



# **Pennine Camphill Community Final Report**

***2010-2011***

***Editors: Abdul Choudhury & Adam Price***



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# Introduction

This report summarises the findings of a self- and peer-review based on the Service Standards for Communities for People with Learning Disabilities 1<sup>st</sup> Edition (for more information see [www.communityofcommunities.org.uk](http://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 (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 therapeutic 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** includes details on 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). The community can also benchmark their scores against the previous year and against the average score for all the members of the network.

**4. The completed review workbook** contains all the information captured through the self- and peer-review process.

If you have any queries about any aspect of this report, please contact Sarah Paget, Programme Manager, Community of Communities, The Royal College of Psychiatrists' Research Unit, Standon House, 4th Floor, 21 Mansell Street, London E1 8AA. Tel: 020 7977 6697 Email: [spaget@cru.rcpsych.ac.uk](mailto:spaget@cru.rcpsych.ac.uk)

## Community Information

<b>Name of Community:</b>  <b>Pennine Camphill Community</b>	<b>Telephone Number:</b> 01924 255281
	<b>Email:</b>  <u><a href="mailto:catherine@pennine.ac.uk">catherine@pennine.ac.uk</a></u>  <u><a href="mailto:steve@pennine.ac.uk">steve@pennine.ac.uk</a></u>
	<b>Website:</b>  <u><a href="http://www.pennine.org.uk">www.pennine.org.uk</a></u>
<b>Address:</b>	<b>First Contact:</b>  Steve Hopewell
	<b>Telephone:</b>  01924 255182
	<b>Email:</b>  <u><a href="mailto:steve@pennine.ac.uk">steve@pennine.ac.uk</a></u>
	<b>Second Contact:</b>  Catherine Taylor
	<b>Telephone:</b>  01924 255281
	<b>Email:</b>  <u><a href="mailto:catherine@pennine.ac.uk">catherine@pennine.ac.uk</a></u>
	<b>Self-Review workbook completed by:</b>  Catherine Taylor after group work feedback from all co-workers and employed staff at Pennine and a group of Pennine Students ranging from E1-L1.

## **Introduction to the Community**

The community's students follow an academic programme leading to an ASDAN Diploma in Life Skills which comprises units in PSD, PP and Employability. Many students follow City and Guilds NPTC Skills tests in Horticulture and Land Based Studies, some follow full NVQ Awards in Land Based Studies and Hospitality and Catering. The ethos of the college community follows principles of Curative Education as outlined by Rudolf Steiner and Karl Koenig, the founder of the Camphill Movement. In order to assist students in their emotional development and to help them to live more harmoniously the students each receive a range of therapies including Hauska Massage, Art Therapy, Music Therapy, Eurythmy, Drama Therapy, Riding Therapy and 1-1 counselling. For the next academic year they will have 21 day students and 21 residential students. During their college day the students will be involved in the following learning and working environments: Textile Workshop, Woodwork, Pottery, Weaving, Basket making, TfSR, Garden, Farm and Estate maintenance.

Funding for students is currently changing from LSC to YPLA, this means many changes including economic changes and working with new funding partners, and widening out to new client groups which offers exciting new opportunities along with new issues associated with having several groups of vulnerable Service Users on one Campus.

Notable changes in the past year include that the community is moving towards a different balance in the number of day and residential students, and there has been an increase in the number of employed staff and key staff living off site in this year since the community was last reviewed.

## **Details of the Peer-Review**

This is the 4th year that the Pennine Camphill Community has taken part in the review cycle.

### **Date of Review:**

13<sup>th</sup> July 2011

### **Visiting peer-review team:**

Rhi Brooks, Ex-Francis Dixon Lodge TC, Lead Reviewer

Mike Staines, Deputy Head of Group Living, The Mulberry Bush School

Andy Brooker, Ex- Henderson Hospital TC, Director, Emergence

### **Type of Visit:**

Focussed Review:

The community chose to explore three sections of the Service Standards for Communities for People with Learning Disabilities:

- Community Membership
- Community Living
- Organisational Support

### **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 Therapeutic Communities (edition 5a). It is not a definitive statement of performance in any of the areas covered by the Community of Communities standards.

## Visitors' Comments on the Review

### Welcome and organisation of the day

The community were very welcoming and the day was well-organised. Sports day occurred on the same day as the review, and the community were coming to the end of the year, so 'leaving' was a salient theme of the day.

### Engagement in the review process

The young people were very engaged in the process and shared their thoughts and feelings openly with the team. The review process focussed closely on one house group and the findings of the review team reflect their experiences of that group. In future it would be enjoyable, and might be valuable for the community, to have a wider range of houses and community members participate.

### Overall comments on progress since last cycle

Lots of work has gone into integrating the co-workers further with the community and this shared in the feedback offered by the co-workers present at the review.

The graduation ceremony and parties are excellent responses to previous feedback surrounding leaving.

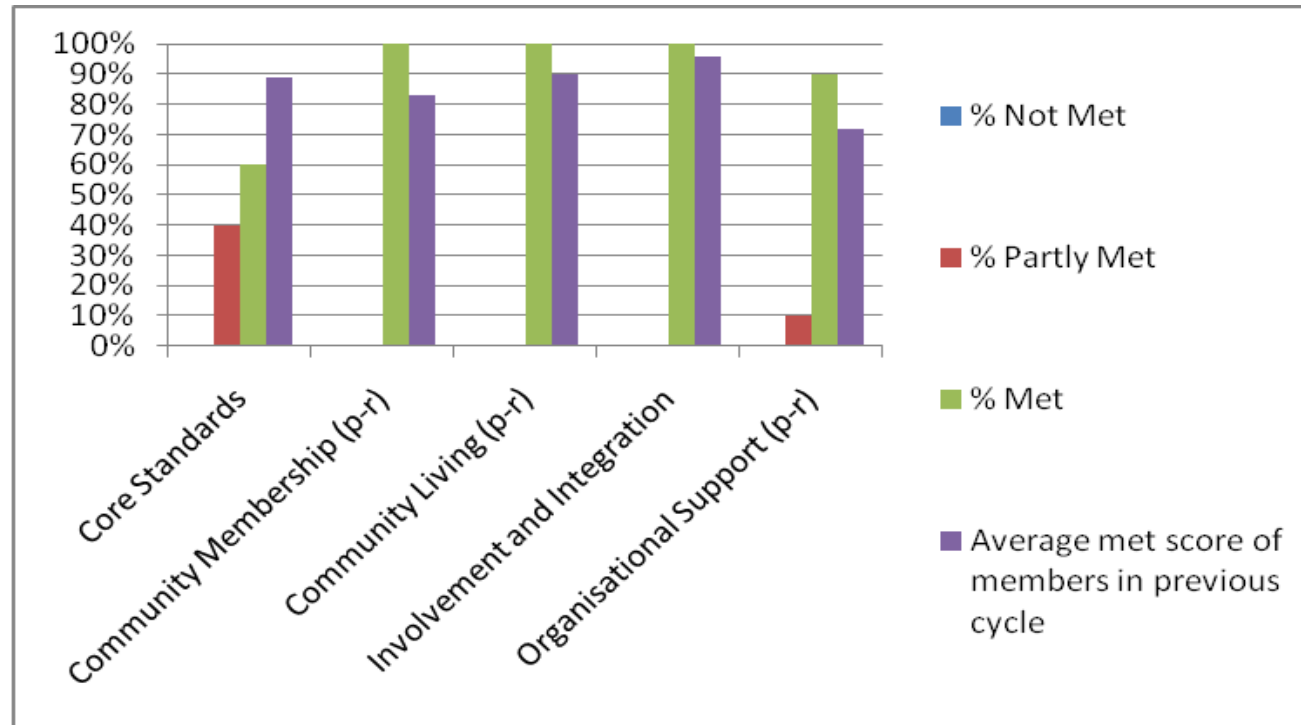
# **Summary of Results**

## Numerical Summary

	Total no. of standards	No. of standards met	No. of standards partly met	No. of standards not met	No. of standards not applicable	Standards scored as met (%)	Standards scored as met in previous cycle (%)	Average met score of members in previous cycle (%)
<b>Core Standards</b>	15	9	6	0	0	60	100	89
<b>Community Membership</b>	12	12	0	0	0	100	100	83
<b>Community Living</b>	26	26	0	0	0	100	77	90
<b>Involvement &amp; Integration</b>	4	100	0	0	0	100	100	96
<b>Organisational Support</b>	10	9	1	0	0	90	100	72

## Graph of Results

Figure 1 represents the results of the self- and peer-review process<sup>1</sup> against each section of the Service Standards (1<sup>st</sup> Edition). The bars represent the percentage of those standards which were 'not met' (blue), 'partly met' (red) or 'met' (green). The purple bar displays the average score of met standards for the entire network in the previous cycle. The areas of focus for the peer-review are identified by (p-r) below.



<sup>1</sup> Where available, peer-review scores have been used, however, where this information was not available, scores have been taken from the self-review

**Areas of Achievements and Areas for Improvement**  
**(s-r) = identified at self-review; (p-r) = identified at peer-review**

<b>Core Standards</b>	
<b>Areas Identified for Improvement in Last Cycle</b>	
<b>1</b> None reported.	
<b>Areas of Achievement in this Cycle</b>	<b>Areas for Improvement in this Cycle</b>
<b>1</b> QA Process for each group is effective and well managed. (s-r)	<b>1</b> Good practice needs to be extended to all areas so that minor issues are dealt with and do not become more serious. (s-r)
<b>2</b> There are many levels upon which we formally and informally share a feeling of responsibility toward each other. (s-r)	<b>2</b>
<b>3</b> Community living has as one of its most significant strengths the informal aspect to life sharing. (s-r)	<b>3</b>
<b>4</b> People have clearly defined roles and areas of responsibility in their working life. (s-r)	<b>4</b>
<b>5</b> There is a strong recognition of the relationship between emotional health and wellbeing and the relationships between community members. (s-r)	<b>5</b>

## Community Membership

### Areas Identified for Improvement in Last Cycle

- 1** We suggest setting up a formal leaving process, involving the students home or network, in which practical and emotional issues are discussed involving people who are being left behind. (s-r)

#### Areas of Achievement in this Cycle

#### Areas for Improvement in this Cycle

- |   |   |
|---|---|
| <p><b>1</b> There have been adjustments to festival times to include more community members. (p-r)</p>                                      | <p><b>1</b> The community could think about involving students earlier in the interview process when hiring new staff/co-workers. (p-r)</p> |
| <p><b>2</b> The induction process seems to work very well to welcome people into the community who come from diverse backgrounds. (p-r)</p> | <p><b>2</b></p>   |

## Community Living

### Areas Identified for Improvement in Last Cycle

- 1** As people get to know one another and ask questions they learn about other individuals' cultural & religious beliefs. We could make this process more formalised. (s-r)
- 2** We suggest that the community evidences how all employees are involved in decision making and running of the community. (p-r)

**3**

#### Areas of Achievement in this Cycle

#### Areas for Improvement in this Cycle

- |  |   |
|--|---|
| <p><b>1</b> Talking about challenging emotions and behaviour is managed safely and well. (p-r)</p> | <p><b>1</b> It was suggested that the community could evaluate ways of sharing ideas and best practices between houses. (p-r)</p> |
| <p><b>2</b> Providing spaces for emotional risks through drama is great. (p-r)</p>                 | <p><b>2</b></p>   |

<b>Involvement and Integration</b>	
<b>Areas Identified for Improvement in Last Cycle</b>	
None reported.	
<b>Areas of Achievement in this Cycle</b>	<b>Areas for Improvement in this Cycle</b>
None reported.	<b>1</b> None reported.

<b>Organisational Support</b>	
<b>Areas Identified for Improvement in Last Cycle</b>	
<b>1</b> None reported.	
<b>Areas of Achievement in this Cycle</b>	<b>Areas for Improvement in this Cycle</b>
<b>1</b> New research projects and work with the wider community is great. (p-r)	<b>1</b> It was suggested that the community could try to find new ways in which to involve students more in the management and business aspects of the TC. E.g. by making Trustee meetings accessible. (p-r)
<b>2</b> Communication channels are many and varied and the constant effort to improve them is encouraging. (p-r)	<b>2</b> The community could consider adding external supervision for staff members from outside the TC. (p-r)

# **Completed Workbook**

Number	Standard	Self-Review Rating	Record of Self-Review Discussion	Peer-Review Rating	Reviewers' evidence and comments
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<b>Core Standards</b>					
<b>CS 1</b>	The community meets regularly	<b>2</b>	Stewardship Groups meet weekly regarding a range of issues that each group is mandated with. QA Process for each group is effective and well managed.		
<b>CS 2</b>	The community acknowledges a connection between emotional health and the quality of relationships	<b>2</b>	There is a strong recognition of the relationship between emotional health and wellbeing and the relationships between community members.		
<b>CS 3</b>	The community has clear boundaries, limits or rules and mechanisms to hold them in place which are open to review	<b>2</b>	Stewardship groups and role descriptions give clarity and appraisal and supervision processed are part of the accountability and review process which functions well.		
<b>CS 4</b>	The community enables risks to be taken to encourage positive change	<b>2</b>	This is central to the purpose and mission of the organisation.		

Number	Standard	Self-Review Rating	Record of Self-Review Discussion	Peer-Review Rating	Reviewers' evidence and comments
<b>CS 5</b>	Community members create an emotionally safe environment for the work of the community	<b>1</b>	The working ratios in the community and the ethos that underpins our working methods ensures that the emotional environment is given high priority. Supervision, appraisal, mentoring and tutorials are structures through which difficulties can be raised and addressed.		
<b>CS 6</b>	Community members consider and discuss their attitudes and feelings towards each other	<b>1</b>	There are good opportunities in most areas for this to happen, however good practice needs to be extended to all areas so that minor issues are dealt with and do not become more serious.		
<b>CS 7</b>	Power and authority in relationships is used responsibly and is open to question	<b>1</b>	There is a good level of openness and the organisation has good structures of accountability. The organisation now has a large number of individuals with specific roles and this has given clarity to where authority and responsibility lie. Ensuring that relationships are equal and that power / authority are		

Number	Standard	Self-Review Rating	Record of Self-Review Discussion	Peer-Review Rating	Reviewers' evidence and comments
			used for the good of all is an issue that is built into the E&D QA and Self Assessment process.		
<b>CS 8</b>	Community members take a variety of roles and levels of responsibility	<b>2</b>	This is very strong. People have clearly defined roles and areas of responsibility in their working life. In the life sharing community aspect people have many roles and levels of responsibility which are taken on freely.		
<b>CS 9</b>	Community members spend formal and informal time together	<b>2</b>	Community living has as one of its most significant strengths the informal aspect to life sharing. People celebrate a wide range of occasions together outside the curriculum times.		
<b>CS10</b>	Relationships between staff members and client members are characterised by informality and mutual respect	<b>1</b>	Due to the nature of the organisation there is a necessary level of formality in teaching situations in order to meet the learning outcomes of the students Education requirements. In social and living situations the dynamics are based upon creating		

Number	Standard	Self-Review Rating	Record of Self-Review Discussion	Peer-Review Rating	Reviewers' evidence and comments
			working partnerships which are mutually rewarding and based on equality and respect.		
<b>CS 11</b>	Community members make collective decisions that affect the functioning of the community	<b>1</b>	There are well established groups which have a responsibility to the Community to ensure that decisions are made with the rights and needs of all members taken into account. This sometimes means that the decision making process is slower than ideal.		
<b>CS 12</b>	The community has effective leadership which supports its democratic processes	<b>1</b>	College and Community leadership is a complex area as there are many different elements that make up the whole Community. Some areas are led very well and this good practice needs to be extended into the areas where improvements could be made.		
<b>CS 13</b>	All aspects of life are open to discussion within the community	<b>2</b>	There are opportunities for all members to discuss their life and work in the Community. If there are issues which need		

Number	Standard	Self-Review Rating	Record of Self-Review Discussion	Peer-Review Rating	Reviewers' evidence and comments
			large groups to come to agreement there is a process for this, individuals have supervision and appraisal which is effective and confidential meetings occur to address specific concerns.		
<b>CS 14</b>	All behaviour and emotional expression is open to discussion within the community	<b>2</b>	Any behaviour which effects relationships is open to discussion in a supportive way, this forms part of daily review. Weekly meetings and conversations are held in the households to address issues both positive and negative.		
<b>CS 15</b>	Community members share responsibility for one another	<b>2</b>	This is central to our work and the ethos that underpins our Community. There are many levels upon which we formally and informally share a feeling of responsibility toward each other.		

Areas of Achievement		Areas For Improvement		
Identified at Self-Review	Identified at Peer-Review		Identified at Self-Review	Identified at Peer-Review
QA Process for each group is effective and well managed.		1	Good practice needs to be extended to all areas so that minor issues are dealt with and do not become more serious.	
There are many levels upon which we formally and informally share a feeling of responsibility toward each other.		2		
Community living has as one of its most significant strengths the informal aspect to life sharing.		3		
People have clearly defined roles and areas of responsibility in their working life.		4		
There is a strong recognition of the relationship between emotional health and wellbeing and the relationships between community members.				
<b>Any other comments</b>			<b>Any other comments</b>	

Number	Standard	Self-Review Rating	Record of Self-Review Discussion	Peer-Review Rating	Reviewers' evidence and comments
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## Community Membership

1.1	<b><i>We share responsibility for helping new members join the community</i></b>	<b>2</b>	Interview and assessment processes for new students are person centred and responsive to individual needs. New co-workers have a 2 week induction before beginning working, the first 6 weeks of working are under close guidance and supervision. New HG's have a close level of support and. New Employees have clearly defined roles and are encouraged to participate in community life by having meals in houses with the community members.	<b>2</b>	There is a robust assessment of people's needs when joining. Students' needs are observed in the first days and weeks and provision for them are made accordingly by the personal tutor and student welfare manager.
1.1.1	We help new members to understand and get used to the community culture and practices	<b>2</b>		<b>2</b>	There is a 2-week induction for co-workers. Students help co-workers settle in to the routine and house life at the start of the year.
1.2	<b><i>We all help to make decisions that affect the life of the community</i></b>	<b>2</b>		<b>2</b>	The student forum involves student decision-making and undertaking new projects. Suggestions are made to students about new projects to get students feedback. There is a notepad to make suggestions and complaints.

Number	Standard	Self-Review Rating	Record of Self-Review Discussion	Peer-Review Rating	Reviewers' evidence and comments
1.2.1	There are ways to express our views and opinions when decisions need to be made	2		2	Confirmed. As above.
1.2.2	We have clear criteria for selecting non-disabled members based on community values and principles	2	HR manage the process effectively. Criteria are specific in order to ensure the needs of the students are met.	2	Small staff groups create policies that are open and fair.
1.2.3	We are involved in the process of selecting members to jobs and responsibilities within the community	2	Recognising that each member has specific skills and strengths that add to the community. Taking into account the skills and strengths of individuals is part of the process of selecting members to do various jobs.	2	Students could be involved in the interviews.
1.3	<b><i>We are part of every-day community life and feel a sense of belonging to our community</i></b>	2		2	There was a strong sense of this during the introductions on the day.
1.3.1	We share the day-to-day tasks of the community	2	All the members of the community share daily tasks such as the household routines, cooking, recycling, harvesting food from the garden, looking after the estate land.	2	The community empowers students to take up roles.
1.3.2	We take part in the traditions and celebrations of the community	2	This is a very important part of Camphill Community life. We have strong traditions and many regular festivals that mark the	2	This enhances a sense of community. Students are involved in a variety of ways, e.g. Festival times have been moved to enable

Number	Standard	Self-Review Rating	Record of Self-Review Discussion	Peer-Review Rating	Reviewers' evidence and comments
			passing of the year.		day students to attend.
<b>1.4</b>	<b><i>We share responsibility for helping members leave our community</i></b>	<b>2</b>	Graduation ceremony Festive events Certificates of achievement Exit reviews Transition reviews	<b>2</b>	A student described being supported to move into her flat. They discuss their feelings informally and support needs are discussed in tutorials.
<b>1.4.1</b>	We mark an individuals' leaving the community with an event	<b>2</b>	See above	<b>2</b>	Confirmed. There are graduation parties and a ceremony.
<b>1.4.2</b>	We discuss the impact of members leaving our community	<b>2</b>	We recognise that members leaving the community leave 'gaps' both physical and emotional. We pay close attention to the effect that leaving the community has on the members that they leave behind.	<b>2</b>	They have a group called 'feelings' to cope with people who leave. One student described how this helped her. When people leave there is a transition gap filled by experienced staff.

Areas of Achievement			Areas For Improvement	
Identified at Self-Review	Identified at Peer-Review		Identified at Self-Review	Identified at Peer-Review
	There have been adjustments to festival times to include more community members.	<b>1</b>		The community to think about involving students earlier in the interview process when hiring new staff/co-workers.
	The induction process seems to work very well to welcome people into the community who come from diverse backgrounds.	<b>2</b>		
<b>Any other comments</b>			<b>Any other comments</b>	

Number	Standard	Self-Review Rating	Record of Self-Review Discussion	Peer-Review Rating	Reviewers' evidence and comments
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## Community Living

2.1	<b><i>We take part in some responsibilities in the community and are assisted in fulfilling them</i></b>	<b>2</b>	Planning for and providing the support that individuals need to be able to participate is a very strong aspect of our life in the Community.	<b>2</b>	Confirmed.
2.1.1	We recognise that different people take different levels of responsibility within the community. This does not affect our equal rights	<b>2</b>	We recognise that each person contributes at a different level and do not make judgements based on the level of participation. We recognise that contribution to the life of the community happens in differing ways and is not always visible.	<b>2</b>	Weekly induction and back up from HG with caring for students.
2.1.2	We recognise that all roles and responsibilities contribute to the running of the community	<b>2</b>	See above.	<b>2</b>	Confirmed.
2.2	<b><i>We are encouraged to form relationships with other members and get together with one another as a significant part of community life</i></b>	<b>2</b>	Evening activities (drama, music, art clubs). Weekend activities and gatherings both formal and informal. Visiting friends in other areas of the community. Festival celebration.	<b>2</b>	Day pupils confirmed this. An example was that camping included day students.

Number	Standard	Self-Review Rating	Record of Self-Review Discussion	Peer-Review Rating	Reviewers' evidence and comments
2.2.1	We take part in community activities which helps us to form a variety of relationships with others	2	Activities week was great for this, people went camping together, sailing, hill walking, the day students were involved in all the activities.	2	Confirmed. There was a lot of evidence of this.
2.2.2	We are supported to form the relationships we choose	2	Support levels are very good and can be flexible.	2	Confirmed by the young people. Quiet and sociable areas exist within the community.
2.2.3	We have a network of people within the community who we like to spend time with	2		2	Confirmed. There is break-time in the afternoon
2.2.4	There are many opportunities for me to get together with other members of the community to share interests	2	E.g. clubs, football, parties,	2	Examples given by young people: 'Day trip to an air show.' 'Cricket.'
2.2.5	Mealtimes are an opportunity for my household and other members of the community to get together	2	All mealtimes are shared and are social and supportive times for the community members.	2	Confirmed.
2.2.6	I am supported to understand that there are different types of relationships; positive and negative	2	Friendship and relationship support is a strong aspect of community living and discussions and supporting groups help individuals to manage friendships in a healthy and balanced manner. If intervention is	2	Direct quote: 'Definitely.'

Number	Standard	Self-Review Rating	Record of Self-Review Discussion	Peer-Review Rating	Reviewers' evidence and comments
			needed this is explained and developed as a learning opportunity.		
2.2.7	We understand that living in a life-sharing environment requires respect for individual privacy	2	There is a strong recognition that people in the community need to have their own personal and private space.	2	There was lots of evidence of this in discussions.
2.3	<b><i>We recognise that living in a community setting will involve some compromises</i></b>	2		2	Confirmed.
2.3.1	We are supported to understand any difficulties involved in living with other members	2	Supervision, mentoring and appraisal are used to identify and resolve difficulties.	2	Confirmed by residents.
2.3.2	We are encouraged to participate regularly in discussions about life in our home	1	House meeting give a formal opportunity for discussions to happen. In some areas there is a good culture of open discussion to talk about our home life, this good practice needs to be extended to all areas.	2	This was given on the basis of evidence seen, i.e. at Catherine's house. This is an example of an area where seeing other houses / groups could offer a wider view of the whole community in the future.

Number	Standard	Self-Review Rating	Record of Self-Review Discussion	Peer-Review Rating	Reviewers' evidence and comments
2.3.3	As household members we are encouraged to discuss any difficulties involving other residents in the house	2	This happens weekly at House Guardians meeting and at the Therapy meeting. Meetings can be called at any time to discuss issues.	2	Confirmed.
2.4	<b><i>We recognise that we are all givers as well as receivers</i></b>	2		2	Confirmed.
2.4.1	We are supported by other members of the community	2	Support on many levels is very good	2	There was plenty of evidence of this in context and in the process of discussions.
2.4.2	We support other members of the community	2		2	Confirmed. As above.
2.5	<b><i>We value the learning opportunities in everyday interactions</i></b>	2	This is central to the way that we live and work together.	2	Confirmed.
2.5.1	We talk to each other about our behaviour and the way that it affects other members	2		2	There was plenty of evidence of this. Given communication challenges faced by client group they do this spectacularly well.

Number	Standard	Self-Review Rating	Record of Self-Review Discussion	Peer-Review Rating	Reviewers' evidence and comments
2.5.2	We offer each other advice on constructive ways of coping with conflict and frustration	1	This works well for the students but could be better acknowledged and worked with from the point of view of other members of the community. There is an understanding that conflict and differing views are part of life, we focus on forgiving and creating a better way of working but could look more usefully at the causes of difficulties to the benefit of the whole community.	2	There was plenty of evidence of this.
2.6	<b><i>We treat each other with respect and consistency</i></b>	1	We strive to do this and for the students this is built into our working methods. Between colleagues there is always going to be room to improve in this area.	2	Confirmed.
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 very diverse community and have people with a wide range of strengths and needs from Africa, South America, Europe and Britain, we recognise and value the differences that each person brings and encourage members to express their cultural differences and views. The differences that our members brings to the community are embraced and valued.	2	There was plenty of evidence of this including a current co-worker from Germany.

Number	Standard	Self-Review Rating	Record of Self-Review Discussion	Peer-Review Rating	Reviewers' evidence and comments
2.6.2	We have opportunities to learn about individuals' cultural & religious beliefs; and their customs & practices		Festivals, gatherings, informal discussions.	<b>2</b>	Confirmed.
2.7	<b><i>Positive risk taking is seen as essential to my personal development and growth</i></b>	<b>2</b>		<b>2</b>	There were lots of concrete examples of risk assessments given: emotional/relationship risks are taken here and clearly managed well.
2.7.1	We safely manage the tension between risk and opportunities for development, and this is used as a learning process	<b>2</b>	We encourage all our community members to extend their skills and experiences. Risk Assessments are carried out for all students for new and challenging activities and achievement is celebrated and difficulties are identified as learning opportunities.	<b>2</b>	Work experience week is a great example of this as are plays and performances involving the young people.

Areas of Achievement		Areas For Improvement	
Identified at Self-Review	Identified at Peer-Review	Identified at Self-Review	Identified at Peer-Review
	Talking about challenging emotions and behaviour is managed safely and well. Given communication challenges faced by client group they do this spectacularly.	<b>1</b>	It was suggested that the community could evaluate ways of sharing ideas and best practices between houses.
	Providing spaces for emotional risks through drama is great.	<b>2</b>	
<b>Any other comments</b>		<b>Any other comments</b>	

Number	Standard	Self-Review Rating	Record of Self-Review Discussion	Peer-Review Rating	Reviewers' evidence and comments
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## Involvement and Integration

<b>3.1</b>	<b><i>We build relationships with a variety of people outside of the community and participate in activities outside of our homes</i></b>	<b>2</b>	Local neighbourhood group. Local facilities and services. Newmillerdam association. Local schools, colleges and universities via placements. Work experience placements with local organisations NNM.		
<b>3.1.1</b>	We actively encourage opportunities for building friendships in the local neighbourhood	<b>2</b>	See above.		
<b>3.1.2</b>	We are supported to see places and people outside of the community and to take our entitled holidays	<b>2</b>	People are supported and are encouraged to take all holiday allocations.		
<b>3.1.3</b>	We are encouraged to invite family, friends and other visitors to the community and take the lead in arranging and hosting the visits	<b>2</b>	Students' families come and visit Pennine. In term time due to the nature of our students it is not possible for visitors to stay overnight on site. In holidays volunteers' families can come and stay and visit and often help on the land.		

Areas of Achievement			Areas For Improvement	
Identified at Self-Review	Identified at Peer-Review		Identified at Self-Review	Identified at Peer-Review
None reported.	None reported.	<b>1</b>	None reported.	None reported.
<b>Any other comments</b>			<b>Any other comments</b>	

Number	Standard	Self-Review Rating	Record of Self-Review Discussion	Peer-Review Rating	Reviewers' evidence and comments
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## Organisational Support

<b>4.1</b>	<b><i>Group and individual support is provided for us in different ways</i></b>	<b>2</b>	Support systems are good and people make good use of the opportunities available.	<b>2</b>	Confirmed.
<b>4.1.1</b>	My support can be provided by trained professionals as well as my peers	<b>2</b>	People have access to a range of onsite support and also all members have access to a 'Simply Health' health cover to provide for a range of medical and other support needs such as counselling, physio, chiro, etc.	<b>2</b>	Various people in the organisation have counselling and massage therapy.
<b>4.1.2</b>	My support plans can be developed in formal and informal settings	<b>2</b>	Support plans are set out initially based on interview information and information from other professionals; these are amended and reviewed at regular intervals with input from the student, advocacy, healthcare, etc.	<b>2</b>	Supervisions exist but it can be hard to maintain a system.
<b>4.1.3</b>	There is someone to talk to about issues and pressures arising from group living. Regular meetings take place to do this	<b>2</b>	This happens weekly at HG Meeting, therapy meetings and in House Meetings. Confidential meetings also happen to discuss and resolve specific issues.	<b>2</b>	Confirmed.

Number	Standard	Self-Review Rating	Record of Self-Review Discussion	Peer-Review Rating	Reviewers' evidence and comments
4.2	<b><i>We have a clear organisational structure for the communication of issues that affect the community</i></b>	<b>2</b>	Event Logging. Minutes of all meetings shared via internal email. Weekly meetings.	<b>2</b>	There is a comment envelope for students' feedback to student council. People in specific roles may not be involved in every aspect. Some may not know all information.
4.2.1	We discuss all matters relating to the day to day running of the community	<b>2</b>	This is carried out in the houses, in the Craft and Land Group meetings. By the Education Group and in the Therapy Group. There are good opportunities for doing this on a daily basis between members.	<b>2</b>	Confirmed.
4.2.2	We have groups to address and discuss different aspects of the community and discussion is then fed back to all members	<b>1</b>	All groups have Stewardship agreements and clear mandates. There can be some improvement in communicating information to all members. There will always be some issues which need to be kept confidentially. Event logs mean that critical info is communicated immediately and effectively to all concerned.	<b>2</b>	Development days help communication. Staff: 'Communication is something we always need to keep on top of.'
4.2.3	We have regular business and managerial meetings attended by community members	<b>2</b>		<b>-</b>	Not evidenced.

Number	Standard	Self-Review Rating	Record of Self-Review Discussion	Peer-Review Rating	Reviewers' evidence and comments
4.3	<b><i>We carry out research to support and promote the work of the community</i></b>	<b>2</b>	Individual members are involved in carrying out research into how to extend the work of the community to different groups and how to share the good practice with other similar organisations working out of the same ethos, eg working with schools, with NEETS, with disadvantaged groups locally through on site projects.	<b>2</b>	The community shares best practice with other providers.
4.4	<b><i>We have an active programme, involving members in publicising and promoting the work of the community to referrers and other professions</i></b>	<b>2</b>	Multi disciplinary meetings happen regularly at Pennine with partner groups. Members of the community with specific responsibilities work with other agencies to promote and share good practice.	<b>2</b>	Confirmed.

Areas of Achievement			Areas For Improvement	
Identified at Self-Review	Identified at Peer-Review		Identified at Self-Review	Identified at Peer-Review
Support systems are good and people make good use of the opportunities available.	New research projects and work with the wider community is great.	<b>1</b>		It was suggested that the community could try to find new ways in which to involve students more in the management and business aspects of the TC. E.g. by making Trustee meetings accessible.
	Communication channels are many and varied and the constant effort to improve them is encouraging.	<b>2</b>		The community could consider adding external supervision for staff members from outside the TC.
<b>Any other comments</b>			<b>Any other comments</b>	

# 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
  - Attachment 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.

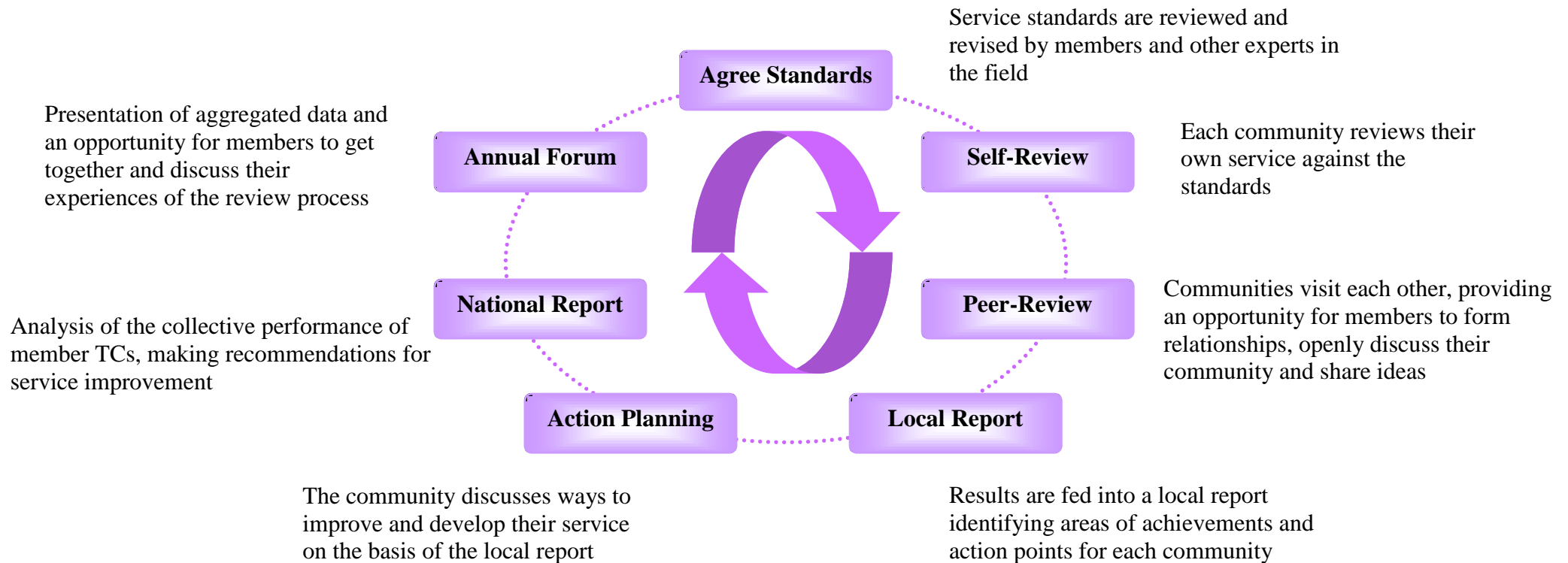
## Members Feedback

"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"

## 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 3 - Action Plan Template

Step 1	Step 2	Step 3	Step 4	Step 5	
Identify area for improvement	Who needs to be involved / informed and how?	Sources of support / information to develop plan	Human, financial and time resources you may need	Lead for each section and Deadlines	
				Project lead	Deadline
<i>e.g. Repaint Community Room</i>	<i>Residents to paint, director needs to know via email</i>	<i>Fund raising ideas for paint</i>	<i>£300 for paint and equipment; 2 days work</i>	<i>A N Other</i>	<i>15th March</i>

## **Appendix 4 – Acknowledgements**

The Community of Communities would like to thank all those involved in organising, attending and leading 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 and Reference Groups.

## Appendix 5 – Community of Communities Team

Adrian Worrall	Head of the Royal College of Psychiatrists' Centre for Quality Improvement	<a href="mailto:aworrall@cru.rcpsych.ac.uk">aworrall@cru.rcpsych.ac.uk</a>	020 7977 6690
Rex Haigh	C of C Project Lead	<a href="mailto:rex.haigh@gmail.com">rex.haigh@gmail.com</a>	
Sarah Paget	C of C Programme Manager	<a href="mailto:spaget@cru.rcpsych.ac.uk">spaget@cru.rcpsych.ac.uk</a>	020 7977 6697
Holly Robinson	C of C Quality Improvement Worker	<a href="mailto:hrobinson@cru.rcpsych.ac.uk">hrobinson@cru.rcpsych.ac.uk</a>	020 7977 6698
Abdul Choudhury	C of C Quality Improvement Worker	<a href="mailto:achoudhury@cru.rcpsych.ac.uk">achoudhury@cru.rcpsych.ac.uk</a>	020 7977 6699



The Royal College of Psychiatrists'  
Centre for Quality Improvement  
4<sup>th</sup> Floor Standon House  
21 Mansell Street  
London E1 8AA  
Telephone: 020 7977 6655  
Fax: 020 7481 4831

<http://www.rcpsych.ac.uk/ccqi>



Association of Therapeutic Communities  
Barns Centre,  
Church Lane,  
Toddington, near Cheltenham,  
Glos. GL54 5DQ  
United Kingdom  
Tel/Fax: 01242 620077

<http://www.therapeuticcommunities.org>

Royal College of Psychiatrists Centre for Quality Improvement  
4th Floor • Standon House • 21 Mansell Street • London • E1 8AA

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