



Willow Brook Care Group

Rhodes House

**Rhodes Home
2 Rhodes Drive
Bury BL9 8NH**

willowbrookcaregroup.com

STATEMENT OF PURPOSE

Willow Brook Care Group

Rhodes Home

(Prepared in accordance with Regulation 16 of the Children's Homes (England) Regulations 2015)

1. Quality and Purpose of Care

The purpose of Rhodes Home is to provide high-quality residential care for children and young people who present with social, emotional and mental health (SEMH) needs and who are unable, for a period of time, to live within their family environment.

Willow Brook Care Group recognises that children placed in residential care have often experienced significant disruption, trauma, loss, and instability. Many will have encountered multiple placement moves, fractured attachments, or environments where their emotional needs were not consistently met. Rhodes Home has been developed in response to these realities, with the intention of offering children more than containment or supervision – but a **safe, structured and emotionally responsive home**.

The quality of care provided at Rhodes Home is grounded in the belief that children thrive when they feel:

- emotionally safe
- understood rather than judged
- consistently supported by trusted adults
- confident that boundaries are predictable and fair

Care is therefore delivered through **stable relationships**, clear routines, and a trauma-informed understanding of behaviour. The home aims to reduce risk, promote emotional regulation, and support children to develop resilience, self-worth and hope for the future.

Rhodes Home is not designed as a short-term or crisis placement. The home prioritises **planned admissions, careful matching and placement stability**, recognising that meaningful progress is most likely to occur when children are supported within a consistent and nurturing environment over time.

2. Our Vision, Values and Ethos

Our Vision

The vision of Willow Brook Care Group is to create residential homes where children feel a genuine sense of belonging — places that feel safe, predictable and calm, rather than institutional or restrictive.

At Rhodes Home, our vision is for children to experience care that is **firm but kind, structured but nurturing**, and **ambitious without being unrealistic**. We aim to support children to make sense of their experiences, build trusting relationships, and move forward with increased emotional stability and confidence.

Our Values

Our values underpin every aspect of daily life at Rhodes Home and inform decision-making at all levels of the organisation.

Child-centred practice

Children are at the heart of all decisions. Their wishes, feelings, history and individual needs shape care planning, routines and responses.

Relationship-led care

We believe that positive outcomes are built through relationships. Staff invest time in getting to know children, understanding their triggers, strengths and fears, and responding with consistency and empathy.

Understanding behaviour as communication

Behaviour is understood as a form of communication rather than defiance. Staff are trained to look beyond behaviour to identify unmet needs, emotional distress or environmental triggers.

Stability and permanence

We place a strong emphasis on placement stability. Admissions are carefully planned, and disruption is avoided wherever possible through reflective practice and early intervention.

Accountability and reflection

We promote a culture where staff feel supported to reflect on their practice, seek guidance and learn from experience. Mistakes are used as opportunities for learning rather than blame.

3. Description of Rhodes Home

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4. Location and Community

Rhodes Home is located within a residential area of Greater Manchester, with access to local amenities, education provision, health services and public transport.

The location supports children to engage safely with their community while protecting them from unnecessary risk. Children's access to the community is individually risk-assessed and gradually increased in line with their emotional readiness and ability to manage independence.

The home aims to be a respectful and responsible presence within the local community and promotes positive relationships with neighbours and local services.

5. Children We Care For

Rhodes Home is located within a residential area of **Greater Manchester**, with access to local amenities, education provision, health services and public transport links.

The location has been carefully considered to ensure that children are supported to engage safely with their community while being protected from unnecessary risk. The home's location enables:

- Access to schools and alternative education provision
- Engagement with health and therapeutic services
- Opportunities for social, recreational and cultural activities

Willow Brook Care Group recognises that children with SEMH needs may be more vulnerable within community settings. As such, children's access to the local area is carefully planned and risk-assessed, with supervision levels tailored to individual needs and circumstances.

Positive relationships with neighbours and local services are encouraged, and the home aims to be a respectful and responsible presence within the community. Children are supported to develop social skills, confidence and independence gradually, in line with their assessed abilities and emotional readiness.

6. Admissions, Assessment and Matching

Rhodes Home is registered to accommodate **up to three children aged 8–18 years**, of any gender, who present with **social, emotional and mental health (SEMH) needs**.

The children placed at Rhodes Home may present with a range of experiences and behaviours, including:

- Emotional dysregulation and difficulty managing feelings
- Attachment difficulties and disrupted relationships
- Low self-esteem and limited trust in adults
- Behaviour that challenges, including impulsivity or withdrawal
- Anxiety, low mood or difficulties engaging with education

We recognise that these behaviours often reflect **underlying trauma, unmet needs or previous instability**, rather than deliberate non-compliance. Our approach is therefore supportive, therapeutic and structured, focusing on helping children to feel safe enough to regulate their emotions and engage positively.

Rhodes Home is **not suitable** for children who:

- Require Tier 3 or inpatient mental health provision
- Are subject to an active Deprivation of Liberty Order
- Present risks that cannot be safely managed within a small, relational home setting

The home does **not accept emergency or unplanned placements**. All admissions are carefully assessed to ensure the needs of the child can be met safely and that the placement is compatible with the existing residents.

7. Arrival, Induction and Transitions

Arrivals are planned sensitively, with staff prioritising reassurance and emotional safety. Children are supported to settle at a pace that reflects their emotional state.

Transitions, including placement endings, are planned carefully and managed with dignity, ensuring children feel informed and supported.

8. Wishes, Feelings and Participation

The arrival of a child at Rhodes Home is recognised as a significant and potentially stressful event. Staff aim to make this experience as positive and reassuring as possible.

On arrival, children are supported to:

- Settle into their bedroom and personalise their space
- Become familiar with the home's routines and expectations
- Meet staff in an informal and welcoming way
- Understand who they can speak to if they feel worried or unsure

Induction is delivered at a pace that reflects the child's emotional state and understanding. Information is shared gradually, ensuring children are not overwhelmed.

Transitions — whether into the home, between placements, or towards independence — are planned carefully. Where a placement ends, this is managed sensitively and with dignity, ensuring the child feels supported and informed. Wherever possible, transitions are planned collaboratively with the child, their social worker and other professionals.

9. Safeguarding and Child Protection

Safeguarding at Rhodes Home is understood as **everyone's responsibility**. All staff are trained to identify concerns, understand safeguarding thresholds and respond appropriately in line with statutory guidance and local safeguarding partnership procedures.

Staff are supported to exercise professional judgement when distinguishing between:

- Behaviour that can be safely managed through care planning and support
- Behaviour or disclosures that meet safeguarding thresholds and require escalation

Safeguarding concerns are reported without delay to the appropriate agencies, including children's social care and, where necessary, the police. Records are maintained accurately and reviewed by the Registered Manager to ensure timely action and learning.

Safeguarding practice at Rhodes Home is **trauma-informed and proportionate**, aiming to protect children while avoiding unnecessary escalation or criminalisation. The emotional impact of safeguarding processes on children is carefully considered, and staff work to maintain trust and reassurance throughout.

10. Bullying

Bullying is recognised as a harmful and distressing experience that can have a significant impact on a young person's emotional wellbeing, confidence and sense of safety. Bullying may occur in a variety of forms and can involve young people or staff as either victims or perpetrators. This can include verbal intimidation or name-calling, physical aggression, social exclusion, theft, manipulation or exploitation. Bullying may also be linked to issues relating to ability or disability, gender, race, culture, religion or sexual orientation.

We acknowledge that some young people placed within the home may have experienced bullying prior to admission and, in some cases, may also display bullying behaviours themselves. These experiences are understood within the wider context of trauma, emotional distress and unmet needs.

Bullying is addressed proactively with young people through regular discussions during children's meetings, individual key-working sessions and everyday

interactions. Information is shared in a way that is appropriate to each young person's age, understanding and emotional development, ensuring they understand what bullying is, how it can affect others, and what actions they should take if they experience or witness bullying.

Staffing arrangements and supervision levels are designed to minimise the risk of bullying occurring within the home. Through the development of positive, trusting relationships with staff, an open and supportive culture is promoted in which young people feel able to raise concerns about bullying, whether it occurs within the home, at school or in the wider community.

Where bullying is reported or observed, staff respond promptly and sensitively. Support and reassurance are provided to the young person who has been affected, while the behaviour of the young person responsible is addressed in a constructive and therapeutic manner. Staff recognise that bullying behaviour can be an outward expression of underlying emotional need or distress. Where appropriate, targeted direct-work interventions are implemented for both the young person who has experienced bullying and the young person displaying the behaviour. These interventions are clearly recorded within individual care plans and risk assessments.

Staff receive training to support the recognition and management of bullying behaviours as part of the home's wider training programme, including training that focuses on understanding behaviour, emotional regulation and the motivations behind aggressive or controlling behaviour. Staff have access to recognised guidance and resources to support effective responses to bullying.

Any bullying behaviour involving staff is considered a serious breach of professional boundaries and is treated as professional abuse. Such concerns are managed in line with safeguarding, disciplinary and whistleblowing procedures.

Where incidents of bullying meet safeguarding or child protection thresholds, the appropriate safeguarding procedures are implemented without delay. Staff who experience bullying are supported to raise concerns through supervision and formal grievance processes.

All allegations and incidents of bullying are recorded in line with recording procedures to allow patterns and frequency to be monitored by the Registered Manager. This information is reviewed as part of ongoing management oversight, quality assurance processes and regulatory monitoring to ensure learning is identified and practice is continuously improved.

11. Missing from Care

Rhodes Home recognises that missing episodes for children with SEMH needs often reflect emotional distress, overwhelm or unmet needs rather than an intention to place themselves at risk.

Each child has an **individual Missing from Care Risk Assessment**, informed by their history, known triggers, relationships and previous patterns of behaviour. This assessment guides staff responses and ensures actions are proportionate and child-centred.

Preventative strategies include:

- Strong, trusting relationships
- Predictable routines and boundaries
- Early identification of emotional distress
- Planned responses to known triggers

When a child is absent without agreement, staff act promptly to:

- Attempt contact
- Search known locations where appropriate
- Escalate concerns in line with risk

Where a child is assessed as missing, the police and placing authority are notified without delay. Decisions are reviewed dynamically as information emerges, with safeguarding taking precedence over routine considerations.

On return, children are welcomed back without judgement. Staff focus on emotional reassurance and safety rather than punishment. Return home discussions are supported, and learning from the incident is used to inform future planning and risk management.

12. Behaviour Support and Risk Management

Rhodes Home recognises that missing episodes for children with SEMH needs often reflect emotional distress, overwhelm or unmet needs rather than an intention to place themselves at risk.

Each child has an **individual Missing from Care Risk Assessment**, informed by their history, known triggers, relationships and previous patterns of behaviour. This assessment guides staff responses and ensures actions are proportionate and child-centred.

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13. Education

Rhodes Home adopts a **Positive Behaviour Support (PBS)** approach, underpinned by trauma-informed and relationship-based practice.

Behaviour is understood as a form of communication, and staff seek to understand the underlying needs, emotions or experiences driving behaviour. Responses are therefore focused on **de-escalation, emotional coaching and restorative practice**, rather than control or sanction.

Each child has:

- An individual Behaviour Support Plan
- A Risk Management Plan
- Clear, agreed strategies for staff to follow during periods of distress

Staff are trained in de-escalation techniques, including:

- Calm communication
- Offering choices
- Reducing environmental triggers
- Supporting emotional regulation

Restrictive practices are avoided wherever possible. Physical intervention is used **only as a last resort**, where there is an immediate risk of harm, and always in line with training, policy and legal frameworks. Any use of restraint is recorded, reviewed and reflected upon to promote learning and reduce future risk.

14. Health and Emotional Wellbeing

Rhodes Home recognises education as a key protective factor and an essential part of a child's development and future opportunities.

Children are supported to access education that is appropriate to their needs, abilities and emotional readiness. This may include:

- Mainstream education
- Special educational provision
- Alternative education or tutoring

The home works closely with:

- Schools
- Virtual Schools
- Education providers
- Social workers

Education plans are reviewed regularly, and staff provide encouragement, structure and practical support to promote engagement. Where children have experienced disrupted education, the home prioritises re-engagement at a pace that feels achievable and supportive.

Staff promote positive attitudes towards learning and celebrate progress, recognising that success may look different for each child.

15. Positive Relationships

Willow Brook Care Group recognises that children's physical, emotional and mental wellbeing are closely connected. Many children placed at Rhodes Home may have unmet health needs or may struggle to engage with health services due to anxiety, mistrust or previous negative experiences.

On admission, each child's health needs are identified through placement planning and reviewed regularly. Children are supported to register with local health services, including:

- GP
- Dentist
- Optician

Where required, referrals are made to specialist services such as CAMHS or therapeutic providers, in partnership with placing authorities.

Emotional wellbeing is prioritised within daily care. Staff provide consistent emotional support, encourage healthy routines, and promote activities that support wellbeing, such as exercise, creative expression and relaxation. Children are supported to develop emotional literacy and coping strategies, helping them to better understand and manage their feelings.

16. Equality, Diversity and Identity

Willow Brook Care Group is committed to promoting equality, diversity and inclusion.

Children are supported to:

- Explore and understand their identity
- Express cultural, religious and personal beliefs
- Develop positive self-esteem

Discrimination of any kind is not tolerated. Staff are trained to challenge prejudice and to promote understanding, respect and inclusion within the home.

Care planning takes account of each child's background, identity and individual experiences, ensuring care is respectful, personalised and affirming.

17. Complaints, Advocacy and Representation

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Care planning takes account of each child's background, identity and individual experiences, ensuring care is respectful, personalised and affirming.

18 Leadership, Staffing and Training

Rhodes Home is led by a suitably qualified and experienced **Registered Manager**, supported by a **Responsible Individual** who provides strategic oversight and ensures regulatory compliance.

The staffing model ensures:

- 24-hour supervision
- Safe staffing levels
- Continuity of care

Staff are recruited in line with safer recruitment practices and receive:

- Comprehensive induction
- Mandatory and specialist training
- Regular supervision and appraisal

Leadership promotes a culture of reflection, accountability and continuous learning. Staff are supported to develop confidence in decision-making and are encouraged to seek guidance when required.

The Registered Manager has overall responsibility for the day-to-day management of the home and ensures that services are delivered in accordance with the Children's Homes (England) Regulations 2015, the Quality Standards, and all relevant statutory guidance, including the Children Act and *Every Child Matters*. The Registered Manager is accountable to the Responsible Individual and Directors, who provide oversight, supervision and monitoring to ensure the effective and compliant operation of the service.

A positive and supportive organisational culture is actively promoted within the home. A comprehensive training matrix is in place, incorporating both mandatory training and training tailored to the specific needs of the children placed at the home. This approach ensures that staff are suitably trained, skilled and confident in meeting the individual and complex needs of each young person.

The organisation is committed to continuous professional development and recognises the importance of investing in its staff. Team members are encouraged to pursue further learning and development opportunities that enhance their professional practice. Where appropriate, staff are supported to

access specialist training, additional qualifications or further education that supports both personal development and service delivery.

The Registered Manager promotes a culture of learning, reflection and improvement through regular supervision, team meetings, reflective discussions and structured debriefs following incidents. Where specialist knowledge or skills are required, external training providers are engaged, and staff are expected to participate as part of their professional responsibilities.

Staff are kept informed of current legislation, policies, procedures and best practice through ongoing training, supervision and policy updates. Formal supervision is provided at least monthly and includes reflective discussion, guidance on care planning, safeguarding responsibilities and professional development.

All care staff are required to achieve, or be working towards, the Level 4 Diploma for Children and Young People's Workforce, in line with regulatory requirements. Ongoing development is supported through an annual training programme, which includes topics such as child development, attachment, bullying, key working, risk assessment, first aid and food hygiene, ensuring staff knowledge remains current and effective.

The Registered Manager is required to hold, or be working towards, the appropriate management qualification as required by regulation, ensuring strong leadership, accountability and high standards of care within the home.

19. Monitoring, Review and Quality Assurance

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Responsible
Individual
Strategic,
Oversight &
Compliance



Registered
Manager
Day to Day
Management &
Leadership



Senior Resident Support Worker
Shift Leadership & Staff Support



Residential Care Workers
Direct Care & Support

Conclusion

Rhodes Home is committed to delivering high-quality residential care within a safe, nurturing and structured environment where children with social, emotional and mental health (SEMH) needs are supported to achieve stability, emotional wellbeing and positive development. The home recognises that many of the children placed will have experienced trauma, disrupted attachments and periods of instability, and therefore places strong emphasis on consistency, emotional safety and trusted relationships.

Care at Rhodes Home is underpinned by a relationship-based, trauma-informed approach that recognises behaviour as a form of communication and prioritises understanding, support and early intervention. Through clear routines, appropriate boundaries and individualised care planning, children are supported to develop resilience, self-confidence and the skills needed to engage positively with education, relationships and their wider community.

Strong leadership, effective governance and a skilled, well-supported staff team ensure that the home operates in line with the Children's Homes (England) Regulations 2015 and the Quality Standards. Continuous professional development, reflective practice and robust supervision arrangements support staff to make safe, informed decisions and to consistently deliver high standards of care.

Safeguarding is central to all aspects of practice at Rhodes Home. The home works collaboratively with placing authorities, families and partner agencies to ensure children are protected, their voices are heard, and their individual needs are met. Ongoing monitoring, review and quality assurance processes ensure that learning is captured, practice is continually improved and outcomes for children remain at the heart of the service.

Through its commitment to stability, accountability and compassionate care, Willow Brook Care Group seeks to make a meaningful and lasting difference to the lives of the children it supports, enabling them to move forward with greater confidence, security and hope for the future.

