

Rosecroft Children's Home (SC472392)

Statement of Purpose



Ann English January 2026 – January 2027

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QUALITY AND PURPOSE OF CARE

1. The Range of Needs of Children and Young People at Rosecroft

At Rosecroft, we care for a maximum of 5 children and young people aged 11–17, who have often experienced early-life trauma, disrupted attachments, and difficulties with emotional regulation. We respond with Playfulness, Acceptance, Curiosity, and Empathy in every interaction, knowing these qualities are essential to building trust and promoting healing.

Our young people may present with a variety of social, emotional, and behavioural needs—including challenges related to mental health, education, offending behaviour, substance use, and significant difficulties in forming safe relationships. We meet each young person where they are, not where we expect them to be. By staying curious about the meaning behind behaviours and maintaining an accepting stance, we can gently explore the unmet needs they may be expressing.

We understand that each child's journey is unique. Our team forms safe, secure, and nurturing relationships to offer a predictable and caring environment where playful engagement builds connection, and empathic listening creates space for emotional growth. Every placement is considered individually to ensure our environment is the right fit to support a young person's progress toward independence and wellbeing.

At Rosecroft, we approach every referral with openness, curiosity, and a commitment to understanding the individual needs of each child or young person. We recognise that every individual is unique, and we are dedicated to ensuring that Rosecroft is the right environment where they can feel safe, supported, and valued.

Children and young people may join us for varying lengths of time. Some may stay for a short or medium-term period while we support their transition to an alternative placement or a return to their family home. Others may remain with us for longer durations, sometimes over several years, as we continue to support their ongoing growth and development.

Upon receiving a referral, the Service Manager and/or Head of Service will engage in a considered and balanced discussion with the Registered Manager (or their representative) regarding the proposed admission. In addition, we liaise with professionals from the child or young person's care team to gather a comprehensive understanding of their needs. This collaborative and informed approach ensures that decisions are made in the best interests of the young person, with careful matching and risk assessment taking place prior to acceptance.

Rosecroft typically cares for children and young people aged between 11 and 17. In some cases, where it supports a young person's transition to adulthood, we may continue to provide this support for a short period beyond their 18th birthday. This is done sensitively and in partnership with their personal advisor, ensuring role clarity and that the care of the children and young people living in the home is not impacted.

On rare occasions, we may consider a referral for a child under the age of 11. In such instances, we take additional care to assess whether Rosecroft is the most appropriate setting, always prioritising the needs, age, and wellbeing of the children and young people already living in the home.

At Rosecroft, we are committed to working collaboratively, listening actively, and approaching each situation with curiosity and compassion. Our goal is to understand how best to support every child and young person who comes to live with us. We strive to ensure that each individual feels accepted, valued, and empowered throughout their time at Rosecroft.

Children will undergo regular assessments during their stay to identify the most appropriate options for their subsequent accommodation. If independent living is deemed unsuitable, the home will collaborate with social care services and other providers to explore alternative provisions that meet the needs of the young people. These alternatives may include supported accommodation and supported lodgings.

Where appropriate, Rosecroft will also operate within the Staying Close Framework, offering continued support for up to three months after a young person turns 18. While this provision is scheduled to be phased out in 2026, we remain committed to maintaining positive relationships and ensuring that young people continue to feel supported—both physically and emotionally—as they transition into adulthood.

2. Our Ethos, Philosophy, and Outcomes

At Rosecroft, our ethos is rooted in building authentic, therapeutic relationships using Dan Hughes' PACE model as our foundation. We believe that recovery from trauma and the development of resilience is possible through consistent, nurturing connections built on Playfulness, Acceptance, Curiosity, and Empathy.

Playfulness allows us to bring joy, humour, and lightness to interactions, helping young people feel safe enough to engage and explore.

Acceptance means we embrace each young person as they are—not judging them by behaviours but validating their experiences and emotions.

Curiosity guides us in understanding what's beneath a young person's actions—asking “what happened to you?” rather than “what's wrong with you?”

Empathy ensures that every young person feels deeply heard, emotionally supported, and genuinely cared for.

We are committed to walking alongside our young people as they transition into adulthood. Through the Staying Close framework and in partnership with personal advisors, where appropriate, we continue to offer meaningful connection and support beyond the age of 18, recognising that personal development does not end at a specific milestone.

Our support extends into early independence, ensuring that transitions are not abrupt, but instead are relational, thoughtfully planned, and emotionally safe.

We aim to equip every young person with:

A strong sense of self-worth

The capacity to form healthy, lasting relationships

Practical life skills and educational achievement

Emotional resilience and the confidence to face life's challenges

By embedding PACE throughout our practice—from everyday interactions to structured support planning—we create a home where young people can truly feel safe, understood, and hopeful about their future.

Our Vision – Rosecroft (PACE-Informed)

At Rosecroft, our vision is to offer care that feels safe, meaningful, and full of possibility. We work in a way that is relational, restorative, and guided by curiosity, empathy, acceptance, and playfulness—known as the PACE approach. Every child or young person we support is seen as unique and valued, with their own story, strengths, and potential. Our commitment is to walk alongside them, not just as professionals, but as people who genuinely care.

We believe strong relationships are the heart of healing and growth. By being emotionally present, consistent, and curious without judgment, our team builds trust, helping individuals understand their world, express their feelings safely, and move forward with confidence.

We provide a nurturing environment that balances structure with flexibility. Boundaries are held with warmth and understanding, and every interaction is an opportunity to strengthen a child or young person's belief in themselves. Within this space, we explore challenges together, celebrate progress, and allow space for mistakes to become learning moments.

A Home that Encourages Growth

Rosecroft offers more than a place to live—it offers a home that embraces creativity, stability, and opportunity. Through individually tailored plans, we help children and young people to build essential life skills and prepare for adulthood at a pace that suits them.

Empowering Children and Young People

All children and young people are invited to have a voice in shaping their care and support. We listen deeply and respond with empathy, acknowledging their hopes, fears, and ideas without judgment. We work closely to co-create their Care/Pathway Plans and support packages, making sure they feel seen and heard every step of the way.

We also understand the importance of making their space their own—encouraging choice in décor and furnishings and supporting them to build a sense of pride and ownership. This is more than aesthetics; it's about belonging.

Learning Through Connection

Our daily and weekly goals are created together with children and young people. They are SMART, bespoke and age appropriate. These goals aren't imposed—they're part of a shared conversation rooted in curiosity: "What do you want to work on?" "How can we help you get there?" We approach setbacks with empathy and use them as springboards for growth.

At Rosecroft, we are committed to ensuring that children and young people have access to positive and meaningful life experiences. We recognise the vital role these experiences play in fostering emotional well-being and preparing individuals for their future journeys.

During their time with us, children and young people are supported in a nurturing and empowering environment to develop essential skills such as independent living skills, cooking, personal care, and personal safety.

We take a person-centred approach, remaining curious about interests and aspirations, and tailoring our care and support to help children and young people to explore and develop the skills they wish to learn.

In addition, we actively encourage participation in a wide range of life skills and enrichment opportunities that promote confidence, resilience, and personal growth. Our dedicated team is committed to listening, guiding, and supporting each young person, ensuring they feel accepted, valued, and empowered as they progress toward independence.

Belonging and Safety

Even as young people move toward independence, they remain connected to Rosecroft. This ensures they feel part of a community that continues to care—someone to talk to, somewhere to turn. Regular assessments ensure that support evolves with the young person, never leaving them to face life's challenges alone.

We maintain regular contact and involvement through safe, familiar staff who understand their history and hopes. Safety checks and wellbeing monitoring are delivered in a respectful, collaborative manner, focused on shared responsibility rather than surveillance.

Relationships at the Core

We place huge value on meaningful, therapeutic relationships. Through everyday moments—sharing a meal, during activities, going for a walk—we build trust, joy, and connection. Our staff bring playfulness into the home to lighten difficult moments, acceptance to make children and young people feel safe just as they are, curiosity to understand behaviours without blame, and empathy to validate emotions.

We support children and young people to maintain positive family connections where appropriate, recognising that these relationships can be complex and deeply important.

Support and Inclusion

Rosecroft is committed to equality, diversity, and inclusion. Every care plan is person-centred, shaped around identity, values, and lived experience. We collaborate with a wide range of agencies to ensure our children and young people can access education, healthcare, community opportunities, and specialist support.

Our education lead promotes access to learning and celebrates attendance and achievement. We don't expect perfection—we expect effort, courage, and a willingness to grow.

Celebrating Progress

We understand that mistakes are a natural part of learning and growing up. Our staff respond with compassion, help children and young people reflect, and support them to bounce back. We offer praise, encouragement, and rewards to reinforce resilience and positive risk-taking.

Our hope is for all to leave Rosecroft with not only practical skills, but with a deep sense of self-worth, emotional insight, and belief in their future.

We aim to ensure that children and young people are able to develop and maintain respect, self-reliance and self-care skills and enable them to make informed, age-appropriate decisions, concerning their present and future so they can achieve a successful transition into independence and adulthood.

We will work with young people to aid their transition into adulthood and independence and support them to overcome barriers to their achievement. The aim is to help them to become autonomous young adults fully equipped with the life skills, resilience and motivation to succeed whilst continuing to provide support if needed.

At Rosecroft, we are committed to supporting young people beyond the age of 16 by ensuring they are fully prepared for the next stage of their journey. All young people residing with us post-16 are supported to obtain the necessary documentation and are registered with Tees Valley Homefinder, enabling them to access suitable move-on accommodation when they are ready for this transition.

The Care versus Support Assessment Tool is reviewed regularly during care team meetings in collaboration with the young person's social worker. If the assessment identifies that a young person's needs have shifted from care to support, and this aligns with their care plan, they may be discharged from Rosecroft. This may lead to a transition into independent living, a return to family, or a move into supported accommodation.

We are committed to ensuring that all transitions are planned, phased, and person-centred. Where a young person is moving into independent accommodation, a Staying Close plan will be offered—tailored to their individual needs and incorporated into their wider care and pathway plans. Although this provision is being phased out in 2026, it will continue to be reviewed regularly to ensure it remains responsive and effective and in conjunction with personal advisors to limit duplication.

If accommodation is secured while the young person is still residing at Rosecroft, they will receive care and support both within the home and in their individual flat. This dual arrangement provides a secure base while gradually building their independence. Young people will be supported to split their time between the home and their flat, with overnight stays introduced progressively, based on their confidence and ability to manage independently.

No young person will remain in their flat for longer than 28 days without a completed Care versus Support Assessment. To remain in the flat beyond this period, the assessment must confirm that the young person possesses the necessary skills to live independently and that their needs can be met through support rather than care.

Young people are also supported with the personalisation and furnishing of their flats, in line with their setting home allowance. They are encouraged to take an active role in decorating their space, fostering a sense of ownership and pride. All flats are subject to regular welfare checks and monitoring by Rosecroft staff to ensure that young people receive the appropriate level of care, support, and guidance. Our ultimate goal is to equip each young person with the skills and confidence to live independently, while continuing to offer emotional support and connection throughout their transition into adulthood.

The core body of work we do is based around improving outcomes for young people. We put children and young people at the centre of our work and ensure best outcomes through relationship building, robust safety planning, clear, appropriate, and achievable goal setting, and creative care planning.

Rosecroft recognises the well-being of each child is paramount and will work within a multi-agency approach to ensure the best possible care is provided. This includes working openly and in partnership with children and young people and their families, friends and carers to offer purposeful and planned care in order to meet their individual identified needs. Rosecroft will support the children and young people, where suitable, to have positive contact with their family, including supervised contact arrangements, which can result in the young people spending overnights at their family's homes.

Rosecroft seeks to achieve outcomes for young people in a number of areas of their lives and supports them in achieving personal goals. General outcomes will include supporting children to achieve in education/traineeship/employment, understand and manage their behaviours, maintain good health (physical and emotional) and skills which will prepare them for independence. The home focuses on delivering achievable outcomes for children and young people and follows The Quality Standards/ Children's Homes Regulations (April 2015). The Registered Manager and staff ensure that safeguarding activities and the PACE approach are embedded in the service and health and safety legislation are adhered to.

The services are kept under review through Care Planning, Risk Assessment and various quality assurance processes within the home including auditing and regular Regulation 45 inspection by the Registered Manager. In addition, Rosecroft has an Independent Visitor, who visits the home at least once per month and carries out an inspection based on the requirements of Regulation 44 of the Children's Homes Regulations. Ofsted carries out an inspection and produces a report, which includes 'Overall Experiences and Progress of the Young People', how young people are 'Helped and Protected' and the 'Leadership and Management' within the home. The report identifies strengths and areas for improvement. Other monitoring procedures include Health and Safety and Food Hygiene inspections as well as regular, statutory servicing of equipment.

Rosecroft identifies the importance of developing a therapeutic relationship with the children and young people. This can be achieved by spending time with children, listening to them and building a relationship based on Playfulness, Acceptance, Curiosity and Empathy to achieve understanding mutual trust and respect. The staff team achieve this through engaging in activities, pursuing hobbies and providing opportunities to have new experiences and encouraging inclusion in the wider community. Staff will provide support sessions and workshops within Rosecroft. This will allow young people to progress through developing healthy social relationships, confidence, self-esteem, emotional resilience and life skills.

The Registered Manager ensures the staff team has a good quality learning programme including induction training, post qualifying and in-service training to enhance individual skills and keep staff up to date with policies, procedures, and legislation. This can include focused training such as PACE, trauma independent living assessment tools, attachment, self-harm, mental health awareness, eating disorders, substance misuse and sexual health.

Young People are encouraged to be involved in the planning of their care to meet their needs and stage of development and the day-to-day operation of the home. This may be achieved through general discussion, key worker sessions and house meetings and will include aspects of the operation of the home such as meal and activity planning and daily routines as well as an agreed support package which will include how staff and the young person will work together in developing their independence. Young People are supported to attend meetings to have their voice heard and have access to an Advocacy service if they require.

Rosecroft actively promotes a healthy lifestyle and positive emotional and physical wellbeing. This is done through support sessions around healthy meal planning, practical food shopping, healthy lifestyle choices, keeping active and mindfulness sessions.

Children at Rosecroft may present distress through challenging behaviours for a number of reasons. The staff team is suitably skilled and experienced in understanding the reasons behind the behaviour they are presented. They treat young people with unconditional positive regard to support them through difficult times and discuss with young people why they may be experiencing distress and provide strategies to manage their feelings and emotions. Rosecroft adopts proactive strategies to understand what the young person may be experiencing, including any identified triggers which may be presented to staff through behaviors that challenge them and use incentives, praise and rewards to ensure a consistent approach by identifying clear boundaries which provide safety for the young person.

Whilst at Rosecroft it is important for Young People to have positive life experiences which will help improve emotional well-being and prepare them for adulthood. The staff team hold high aspirations for the young people and will support them to develop skills such as cooking, personal care and safety and to promote young people's engagement in other "life skill" opportunities.

3. The Accommodation Offered by Rosecroft

At Rosecroft, we create a warm, nurturing environment where young people feel they truly belong. The house is intentionally designed to be more than just a residence—it is a home where every young person feels safe, seen, and valued. Our approach to the physical space is an extension of our commitment to Playfulness, Acceptance, Curiosity, and Empathy.

Each young person has their own fully furnished bedroom, which they are encouraged to personalise. Involving young people in decorating their spaces fosters a sense of ownership and comfort. These choices reflect our playful invitation for them to express their identity and feel proud of where they live.

The layout of the home is thoughtfully designed to support both connection and autonomy. Shared communal spaces like the main lounge and snug offer opportunities for relationship-building, while quiet areas provide privacy and space for reflection. We meet each young

person with curiosity about how their surroundings can support their growth and help them feel at ease.

The facilities include:

- A welcoming lounge for relaxation and social interaction
- A snug filled with music, games, and opportunities for creative play
- A shared dining area that encourages mealtime connection
- A well-equipped kitchen for both independent and supported cooking
- Gardens that provide space for play, fresh air, and calm
- Several toilets and bathrooms to ensure comfort and privacy.
- A calm, well-equipped sleeping area, including five bedrooms for young people and comfortable spaces for staff support (*young people will always have their own bedroom – however, where appropriate and agreed within the Care Plans, Siblings of the same gender and similar age, can share a bedroom. This will not have an impact on the maximum number of young people accommodated within the home*).

To ensure safety, Rosecroft has CCTV, which monitors the external areas of the property. There is also a burglar alarm fitted within the home. These are in place to protect the house. There is an alarm on all fire doors, which make a noise to alert staff when a person leaves or enters the home. This will be discussed with the young person, family and social work team on arrival, so they understand and feel secure.

All areas are maintained with care and respect. By doing so, we model empathy—showing our young people they deserve to live in a clean, safe, and respectful environment. We support each young person in learning how to take care of their space, encouraging pride in their environment and a sense of responsibility.

Staff work alongside young people, helping them develop practical independent living skills through encouragement, scaffolding, and gentle persistence. At every stage, we ensure our young people know they are not alone. Whether they are taking their first steps toward independence or facing moments of uncertainty, our team responds with steady presence and PACEful support—reminding them that they are capable, cared for, and connected.

4. The Location of Rosecroft

Rosecroft is located in a quiet, welcoming neighbourhood in Acklam, Middlesbrough (within the Ayresome Ward). The setting reflects our commitment to providing a secure base—a calm and stable environment where young people can feel safe, valued, and connected to the wider community.

The area is well-served by public transport, with easy access to shops, libraries, parks, seaside locations, and cultural venues. These accessible local resources support our playful engagement with young people, encouraging them to explore, try new experiences, and find joy in everyday life.

We take time to understand what each young person enjoys and what community spaces might suit them best. With curiosity, we ask questions like, “What would you like to try this week?” or “What helps you feel relaxed when you’re out and about?”—always inviting young people to shape their routines and build connections outside the home.

Rosecroft’s location also enables young people to remain close to familiar places—like schools, family, friends, and health services—supporting smoother transitions and reducing feelings of loss or disconnection. This is particularly important for those with disrupted attachment histories. By maintaining continuity where possible, we accept and honour each young person’s story and sense of belonging.

The local setting not only supports independence and life skills but also offers opportunities for inclusion, identity-building, and emotional well-being. Whether it’s a walk in the park, a trip to the seaside, or joining a local activity group, we use every opportunity to nurture our young people’s self-esteem, encourage positive risk-taking, and offer empathetic support as they step into new experiences.

At Rosecroft, the surrounding community is not just a backdrop—it is part of the therapeutic landscape we offer, where healing, learning, and connection happen inside and outside the walls of the home.

5. Supporting Cultural, Linguistic, and Religious Needs in Rosecroft

At Rosecroft, we celebrate each young person’s identity in its full richness. We recognise that a strong sense of self—rooted in culture, language, and faith—is central to emotional well-being and healing from trauma. Our approach is deeply grounded in Acceptance, Curiosity, and Empathy.

From the moment a young person joins us, we begin building a relationship where they feel seen, heard, and respected for who they are. We accept and embrace their background and support them in continuing practices that are meaningful to them—whether this involves attending a place of worship, following specific dietary preferences, observing cultural traditions, or using their preferred language to express themselves.

Our team stays curious, asking open questions like:

“What’s important to you about your culture or beliefs?”

“Are there any celebrations or traditions you’d like us to know about?”

“How can we help you feel more at home here?”

These conversations help us understand not only what young people need, but what brings them comfort, joy, and pride.

We respond with empathy—acknowledging that past experiences may have left young people feeling isolated, misunderstood, or ashamed of parts of their identity. At Rosecroft, we gently counter this by affirming their right to be fully themselves, without judgment or pressure.

Where necessary, we will engage interpreters, provide culturally appropriate resources, and adapt care routines to meet specific needs. Our food options, clothing guidance, and activity planning are all flexible and inclusive. Young people are invited to be involved in decisions about these aspects of their life, reinforcing their agency and voice.

In every interaction, we show young people that their heritage is not only accepted—it is welcomed and respected. By doing so, we help build a foundation of trust, security, and belonging, allowing them to develop a strong, integrated identity that supports lifelong resilience.

6. Complaints and Being Heard

At Rosecroft, we believe every young person, family member, or professional should feel safe, heard, and valued. Creating a space where concerns can be shared without fear is a vital part of building trust—especially for those who may have had experiences of not being listened to in the past.

We approach complaints and feedback with Curiosity and Empathy. We don't see complaints as problems—they are opportunities to learn more about what a young person needs and how we can improve. When someone raises a concern, we ask, "What are they trying to tell us?" and "How can we show them that their voice matters?"

Young people are encouraged to speak openly with any staff member about how they are feeling. We regularly remind them that it's okay to say when something doesn't feel right, and that adults around them will respond with Acceptance and care—not punishment or dismissal.

We also use Playfulness where appropriate to reduce anxiety around formal processes. For example, young people can share their views in relaxed conversations, during shared activities, or with the support of trusted adults or advocates. Feedback can be written, verbal, or drawn—whatever feels most comfortable to them.

Young people, parents, and carers are given clear information on how to raise concerns and are supported through the process. We also ensure that all residents have access to advocacy services and know how to contact independent bodies like Ofsted, NYAS, and the Children's Commissioner.

Our team is trained to respond to all feedback—positive or negative—with openness and without defensiveness. Every concern is followed up carefully and respectfully, and we keep the young person informed throughout, reinforcing that their feelings and experiences are important.

Above all, we want every young person to know: Your voice matters here. We want to hear you, we will believe you, and we will act to make things better.

Rosecroft is visited by an independent person once a month to undertake a Regulation 44 visit in accordance with the Children's Homes regulations. The home will be inspected by an OFSTED Inspector. Parents and children can also contact Ofsted, if they wish to make a comment or complaint:

Telephone number: 0300 123 1231

Address: Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

To make a complaint please contact Michael Hooker or Claire Risker, complaints officer for Middlesbrough Council.

Phone	01642 729815 – Michael; 01642 729459 Claire
Post	Fountain Court, 119 Grange Road, Middlesbrough, TS1 2DT
Email	Michael_Hooker@ middlesbrough.gov.uk; Claire_Riskier@middlesbrough.gov.uk

7. Accessing Safeguarding and Behaviour Policies

At Rosecroft, safeguarding is not just a procedure—it is a relational commitment. We ensure that every child and young person knows they are safe, protected, and cared for, and that every professional or family member involved in their life can trust that we hold the child’s well-being as our highest priority.

Our approach to safeguarding and behaviour is deeply informed by Curiosity and Empathy. We seek to understand what lies beneath behaviours, rather than reacting solely to what is seen on the surface. This means our safeguarding and behaviour management policies are grounded in therapeutic thinking, clear expectations, and emotional attunement—not control or punishment.

We believe that everyone who cares for or works with a young person has the right to access our safeguarding and behaviour policies. These documents are available upon request and are shared with families, carers, and professionals from the outset of a placement. We also ensure that young people themselves receive explanations about how they will be kept safe, in language and formats that make sense to them. We remain open and transparent at all times.

When young people express concerns—about themselves or others—we respond with warmth and reassurance, affirming that their voices are important. Using Acceptance, we listen without judgment and ensure every concern is recorded, followed up, and shared with the right people. Our staff are alert and proactive, trained to gently explore signs of distress and to act with compassion and immediacy.

Safeguarding isn’t just about protection from harm—it’s about building relationships where young people feel emotionally secure enough to let themselves be seen. At Rosecroft, we understand that when a young person trusts an adult enough to say “I don’t feel safe” or “I’m struggling,” that is a sign of growth. We meet that moment with gratitude, not blame.

We work in close partnership with external professionals and families, believing that collaboration and shared responsibility are essential to safeguarding success. Our policies reflect this and are reviewed regularly to ensure they remain responsive, inclusive, and effective.

Views, Wishes and Feelings

8. Consulting Young People About Their Care

At Rosecroft, young people are not just recipients of care—they are active participants in shaping it. We place their views, wishes, and feelings at the centre of every decision, conversation, and plan. This is not just our practice—it is our ethos.

We use Playfulness to make feedback and consultation feel safe and approachable. Whether it's chatting over a meal, engaging during an activity, or reflecting together after a shared experience, we create relaxed opportunities where young people can share their thoughts without pressure or fear of judgment.

We offer consistent Acceptance, reassuring young people that their opinions matter—especially when they're unsure or anxious about expressing them. We listen without correcting or dismissing, validating their perspectives even when we may see things differently.

Through Curiosity, we explore what matters to each individual child. We ask:

“How does it feel living here?”

“Is there anything that would make you feel more comfortable or supported?”

“What's working well—and what isn't?”

We don't just ask these questions—we act on the answers. From daily routines to menu choices, room décor to support strategies, we work alongside young people to tailor their experience of care. We believe every detail is a chance to show them that their voice has power.

Using Empathy, we attune to unspoken feelings and look beyond behaviours to understand what a young person might be trying to communicate. For some, structured conversations may be overwhelming—so we adapt, finding the right time, space, and approach for each individual.

Formal tools such as key worker sessions, house meetings, and feedback forms are complemented by informal, ongoing dialogue. Advocacy services and access to independent visitors ensure that every young person has the chance to be heard by someone they trust.

We know that, for many of our young people, their past experiences may have taught them that their voices don't matter. At Rosecroft, we gently and consistently show them the opposite: Your voice matters. Your views help shape your care. And we are listening—always.

9. Promoting Equality, Inclusion, and Children's Rights

At Rosecroft, we recognise every young person as a unique individual with their own story, identity, and voice. We are committed to creating a home where diversity is celebrated, where discrimination is challenged, and where every child's rights are respected and upheld—not only in principle, but in daily practice.

We meet every young person with Acceptance, honouring who they are without condition. Their race, gender, culture, beliefs, sexuality, ability, or communication style are not things to be tolerated—they are to be valued, protected, and understood. We affirm every young person's right to be fully themselves, free from prejudice or judgment.

Through Curiosity, we seek to learn from the young people we support. We ask questions—not to challenge or change them, but to better understand their world and how they experience it. We are open to their stories, to what matters to them, and to what makes them feel safe, seen, and included.

Empathy is at the heart of our approach to equality. We recognise that many of our young people may have experienced exclusion, marginalisation, or bias. We do not minimise these realities—we validate them, support healing, and work actively to ensure Rosecroft is a place of fairness, dignity, and emotional security.

We also use Playfulness where appropriate to explore difficult topics in ways that are engaging and non-threatening. We offer workshops, creative projects, and group discussions that allow young people to explore identity, rights, and values in a supportive environment that encourages participation and builds confidence.

Children and young people at Rosecroft are supported to:

Know their rights and express them

Access advocacy and speak up when they feel unheard

Be involved in decisions that affect their lives

Challenge discrimination safely and be protected from it

Develop self-respect, self-knowledge, and self-worth

Our staff are trained in anti-discriminatory practice and work to ensure that equality is not simply a policy—it is a lived, relational experience. We are intentional in promoting diverse role models, inclusive language, and accessible communication.

We want every young person to know:

You belong here. Your identity is respected. Your rights are real. And you have the power to be yourself—fully and freely.

Dame Rachel de Souza is the Children's Commissioner for England, and her team help protect the rights of all children in England. Dame Rachel brings matters that affect children and young people's rights to the attention of Parliament, local government and others.

Dame Rachel de Souza and Team	Office of the Children’s Commissioner – Advice & Guidance
Free phone	0800 528 0731
Email	Advice.team@childrenscommissioner.gsi.gov.uk
Post	Office of the Children’s Commissioner for England, Sanctuary Buildings, 20 Great Smith Street, London, SW19 3BT

Children and young people are supported, if needed, in accessing The National Youth Advocacy Service (NYAS) which offers independent and confidential information, advice, advocacy and support to young people who want to have their wishes and feelings heard in circumstances where decisions are being made about their life.



For information or advice, please contact NYAS

Phone	0808 808 1001	
Post	“Freepost NYAS”	
Email	help@nyas.net	
Website	www.nyas.net	www.youngpeople.nyas.net
Address	NYAS Tower House, Tower Road, Birkenhead, Wirral, CH41 1FN	

Education

10. Supporting Children with Specialist Educational Needs

At Rosecroft, we understand that every young person learns in their own way and at their own pace. For those with special educational needs (SEN), we create a compassionate, responsive environment where learning is not just about academic success, but about confidence, connection, and curiosity.

We begin with Acceptance—recognising the whole child, not just their diagnosis or label. We don’t define young people by what they struggle with; instead, we see their strengths, interests, and potential. We reassure them that there is no pressure to “catch up” or “fit in”—just an invitation to explore learning in a way that feels achievable and meaningful to them.

Our staff approach each young person with Curiosity, asking questions like:

“What helps you learn best?”

“What makes learning feel hard?”

“What would make school or learning feel more enjoyable for you?”

This curious mindset helps us tailor support strategies that are flexible, respectful, and led by the child's needs. We work closely with schools, virtual school leads, families, and specialists to develop clear, consistent support that fits into each child's wider care and education plan.

Using Empathy, we attune to the emotional experience of learning—understanding that for many young people with SEN, school may have been a place of shame, anxiety, or failure. We provide emotional reassurance alongside practical help, reminding them that it's okay to ask for support, make mistakes, or try something again.

We also bring Playfulness into learning. From informal projects and creative expression to curiosity-led exploration, we help young people rediscover the joy of learning. Where mainstream education is not currently possible, we provide alternative routes such as:

Distance learning and online education platforms

Accredited AQA units and vocational qualifications

Project-based and experiential learning

1:1 or small group tuition tailored to interest and ability

We ensure staff receive training and guidance specific to individual SEN profiles, and where needed, involve occupational therapists and education professionals to make adaptations to the learning environment.

At Rosecroft, we hold a simple belief: Every young person can learn, and every young person deserves to feel proud of their achievements—no matter how big or small.

11. Educational Provision

While Rosecroft is not a registered school, we place a high value on learning as a lifelong process, not just something that happens in a classroom. We view education as a gateway to confidence, purpose, and self-belief—and we are committed to supporting every young person to engage with learning in a way that works for them.

Even though we do not provide formal schooling on-site, we take a proactive and playful role in each young person's educational journey. Our team works with local schools, virtual schools, and education services to ensure continuity, stability, and access to appropriate learning environments.

When a young person is not in school or struggles with education, we meet this with curiosity, not criticism. We explore:

What learning has felt like for them in the past

What gets in the way of engagement

What goals feel meaningful and motivating

We understand that learning difficulties, trauma, or negative school experiences may have led to disengagement. With empathy, we take time to rebuild trust—offering encouragement, creating structure, and celebrating small steps forward.

Young people are supported in creating Personal Education Plans (PEPs) where their voice is central. We encourage them to express what helps them learn, what they'd like to achieve, and how we can walk alongside them.

Our staff are trained to identify educational barriers and provide:

Daily support with homework and organisation

Encouragement to attend school or college with positive reinforcement

Coordination with SENCOs, teachers, and virtual school leads

Help with preparing for exams, applications, or career pathways

Through this approach, we show young people that learning isn't about being perfect—it's about growth, discovery, and having the courage to try.

At Rosecroft, you don't have to be top of the class to be proud of yourself—you just have to keep showing up, and we'll be right beside you.

12. Promoting Educational Achievement for Young People

Although Rosecroft is not a registered school, we are fully committed to ensuring that every young person in our care is supported to achieve their educational potential. We understand that school is not just about grades—it's also about belonging, identity, and hope for the future.

We approach education with Curiosity, asking young people:

“What do you enjoy learning about?”

“What would help you feel more confident in school?”

“What do you dream of doing in the future?”

By listening deeply and accepting where each young person is in their learning journey—whether re-engaging after a break, pursuing vocational goals, or overcoming anxieties about the classroom—we show them that we are alongside them, not ahead of them.

We work collaboratively with schools, colleges, and virtual schools to secure appropriate placements. From the moment a young person arrives at Rosecroft, we prioritise educational access and stability. We ensure that clothing, equipment, and routines are in place so that young people are ready and able to learn—emotionally and practically.

We use Empathy to acknowledge that returning to education can bring up feelings of fear, failure, or frustration. Staff offer emotional containment and reassurance, never minimising those feelings but walking through them together.

For young people who struggle with mainstream settings, we provide flexible, alternative options such as:

Home tuition or small group learning

Functional skills programmes

Vocational training

Therapeutic education activities

AQA unit awards and distance learning

We also introduce Playfulness where possible—celebrating effort, using games and creativity, and helping young people rediscover joy in learning. We reward attendance, effort, and engagement with praise, incentives, and positive feedback, helping build the self-esteem that supports long-term success.

Staff maintain strong links with education providers by attending PEP reviews, parent-teacher meetings, and liaising regularly with teaching staff. We are also active in making good use of the Pupil Premium to enhance learning opportunities.

At Rosecroft, we believe that every young person deserves to experience success in learning. We don't just support education—we believe in the young people doing the learning.

Enjoyment and Achievement

13. Enjoyment and Achievement

At Rosecroft, we believe that joy is healing. Positive experiences—whether creative, physical, social, or playful—are vital not only for development but for recovery from trauma. We make enjoyment a central part of life in the home, not as a reward, but as a right.

We use Playfulness to help young people reconnect with fun, adventure, and laughter. We know that for many, childhood may have felt unsafe or rushed, and we gently offer opportunities to re-experience those moments in a safe, nurturing way.

Whether it's bowling, painting, visiting the seaside, joining a gym, or simply playing a board game at home, these activities build relationships, confidence, and memories. We encourage young people to try new things, and we are always curious about what brings them happiness:

“What have you always wanted to try?”

“What helps you relax or feel proud of yourself?”

“What does fun look like for you?”

We don’t assume what’s enjoyable for one young person will be right for another. Our approach is individualised, flexible, and led by each young person’s interests, strengths, and emotional readiness.

Through Acceptance, we recognise that some may initially resist joining in or fear failure. That’s okay. We never force participation. Instead, we stay close, continue to invite, and offer reassurance that they can move at their own pace.

Using Empathy, we support young people through the emotional ups and downs that can come with achievement. We celebrate successes—big or small—with genuine warmth, not performance pressure. For some, making a phone call, attending a group activity, or baking a cake might be a huge step—and we honour that with enthusiasm and care.

Activities at Rosecroft include:

Outings to local attractions, cinemas, and parks

Arts and crafts, music, and cooking

Sports and physical fitness, both structured and informal

Community involvement and volunteering

Creative exploration like journaling or photography

We help young people build resilience, self-expression, and connection through shared experiences, while encouraging autonomy and choice. In doing so, we reinforce the message: “You are capable. You can succeed. And you deserve to enjoy life.”

Health

14. Supporting Health and Wellbeing

At Rosecroft, we believe that health is more than physical care—it is emotional safety, relational connection, and compassionate understanding. Many of our young people arrive having experienced disrupted or neglected healthcare. Through consistent, PACE-informed care, we help restore their trust in both their bodies and those who support them.

Our approach begins with Empathy. We understand that visiting a doctor, talking about personal issues, or managing mental health challenges can be overwhelming—especially for those who have felt dismissed or unheard. We walk alongside young people at their own pace, offering reassurance and validating their experiences.

We meet every child and young person with Acceptance—never shaming or criticising for missed appointments, difficulties with hygiene, or reluctance to engage with services. Instead,

we say, “We get it—it’s hard sometimes. Let’s figure it out together.” Through this, we build emotional safety that enables young people to re-engage with their own self-care.

With Curiosity, we explore the root of difficulties:

“What does being healthy mean to you?”

“What makes it hard to ask for help?”

“What’s worked—or not worked—for you in the past?”

We use these insights to create tailored Personal Health Plans that include emotional wellbeing, physical needs, sexual health, and self-care routines. These plans are flexible, respectful, and co-created with the young person, reflecting their voice and values.

Our team supports:

Registration and attendance at GP, dental, and optometry appointments

Access to specialist mental health support (e.g. CAMHS, crisis teams, counselling)

Emotional wellbeing activities such as mindfulness, journaling, or body-based therapies

Developmentally appropriate sex and relationship education

Health education around sleep, diet, exercise, and emotional regulation

Playfulness also plays a role. We reduce anxiety by incorporating health into everyday life—through cooking healthy meals together, trying new sports, or having relaxed conversations about puberty or self-esteem.

We carefully monitor the effectiveness of all interventions and work closely with professionals to ensure support is joined-up and purposeful. All staff receive training in physical and emotional health, including trauma-informed approaches, attachment, and mental health first aid.

Where medication is needed, it is managed with care, dignity, and understanding. Young people are supported to take ownership of their medication safely, where appropriate.

Above all, we communicate this message to each young person:

Your health matters. You are worthy of care. And we are here to support you—body, mind, and heart.

Medication and Health Support at Rosecroft:

At Rosecroft, we understand that some children and young people may need to take medication from time to time—whether occasionally or regularly. This could include prescribed medications from a doctor, non-prescribed remedies, or controlled medications. Our priority is to make sure this is done safely and in a way that supports each young person's wellbeing.

Medication is stored securely in a locked cabinet, unless it has been carefully assessed as safe and appropriate for a young person to look after their own medication. When that's the case, we'll support them with guidance and encouragement to take it as prescribed.

When medication is prescribed by a doctor, staff will follow the instructions provided by the pharmacist. For non-prescribed medication, such as over-the-counter remedies, we follow the guidance on the original label to make sure it's given safely. Only staff who have received the right training will give medication, and they always check the dose and keep careful records to help everyone feel confident and informed.

Sometimes, young people may be able to take responsibility for managing their own medication. If this feels right and has been assessed as safe, we'll support them to do so in a way that helps them feel trusted and capable.

We also use what are known as "homely remedies"—these are everyday medicines you can buy in a pharmacy for short-term concerns like toothache, headaches, coughs, or colds. These will only be given with permission from a parent, carer, or someone with parental responsibility. For example, if we need to give Paracetamol, staff will first check to make sure the child hasn't already had any other medication containing Paracetamol that day.

We approach all aspects of medication with care, curiosity, and empathy—supporting young people in a way that helps them feel safe, respected, and involved in decisions about their health.

Positive Relationships

15. Promoting Contact with Families and Friends

At Rosecroft, we understand the vital importance of safe, nurturing relationships. Whether with family, carers, friends, or trusted adults, these bonds form the emotional scaffolding that helps young people feel grounded, connected, and valued. Wherever appropriate, we work actively and sensitively to support contact and reconnection.

Our approach begins with Empathy. We know that relationships can be complicated filled with both love and pain. Young people may carry deep feelings about family, including grief, loyalty conflicts, or fear of rejection. We provide a safe emotional space where these feelings can be explored without judgment.

With Curiosity, we ask questions like:

"Who are the people that make you feel safe or happy?"

"Is there someone you'd like to reconnect with?"

"What does family mean to you right now?"

We help young people make sense of their own relationship stories, and we work with them to build or rebuild safe connections, at a pace that feels manageable and affirming.

We use Acceptance in recognising the uniqueness of every family dynamic. We don't impose assumptions or expectations. Instead, we validate each young person's experience—whether they long for contact, fear it, or feel ambivalent. We listen, support, and adapt based on their emotional readiness and legal circumstances.

We also bring Playfulness into the process where appropriate. A phone call home can become a positive ritual, a visit from a sibling can include shared games or activities, and a family outing might involve a trip to a favourite café or park—all of which help build joyful new memories and reduce anxiety around contact.

Our support includes:

Facilitating regular, meaningful contact with parents, siblings, extended family, and friends (when safe and agreed)

Providing transport and supervision where required

Helping prepare for visits emotionally and practically

Maintaining weekly contact with families to share updates and build trust

Welcoming visits to the home in a way that respects the privacy and safety of all young people

We also work with external agencies—social workers, Independent Reviewing Officers, and advocates—to ensure that all contact is child-centred, safe, and in line with each young person’s care plan and wishes.

Above all, we communicate this message: You are not alone. You deserve meaningful connections. And we will support you in building and sustaining the relationships that matter most to you.

Protection of Children

16. Surveillance and Monitoring

At Rosecroft, the safety and well-being of our young people is our top priority—but we believe that safety is best achieved not through control, but through trust, connection, and understanding. Our approach to monitoring is grounded in the principles of Playfulness, Acceptance, Curiosity, and Empathy, ensuring that protective measures are never intrusive or punitive, but relational and respectful.

We view all forms of monitoring—whether staffing levels, physical safety checks, or the use of alarms—as tools to help young people feel secure, not watched. We are curious about how each young person experiences boundaries and structure, and we involve them in conversations about what helps them feel both free and safe.

We explain clearly and sensitively the reasons for any safety measure, whether it’s external CCTV (used solely for building security), alarmed doors, or fire systems. Using Empathy, we validate that such measures can feel uncomfortable or even triggering for those with past experiences of surveillance or institutional care. We create space for these feelings to be explored and understood.

With Acceptance, we recognise that each young person may respond differently to the experience of being in a shared residential setting. Some may test boundaries as part of

rebuilding trust; others may need more reassurance and guidance. We meet each of these responses with calm, consistency, and attunement—not judgment.

Our safeguarding structure includes:

External CCTV to monitor property boundaries (not used inside the home)

Alarmed exits to alert staff discreetly when doors are opened—discussed in advance with young people and agreed through individual plans

Visitor identity checks and sign-in procedures

Staff presence and supervision tailored to emotional and behavioural needs

Regular risk assessments carried out with young people's involvement where appropriate

We use Playfulness even in safety planning—normalising routines like fire drills, encouraging participation, and helping young people understand that being safe doesn't mean being restricted. Safety becomes something we do with them, not to them.

Ultimately, we want every young person at Rosecroft to experience a deep sense of internal safety that goes beyond physical security. By nurturing relationships of trust and using clear, compassionate communication, we help them move from external control toward self-awareness, responsibility, and independence.

You deserve to feel safe—and we will work with you to make sure you do, in a way that respects your dignity and voice.

Safeguarding:

We take a proactive and trauma-aware approach to safeguarding:

All staff are carefully recruited, trained, and supervised to ensure their values and behaviours align with a safe, caring environment.

Health and safety checks are completed regularly, and the building is equipped with CCTV outside, an internal alarm system, and secure entry processes.

Staff presence is always sufficient to meet young people's needs—physically and emotionally.

Staff respond with empathy and curiosity to any changes in behaviour or mood, knowing these can be signs of distress or unmet needs. Safety plans are in place to reduce harm, and young people are encouraged to share worries in a space where they know they will be believed and supported.

We avoid leading questions and are honest about confidentiality so that young people feel safe to disclose concerns. Concerns are always discussed with the Service Manager, and we work closely with Independent Reviewing Officers, social workers, and other safeguarding partners.

If a young person is ever at immediate risk, we act swiftly and with clarity, involving emergency services when necessary. We follow local safeguarding procedures and ensure the young person's voice remains central throughout.

MACH - Multi-Agency Children's Hub on 01642 726004; or

Out of "office hours" contact the **Emergency Duty Team** – 01642 524552

Health & Safety and Emergency Preparedness:

We take health and safety seriously. Fire alarms, safety equipment, and secure storage of hazardous items are all part of our daily routine. Staff know how to respond in emergencies, where to find safety cut-offs, and how to manage evacuations calmly and confidently.

Evacuation procedures are regularly discussed with young people so that if an emergency arises, they feel reassured and prepared—not frightened.

Empowering Staff to Protect and Support

Staff are trained in safeguarding, fire safety, and COSHH. They ensure:

The building is secure, and visitors are verified and supervised.

Young people's privacy and autonomy are respected while maintaining boundaries for safety.

Visitors and contractors are briefed on emergency procedures.

All staff and volunteers understand and uphold our no-smoking policy and medication procedures.

Whistleblowing concerns are taken seriously and can be raised confidentially through an independent hotline or internal procedures. Staff feel supported to speak up for young people and for each other when something doesn't feel right.

whistleblowing hotline on 0800 9179 247, which is overseen by Veritau.

You can report any concerns to us by email to: whistleblowing@middlesbrough.gov.uk

When a Child Goes Missing:

We know that sometimes children may go missing. This is never just about "going out"—it can be a signal of distress, curiosity, or a need for connection.

Our Missing Policy, guided by the Philomena Protocol and Cleveland Police, creates a clear but compassionate framework for how we respond. We treat every situation individually and without blame, exploring the "why" with curiosity and empathy. Our team works alongside the child, social worker, and family to understand and reduce future risk.

When a child returns, they are met with warmth and safety—not punishment. Their voice matters, and we listen without judgment. Updates are shared with the child’s network, and their risk plan is reviewed with their input, ensuring they feel seen and heard.

17. Behavioural Support and the Use of Restraint

At Rosecroft, we believe that all behaviour is communication. Behind every outburst, withdrawal, or refusal lies a story—a need, a fear, or an unmet emotional experience. Our response is never about control or correction. Instead, we lead with Playfulness, Acceptance, Curiosity, and Empathy to build relationships where healing and growth can happen.

We begin by creating a sense of safety and connection. When young people feel truly seen and accepted, even in their most difficult moments, they begin to trust. We hold firm, kind boundaries—not to punish, but to protect and reassure. Our message is always: “You are safe. We are here. You’re not in trouble—we’re just trying to help.”

Using Curiosity, we ask:

“What might this behaviour be telling us?”

“What is the young person needing or protecting themselves from?”

“How can we respond in a way that soothes, not escalates?”

Our team is trained in therapeutic, trauma-informed approaches and uses individual Safety Plans that are developed with each young person. These plans include preferred calming strategies, known triggers, and support techniques that honour the young person’s history and emotional needs.

With Empathy, we acknowledge that many of our young people have been judged, blamed, or rejected because of how they behave under stress. We work to rewrite that experience. Instead of asking “What’s wrong with you?” we ask “What happened to you?” and “How can we support you through this?”

Playfulness helps defuse tension, rebuild connection, and offer young people a way back to relationship after a challenging moment. Whether it’s a smile, a light-hearted comment, or a shared moment of fun, we use it to reestablish trust without shame or fear.

We use praise, positive reinforcement, and restorative conversations far more often than consequences. When a young person feels proud of a small step—using words instead of actions, walking away instead of lashing out—we celebrate that as progress.

Physical restraint is used only as a last resort and only when absolutely necessary to prevent serious harm. All staff are trained in PRICE (Protecting Rights in a Caring Environment), and their competence is regularly assessed. Debriefs following any incident involve reflection, repair, and support—for both staff and the young person involved. The goal is always to learn, restore trust, and support regulation.

Our guiding principle is this:

Challenging behaviour is not a failure—it’s an opportunity to connect, understand, and help a young person feel safe in themselves and with others.

Leadership and Management

18. Leadership and Management

At Rosecroft, we know that the culture of a home is shaped from the top down—and the way we lead reflects our commitment to relational, trauma-informed practice. Our leadership team models the same principles of Playfulness, Acceptance, Curiosity, and Empathy that we expect staff to extend to young people.

The Registered Provider of Rosecroft is Middlesbrough Council, and the service is led by a Registered Manager and a Responsible Individual who are deeply committed to nurturing a home that feels safe, consistent, and emotionally attuned.

Rosecroft Children’s Home is maintained by Middlesbrough Council.

Registered Manager’s	Manager – Ann English
Telephone	01642 728821
Email	ann_english@middlesbrough.gov.uk
Address	Rosecroft, 58 Croft Avenue, Acklam, Middlesbrough, TS5 8AX

Responsible Individual	Chris Graefe–Responsible Individual Head of Service
Telephone	01642 727459
Email	Chris_Graefe@middlesbrough.gov.uk
Address	Fountain Court, 119 Grange Road, Middlesbrough, TS1 2DT

Our leadership team creates a climate where staff feel:

Safe to reflect without judgment

Encouraged to bring creativity and warmth into their work

Respected for the knowledge they bring and supported in the areas where they are still learning

This foundation enables our team to offer that same emotional safety and reliability to the young people they support.

We use Curiosity to understand the needs of the team just as we do with the young people. We regularly ask:

“What do you need to feel confident in your role?”

“Where are you feeling stretched or unsure?”

“How can we support you to grow?”

Supervision, training, and development are not treated as tick-box exercises but as relationship-based opportunities to reflect, learn, and improve. Leadership at Rosecroft is responsive rather than reactive, supporting a flexible environment where trauma-informed care isn't a technique—it's the culture.

Through Acceptance, we acknowledge the emotional complexity of this work. Staff are encouraged to bring their whole selves into their practice. They are supported to recover from difficult experiences, celebrate successes, and explore challenges in supervision or team meetings, where psychological safety is prioritised.

Empathy within leadership means being emotionally present with the team, especially in moments of pressure. Whether celebrating achievements or navigating crises, leaders are visible, available, and human.

Playfulness has its place in leadership, too. At Rosecroft, we understand that joy and humour are vital to building team morale and resilience. Shared laughter, informal check-ins, and creating moments of connection across the team helps prevent burnout and strengthens bonds.

Ultimately, our leadership isn't about command—it's about connection.

Because when adults feel safe, held, and hopeful, they're best equipped to offer that same experience to the young people in their care.

19. Staff Experience and Qualifications

At Rosecroft, the heart of our service lies in the strength of our relationships—and our staff team is central to that. We believe that the best outcomes for young people come from the presence of emotionally available, reflective adults who are grounded in the principles of Playfulness, Acceptance, Curiosity, and Empathy.

Our team is made up of skilled, compassionate professionals from a range of backgrounds, each bringing their own strengths, lived experiences, and commitment to relational care. What unites them is their shared belief that connection is the foundation of healing.

We place a strong emphasis on recruiting the right people, not just those with the right qualifications. We look for individuals who are open, warm, and willing to grow. Technical knowledge can be taught; emotional presence and authenticity are essential.

With Curiosity, we get to know our staff—what motivates them, what challenges them, and how they work best. We support continuous professional development by asking:

“Where would you like to grow?”

“What would help you feel more confident in your role?”

“What are you most passionate about when working with young people?”

Staff are offered a comprehensive induction and are supported to achieve or already hold recognised qualifications, including:

QCF Level 3 and 4 Diplomas in Residential Childcare or Children and Young People’s Workforce

QCF Level 5 Leadership and Management

Specialist training in mental health, trauma, substance misuse, self-harm, and child development

Training is not one-off—it is ongoing, evolving alongside the needs of our young people and the team. Our staff receive dedicated learning in PACE, attachment theory, relational practice, and restorative approaches.

Through Empathy, we create a culture where staff can be open about the emotional demands of the work. Supervision is regular, reflective, and supportive—not just to review performance, but to nurture well-being and personal growth. Staff are encouraged to bring both professional challenges and personal reflections into these sessions.

We use Acceptance to recognise that we all have areas for development, and that mistakes—when reflected on—can be powerful learning moments. Staff are not expected to be perfect, only to be present, open, and committed to learning.

And we don’t forget the importance of Playfulness—in team building, in daily routines, and in maintaining morale. Shared joy, laughter, and creativity are essential to sustaining a positive team environment that mirrors what we hope to provide for our young people.

At Rosecroft, our staff are not just employees—they are trusted adults who offer safety, stability, and hope to the young people they support. We invest in them, because they are investing in lives.

A full list of the staff who are permanently employed to work at Rosecroft, their qualifications, and length of service is included below.

Name, Position Held	Start Date	Qualifications
<i>Registered Manager</i>	TBC	
Ann English <i>Residential Manager</i>	14 th January 2026	NVQ 3 Caring for Children and Young People NVQ 3 Assessing Vocational Achievement NVQ 4 Health and Social Care Children and Young People QCF 5 Leadership for Health and Social Care and Children and Young People's Services
Elizabeth Adams <i>Senior Residential and Edge of Care Worker</i>	23 rd September 2021	QCF Level 3 Children & young people's workforce
Andrea Duncan <i>Senior Residential and Edge of Care Worker</i>	5 th March 2018 Senior Role July 2021	Induction training Level 4 Children, Young People And Families Practitioner In Residential Childcare
Terry McNeill <i>Senior Residential and Edge of Care Worker</i>	Permanent transfer to Rosecroft May 2024 (22 nd June 2020 FFF)	QCF level 4 Working with Young People in Residential. PRICE trainer Non-Violence Resistance (NVR)
Isobel Stephenson <i>Residential Support Worker</i>	Permanent transfer to Rosecroft December 2023 (August 2020 Firtree)	NVQ level 3 in health and social care. QCF level 4 Residential Childcare qualification.
Anthony Herlingshaw <i>Residential Support Worker</i>	Transferred from Holly Lodge to Rosecroft in April 2019. (June 2018)	BA (hons) Criminology and Youth Studies. PRICE trainer
Melanie Hartley <i>Residential Support Worker</i>	August 2019 permanent October 2017 Casual	QCF Level 3 Children & young people's workforce
Anne Marie Kelly <i>Residential Support Worker</i>	11 th July 2022 (May 2020 FFF service)	CYPFP Level 4 Apprenticeship Level 3 QCF Housing Level 3 and 4 NVQ Parent Support Advisor

Emily Dodgson <i>Residential Support Worker</i>	Transferred to Rosecroft May 2023 (February 2022 Firtree)	Level 3 Children and Young People's Workforce
Kevin Walpole <i>Residential Support Worker</i>	24 th July 2023	Level 3 Diploma for Residential Childcare Level 4 Children, Young People and Families Practitioner in Children's Residential Care
Bethan Parker <i>Residential Support Worker</i>	3 rd April 2024	Level 3 Children's Play, Learning and Development – Early Years Diploma of Higher Education in Children, Young People and Families Working towards QCF level 3/4 Residential Childcare qualification.
Angela Jacques <i>Residential Support Worker</i>	Transferred to Rosecroft September 2024 (July 2023 Holly Lodge; September 2021 Willowtree)	Working towards QCF level 3/4 Residential Childcare qualification. PRICE
Vacancy <i>Residential Support Worker</i>		
Samantha Brown Casual Residential Support Worker	19 th January 2026 (12 th July 2021, transferred to Firtree 8 th December 2023, Returned to Rosecroft 1 st July 2025 (Casual from 1 st January 2025)	BA Marketing & Retail Management QCF Level 5 Diploma in Leadership for Health & Social Care in Children and Young People's Services. QCF Level 3 Children & young people's workforce

Dates in brackets are those when the employee started employment with previous residential provider or other areas of service in partnership with the Local Authority.

Staff Team Experience

Ann English – Residential Manager

Ann began as sessional worker in August 2001 with Five Rivers progressing to a permanent post in 2002. Remained with Five Rivers until 2014 after which the contract returned to Middlesbrough Council. Ann left to join private residential childcare companies as Deputy Manager in 2015 progressing then to Registered Manager in the same year until 2020. Covid-19 meant reassessing career due to family needs and de registered taking a three month break before returning as Team Leader. Ann returned to Middlesbrough Council as residential support worker in November 2021 before progressing to deputy manager in April 2022.

Elizabeth Adams – Senior Residential and Edge of Care Worker

Lizzy has worked within residential child care services since 2011, starting as a casual worker for Five Rivers. Lizzy then progressed to a full time position with Middlesbrough Council. Lizzy completed her QCF level 3 in children and young people's workforce, before taking some time out to go travelling. On return Lizzy worked within Residential childcare for two private companies building up further experience/ knowledge one whereby she was a Team Leader and supported the homes manager. In July 2021 Lizzy was successful in obtaining a senior role at Rosecroft.

Andrea Duncan – Senior Residential and Edge of Care Worker

Andrea previously worked within the custody of HM Court Services for 17 years. She gained knowledge and experience in managing challenging situations, stressful incidents and supported vulnerable people. Andrea began working in Fir Tree in March 2018 and then was successful in gaining a senior role at Rosecroft July 2021.

Terry McNeill – Senior Residential and Edge of Care worker

Terry has been working with Children and Adults with a varied range of needs and backgrounds for over three years throughout my time with the Probation Service and within the Independent Care Sector supporting young people who are 16+ with their independence skills whilst in semi-independent living for indigo care prior to starting work for Middlesbrough council in April 2020. Since starting with Futures for Families Terry has worked at a number of different Middlesbrough council children's homes. Terry transferred to Rosecroft on the 1st May 2024.

Anthony Herlingshaw – Residential Support Worker

Anthony graduated from Teesside University in 2017 with a degree in Criminology and Youth Studies. He also has experience working in alcohol and substance misuse services. He also has experience working in youth clubs and a prison setting whilst completing his degree.

Mel Hartley – Residential Support Worker

Mel started working for Middlesbrough Council as a volunteer in FRT in 2006. Following this she moved into a temporary position as a family support worker within the social work team, this included working closely with families, supervised contacts and assisting social workers on complex cases. From this role Mel moved over to the contact team in a casual post in 2010 and remained there until taking a casual role within the homes in October 2017 and becoming a permanent staff member at Rosecroft in August 2019.

Isobel Stephenson – Residential Support Worker

Isobel has a lot of experience and knowledge in caring for young people who are looked after due to being a foster carer for over 15 years. Isobel has a passion for working with young people and when she decided to stop being a foster carer she sought out working with children within residential settings. Isobel has an NVQ in children in young people and has completed extensive training within her fostering role that she is able to put into practise within the home. Isobel transferred from one of our sister homes in May 2023.

Anne Marie Kelly – Residential Support Worker

Anne Marie joined Rosecroft in July 2022. Anne Marie has worked in both Primary and Secondary schools in Middlesbrough and has been a SEN Teaching Assistant and went on to be a Parent Support Advisor to 4 feeder primary schools, supporting children/young people

and their families, encouraging positive liaison with school in order for their children to have a positive future.

Anne Marie has also worked with young people and provided support for rehabilitation, developing their work and training skills in order for them to move forward positively and reintegrate back into the community.

Emily Dodgson – Residential Support Worker

Emily has worked with children and young people in a number of support role settings. Emily has worked as support workers and play workers in Daisy Chain and other services. She is passionate about working with young people and has begun her career in residential childcare in February 2022. She has completed her level 3 in children and young people's workforce and is eager to continue her career within Residential Childcare. Emily transferred from one of our sister homes in May 2023.

Kevin Walpole – Residential Support Worker

Kevin left school and trained in the Royal Navy spending 8 years in service before joining the London Fire Brigade rising to the rank of Station Officer. Kevin served across several London stations specialising in Fire Rescue and Urban Search and Rescue before retiring in 2013. Kevin then had a career path change in Residential Child Care since 2019 and started working in Rosecroft in July 2023.

Bethan Parker – Residential Support Worker

Bethan has worked with young people in a number of different settings. Bethan has worked both in educational and residential settings.

Bethan began her career in residential children's services in 2022 commencing her role at Rosecroft in April 2024.

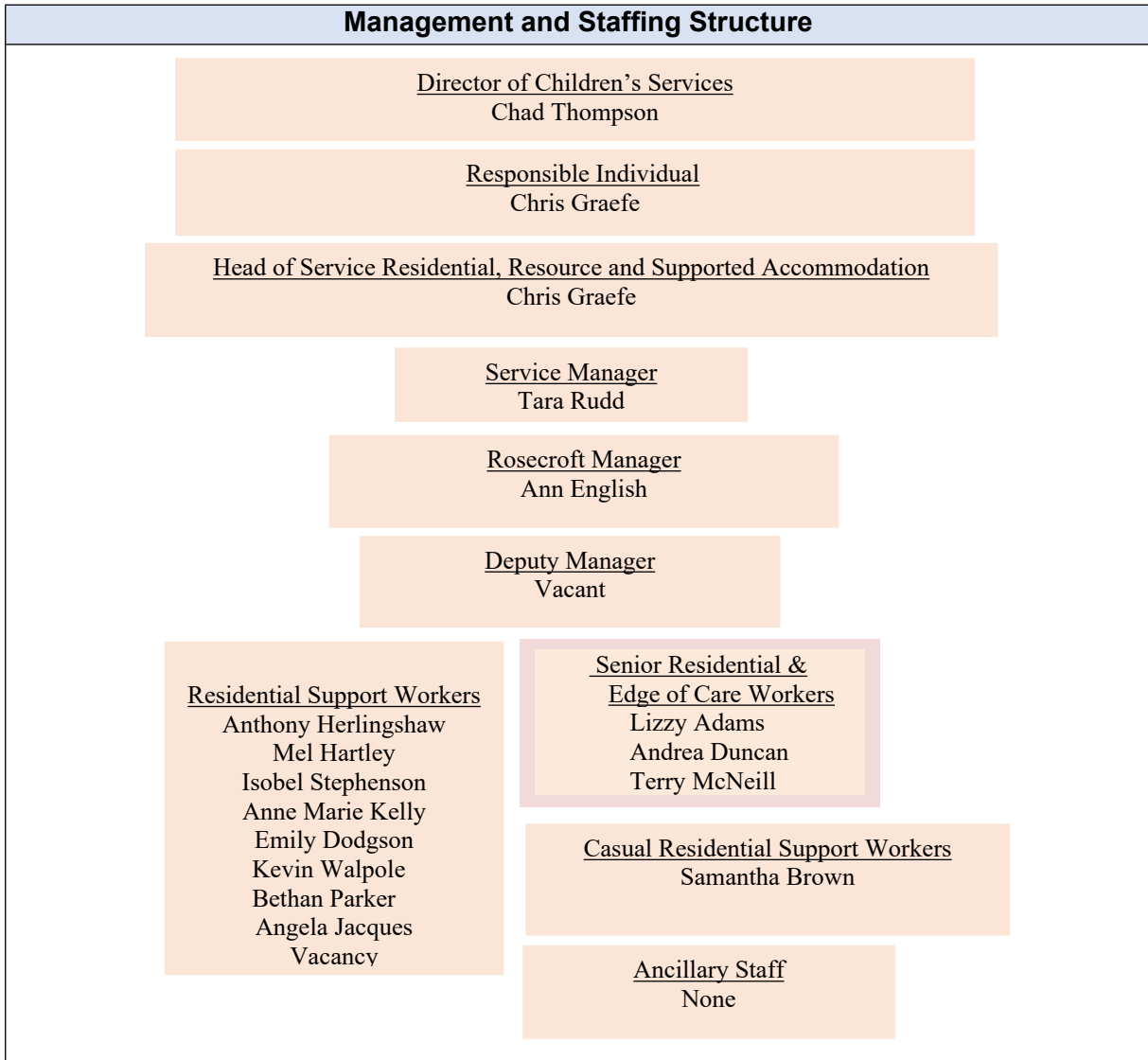
Angela Jacques - Residential Support Worker

Angela has previous experience working with adults who had disabilities and additional needs. Angela has worked in children's residential care working as a casual in the private sector. Angela has worked in our sister services Willowtree and Holly Lodge since September 2021 before joining Rosecroft in September 2024.

Samantha Brown – Casual Residential Support Worker

Samantha started with Five Rivers as a Casual Worker in 2010. During this time Samantha also worked within an EBD school as a Learning Support Assistant. Samantha completed her QCF level 3 before obtaining a full-time position – Resource Worker with Middlesbrough Council. Samantha interviewed for a Senior Resource worker position and was successful, working in this role until December 2017. Samantha then worked for Cambian Group as a Team Leader and soon progressed to Deputy Manager supporting the manager manage both a group home and a Solo provision. Samantha successfully completed her Level 5 qualification in June 2020. Samantha rejoined the council working within the Rosecroft supporting 16–18-year-olds transitioning to independence. In December 2023 Samantha took up the position of Deputy Manager at Fir Tree and then decided to pursue an alternative career path whilst being a casual staff member at Rosecroft eventually returning full time to Rosecroft again in July 2025 as a Residential Support Worker. Samantha has now taken up a deputy manager role within another local authority however remains a casual worker for Rosecroft.

20. Staffing Structure and Professional Supervision



At Rosecroft, our staffing structure is built to ensure that every young person experiences consistent, emotionally available care from trusted adults. We believe that how we support our team is just as important as how we support our young people—because a well-supported adult can offer the safety, security, and connection that children need to thrive.

Our leadership team—Registered Manager, Deputy Manager, and Senior Residential Workers—model the values of Playfulness, Acceptance, Curiosity, and Empathy in their everyday practice. These principles are not reserved for our young people; they are the foundation of how we lead and support our staff.

Each member of the team receives regular, relational supervision—a protected space for reflection, learning, and emotional processing. These sessions are not about fault-finding; they are about holding space for growth. Supervision includes discussions about:

How the work is impacting the staff member emotionally

What's going well, and where support is needed

How PACE is being used in practice

Reflections on behaviour, relationships, and team dynamics

We lead with Acceptance, knowing that staff bring with them their own experiences, triggers, and stories. We foster a culture where it's okay to ask for help, admit uncertainty, or share vulnerability. This helps prevent burnout and builds team resilience.

With Curiosity, we explore not only how staff are supporting young people, but also what might be influencing their responses. We might ask:

“What do you think was going on for that young person?”

“How did you feel in that moment?”

“What might have helped you feel more grounded?”

We encourage peer support, shared learning, and reflective practice across the team. Monthly team meetings provide a space to connect, celebrate successes, explore challenges, and deepen our collective understanding of trauma-informed, PACE-based care.

Playfulness is actively encouraged within the team—because caring for children and young people is deeply rewarding, but also emotionally demanding. We build in humour, informal check-ins, and moments of joy to maintain morale and team cohesion. We celebrate achievements and support one another through the hard days.

Staff who deliver or support education and healthcare within the service also receive role-specific training, supervision, and opportunities to collaborate across disciplines. This ensures consistency of care and reinforces the message that everyone—regardless of role—shares responsibility for relational, therapeutic practice.

At Rosecroft, supervision is not an administrative task—it is a core therapeutic intervention. Because when the adults feel safe, connected, and understood, they are better able to offer that same experience to the young people in their care.

21. Management and Staff Development and Training

At Rosecroft, we see staff development not just as a requirement, but as an essential expression of care—for our young people and for our team. We believe that a well-supported, well-trained team creates a stable, attuned, and emotionally available environment where children and young people can thrive.

Our approach to development and training is built on the principles of Playfulness, Acceptance, Curiosity, and Empathy—the same values we expect our staff to embody in their day-to-day work.

We use Curiosity to explore what each staff member needs in order to grow. Training is not a one-size-fits-all process. We ask:

“What interests you?”

“What feels challenging in your role?”

“Where would you like to deepen your knowledge or confidence?”

From this, we tailor learning pathways that combine core mandatory training with specialised, trauma-informed, and therapeutic input. Topics include:

PACE and attachment-based care

Trauma and recovery

Mental health and emotional regulation

Safeguarding and child protection

Equality, diversity, and inclusive practice

Reflective practice and relational supervision

Our team also receives training in therapeutic behaviour support, de-escalation, and restorative practice. Where applicable, external professionals are brought in to enhance learning through case study reviews, consultation, and joint reflection.

We support Playfulness in learning by encouraging interactive, creative, and reflective methods—team-based scenarios, role-plays, and real-world application that go beyond lectures and checklists. We believe learning should be engaging, relevant, and connected to real relationships.

With Acceptance, we acknowledge that learning is ongoing. We do not expect perfection—we expect presence. Our training culture is about permission to grow, space to reflect, and support to try again. We celebrate when someone says, “I don’t know,” because that’s the beginning of real development.

Supervision, team meetings, and informal reflective spaces are where Empathy comes in. Staff are encouraged to bring their whole selves into the room. We create a climate where emotional honesty is not only allowed—it is welcomed. We support staff through the emotional challenges of care work and recognise that self-care is professional care.

Our leadership team is actively involved in team development—offering guidance, encouragement, and shared reflection. We model relational leadership, which helps to embed these same values into every level of practice.

At Rosecroft, we believe that great care comes from great teams—and great teams are built through investment, encouragement, and trust.

When we support our staff with curiosity and compassion, they are better able to offer the same to the young people in their care.

22. Role Modelling and Gender Representation

At Rosecroft, we understand that young people learn as much from what we do as from what we say. That's why positive role modelling is at the heart of our practice. Every interaction—no matter how small—is an opportunity to model respect, emotional regulation, honesty, and care. We do this through the lens of Playfulness, Acceptance, Curiosity, and Empathy.

We believe that young people benefit from seeing adults who are grounded, emotionally available, and consistent. Our team members intentionally model behaviours that help young people feel safe, connected, and hopeful about their own capacity to grow.

We use Playfulness to show that relationships can be safe and joyful. A shared laugh, a light-hearted moment, or a creative activity becomes a way to build connection and teach emotional flexibility. These experiences help young people begin to trust again and believe that not all adult-child relationships are transactional or threatening.

Through Acceptance, we show young people that it's okay to make mistakes, to have off days, or to feel vulnerable. Our staff model how to take responsibility, offer a genuine apology, or manage stress in healthy ways. This helps young people internalise the idea that they, too, are allowed to be human and still be valued.

With Curiosity, we explore what each young person needs from the adults around them. Some may need nurturing, others structure; some need calm, others humour. Our team reflects a diversity of personality and style, so that every young person has the chance to connect with someone who feels relatable and safe.

We are intentional about gender representation, ensuring that young people have access to a balanced mix of male and female role models, as well as individuals from a variety of backgrounds and experiences. We actively challenge gender stereotypes and affirm that strength comes in many forms—gentleness, patience, leadership, vulnerability, and empathy.

We also support staff to reflect on how their own identity, values, and emotional responses influence their interactions. Team discussions, training, and supervision all include space to think about how gender, culture, and personal history play a role in relationship-building.

At Rosecroft, role modelling isn't about being perfect—it's about being real. It's about showing up with honesty, warmth, and respect so that young people can learn, through experience, what safe, respectful relationships feel like—and begin to build those in their own lives.

Care Planning

23. Care Planning through the Lens of the PACE model

At Rosecroft, care planning is not a process we do to a young person—it’s something we create with them, through relationship, respect, and trust. Rooted in the principles of Playfulness, Acceptance, Curiosity, and Empathy, our care planning ensures that every young person feels involved, heard, and empowered in shaping their own journey.

We begin with Curiosity—not just about what support a young person might need, but about who they are as a person. We ask:

“What matters to you?”

“What are your hopes, worries, and goals?”

“What would help you feel more settled, supported, and seen?”

From these conversations, we build care plans that reflect more than routines or risk assessments—they reflect the young person’s identity, voice, and evolving needs. Every plan is individual, relational, and flexible.

With Acceptance, we acknowledge where each young person is starting from. We don’t expect immediate trust or engagement. We let them know it’s okay to feel unsure or resistant. Their pace is respected, and we adapt plans as their confidence grows and their needs change.

Plans are co-created with the young person, their family (where appropriate), and the professional network. This shared ownership helps reduce feelings of powerlessness and builds connection across the team around the child.

Empathy guides how we respond to the emotional experiences embedded in planning. For many young people, plans have previously meant rejection, disruption, or being moved on. We work to rewrite that narrative by offering consistency, reliability, and transparent communication throughout the planning process.

We incorporate Playfulness where appropriate—finding creative ways to engage young people in thinking about their future. Vision boards, values cards, role-play conversations, or informal chats over games or walks can all become ways to access their voice and encourage aspiration.

Each care plan includes:

Emotional and relational needs

Health and wellbeing support

Educational goals and plans

Independent living skills

Identity, culture, and communication preferences

Contact with family and friends

Risk management and safety planning

Young person's wishes, hopes, and input

We regularly review and update care plans in partnership with the young person. These reviews are not box-ticking exercises—they are opportunities to reflect on progress, revise goals, and build confidence in next steps.

At Rosecroft, our message is clear:

“This is your life. This is your plan. And we are here to walk it with you—every step of the way.”