



Statement of Purpose and Function

Moonreach
Nonna House
SC 460671

This statement of purpose and function has been written considering.
the Quality Standards are effective from the 1st of April 2015

Reviewed and Updated: 07.08.2026

To be reviewed 07.12.2026

The principles of residential care

Children in residential care should be loved, happy, healthy, safe from harm, and able to develop, thrive and fulfil their potential.

Residential care should value and nurture each child and young person as an individual with talents, strengths, and capabilities that can develop over time.

Residential care should build positive relationships; establish strong bonds with children and young people based on jointly undertaken activities, shared daily life, domestic and non-domestic routines, and established boundaries of acceptable behaviour.

Residential care should be ambitious, nurturing young people's school learning and out-of-school learning and ambitions for their future.

Residential care should be attentive to need, attending to young people's emotional, mental, and physical health needs, such as repairing earlier damage to self-esteem and supporting friendships.

Residential care should be outward facing, working with the wider system of professionals for each child, and with children and young people's families and communities of origin to sustain links and understand past problems.

Residential care homes should have high expectations of staff as committed members of a team, as decision-makers, as activity leaders, and engaged in ongoing learning about their role and the children, young people, and families they work with.

Residential care should provide a safe and stimulating environment in high-quality buildings, spaces that support nurture and privacy as well as common spaces, and spaces to be active.

Quality Standards 1st April 2015

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Registered Provider

Fern Cowie
 51 Middle Deal Road
 Deal
 Kent
 Tel: 07970397169

Manager

Mandy Bushell
 51 Middle Deal Road
 Deal
 Kent
 Tel: 01304 367799

0.1 The Registered Provider of Moonreach is:**Fern Cowie****Fern is the responsible individual for the company.**

Fern Cowie is the Registered Provider and Responsible Individual for Moonreach. She has extensive experience working within children's residential care and supporting children who have experienced trauma, disrupted attachments, and significant adversity. Fern has previously been a dually registered manager and brings a strong understanding of therapeutic, trauma-informed practice to her leadership role.

Fern provides consistent oversight across Moonreach homes, ensuring each manager is supported to deliver high-quality, child-centred care. She maintains regular supervision with managers and offers external clinical supervision where required. Monthly leadership meetings provide a reflective space for managers to share experiences, review practice, and strengthen their understanding of trauma-informed and PACE-aligned care.

Fern holds a Higher Education Diploma in Social Care and has completed the QCF Level 7 in Leadership and Management. She continues to develop her professional knowledge through mandatory and specialist training, ensuring her practice remains current and aligned with regulatory expectations.

0.2 The Manager is: Mandy Bushell

Mandy has extensive experience within children's residential care, having progressed from Support Worker to Deputy Manager through her career. She has recently been promoted to Home Manager and is currently awaiting registration. She has demonstrated strong leadership, resilience, and a clear commitment to improving outcomes for children who have experienced trauma, instability, and disrupted relationships.

Mandy has successfully overseen homes during periods without a Registered Manager, ensuring continuity, stability, and consistent standards of care. She played a key role in supporting a home to achieve an 'Outstanding' Ofsted rating, evidencing her ability to embed reflective practice, strengthen team culture, and drive improvement.

Mandy leads with a trauma-informed and PACE-aligned approach, modelling attuned, consistent, and relational practice. She promotes a team culture where adults feel supported, confident, and accountable, using supervision and team meetings to develop reflective thinking and ensure children's needs remain central to all decision-making. She continues to invest in her professional development and is currently undertaking the Level 5 Diploma in Leadership and Management to further strengthen her knowledge and leadership capability.

03 The Regulator:**The Regulatory Body is:**

Ofsted
 10 South Colonnade, Canary Wharf, London, E14 4PU

0.4 The Children's Commissioner:**The Office of the Children's Commissioner**

Dame Rachel De Souza
 The Office of the Children's Commissioner
 Sanctuary Buildings, 11th floor, 64 Victoria street, London, SW1E 6QP
 Tel: 020 7783 8330
 Freephone: 0800 5280731
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Introduction: -

Message From the Director.

At Moonreach, our commitment to children is unwavering. Every decision we make is rooted in the belief that every child has the right to feel safe, valued, and understood. Our trauma-informed and PACE-aligned model of care recognises the impact of early adversity, disrupted attachments, and fractured relationships. We aim to rebuild trust by offering consistency, compassion, and attuned relationships that help children feel secure.

We understand that children may arrive with experiences that have shaped how they see themselves and others. Our role is to provide a safe, stable environment where they can explore their identity, develop emotional resilience, and build positive relationships with adults who are reliable, curious, and accepting. Through trauma-informed practice, we support children to heal, grow, and develop the skills they need for their future.

Welcome to our Home

Nonna's House is a warm, nurturing two-bedroom mid-terrace home located close to the town and seafront in Deal. The local area offers a vibrant and engaging environment, particularly in the summer months, with carnivals, fairs, youth hubs, skate parks, leisure facilities, and beach activities. The home provides a safe, family-style setting where children can build relationships, develop routines, and experience positive daily life.

Messages from the team:

"I enjoy spending time with the children and supporting them to try new activities. I look forward to helping them grow and feel safe."

"Every day is different, and I love working with the children in the home."

Message from a child:

"I really enjoy the activities in the home and spend time baking with adults. I feel listened to and enjoy spending time with them."

Section 1 – Quality and Purpose of Care

The aims, objectives, and ethos of the home.

Nonna's House provides a safe, stable, and nurturing environment where children can feel valued, understood, and supported. Our ethos is rooted in trauma-informed and PACE-aligned practice, recognising that many children have experienced disrupted attachments, adversity, and instability. We work collaboratively with placing authorities and professionals to meet each child's holistic needs and ensure their lived experience in the home is positive, consistent, and meaningful.

Our primary aim is to offer a home where children experience safety, predictability, and genuine connection with adults. We build trusting relationships through attuned interactions, curiosity, and acceptance, helping children develop emotional security and confidence. Placement plans are developed in line with each child's statutory care plan and are reviewed regularly to ensure they remain responsive to the child's needs, progress, and voice.

Ongoing assessment, monitoring, and evaluation allow adults to identify the support required for each child to make progress across all areas of their development. Targets are realistic, measurable, and reviewed frequently, ensuring children experience success and feel supported in achieving their goals.

The main objectives of our home are:

- *Provide a safe, secure, and nurturing home with clear, consistent, and reliable boundaries.*
- *Deliver high-quality care that promotes emotional, physical, and social wellbeing.*
- *Offer a family-style environment where children feel a sense of belonging and stability.*
- *Accommodate children aged 7–18 and support them to develop resilience, confidence, and positive self-identity.*
- *Promote learning, development, and educational engagement.*
- *Provide opportunities for children to achieve positive change and experience success.*
- *Support children to develop independence skills at a pace appropriate to their age and needs.*
- *Strengthen self-esteem and encourage the development of social, emotional, and practical life skills.*

To achieve these aims, the following objectives have been set:

- ✓ Creating a warm, welcoming, and emotionally safe environment.
- ✓ Developing a skilled, reflective, and trauma-informed staff team.
- ✓ Maintaining an effective key-worker system that promotes meaningful relationships and consistent support.
- ✓ Ensuring children have access to relevant local services that promote independence and wellbeing.
- ✓ Encouraging positive relationships with all individuals involved in the child's life, including family and professionals.
- ✓ Providing in-house workshops and learning opportunities that build knowledge, confidence, and life skills.

1.2 Our aims and anticipated outcomes for children and young people and our approach to achieving them.

Nonna's House is committed to providing care within a safe, stable, and secure environment where children can grow, heal, and thrive. Our philosophy is grounded in the belief that children deserve consistent adults who understand their experiences, respond with empathy, and support them to develop healthier ways of managing emotions and relationships.

Adults at Nonna's Housework proactively to ensure each child experiences positive daily life. We promote emotional and physical wellbeing, support children to understand their experiences, and help them move towards a more hopeful future. Regular key-working sessions provide opportunities for reflection, learning, and connection, helping children develop insight and take ownership of their progress.

We recognise that children may struggle with attachment, trust, and forming relationships due to past trauma or instability. Our approach is therefore relational, predictable, and attuned. Adults use PACE principles Playfulness, Acceptance, Curiosity, and Empathy to help children feel safe enough to explore their thoughts, feelings, and behaviours without fear of judgement.

The home focuses on developing life and social skills, supporting children to build confidence and prepare for independence when appropriate. Any difficulties or challenges identified during a child's stay are addressed through structured support, therapeutic approaches, and consistent adult guidance.

Outcomes are monitored through monthly Regulation 44 visits, internal quality assurance processes, and Ofsted inspections.

Nonna's House takes a holistic approach to care, identifying each child's individual needs and setting clear, achievable goals. Progress is reviewed regularly, ensuring children receive the right support at the right time and experience meaningful, positive change.

1.3 Age, range, sex, and number of children and young people

Nonna's House is registered to provide accommodation for two children of any gender, aged 7–18, from any ethnic heritage, culture, or religion.

1.4 Accommodating special needs, disabilities, and characteristics.

Nonna's House provides care for children whose previous experiences may have significantly impacted their development, emotional wellbeing, and ability to trust adults. We take a holistic approach to assessment, ensuring each child's needs are understood in the context of their experiences, strengths, and vulnerabilities.

The team is experienced in supporting children with a range of needs, including:

- ADHD
- Autism Spectrum Disorder
- Delayed development
- Emotional and behavioural difficulties
- Mental health needs
- Self-harm
- Eating disorders
- Challenging or destructive behaviours
- Criminal exploitation or offending behaviour
- Inappropriate sexualised behaviour
- Missing episodes or persistent absconding

We work closely with professionals to identify and meet each child's needs, ensuring plans are tailored, responsive, and regularly reviewed.

Due to the layout of the home, Nonna's House is not suitable for children with severe mobility needs or those requiring wheelchair access.

1.5 Health & Safety

Nonna's House is committed to maintaining a safe environment for children and adults. Health and safety is overseen by a qualified Health and Safety Officer with extensive experience in local authority and corporate safety management. All electrical equipment is tested (PAT) by a qualified electrician, including items brought in by children. The home is subject to regular risk assessments, reviewed annually or sooner if new risks arise. Monthly health and safety checks are completed by an appointed team member to ensure the environment remains safe, compliant, and well maintained.

1.6 Admissions Procedure

All referrals are considered subject to availability and suitability. Comprehensive information is requested to ensure effective matching and to safeguard both the referred child and any child already living in the home. The team considers the child's needs, risks, and required support, alongside the skills and experience of the staff team.

Nonna's House completes an internal matching process, including a matching form, to ensure the placement aligns with the Statement of Purpose and can meet the child's needs safely and effectively.

Placement plans, risk assessments, health plans, success plans, and 24-hour plans are developed in conjunction with the placing authority's statutory care plan. Regular liaison takes place throughout the referral and admission process to ensure clarity, consistency, and shared understanding.

A detailed step-by-step admissions process is followed, including visits, information sharing, planning meetings, and early review arrangements.

1.7 Criteria for Emergency Placements

Emergency placements are only accepted when:

- Sufficient information is available to assess risk and suitability.
- The placement will not negatively impact any child already living in the home.
- The staff team has the skills and capacity to meet the child's needs.

An initial care plan is developed within 24 hours and finalised within five days. Emergency admissions require arrangements for a full medical assessment within 24 hours. All emergency referrals are risk assessed, considering the needs of any child already placed.

Minimum requirements include:

- Completed company impact assessment
- Completed placing authority referral form
- Up-to-date placing authority risk assessment
- Matching impact assessment
- Consideration of the needs of children already in placement

1.8 Supporting Religious and Cultural Needs

Nonna's House actively supports children's religious and cultural identities. Religious needs are discussed at admission, and keyworkers help children access appropriate places of worship or quiet spaces for prayer.

We recognise that children may have had fragmented experiences of religion or culture. Adults support children to reconnect with their identity in ways that feel safe and meaningful.

The home promotes equality, diversity, and cultural awareness through themed activities, discussions, and shared learning experiences. We also recognise that culture is shaped by regional identity, and we support children to maintain connections with familiar traditions, foods, interests, and community experiences.

1.9 Other Services Outsourced by Moonreach

Nonna's House works closely with local schools and specialist education providers, including Brewood School, which offers 1:1 support for children with emotional, psychological, or academic needs.

The Virtual School Programme provides structured learning in core subjects and optional courses, delivered in the home environment with an Intervention Officer. Children receive weekly lessons and tasks tailored to their abilities and interests.

1.10 Support During Transition

Nonna's House supports children moving to foster care, returning home, or transitioning to semi-independent living. Transition work is planned, child-centred, and focused on emotional readiness, practical skills, and maintaining positive relationships. Adults work closely with families and professionals to ensure transitions are safe, supported, and well-coordinated.

1.11 Therapeutic Techniques

Nonna's House works with CAMHS and independent therapists where appropriate. All therapeutic input is integrated into care planning and reviewed regularly. Therapists may attend staff meetings or multi-agency meetings to support consistent practice.

PACE principles are embedded throughout the home's therapeutic approach. Adults receive annual PACE training and ongoing development to ensure practice remains attuned, reflective, and trauma-informed. All adults receive regular supervision and annual appraisal to support reflective practice, professional development, and emotional resilience.

Section 2 – Children's Wishes and Feelings

2.1 Our facilities & services.

Nonna's House is committed to providing a safe, nurturing, and emotionally attuned environment where children feel valued, listened to, and supported. Our facilities and services are designed to meet each child's individual needs, promote their wellbeing, and create a sense of stability and belonging.

The home's primary aim is to holistically assess each child's needs and provide care that is responsive, consistent, and grounded in trauma-informed and PACE-aligned practice. Adults work to understand the child's experiences, strengths, and vulnerabilities, ensuring that daily routines, activities, and interactions support emotional safety and positive development.

Children have access to comfortable communal areas, private spaces for reflection, and opportunities for creativity, play, and relaxation. The home environment encourages positive relationships, shared experiences, and a sense of community, while also respecting each child's need for privacy and personal space.

Our services include:

- Individualised care planning
- Regular key-working sessions
- Access to education and learning support
- Therapeutic input where appropriate
- Opportunities for social, recreational, and community-based activities
- Support to maintain and strengthen family relationships
- Life-skills development and independence preparation

All care is delivered with curiosity, empathy, and acceptance, ensuring children feel heard and understood.

2.2 Promoting and Respecting Ethnicity and Diversity

Nonna's House actively promotes equality, diversity, and inclusion. We recognise that each child's identity is shaped by their ethnicity, culture, religion, gender, sexuality, and personal experiences. Adults take time to understand each child's background, ensuring their identity is respected, celebrated, and reflected in daily life.

We support children to explore and express their identity safely and confidently. This includes:

- Access to culturally appropriate foods, clothing, and activities
- Support to attend places of worship or observe religious practices
- Celebrating cultural events and traditions
- Providing resources that reflect diverse backgrounds
- Ensuring children's voices shape how their identity is supported

Adults challenge discrimination and promote positive attitudes, helping children feel proud of who they are and confident in their place within the home and wider community.

2.3 Children and Young People's Rights

Children living at Nonna's House are supported to understand their rights and feel confident in expressing their views. Adults ensure children know:

- They have the right to be safe
- They have the right to be listened to
- They have the right to express their wishes and feelings
- They have the right to access advocacy and independent support
- They have the right to privacy and dignity
- They have the right to be involved in decisions about their lives

Adults use PACE principles to create an environment where children feel safe enough to share their thoughts, worries, and opinions. We ensure children understand how decisions are made and support them to participate meaningfully in planning, reviews, and daily routines.

2.4 Anti-Discriminatory Practice: Working with Children and Their Parents

Nonna's House is committed to anti-discriminatory practice. We work respectfully with children, families, and professionals, recognising the importance of maintaining positive relationships and understanding each child's family history, culture, and identity.

Adults approach families with empathy and curiosity, acknowledging the complexities that may have contributed to a child entering care. We support children to maintain safe and meaningful connections with their families

wherever appropriate, and we work collaboratively with parents and carers to promote consistency, stability, and shared understanding.

All practice is underpinned by respect, fairness, and a commitment to challenging discrimination in any form.

2.5 Consulting with Children About Their Needs and Quality of Care

Children's views are central to how Nonna's House operates. We actively seek children's feedback about their care, routines, relationships, and experiences within the home. Consultation takes place through:

- Key-working sessions
- Daily conversations
- House meetings
- Creative or play-based activities
- Advocacy involvement
- Review meetings

Adults use attuned, child-friendly approaches to ensure children feel safe expressing their views. We respond to feedback promptly and explain any decisions clearly, helping children feel respected and involved.

2.6 Complaints Made by Children

Children are supported to raise concerns or complaints in a safe, open, and non-judgemental environment. Adults ensure children understand:

- How to make a complaint
- Who they can speak to
- What will happen next
- How their views will be recorded
- How they will be kept informed of the outcome

Complaints are taken seriously and addressed promptly. Children are reminded that raising concerns will never result in negative consequences. Advocacy services are available to support children who wish to speak to someone independent of the home.

All complaints are reviewed to identify themes, improve practice, and strengthen children's experiences.

Section 3 – Promotion of Education

3.1 Educational Provision

Nonna's House is committed to ensuring that every child receives high-quality, consistent education that meets their individual needs and supports their long-term aspirations. We recognise that many children may have experienced disrupted schooling, barriers to learning, or difficulties engaging in education due to trauma, instability, or previous experiences.

Adults work closely with schools, Virtual Schools, and education professionals to ensure each child has an appropriate and well-supported education plan. We promote attendance, engagement, and achievement by providing structure, encouragement, and emotional support. Education is viewed as a key part of a child's development, helping them build confidence, skills, and future opportunities.

Where children require specialist provision, Nonna's House works with local schools and alternative education providers, including Brewood School and Virtual School programmes, to ensure learning is accessible, personalised, and delivered in a way that meets the child's emotional and cognitive needs.

3.2 Staff Encouragement and Support

Adults at Nonna's House play an active role in supporting children's education. We understand that learning can be challenging for children who have experienced trauma, and we use PACE principles—Playfulness, Acceptance, Curiosity, and Empathy—to help children feel safe, motivated, and understood.

Support includes:

- Encouraging attendance and celebrating achievements
- Helping with homework, projects, and revision
- Providing calm, structured routines that support learning
- Communicating regularly with schools and education professionals
- Advocating for children's needs in education meetings
- Offering emotional support when children feel anxious or overwhelmed

Adults model curiosity and a positive attitude towards learning, helping children develop confidence and a sense of pride in their progress.

3.3 Supporting Children with Special Educational Needs

Nonna's House works closely with education professionals to ensure children with special educational needs receive appropriate support. This includes:

- Understanding each child's learning profile, strengths, and challenges
- Implementing strategies recommended by schools, SENCOs, and specialists
- Providing additional time, structure, or emotional support where needed
- Ensuring children have access to specialist provision when required
- Supporting children to understand their needs in a positive, empowering way

Adults recognise that trauma can affect concentration, memory, emotional regulation, and engagement. We respond with empathy and curiosity, adapting expectations and routines to help children feel safe and capable in their learning.

3.4 Non-Attendance, Suspension or Exclusion

Where children experience difficulties attending school, adults work proactively with education professionals to understand the reasons and reduce barriers. We approach non-attendance with curiosity rather than judgement, recognising that avoidance may be linked to anxiety, trauma, or previous negative experiences.

If a child is suspended or excluded, the home:

- Works closely with the school to understand the incident
- Supports the child to reflect and repair relationships where possible
- Ensures learning continues through alternative provision or home-based education
- Advocates for reintegration plans that are supportive and child-centred

The focus is always on helping the child feel safe, understood, and able to re-engage positively with education.

3.5 Areas Available to Study and Home Tutoring

Nonna's House provides quiet, comfortable spaces where children can study, complete homework, or engage in home-based learning. Adults ensure the environment is calm, structured, and supportive, helping children focus and feel confident in their abilities.

Where home tutoring or Virtual School sessions are required, adults support children to engage, complete tasks, and maintain progress. Learning is adapted to each child's pace, emotional readiness, and preferred style, ensuring education remains accessible and meaningful.

Section 4 – Enjoyment and Achievement

4.1 Encouragement and provision of internal and external activities.

Nonna's House is committed to ensuring that children experience fun, enjoyment, and meaningful achievement as part of their daily lives. We recognise that positive experiences help children build confidence, strengthen relationships, and develop a sense of identity and belonging. Many children may arrive with limited opportunities for safe play, exploration, or structured activities, and adults work proactively to provide experiences that feel safe, predictable, and enjoyable.

Activities are planned with curiosity and collaboration, ensuring children have choice and voice in what they do. Adults use PACE principles—Playfulness, Acceptance, Curiosity, and Empathy—to help children feel confident trying new things and to support them when they feel unsure or anxious.

Children have access to a wide range of internal and external activities, including:

- Arts, crafts, baking, and creative projects
- Board games, puzzles, and shared indoor activities
- Outdoor play, beach walks, and local parks
- Youth hubs, leisure centres, and community groups
- Seasonal events such as carnivals, fairs, and local celebrations
- Sports, fitness activities, and active hobbies
- Trips and outings that broaden experiences and support social development

Activities are adapted to each child's interests, abilities, and emotional readiness. Adults ensure that experiences are safe, well-supervised, and designed to promote enjoyment, achievement, and positive memories.

4.2 Making a Positive Contribution to the Home and the Wider Community

Nonna's House encourages children to develop a sense of responsibility, pride, and belonging within the home and the wider community. We support children to understand that they are valued members of the household and that their contributions matter.

Within the home, children are encouraged to:

- Participate in shared routines
- Help with age-appropriate tasks
- Contribute ideas for activities, meals, and house decisions
- Take part in house meetings and discussions
- Build positive relationships with adults and peers

These experiences help children develop independence skills, confidence, and a sense of ownership over their environment.

In the wider community, children are supported to:

- Engage in local clubs, groups, and activities
- Build positive relationships with peers and trusted adults
- Participate in community events
- Learn about social responsibility and respectful behaviour
- Explore interests that help them feel connected and included

Adults approach all contributions with empathy and curiosity, recognising that children may need support to feel confident, safe, and capable. We celebrate achievements—big and small—and help children recognise their strengths and progress.

Section 5 – Health and Well-Being

5.1 Promoting health.

Nonna's House is committed to promoting the physical, emotional, and mental health of every child. We recognise that many children may arrive with unmet health needs, disrupted routines, or limited experience of consistent healthcare. Adults work proactively to ensure children receive timely, appropriate, and compassionate support that strengthens their wellbeing.

Health promotion includes:

- Registering children with local health services (GP, dentist, optician)
- Supporting attendance at all medical appointments
- Ensuring children understand their health needs in a safe, age-appropriate way
- Working closely with CAMHS, therapeutic services, and specialist practitioners
- Encouraging healthy routines such as sleep, hygiene, nutrition, and self-care
- Providing emotional support before, during, and after appointments
- Ensuring medication is administered safely and in line with policy

Adults use PACE principles to help children feel safe discussing their health, worries, or past experiences. We approach health needs with curiosity and empathy, recognising that trauma can influence how children perceive their bodies, emotions, and medical care.

Children are encouraged to take an active role in their health planning, helping them build confidence, autonomy, and understanding of their wellbeing.

5.2 Promoting Exercise and Fitness

Nonna's House supports children to engage in physical activity in ways that feel enjoyable, safe, and achievable. We recognise that exercise can improve emotional regulation, confidence, and overall wellbeing, particularly for children who have experienced trauma or instability.

Adults encourage children to explore a range of activities, including:

- Walking, cycling, and outdoor play
- Swimming, gym sessions, or structured sports
- Dance, fitness classes, or movement-based activities
- Beach activities, skate parks, and local leisure facilities
- Informal play such as football, basketball, or games in the park

Activities are adapted to each child's interests, abilities, and emotional readiness. Adults use playfulness and encouragement to help children try new things without pressure or fear of failure.

The focus is on enjoyment, confidence, and positive experiences rather than performance or competition. Children are supported to recognise the benefits of physical activity and to develop healthy habits that contribute to long-term wellbeing.

Section 6 – Encourage Positive Relationships

6.1 The importance of positive relationships

Positive, trusting relationships are at the heart of everything we do at Nonna's House. We recognise that many children have experienced disrupted attachments, fractured relationships, and inconsistent caregiving. Our role is to provide stability, attuned care, and emotionally available adults who help children feel safe enough to build new, healthy connections.

Adults use PACE principles—Playfulness, Acceptance, Curiosity, and Empathy—to support children in developing secure relationships. These approaches help children feel understood, valued, and accepted, even when they are struggling.

Through consistent, predictable interactions, adults help children learn that relationships can be safe, reliable, and supportive.

Positive relationships are encouraged through:

- Attuned daily interactions that show children they matter
- Consistent routines that promote emotional safety
- Shared activities that build connection and trust
- Curiosity-based conversations that help children explore their feelings
- Empathic responses that validate children's experiences
- Clear, reliable boundaries that support safety and predictability

Adults understand that children may test relationships due to past experiences of trauma or instability. We respond with patience, empathy, and curiosity, helping children make sense of their feelings and develop healthier ways of relating to others.

We also support children to build positive relationships with peers, family members, and professionals. Where appropriate, we help children maintain or rebuild connections with important people in their lives, recognising the significance of identity, belonging, and continuity.

The overall aim is to create a home where children feel emotionally safe, respected, and connected—an environment where relationships become a foundation for healing, growth, and positive future outcomes.

Section 7 – Protection of Children

7.1 Assessing Staff Competence to Manage Challenging Behaviours

Nonna's House ensures that all adults are trained, supported, and assessed as competent to respond to challenging behaviours in a safe, attuned, and trauma-informed manner. We recognise that behaviour is a form of communication, often rooted in past experiences, unmet needs, or emotional distress.

Adults receive training in:

- Trauma-informed practice
- PACE (Playfulness, Acceptance, Curiosity, Empathy)
- De-escalation and conflict resolution
- Understanding attachment and developmental trauma
- Behaviour support strategies
- Positive behaviour modelling
- Safeguarding and child protection

Competence is monitored through supervision, reflective practice sessions, team meetings, and ongoing training. Adults are supported to remain curious about the reasons behind behaviour and to respond in ways that promote safety, learning, and emotional regulation.

7.2 Safeguarding Our Culture and Ethos

Safeguarding is central to the ethos of Nonna's House. We maintain a culture where children feel safe, listened to, and protected. Adults understand their safeguarding responsibilities and follow clear procedures aligned with:

- The Children's Homes (England) Regulations 2015
- The Guide to the Children's Homes Regulations, including the quality standards
- Local Safeguarding Partnership procedures
- Moonreach safeguarding policies

Adults are trained to recognise signs of abuse, exploitation, trauma, and emotional distress. Concerns are reported immediately, recorded accurately, and escalated appropriately. Children are supported to understand safeguarding in a child-friendly way and are encouraged to speak openly about worries or concerns.

7.3 Children Missing from Home

Nonna's House follows clear procedures when a child goes missing. Adults respond with urgency, empathy, and curiosity, recognising that missing episodes may be linked to trauma, fear, relationships, or external influences.

Procedures include:

- Immediate reporting in line with local protocols
- Searching known locations
- Liaising with police, social workers, and relevant agencies
- Recording all actions and decisions
- Offering a safe, supportive return conversation
- Reviewing risk assessments and safety plans

Return home discussions focus on understanding what contributed to the episode, strengthening safety planning, and supporting the child emotionally.

7.4 Anti-Bullying

Nonna's House promotes a culture of respect, kindness, and emotional safety. Bullying is not tolerated, and adults respond promptly to any concerns. We recognise that bullying may be linked to trauma, insecurity, or difficulties with emotional regulation.

Adults:

- Model respectful behaviour
- Support children to understand the impact of their actions
- Use restorative approaches to repair relationships
- Provide supervision and structure to reduce opportunities for bullying
- Ensure children feel safe reporting concerns

All incidents are recorded, reviewed, and used to strengthen practice and support.

7.5 Consequences to Negative Behaviours

Adults at Nonna's House use clear, consistent, and proportionate responses to help young people understand the effect of their choices and develop safer ways of managing situations. Responses are restorative and delivered in accordance with the home's PACE and trauma-informed model of care.

Before deciding on a response, adults consider the young person's age, understanding, communication needs, previous experiences, trauma, and any neurodevelopmental needs. Adults remain curious about what contributed to the situation and give the young person an opportunity to express their views.

Any consequence will be directly related to the concern, explained clearly, time-limited, and reviewed. The focus will be on repairing harm, rebuilding relationships, and supporting learning. Restrictions or increased supervision will only be used where needed to manage an identified risk and will be reviewed as soon as possible.

7.6 Non-Permissible Consequences

Nonna's House adheres strictly to the Children's Homes (England) Regulations 2015, which outline consequences that must never be used. These include:

- Any form of corporal punishment
- Deprivation of food or drink
- Restriction of contact with family, friends, or professionals (unless required for safeguarding and agreed within a plan)
- Withholding medication or medical treatment
- Use of pain-inducing techniques
- Any consequence that humiliates, shames, or degrades a child
- Preventing access to education
- Locking a child in a room or restricting liberty unlawfully

Adults are trained to understand permissible and non-permissible consequences and to use restorative, relational approaches at all times.

7.7 Positive Physical Intervention

Physical intervention is only used as a last resort to prevent harm and must always be reasonable, proportionate, and necessary. Adults are trained in approved techniques that prioritise safety and emotional wellbeing.

Following any intervention:

- The child is offered emotional support
- A reflective conversation takes place
- Records are completed promptly
- The manager reviews the incident
- Plans are updated to reduce future need for intervention

The focus is always on safety, learning, and repairing relationships.

7.8 Recording and Reporting

All safeguarding concerns, incidents, consequences, and physical interventions are recorded clearly, promptly, and accurately. Records include:

- What happened
- Who was involved
- Decisions made
- Actions taken
- The child's views
- Any follow-up required

Records are reviewed regularly to identify patterns, strengthen practice, and ensure compliance with regulations.

7.9 Safe Area Risk Assessment

Nonna's House completes regular risk assessments of the home and local area to ensure children's safety. This includes:

- Local community risks
- Transport routes

- Known hotspots for exploitation or missing episodes
- Environmental hazards

Risk assessments are reviewed frequently and updated when new information arises.

7.10 Fire Procedures and Keeping the Home Safe

Fire safety is a priority. The home follows all legal requirements, including:

- Regular fire drills
- Clear evacuation procedures
- Routine checks of alarms and equipment
- Staff training in fire safety
- Up-to-date fire risk assessments

Children are supported to understand fire safety in a calm, child-friendly way.

Section 8 – Leadership and Management

8.1 Stable and Sufficient Workforce

Nonna's House is committed to maintaining a stable, skilled, and reflective workforce that can provide consistent, attuned, and trauma-informed care. We recognise that children's progress is directly influenced by the reliability and emotional availability of the adults who care for them.

To ensure stability, the home:

- Employs a permanent staff team with appropriate qualifications and experience
- Provides regular supervision, reflective practice sessions, and annual appraisals
- Ensures staffing levels meet regulatory requirements and children's needs
- Uses consistent adults to promote attachment, trust, and emotional safety
- Supports staff wellbeing to reduce turnover and maintain continuity for children

Adults are trained to understand trauma, attachment, and the impact of early adversity. This enables them to respond with curiosity, empathy, and consistency, strengthening children's relationships and sense of security.

8.2 The Recruitment of Staff

Nonna's House recruits staff in accordance with Regulations 32 and 33 and Schedule 2 of the Children's Homes (England) Regulations 2015. The home also has regard to the Guide to the Children's Homes Regulations, including the quality standards, and follows all relevant safeguarding and safer recruitment procedures.

All recruitment includes:

- Enhanced DBS checks
- Verification of identity
- Full employment history with explanations for any gaps
- Written references, including from the most recent employer
- Verification of qualifications
- Right-to-work checks
- Assessment of skills, values, and suitability for trauma-informed practice

Adults must demonstrate an ability to work in a PACE-aligned, relational, and reflective manner. Recruitment decisions prioritise safeguarding, emotional availability, and the capacity to provide consistent, attuned care.

No person is described as the Registered Manager until Ofsted registration is formally confirmed.

8.3 The Training and Development of the Staff Team

Nonna's House invests in ongoing training to ensure adults have the skills, knowledge, and confidence to provide high-quality, trauma-informed care. Training includes:

- PACE (annual certified training)
- Trauma-informed practice
- Safeguarding and child protection
- Behaviour support and de-escalation
- First aid
- Health and safety
- Equality, diversity, and inclusion
- Record-keeping and regulatory compliance

Adults also receive specialist training based on the needs of children placed, such as autism awareness, mental health, self-harm, exploitation, or sexualised behaviour.

Training is delivered through a combination of online learning, face-to-face sessions, and external professional input.

Adults are paid for time spent on mandatory training, recognising the importance of professional development and retention.

8.4 Supervision of Staff and Team Meetings

Supervision is a protected, regular space where adults reflect on their practice, explore challenges, and receive guidance. Supervision supports:

- Emotional wellbeing
- Professional development
- Reflective practice
- Consistency in care
- Accountability and safeguarding

Team meetings provide opportunities to:

- Review children's progress
- Share insights and observations
- Strengthen trauma-informed and PACE-aligned practice
- Discuss safeguarding concerns
- Plan activities, routines, and support strategies
- Ensure consistency across the team

These structures help maintain a cohesive, child-centred team culture.

8.5 Electronic or Mechanical Means of Surveillance Used Within Moonreach Scheme

Nonna's House does not use electronic or mechanical surveillance within the home unless required for safety and agreed within a child's care plan. Any use of surveillance must comply with:

- The Children's Homes (England) Regulations 2015
- The Guide to the Regulations
- GDPR and data protection legislation
- Local safeguarding procedures

Children are informed of any agreed surveillance in a clear, age-appropriate way.

8.6 Management, Monitoring and Review

Nonna's House is subject to robust internal and external monitoring to ensure high standards of care and regulatory compliance. This includes:

- Monthly Regulation 44 independent visits
- Regulation 45 internal monitoring and quality of care reviews
- Ofsted inspections
- Regular audits of records, safeguarding, health and safety, and care planning
- Review of incidents, patterns, and themes to strengthen practice

Findings from monitoring are used to improve the home, strengthen trauma-informed practice, and ensure children experience safe, consistent, and high-quality care.

Section 9 – Care Planning

9.1 How we support and promote visits between the children placed and their parents and significant others.

Nonna's House recognises the importance of safe, meaningful relationships with family members and significant people in a child's life. We understand that contact can be emotionally complex, and we support children with empathy, curiosity, and sensitivity.

Adults:

- Promote contact in line with the child's care plan
- Support children before, during, and after contact
- Help children understand their feelings about family relationships
- Work collaboratively with social workers, parents, and carers
- Ensure contact arrangements prioritise safety, emotional wellbeing, and stability
- Provide supervised contact where required
- Offer reflective conversations to help children process their experiences

We recognise that family identity is central to a child's sense of belonging. Our approach is trauma-informed and child-centred, ensuring contact strengthens relationships where safe and appropriate.

9.2 Reviews and Placement Plans

Placement plans are developed in partnership with the placing authority and reflect each child's needs, strengths, vulnerabilities, and aspirations. Plans are reviewed regularly to ensure they remain relevant and responsive.

Adults ensure children:

- Understand their placement plan in a child-friendly way
- Are supported to express their views during reviews
- Have their voice represented in decision-making
- Feel prepared and supported before review meetings

Review meetings include social workers, education professionals, therapists, and other relevant individuals. Outcomes from reviews are incorporated into daily practice, ensuring consistency and clarity for the child.

9.3 Child Success Plans

Child Success Plans are personalised documents that identify goals, strengths, and areas for development. These plans help children experience achievement, build confidence, and recognise their progress.

Success Plans include:

- Emotional and social development goals
- Education and learning targets
- Life-skills and independence development
- Health and wellbeing objectives
- Relationship-building goals
- Personal interests and hobbies

Adults use PACE-aligned approaches to help children understand their goals and feel motivated to work towards them. Progress is celebrated, reviewed, and adapted as needed.

9.4 Pathway Plans

For young people approaching independence, Nonna's House works closely with the placing authority to support the development and implementation of Pathway Plans. These plans help young people prepare emotionally, practically, and socially for adulthood.

Support includes:

- Developing practical life skills (cooking, budgeting, cleaning, shopping)
- Building confidence and resilience
- Supporting education, training, and employment pathways
- Strengthening emotional regulation and problem-solving skills
- Encouraging safe, positive relationships
- Supporting young people to understand their rights and responsibilities

Adults ensure young people feel supported, not rushed, and that independence planning is paced according to their readiness and needs.

9.5 Independent Skills Workshops

Nonna's House provides structured workshops to help children and young people develop independence skills. These sessions are practical, engaging, and tailored to each child's abilities and emotional readiness.

Workshops may include:

- Cooking and meal planning
- Budgeting and money management
- Personal hygiene and self-care
- Household tasks and routines
- Travel training
- Community safety
- Understanding health appointments
- Preparing for education or employment

Adults use playfulness, curiosity, and empathy to help children feel confident learning new skills. The aim is to empower young people to develop independence at a pace that feels safe and achievable.

Name	Position	Date of Birth	DBS Check	Start Date	Qualifications	Relevant Experience	Training
Fern Cowie	Responsible individual	15/3/86	Ofsted Enhanced	28/07/10	B Tec national diploma in Health and Social care, High educational diploma in social care, Completed NVQ 7 management in care	Fern is the Responsible individual at Moonreach. She has many years of experience working within a residential setting and caring for children and young people who display very challenging behaviours some of whom are emotionally damaged. She also has experience managing a successful family assessment centre.	Fern has a higher educational diploma in social care and regularly attends various mandatory and specialist training to update her skills and knowledge. She also is trained to facilitate Safeguarding in-house as well as currently undertaking the QCF level 7 in leadership and management to further develop her skills and assist her in the management of the homes and development of the staff team.
Gill Hilton-Amzaleg	Regional Manager	15/3/63	Enhanced	25/10/21	Gill has a level 5 in leadership and management as well as a diploma in Counselling and a diploma in welfare studies. Gill has her level 3 in advanced Safeguarding lead, NVQ Level 3 in children and young people and has completed extensive in-house training.	Gill has previously worked alongside children with special educational needs in a school environment, she has had several years' experience as a foster carer and has vast experience of working as a dually registered manager across Children's homes. Gill has sound knowledge of working with children with emotional and behavioural difficulties. Gill has spent several years at the senior management level supervising managers and	Gill has completed a Level 3 Safeguarding for Designated Practitioners, Safer Recruitment, and Designated Safeguarding Officer training. She has also completed Supervision Appraisal, and Disciplinary Training as well as all mandatory in-house training.

						supporting their development. Gill has previously been a responsible Individual for children's residential services.	
Mandy Bushell	Manager	30/09/70	Enhanced	15/07/22	Mandy has completed her level 3 Diploma for Residential childcare Mandy has completed regular Training Mandy is currently completing her level 5 in Leadership and Management	Mandy has several years' experience of working with children in the care sector. Mandy joined Moonreach as a senior residential worker, having previously been a senior in a different residential setting. Mandy has worked her way up to Deputy and is now the manager of two homes. Mandy has a good level of knowledge when working in the home and has previously overseen a home in the absence of management	Mandy has completed all mandatory training relevant to her role. Mandy has a good understanding of working with challenging behaviours and has completed her safeguarding training. Additional house/child-specific training will be allocated as and when the need arises
Evie Whitehouse	Deputy Manager	07.03.1994	Enhanced	20.07.26	Evie has completed her level 3 Diploma for Residential childcare, obtained a Higher Education Certificate in Children and Families focusing on Child Psychology, has completed her regular training and safeguarding courses.	Evie has almost several years' experience in children's residential care, progressing from Support Worker to Senior Shift Leader at Moonreach. She subsequently gained valuable management experience as Deputy Manager of two residential homes for learning disability and mental health services, developing expertise in leadership, safeguarding, regulatory compliance, quality assurance and staff management. She now returns with enhanced management	Evie has completed mandatory training relevant to residential childcare. She has achieved the Level 3 Diploma for Residential Childcare and also holds a Higher Education Certificate in Children and Families with a focus on Child Psychology. In addition, Evie has completed leadership and management training throughout her Deputy Manager role, including safeguarding, quality assurance, risk assessment, incident

						knowledge and a strong understanding of high quality residential care.	management, regulatory compliance and staff supervision. She maintains her professional development through regular refresher training and is committed to keeping her knowledge and skills up to date
Aaron Gibson	Senior Shift Leader	03/07/1979	Enhanced	01/04/2022	Aaron has his level 3 Diploma for Children and young people. Aaron has completed Safeguarding training along with several other in-house training.	Aaron has several years' experience of working alongside children with emotional and behavioural difficulties. Aaron has previously worked in a residential setting with children who had a range of different needs.	Aaron has completed the following courses starting at Moonreach, Team Teach, Fire training, Food hygiene, Safe administration of medication, Record Keeping, Infection, Control, Challenging behaviour, Health & Safety, communicating effectively, Risk assessment, safeguarding, and First aid at work. As well as these courses we also run specialist courses on Attachment, Awareness of Autism and Asperger's, Youth court justice.
Lillian Lem	Residential support worker	14/03/1984	Enhanced	20/08/2024	Lillian has 3 years of previous experience in supporting vulnerable individuals. Lillian has her master's in counselling which she achieved in the USA. Lillian has her Diploma level three in working with the children.	Lillian is passionate about creating safe and inclusive environments where residents can thrive and achieve their goals. Lillian's approach centres on building meaningful connections, promoting independence, and providing emotional support tailored to everyone's needs. She is committed to making a positive	All staff complete the following courses starting at Moonreach, Team Teach, Fire training, Food hygiene, Safe administration of medication, Record Keeping, Infection Control, Challenging behaviour, Health & Safety, communicating effectively, Risk assessment, safeguarding, and First aid at work. As well as these courses we also run specialist

						impact on the lives of those she serves. In her free time.	courses on Understanding bullying, Youth court justice.
Callie Skillet	Residential Support Worker	28/12/90	Enhanced	23/07/25	Callie has 11 GCSE's and has a B Tec national Diploma in ICT Callie will commence her level 3 upon completion of probation	Callie has experience working with Children in a hospice. Callie brings lots of enthusiasm and is passionate about working with children in the care and making a difference for them.	All staff complete the following courses starting at Moonreach, Team Teach, Fire training, Food hygiene, Safe administration of medication, Record Keeping, Infection Control, Challenging behaviour, Health & Safety, communicating effectively, Risk assessment, safeguarding, and First aid at work. As well as these courses we also run specialist courses on Understanding bullying, Youth court justice.
Calum Gore	Residential Support Worker	08.02.1996	Enhanced	01.05.2026	Calum will be put on his Diploma level 3 once he has completed his probationary period. Calum has A Level in Sports Development, Fitness, and Coaching as well as several GCSE's.	Calum has not worked in a residential home before however Calum expressed, he can bring resilience, patience and a calm approach under pressure, alongside the ability to build trusting relationships whilst maintaining clear professional boundaries.	All staff complete the following courses starting at Moonreach, Team Teach, Fire training, Food hygiene, Safe administration of medication, Record Keeping, Infection Control, Challenging behaviour, Health & Safety, communicating effectively, Risk assessment, safeguarding, and First aid at work. As well as these courses we also run specialist courses on Understanding bullying, Youth court justice.



