



**MILTON HOUSE**  
**CHILDREN'S HOME**  
Statement of purpose and function

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

This is a Statement of Purpose and Function for Jamores Homes (Milton 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.

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Signature:.......... Date: 5.05.2020

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## **Our Shared Commitment**

Milton 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 'Guide to Children Homes Regulations and Quality Standards 2015', the London Child Protection Procedures and Practice Guidance as well as the Kent Safeguarding Partnership policies and procedures.

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

- 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.
- Children & young people are confident to respond to bullying.

## **The values of the home**

We believe that:

- Residential care should provide children and young people with skilled support from committed staff in a safe, caring and ordered environment.
- We have a responsibility to ensure that children and young people 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.



# Quality and Purpose of Care

## 1 A statement of the range of needs of the children for whom it is intended that the children's home is to provide care.

Milton House can accommodate Looked after Children and young people aged between nine and seventeen years of either gender. We aim to support children and young people who are:

- suffering with low self-esteem or lack confidence
- emotionally or behaviourally challenged with associated mental health problems or learning difficulties/autism
- the victims of abuse or domestic violence
- sibling groups
- children at risk of CSE
- children at risk of going missing
- unaccompanied minors



Milton House cannot accommodate children & young people:

- with a physical disability
- with a serious drug or alcohol dependency (who require tier 4 services)
- who have a conviction of arson
- who have serious criminal convictions (rape, arson, murder)

## 2 Details of the children's home are ethos, and the outcomes that the children's home seeks to achieve and its approach to achieving them.

Any good parent wants to make sure their children enjoy good emotional and physical health, an excellent education and a wide range of opportunities to enjoy their childhood so that they have every chance to grow up into successful, well rounded and mature adults. Milton House, in collaboration with the responsible/placing authority will endeavour to ensure children placed with us are given these same opportunities regardless of sex, age, culture, disability, ethnicity or religious persuasion.

At Milton House we fully recognise that the period of adolescence can be very turbulent and that oftentimes it can present numerous challenges and anxieties for young people to 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 ongoing 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 arrangement will support young people to achieve positive outcomes.



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 and other agencies that work with the children or young people (where appropriate).

It is our overall aim to offer placements in an effort to assist the children and young people 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 and young people accommodated at Milton 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. Milton House supports Articles 42 of the 'United Nations Convention on the Rights (and Responsibilities) of the Child' see: [www.unicef.org.uk](http://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 and young people accommodated with us will be encouraged and supported to realise personal potential and abilities in all aspects of life.

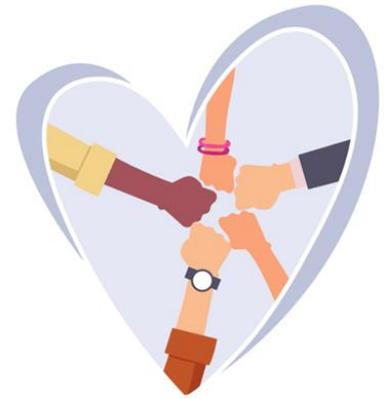
**Spirituality:** Where a child or young person expresses an interest, staff will discuss and support them in meeting their spiritual beliefs/requirements. Where appropriate, members of staff will refer the child or young person to those who are better placed to offer this support. We have respect for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

Milton House is detached property able to cater for up to 3 children and young people aged between nine and seventeen years of either gender.

There is an office on the ground floor 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.

Milton House features the following:

- Wide range of learning aids and resources.
- There is a separate unit attached to the home for education
- 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. We also use this space to relax and watch TV, videos or DVDs
- Downstairs there is a further WC, 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.
- There is also a shower provided.

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

The property used to deliver services to children and young people is a 4 bedded detached property in Sittingbourne. An attractive, quiet and family oriented location situated in the borough of Kent. The style of property and location were chosen as it encourages our young people to be involved in their local community, have aspirations and enjoy and achieve.

Sittingbourne 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

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

- Wide range of learning aids and resources e.g. computer, workbooks, educational software, games etc.
- 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 free parking.
- We have an 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. Alternatively, young people have access to internet facilities Subject to a risk assessment.

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

At Milton 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.

Milton House will ensure that our children and young people are supported to observe their religious beliefs. Children and young people 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, 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.



## **The arrangements for dealing with complaints.**

### **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**

Milton House aims to provide a high quality service to the 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 complaint and to whom. This information will be given to young people when they are placed with us; this is also included in the Children and Young Peoples' Guide (within 24 hours). 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. Yyoung people 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 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:

Manager  
Milton House  
10 Jacinth Drive  
Sittingbourne  
ME10 5JA



## **7 Details of how a person, body or organization involved in the care or protection of a child can access the home's child Protection policies or the behavior management policy.**

Our child protection and behavior management, missing from care policy and procedure can be assessed by requesting from the staff or manager of the home.

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 Milton House we believe that an important factor in protecting and safeguarding young people is the need for our young people to feel safe and cared for. Jamores Homes have a comprehensive Safeguarding Children policy and procedures; we have established links with the Kent Safeguarding Children Board (KSCB); our policies are compatible with KSCB'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



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 Milton 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 young people. We will provide the young people accommodated with us with information on how to keep safe on the internet, how to respond to bullying, risk of child sexual exploitation, radicalisation etc.

The Registered Manager at Milton House has a commitment to maintain its links with the Kent Safeguarding Children Board (KSCB) 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 in order to form an opinion of the standard of care provided in the home from the young peoples' perspective. 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 quality assurance questionnaires to get young people and stakeholders' views of the services provided at Milton House. The report of these consultations will be passed on to the management team and Regulation 44 visitor.

By encouraging our young people to contribute their views on different aspects of the running of the home, the management team at Milton House will develop and support a culture of dialogue that ensures trust and allows our young people to see that the adults at Milton 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 Milton 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 Milton House are treated equally regardless of gender, ethnicity, culture, nationality, social background, sexual orientation or religious affiliation.

Staff at Milton 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. Young people who feel that they have suffered discrimination should bring this to the attention of the staff using the complaints procedure that has been set out in the children and young people’s guide.

Staff at Milton House will help 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 Milton 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 young people in our care, we work closely with the local authority Virtual Heads to ensure young persons' educational needs are met.

The staff team at Milton 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 Milton 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 Milton House. The school, in line with central government guidance, will be made aware when a young person moves to Milton 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 with the virtual heads and local authority towards identifying an education provision as soon as possible following the young person's placement at Milton 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).

Milton House is not an education provider but has facility to provide onsite tuition support for children and young people while working with virtual school to identify

an education provision. This will be in the form of online tuition via IXL and the support staff liaising with the education providers and tutors to ensure the education needs of the children are assessed and met.

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 behavior targets (such as PSPs) from school, Special Education Needs and 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 Milton 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 young person's placement plan. When concerns about a young person's education arise; after they have been placed with us, we will make contact with the local authority's education support service (and the young person's placing authority) to take matters forward. Where beneficial to the young person, staff at Milton 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 Milton 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 Milton 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 Where the children's home is dual registered as a school, details of the curriculum provided by the children's home and the management and structure of the arrangements for education.**

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

**12 Where 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 young person's key worker at Milton House to take interest in all aspects of the 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.

All staff 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 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 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 enjoy and achieve, including how the children's home promotes their participation in cultural, recreational and sporting activities.**

At Milton House, we understand that as 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 Milton House will encourage and support our 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 (Swallows Leisure Centre) which offers a comprehensive gym and swimming programmes for this age group. Milton 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.

Milton 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 young person will be encouraged and supported to pursue their particular hobbies and interests. Milton 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 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 Milton House logs. Activities will also be planned in line with individual child or young person's placement plan.

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 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; and (ii) the evidence referred to by the children’s home to demonstrate the effectiveness of its approach, and how this information can be accessed.**

Milton House commissions the services of an Art Psychotherapist. This role is to provide regular support to staff working directly with the 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 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 Milton 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 young person.

Additionally, Milton House has access to consultant psychiatrist from our local CAMHS team should any of our residents require this service.

In line with the Regulation, our 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.



Young people at Milton 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 young person's placement plan (in agreement with the social worker). All records of contact will be maintained and kept in the young person's file. Any restrictions on contact for the protection of the young person (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 Milton House will be given to each child or young person on admission.

Any post will be given to the 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).

Milton 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 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 Milton House staff who should be allowed to have private and unrestricted contact (and who should not). Staff at Milton 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 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 young person's bedrooms. Parents will be allowed up to the bedroom when the 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. Ofsted inspectors, Police officers, Social workers, Advocates etc) to be left alone with children and young people.

## Protection of Children

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

If a young person is electronically tagged as part of a court imposed sentence, this can be facilitated by Milton House. In this instance the appropriate surveillance equipment will be installed at the unit and external professionals will have overall responsibility for this equipment.

Milton House also has CCTV camera in the front and rear of the building to further protect children and young peoples' safety.

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 search, this is conducted and recorded in line with our room search policy and procedure. Young people are always made aware of this procedure during placement induction.



### **17 Details of the children's home's approach to behavioral support, including information about— (a) the children's home's approach to the use of restraint with respect to children accommodated there; (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 young people can feel safe, cared for and where relationships are built on respect and understanding. The staff at Milton 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 young person's background and needs. Staff will maintain consistent, manageable boundaries for our 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.

At Milton 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 8, by giving our 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. Milton House recognises that holds may be necessary in some circumstances as a last resort to manage challenging behaviours in the interests of our 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 Milton 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 organization.

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 behaviors' will be measured, contemporaneous and fair. Following any incidents the young person will be helped to understand why the behavior was unacceptable.

All parties with a legitimate interest in the welfare of the young person e.g. social workers, parent (where possible) etc, 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. Young person will be offered medical attention following an incident of restraint.

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 counseling for children;
- (d) any requirement that a young person 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 installments) 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 behavior 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)**

**Milton House**  
10 Jacinth Drive  
Sittingbourne  
ME10 5JA

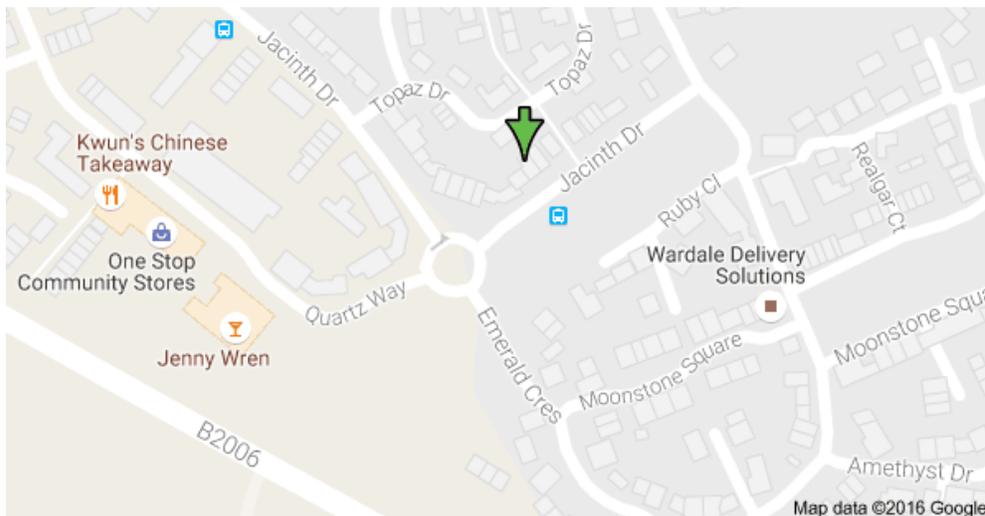
**Responsible Individual**  
James Adebayo  
Jamores Homes  
Studio 52,  
Thames Innovation Centre,  
2 Veridion Way,  
Erith  
DA18 4AL.

Telephone: 02084320842  
Mob: 07412 238 370  
E-Mail: [info@jamores.co.uk](mailto:info@jamores.co.uk)  
Website [www.jamores.co.uk](http://www.jamores.co.uk)



OUR TEAM

**Registration Number: URN 1234163**



### **The Responsible Person: James Adebayo**

#### **Qualifications and Experience:**

James Adebayo (Responsible Individual) has worked in a supporting role for children and young people (children and young people) in supported living, children and adolescent services (CAMHS) for thirteen 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.



### **Operations Manager: Esther Ajakaye**

#### **Qualifications and Experience:**

Esther Ajakaye has been working in the Health & Social Care sector for twenty-one years. She has held management position for over eleven 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 Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services.

### **Registered Manager: Post Vacant**

#### **Deputy Manager: Mark Griffiths**

I am Mark, I'm the Deputy manager at Milton House and have been Jamores since 2017. I have worked within childcare settings for over 20 years and I bring a wealth of knowledge and experience to Jamores. I bring with me 12 years senior experience, including some experience as a Deputy Manager at my previous work. I have worked in therapeutic homes, assessment centers, long and short-term placements as well as youth work including drugs and alcohol programme for young people. I also have experience within an EBD school environment as an appointed Team Teach facilitator, I have had the responsibility in teaching staff how to de-escalate and restrain safely.



I have worked in senior positions within children services and education since 1998. I have worked in a variety of settings from supporting disengaged and traumatized adolescents as well as managing the transition from secure settings to residential. I have worked directly with challenging children and adolescents, birth families, people with a history of domestic violence, substance misuse and abuse, as well as professionals involved with supporting the child and or family such as CAMHS and YOT. I am now enrolled and will be undertaking my QCF L5 in Children Residential Social Care.

## **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.**

### **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 Drama therapist (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 drama therapy. Christina has also written a chapter in the book "Talk Yourself Better: A Confused Person's Guide to Therapy, Counseling 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 organization files of each session.



### **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, metallization-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.



#### **Team Teach Consultant: Alan Farrell (QTS)**

Alan has 17 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: Diana Francis**

I am warm and approachable with great listening and communication skills and the confidence in forming effective working relationships and professional partnerships. I am able to apply knowledge, experience and skills to provide advice, support and empowerment. I am innovative, using person-centered approach and initiative to support and signpost to appropriate services. I have successfully achieved an access qualification in Social Policy, Psychology and Sociology. In this time, I completed an 'Attachment Theory' essay. I have also undertaken valuable voluntary victim of crime support work. I have volunteered with Victim Support and successfully completed intensive 5-day training. My role also included working directly with varied community groups and proactively contacted people who have been victims of crime. I have helped people explore how their experience of crime has affected their lives and identifying ways to enable them to recover from the experience. I worked closely with people to identify their individual needs and empowering them to choose options they feel are right for them. I have worked closely with other agencies and their procedures and providing information. I will use these transferable knowledge and experiences to create a positive outcome in a young person's life and help shape their future in a positive way. In my spare time I enjoy going on long walks with my family and cooking. I have been working at Milton House for over 2 years and I have gained valuable experience and skill in supporting children in a residential setting. I am currently undertaking my Dip L3 in Children Residential Childcare and hoping to finish this soon.

**Senior Support Worker: Kelly Southfield**

Since the age of 18yrs, I started my career in the care sector working for the NHS. During this 7 year period, I successfully completed NVQs Level 2, 3 and 4 in care. I felt it was time for a career change and started working in a secondary school as a teaching support assistant for year 10 and 11 pupils. I worked in the mainstream area of the school for 2 years and then moved into the ECM unit working alongside young people with emotional and behaviour difficulties and looked after children. I supported the young people on a one to one basis whilst supporting positive learning for the children to achieve good outcomes. This gave me experience of being involved with social services and other multi-agency teams. I have been working at Milton House for 2 years now and I have attended a lot of mandatory courses. I have completed my level 3 diploma in Support Work in schools and the level 2 teaching assistant course. I am undertaking my NVQ L3 in Children Residential Social Care.

**Senior Support Worker: David Roberts**

I have been working in the care environment for the last 19 years. I started working in a youth hostel, supporting young people between the ages of 16-22-year-olds. My experience includes working as a Youth Worker for Kent county council on a voluntary basis for about 2 years. I have worked in a residential children service for

5 years, and also in the semi-independent settings, where I support young people to transition into independence.

I have extensive experience of about 7 years supporting clients with learning disabilities, physical disability and special education needs.

My hobbies include encouraging young people with physical activities, particularly football training, where I have successfully started a football team for young people at various levels and abilities. I have a Dip L3 in Health & Social Care and child and young people service. I have a L1 certificate in football coaching as well as a management qualification.

### **Residential Support Worker: Leigh- Ann Stanton**

My name is Leigh-Ann Stanton, I'm 28 years old, and a mum of 2 little girls. I have been working in care for 7-8 years and accumulated various skills within the sector. I've worked in the community and also with Adults with learning disabilities. I have experience in children's residential homes obtained working in Greenacre in Essex. I have my level 1 in child care and level 2 in health and social care, I am looking forward to doing my level 3 and progress my career further in the childcare sector. I'm also looking forward to supporting the young people with their independence and progress while living here with us and seeing them develop and grow as their own person and help them in the right direction for their future.

### **Residential Support Worker: Tanya Madden**

My name is Tanya Madden I am 34 years old. I have lived in the Medway towns most of my life where I grew up in the care system.

I started my career in social care by providing supported housing for Medway council for care leavers between the ages of 16-25 helping them to develop the skills and knowledge needed to live independently. I worked in this role for three years and gained valuable skills.

I then went on to complete an apprenticeship in my next role and gained my NVQ level 3 in health and social care, I worked for Stepping Out Support who provide Semi- independent housing for care leavers between 16- 25

I worked for them for over three years and started my NVQ level 5. This helped me build and strengthen my skills and knowledge which I can bring to my role as a Support Worker at Jamores homes. I am looking forward to making a difference to the children's lives and helping them progress safely and achieving good outcomes for them.

In my spare time I spend time with my family and enjoy days out. I also like watching films and playing sports with my family.

### **Residential support worker: Jerome Boothe**

My name is Jerome Boothe, I believe in giving young people the best possible start in life as I feel every person should have the opportunity to reach their potential. I started out as a Youth Drama Leader, delivering drama sessions to 'at risk' young people in schools, referral units and in the community before becoming a youth worker tasked with working on (formerly) the most impoverished housing estate in England; setting up and running sessions for the local young people and voicing

their concerns to the council. In recognition of my work in getting significant amounts young people out of gangs and moving away from anti-social behavior, I received an award from Hackney council. I have been a Biology teacher and a Drama Teacher also. I like gaming, computers and reading in my spare time.

**Residential support worker: Hannah Neaves**

I am Hannah, 21 years old. I have two and half year experience working in a supported learning department in a college with students complex needs. Through that time, I came across many situations that have allowed to me grow stronger in what I do. I have a level 3 diploma in supporting and learning, this is for children and young people. I also attended a placement in a playschool where I worked with the SENCO. In my down time I like to do crafts, I mainly enjoy diamond art where you create a picture using diamonds provided.

As a Support Worker here, I feel that I will bring a calming approach and a lot of fun, I have also had experience in health, challenging behavior and safeguarding. I enjoy working in education however, having worked with some young people who have come from care homes, I was interested in the care side of things and decided that it would be a new career path for me.

**Residential Support Worker (Bank staff): Debbie Watson**

I am Debbie Watson and have had twenty year experience working within Health and Social care supporting adults with learning and physical disabilities. I have been working Milton House for over two years and I have gained many skills relevant to working within children residential services. I have NVQ level 2 in care and I am studying towards a degree in social sciences.

I am looking forward to using my skills to ensure positive outcomes for the young people I will be supporting. I enjoy cooking healthy meals, music and reading. I am currently enrolled on Dip L3 in health & social care and children and young people services.

**Residential Support Worker (Bank staff): Toluwani Onamusi**

I am a dedicated Support Worker who has recently completed her Bachelors degree in Applied Social Studies - professional social care and is working towards achieving my Masters in Social Work. I possess good knowledge and skills which I would use to help achieve positive outcomes in the lives of young people I care for. I have had previous experience working with adults in a care setting and experience working in a residential setting for homeless individuals with substance abuse. I have been working at Milton House for over 2 years, now as a bank member of staff. I enjoy reviewing current affairs and having debates about it with others.

**Senior Support Worker (Bank staff): Blessing Balofin**

I have GCSE's in Maths, English and Science. I studied Business in college and now I am currently studying Psychosocial Study with Professional Practice. I have enjoyed working with children in residential care over the past 12 months. I have the passion for helping people and making a change. I have completed my Level 2 in

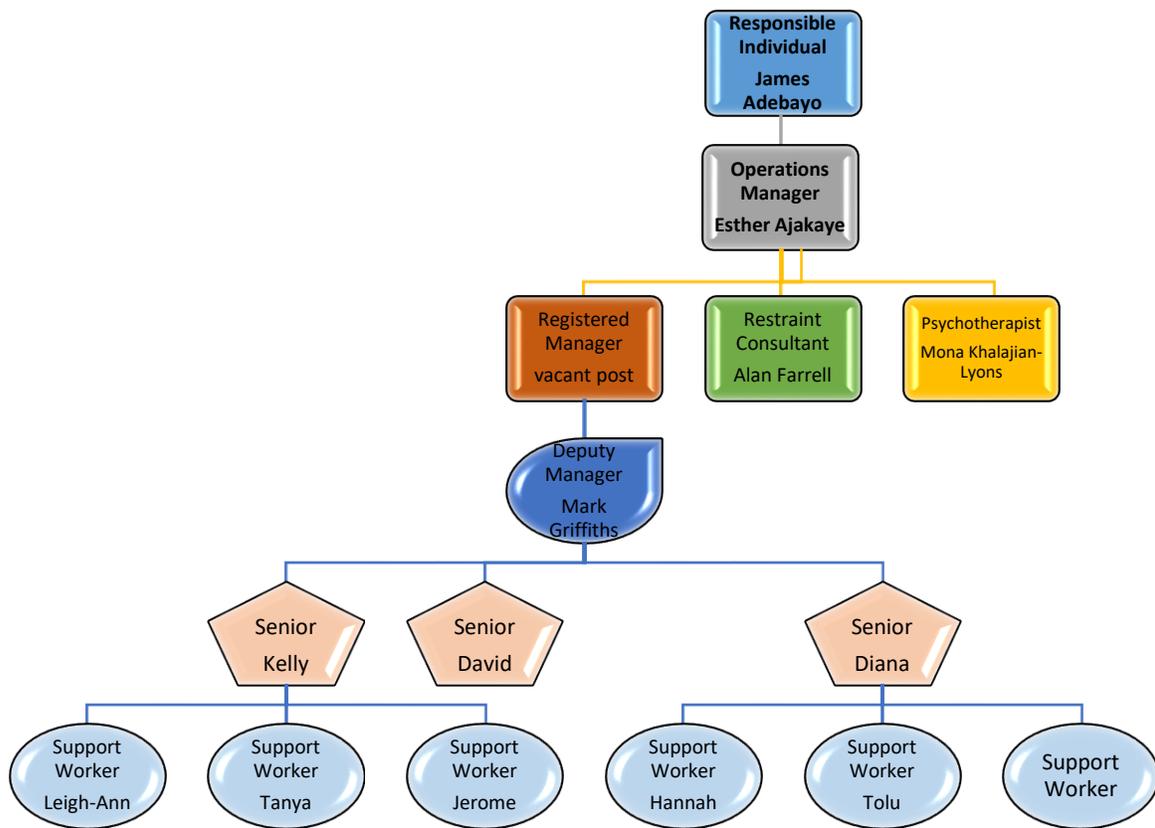
Safe Handling of Medication in a care setting and taken on different training course to enhance my knowledge in working with young people. I am currently enrolled on the QCF Level 3 Residential Childcare.

I feel that every child should have the opportunity to better their future and I feel that with the life lesson and skills that I have, I am able to help and also support them in choosing the right path to follow. I can get on with people of all ages and backgrounds, as I am patience and understanding.

**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**

**Director:** James Adebayo  
**Responsible Person:** James Adebayo  
**Operations Manager:** Esther Ajakaye  
**Registered Manager:** Vacant post  
**Psychotherapist:** Mona Khalajian



## **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 active part that staff receives and take 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 personalised. Every member of staff will undergo induction in accordance with the home's probationary policy; of six months.

The first twelve weeks of this will be spent focusing upon the induction programme, under the supervision of the management team.

Regular fortnightly supervision will be provided during this initial six months, this will then progress to every 6 weeks, once the staff member are established and confirmed in post.

In addition, staff performance will be subject to regular and rigorous yearly 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 Psychotherapist.

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
- Meetings and minutes
- Understanding diabetes

### **Therapeutic Training for staff**

- Mindfulness
- Transference and countertransference
- Who Am I
- Profile Training
- Attachment
- Boundaries
- Positive Behavior 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

All staff will attend a period of 3 weeks core training as part of their induction period. Further training will be given to staff on a rolling calendar basis depending on their skill set and training needs.

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 Milton 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.**

Wherever possible, admissions will be planned, and the young person will be properly prepared before taking up residence. We are, however, realistic enough to know that there will be occasions when local authorities require a place at short notice. We would consider accepting an emergency referral as long as all information is present for us to complete a judgement of their needs and risks and our capability to meet these. To complete paperwork and assessments, placement matching, staff skill assessments, risk assessments etc. including visits wherever possible.

Preferably we would like longer than 72 hours to admit a young person from referral to ensure visits and information as well as assessment is completed. We envision planned placements taking at least one week to complete the required matching process and needs analysis. Our 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 placement request.

All emergency admissions will have an individual placement planning meeting within 72 hours of admission. Placement plans will take account of the needs of the young person and will be reviewed at the next care-planning meeting which is usually within four weeks of placement or as soon as reasonably possible after.

We always welcome informal discussions on the suitability of a placement, either by telephone or a visit. Following initial contact from any local authority seeking to place a young person, Milton House will endeavor to get the following information to ensure the young person is a suitable match with other young people, and Milton House can meet the needs and risks the young person presents. We will:

- Consult the current IRO
- Consult virtual school of the placing authority
- Consult youth offending service
- Request current care plan
- Request chronology of behaviors/concerns
- Clarify contact arrangements
- Request a copy of EHCP or PEP meeting minutes
- Request most recent LAC Report
- Request copies of court orders where applicable
- Request reports from specialist agencies i.e. CAMHS
- Request pathway plans if applicable.

Where possible and if in the best interest of the young person, Milton House will arrange to meet with the young person for whom the placement is being sought, this will allow us to share information with the young person and enable us to give the young person as much information as possible about their potential new home, and take into consideration their wishes and feelings. This will be by means of verbal communication, offer a copy of the children's guide to read, including a behavior contract for behaviors that are not permitted, pictures of the house and surroundings.

All referrals will be discussed, agreed and signed off by the home manager and the Responsible Individual prior to confirmation of placement offer.

At Milton 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 and young people 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, Milton House believes that it is essential to provide good support to a 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.

### **Pre-Admission**

All referrals for a placement will be subject to our referral, assessment, and admission policy. All referrals will be considered by the manager and the Responsible Individual. Home Manager will liaise with referring Social Worker in order to gather more information on the young person; 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 Milton 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 young person on that day. The key worker will show the young person's, 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.

### **Pace of admission**

Home manager will ensure appropriate time is afforded for each young person to settle in their new environment and with the young people group (already in placement) prior to admission of another young person.

A placement matching process and impact risk assessment will be carefully considered before young people are admitted to ensure placement sustainability wherever possible.

### **Emergency Admissions**

Milton 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. Milton 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 meeting within 72 hours of admission. **Please note that we do not accept same day placement. Assessment and placement matching may take up to 5 days.**

## *Pictures of some parts of our home*



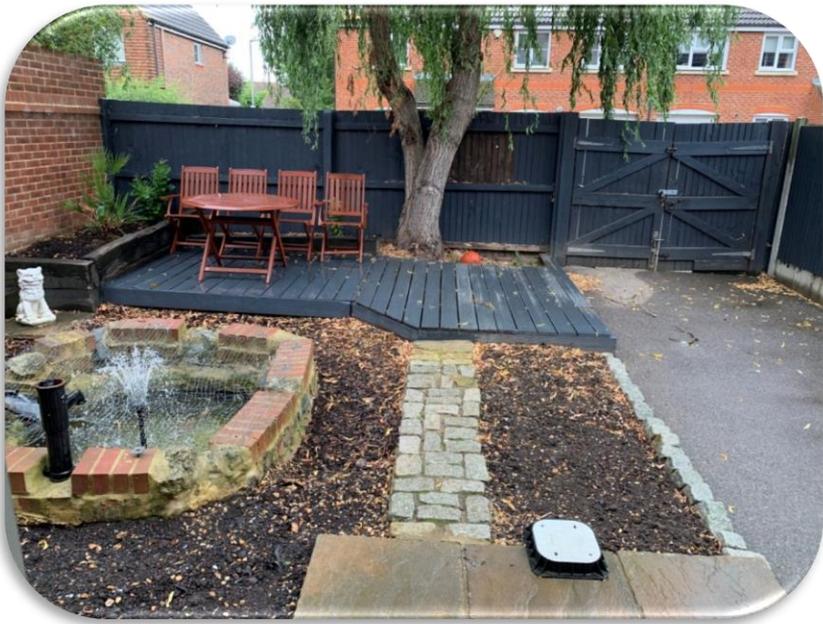
## Our Bedrooms



Our Kitchen & Dining area



Our lounge



Our garden

Our toilet



# 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 us 07939 567498.