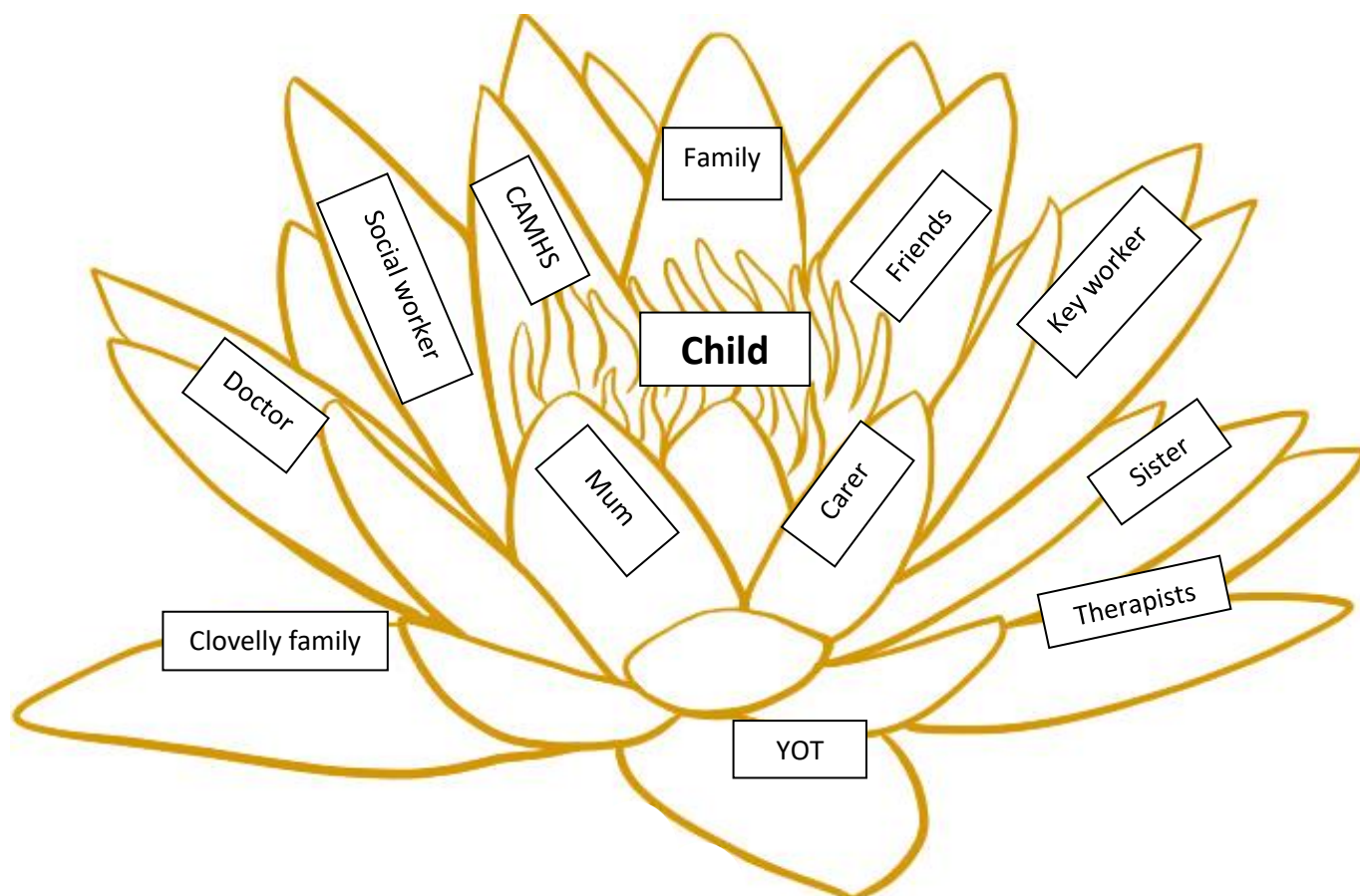


Clovelly House Vision Statement and Ethos

Our vision statement is one which has emerged from the unique way that we work with our children. We do not see ourselves as a residential home and special school, but as a large 'Clovelly family'. We believe that behaviour management is only a small part of the support that we offer, but that love, care, understanding and listening is where we begin our care.

We place our children at the centre of all that we do and we value the contributions of all other responsible persons who are involved with the children in our care. These may be:



Surrounding the child and his/her personal network, we provide a unique environment which focusses on the development of the whole child. We use approaches based on good child care practices as well as research-based methods led by our in-house therapists and a positive behaviour management model.

Research-based Methods of Approach:

Our first method is 'Dyadic developmental psychotherapy, (**DDP**), an attachment-focussed **therapy** developed by Drs. Daniel Hughes and Arthur Becker-Weidman. It is an evidence-based treatment for complex trauma, reactive attachment issues (RAD), and other issues with attachment. The therapy helps the children learn to trust. It is family-based and involves the child with his or her caregivers'. ('DDP Network'; Google August 2019). This approach is led by the inhouse psychotherapist and marries with our concept of functioning as a large Clovelly family.

We also use PACE, (Playfulness, acceptance, curiosity and empathy), which is 'a way of thinking, feeling, communicating and behaving that aims to make the child feel safe. It is based on how parents connect with their very young infants. As with young toddlers, with safety the child can begin to explore. With PACE, the

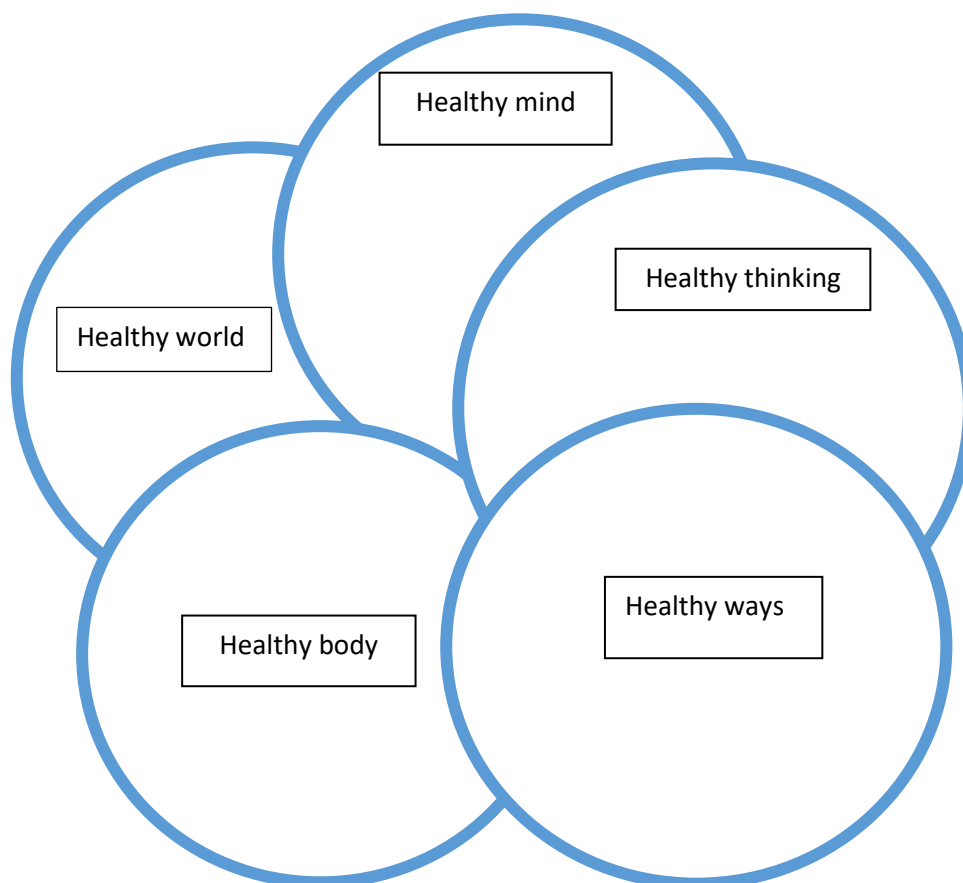
troubled child can start to look at himself and let others start to see him, or get closer emotionally. He can start to trust.' ('DDP Network'; Google, August 2019).

At Clovelly House we have a positive approach to behaviour management which we use to give staff members the strategies to recognise when children's anger, frustration and anxieties are beginning to escalate and to try to de-escalate before they reach a stage of 'loss of control'. This approach also marries with the previous DDP and PACE centred way of working by staff and, over time, as children come to feel more secure and nurtured in placement, we endeavour to support each child to a point where they begin to self-regulate and the baseline of each is lowered so that episodes of loss of control reduce.

These previous approaches describe our way of working with our children. Additionally, our inhouse Speech and Language therapist, uses the 'Zones of Regulation' with the children and staff to support the children, particularly those on the autism spectrum to learn the tools to begin to self-regulate so that they can manage their own emotional states.

Good Practice

All staff at Clovelly use a highly individualised, integrated, whole-child approach to working with each young person. This whole-child approach looks at the environment that we offer our children as well as our own attitudes and ethos. These incorporate:



Healthy thinking – is one which uses the DDP family-based approach to develop positive thoughts, trust, and the skills to share, reflect and learn tolerance and understanding of others. We endeavour to create opportunities and activities for children to achieve and experience success and to manage frustration and disappointment so that they gradually learn resilience. We let our children know that we are proud of them and we hold them in mind even when we are not at Clovelly. This we demonstrate by capturing pictures of

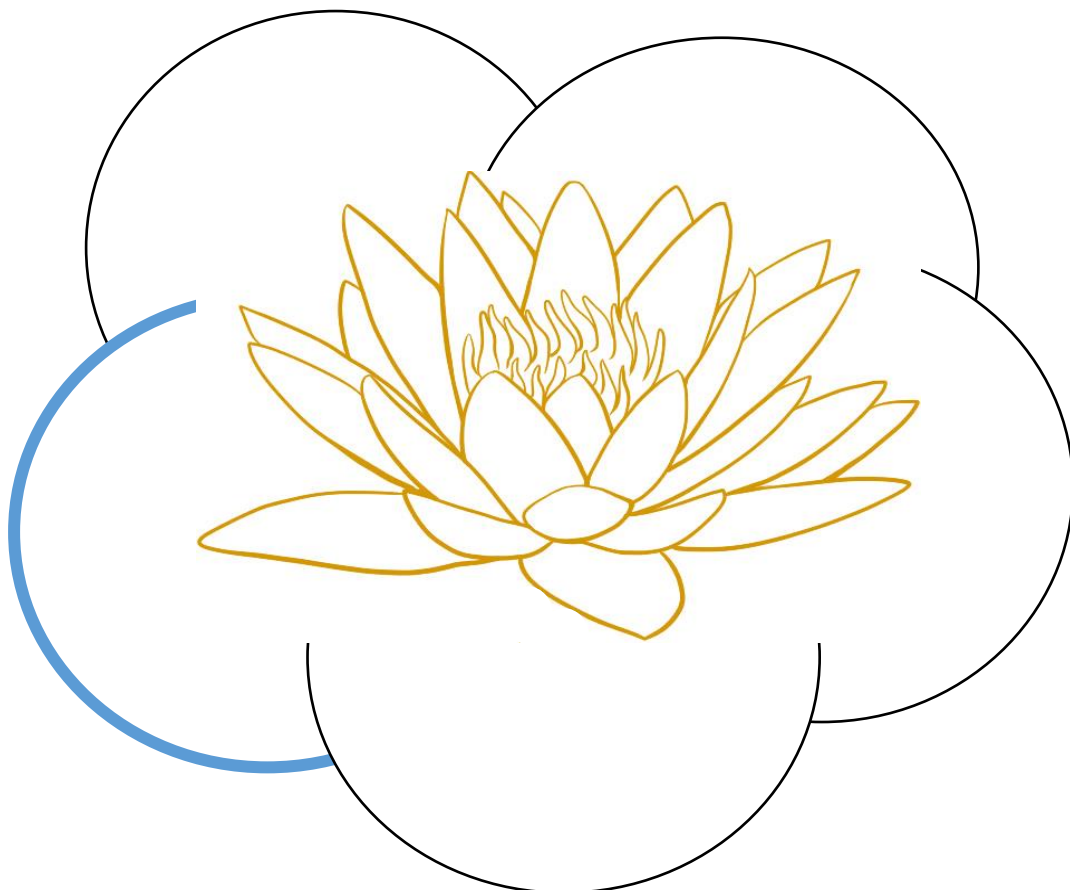
the children achieving and enjoying themselves and making them into a photographic year book at the end of each school year. By modelling warmth, empathy, acceptance and consistency we develop a nurturing culture of healthy thinking.

Healthy mind – uses a trauma-informed therapeutic approach to learn to deal with negative past experiences and shame, and to learn to feel safe through consistency of placement and staff as we strive to minimise staff turnover and agency use.

Healthy body – by considering this as part of the whole-child development, we focus on healthy eating, exercise, personal hygiene. We teach children about the harmful effects of sexual exploitation, smoking and substance abuse. We have an on-site sensory room for children and swings to address sensory needs, as well as activities for gross and fine motor skill development such as crafts, an onsite gym and trampoline, a sports field and games for physical activities.

Healthy ways – embeds our practice of mind-mindfulness where we think about our communication, (verbal and body language), and interactions with each other and encourage reflection and periods of relaxation. In addition, all adults centralise the 'voice of the child' and listen to our young people, encouraging them to express their feelings appropriately. At school we do not have assemblies driven by staff, but school meetings where the children take the lead and we try to incorporate the children's ideas. An example of this is when a young person asked if she could plant a tree we began a tradition whereby all new children plant a tree and they are welcomed to come back to Clovelly in years to come and see their tree. Young people also have a big say in the activities and events that are held such as the off-site activities, annual fair and BBQ and fund-raising activities such as McMillan Coffee morning. We support our young people to develop independence skills by gradually learning to care for themselves and to work towards developing the skills of independent living and experiencing increasing levels of freedom.

Healthy world – is one wherein we offer a calm, rural environment with outdoor space for children to thrive and look after small animals such as chickens and rabbits. We have a vegetable garden a treehouse for climbing, a stream and pond to learn about different eco-systems and to engage in water-play. This countryside environment includes a spacious, comfortable home for 'Looked After Children', as well as an onsite school consisting of log cabins offering an enhanced curriculum with opportunities for outdoor activities, and land studies learning about globalisation and sustainability. By having day scholars coming on site for the school, we are able to increase our education provision as well as give the young people opportunities for socialisation with a wider group of peers.



Impact

Our vision and ethos at Clovelly House is dynamic and organic. We constantly reflect on our intentions and implementation of the model and evaluate it by the impact it has on the young people, and adults around them. Our children have excellent school attendance, are developing healthy attachments with adults and peers, and are increasingly engaging with learning. They repeatedly express their sense of belonging and acceptance at the home and in the school. We understand that emotional well-being has peaks and troughs and that we all work together to maintain internal acceptance and self-discipline.

We are also aware that, like lilies in a pond, something that would have an impact on one lily, would send ripples across the pond, impacting on all. Within our approach we use this to develop the skills and empathy to support each other and to promote a sense of community well-being.



This is our model, outlining our vision and ethos at Clovelly House.