



SHAW HOUSE CHILDREN'S HOME

Statement of purpose and function

Jamores Limited trading as Jamores Homes

**Jamores Homes (part of Jamores Ltd)
London**

This is a Statement of Purpose and Function for Jamores Homes (Shaw House) and is compiled as required under "SCHEDULE 1 Regulation 16 (Matters to be included in the Statement of Purpose) of The Children's Homes (England) Regulations 2015.

Jamores Limited is registered with Ofsted:
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This document has been endorsed by:
The Directors – Esther Ajakaye and James Adebayo
The Responsible Person is: James Adebayo

Signature:..... Date: 19th March 2020

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Our Shared Commitment

Shaw House will make every endeavour to plan and deliver services to children and young people in full compliance with the governments agenda for children's social care, as set out within context of the 'Children Homes Regulation including quality standards 2015 and the current Greenwich 'Children & Young People Plan 2017-20', 'Safeguarding' and 'Narrowing the Gap'.

To this end our key priorities will be to work in a way that:

- Children & young people are confident to respond to bullying.
- Children & young peoples' emotional wellbeing and mental health is well supported.
- Ensures stable, secure, safe and effective care for children and young people.
- Ensures better life chances for children in need and those in care (e.g. good education, health from a holistic perspective, and social care).
- Actively involves clients and carers in decisions pertaining to planning and service delivery.
- Promotes effective partnership working to protect and promote the welfare of Children & Young People within context of current legislation and guidance.
- Good assessments are undertaken given rise to individually tailored plan that affords all children and young people opportunity to thrive and realize their potential.
- Children & young people with learning difficulties and disabilities are empowered to reach their full potential.
- Support children & young people to manage mental health issues.

The values of the home

We believe that:

- Residential care should provide children with skilled support from committed staff in a safe, caring and ordered environment.
- We have a responsibility to ensure that children in residential care are protected from abuse and neglect.
- Care should form part of a range of services, which combine to meet children and young people's needs and support their families and carers.
- We should recruit support staff that are carefully selected and have opportunities to develop skills and professional practice through training and supervision.



the extent that established routines and bonds can be pushed to breaking point. Notwithstanding this, it is our belief that, stability and access to support and nurturing are critical in order to help build resilience and a solid and sustainable platform for adulthood and independence. To this end, we aim to offer a home that values children and young people regardless of their differences and diversity, as such, qualities including tolerance and acceptance are essential to our recruitment process.

We also believe that children & young people grow and flourish as a direct result of good parenting, by being included in the daily decisions of their family group. To this end it is our aim that our Home will offer both quality individual time, (the development of meaningful relationships with key workers), and as importantly, instilling tolerance and acceptance of others by living as part of a group.

We adopt a realistic attitude in that living in a group home can present with difficulties of its own. However, we also believe that it is by being mindful of this that we continue to review on-going care practices to ensure our young people receive the individual input dictated by their unique needs.



Our physical environment, the activities and social inclusion opportunities we offer, and the staffing arrangements will actively counteract any adverse effects that may otherwise present owing to the size of the home.

Although every attempt is made to create a warm, family like environment, we remain committed to the belief that a child or young person's own natural family has its own unique qualities. Therefore as a residential service we work towards maintaining good communication links with the families (where appropriate) and other agencies that work with the children or young people.

It is our overall aim to offer placements in an effort to assist the children through the transition into adulthood and although we accept that placements can break down, we will only offer a place based on the real belief that we can make it successful.

We give our expressed commitment to provide children and young people with structures, care and support in ways that aids and promotes growth, personal and social development in order that they are empowered to make informed choices, aspire, compete, and realise their full potential, thereby being well positioned to make valued contributions as good citizens wherever they choose to reside. To this end, children accommodated at Shaw House will receive the full benefits of a planning and service delivery model that is client-centred in all respects.

Consequently, our organisational ethos emphasises and endorses the following principles:

Privacy: Staff will ensure that each child or young person is treated as a respected individual who can exercise privacy in as many areas of their life as possible. Staff will take into account the need to safeguard their welfare and act in strict accordance with their placement plan.

Dignity & Respect: We recognise the intrinsic value of each individual child or young person. Children and young people are respected as individuals, we respect their uniqueness and their individual needs. This encourages children to keep their sense of personal heritage, identity and community.

Independence. We will support and enable the children & young people accommodated with us to make their own decisions with minimal need for reference to others in agreement with their placement plan whilst ensuring their safety at all times.

Choice: Our staff will ensure that opportunities exist for each child or young person to exercise choice in as many aspects of their daily lives as possible. This need for choice will be balanced with the need to safeguard and maintain welfare.

Rights: Children and young people will be given the same rights as individuals living in the community. Shaw House supports Articles 42 of the 'United Nations Convention on the Rights (and Responsibilities) of the Child' see: www.unicef.org.uk. The children and young people who stay with us will be given information about this.

Fulfilment: In recognition that young people are children first; the children accommodated with us will be encouraged and supported to realise personal potential and abilities in all aspects of life.

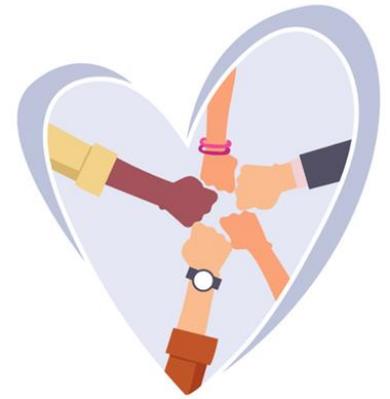
Spirituality: Where a child or young person expresses an interest, staff will discuss and support them in meeting their spiritual beliefs/requirements. Where appropriate, members of staff will refer the child or young person to those who are better placed to offer this support. We have respect for all religions and belief systems.

Equality: We will ensure that the services and facilities of the home are accessible and available to all. The service provided by our staff should not judge children and young people's circumstances, backgrounds and lifestyles. It should not discriminate on the grounds of race, culture, language, religious beliefs, gender, sexuality or disability. Individuality will be valued; A commitment to treat children fairly.

Quality: promoting quality services which are based on agreed standards and meet legal and good practice requirements. A commitment to ensure that staff working with children and young people will do what they say they do.

Listening: a commitment to listen to children and young people and help them express their wishes and needs in whatever way is best suited to the individual child or young person.

Confidentiality: We will treat all personal information in confidence. The team is committed to only share personal information with other professionals about a young person on a 'need to know basis', balancing the need to protect with being able to provide a good service



These principles, we believe are consistent and compatible with those outlined within the 'Quality Standards' for children and young people, namely:

- a) the quality and purpose of care standard
- b) the children's views, wishes and feelings standard
- c) the education standard
- d) the enjoyment and achievement standard
- e) the health and well-being standard
- f) the positive relationships standard
- g) the protection of children standard
- h) the leadership and management standard
- i) the care planning standard.

all of which informs our work. As such we will make every endeavour to provide an environment that offers access to positive role models, that promotes acceptance, healing and stability, whilst ensuring due consideration is given to the safety of children & young people, those working within the home and visitors. Accordingly, care, support, education, key working, therapy and other services will be structured to meet individual needs and further will be subject to regular reviews. This will be complimented by positive reinforcement facilitated via the giving of praise and recognition and constructive use of reward and sanctions, to support learning.

In order to ensure consistency and maximize benefit for our children, Shaw House operates the principles of transparency and therefore will fully commit to forging open, supportive relationships with children, young people, families/carers, partner agencies and stakeholders. As such during consultative forums and in the event of an unplanned placement breakdown, feedback will be regularly sought and acted upon in order to improve future planning and service delivery.

Essentially, JamoresHomes are fully committed to creating a sustainable living, working and learning environment that affords opportunities for delivering specialised and person centred packages of care and support to children and young people, at the heart of which is an ongoing endeavour to promote growth and development within context of an effective and efficient partnership network.

3. A description of the accommodation offered by the children's home, including— (a) how accommodation has been adapted to the needs of children cared for by the children's home; (b) the age range, number and sex of children for whom it is intended that accommodation is to be provided; (c) the type of accommodation, including sleeping accommodation.

Shaw House is a terraced property able to cater for up to 3 children and young people aged between ten and eighteen years of either gender for short, medium or long term placements.

There is an office attached to the side of the building which serves the administrative needs of the home. This arrangement was carefully planned in order that staff (and any other professionals) could carry out their duties in ways that gives rise to as little impact as possible on the children and young people accommodated in the home.

Shaw House features the following:

- Individual bedrooms with locks on doors for privacy.
- Good sized wardrobes and other essential furnishings.
- Internet and ICT facilities
- There is a wide range of learning aids and resources.
- A new high spec kitchen where we cook our meals fresh. Children and young people are encouraged to help in the kitchen and can choose snacks or drinks when they wish.
- Bright dining area, comfortably seating up to six people where we eat our meals.
- A large, comfortable lounge furnished to a high standard. We also use this space to relax and watch our SMART TV, videos or DVDs or play game consoles.
- Downstairs there is a further WC for use by staff and visitors.
- To the rear of the building there is a tranquil garden which gives the opportunity for relaxation, reflection and leisure.
- The bathroom and toilet facilities have been designed to meet the needs of our children.
- A log cabin in the rear garden used for therapy, group activities, meetings etc.

4. A description of the location of the children's home.

Established in 2012, the property used to deliver services to children and young people is a 3 bedded mid terraced dwelling in Thamesmead. An attractive, quiet and family oriented village location situated in the Royal borough of Greenwich. The style of property and location were chosen as it encourages our young people to be involved in their local community, have aspirations and support the belief that their hopes and dreams can be realized. Its proximity and transport links to large towns including London city are such that it affords children with relatively easy access for contact, leisure and diverse cultural enrichment opportunities.

Greenwich is renowned for a very low crime rate and the home is within a catchment with good leisure, recreation and academic institutions, including several outstanding schools and colleges e.g. the home benefits from being within 5 minutes bus ride from the mainline station with links to London Bridge and London Charing Cross (12 miles or 25 minutes by rail and 45 minutes by road).

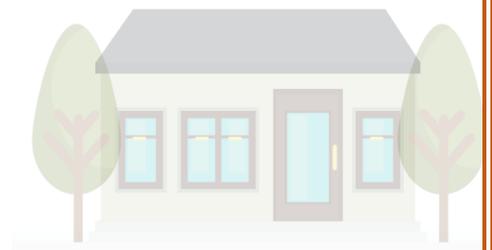
Shaw House provides accommodation in accordance with the guidance set out in the Guide to Children Homes Regulations including the quality standards 2015:

- Bedrooms are situated on the upper floor.
- Each young person) is provided with good sized wardrobes and other essential furnishings.
- A plush bathroom and shower
- Downstairs there is a further WC for use by staff and visitors.
- Wide range of learning aids and resources.
- Internet and ICT facilities.
- A high spec kitchen where we cook our meals fresh. Children and young people are encouraged to help in the kitchen and can choose snacks or drinks when they wish.
- Bright dining area, comfortably seating up to six people where we eat our meals.
- A large, comfortable lounge furnished to a high standard.
- To the rear of the building there is a tranquil garden which gives opportunity for relaxation, reflection and leisure.
- The bathroom and toilet facilities have been designed to meet the needs of our children.
- To the front of the building there is ample parking for 2 vehicles.
- We have a large office which supports the admin for the home and affords us the opportunity to have meetings with partners/stakeholders without any risk of breaching confidentiality.
- There is a facility for young people to make and receive calls in private via the main office telephone which can be taken to their rooms. Also, a 'house mobile' phone will be provided in the communal area for young people's use only. Alternatively, young people have access to internet facilities (emails) to make private contact.
- A log cabin in the rear garden used for therapy, group activities, meetings etc

5. The arrangements for supporting the cultural, linguistic and religious needs of children accommodated in the children's home.

At Shaw House, our staff team understand and are committed to the principles of equality and diversity. Our staff team will respect and value 'diversity' and 'difference' as it applies to individual child or young person's religious needs. These needs will be identified during the child or young person's Pre-Placement Meeting. Where it applies to emergency placement; diversity issues will be identified during subsequent meeting within 72 hours of placement commencement. This early identification would enable the child or young person's allocated key worker to support religious observance and instruction.

Shaw House will ensure that our children are supported to observe their religious beliefs. children accommodated in our home will be enabled, as far as is practicable, to attend



religious services at their chosen place of worship. Any dietary, dress or other requirements based on religious grounds will be respected and accommodated.

Jamores Homes (JH) will not discriminate because of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race (which includes colour, nationality and ethnic or national origins), religion or belief, sex or sexual orientation. It will not discriminate because of any irrelevant factor and will build a culture that values meritocracy, openness, fairness and transparency.

6. Details of who to contact if a person has a complaint about the home and how that person can access the home's complaint procedure

Shaw House aims to provide a high quality service to the children and young people accommodated with us. Feedback on how we perform will be sought and will be considered as an opportunity to improve the service.

Children and young people will be given information on how to make complain and to whom. This information will be given to children and young people when they are placed with us, this is also included in the Children and Young Peoples' Guide. The information will include details of independent organisations to which any complaints may be made. Complaints will be taken seriously and be addressed without delay. Children will be supported to make complaint both internally and externally and will be kept informed of the progress of any investigation and the outcome of the complaint.

There are written policy and procedures for the staff to follow in dealing with complaints. All staff will be trained on these policies. Staff will listen carefully to what a child or young person is saying and be alert to their concerns; particularly if they express unhappiness about any aspect of their care or treatment.

Child protection issues will be dealt with in line with Jamores Homes Safeguarding policy and procedures. There will be no form of reprisal against a child or young person who makes a complaint.

Our written guidelines about the complaints procedure identify three types of complaint:

- Informal complaint:
- Formal Complaint
- Appeals Process:

There are comprehensive policies and procedures available on request.

Complaints can be address to: **Esther Ajakaye**
The Registered Manager
Shaw House
19 Shaw Close, London SE28 8DE



7. Details of how a person, body or organisation involved in the care or protection of a child can access the home's child protection policies or the behaviour management policy.

Details of the children's home's policies for safeguarding children, preventing bullying and the missing child policy.

Jamores Homes will not tolerate or collude with any form of neglect or abuse. We aim to promote and safeguard the welfare of all our children and young people and will be proactive in responding to any allegation or suspicion of abuse. We also empower our children and young by ensuring they are fully aware of what constitutes abuse and how to report it.

Our Safeguarding Children Policy is based on the following principles:

- ensuring suitable and appropriate staff are recruited
- ensuring effective management of staff through regular supervision, support and training
- sharing information about concerns with agencies who need to know
- involving parents and children appropriately
- sharing information about child safeguarding and good practice with children, parents, carers and staff
- ensuring that partner organisations (e.g. suppliers of agency staff, voluntary organisations) apply child safeguarding practice when operating from Jamores premises
- ensuring action taken is sensitive to and takes account of the child's gender, age, stage of development, religion, culture and race

At Shaw House we believe that an important factor in protecting and safeguarding children is the need for our children and young people to feel safe and cared for. Jamores Homes have a comprehensive Safeguarding Children policy and procedures; we have established links with the Greenwich Safeguarding Children Board (GSCB); our policies are compatible with GSCB's guidance and information. Our policy include (for example):

- The assertion that safeguarding is everyone's duty and responsibility
- Definitions of abuse.
- Identifying signs and symptoms of abuse.
- Responding to allegations or suspicions of abuse without delay
- Keeping the child & young people informed and safe.
- Who to contact and when.
- Recording incidents.
- Whistle-blowing



- Child sexual exploitation (CSE)
- Anti-radicalisation

Our induction programme covers training on safeguarding children. Every member of staff is required to read and sign to indicate their understanding of the policy and procedure. Policies and procedures are also regularly discussed in team meetings. All staff will attend training and will be equipped with knowledge on how to respond to bullying in the home. We will regularly discuss bullying and discrimination with children during key work and house meeting.

Jamores Homes will review its policies and practice in line with any changes in legislation. We will ensure that all our staff are trained in good 'safeguarding' practices and are able to implement their training in practice.

The management and staff at Shaw House are aware that abuse of children and young people can potentially occur via the internet and mobile phones and that this is a growing area, hence, we will be aware and sensitive to identify when this occurs and respond appropriately to support our children & young people. We will provide the children and young people accommodated with us with information on how to keep safe on the internet.

The management at Shaw House have a commitment to maintain its links with the Greenwich Safeguarding Children Board (GSCB) to keep abreast of developments and guidance in this area of safeguarding.

Views, Wishes and Feelings

8. A description of the children's home's approach to consulting children about the quality of their care.



We will endeavour to consult our young people about all aspects of their daily life on a regular basis. This will include informal consultation e.g. at dinner or more formally during 1:1 key work sessions. Formal consultation will also be conducted as part of the monthly Regulation 44 visits to form an opinion of the standard of care provided in the home from the children and young peoples' perspective. Children & young people accommodated with us will have the opportunity to talk to people outside of the staff team such as independent advocates e.g. the National Youth Advocacy Service (NYAS), Barnardo's Children's Advocacy service etc. We will also carry out survey to get children and stakeholders' views of the services provided at Shaw House. The report of these consultations will be passed on to the management team as part of the Regulation 44 cycle of visits whose report will be forwarded to our Ofsted inspector.

By encouraging our children & young people to contribute their views on different aspects of the running of the home, the management team at Shaw House will develop

and support a culture of dialogue that ensures trust and allows our children & young people to see that the adults at Shaw House welcome and value their views.

9. A description of the children's home's policy and approach in relation to— (a) anti-discriminatory practice in respect of children and their families; and (b) children's rights.

Members of staff at Shaw House are committed to the welfare of all children and young people in their care; we will ensure that our residents, staff and visitors to Shaw House are treated equally regardless of gender, ethnicity, culture, nationality, social background, sexual orientation or religious affiliation.

Staff at Shaw House will take positive measures to counter discrimination. It is Jamores Homes' clear objective and policy to embrace the principles of "equality". All members of the staff team will operate within the framework of this policy. Any conduct which is contrary to this will be investigated in line with our equality & diversity and disciplinary policies and procedures. Disciplinary action, which could include dismissal, may be taken.

All instances of discrimination will be acknowledged as abusive and will be addressed seriously and consistently by managers and staff members. Children and young people who feel that they have suffered discrimination should bring this to the attention of the staff using the complaints procedure that have been set out in the children and young people's guide.

Staff at Shaw House will help children and young people to observe and preserve their religious, ethnic, cultural, social or sexual identity. The children and young people accommodated with us will be encouraged to express themselves with dress, art, music, food, customs and celebrations in ways that are satisfying to their backgrounds and needs. Positive attitudes from our staff will facilitate this expression.

The Management team of Jamores Homes will ensure that staff selection, recruitment, training, promotion and treatment is informed by anti-discriminatory practice; no-one will be disadvantaged in these matters.

The Management team will seek to ensure that harassment will not take place in the workplace and will intervene to resolve any potential areas of difficulty in accordance with our bullying and harassment policy. Harassment (may be defined as "behaviour which is unwanted and unreciprocated and which is demeaning or intimidating to an individual"). Harassment can take forms of jokes, inappropriate remarks, less favourable treatment or bullying.



The management team at Shaw House will support training that staff may require to work in a competent way with issues around diversity and difference. Organisational policies and procedures will be reviewed and updated in the light of any changes in legislation and good practice.

Jamores Homes is committed to providing support and reasonable adjustments in line with the requirements of the Disability Discrimination Act 1995 (DDA) to those staff members who require this in order to enable them to perform their job functions with minimum discomfort and risk to their health and wellbeing.

Education

10. Details of provision to support children with special educational needs.



We acknowledge the importance of education in young people's lives and will work in ways that facilitate and support young people in attending, attaining and achieving. As part of our on-going commitment to respond to the educational needs of children and young people in our care, the staff team at Shaw House will be proactive in forging and sustaining positive links with teaching staff within mainstream and support services and family members as appropriate, in order to aid effective collaboration in terms of delivering educational programs and assessing progress and recognizing achievements. As part of these efforts, staff of Shaw House will attend school consultation meetings and any other extra-curricular events that are normally attended by parents.

The arrangement for the educational needs of each child or young person including their Personal Education Plan (PEP) are clearly identified, as part of the planning and agreement process and accordingly incorporated into their individual placement plan prior to coming to stay at Shaw House. The school, in line with central government guidance, will be made aware when a young person moves to Shaw House of their change of placement or circumstance. A representative from school is always invited to attend a young person's statutory review, or any other meetings that support the young person's education in order to ensure we are working in partnership to ensure good outcomes in relation to their educational attainments.

If a young person arrives without a school place, we will work towards gaining a place within 20 days of coming to stay at Shaw House, this is in line with our education policy and also consistent with the Government Policy for Education of Children and Young People in Public Care (Promoting the Educational Achievement of Looked After Children, Statutory Guidance for Local Authorities).

Shaw House is not an education provider but has facility to provide onsite tuition support for children for a very short time, while working with virtual school to



identify an educational provision. This will be in the form of online tuition via IXL and support via our education consultant who set and grades children's work and support staff with liaison with the education providers.

Further, young people's rooms are equipped with all the necessary furnishings to facilitate studies for those who wish to do so away from the group. Accurate and up to date information will be maintained on file for each child or young person in respect of school reports; copy of the child or young person's PEP, any Individual Education Plan (IEPs) and/or any behaviour targets (such as PSPs) from school, Special Education Needs & Disability (SEND), education history, reports from external agencies that have worked with school(s) with clear information about the child's educational attainment, needs and aspirations. Information will also be kept to highlight any other support or additional input that the child is receiving from school such as if the child was identified as 'Gifted & Talented'.

The staff at Shaw House will act as educational advocates for the children & young people accommodated with us.

Transport arrangements may need to be made in order to facilitate this. Where necessary these matters will have been discussed at the 'pre- admission stage' and be incorporated into the child or young person's placement plan. When concerns about a child or young person's education arises; after they have been placed with us, we will make contact with the local authority's education support service (and the child or young person's placing authority) to take matters forward. Where beneficial to the child, staff at Shaw House will make links with a school's Designated LAC Teacher who has a statutory duty to ensure that there is effective partnership working with regards to the child or young person's educational requirements.

The child or young person will always be consulted about their PEP. Staff at Shaw House may enquire about matters such as any potential impact for the child or young person of changing school/provision, as any parent would do. In support of the child or young person, staff at Shaw House will also consider the following:

- Whether the child or young person's needs could be met by attending a particular school or provision.
- Are there any special educational needs and how these will be met.
- Any areas where the child or young person may be able, gifted or talented.
- The level of monitoring a child or young person might need over school attendance.
- Parental or social worker involvement.



- Making links with any agencies that may be involved with the child or young person educationally (e.g. YOT, Mentoring schemes).
- Dates of national examinations (e.g. SATs) or other assessments the child or young person may intend taking.
- Staff responsibility for liaising and following up with schools.
- Arrangements for travelling to and from school safely.
- Any fixed term or permanent exclusions a child or young person may be given.

11. If the children’s home is dually registered as a school, details of the curriculum provided by the children’s home and the management and structure of the arrangements for education.



Shaw House is not dually registered as a school; hence, this is not applicable.

12. If the children’s home is not dually registered as a school, the arrangements for children to attend local schools and the provision made by the children’s home to promote the educational attainment of children.

It is the responsibility of a child or young person’s key worker at Shaw House to take interest in all aspects of the child or young person's education. The key worker will ensure that there is a continuity and have high expectation for the educational attainment of the child or young person. Key workers will be aware of and monitor the child or young person's engagement with the range of extra-curricular opportunities available in school.

The key worker will maintain liaison with teachers to ensure that each party’s roles are understood and how they can work together. The key worker will attend educational review meetings and contribute to these where appropriate; and provide reports where necessary. The key worker will acknowledge the child or young person's achievements at school and develop ways of celebrating these within the Home.

Where beneficial, the Key worker will recommend additional resources that may help the child or young person to access education, including the use of ICT resources. The key worker may participate in any training which is aimed at addressing the educational needs of the child or young person. Should it be necessary for the child or young person to have a school detention the key-worker will be contacted and the matter will be discussed and agreed with them.



Staff at the home will promote links with pro-social peer groups and role models (such as with the 'Duke of Edinburgh' awards scheme). Where a child or young person reaches the age where they are no longer required to receive compulsory full-time education, the manager will assist in making arrangements for their further education, training or employment.

Enjoyment and Achievement



13. The arrangements for enabling children to take part in and benefit from a variety of activities that meet their needs and develop and reflect their creative, intellectual, physical and social interest and skills.

At Shaw House, we understand that as children & young people grow it is widely accepted that exercise should be part of their physical development. Participation in recreational, leisure and sporting activities by our children & young people is considered to be an important lifestyle choice. With benefit such as learning new skills and discovering new talents, improving levels of fitness, social skills, greater confidence etc. Staff at Shaw House will encourage and support our children & young people to participate in a range of leisure/recreational activities such as engaging with local youth clubs, national organisations such as 'The Princes Trust', the 'Duke of Edinburgh's Award' and the local Leisure Centre (Thamesmere Leisure Centre which offers a comprehensive gym and swimming programmes for this age group. Shaw House will also arrange group activities planned in consultation with children and young people such as bowling, trips to cinema, London underwater world, theatre etc.

Shaw House will support activities and visits that have an educational as well as a fun focus, for example trips to educational attractions (such as the Science Museum, London Eye etc) these trips may also be linked with our children & young people's educational curriculum. Each child & young person will be encouraged and supported to pursue their particular hobbies and interests. Shaw House will conduct risk assessments to ensure that appropriate checks are made when our children & young people take part in activities/outdoor pursuits while recognising the need for positive risk taking. In planning activities, children and young people's wish to take part or not will be respected, provided there are no underlying issues to be concerned about. Any such incidents will be recorded in the Shaw House logs. Activities will also be planned in line with individual child or young person's placement plan.



Children & young people will be supported to attend and engage in any religious and/or cultural interests identified in the placement plan. Staff will be proactive in assisting to maintain modes of dress, ceremony, diet and custom etc.

- Staff will provide transport to places of worship and meeting places.
- Staff will ensure that aspects of culture and religious heritage are not lost.
- Staff will facilitate the child or young person's cultural or religious needs and help to make appropriate links.

Staff will assist the child or young person to obtain language support where and when required.

Health



- 14. Details of any health care or therapy provided, including— (a) details of the qualifications and clinical supervision of the staff involved; (b) information about— (i) how the children's home measures the effectiveness of its approach, the evidence demonstrating its effectiveness and (ii) details of how the information or evidence can be accessed.**

Shaw House commissions the services of an Art Psychotherapist. This role is to provide regular support to staff working directly with the children and young people accommodated with us. For those who are experiencing emotional, behavioural or mental health difficulties, the Psychotherapist will provide leadership and consultant expertise in supporting their onward development. This would include advice to staff in relation to the individual profile of strengths and difficulties for each child or young person. To promote good practice in working together, existing information shared with the Registered Manager from assessments completed by other services may inform this process (e.g. Social Worker, SALT, Paed, CAMHS etc).

To involve the Psychotherapist with a particular child or young person, the Registered Manager will seek written consent from the responsible authority or a person with parental responsibility. Any child or young person placed with us can meet with a Psychotherapist individually to talk about issues that concern them. During their consultation with the Psychotherapist, they may be supported to identify positive ways forward. This may involve evidence-based therapeutic intervention. The Psychotherapist may consider it appropriate to meet with the parent(s) and/or social worker of the child or young person (where appropriate).

The Psychotherapist will contribute to the provision of quality care and service by "skilling up" staff at Shaw House. Essential in this process will be advice on working therapeutically with the child or young person. They will support the Registered Manager in ensuring that all risks are managed within the service in accordance with

good practice, policies and procedures. In addition, they will support the Registered Manager in monitoring safeguarding matters and provide advice about onward referrals via the relevant social worker for each child or young person.

Additionally, Shaw House has access to consultant psychiatrist from our local CAMHS team should any of our residents require this service. Our management team have qualification and experience in mental health care and substance misuse management including within CAMHS.

In line with the Regulation, our Psychologist/Psychotherapist will have access to external supervision aligned to her professional training and codes.

Positive Relationships

15. The arrangements for promoting contact between children and their family and friends.



Children and young people at Shaw House will be encouraged to maintain appropriate, constructive contact with their families, friends and other people who play a significant role in their lives. This will be in compliance with contact arrangements specified in the child or young person's placement plan (in agreement with the social worker). All records of contact will be maintained and kept in the child or young person's file. Any restrictions on contact for the protection of the child (and others) will be made clear on admission. Contact by visits, telephone, e-mail and letter will be facilitated in cases where there are no such restrictions. The full postal address and contact number for Shaw House will be given to each child or young person on admission.

Any post will be given to the child or young person unopened unless instruction has been given by the placing authority to vet incoming mail. If there is any concern regarding the contents of mail received, this will be notified to the placing authority. Any subsequent changes in the arrangements for contact that are decided must be confirmed in writing by the placing authority (a telephone call is not sufficient authority).

Shaw House will comply with any restrictions on contact that may be imposed by the courts or the placing authority for the protection of the child or young person. Any unauthorised or restricted person shall be denied admission to the home and placing authority notified.

The placing authority will be notified if a child or young person is refusing contact or if it is observed that contact is causing distress to the child or young person and may be detrimental to their welfare. Staff will endeavour to find out from the young person the reasons for their distress.

The need for supervised contact should be identified at the pre- placement planning meeting stage. A decision should be made as to how and where this will take place. It

is the responsibility of the placing authority to provide a venue and an appropriate adult to supervise the contact. Visits will be facilitated in the home where this is appropriate.

The placement plan will inform Shaw House staff who should be allowed to have private and unrestricted contact (and who should not). Staff at Shaw House will assist the child or young person by facilitating regular contact with professionals such as their social workers, independent guardians, other officers or advocates acting for the child (such as CAFCAS, NYAS, Ofsted or authorised Commissioning staff). If a request is made for staff (e.g. the key worker) to stay with the child or young person during contact, this will be granted if the staff ratio level permits this to happen.

Identification will be required of all visitors before admittance to the home. Visitors, except parents, will remain downstairs and not go up to child or young person's bedrooms. Parents will be allowed up to the bedroom when the child/young person is first admitted to view the room, but on no occasion will staff allow visitors (other than parent or appropriate official ones e.g. inspectors) to be left alone.

Protection of Children

16. A description of the children's home's approach to the surveillance and monitoring of children accommodated there.

The only form of electronic surveillance which may use at Shaw House is if a young person is electronically tagged as part of a court imposed sentence. In this instance the appropriate surveillance equipment will be installed at the unit and external professionals will have overall responsibility for this equipment.

There are occasions when a young person's risk assessment identifies issues with drug or alcohol misuse or self-harm. If staff need to enter a young person's bedroom to check on their safety or carry out a room check, this is recorded and young people are always made aware.

Also, for the purpose of safeguarding and promoting the welfare of the child and young person concerned and other children or young people accommodated in the home, the management will use electronic monitoring provided the following conditions are met:

- The child's placing authority consents to the use of the measure in question;
- It is provided for in the child or young person's placement plan;
- So far as is practicable, in light of their age and understanding, the child in question is informed in



- advance of the intention to use such monitoring measures;
- The measure is no more restrictive than necessary having regards to the child's privacy.

17. Details of the children's home's approach to behavioural support, including information about— (a) the children's home's approach to the use of restraint in relation to children and; (b) how persons working in the children's home are trained in the use of restraint and how their competence is assessed.

At Jamores Homes we believe that behaviour management is most effective when built on good inter-personal relationships between adults and the young people. The home will be an environment where our children & young people can feel safe, cared for and where relationships are built on respect and understanding. The staff at Shaw House will maintain effective and clear professional boundaries. An important factor in this will be staff's understanding and ability to be sensitive to each child or young person's background and needs. Staff will maintain consistent, manageable boundaries for our children & young people with regards to behaviour management. Our staff will use approaches such as de-escalation and early intervention when dealing with behaviour management. Our staff team will receive training and accreditation to use the "TEAM TEACH" Physical Intervention model.

At Shaw House, the management team will continue to ensure that staff will have scheduled opportunities to share good practice in these matters. This will enable our staff team to de-brief, reflect, share ideas, learn from one another and discuss how things can be improved. As mentioned previously in Section 6, by giving our children & young people opportunities to be involved in the home's running, the management team are seeking to promote a system of care and behaviour management that is transparent, consistently applied and effective.

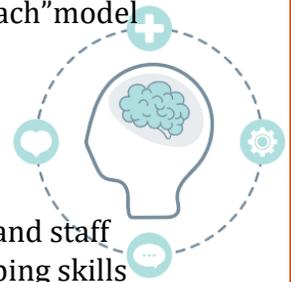
The care and behaviour management in the home will be underpinned by positive environmental factors and healthy behaviours modelled by staff. Shaw House recognises that holds may be necessary in some circumstances as a last resort to manage challenging behaviours in the interests of our children & young people's welfare and for the protection of others. Holding techniques will only be used where a risk assessment indicates that there is no other less intrusive method available to achieve the desired positive outcome, and where there is legal defence for the use of force.

Jamores Homes have detailed policies with clear guidance and procedures for staff to follow about this. Any such incidents will be recorded in our 'physical restraint incident record book/Incident Log', which will be kept on file.

At Shaw House we will use the “Team Teach” model as our organisational framework for behaviour management.

The “Team Teach” model will provide our organisation with a framework that reduces the need for high-risk, inconsistent, reactive interventions. The “Team Teach” model will support practice at Jamores Homes by:

- Preventing crises from occurring
- De-escalating potential crises
- Managing acute physical behaviours
- Reducing potential and actual injury to our children, young people and staff
- Teaching/modelling to our children and young people adaptive/coping skills
- Providing Jamores Homes with a behaviour management framework.
- Enabling Jamores Homes to be a reflective, learning organisation.



Should boundaries be breached in the home, staff have a system for assessing incidents and making professional judgments about the correct course of action that is most appropriate. The staff’s response to inappropriate behaviours will be measured, contemporaneous and fair. Following any incidents the child or young person will be helped to understand why the behaviour was unacceptable.

All parties with a legitimate interest in the welfare of the child or young person will be informed of any restraint used. All those involved in the situation will be offered a de-brief opportunity and the child or young person will be advised of their right to complain and to whom they can complain.

All Jamores Homes’ staff will be made aware of and will sign to agree with the use of the non-permissible sanctions outlined in The Children’s Homes Regulations 2001, Section 17(5). Staff will not use:

- (a) any form of corporal punishment;
- (b) any punishment relating to the consumption or deprivation of food or drink;
- (c) any restriction, other than one imposed by a court or in accordance with regulation 15, on—
 - (i) a child’s contact with his parents, relatives or friends;
 - (ii) visits to him by his parents, relatives or friends;
 - (iii) a child’s communications with any of the persons listed in regulation
 - (iv) his access to any telephone helpline providing counselling for children;
- (d) any requirement that a child wear distinctive or inappropriate clothes;
- (e) the use or withholding of medication or medical or dental treatment;
- (f) the intentional deprivation of sleep;
- (g) the imposition of any financial penalty, other than a requirement for the payment of a reasonable sum (which may be by instalments) by way of reparation;
- (h) any intimate physical examination of the child;

- (i) the withholding of any aids or equipment needed by a disabled child;
- (j) any measure which involves—
 - (i) any child in the imposition of any measure against any other child;
or
 - (ii) the punishment of a group of children for the behaviour of an individual child.

Leadership and Management

18. The name and work address of— (a) the registered provider (including details of the company owning the children’s home); (b) if nominated, the responsible individual; (c) if applicable, the registered manager.

Jamores Homes (part of Jamores Limited)

Esther Ajakaye
Registered Manager

Shaw House
19 Shaw Close
Thamesmead
London
SE28 8DE

James Adebayo
Responsible Individual

Jamores Homes
Studio 52,
Thames Innovation Centre
2 Veridion Way,
Erith
DA18 4AL

Telephone: 0208 432 0842

Fax:

Mob: 07961 071 020

E-Mail: info@Jamores.co.uk

Website www.Jamores.co.uk

Registration Number: SC459354



OUR TEAM



The Responsible Person: James Adebayo

Qualifications and Experience:

James Adebayo has worked in a supporting role for children and young people in supported living, children and adolescent services (CAMHS) for ten years. His experience includes working in children homes, intensive care units and supported accommodation, with varying client groups ranging from young people, elderly, learning disability and mental health. Prior to this, James worked at a management level in a manufacturing company, supervising a team of fifty staff members. He was in charge of health and safety and quality control for the company. James Adebayo holds a Master degree in Business Information Management and NVQ 3 in Health and Social Care in residential setting. He has attended both in house and external trainings which include CPD2 in Understanding the Emotional Needs of Care Leavers and young people.

Registered Manager: Esther Ajakaye

Qualifications and Experience:

Esther Ajakaye has been working in the Health & Social Care sector for eighteen years. She has held management position for over seven years. She is an experienced registered Mental Health Nurse and specializes in working with complex mental health, substance misuse and dual diagnosis cases. She has had the opportunity to work in many specialist areas of mental health services, including; children and adolescent mental health services (CAMHS), forensic, acute and psychiatric intensive care unit (PICU), assertive outreach team, homelessness, home treatment team,

psychiatric liaison (A&E) and rehabilitation. She has worked in multidisciplinary teams with Psychiatrists, Psychologists, Social Workers, Nurses and Occupational Therapists.

She is experienced in providing guidance, leadership and regular supervision. In addition to the above, she possesses a degree in Chemical Engineering Design; she holds a certificate in Leadership & Management and QCF Level 5 Diploma in Leadership and Management for Residential Childcare.

19. Details of the experience and qualifications of staff working at the children's home, including any staff commissioned to provide education and health care.

Homes Manager: Liam McDermott

Liam has 10-year experience working with young people in different services. Liam first trained as a youth worker, before deciding he wanted more of a challenge, and to work with young people with higher needs. At this point, Liam decided to go to university to further his career. Liam studied Youth Studies at Nottingham Trent University, while working as a Support Worker for Young Offenders and young people transitioning through Care. After University, Liam started to work in Residential Children's Homes where he completed a Diploma level 3 in Residential Childcare. Liam has been working in Children's Home's ever since. Liam helped to set up 3 difference services as a senior manager and enjoyed the challenge of doing this while supporting the young people in the homes. Liam has and continues to develop and deliver workshops to aid staff continuous professional development, while training in Education and Training diploma level 3 to deliver training courses such as Reflective supervision and Safeguarding. Liam is currently completing his Level 5 diploma in leadership and Management. Liam believes all young people should be given the best opportunities to achieve the best they can, and what they can achieve should be celebrated. Liam prides himself on building and supporting a team able to provide and deliver a child centred package and best possible care for the young people.



Art Psychotherapy: Mona Khalajian



Art therapy is a form of psychotherapy that uses art media as its primary mode of expression and communication. Within this context, art is not used as a diagnostic tool but as a medium to address and explore emotional issues which may be confusing and distressing. Art therapy can help the service user explore interpersonal relationships, develop coping mechanisms, resilience and life skills. A wide range of materials are used such as; paint, clay, paper Mache, chalk as well as play props such as Lego, puppets and sensory toys. Using a wide range of materials prompts an integrative approach to be adapted.

Mona Khalajian is a HCPC Registered Art Psychotherapist, who has a background of facilitating long-term and short term therapy within multiple NHS settings (SLAM and WLMH), Private care and Charities including Place2be. In 2016 she was rewarded by The National Autistic Society for establishing *The Sensory Art Therapeutic project* which was published within the community newspaper. Mona Khalajian works with children, adolescents, adults and elderly people who have a wide range of difficulties, disabilities or diagnoses. These include emotional, behavioural or mental health problems, learning or physical disabilities, end of life, neurological conditions and physical illnesses.

Mona Khalajian facilitates individual and/or group Art therapy, depending on clients needs. It is not a recreational activity or an art lesson, although the sessions can be enjoyable. Clients do not need to have any previous experience or expertise in art and are prompted to freely explore the art materials and internal self. Her therapeutic approach is constructed through thinking within a psychodynamic frame and working person centred. Influencing theories within her approach are; attachment based theory, mindfulness strategies, compassion-focussed, mentalization-based and compassion-focused. The work is underpinned by professional therapeutic outcomes

and is supported by independent professional supervision. Mona Khalajian provides a clinical record for organisation files, and measuring progress of each session.



Art Psychotherapy: Christina Anderson

WHO AM I

Christina is a qualified Drama and Movement Therapist, fully registered with the Health and Care Professions Council (HCPC) as an Arts Psychotherapist as well as the British Association of Dramatherapist (BADth). Christina is Visiting Lecturer at The Royal Central School of Speech and Drama and a Consultant Therapist at Frank Belford, looking at ways to explore challenges within the corporate industry, creating a unique approach using dramatherapy. Christina has also written a chapter in the book "Talk Yourself Better: A Confused Person's Guide to Therapy, Counselling and Self-Help".

MY WORK

Christina works with children, young people, adults and the elderly. Her work as a therapist is non-confrontational and client-led employing the language of symbols and metaphors through playing. Engaging in play is to experience the possibility of change, challenge and re-creation. By harnessing the client playfulness, it can be possible to help them return to an inner, possibly lost or damaged time. The work that I offer involves a variety of creative media including voice, storytelling/story making, drama activities based on imagination and spontaneity. I attempt to work both verbally and non-verbally with movement including safe and appropriate use of physical contact. For some people, using movement creatively helps expression which may not be known to them primarily through talking. I can see the value and flexibility to be able to work both with projected and personal play, giving the client the opportunity to explore his/her way to get started in the therapeutic process.

In the social construct of life, we use different tools to communicate, I aim to enable the client to connect with a range of emotional experiences that can be felt through different forms of human contact such as body language, metaphors stories and sounds. Overall, I have six years of diverse experience working with families and young people, aged between four and eighteen. Within the residential setting the work was with Looked After Children, these children were NEET at 16, had poor attendees at school they were vulnerable students, due to their experience with deprivation or Child Sexual Exploitation.

With a background of Sesame trained Drama and Movement therapy. The approach is based on theories of Carl Jung psychology of the unconscious, Rudolph Laban Art of Movement, Peter Slade work in children play and Marian Lindkvists non-verbal language of Movement-with-touch-and-sound. The core principle of the work is to stay with the inner symbol until its wisdom can be integrated and applied to making new healthy life choices. I keep personal sessional notes for reflection and research, client clinical notes for organisation files of each session.

Deputy Manager: Trevor Madziwa

Trevor has been working with children and adolescents from 2003. He possesses a Diploma in Mental Health and in Social work. He also holds a certificate in Mentorship. Trevor's experience includes working in adolescent mental health units and also in the community. He has worked with young offenders with mental issues and also those children looked after by the local authority.

Trevor loves working with children they make him a more knowledgeable person because by nature children are very curious. With all the questions they ask, he constantly find myself looking for answers in books and on the internet. This makes him a well-informed person. To better support children, Trevor often keep up-to-date with current affairs, as well as on the latest video games, cartoons, music and coolest apps for iPads and phones.

Trevor is a trained trainer to deliver Team Teach training and using his knowledge to share with the staff team to productively manage young people. Trevor is completing a diploma level 3 in Education and Training so he is able to deliver more beneficial training to staff.

Trevor states: "Children make me a healthier person; I am a firm believer of leading by example, therefore I follow a healthy lifestyle by eating healthy foods and keeping active, which comes in very handy when I need to keep up with them. Knowing that my job is to help children achieve their full potential and to help them feel happier and better about themselves, brings a huge smile to my face and helps me sleep better at night". Trevor is enrolled on the QCF L5 diploma in leadership and management of residential care.



Team Teach Consultant: Alan Farrell (QTS)

Alan has 18 years' experience in education covering mainstream (primary and secondary), secure settings, pupil referral units (primary and secondary) and special schools (primary and secondary).

Alan has held a variety of leadership positions in all these settings and has achieved successful outcomes for all services worked achieving Good or Outstanding Ofsted grades from inadequate and requiring improvement grades prior to his posts.

Alan is currently completing his NPQH which is the National Professional Qualification for Headship. Alan's current Role is that of Deputy Head of a secondary school for young people with social emotional and mental health issues. Alan's role in his current position is behaviour lead for the federation of schools.

Alan is also an Advanced Team Teach tutor who he has been for the last 7 years and has delivered training and support to over 100 schools and Care homes and over 4000 staff. Alan has also supported and worked in the care sector for 6 years in addition to his school based work providing training and support in behaviour management and systems and processes.

Alan has worked with young people and has completed training and delivered training in the areas of Health and safety, safeguarding, behaviour management, as well as data tracking and systems.

Alan is currently in the process of developing resources and bespoke training to provide robust evidence based data systems that meet Ofsted criteria and additional training to cover all aspects of school and care settings compulsory training to ensure outstanding results in all settings in which he works.

Senior Support Worker: Jane Ehi-Aloja

I have more than 12 years' experience of working in the care sector; I have managed a residential supported leaving accommodation in the past, I have experience in supporting children and young people with challenging behaviour, mental health difficulties, physical disability as well as moderate to severe learning difficulties.

I have been trained extensively in various areas such as the Mental Health Act and other legislations and guidelines for the Safeguarding of children & young people.

I enjoy updating myself by continually reading all new laws and regulations. I have also completed a course in Team Teach, I am able to effectively handle challenging behaviour. I believe there is always a reason why children and young people behave in a certain way; therefore staying calm and investigating the reasons behind the negative behaviour, enables me to manage the risk as well as prevent similar situations re-occurring in the future.

Having worked the floor of residential homes, own homes and youth centres, I have gained lots of experience in supporting children, young people and their families by putting my best into ensuring a positive relationship and partnership with the families as well as the professionals.

I have completed the following certificates; level 3 in Teaching and Assessing, level 3 in Health and Social Care for Children and Young People, Diploma in Child Health Care Level 4, Higher Diploma in Professional Practice Level 5, a top-up degree in Early Childhood Studies, and I started my level 5 in Strategic Management and Leadership in January 2019.

Senior Support Worker: Lorita Eppiah Okpodo

I have worked in the health care industry for 9 years now. I started working as an Outreach Worker with young asylum seekers before I gained admission in university. Due to my creativity, I set up a drama group for the young asylum girls which they really enjoyed because it helped them build relationship.

I gained part time employment working in a care home as care assistant for 3 years. After graduation from university, I relocated to London where I carried on my passion of working with vulnerable people. I gained employment in another care home where I worked for a further two years. Lorita left the job and she pursued a job in working

with children with learning disability. I was very fulfilled when I worked with younger people as I was able to build a good relationship and impacted them positively. At this point I knew working with young people was what I enjoyed most and decided to seek employment with Jamores.

Over the years, I have gained skills through the help of training I have undertaken. I have a passion for caring for people and making a positive change in the society. I am now enrolled on my QCF Diploma L3 qualification to further improve my work with children in residential childcare.

Children's Support Worker: Augusta Megafu

Augusta worked in Southwark Council for three years as a Mentor with year one Mainstream Secondary School Children (Black Mentoring Scheme). She has worked as an advocate in the Forum Greenwich for two years, attending review meetings with young people and recording outcomes and move on.

Augusta is experienced in working in the care setting (Look After Children and Young People) with medium and low risk of challenging behaviour. She has worked in Mental Health service, Independent Newham Users Forum, (INUF) adolescent Mental Health Project for 4 years and been awarded Certificate of Excellence for been exceptional in active listening, basic counselling, risk assessment and social inclusion as a Drop-In Facilitator.

Augusta holds level 1,2/3 Advanced Certificate in Therapeutic Counselling, The Counselling & Psychotherapy Central Awarding Body (CPCAB) through Lambeth College from 1994-1998 and RSA Certificate in counselling skills.

Augusta has attended numerous training in Health and Social Care. She has diversity of experience working with different children from diversity of cultural background. She demonstrates empathy, understanding and always act with integrity and honesty. She is compassionate and love motivating and encouraging young people to achieve their potential. Augusta is enrolled on the QCF L3 diploma in residential childcare.

Children's Support Worker: Arnisca Leito

I am a support worker who gives practical and emotional support to the clients for about 10years. A degree holder in Business Studies, level 2 diploma in event management, level 2 and level 3 in diploma in health and social care(Adult). I am currently enrolled on level 3 diploma in children and young people service. My experiences and exposure as a care support worker covers all client group; young people and adults. I am experienced both in mental health and general nursing. I have worked in various setting in care such as community, residential care homes, hospitals, supported accommodation and various inpatient wards such as Acute, forensic, eating disorder, mother and baby unit, intensive care wards etc. I have experience of working with adolescent as well as drug and alcohol unit.

I worked alongside with qualified nurses, social workers, psychologist, occupational therapist and other professionals.

I am currently a support worker in Shaw House and my roles and responsibility alongside with the training from previous and recent job has supported me to promote the welfare and safeguard the young people in the home.

I promote client choice, and value diversity. I enjoy working with children because they are the future of tomorrow. I support young people to achieve positive outcomes. I can communicate effectively, motivate and encourage young people to achieve their full potential in their physical, emotional and social development and build resilience. I work according to the organization's policy and procedure to provide a good service and quality care to the young people. My hobbies are singing, travelling and caring for people.

Children Support Worker: Kai Smith

My name is Malikai Smith, but I'd like to be called Kai. I am a 25 year old with 3 children. I started working at Jamores as an apprentice in June 2018. I have studied Counselling Skills Level 2 at LESOCO college & obtained my certificate before starting with Jamores. I have also studied TV & Film Production in Creative Media Extended Diploma Level 3 at Lewisham College in 2012. I am an easy-going person to talk to & a very bubbly person with a warming personality. My interests are making short films & engaging with young people from disadvantaged backgrounds, helping them to progress in certain areas in their lives, allowing them to develop independence & self-esteem, to have the ability to achieve anything they want in life.

Kai is enrolled on the QCF Diploma L3 in Residential Childcare.

Children Support Worker: Christiana Abana (Bank)

I gained a first degree in Social Science from the University of Kent with an upper second-class honours degree in 2010. I have recently successfully completed a Masters in Social Work from the University of Greenwich. I am working as a qualified Social Worker with Children and Young People for Kent and Medway county council, but love being part of the team at Shaw House and working as a Bank member of staff. I have achieved excellent writing and verbal communication skills both in my work environment and as a graduate. I have worked with children and young people for over three years and have gained a lot of experience in the process.

I am particularly interested in the notion that vulnerable children and young people have the power within, to overcome their own challenges and gain self-empowerment through effective support. Having worked with young people from a variety of cultural and religious backgrounds, I have gained more understanding and knowledge of the multi-dimensional factors and life experiences that inform behaviour. I have experienced the challenges of dealing with difficult and confrontational characters as well as the joys of seeing positive change in the lives of vulnerable children and young people.

My ability to learn from my experiences has been one of my hallmarks. I achieved this through the process of reflection and have made use of feedbacks to improve my practice. I recognise the importance of being non-judgemental and use this to

strengthen my practice and develop greater clarity on issues of ethical decision making.

Children Support Worker: Abiodun Omololu-Elias (Bank staff)

I am an enthusiastic, hardworking, dependable and reliable person with a huge passion for working with children.

For the past five years I have worked as a paediatric healthcare assistant, providing care for sick children in their personal homes and support for their parents. Completing my level 1 in teaching Assistant training in 2017, I moved on to work and provide support for children with Autism Spectrum Disorder as well as learning disabilities and difficulties in a primary school.

My passion for children has driven me to become a support worker for children in care providing them a nurturing environment to help them attain their full potentials and become responsible adults in life.

I have relevant training for my job and currently enrolled for Diploma Level 3 in health and Social Care (Children and young people in residential care)

Children Support Worker: Margaret Sowa

I have worked in nurseries and care homes which has enhanced my skills and knowledge on the qualities I should have in order to provide support to vulnerable people that is of high-quality. I also have a caring role in my family which started from a young age. My past experience has enabled me to gain an understanding of how vulnerable people experience care. My level 3 course has also enhanced my skills and knowledge and has enabled me to gain an understanding of the approaches I can use to inform my practice.

Children Support Worker: Hellen Coker

Previously, I have worked as a manager in restaurants and hospitality events. I have many interests from sports to beauty. I would like to further my education in health and social care and then access to nursing as this will continue to open doors for me within the youth work industry.

The many skills I have from my previous job experiences will allow me to bring creativity, enthusiasm, great communication and listening skills; always making sure my professionalism is always at its utmost best. I am enrolled in diploma level in health & social care, residential childcare.

Children Support Worker: Adebisi Lawal (Bank)

I am a hardworking, reliable, resourceful, flexible and experienced support worker with more than 12 year experience in the health care sector. I have experience in working with the elderly (dementia) and children with autism, moderate to severe learning disability, physical disability, and mental health difficulties. I have a huge

passion for my work and I am trained and experienced in all core areas of care that is of great relevance to my job and the people in practice. I have an NVQ level 2 in health and social care. I have great passion for working with young people ensuring their needs are met always and the importance of respecting their dignity and putting confidentiality and needs as top priority.

My ability to learn from my experiences daily has been a motivation for me and this has been possible through reflecting on my daily tasks and feedbacks in order to improve my practice.

My role as a support worker over the years has helped me in developing great people skills, communication with families, as well as professionals.

My hobbies are singing, family time, making up, listening to music and surfing the internet.

Children Support Worker: Leonie Hopkins

Leonie has been working with children for many years in varying capacities; as a nanny, babysitter, coach, nursery and preschool worker, and a foster carer. She is enthusiastic and enjoys working with children. Leonie went to Roehampton University and earned an upper second class honours degree in Education and Early Childhood Studies. Through her time and experience there, Leonie became passionate about helping vulnerable and disadvantaged children and young people. With this sense of purpose after university, she worked as a foster carer for Southwark Council for two years and greatly enjoyed looking after children in her home. Leonie believes that by building relationships and trust, showing love, providing support and opportunities looked after children and young people have great potential to be successful and live a fulfilling life. Leonie has a strong skill set and knowledge which she strives to build upon to learn and understand more about all aspects of children and their wellbeing in order to help support children and young people. She will work towards achieving her QCF Diploma L3 in Residential Childcare.

Leonie enjoys spending time with family and friends, listening to music, reading, travelling, playing and watching sports, going to the gym and photography and she enjoys sharing her hobbies and participating in children and young people's interests as well.

Childrens Support Worker: Adeola Adekola (Bank)

I am new to Shaw House and looking forward to working closely with not just the young people but also with the staff. I have a degree in childhood and youth studies, and I am currently studying for my second degree in child and adolescent mental health. I have previously worked in the hospitality/events field for 5 years. I have been an active member in the children and youth department in my church for over 7 years, as a youth leader. I also have work experience in nurseries as a nursery assistant and I've had the privilege of working as a senior mentor on a programme known as "NCS The Challenge". I am the first born in my family so I am familiar with being a positive role model to my siblings whilst coping with the pressures of making the right choices and decisions that will benefit my life. I am extremely passionate about making a difference in the life of young people and those around me. A few of my hobbies are; cooking, baking, singing and dancing. I am excited to start this

journey and I am looking forward to my personal development and the impact that I can make.

20. Details of the management and staffing structure of the children’s home, including arrangements for the professional supervision of staff employed at the children’s home, including staff that provide education or health care.

Organisational Structure of the Home.

Directors: Esther Ajakaye & James Adebayo

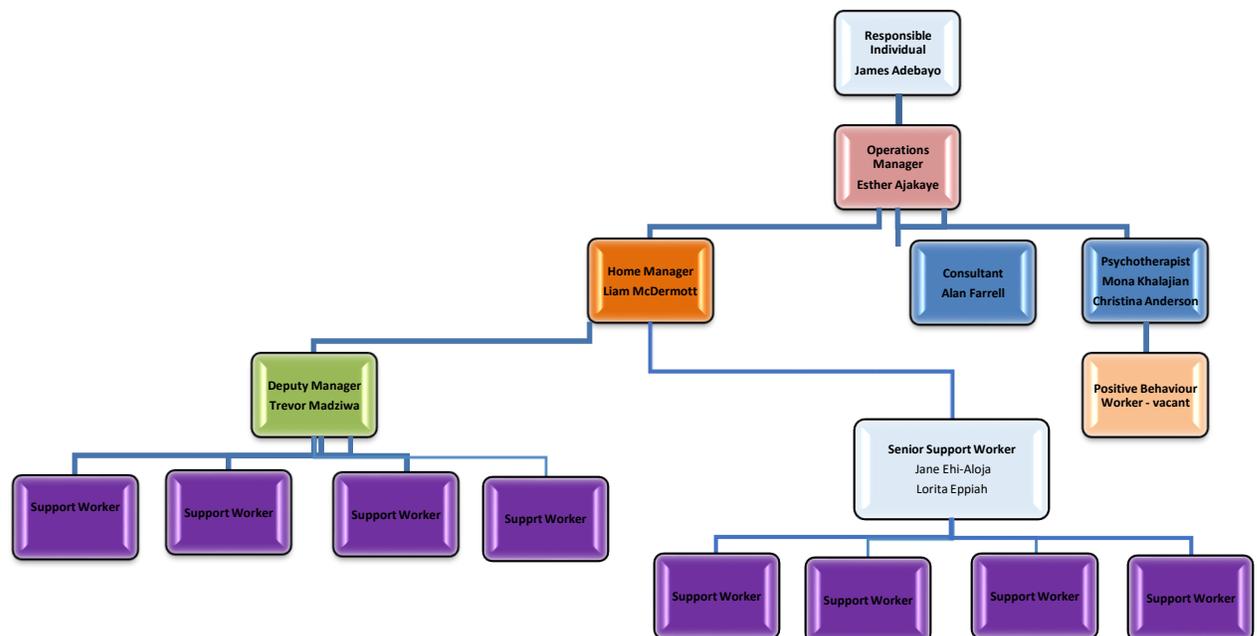
Responsible Person: James Adebayo

Registered Manager: Esther Ajakaye

Homes Manager: Liam McDermott

Psychotherapist: Mona Khalajian, Christine Anderson

Deputy Manager: Trevor Madziwa



Arrangements for Supervision, Training and Development of Employees.

Supervision and appraisal is a vital part of supporting, managing and developing the staff team, it requires that staff receive and take active part in the supervision and appraisal process. As part of our commitment to deliver quality service and achieve positive outcomes for young people, Jamores Homes is committed to having in place a staff team with a balance of skills, knowledge and experience. Therefore, our approach to supporting learning and development will be holistic and personalized. Every member of staff will undergo proper induction in accordance with the home's probationary policy; of six months. The first six weeks of this will be spent focusing upon the induction programme, under the supervision of a senior staff member. Regular supervision will be provided during this initial six weeks, this will then progress to regular 6-8 weekly supervision. Once the staff member have been established and confirmed in post, in addition to regular supervision, their performance will be subject to regular and rigorous 12 monthly reviews in line with the organisational competencies framework, an integral part of this will be work plan/objectives for each individual worker. This ensures that performance and learning is kept under review. Informal advice and guidance will always be available as necessary. External professional supervision will be sought for the Psychologist and Teacher.

In relation to learning and development, staff record will include their learning and training history, that is, relevant training undertaken, with dates and provider; this will ensure effective monitoring of staff trainings and needs. This record will include mandatory and other training relevant to their roles, responsibilities and job function e.g.

- Work towards Level 3 Diploma for the Children and Young People's Workforce
- Guide to Children Homes Regulations including the quality standards 2015
- Children's Homes Regulations 2015
- Managing Challenging Behaviour
- CSE Awareness
- Anti-Radicalisation (PREVENT) strategy and policy
- De-escalation Techniques
- Managing Violence and Aggression (Team Teach model)
- Safe Control and Restraint Techniques (Team Teach model)
- Safeguarding children & Adult
- Administration of Medication
- Child Protection
- Food Hygiene
- First Aid
- Moving & Handling
- Report Writing & Recording Skills
- Bullying Intervention Training

- Fire Training
- Health & Safety
- Risk assessments
- Substance Misuse Awareness
- Staff Induction Workbook
- Basic Residential Child Care Skills & team working
- Safeguarding for Leaders & Managers
- Normal and abnormal child development
- Recruitment & Selection refresher
- Effective complaint handling
- Delivering enjoyable activities
- Reflective Supervision Skills
- Interagency working
- County lines, gangs, and young people
- Performance management for managers
- Guidance, legislation and quality standards

Therapeutic Training for staff

- Mindfulness
- Transference and countertransference
- Who Am I
- Profile Training
- Attachment
- Boundaries
- Positive Behaviour Support
- Culture. Identity & Belief
- Boundaries & Containment
- Power Dynamic
- Trauma
- Professionalism
- Therapeutic work with Children and young people
- Understanding Autism
- Understanding children and young peoples' mental health

To maximise learning opportunity, staff will be encouraged to take responsibility for their own learning by utilising e-learning resources, in house training, workshops, and other training opportunities that may be available.

21. If the staff working at the children’s home are all of one sex, or mainly of one sex, a description of how the children’s home promotes appropriate role models of both sexes.”

Both sexes are represented in the staff team at Shaw House, hence, promotes appropriate role models.

Care Planning

22. Any criteria used for the admission of children to the children’s home, including any policies and procedures for emergency admission.

At Shaw House, we operate on the premise that planned admissions is the preferred route for admission into care, as this affords valuable opportunities to consult, gather information, assess suitability and plan responsively to identified needs. However, subject to availability of vacant beds, in line with our commitment to positive and supportive partnership working with our stakeholders and our commitment to fair access and diversity; all referrals who meet our criteria as set out in this document will be, in exceptional circumstances offered a placement on an unplanned basis however, this decision will be based on the needs and risks presented by the child or young person in question, to ensure that such placement will not become disruptive to the children already accommodated in the home and that identified needs can be managed with a realistic prospect of achieving the desired placement outcomes. Factors such as, risk assessment and compatibility, as determined during our assessment process, will serve as key determinants in the Home’s decision to accept or refuse emergency, short term and short break referrals.

At Shaw House, our staff team understand that admission into care regardless of the circumstances can and often provoke a great deal of anxiety in a child or young person. This is often the case in children being accommodated into care for the first time. While children come into “care” for different reasons, there is usually one common underlying element, namely: the decision usually follows a traumatic incident or experience in their lives, further in this vulnerable state the child or young person can feel guilty, abandoned, confused or lost.

With the understanding of the fact that new environment, expectation and routines can sometimes prove difficult, Shaw House believes that it is essential to provide good support to a child or young person throughout the entire admission process as this can help to reduce anxieties and fears and help establish a good platform from which staff can begin to work with them.

In view of this, our staff will be required to prepare as thoroughly as possible for the young person's admission; be open, warm and welcoming on arrival while being sensitive to any anxiety, wishes and aspirations of the young person.

Planned Admissions

Pre Admission

All referrals for a placement will be subject to our referral and allocation policy. Referral will be made using our standard referral form. This will be considered by the Home manager and Head of Care. Home Manager will liaise with referring Social Worker in order to gather more information on the child, including risk assessment, placement plan, medical history and other looked after children documentation. On the basis that placement suitability is not in question the child or young person will be allocated a key worker who will take the lead role in arranging meetings and initial visit with the responsible social worker, with support from a member of the management team as part of the pre admission process.

Prior to admission, a visit should be arranged for the child or young person, their relative and social worker to the home, to meet the staff and have a look around. The child or young person will be encouraged to express any wish or desire they may have with respect to coming to live at Shaw House. This meeting will be arranged to ensure the allocated key worker is present to meet the young person. A move-in date will be set following this visit. Where possible, a young person will be given the opportunity to choose which of the bedrooms they want to take up. The room will then be made ready prior to their move-in date.

A further date will be identified for a formal planning meeting where it is our expectation that all professionals who are likely to be involved in delivering or implementing the child or young person's placement/care plan are present, together with parents/carers and any significant others.

Admission

On the day of admission, the key worker or a designated staff member will be assigned to welcome and care for the child on that day. The key worker will orientate the child, parents and family around the home and introduce them to the staff and other young people. When showing them around the home they will be given practical information such as the location of the toilets, bathrooms, phone, fire exits etc. An inventory of the young person's belongings will also be made, a copy signed and dated by the child and their key worker will be kept in young person's personal file. After the family have left, the key worker and staff should be sensitive and support the child or young person to understand and manage the way they may be feeling.

Emergency Admissions

Shaw House does expect that emergency placements may occur and consideration will be given to such requests made by Social Workers and Access to Resources team. In such cases, the referring social worker will ensure that prior to a child or young person coming into the Home, all of the required documentation is received. An interim care plan will be prepared following a discussion with the Social Worker, with

the presenting needs having been outlined. Shaw House will carry out its own risk assessment based upon the information received. The social worker will be advised of the need to convene a within 72 hours of admission.

JAMORES HOMES

CORONAVIRUS (COVID-19) OUTBREAK POLICY STATEMENT

UPDATE 17.03.2020

This statement has been put out due to the latest Coronavirus (COVID-19) pandemic and aims to clarify Jamores Homes' position. It is important to note that the developments and government guidance regarding this outbreak changes regularly, sometimes, daily and Jamores Homes will ensure that we are updated as and when developments occur.

Firstly, I would like to note that it is business as normal at Jamores Homes. There have been no confirmed outbreaks for the children in our homes, the adults working at the homes or any close family liaisons.

It is also important to note that the Covid-19 virus does not currently present as a high risk to children.

We have implemented the following in order to ensure that everyone works in the best way possible:

- All employees have been provided with clear information and instruction in relation to the Coronavirus (COVID-19) outbreak.
- All children have been informed through the house meeting / direct work about Coronavirus, its effects, as well as how to minimise risks of contamination.
- An additional risk management plan has been created for each home.
- Each child should have a corona virus risk assessment as part of their care document.
- Additional hand sanitiser and hand washing products are made available in each home at all wash stations (bathrooms, toilets, kitchen, utility areas etc).
- All staff have been contacted for declaration of any pre-existing conditions in relation to respiratory conditions.
- Contact has been made with the staffing agencies (only used in emergency) to confirm their action plans in relation to risk management once on our premises. They have confirmed that they have made checks with all their staff in relation to the Coronavirus and any issues will be shared immediately where necessary.
- A management planning meeting has been held in order to ensure that these actions are fully implemented.
- An agreed response plan has been created following the Business Continuity Plan / Disaster Plan process, should there be a confirmed case of Coronavirus (COVID-19) in any home.
- Employees at Jamores Homes have been fully updated in relation to reporting, effects on the service as well as an agreed pay process for anyone who must self-isolate as recommended by Public Health England.

- We have reduced all non-essential contact and visits to our homes to further protect staff and children.

I hope that the above clarifies how Jamores Homes are dealing with this matter, however, should you have any further queries, please do not hesitate to contact me us 07939 567498.