



Pennine Community

Final Report 2007/8

Edited by: Sarah Paget

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Introduction to the Process

This report summarises the findings of a self- and peer-review based on the Service Standards for Communities for People with Learning Disabilities 1st edition (see www.communityofcommunities.org.uk). Members of the Community of Communities review their own community and visit others, using the standards to share ideas, discuss community structures and practices and to identify strengths and weaknesses. This process of engagement and reflection helps members bring about change and improvements to their service and serves as evidence of a commitment to quality improvement (for more information see appendices 1 & 2).

This report is structured into four sections: 1) information about the community; 2) information about the peer-review 3) summary of results and 4) the completed review workbook:

- 1. *Information about the community*** includes details about the community. It also sets the scene for the review by providing a short introduction to the community and the current context. Members are asked to supply details about the particular issues that the community is facing at the time of the review and the peer-review team add comments and observations from the review day.
- 2. *Information about the peer-review*** details who was present on the day and the type of visit. The peer-review team and the lead reviewer also comment on the community's engagement in the process and the overall atmosphere on the day of the review.
- 3. *Summary of results*** provides a graphic representation of numerical scores and a summary of all areas of achievement and areas for improvement identified by the community or the visiting team. Wherever possible it includes details of any improvement made since the last report (if applicable).
- 4. *The completed review workbook*** contains all the information captured through the self- and peer-review process.

Introduction to the Community

Pennine is a Camphill Community that supports a specialist college offering further education, training and support for young people with special needs — learning, emotional and behavioural difficulties. Situated in Chapelthorpe, on the outskirts of Wakefield in West Yorkshire. the site, comprises of 35-acres and has a rural aspect, surrounded by trees but close to the local community. Pennine Community is not just a college for young people with learning difficulties and special needs. It is also very much a Community.

Life at Pennine revolves around the five households which provide a home life for up to 30 residential students, giving them a secure and stable background during their time with us, and allowing a lot of social learning to take place. Day students are affiliated to one of the households where they have lunch and join in with the household activities during the day. Each house has a different character, depending on the blend of people living in the household at any one time.

Most of the vocational co-workers live on site and Pennine is their home. Residential students live in extended family groups together with vocational co-workers and their families and volunteer co-workers. Everyone plays a part in the running of their household. Day-to-day tasks such as washing up, laundry and cleaning become ways of learning about responsibility and accepting each other's abilities. Students benefit greatly from the sense of stability and security created by this living arrangement; they learn increasing self-reliance and gain maturity in an environment where their contributions are valued.

Pennine is also home to a group of over 20 international volunteers from a range of countries who often join Pennine during a gap year. They participate in a learning programme, give support and create a social dynamic with students and co-workers. Wakefield Riding for the Disabled Association are embedded within the community offering over a 100 riding session each week to local people. A significant number of people join in their activities from local schools and volunteer programmes.

Pennine is inspected by Ofsted and maintains a satisfactory education provision and continues to maintain a 3-star CSCI standard enabling “people who use [our] service [to] experience excellent outcomes”.

Community Information

| | | |
|--|---|---|
| Name of Community: Pennine Camphill Community | | Telephone Number: 01924 255281 |
| | | Email: steve.hopewell@pennine.ac.uk |
| | | Website: www.pennine.org.uk |
| Address: Pennine Camphill Community Wood Lane Chapelthorpe Wakefield WF4 3JL | | First Contact: Steve Hopewell |
| | | Telephone: 01924 255281 |
| | | Email: steve.hopewell@pennine.ac.uk |
| | | Second Contact: |
| | | Telephone: |
| | | Email: |
| Sector e.g. NHS, Social Care: Social Care and Further Education | Programme e.g. day, residential: Day and residential | Parent Organisation: Pennine Camphill Community |
| Number of Places: 35 | Age range: 16-25 | Catchment Area: Wakefield and national |
| Length of Stay: 2 - 5 years | Affiliations e.g. ATC, ETFC: Association of Camphill Communities NATSPEC | Form Completed by: Steve Hopewell |

Details of the Peer-review

This is the 1ST year that the Pennine Community has taken part in the Community of Communities Learning Disability Network.

| | |
|----------------------------|---|
| Date of Review: | 15 th July 2008 |
| Visiting peer-review team: | Botton Village Paul Abel Rebecca Hirst Frances Pearson |
| Lead Reviewer: | Sarah Paget |
| Type of Visit: | Comprehensive Visit |

Statement of Limitation

The main value of being a member of the Community of Communities is taking part in the network. This document summarises the views about your community provided by client and staff members and the peer-review team in relation to the Service Standards for Communities for People with Learning Disabilities 1st edition. It is not a definitive statement of performance in any of the areas covered by the Community of Community standards.

Visitors' Comments on the Review

Welcome and organisation of the day

The community was very welcoming and had arranged for as many people as possible to meet with the peer-review team at different parts of the day. The timetable was agreed in advance but this had not filtered through to the community and the day felt quite chaotic at times. However, everyone was warm and friendly and keen to make a good impression. Pennine community were wonderful hosts with regular refreshments and community lunch provided.

Engagement in the review process

Because this was the community's first year of participation there was some confusion about the process. There clearly had been some preparation but the self-review had focused on a section which is not reviewed and therefore had not focused on the standards that are covered on the peer-review visit. However, the community had found the process of exploring the values with members useful (the comments that the community recorded in the self-review have been included at the end of the workbook as appendix 7). Many self-review comments were unclear and not always linked to the standards; this may be because the workbook was completed by two or three different groups with differing perspectives. There are differences in the responses of students, co workers etc. This issue could be usefully discussed using the standards as a guide and a more integrated view presented in the next local report.

There was considerable enthusiasm for the process from some members of the community but others were difficult to engage. Student members were very involved and engaged with the discussions. However, the "staff" meeting was particularly difficult and it was unclear why. The community was undergoing some changes and may have been particularly defended against external input at that time. It was difficult to open up discussion about issues and for members of the community to work through the standards with the peer-review team.

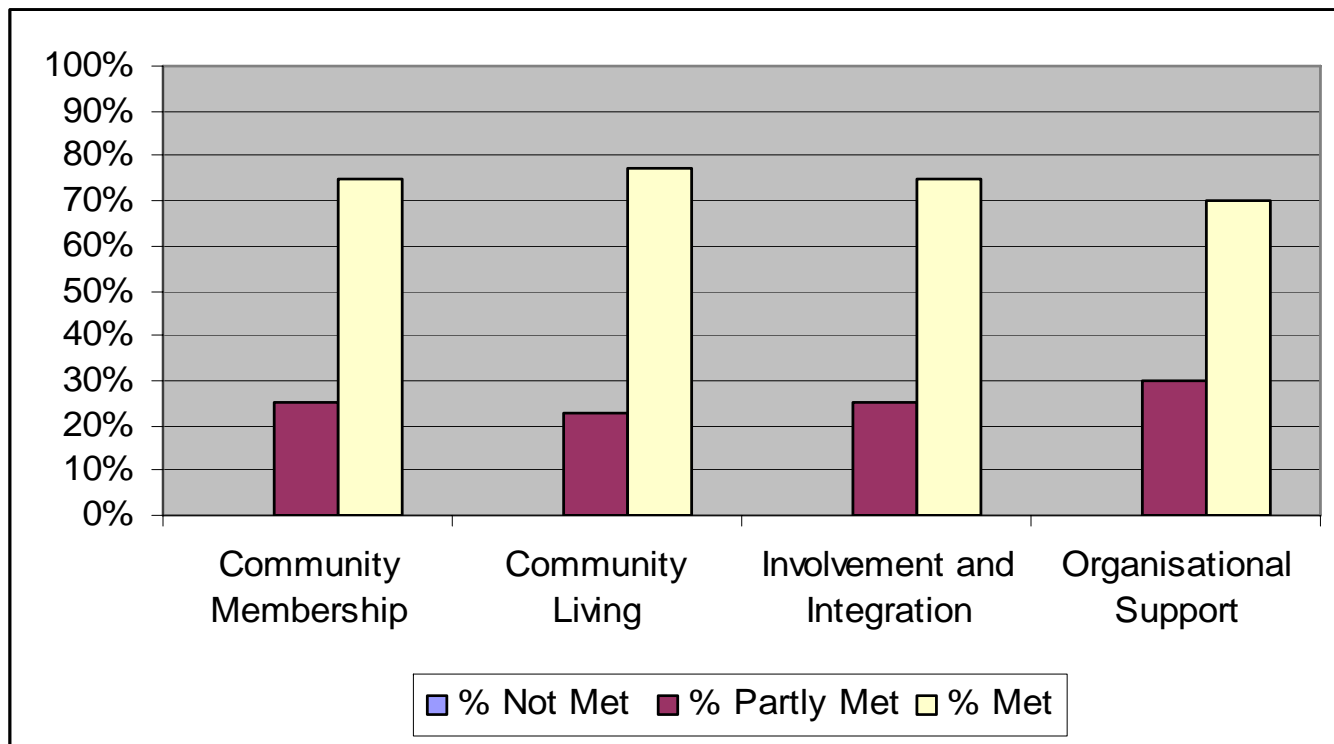
Overall comments

The community seemed to be in a period of change to its identity and was in a process of considering where they are at, where they are going, and where they belong. The self-review and peer-review did seem to highlight the differences in experiences between students, co-workers and others living and working in the community which may need to be addressed in the next review of the standards and methods.

Summary of Results

Figure 1

Figure 1 represents the results of the self-review process against each section of the Service Standards for Communities for People with Learning Disabilities 1st edition. The bars display the percentage of those standards which were 'not met' (blue), 'partly met' (red) and 'met' (yellow).



Achievements and Areas for Improvement

(s-r) = identified at self-review; (p-r) = identified at peer-review

Section 1: Community Membership

Areas of Achievements in this cycle

The student council is an excellent forum and valued by elected members (p-r)
Everyone spoke of feeling a part of the community in their own way (p-r)

Areas of Improvements in this cycle

Whilst tasks, jobs and roles are identified, volunteered for, and allocated according to needs and skills required, the process behind this could be available to a wider group. The ongoing establishment of the Stewardship Process is helping to identify roles and responsibilities (s-r)
The community would like to find ways of better supporting new non-resident members and co-workers to become part of the community (p-r)
It would be useful to allocate jobs according to need and skills required (p-r)

Section 2: Community Living

Areas of Achievements in this cycle

There is considerable tolerance of people's differences within the community (p-r)
Members are encouraged to take risks e.g. go on walking weekends, caving trips etc. to push themselves and find their limits (p-r)
Community members recognise different abilities and opportunities to help a person grow (p-r)

Areas of Improvements in this cycle

Dialogue with co-workers would be useful. Perhaps co-workers could complete the review from their perspective and identify the areas where they feel their needs are not met. Once this is done a discussion could take place to find ways to address the difficulties (p-r)
Some clarity around expectations with regard to community life would be useful e.g. days off etc. (p-r)
The community would like to further encourage people to support each other through difficulties rather than relying on mediation or house guardians to solve problems (p-r)

Section 3: Involvement and Integration

Areas of Achievements in this cycle

Areas of Improvements in this cycle

The community would like to consider how to improve co workers opportunities for access to life outside the community **(p-r)**

Section 4: Organisational Support

Areas of Achievements in this cycle

The community is very supportive to members **(p-r)**
There is a considerable amount of work being done in the community to promote Pennine **(p-r)**

Areas of Improvements in this cycle

Continue to work toward formalising supervision for some members **(p-r)**
Continue to review organisational structures are communication **(p-r)**
The community felt there was a need for some clarity about what is feedback where **(p-r)**
Publicising activities would be helpful **(p-r)**

Completed Workbook

Rate each item: 2 = met, 1 = partly met, 0 = not met, 9 = not applicable

| Number | Standard | Self-review rating | Record of self-review discussion | Peer-review rating | Record of peer-review discussion |
|--------|----------|--------------------|----------------------------------|--------------------|----------------------------------|
|--------|----------|--------------------|----------------------------------|--------------------|----------------------------------|

Community Membership

In order to grow, people need to have a sense of belonging, The community aims to maximise the potential of each member and does not set a limit to the nature or quality of that development

| | | | | | |
|-------|---|----------|---|----------|--|
| 1.1 | <i>We share responsibility for helping new members join the community</i> | 2 | Yes | 2 | Members said that people tell you where to go and what to do. It's scary but feels welcoming. |
| 1.1.1 | We help new members to understand and get used to the community culture and practices | 1 | We are good and easing new members into the community, but this can be extended further so there is an ongoing process for newer members. | 1 | There seemed to be a strong sense of community where the culture is shared. Some of the co workers felt they were left a little isolated - maybe exacerbated by language difficulties. The community would like to find ways of better supporting new non-resident members and co-workers to become part of the community. |
| 1.2 | <i>We all help to make decisions that affect the life of the community</i> | 2 | There are discussions on many levels when decisions are being made. Groups are mandated by the community so that responsibilities are shared. | 2 | The students described a number of decisions that had been made recently. |

Rate each item: 2 = met, 1 = partly met, 0 = not met, 9 = not applicable

| Number | Standard | Self-review rating | Record of self-review discussion | Peer-review rating | Record of peer-review discussion |
|--------|---|--------------------|---|--------------------|---|
| 1.2.1 | There are ways to express our views and opinions when decisions need to be made | 2 | Views can be expressed in the following meetings. The House Guardians Meeting, Pennine Forum, Student Council, Mentoring, Appraisals and Tutorials | 2 | The student council is made up of seven students who are elected to represent houses. The peer-review team thought this was an excellent forum and it was clearly valued by elected members. |
| 1.2.2 | We have clear criteria for selecting non-disabled members based on community values and principles | 2 | We have an experienced admissions team who interview all new students. The admissions process is open and non-discriminatory. The coworker application process is open and non-discriminatory | | |
| 1.2.3 | We are involved in the process of selecting members to jobs and responsibilities within the community | 1 | In the houses people discuss the jobs and work that needs to be done. There is discussion and negotiation so that people don't have to do things that they dislike. The Ed. Forum takes responsibility for matching skills, willingness and interest in work areas. | 1 | There is not a system for allocating members to jobs. People volunteer. It would be useful to allocate jobs according to need and skills required. |
| 1.3 | <i>We are part of every-day community life and feel a sense of belonging to our community</i> | 2 | Yes | 2 | This was very much the case for residents all of whom are involved with chores etc. Day students are not so involved but still describe a strong sense of belonging. They attend film nights and cultural |

Rate each item: 2 = met, 1 = partly met, 0 = not met, 9 = not applicable

| Number | Standard | Self-review rating | Record of self-review discussion | Peer-review rating | Record of peer-review discussion |
|--------|--|--------------------|--|--------------------|--|
| | | | | | events in the community. Everyone spoke of feeling a part of the community in their own way. |
| 1.3.1 | We share the day-to-day tasks of the community | 2 | Everyone shares daily tasks, things don't go undone. People have a good awareness of what needs to be done and a feeling of responsibility to the community. | | |
| 1.3.2 | We take part in the traditions and celebrations of the community | 2 | Festivals, the preparation for them and the celebration of specific days forms a core element of the yearly rhythm. Everyone is involved, residential and day students, vocational and volunteer co-workers, employees and members of the wider community. | | |
| 1.4 | <i>We share responsibility for helping members leave our community</i> | 2 | We celebrate people's achievements throughout their time at Pennine and when they leave. We have a leavers festival every year for the students and the short term co workers. When vocational co workers wish to leave they are supported to leave in a positive way. | | |

Rate each item: 2 = met, 1 = partly met, 0 = not met, 9 = not applicable

| Number | Standard | Self-review rating | Record of self-review discussion | Peer-review rating | Record of peer-review discussion |
|--------|---|--------------------|---|--------------------|---|
| 1.4.1 | We mark an individuals' leaving the community with an event | 2 | We work on transition very closely with the student so that the leaving event can be very positive. | 2 | There are parties and home made cakes |
| 1.4.2 | We discuss the impact of members leaving our community | 2 | There is a lot of discussion about the affect of members leaving the community. Because we work and live so closely together when a member leaves it has an impact on many people. This has to be managed so that we can encourage all members to view change as a positive | 1 | The community does reflect on people leaving and how that feels for everyone. It was unclear whether there were specific spaces for this to happen. |

| Areas of Achievement | | Areas For Improvement | |
|----------------------------------|--|---|--|
| <u>Identified at Self-Review</u> | <p><u>Identified at Peer-review</u></p> <p>The student council is an excellent forum and valued by elected members.</p> <p>Everyone spoke of feeling a part of the community in their own way.</p> | <u>Identified at Self-Review</u> | <u>Identified at Peer-review</u> |
| | | <p>Whilst tasks, jobs and roles are identified, volunteered for, and allocated according to needs and skills required, the process behind this could be available to a wider group. The ongoing establishment of the Stewardship Process is helping to identify roles and responsibilities.</p> | <p>The community would like to find ways of better supporting new non-resident members and co-workers to become part of the community.</p> <p>It would be useful to allocate jobs according to need and skills required.</p> |
| Any Other Comments | | Any Other Comments | |

Rate each item: 2 = met, 1 = partly met, 0 = not met, 9 = not applicable

| Number | Standard | Self-review rating | Record of self-review discussion | Peer-review rating | Record of peer-review discussion |
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Community Living

We take part in some responsibilities in the community and are assisted in fulfilling them

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| 2.1 | <i>We take part in some responsibilities in the community and are assisted in fulfilling them</i> | 2 | We work together on a very wide range of aspects of living and working together. All are supported to fulfil their responsibilities and have the support they need. For some this might mean being freed from regular responsibilities, for others this will be having support from another community member. | 1 | There are a number of jobs and areas of responsibility within the community e.g. stores, student council etc. Co workers do not always get allocated roles. |
| 2.1.1 | We recognise that different people take different levels of responsibility within the community. This does not affect our equal rights | 2 | People take on very different levels of responsibility. None are more important than others. We recognise each persons contribution and the spirit in which time and effort is given | | |
| 2.1.2 | We recognise that all roles and responsibilities contribute to | 2 | Each person's contribution is needed so that the community | | |

Rate each item: 2 = met, 1 = partly met, 0 = not met, 9 = not applicable

| Number | Standard | Self-review rating | Record of self-review discussion | Peer-review rating | Record of peer-review discussion |
|--------|---|--------------------|--|--------------------|---|
| | the running of the community | | runs smoothly. | | |
| 2.2 | <i>We are encouraged to form relationships with other members and get together with one another as a significant part of community life</i> | 2 | There are a wide range of opportunities within the community and with members who have connections with the wider community. This can be in the form of learning new skills together, socialising. Events are well publicised and work commitments can be changed to allow participation. | 1 | Social Gatherings. There does need to be some way to address the needs of short term co-workers with regard to feelings of isolation. |
| 2.2.1 | We take part in community activities which helps us to form a variety of relationships with others | 2 | There are activities several evenings a week which are aimed at the forming of positive relationships. | 2 | Sports day, disco, folk dancing. |
| 2.2.2 | We are supported to form the relationships we choose | 2 | Relationships can be supported in a range of ways, including people having meals together, going out to visit each other in the evenings, going out at the weekends together. If problems occur in a friendship or relationship there is very good support. In PHSE Sessions friendships and relationships is a key focus area | | |

Rate each item: 2 = met, 1 = partly met, 0 = not met, 9 = not applicable

| Number | Standard | Self-review rating | Record of self-review discussion | Peer-review rating | Record of peer-review discussion |
|--------|--|--------------------|--|--------------------|--|
| 2.2.3 | We have a network of people within the community who we like to spend time with | 2 | Yes | 2 | Members were clearly encouraged to develop relationships and share time with friends. |
| 2.2.4 | There are many opportunities for me to get together with other members of the community to share interests | 2 | Yes, there are a lot of different things to choose from. There is so much happening that it can be difficult to choose sometimes. | 1 | Drawing, Drama club, Football, Story club, Pub, Craft club and video evenings. Co workers felt their needs were not always met. |
| 2.2.5 | Mealtimes are an opportunity for my household and other members of the community to get together | 2 | Yes, definitely | 2 | Central part of community life. |
| 2.2.6 | I am supported to understand that there are different types of relationships; positive and negative | 2 | Yes, in PHSE sessions and in House Meetings and Tutorials. Co workers have support in a less formal but effective method of peer support. | 2 | It was clear that members of the community are encouraged to work through issues with each other. |
| 2.2.7 | We understand that living in a life-sharing environment requires respect for individual privacy | 1 | Sometimes people are called on to do things during their free time, but this is being addressed. Those who felt most strongly have been able to change their living arrangements so as to ensure | 1 | Community members identified that there are issues with living with others. It was felt that the issue needs to be held in mind. The feelings of co workers, identified in self- |

Rate each item: 2 = met, 1 = partly met, 0 = not met, 9 = not applicable

| Number | Standard | Self-review rating | Record of self-review discussion | Peer-review rating | Record of peer-review discussion |
|--------|---|--------------------|--|--------------------|---|
| | | | greater privacy. | | review, may point to there being some confusion with regard to expectations that could be usefully discussed. |
| 2.3 | <i>We recognise that living in a community setting will involve some compromises</i> | 2 | Yes | | |
| 2.3.1 | We are supported to understand any difficulties involved in living with other members | 2 | "We support each other to understand difficulties involved in living with each other." | | |
| 2.3.2 | We are encouraged to participate regularly in discussions about life in our home | 2 | There are a range of meetings and discussion groups so that we can reflect and share our experiences of community life. | 2 | There are opportunities both formal and informal. |
| 2.3.3 | As household members we are encouraged to discuss any difficulties involving other residents in the house | 1 | This is ongoing and happens in House Meetings, House Guardians Meetings and in peer discussions. It quickly becomes apparent if there is a difficulty and it will be through talking and mutual support. | 1 | There are opportunities both formal and informal. However, there is an emphasis on house guardians resolving issues rather than supporting members to find a way to do this for each other. |
| 2.4 | <i>We recognise that we are all givers as well as receivers</i> | 2 | Yes | | |

Rate each item: 2 = met, 1 = partly met, 0 = not met, 9 = not applicable

| Number | Standard | Self-review rating | Record of self-review discussion | Peer-review rating | Record of peer-review discussion |
|--------|---|--------------------|---|--------------------|---|
| 2.4.1 | We are supported by other members of the community | 2 | Yes | | |
| 2.4.2 | We support other members of the community | 2 | Yes | | |
| 2.5 | <i>We value the learning opportunities in everyday interactions</i> | 2 | This is something that underpins all of working and living together. It is key to Camphill and works well in practice in Pennine. | | |
| 2.5.1 | We talk to each other about our behaviour and the way that it affects other members | 1 | "We don't always take advantage of availability of support." There is a high level of tolerance between members of the community, this is part of appreciating and understanding difference, sometimes we may not recognise what to others has become unreasonable. | 1 | Emphasis on talking to key worker, House guardians provide mediation in some cases. The community would like to further encourage people to approach each other about their concerns both to individuals and in groups. |
| 2.5.2 | We offer each other advice on constructive ways of coping with conflict and frustration | 1 | Not all members felt that they were sufficiently aware of the processes that are available | 2 | House guardians provide some mediation. The community would like to further encourage people to feedback to each other. |

Rate each item: 2 = met, 1 = partly met, 0 = not met, 9 = not applicable

| Number | Standard | Self-review rating | Record of self-review discussion | Peer-review rating | Record of peer-review discussion |
|--------|--|--------------------|--|--------------------|--|
| 2.6 | <i>We treat each other with respect and consistency</i> | 1 | Yes, but this is something that we should not become complacent about. | 2 | Certainly appears to be the case |
| 2.6.1 | We value and accommodate the different abilities and backgrounds of all members and are sensitive to these differences | 2 | We are a community with people from a very wide range of social, religious and cultural beliefs. We regard this as positive and enriching. | 2 | There is considerable tolerance of peoples' differences within the community - observed during the peer-review visit. These differences include language, behaviour, disability etc. |
| 2.6.2 | We have opportunities to learn about individuals' cultural & religious beliefs; and their customs & practices | 2 | Yes | 2 | The community takes all opportunities to learn about each other. |
| 2.7 | <i>Positive risk taking is seen as essential to my personal development and growth</i> | 2 | Yes | 2 | Central to the philosophy of the community. Members felt that if you don't take risks you would not learn anything and members go on walking weekends, caving trips etc. to push themselves and find their limits. |

Rate each item: 2 = met, 1 = partly met, 0 = not met, 9 = not applicable

| Number | Standard | Self-review rating | Record of self-review discussion | Peer-review rating | Record of peer-review discussion |
|--------|---|--------------------|----------------------------------|--------------------|---|
| 2.7.1 | We safely manage the tension between risk and opportunities for development, and this is used as a learning process | 2 | Yes | 2 | Community members do recognise different abilities and opportunities to help a person grow. |

| Areas of Achievement | | Areas For Improvement | |
|----------------------------------|---|----------------------------------|---|
| <u>Identified at Self-Review</u> | <p><u>Identified at Peer-review</u></p> <p>There is considerable tolerance of peoples' differences within the community.</p> <p>Members are encouraged to take risks e.g. go on walking weekends, caving trips etc. to push themselves and find their limits.</p> <p>Community members recognise different abilities and opportunities to help a person grow.</p> | <u>Identified at Self-Review</u> | <p><u>Identified at Peer-review</u></p> <p>Dialogue with co workers would be useful. Perhaps co workers could complete the review from their perspective and identify the areas where they feel their needs are not met. Once this is done a discussion could take place to find ways to address the difficulties.</p> <p>Some clarity around expectations with regard to community life would be useful e.g. days off etc.</p> <p>The community would like to further encourage people to support each other through difficulties rather than relying on mediation or house guardians to solve problems.</p> |
| Any Other Comments | | Any Other Comments | |

Rate each item: 2 = met, 1 = partly met, 0 = not met, 9 = not applicable

| Number | Standard | Self-review rating | Record of self-review discussion | Peer-review rating | Record of peer-review discussion |
|--------|----------|--------------------|----------------------------------|--------------------|----------------------------------|
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Involvement and Integration

Involvement with the local neighbourhood and family and friends supports personal and community development

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|-------|--|---|--|---|--|
| 3.1 | <i>We build relationships with a variety of people outside of the community and participate in activities outside of our homes</i> | 1 | There is a lot happening in the community, this sometimes means that people have such a rich busy community social life that they do not feel the need to seek involvement elsewhere. Weekends are the times when people to participate in activities outside Pennine. | 1 | The community is in touch with the local community. There are day students and work placements. There was some concern from co workers that they do not have much opportunity for contact with the local community. The community would like to consider how to improve co workers opportunities for access to life outside the community. |
| 3.1.1 | We actively encourage opportunities for building friendships in the local neighbourhood | 1 | This could be further developed and the foundations are in place with neighbourhood groups. | 2 | A number of examples including in the past week members met with a local counsellor and the Mayor. |

Rate each item: 2 = met, 1 = partly met, 0 = not met, 9 = not applicable

| Number | Standard | Self-review rating | Record of self-review discussion | Peer-review rating | Record of peer-review discussion |
|--------|---|--------------------|--|--------------------|---|
| 3.1.2 | We are supported to see places and people outside of the community and to take our entitled holidays | 2 | Yes | 2 | Members are resident for school terms only. Other members of the community have freedom to come and go. |
| 3.1.3 | We are encouraged to invite family, friends and other visitors to the community and take the lead in arranging and hosting the visits | 2 | We often have friends and family come to visit. It is important to share the community | 2 | Where appropriate |

| Areas of Achievement | | Areas For Improvement | |
|----------------------------------|----------------------------------|----------------------------------|---|
| <u>Identified at Self-Review</u> | <u>Identified at Peer-review</u> | <u>Identified at Self-Review</u> | <u>Identified at Peer-review</u> |
| | | | The community would like to consider how to improve co workers' opportunities for access to life outside the community. |
| Any Other Comments | | Any Other Comments | |

Rate each item: 2 = met, 1 = partly met, 0 = not met, 9 = not applicable

| Number | Standard | Self-review rating | Record of self-review discussion | Peer-review rating | Record of peer-review discussion |
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Organisational Support

The leadership and structure of the community is clearly defined and reflects the objectives of the community

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|-------|---|----------|---|----------|---|
| 4.1 | <i>Group and individual support is provided for us in different ways</i> | 2 | There are a lot of different meetings & decision making processes. There are sufficient formal and informal ways of giving and receiving support. | 2 | The community is very supportive to members but not always in a formal sense. There is considerable social and informal support. There are also a number of groups such as house meetings. There is some work taking place to formalise supervision for some members. |
| 4.1.1 | My support can be provided by trained professionals as well as my peers | 2 | Yes | 2 | Yes. If this is required then it is available. |
| 4.1.2 | My support plans can be developed in formal and informal settings | 2 | Yes | | |

Rate each item: 2 = met, 1 = partly met, 0 = not met, 9 = not applicable

| Number | Standard | Self-review rating | Record of self-review discussion | Peer-review rating | Record of peer-review discussion |
|--------|--|--------------------|--|--------------------|--|
| 4.1.3 | There is someone to talk to about issues and pressures arising from group living. Regular meetings take place to do this | 2 | Yes | | |
| 4.2 | <i>We have a clear organisational structure for the communication of issues that affect the community</i> | 1 | It is not always clear to all, but we trust each other to make decisions that affect us. | 1 | There are clear lines of accountability. However, structures are being reviewed. |
| 4.2.1 | We discuss all matters relating to the day to day running of the community | 2 | Yes, this happens well | 2 | In a number of meeting set up for the purpose - house meetings etc. |
| 4.2.2 | We have groups to address and discuss different aspects of the community and discussion is then fed back to all members | 1 | Yes, these groups are established | 1 | Not all details from meetings are fed back - sometimes it is inappropriate. The community felt there was a need for some clarity about what is feedback where. |
| 4.2.3 | We have regular business and managerial meetings attended by community members | 2 | Yes | | |

Rate each item: 2 = met, 1 = partly met, 0 = not met, 9 = not applicable

| Number | Standard | Self-review rating | Record of self-review discussion | Peer-review rating | Record of peer-review discussion |
|--------|---|--------------------|----------------------------------|--------------------|--|
| 4.3 | <i>We carry out research to support and promote the work of the community</i> | 2 | Yes | 1 | It was unclear what research is being undertaken. C of C is a form of action based research that will help promote the community. |
| 4.4 | <i>We have an active programme, involving members in publicising and promoting the work of the community to referrers and other professions</i> | 2 | Yes | 2 | There is a considerable amount of work being done in the community but there is a desire to do more, especially locally. Publicising activities would be a good start. |

| Areas of Achievement | | Areas For Improvement | |
|----------------------------------|--|----------------------------------|--|
| <u>Identified at Self-Review</u> | <u>Identified at Peer-review</u> The community is very supportive to members. There is a considerable amount of work being done in the community to promote Pennine. | <u>Identified at Self-Review</u> | <u>Identified at Peer-review</u> Continue to work toward formalising supervision for some members. Continue to review organisational structures are communication. The community felt there was a need for some clarity about what is feedback where. Publicising activities would be helpful. |
| Any Other Comments | | Any Other Comments | |

Appendix 1 – What is the Community of Communities?

- Community of Communities (C of C) is a standards-based quality improvement network which brings together Therapeutic Communities (TCs) in the UK and internationally.
- Member communities are located in Health, Education, Social Care and Prison settings. They cater for adults and children with a range of complex needs, including:
 - Personality Disorders
 - Mental Health Problems
 - Offending Behaviour
 - Addictions
 - Learning Disability
- C of C is based at the Centre for Quality Improvement within the Royal College of Psychiatrists' Research and Training Unit and works in partnership with the Association of Therapeutic Communities (ATC), the Charterhouse Group (ChG) and the Planned Environment Therapy Trust (PETT).
- Funding is from members' subscriptions and a Big Lottery grant.

What do we do?

- Develop specialist service standards in an annual consultation process with members.
- Manage an annual cycle of self- and peer-review where the emphasis is on engagement as opposed to inspection.
- Provide detailed local reports which identify action points and areas of achievement.
- Publish an annual report which presents an overview of collective performance, identifies common themes and allows for benchmarking.
- Host a number of events and opportunities for members to share their experiences, learn from others and gain support.

What are our aims?

- Provide specialist service standards which identify and describe good TC practice and provide a democratically agreed definition of the model.
- Enable therapeutic communities to engage in service evaluation and quality improvement using methods and values that reflect their philosophy, specifically the belief that responsibility is best promoted through interdependence.
- Develop a common language which will facilitate effective relationships with commissioners, senior managers and the wider world.
- Provide a strong network of supportive relationships.
- Promote best practice through shared learning and developing external links.

Members Feedback

“Instead of professionals coming together...there was a real sense of whole communities being involved, with staff, current and ex-community members sharing and discussing their experiences...It felt right, healthy, like a therapeutic community on a very large scale.”

“Useful (process) because it makes you question how you are performing, what you are actually working toward and face up to shortcomings. It is important to keep asking why things are being done the way they are”

www.communityofcommunities.org.uk

Appendix 2 – The Annual Cycle

Community of Communities is a quality network of therapeutic communities (TCs). The project was established in 2002 by the Association of Therapeutic Communities and is managed by the Royal College of Psychiatrists' Centre for Quality Improvement. The aim is to enable TCs to demonstrate and improve the quality of their work, through an annual standards-based review process. The methods and values underpinning the project mirror the central philosophy of TCs. Staff and client members and ex-client members of participating communities are fully involved at each stage of the process.



Appendix 4 – Community of Communities Membership List

Adult Democratic TCs - UK

Acorn Programme
 Arbours Crisis Centre
 Brenchley Unit Psychotherapy Service
 Bridger House
 Cawley Centre
 Chase Farm
 CHT - Dainton House
 CHT - Home Base
 CHT - Lexham House
 CHT - Lytton House
 CHT - Mount Lodge
 Christ Church Deal
 Connect Therapeutic Community
 Denbridge House
 Francis Dixon Lodge
 Garden Villa
 Henderson Hospital
 HMP Blundeston
 HMP Dovegate Assessment Unit
 HMP Dovegate A
 HMP Dovegate B
 HMP Dovegate C
 HMP Dovegate D
 HMP Dovegate HIP
 HMP Gartree
 HMP Grendon Assessment Unit
 HMP Grendon A
 HMP Grendon B
 HMP Grendon C
 HMP Grendon D

HMP Grendon G
 HMP Send
 Intensive Psychological Treatment Service
 Main House
 Mandala Therapeutic Community
 Millfields Unit
 Mount Lodge
 New Horizons
 North Cumbria TC - Aspatria
 Oxford Therapeutic Community
 Pele Tower
 Red House
 Rotunda Day Programme
 St. Andrew's Counselling & Psychotherapy
 Threshold - Chikara
 Threshold - Clearwater House
 Threshold - Dumbarton House
 Threshold - Glencarn House
 Threshold - Khara-Minn House
 Threshold - Sophia House
 TC North – Diverse Pathways
 Winterbourne House
Adult Democratic TCs - Abroad
 Ashburn Clinic
 Gruppcentre
 Thalassa Haz
Addiction TCs
 Coolmine TC
 Ley Community
 Littledale Hall
 Phoenix Futures - Alpha House

Phoenix Futures - Glasgow
 Phoenix Futures - Sheffield
 Phoenix Futures - Tyneside
 Phoenix Futures - Wirral
 TC Phoenix Bulgaria
Children and Young Person TCs
 Amberleigh Care
 Barford Care and Therapy Services
 Bryn Melyn Group
 Calcot Services for Children
 Children's Services Ireland
 Donyland Lodge
 Ferndearle Child Care Services
 Glebe House
 Lioncare Group - Seafields
 Lioncare Group - Springfields
 Little Acorns
 Mulberry Bush School
 Precision Care - Anna House
 R.A.A.C. Care Ltd
 Smyly Trust Services
 Thornbrae Children's Home
 Tregynon Hall School
 Willowgrove House
LD Communities
 Camphill - Botton Village
 Camphill - Delrow House Community
 Camphill - Glasallt Fawr
 Camphill - Grange Village
 Camphill - Hatch Community
 Camphill - Pennine Community

Appendix 5 – Acknowledgements

Community of Communities would like to thank all those who were involved in organising and attending the reviews and in particular to thank staff and client members of the host community and members of the peer-review team. We are also grateful for the hard work and support of the Advisory Group.

Appendix 6 – Community of Communities Team

| | | | |
|------------------|---|--|---------------|
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Appendix 7

Core Values

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|--------------------|---|
| CV.1 | In order to have a sense of personal growth, individuals need to have a sense of belonging |
| Community Response | <p>“Suggested: invitations to meals, festivals, meetings.”</p> <p>“ ‘Belonging’ to be replaced with ownership.”</p> <p>“Sense of ‘ownership’ rather than belonging.”</p> <p>“All agree with basic value.”</p> <p>“Support for CPD.”</p> <p>“Even those who don’t live here feel there is potential for sense of belonging. Camphill Communities naturally inspire a sense of belonging.”</p> <p>“What about the employed workers’ greater sense of belonging.”</p> <p>“We do not have vocational co-worker meeting. Do not feel part of the large part of the decision making.”</p> <p>“Don’t do:</p> <ul style="list-style-type: none"> · Sense of belonging requires function, area of responsibility role. Insufficient ‘inclusivity’. · Support · Culture based on honesty and openness. · Decisions without consultation.” |
| CV.2 | Interdependence is the key element of community life. This is developed through members sharing responsibilities, actively engaging in matters affecting the life of the community and building positive relationships |

Appendix 7

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| Community Response | <p>“More awareness of each other’s roles and strengths.” “Training, re-enforcement, clear responsibilities.” “Trust in roles that each other take on. For example, centralised bill payments free time for individual and other activities.” “This is OK but it is a complete ideal.” “Trust to do our work and autonomy (too much) however little support.” “Not to assume it will happen automatically.” “How good are we at building positive relationships?”</p> |
| CV.3 | <p>The community provides an environment that respects the individuality of all members and aims to increase capabilities through contributing to the well-being of the group</p> |
| Community Response | <p>“Could be more opportunities to voice personal frustrations, experiences etc.” “Example: Admissions team – students and co-workers.” “Lynda goes to cricket.”</p> |
| CV.4 | <p>The variety of abilities, qualities and backgrounds amongst members are seen as positive ingredients to community life</p> |
| Community Response | <p>“When we get judgemental people stereotype.” “Allowing people to the Community life with their strength.” “Recognition of individual training & professional skills is seen as positive.”</p> |

Appendix 7

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| CV.5 | The community recognises that difficult experiences and problems can be necessary for personal growth and community maturation |
| Community Response | <p>“Members leave without lessons being learnt.”</p> <p>“There is no formal reflection and no willingness to talk.”</p> <p>“If <u>prepared</u> to see the problem → personal support.”</p> <p>“People who express that they have difficulty getting on with each other later become best of friends and make steps in personal development in the process.”</p> |
| CV.6 | The community promotes a culture based on honesty and openness |
| Community Response | <p>More time needed for reflection or open to other solution.”</p> <p>“Pt is linked to CV 3.”</p> <p>“No (agree with value but not happening). No transparency. Decisions are made by 3 or 4 people and told what is happening to the rest.”</p> <p>“Promotes - This word indicates that we need to have this as a focus and something we work towards actively. The word needs either to be changed to say we recognise this as important or we need more transparent processes for decision making and to promote involvement.”</p> |
| CV.7 | The leadership and structure of the community is clearly defined and reflects the objectives of the community |

Appendix 7

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| Community Response | <p>“Some roles are tired, need refreshing or moving on. Better understanding.”</p> <p>“What <u>are</u> the objectives of the Community? Mission statement. Should it be publicly displayed?”</p> <p>“We do not meet it!!! Who is the leadership??? What are the objectives of Community?”</p> <p>“Better sharing of info. Vague, not clearly defined.”</p> <p>“Needs clear definition. Are holders appointed or delegated or mandated? When do leadership become servants?”</p> |
| CV.8 | <p>Involvement with the local neighbourhood, family and friends supports personal and community development</p> |
| Community Response | <p>“It needs more focussed activity.”</p> <p>“Should be done in agreement of Community members, not just small groups/individuals.”</p> |

Appendix 7



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