to education, healthcare, leisure opportunities and the wider community. The surrounding countryside and nearby villages also provide opportunities for outdoor activities and community engagement, while the proximity of Spalding ensures that young people are not isolated from the services and facilities they may require.

Overall, the location offers a good balance between a calm and homely environment and accessibility to the wider community, supporting young people to develop independence, access appropriate services and participate in meaningful activities.





2.6 Supporting Cultural, Linguistic and Religious Needs of the Child

The Registered Manager and all staff at the home believe in promoting identity and will always consider the racial, religious and cultural and linguistic needs of each child when determining how we will meet their needs throughout their time at the home. We don't only do this because it is a requirement of law, we do it because it is our own personal belief that all children are cared for in a child focused manner. We are committed to establishing a group living community within the home which is free of prejudice, and which has an understanding and tolerance for difference. We believe in sharing experiences because we have all learnt from others at some point in life.

A child's cultural background is fundamental to their identity and as such needs to be maintained and encouraged. Staff at Britree will support all children to learn about diversity and the importance of understanding others who have different backgrounds and different language.

Some of the ways staff will support each child to appreciate difference is by:

- Promoting cultural and linguistic identity and giving them a platform to share their experiences with others.
- Giving positive images of their identity.
- Preparing for the society in which they are growing up in.
- Staff education and allowing the child to learn about and share ideas of their own, staff and other wider cultures.

When any child is placed in the home, the staff team will identify ways in which it can actively maintain and develop a child's cultural preferences. We will do this by:

- Finding out about foods that the child may like to eat (special dietary requirements), ordering this food in preparation for meal planning.
- Finding out about essential cultural customs, like hair and skin care.
- Finding out about the rules of specific religious observance.
- Staff will research and involve themselves and the child in areas which reflect the child's heritage.
- Encourage each child to keep contact with members of their original community, staff facilitating introductions – where this is appropriate.
- Learn about the historical foundations of the child's culture and share these with the child.



- Run numerous special occasions and events involving the child in all planning.
- Staff will support the child with their linguistic needs.
- Staff will assist the child to obtain language support where and when required.

Staff are trained in Equality and Diversity. Staff will act in a professional and courteous manner, being aware of their own mannerisms whilst also examining their attitudes to ensure that they role model positive behaviours to children on acceptance of diversity and promoting equality within the home.

Advocacy

Where a person identifies that a child should be provided with an advocate this will be sourced independently from The National Youth Advocacy Service (NYAS) details are (0808 8081001 www.nyas.net). In most cases children will have access to advocacy services through the placing local authority.

2.7 Arrangements for Dealing with Complaints

Via clear Policies and Procedures, we endeavour to ensure good practice in dealing with concerns and complaints to improve our service to children, their families and local authorities that have commissioned our service.

Children will feel able to make a complaint without fear if they are unhappy with any aspect of the home or the care and support, they are receiving. Any complaint is addressed seriously and without delay. The Children's Guide will explain to them how they can make a complaint, this guide is given to each child when they move in and staff will explain the guide to them.

All complaints, whether made verbally or in writing are recorded on a Complaints Form and kept on the child's case file as a formal record, available to the child, their IRO, Advocate (if applicable), Social Worker and to Ofsted.

The home will support children to have access to an independent advocate, to enable them to have someone autonomous to engage with and inform them of their rights.

Within the home, there is information available of services able to support each child (e.g. Children's rights, NSPCC etc.), should they need or want to seek advice away from the team within the home.

If a child wishes to raise a concern with an outside professional the following contact details are made available to them:

- Registered Manager TBC
- James Sisk, the Responsible Individual for the home can be contacted on 07498890019 or jamesisk@karoogroup.co.uk
- [OFSTED](#) contact details - OFSTED, Piccadilly Gate, Store Street, Manchester, M1 2WD. Tel: 03001234666
- Their social worker or IRO – details of which are kept on file and accessible to them.
- First Response – 08001313126

2.7 Safeguarding

Safeguarding our children is our ultimate responsibility at Britree. The home has all policies in place including a comprehensive Safeguarding Policy. There are systems in place to promote the safety and welfare of children and to ensure they are protected from all types of abuse which are known and understood by all staff, as per Britree's safeguarding policies and procedures and statutory requirements.

The home has a copy of Lincolnshire's Safeguarding Children's Board Procedures which the home adheres to, and all staff have access to. If the home is used by a different local authority, we will request the Safeguarding Procedures of that local authority.

All staff at Britree are subjected to a rigorous vetting process as per the Safer Recruitment Guidance and DBS requirements.

- Staff are trained in child protection including identification of possible or suspected abuse and action to be taken in all cases of safeguarding.



- Staff operate in a contained environment and can always monitor the actions of others, whilst being aware of what constitutes as both good and bad practice.
- All staff at the home are aware of the growing dangers involved with children accessing the internet and the continual improvements in commutative technologies. Consideration is always given to the individual circumstances of children in watching or accessing social networking sites and using the internet and age restriction software will be placed on the home's computers. Staff at the home shall also ensure that any visual content on TV or other media materials are of the suitable age to the child viewing them.
- There is an on-call system for the home which provides staff with the opportunity to contact a Senior, Registered Manager, or Responsible Individual at any point throughout the evening or night.

Only the highest possible standards are acceptable from members of staff in working in line with the home's policies and procedures. Any allegation of sexual, physical or emotional abuse will lead to a full investigation and, if substantiated, would lead to instant dismissal. Such dismissal will be reported to social services, Ofsted and, if a criminal offence has been committed, to the police.

The Registered Manager will refer all allegations to the [Local Safeguarding Children's Board](#) and to the Local Authority of the child. The LADO will take the lead role in any safeguarding investigation.

2.8 Missing from Home

Britree has a comprehensive Missing from Home Policy in place which is acted upon should a child go missing from our care. The home also works closely with Lincolnshire Constabulary during a missing episode, and we always follow the Philomena Protocol. The Philomena is a live document which is updated regularly and sent to the police along with a recent photograph when a child goes missing.

3. Views, Wishes and Feelings

3.1 Approach to Consulting Children on Quality of Care

At Britree, we recognise that every child has fundamental rights in all aspects of the care they receive. These rights are safeguarded through clear policies, procedures, and everyday practice. We are committed to ensuring that our children have a genuine voice in how the home is run, and that their views are respected, considered, and acted upon (where appropriate) in shaping their environment and experiences – ensuring the child's voice is validated at each and every opportunity.

Children have the right to express their opinions, to be listened to, and to understand the rules and expectations within the home so that everyone can enjoy a safe and positive living environment.

We promote participation and consultation by:

- Individual key work sessions – providing regular opportunities to listen to and understand each child's needs, wishes, and feelings.
- Children's meetings – held bi-weekly, creating a safe space for everyone to contribute ideas, raise concerns, and make suggestions about how the home is run, however this can happen at the child's wish if requested.
- One-to-one discussions and feedback tools – including anonymous questionnaires, quality audits, and advocacy services, ensuring all voices are heard.
- Management engagement – through regular consultation with each child, placing authorities, and independent visitors to review the quality of care provided.

Our role is to support children through significant changes and challenges, helping them build resilience, positive relationships, and constructive behaviour. Staff act as positive role models, encouraging respect, equality, and understanding of the diverse cultures and beliefs within the home, local community, and wider society.



3.2 Anti-discriminatory Practice in Respect of Children

At Britree, we are committed to meeting the Equality and Diversity Standard as set out in the Children's Homes (England) Regulations 2015. We ensure that no child is treated less favourably because of their religion, culture, ethnicity, gender, orientation, ability, or background. All children are supported to develop a positive sense of their own identity and to respect the identity and beliefs of others.

Children are actively encouraged to celebrate diversity and difference. Discriminatory attitudes, language, or behaviours are challenged by staff and addressed through individual and group work to promote learning, reflection, and tolerance. Monthly cultural themes and activities within the home provide opportunities to explore and celebrate different traditions, beliefs, and communities.

We are committed to ensuring that:

- Every child has equal access to opportunities and experiences.
- Children are supported to take pride in their individual heritage, culture, and identity.
- Any form of discrimination—towards children, staff, families, or stakeholders—is promptly challenged and addressed.
- Staff receive regular training in equality, diversity, and inclusion, with refresher courses to maintain best practice.
- Staff themselves are treated fairly and equitably, with equal access to training, development, and career opportunities.
- Children living at Britree are fully aware of their rights and know how to raise concerns. They are provided with information and support to access:
 - Social Care link
 - Independent advocacy services (including the National Youth Advocacy Service – NYAS).
 - Their Independent Reviewing Officer (IRO).
 - Ofsted, should they wish to raise concerns about their care.

By embedding equality, diversity, and inclusion into daily practice, Britree creates a safe, respectful, and nurturing environment where children can grow into confident individuals, tolerant of others and proud of their own identity.

3.3 Children's Rights

In line with The United Nations Convention of the Rights of the Child (UNCRC), Karoo Group believes that all children have basic needs, and it is their universal right to have these met to ensure each child can develop to their full potential.

4. Education

4.1 Management of Education

At Britree, we place strong emphasis on education as a foundation for each child's future. We follow the principles of the Children Act 1989, Children Act 2004 and Promoting the education of looked after children ([2018](#)), ensuring every child has access to suitable education or training as soon as they join us.

Where possible, children attend local mainstream schools or colleges. Where this is not in their best interests, we work with professionals to identify alternative provision tailored to their needs.

We collaborate with schools, Virtual Heads, and other professionals to ensure that each child has an up-to-date Personal Education Plan (PEP) or Education, Health and 'My Plan' (EHCP), this includes clear targets, strategies for support, monitoring of attendance and progress, and transport arrangements. Staff play an active role in supporting learning, attending school meetings, and maintaining close links with education providers.

Each child has an educational file containing their plans, timetables, reports, attendance records, and achievements. Staff encourage participation in homework, extracurricular activities, and wider learning opportunities such as libraries and community projects.



Incentives are in place to reward commitment and progress.

Our commitments include:

- Ensuring smooth school transitions by providing uniform, equipment, and early contact with schools.
- Monitoring attendance, behaviour, and progress.
- Providing a quiet, well-resourced study area in the home.
- Supporting homework and attending parents' evenings.
- Promoting personal interests, extracurricular activities, and use of local resources.
- Arranging structured learning for children not in school, supported by tutors and professionals until formal provision is secured.

We believe all children deserve:

- Equal access to education.
- Aspirations for success.
- Stability and continuity in their learning.

Britree provides a nurturing environment where education is valued and celebrated. Our staff are committed to helping children achieve their potential, develop resilience, and prepare for independence and adulthood.

4.2 Special Educational Needs

At Britree, we support children with a Special Educational Needs (SEND) Statement or Educational Healthcare Plan (EHCP). We provide a structured, stimulating environment where every child is valued, included, and supported to reach their full potential. Staff help children access all specialist provision identified for them. If a child is excluded from school, we work to support their return as soon as it is appropriate and agreed that their educational needs can be met.

We recognise that every child is unique, developing at their own pace and facing individual challenges. We work closely with parents and external agencies, regularly monitoring and reviewing our policies and practices.

Children with SEND are treated with respect and as individuals. Discrimination or negative attitudes are addressed promptly, and we actively seek advice from relevant agencies to meet each child's needs. Staff from the home attend Annual Reviews of SEND Statements or EHCP's to ensure continuity of support. All educational needs are met in line with our Education Policy.

5. Enjoyment and Achieve

5.1 How we Ensure Children Enjoy and Achieve

At Britree our children are encouraged to participate in leisure activities that reflect their race, culture, language, religion, interests, abilities, and any disabilities. Individual interests and talents are supported, enabling children to develop their skills.

Special occasions such as birthdays, cultural, and religious festivals are celebrated when appropriate. Children are encouraged to plan their leisure activities and special events with staff support. Family connections are also maintained through celebrations like Christmas, Mother's and Father's Day, with opportunities to make or purchase gifts and cards for loved ones.

The local community offers a wide range of activities, including leisure centres, youth clubs, sports, and voluntary organizations. Children can take part in swimming, badminton, squash, tennis, football, cycling, walking, ice-skating, rollerblading, Go-Karting, horse riding, dance, music, and singing lessons. Staff identify suitable activities, which are appropriately risk assessed.

Children are encouraged to engage in reading, arts and crafts, music, poetry, creative writing, and other creative pursuits. Resources are available within the home to support these interests. Staff work with each child during keyworker sessions and meetings to plan activities and explore new hobbies.



Participation in community activities, such as youth clubs, scouts, or specialized events for children with learning or physical disabilities, is encouraged to help build friendships and social skills outside the home.

Karoo Group recognises the cultural needs of children from diverse backgrounds. Staff liaise with specialist agencies and community groups to meet health and cultural requirements and promote multi-cultural awareness. Support is provided for children to maintain their religious practices, including access to necessary materials and local faith communities. The home provides culturally appropriate meals, including halal options, and educates each child to promote cultural understanding.

Mealtimes are a chance for the staff and children to come together and enjoy a home-cooked meal around the table. Our children are encouraged to join in the preparation of meals and taught how to bake delicious cakes and pastries and to cook a wide variety of meals.

6. Health

6.1 Arrangements to Protect and Promote Health

Britree is committed to ensuring the physical, emotional, and mental well-being of all our children. Staff support each child's health needs, providing guidance, advice, and care throughout their stay.

Admissions and Health Registration:

Upon admission, children are registered with a GP, dentist, and optician. Consent for medication and emergency treatment is obtained from those with parental responsibility. All visits, treatments, and medications are recorded in individual health records.

Medication and Medical Care:

Medications, including non-prescribed drugs, are securely stored and administered according to policy. Individual protocols are in place for medical conditions such as asthma or ADHD, with specialist support provided to the child and staff. All staff are trained in first aid, medication administration, and treatment of minor illnesses.

Health Plans and Clinical Support:

Each child has an individual Health Plan covering their medical history, immunisations, appointments, treatments, preventative measures, allergies, dental, hearing, or optical needs. Staff at Britree have access to a clinical team who can advise, attend MDT meetings, and support therapeutic interventions to meet each child's mental health needs.

Specialist Services and Education:

Children can access CAMHS and receive age-appropriate advice on health, drugs, sexual health, and well-being. Keyworker sessions, child's meetings, and one-to-one sessions support education and decision-making. 'Drug & Alcohol' and 'Sexual Health' champions liaise with external agencies to provide additional support.

Healthy Lifestyles:

We promote healthy eating, including five portions of fruit and vegetables daily, and encourage regular physical activity.

7. Positive Relationships

7.1 Promoting Contact Between Children, Families and Friends

We actively promote and facilitate safe, meaningful contact between children and those who are important to them, in line with their care and contact plans. Staff encourage and support children to maintain relationships with family, friends, and social workers, and ensure they are involved in key decisions about their future.

Children have access to private communication, including telephone, email, and post, unless restricted for safeguarding reasons, in which case the placing authority will be consulted, and the child informed.



We welcome visits from family, friends, and professionals, and ensure these are planned and supported to meet the needs of the child and maintain their safety and wellbeing. Where direct contact is not possible, alternative arrangements (e.g. independent visitors or virtual contact) will be facilitated.

Staff remain mindful of the emotional impact of contact and provide support before, during, and after visits. All decisions are guided by the child's 'My Plan', the placing authority, and safeguarding considerations.

Children are supported to:

- Experience safety and stability
- Maintain and develop positive relationships
- Participate in family and community life
- Form healthy attachments
- Build independence and achieve success

8. Protection of Children

8.1 Monitoring and Surveillance

Britree is protected by CCTV covering all external areas of the property. There is no CCTV inside the property. All areas externally are also covered by timer-controlled security lights. The four external doors of the property in the entrance, kitchen lounge and office are lockable and can be locked at night in accordance with individual 'My Plans' of each child. During the night there will always be a minimum of one waking night staff, up to a maximum of three.

Our children are monitored constantly for their safety, in accordance with individual 'My Plans'. During the night, observation can range from constant to every few minutes to every thirty minutes, to ones an hour.

8.2 Approach to Behavioural Support

Our children are cared for within an ethos of unconditional positive regard, where they are respected, supported to understand their rights and responsibilities, and encouraged to develop positive and socially appropriate behaviours.

We prioritise rewarding and reinforcing positive behaviour, helping children build resilience, coping skills, and self-regulation, this is achieved through warm, consistent relationships with staff and, where appropriate, input from our clinical partners to ensure that behaviour support is individualised and effective.

A clear Behaviour Support Strategy is in place, developed in consultation with staff and children, this promotes routine, stability, and healthy lifestyle choices, with a focus on encouragement and recognition of progress.

When a child displays behaviour that is unsafe or unacceptable, restorative approaches are used to support reflection, learning, and positive change. These practices are not punitive; they are fair, proportionate, age-appropriate, and consistent with the child's 'My Plan' and the ethos of the home.

All restorative practices must be:

- Legal and ethical
- Appropriate to the behaviour and circumstances
- Relevant to the child's age, understanding, and 'My Plan'
- Enforceable, achievable, and proportionate
- Applied promptly and fairly
- Reviewed regularly

Examples of restorative practices include:



- Increased supervision and support
- Curtailment of leisure activities (short-term and proportionate)
- Temporary withdrawal of privileges
- Additional shared household tasks
- Reparation (e.g., repairing or replacing damaged items, with payments never exceeding one-third of a child's allowance and for a limited duration)
- Educational or reflective tasks to promote learning and understanding

This approach ensures that children are cared for in line with the Quality and Purpose of Care, Positive Relationships, and Protection of Children Standards, supporting both their safety and their personal growth.

8.3 Management of Restraint and Physical Intervention

All staff are trained in behaviour management techniques underpinned by the principles of Positive Behaviour Support (PBS) and the General Services Association curriculum. All approaches are consistent with the Restraint Reduction Network Guidance. Physical intervention is based on the principle that 95% of incidents should be managed through de-escalation, with restraint only considered as 'a last resort'.

Staff use a range of de-escalation strategies, including describing observable reality, proximal praise, humour, distraction, limited choice, clear direction, carer swap, support, reminders of consequences, and reassurance. Consequences and rewards are implemented in line with the authoritative parenting model (high warmth, high control). Any consequence is creative, proportionate, and appropriate to the child's actions, and is set out in the home's rules, the individual behaviour management plan, or the child's risk assessment.

Staff are fully aware of non-permissible sanctions outlined in Regulation 17(5) of the Children's Homes Regulations 2015 and have signed statements confirming compliance.

Use of Physical Intervention

Physical restraint will only ever be used when absolutely necessary to prevent harm and only after all de-escalation strategies have been exhausted. Staff are trained to remain calm, give personal space, and request support from colleagues when a child shows signs of escalating risk.

All General Services techniques used in the home are compliant with statutory requirements and available for review within the home.

Staff conduct during incidents

Staff are trained to manage behaviour safely and respectfully, they must never:

- Lose control, lash out, or shout at children.
- Enforce compliance over trivial matters.
- Make threats, intimidate, ridicule, or humiliate the child.
- Confront behaviour in front of peers or in ways that corner a child.
- Inflict corporal punishment or use any physical force as punishment.
- Restrict food, drink, family contact, visits, or access to advocacy/counselling.
- Make unrealistic warnings or continue reasoning once a child has lost the capacity to process.

Post-Incident Review

After any physical intervention, a restorative debrief takes place at a suitable time - allowing the child to recover while the incident remains fresh, this supports reflection, helps the child explore their feelings, and encourages the development of safer strategies for the future.



9. Leadership, Management and Staffing

9.1 Details of the Registered Provider, Responsible Individual and Registered Manager

Registered Provider: Karoo Group Limited (15757188), Walbrook Wharf, 78 - 83 Upper Thames Street, London, England, EC4R 3TD

Responsible Individual (pending registration): James Sisk, c/o Karoo Group Limited (15757188), Walbrook Wharf, 78 - 83 Upper Thames Street, London, England, EC4R 3TD

Registered Manager (pending registration): TBC

9.2 Staff Training

Our Children's Residential Support Workers are carefully selected through a comprehensive recruitment and onboarding process, this rigorous approach ensures that only individuals who fully embrace our organisational ethos and demonstrate a strong commitment to the welfare, development, and safeguarding of the children in our care are appointed. Those staff who do not hold a Level 3 Diploma for Residential Childcare will be enrolled after probation period has been passed.

All Staff have completed the following online training modules before working with any children.

- Child Sexual Exploitation Level 2 (CSE)
- COSHH Level 2
- Deprivation of Liberty Level 2
- Emergency First Aid Level 2
- Equality and Diversity Level 2
- Fire Safety Children's Homes Level 2
- Food Safety and Hygiene Levels 3&4
- GDPR for Children Home Level 2
- Health and Nutrition Level 2
- Health and Safety Advanced Levels 3&4
- Infection Control Level 2
- Internet Safety and Cyberbullying Level 2
- Manual Handling Level 2
- Medication Levels 3&4
- Missing from care Level 2
- Psychological First Aid: Supporting Children and Young People Level 2
- Radicalisation and Extremism Level 2
- Self-Harming Behaviours Level 2
- Supervision, appraisal and managing staff Level 2
- Care Planning and Key Working Level 2
- Reporting and Recording Levels 3&4
- Safeguarding Levels 3&4
- Vicarious Traumatization Level 2

Once completed all staff can access our 3-day face to face training.

Day 1 and 2 – Physical Intervention following 'General Services' curriculum underpinned by Positive Behaviour Support, the following is covered within the two days:

- Positive Behaviour Support (PBS) awareness & PBS planning
- Stress vulnerabilities



- Behavioural antecedents / triggers
- Functions of behaviour
- Trauma Informed Practice introduction
- Autism awareness
- Active Support / Body language
- What is 'Restraint?'
- Legal Aspects / Legislative Acts
- Human Rights Act
- Psychological aspects
- Positional Asphyxia
- Ligature risks
- Conflict cycle / Behaviour cycle
- Staff attitudes affecting support / terminologies
- De-escalation ABC – Atmosphere, Body Language, Communication
- Physical Intervention plans
- Health Risk Assessment
- Breaks away / Physical Intervention – physical element of the course

Day 3 is focused on safeguarding and trauma informed practice covering the following:

- Safeguarding Children – Level 2 – Children's Homes (3hours), encompassing LADO referrals and awareness, details of how to complete Philomena Protocol, sharing intelligence with police, county drug line awareness and contextual safeguarding
- Trauma Informed Practice
- Introduction to Polyvagal Theory – linked to practice
- Expectations - working within Karoo Group

9.3 Staff Contingency Plan

Britree has a full staffing team and a backup pool of bank staff to call upon in times of sickness and annual leave. Failing this, agency staff will be utilised but only as a last resort.

9.4 Staffing Structure



9.5 Gender Status of the Home and Role Modelling

Britree employs a mixed-gender staff team to ensure children benefit from positive role modelling. At least two staff members are on duty at all times, day and night. Duty rotas are designed to provide a balance of gender, experience, and qualifications. Staffing levels are increased where risk assessments identify a greater level of need, including evenings, weekends, holidays, or during periods when individual children require more focused support.

Children are carefully matched with Key Workers, taking into account their individual needs and the importance of consistent, positive role models. Key Worker sessions provide opportunities to build secure relationships, model appropriate behaviour, and address personal issues in a safe and supportive environment.

Britree is committed to providing a safe, nurturing, and homely environment where children are supported to address past experiences, develop resilience, and plan positively for their future. Through partnership working with children, families, and professionals, we seek to promote self-esteem, independence, and progression towards permanence in line with each child's placement plan.

10. Care Planning

10.1 Admission Criteria

All referrals for admission to Britree are directed to the Registered Manager, who has overall responsibility for ensuring that any decision to admit a child is safe, appropriate, and in their best interests. Our approach is based on partnership working, and we place strong emphasis on collaborating with children, their families, significant others, placing authorities, and relevant professionals throughout the referral and admissions process.

Planned admissions are always preferred as they allow for careful preparation, introductory visits, and a smoother transition into the home. However, we recognise that urgent referrals may arise, for example when a child requires immediate accommodation to ensure their safety and wellbeing. Even in such circumstances, sufficient and relevant information must be provided to the Registered Manager in advance of admission to enable an informed decision to be made.

In reaching a decision about whether Britree is able to meet a child's needs, the Registered Manager will consider whether the staff team has the necessary skills, knowledge, and capacity to provide safe and effective care, whether the child's needs and behaviours are compatible with those of the child already living in the home, and whether introductory visits (where possible) have been positive and reassuring for the child. The wishes and feelings of the child are central to this process, and their views about the placement will be taken into account.

Referral information provided by the placing authority should include full details of the child's health and medical needs, their emotional, behavioural, and social development, and copies of their current 'My Plan', education plan, and health plan where available. It should also include details of previous placements and the reasons these placements ended, as well as a chronology of significant life events if this is available. This information ensures that decisions are based on a clear understanding of the child's history, needs, and best interests, and that any admission supports both the child's welfare and the stability of the home.

