

TREMANNA MODEL

Introduction

2014 was a significant year for Tremanna Children's Home. One young person's placement broke down after four years, affecting everyone. A structured debrief was undertaken with all staff; an action plan to build on the strengths and areas of need was identified and acted on. Later in the year we held a Participation Day with all young people and staff to look at the Vision for Tremanna and again an action plan was developed and progressed.

Both these events highlighted that the young people and staff in Tremanna would benefit from having an identified Therapeutic Model. We agreed to consult with others and seek out models that potentially suited the needs of our young people and staff group.

We consulted with CELCIS; we invited three projects, that had well established therapeutic models in place, to talk to the young people and staff about the benefits of each one; then we held another participation event to look at the key areas from each of these three models to decide what we wanted to include in ours and what we wanted to be different.

Our hope is that the finished model below improves the lives of all the young people in Tremanna, and that the young people and staff continue this approach for many years.

The Participation Days successfully encouraged young people and staff to have an equal say in the running of Tremanna, and this culture has continued to develop in daily planning and decision making.



The 4 Ts Model

WELLBEING

All young people will be cared for, valued and respected

Time to reflect – be given the space and support to reflect on feelings, thoughts and experiences.

Creating safe spaces for views and thoughts.

Creativity – finding other ways to make it better.

Being honest and respectful when faced with conflict.

Create positive memories.

Considering others and putting their needs first sometimes.

Remaining strong when faced with hard times and recognising choices when faced with challenge.

Managing emotions, loss and fears.
Trusting staff to help learn to do this.

Knowing that staff care and can be trusted.

Using positive language.

To feel cared for and valued and equally to care about and value others.

Remembering everyone is different.

Help young people know their story, why they feel and behave the way they do.

RELATIONSHIPS

Young people and staff will equally invest in good relationships

Young people and staff to use their own personalities and characteristics as a natural part of learning about relationships with others.

To always be offered a warm welcome.

Young people and staff to encourage personal and professional relationships but not private.

Young people and staff to be good role models, and have good role models.

Young people and staff to respect each other, build good relationships with each other, and to talk to each other.

LIFE LONG LEARNING

It is important that young people and staff enjoy learning about life together

Staff to value young people as leaders and assist them to:

- Take responsibility
- Take appropriate risks
- Learn to have a good sense of who they want to be and believe they can achieve it (aspirations)
- Make things better, become strong and confident
- Problem solve
- Be a good citizen
- Learn social and political skills
- Plan for and believe in the future and help young people reach their potential at their own pace
- Learn what makes them happy, and to hold onto that
- Believe they can be the kind of person they would want to be

INDEPENDENCE & INTERDEPENDENCE

It is equally important to learn to be independent whilst knowing it is okay to rely and depend on others some of the time

It is important to value the quality of our relationships with each other and that these continue after young people move on.

Assist young people to feel safer by providing some structure and opportunity to live in a safe environment.

Having staff around who understand that young people will live with a heightened state of anxiety; that small stresses trigger inappropriate behaviour and they can be overwhelmed by these reactions and emotions.

Learn that it is good to need each other some of the time and rely on each other.

Know that it is important to come back and be welcomed when they do.

Acknowledgements

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Models that were considered:

1. Social Pedagogy
2. The Sanctuary
3. Columba 1400

Those actively involved:

Tasha	Izzy	Neale
Laura	David T	Ann
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Mikey	Paul	Gary
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Tasha came up with the idea to use the 4 Ts, and Amy developed the Logo.