

# Statement of Purpose – Fastbridge

## February 2021

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*The three disciplines of residential care, education and therapy work together and separately using the above frameworks to achieve positive outcomes for each young person.*

### ***Rationale***

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Young people will come to Fastbridge with varying life experiences, but commonly they have often been subject to varying levels of trauma. They may have suffered sexual, physical, emotional abuse or neglect, with the exposure to trauma and/or absence of secure attachments, care or positive role models. Young people will not have been given the opportunity to develop normal, healthy and effective cognitions or behaviours; often resorting to maladaptive ways of coping, such as harmful sexual behaviour. Their harmful sexual behaviours have placed themselves and others at risk. Effectively, they are deprived of the capacity to thrive in their own families, within their peer groups, within mainstream schools or indeed ordinary care settings and can feel isolated.

We recognise the vital role that nurture plays in combating the damaging effects of neglect and trauma. We continuously demonstrate our core belief that each child is of unique intrinsic worth, through the excellent standard of care we provide. Of great importance is to ensure that the young people in our care are protected and feel safe at all times. Our experience tells us that a combination of security, support, continuity and predictability, provides the foundation which has helped the vast majority of those placed with us and is the vehicle through which young people can develop strong attachments and improve their relationships, factors which are inextricably linked to harmful sexual behaviour.

We monitor the young people as they progress through their journey at Fastbridge in order to support them by providing clear and safe boundaries and achievable goals.

**Fastbridge uses a holistic approach combining the disciplines of residential care, education and therapy, all three being important in what they offer to combat the tenets of harmful sexual behaviour exhibited by young people.**

## ***Outcomes***

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The therapeutic model is based upon that of the Good Lives Model. Outcomes are based on a progression of those factors identified for each young person throughout the placement in assisting them to develop the skills, abilities and motivation to go on to live an offence-free life. Outcomes at end of placement are measurable via psychometric and observational measures. General outcomes include:

- The young person to have experienced positive life events in all areas of their lives, inclusive of experiences of achievement.
- The young person to have experienced safe and supportive relationships
- The young person to have engaged in education and to have begun or ready to begin further education or vocational training.
- The young person to have had the opportunity to develop and reflect on a coherent story of what has happened to them and what is happening to them
- The young person to have had an opportunity to identify and develop talents and interests
- The young person having developed the skills to initiate and maintain positive relationships
- The young person to have developed positive social skills
- The young person to have developed positive problem-solving skills
- The young person to have developed a sense of identity , inclusive of sexual identity
- The young person to have developed an understanding of how to meet sexual needs in a healthy way
- The young person to have developed independent living skills consistent with their abilities

- The young person to be able to communicate their need(s) through positive avenues
  - The young person to have identified and developed a relapse prevention plan to desist from further offending.
  - To have assisted the young person to safely interact with the wider community
  - To assist the young person with a positive transition into the community
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## *Achieving the Outcomes*

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In order to enable us to identify needs, encourage change and track progress and success, the following systems are used in order to support the young people to achieve the desired outcomes for their placement:

### **ICON (Identifying Current and Ongoing Needs)**

This is the assessment and intervention framework for all young people at Fastbridge. All disciplines contribute to its completion and it is reviewed in collaboration with the young person, therapist Head of School and his keyworker.

The I.C.O.N. document incorporates the Good Lives Model, Psychometric outcomes and Personal Education Plan. The process of completing I.C.O.N. allows each young person to identify and agree a series of S.M.A.R.T. goals (Specific, Measurable, Achievable, Realistic, Time-limited) on which to focus over a twelve-week period.

### **Assessment of Risk and Treatment needs**

When a young person begins their placement, Assessment takes on a holistic form. The young person completes a number of psychometric assessments which are written into a report format. The allocated therapist engages in collating background information as well as interview through therapy sessions with the young person. This, along with psychometric outcomes and conversations with teaching, management and care staff forms a thorough assessment of risk and treatment needs aimed to identify therapeutic needs, engagement/progress in therapy, levels of supervision required and likelihood of further involvement in harmful sexual behaviour. The time period during which a full assessment report is completed will vary, dependent on the young person's abilities and willingness to engage, although ideally this will be within the first three months of placement.

Psychometric assessments are individually tailored to the needs of the young person and are re-administered during the placement to monitor progress of the young person's therapy as well as identify ongoing therapeutic needs.

Should a young person be subject to on-going criminal investigation for an alleged sexual offence, careful consideration involving discussions with multiagency partners (social worker, police) will need to be made to assess whether assessment should await completion of any legal proceedings.

### **Behavioural Management Plans & Risk Assessments**

Each young person placed at Fastbridge will have a behavioural management plan and risk assessment prepared for them. This will identify known risk related behaviour and how these risks are best managed; the young people are involved in preparing these plans as their responses to risk management and their views on their own risk related behaviours will form an important part of how staff manage these known risks. These assessments are updated by the Care team at regular intervals throughout their placement and in the event on any additional risk factors being identified. They include reviews of recent Incidents and whether risk management factors have been successful or require changes.

### **Key working programme**

Each young person is allocated a key worker, who is their first point of contact when assisting them with their care needs these include behavioural issues, behaviour management measures and liaising with outside agencies to ensure the needs of the young person are met. Key workers produce a monthly progress report and Statutory Review report for each young person.

### **Group and Individual Supervision**

Staff benefit from both individual supervision, with a line manager which takes place every 4-6 weeks and group supervision, facilitated by one of the home's therapists; allowing them to gain insight and work through issues which arise from working with young males with harmful sexual behaviour.

### **GOAL, SNAP and SNAPB Tests**

The school use the GOAL, SNAP and SNAP B Tests in order to monitor progress, development and achievements for the young people within the school.

GOAL is a formative assessment for literacy, numeracy, science and ICT. This is a multi-choice test which can give National Curriculum levels for each subject.

SNAP is a Special Needs Assessment Profile. This profiles specific learning difficulties and related factors, and gives follow-up suggestions for both teachers and parents,

all in a user-friendly and comprehensive package where pupils work on the computer. We have found this programme very accurate and useful.

SNAPB - SNAP-Behaviour brings to behavioural, emotional and social difficulties the insights and practical strategies that SNAP-SpLD brings to specific learning difficulties. Again, a computer programme that is user friendly for the pupils to gauge how their behaviour can be measured monitored and strategies suggested to minimise problems.

### **A consistent staff team who use clear and firm boundaries**

Staff provide a nurturing, homely environment for the young people to develop emotional resilience and positive relationships with each other and the adults who care for them. Attention is paid to the young people's age and level of understanding and emotional intelligence. Placement plans are devised in order to reflect the young people's levels of ability and understanding and their learning styles.

The staff team work together with the education and therapy teams to provide a consistent approach, and firm boundaries and routines for the young people, which allow them to feel safe and support change.

## ***CRITERIA FOR ADMISSION***

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Young people are placed at Fastbridge when they are ready to work towards fuller Independence. We work specifically with young males who have displayed harmful sexual behaviour and who may have been abused themselves.

All young people placed at Fastbridge are referred from Apple Orchard's other homes. This takes place at a time that it is agreed by the home and the placing authority that the young person is ready for this transition.

Once a young person has been identified as being ready to move on to fuller Independence an initial discussion takes place in the Manager's Meeting to share information. Once all parties agree that the move would be beneficial to the young person a compatibility assessment is completed and the young person's social worker contacted to discuss the potential move. Once agreement is in place the young person will have the opportunity to visit Fastbridge and spend time with the

staff and current residents to gain a full understanding of the home and its focus on preparing the young person for Independence. If all parties remain in agreement after this period then the young person will be allocated a moving date. The social worker and where appropriate the young person's family will be invited to visit the young person at Fastbridge and meet the Manager and the staff team.

### ***Statement of facilities, location of the home and range of needs***

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Fastbridge Farmhouse is a Therapeutic Semi-independent home. We encourage the young people to take more of an active role in taking control of their lives. Fastbridge strives to achieve more of an adult environment as many of the young people are at college and are transitioning into Independence. As part of this transition the young people are encouraged to take a more responsibility in keeping themselves, and other's they live with, safe. To put into practice many of the Independence skills they have learnt, and to manage more of their own care needs, this can be as simple as preparing meals and doing laundry and can lead to them identifying future needs, such as housing, further education and full independence. As part of the remit at Fastbridge the young people are supported the manage all of the changes associated with leaving care and the emotional upheaval this can cause.

### ***STATEMENT OF FACILITIES & SERVICES PROVIDED***

Fastbridge Farmhouse is a detached property surrounded by lawned gardens. The house has 4 bedrooms upstairs, for the young people, and a bathroom containing toilet, washbasin, bath, cubicle with shower, and a bidet. Downstairs there are 2 living rooms and a fully equipped Kitchen, there is also a downstairs toilet with wash basin.



### ***Location of the Home***

The home is located in a rural setting, close to a small village with good transport links and near a larger town with leisure and retail facilities. The home's location is

risk assessed annually; taking into account any issues or incidents experienced by the home, the local crime figures for the area, as well as, due to the semi-rural location emergency response times.

We liaise with the local Police for the area and the local authority placement teams to identify and manage any issues with the location of the home.

All the residents at Fastbridge will have previously resided in one of the homes within Apple Orchard Therapeutic Community, (Bramley, Oakdene or Orchard House), and they would have earned their placement through working consistently on their behaviour, and in education and therapy.

Particular attention is paid to preparing young people for leaving care, assisting with their transition and their continuing needs to: -

- Develop and maintain relationships with others
- Understand their sexuality and establish positive, caring social and sexual relationships
- Develop self-esteem
- Prepare for the world of work and/or further of higher education
- Develop practical daily knowledge and skills

These needs are met through the staff interaction and the ongoing Independent skills sessions. On moving to Fastbridge the young people are assessed to identify what level of Independent skills they have and how able they are to put these into practice, once a baseline is established then further sessions and skills are added to prepare them for their future.



Once a young person is given a Moving-On plan by their placing authority, the Independent work becomes more focussed towards an end date and the young person's future needs.

## Care

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Fastbridge is careful to recruit staff who have experience working with troubled young people, and who display an aptitude for the work. As a result of this, and ongoing supervision, training and support the team is well managed, stable and consistent which in turn helps meet the needs of the young people. Staff are able to spend quality time with the young people and allow opportunities for open communication, both between themselves and the young people, and between the other disciplines within the home in the form of daily handovers with Education and regular feedback from Therapy. This open communication allows the team to respond effectively to the needs of the young people, both as a group and individually.

The views of the young people are valued, and they have regular opportunities to discuss issues, make requests and give feedback on their progress. The young people are supported in making decisions about their daily lives as well as issues which may affect the group or home, giving them a strong sense of belonging. Young people are encouraged to have an understanding of the progress they are making therapeutically and to be realistic about the changes they have made, and the role they play in these changes.

Young People are allocated a Key worker on their arrival at the home, and every effort is made to match the right person to each child. This allows them to start to develop appropriate relationships to be modelled on for the future. The key worker will be the facilitator in identifying the ongoing needs of the young person, and ensuring their needs are met, however this is not completed in isolation; the keyworker will work with the education staff, the young person's therapist and the other members of the care team to ensure that nothing is missed. Fastbridge ensure that all needs of the young people, including cultural, linguistic and religious needs are met for each young person, and that the young people are encouraged to make appropriate choices in this area.

Many of the young people placed at Fastbridge have a history of difficult relationships and Attachment Disorders, staff work to encourage and support young people to be able to develop and maintain appropriate relationships with their peer group, the wider group in school and their family. Family contact is facilitated extremely well, and the staff team understand the importance of contact for both the young people and their families. Those young people who have limited or no family contact can also access Independent support through the Independent visitor's programme and Advocacy Service.

The young people at Fastbridge have come to us from a variety of backgrounds; their understanding of their cultural identity can be limited and as part of the key working and therapy programmes the young people are encouraged and supported

to explore their heritage and gain a clearer understanding of their backgrounds, ethnicity and family culture. This will also include their understanding of their sexual identity and support is available through both the staff team and Therapy allowing young people a safe environment to explore their own identity as it develops.

Fastbridge recognises that people hold many different religious beliefs and will actively encourage all the young people residing here to follow their chosen faith, with efforts made by the staff to help them do so.

The young people engage, as part of their placement, in Education through our school. Any additional linguistic or communication needs will be identified throughout their placement and catered for with external support if necessary, this work is completed in conjunction with their placing authority. We have experience in working with young people with a wide range of educational needs and have assisted them to improve and develop their understanding and use of language and ability to express themselves.

Fastbridge promotes care practices in a non-discriminatory way where all children and young people are valued as individuals regardless of age, race, gender, colour, sexuality, disability or religious beliefs.

Fastbridge expect that all young people and their families are treated in a fair and respectful manner and this is positively challenged and discussed with supervision, team meetings and children's/young person's meetings.

We uphold the Principles of Care, for promoting anti-discriminatory practice and promotion of children's rights, respect and dignity as follows:

1. Children and young people have the right to live in a home that is safe, warm, happy, nurturing, stable, valuing, affectionate, and secure, free from abuse and recognises the individual needs of the Young person.
2. Children and young people have the right to have full access to education, health care, social life, community facilities, and have the opportunity to live a full life as possible.
3. Children and young people have the right to be listened to, express themselves, take full part in decisions affecting them, have things explained to them and the right to complain.
4. Children and young people have the right to privacy, space, time and dignity, have fun and allowed to be a child.
5. Children and young people have the right to their religious, cultural, dietary needs and to celebrate their individuality.

Young People are admitted to the home due to their high-risk behaviours. They have often had severely traumatised backgrounds and a history of care that has not successfully addressed their needs. It is unsurprising that many of the young people have difficulties with Education, self-worth, forming relationships, keeping themselves safe and being safe with others. However, there is a remarkable degree of change achieved as a result of living at Fastbridge .

Progress is achieved through the therapeutic approach taken by the home and wider community. This emphasises developing strategies for achieving aims and aspirations without resorting to inappropriate behaviour. The young people have both a Placement Plan, which identifies their long term needs and how these needs will be met over time, and an ICON, which identifies specific goals and tasks for them to work on over shorter time periods. Staff support the young people with their health, welfare, religious, linguistic and cultural needs and where appropriate engage outside agencies in order to ensure these needs are appropriately met. When nearing 16 the young people will also have a Pathway plan developed for their transition from care and this also allows specific goals to be identified and the work needed to achieve them.



The home is designed to ensure that it is safe, meets the needs of the young people and more importantly has a homely environment. Each young person has their own room and are encouraged to personalise it. Staff also ensure that 'home comforts' are added, such as throws for the bed or hot water bottles in the winter and fans and lighter bedding for the summer months. The young people are also involved in daily chores in the house, allowing them to feel part of the home and have an investment in how the home looks and feels.

The team supports the young people to attend a wide range of activities, staff work hard to give young people new experiences in safe environments. The activities are



centred on being healthy, social and fun and young people are encouraged to suggest activities they may wish to try. Staff are also keen to nurture talent, and additional activities such as clubs and groups can be identified for a particular young person who is keen to attend.

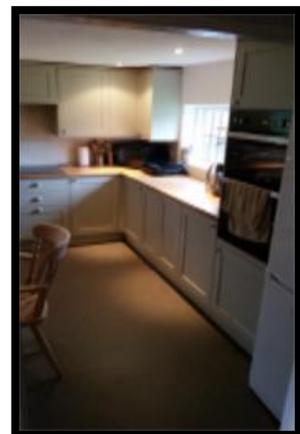
Staff reward the young people's success and achievement, and offer encouragement, this encourages the young people to see

that they can achieve and develop the resilience required to acknowledge behaviours they need to address.

Young people will often display a number of inappropriate behaviours and coping strategies as they progress through the home and there may be periods where additional support is required to ensure they are safe and cared for. Every effort is made to avoid Police involvement for the young people. Staff are trained in Safe Restraint whose focus is on de-escalation before intervention. Staff are adept at managing difficult situations to avoid problems arising and helping the young people to appreciate why the behaviour is unacceptable. Significant Incidents such as physical interventions and measures of control are well recorded, with attention paid to antecedents as well as the particular incident, and a focus on lessons to be learned.

Where these initial efforts are not sufficient to meet the needs of the young person Crisis Management Plans are used in order to identify additional measures to ensure the young person remains safe, this can mean additional staffing during the day (1:1) and additional staff at night. The aim being to avoid, where possible, placement breakdowns. In some cases, it may be advisable for Psychiatric Assessments to be completed, and external support to be used such as CAMHS and Psychiatric support.

Young people are encouraged to undertake independence skills, according to their age and level of understanding, improvements are made on this throughout their placement and will form the basis of any future plans. There is also a free time programme; where young people spend time away from staff supervision. All young people will start the programme with 5-10 minutes' free time, but this can be built up over time and increased trust. Increases are requested by the young people and then discussed in the Management meeting by Home managers, Therapist and head teacher and appropriate decisions made.



Towards the end of the young person's placements, staff are involved in their moving on plans. Part of this process involves encouraging young people to take a more active role in the decision-making process and being able to identify future needs. This may include increased Independent skills, college and Work Experience and increases in Free time and Independent travel, thus allowing young people to take an active role in keeping themselves safe in the wider community and travelling to family contact independently and easing towards Full independence.

**Working with outside agencies:** Fastbridge Farmhouse has developed a list of contacts within the local community which can offer additional support for the young people and advice when required. These include additional medical support through the Local GP practice which includes a Minor Injuries Unit, Diabetes Nurse, Blood Tests,

Physiotherapist, Podiatrist, Counselling and Young Adults Health Page on their website.

We also have links with Surrey CAMHS in Guildford to support the young people with mental health issues and those who take regular medication for conditions such as ADHD and depression, and with Buryfields Sexual Health Clinic in Guildford for advice on sexual health.

Guildford Borough Council run an Information service for young people called "Careers Explorer" which offers a website for careers advice in Surrey in a number of areas including Careers, employment and Education, Family and Relationships, Health, Housing and homelessness and Personal Finance.

There are also a number of support groups locally which offer advice and support in a range of areas including LGBT:

OUTLINE SURREY provides support to people with their sexuality and gender identity and including but not limited to Lesbian, Gay, Bi-sexual and the Trans community of Surrey.

There are a number of Churches and Places of worship locally catering for a wide range of religions. These include:

Anglican, Baptist, Methodist and Roman Catholic Churches based in Guildford and the surrounding areas. Quakers, Jehovah's Witness, Muslim and Salvation Army also have places of worship in Guildford and the surrounding areas. Any young person who wishes to follow any religion will be supported by staff to find an appropriate location/ congregation with which they feel comfortable with and to attend regular services.

Fastbridge also work closely with Surrey Police, Public protection team and liaise where appropriate with Surrey MAPPA, Youth Offending Service and Surrey Probation Team. This can include planning meetings relating to young people moving on from their placement at Fastbridge.

Many of the young people placed at Fastbridge will be engaged in further Education and Fastbridge staff have close links with Guildford College, Merrist Wood and Chichester College, Brinsbury Campus.

## *Surveillance*

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The young people placed at Fastbridge pose a risk both to themselves and to others and this is not limited to the wider community. We take the process of surveillance seriously but approach it in a very human way; this allows the young people to develop an ongoing dialogue with staff in regard to their harmful sexual behaviour and their risk. There are no cameras or CCTV on site and there are no recordings of electronic monitoring which is present. The following procedures are in place in the home:

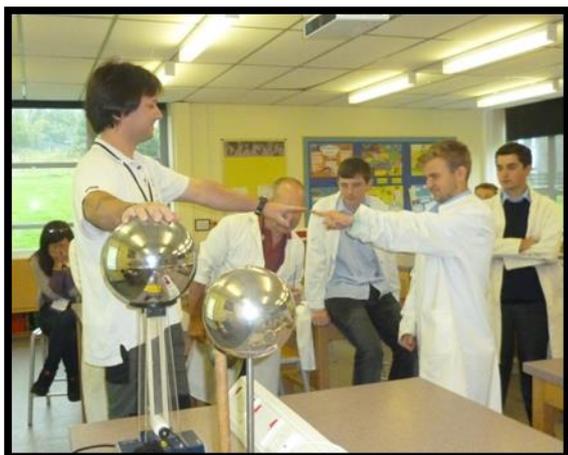
- All bedrooms belonging to the young people have electronic door sensors which emit an audible signal when the door is opened and closed. This is for safety purposes and enables staff to be aware of the young people's movements at all times. This is mainly for use at night times.
- All safety measures, including the door sensors are consistent with a domestic setting and do not create an institutional impression.
- In addition to this we have plug-in speaker monitors that are placed on the upstairs landing and linked to the sleeping in room, for the benefit of the sleep-in staff. We also have movement sensors located on the upstairs landing, so sleep-in staff are aware of the young people's movement at night.
- The alarm system and the reasons for having it are explained to the young people, along with issues of safety, prior to admission.
- The placing authority consents to the use of electronic monitoring and a record of this consent is kept in the young person's file.

The house PC, which can be used by the young people, has Sercus – monitoring system installed by Surrey Police which is linked to the Public Protection Team. All young people are informed of this on arrival at the home. Young People at Fastbridge may also have access to smartphones which have internet capability. These phones and devices are checked by staff and a record of these checks are kept.

## *Education*

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Apple Orchard School has been rated "Outstanding" in its last three OFSTED inspections. The documented and tracked academic progress of the pupils has been praised. A major aim of the school is to have every pupil attending all classes with a 100% attendance record. Many social services have praised the school for changing pupil's attitudes and behaviours from being a school refuser or persistent truant to attending school and stating that they enjoy the experience.



Each pupil is given a baseline assessment after their initial assessment week. Their subsequent progress is monitored, assessed and documented through regular use of formative and summative assessment to include SNAP and SNAPB tests. These tests give accurate indications of academic and behavioural progress. There is a behaviour modification scheme in place which allows the pupils to learn how to improve their performances, behaviour, self-

discipline and to cope with the demands made on them. Small classes, high staff/pupil ratios and supervision levels allow the boys to feel safe and to "blossom", as one parent stated. Every boy has an opportunity to voice any concerns, worries or achievements each day at handover and through student voice, influence the direction of the school. This increases their feelings of self-worth and minimises any chance of bullying or sexually inappropriate behaviours. Each boy attends a meeting every 3 months where their education and behaviour progress is discussed. The aims are incorporated into the young person's I.C.O.N and a comprehensive education report and Personal Education Plan is produced every 6 months with the pupil's input.

All boys are encouraged to gain National Certificates in education. These can include Entry Level exams, Adult Numeracy and Literacy, Functional Skills, GCSEs and occasionally AS Level studies. The school can offer English, Maths, Science, ICT, History, Art, PE and Design Technology up to GCSE levels There are also enrichment courses for PSHE, Music and Work-Related Learning on the timetable. Over the past eight years all pupils who have completed the course at Apple Orchard School have left with at least one GCSE and several have achieved five or more GCSES at level (4) or above. This gives the pupils access to college, work or university courses.

At Key Stage 5 further education courses at local colleges (Chichester and Guildford) can be accessed by students to support their career choices whilst still being supported by staff from Apple Orchard. Courses available allow students to have a wide range of opportunities, studying areas such as Sports, Horticulture and Catering etc. There has been an example where a student has been accepted straight into university from Apple Orchard. Pupils are encouraged to work hard at school by good role modelling from the highly qualified and motivated teaching staff. There have been stimulating visits to The Big Bang Science Day, London museums and galleries and The Music Box Society of Great Britain to speak to experts and enthusiasts. One of our students has been awarded the top student award at college and many others have been highly commended for their efforts and achievements. These successes are celebrated within the community.

The school is a member of the Sussex and Surrey Special Schools Sports association and plays regular matches in a variety of sports against other schools. Apple Orchard have been County Champions in basketball, badminton, football and athletics with individuals winning medals in cross-country, go-karting and archery. Boys are given the opportunity to engage in outdoor activities such as high ropes course, paddle-boarding, team building exercises, rock-climbing and dry slope skiing. The improvements in pupils' abilities to perform in situations where they are put under competition pressure and their developing confidence in their own abilities through tasting success in sports has been obvious in their behaviours out with school, at home and in therapy.



Boys have performed in front of their peers in talent displays, speeches, performing short plays and have attended theatre productions, pantomimes and religious festivals. We have seen improved confidence and self-worth in pupils and have recorded the improvements in speaking and listening assessments for English.

A well-established work experience programme has allowed pupils to test their increasing independence skills in areas such as estate management, car mechanics, hospitality and hairdressing. In order to access this coveted area, boys have to display increased trust, safety and behaviour levels. Advantages gained from this scheme have been increased self-confidence and esteem, collecting valuable references from employers and 3 boys have been offered full-time employment from the work experience proprietors.

Some boys are not able to access college courses or work experience placements due to their continuing high risk. These pupils have the opportunity to link into a Vocational Studies Programme, run through the school at Oakdene and Apple Orchard. The purpose-built workshop has been designed to allow boys to learn skills in painting and decorating, car mechanics, electronics, gardening and landscape gardening.

**When a previously troubled, low-achieving young man with sexually inappropriate behaviour leaves Apple Orchard, as regularly happens, with a lower risk, national certificates and qualifications, increased motivation and skills to succeed and gain employment, then we know that the organisation has combined effectively to achieve its ambitious aims.**

## *Therapy*

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### **Individual Therapy**

Individual Therapy at Fastbridge continually evolves so that the young people benefit from a therapeutic programme embedded within a secure evidence base and consistent up to date training.

The specific needs of each young person are at the heart of everything we do. With the **Good Lives Model** at the core, a variety of therapeutic methodologies are used flexibly throughout the young person's placement. This demands a highly skilled approach from our expert therapists to ensure that transparent, open and agreed aims regarding the young person's harmful sexual behaviour are achieved via an attentive, genuine and nurturing relationship.

Each young person is seen for one hour each week for individual therapy by their allocated therapist. The goals of therapy are openly created between the young person and therapist with a principle objective being to achieve the aims collaboratively. Therapy sessions sometimes include the young person's keyworker to ensure that the issues covered, and goals set in individual therapy are generalised into other areas of the young person's placement, and at minimum consistent communication occurs regularly between therapists and staff members in providing a holistic approach to treatment. It is important to highlight that most of the young people who present to our service have complex needs and often high levels of childhood trauma. As such any focused work on harmful sexual behaviour cannot begin until the young person is feels settled and safe enough in their environment to do so.

### ***Structured Therapeutic Family Work***

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Therapy also offer an additional service of Therapeutic Family Work. The role of an emotional confidant is a known strength factor in reducing likelihood of further harmful sexual behaviour. At Fastbridge we pride ourselves on our holistic approach and where possible help each young person to build on their relationships with their family. This may require additional support for the young person and his family, and this takes place in the form of Therapeutic Family Work. Such intervention is aimed at helping the young person to reconnect with family, to verbalise difficult issues within the relationship, and to augment the therapy of the young person. Such work is carried out independently to the young person's therapy and is arranged separately according to the need of each young person. Therapeutic Family Work draws from Systemic Family Therapy approaches and Narrative therapy and consists of between six to ten sessions depending on the strength of existing relationship between the family members.

## ***I.C.O.N. (Identifying Current and Ongoing Needs)***

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I.C.O.N. adheres to the five outcomes for young people from Every Child Matters framework; Be healthy, stay safe, Enjoy and achieve, Make a positive contribution and Achieve economic well-being, and is informed by the Care Quality Standards for Children's Homes. This means that the needs of all young people at Fastbridge are identified and met both in relation to their general care and their specific therapeutic goals throughout the whole of their placement. The young person's progress in relation to the aims identified in I.C.O.N. is recorded in I.C.O.N.'s "Progress Tracker" every 12 weeks via Fastbridge's internal reviews and L.A.C. review meetings.

## ***Group Therapy***

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The effectiveness of working with young people in groups has long been recognised as having a particular value with young people who exhibit harmful sexual behaviour

Each young person attends group therapy for one and a quarter hour per week in addition to individual therapy, where they are allocated to one of four groups that best facilitates their level of functioning and communication needs. The groups are facilitated by a therapist and staff member, with a third staff member observing and providing reflection

Young people themselves tell us that they benefit greatly from hearing other young people voice similar experiences to their own, as this normalises such difficulties for them, particularly when they have felt unable to talk about them on their own. In group therapy young people are left to challenge and discuss with their peers which results in further concreting of appropriate beliefs for themselves in 'learning through Teaching, as well as building on their social skills, problem solving and tolerance of others.

Researchers have identified some benefits and clinical advantages of group therapy for young people. These include the following:

- Interaction between individuals that can be utilised to facilitate change;
- The reduction of the likelihood of a therapist entering a collusive relationship with a client;
- Group interactions can help young people to become more open about abuse-related thoughts, feelings and behaviours, and by doing so, begin to address previously unresolved feelings of guilt, anger and anxiety;
- A safe and supportive group can provide an environment in which new skills and ways of thinking can be learned, practiced and developed;
- Group Therapy can provide therapists with valuable insights into participants' motivation to change, since participation in a group typically requires public acknowledgement that there are problems needing to be addressed;

- The group setting affords an environment in which young people who have difficulties in expressing emotions and experiences can learn from others, whilst developing competency in self-disclosure.
- Groups can reduce a sense of isolation; particularly for young people whose problem has a degree of social stigma;
- Important interpersonal and social skills can be effectively learned and practiced in a group setting;
- Groups allow a range of experiential activities which actively engage young people but may not be practical within adult-child interactions;
- Peer relationships and positive reinforcement are considered to be particularly effective with adolescents

## **Contact**

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**Complaints** – If you wish to make a complaint about any aspect of the home please contact Kathy Dodd – Principal Manager either by telephone on 01403 783416 or email her directly – [kathy@appleorchard.org.uk](mailto:kathy@appleorchard.org.uk) and she will be happy discuss with you any issues or concerns that you may have. She will also be able to provide you with a copy of the complaints procedure.

**Further Information** – If you wish to access further information regarding Fastbridge you can access the website at [www.appleorchard.org.uk](http://www.appleorchard.org.uk). However, if you require specific information and/ or copies of the homes Protection of Children Policy or Behaviour Management Policy, you can do so through the Registered manager.

### **Fastbridge – Mark Riglar**

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### **Appendix A – Management and Staffing Structure**

1. Organisational Structure of the home
2. Details of the staff, including qualifications and experience
3. Details of staff support and supervision
4. Role of Principal Manager