



BLACKFORD 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 (Blackford 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:
Telephone: 0300 123 1231

This document has been endorsed by:
The Directors – Esther Ajakaye and James Adebayo
The Responsible Person is: Karen Malcolm

Signature:.......... Date: 17th July 2024

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Our Shared Commitment

Blackford 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 (CHR2015) including quality standards 2015, the London Child Protection Procedures and Practice Guidance as well as the Croydon Safeguarding Partnership policies and procedures.

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

- Ensures stable, secure, safe, and effective care for children and young people.
- Children & young peoples' emotional wellbeing and mental health is well supported.
- 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 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.



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.

Blackford House can accommodate Looked After Children and young people aged between ten and seventeen years of either gender for short, medium- or long-term placements. This includes children and young people who are:

- victims of trauma
- suffering with low self-esteem or lack confidence
- emotionally or behaviourally challenged
- have history of missing from care
- considered more difficult to place
- the victims of abuse or domestic violence
- sibling groups
- Solo/Emergency Placements.
- may have restrictions places on their liberty by the court e.g. tag, DOLS order
- have history of mental health problems
- have moderate to severe learning difficulties/disability including autism and associated disorder



Blackford 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 are high risk absconders (e.g. history of missing for weeks or months at a time)
- who have serious criminal convictions (rape, arson, murder)

2. Details of the children's home's 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. Blackford 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 Blackford House we fully recognize 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 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 arrangement 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 and other agencies that work with the children or young people.

It is our overall aim to offer placements to assist the child 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 Blackford 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 consider 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 always 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.

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. Blackford 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.

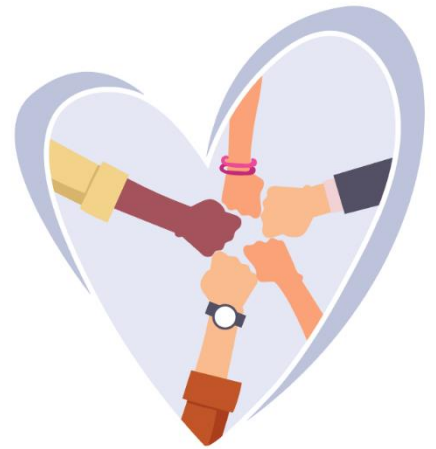
Spirituality: Where a child or young person expresses an interest, staff will discuss and support them in meeting their spiritual beliefs/requirements. Where appropriate, members of staff will refer the child or young person to those who are better placed to offer this support. We have respect for all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

Equality: We will ensure that the services and facilities of the home is 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.

To ensure consistency and maximize benefit for our children, Blackford 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 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.

Blackford House is a detached property able to cater for up to 4 children and young people aged between ten and seventeen years of either gender for short, medium- or long-term placements.

There is an office on the back 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.

Blackford House features the following:

- Individual bedrooms
- Good sized wardrobes and other essential furnishings.
- Internet and ICT facilities
- There is a wide range of learning aids and resources.
- A large kitchen where we cook our meals fresh. Children 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 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 for use by staff and visitors.
- To the rear of the building there is a 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.

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

Established in 2023, the property used to deliver services to children and young people is a 4 bedded detached dwelling in South Norwood. An attractive, quiet and family oriented location situated in the borough of Croydon. The style of property and location were chosen as it encourages our young people to be involved in their local community, aspire 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.

The home is within a catchment with good leisure, recreation and academic institutions, including several outstanding schools and colleges.

Blackford 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.

- Large 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 comfortable lounge furnished to a high standard.
- To the rear of the building there is a good-sized 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.
- Additional space for therapy, training, meeting etc.
- 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.

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

At Blackford 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.

Blackford 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

Blackford 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 complaint 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 The Manager
Blackford House
43 Blackford Close
London CR2 6BT



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.

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 Blackford 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 Croydon Safeguarding Children Partnership (CSCP); our policies are compatible with GSCB's guidance and information. Our policy includes (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.



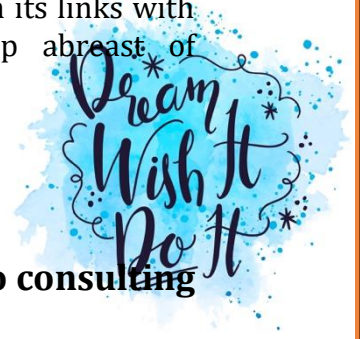
- Whistleblowing
- Child sexual exploitation (CSE)
- Anti-radicalisation

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 Blackford 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 Blackford House have a commitment to maintain its links with the Croydon Safeguarding Children Partnership (CSCP) 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 session. 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 Blackford 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 Blackford House will develop and support a culture of dialogue that ensures trust and allows our children

& young people to see that the adults at Blackford 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 Blackford 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 Blackford House are treated equally regardless of gender, ethnicity, culture, nationality, social background, sexual orientation or religious affiliation.

Staff at Blackford 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 Blackford 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.

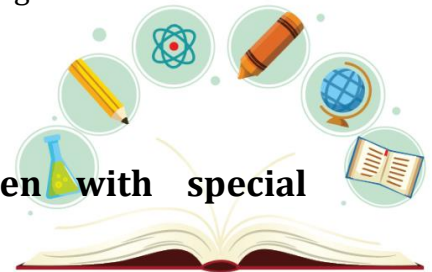
The Management team will seek to ensure that harassment will not take place in the workplace and will intervene to resolve any potential areas of difficulty in accordance with our bullying and harassment policy. Harassment (may be defined as "behaviour which is unwanted and unreciprocated, and which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

The management team at Blackford 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 Blackford House will be proactive in forging and sustaining positive links with teaching staff within mainstream and support services and family members as appropriate, to aid effective collaboration in terms of delivering educational programs and assessing progress and recognizing achievements. As part of these efforts, staff of Blackford 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 Blackford House. The school, in line with central government guidance, will be made aware when a young person moves to Blackford 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 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 Blackford 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).

Blackford 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 and 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 highlighting 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 Blackford 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 contact 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 Blackford 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 Blackford 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 Blackford 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.

Blackford 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 Blackford 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 keyworker 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 deciding 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 Blackford 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 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 Blackford 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 (South Norwood Leisure Centre which offers a comprehensive gym and swimming programmes for this age group. Blackford 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.

Blackford 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 hobbies and interests. Blackford 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 Blackford 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.

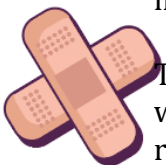
Staff will assist the child or young person to obtain language support where and when required.



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.

Blackford 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 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 Blackford 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, Blackford 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 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 Blackford 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 line 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 Blackford 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).

Blackford 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 Blackford House staff who should be allowed to have private and unrestricted contact (and who should not). Staff at Blackford 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 viewing 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 be used at Blackford 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.

Blackford 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 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, considering 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 behavioral 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 Blackford 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 Blackford 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. Blackford 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 Blackford 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)

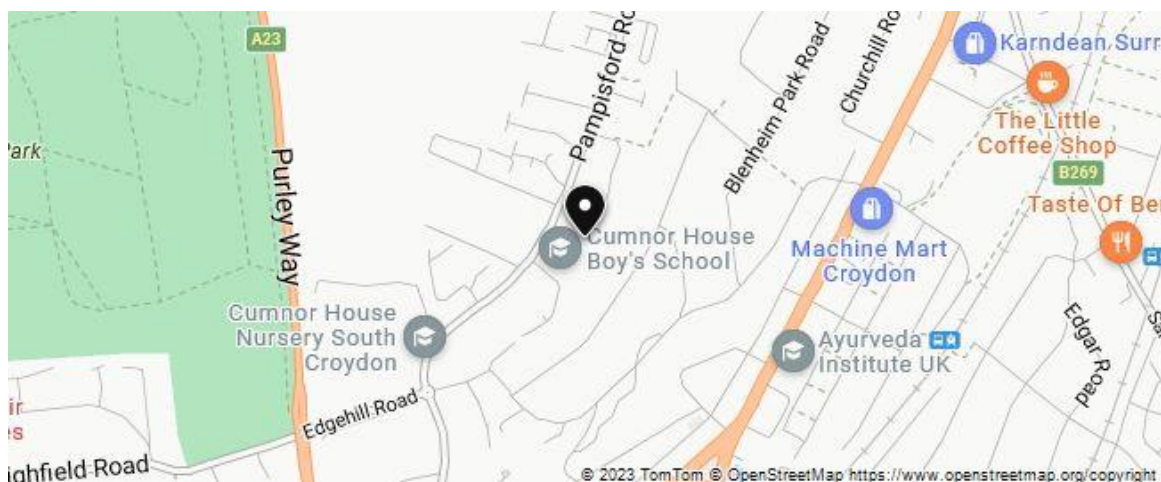
Karen Malcolm
Responsible Individual
Jamores Homes
Studio 52,
Thames Innovation Centre
2 Veridion Way,
Erith
DA18 4AL

Telephone: 0208 668 4279
Mob: 07412 238 370
E-Mail: info@Jamores.co.uk
Website www.Jamores.co.uk

Registration Number: 2748075



OUR TEAM



The Responsible Person: Karen Malcolm

I have over 30 years' experience and knowledge of working in the caring field, of which 12 years has been inspecting adults, children, and young people services. I currently work as a Freelance Social Care Consultant in the social care field since 11 July 2014. Previously, I worked as a Social Care Regulatory Inspector (SCRI) for Ofsted. since April 2007 Prior to that I worked for the Commission for Social Care Inspection (CSCI). Both roles were based in the South of England, located in London, working from home. I currently work from home and manage workload, which mean travelling width and breathe of the country. I have undertaken work in Wales and Scotland working in adults and children's services.

I have the wide range of skills, knowledge, and experience to regulate and inspect children's and adults social care services. This includes children and adult care homes, domiciliary care, boarding schools, residential family centres, fostering and adoption services, residential special schools, and welfare in further education colleges under and associated legislation. Additional to this I have registered providers for these services following the regulation guidance.

My main bulk of my work is working as an Independent Visitor undertaking Regulation 20s, 25 and 44 for various social care services across England, Scotland, and Wales.

I possess an in-depth understanding and knowledge of relevant legislation in relation to inspection and regulation such as the Care Standards Act 2000 and associated legislation in relation to care services such as the frameworks that underpins the inspection guidance for all social care service to ensure service raise standards and improve inspection outcomes for their services.

I work in partnership with providers and staff of various settings, other professionals, and stakeholders. I can investigate complaints, which may be triggered by parents, carers, and members of the public or child or adult living/using a registered facility. I work closely with the organisations to investigate how the complaints should be addressed and ensure that providers remain fit for registration. As an inspector, I was responsible for raising standards and improving the lives of children, young people, and vulnerable adults in care. I have an in-depth understanding of safeguarding and

protecting children and young people. My aim is to improve the life of the child who are within the service to have better outcomes in life.

Operations Director: Esther Ajakaye

Qualifications and Experience:

Esther Ajakaye has worked in the Health & Social Care sector for over twenty years. She has held management position for over fourteen 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.



Registered Manager: Lisa John

My name is Lisa John, I am a talented and caring person who loves making a difference into the lives of young people. I am open minded, patient and supportive towards other people especially children and young people or those who suffer from disabilities or from a challenging background. I have an ability to remain good humour and unflappable under pressure. I studied childcare and education diploma level 2, health and social care diploma level 2. For the past year and a half, I worked with teenagers in a semi- independent accommodation, I enjoyed my job there, my role as a support worker gave me the opportunity to encourage and promote positive social interaction, staying safe and personal development in the home. It also helped me develop greater understanding and working positively with young people suffering from disabilities or from a challenging background. My hobbies are dancing, travelling, listening to music and hair dressing; I have successfully completed my Level 4 Children, Young People & Families Practitioner qualification. I hold a Diploma L5 Leadership and Management in residential childcare.

Deputy Manager: Vacant post

Art Psychotherapist: Mona Lyons



Mona Lyons 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), Bupa rehabilitation, Adult residential care, Children residential care, and Charities including National Autistic Society and Place2be within school settings.

In 2016 she was awarded by The National Autistic Society for establishing *The Sensory Art Therapeutic project* which was published within the community newspaper.

In recent years, Mona Lyons has provided a therapeutic consultancy service to residential settings within the capacity of an Art Psychotherapist. The service focuses on developing a therapeutic culture within the setting by supporting staff to develop their understanding of what is therapeutic practice, why it is important and how different therapeutic models can be applied into their practice no matter the job role. Mona Lyons also provides online training where the content is solely based on evidence based therapeutic models.

Mona Lyons works with children, adolescents, adults and older adults who have a wide range of difficulties, disabilities and/or diagnosis. These include emotional, behavioural, learning, physical disabilities, mental health issues, neurological conditions, and physical illnesses.

Mona Lyons undertakes a variety of therapeutic approaches including mindfulness, person centred, trauma informed, psychodynamic and holistic. Different approaches are adapted based on the needs of the person.

Mona Lyons oversees the provision of the clinical therapy service within Jamores Children's Homes. The clinical therapy service includes ensuring the facilitation of creative psychotherapy sessions to young people. Mona offers online therapeutic training for staff and measuring effectiveness of the overall clinical therapy service.

Art Psychotherapist: Samuel Farleigh

I'm Sam, an Art Psychotherapist dedicated to using creative expression to support young people in managing past and present challenges. Through art, I help children explore and express emotions that may be difficult to articulate verbally. My goal is to create a safe and supportive environment where young individuals can process their experiences and emotions, promoting healing and personal growth.

Art Psychotherapist - (Samuel Farleigh)

I received my Art Therapy training at Goldsmiths University, graduating in 2017. Over the past seven years, I have worked as a qualified Art Therapist within the NHS, addressing complex mental health issues. My work has spanned mainstream education, primary and secondary schools, and special educational needs (SEN) settings. This diverse experience has given me a comprehensive understanding of the unique challenges faced by young people in different environments and circumstances. Additionally, I run a private practice where I offer both individual and group art therapy sessions. This allows me to tailor my approach to meet the specific needs of each client, ensuring they receive the most effective support possible.

My therapeutic approach centres on playfulness and creativity, which have been key in navigating complex cases and building genuine connections with individuals from diverse backgrounds. I believe that fostering a playful and creative atmosphere can help children feel more comfortable and open, facilitating deeper exploration of their emotions and experiences. This ability to effortlessly build rapport has been invaluable in effectively managing various scenarios encountered in my practice. Whether working with a child who has experienced trauma or a young person struggling with anxiety, my focus is always on creating a trusting and supportive relationship.

In my sessions, I focus on fostering creative expression in a gentle and non-judgmental environment. Art therapy provides a unique opportunity for children to express themselves in ways that words may not allow. By engaging in creative activities, they can externalise their feelings, making them more manageable and less overwhelming. I work collaboratively with the individuals in therapy, aiming to develop self-esteem and self-image while addressing any difficulties they face. This collaborative approach empowers young people, giving them a sense of agency and control over their healing process.

Together, we strive to gain a better understanding of and overcome obstacles, paving the way for a happier and healthier life. My ultimate aim is to support young people in developing the skills and resilience they need to navigate their world more confidently. By helping them build a stronger sense of self and a more positive self-image, I hope to contribute to their overall well-being and future success.



Team Teach Consultant: Alan Farrell (QTS)

Alan has 20 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 a retired Headteacher of an all through KS1 - KS4 Alternative Education Provision for young people with social emotional and mental health issues. Alan was behaviour lead for the federation of schools.

Alan was an Advanced Team Teach tutor for 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 consulting for Jamores in a voluntary capacity.

Children Support Worker: Rudo Ndome

I am Rudo. My natural ability to connect with children, range of work experience and love of learning are qualities I believe I have which had me venture into support work. Although I obtained my BSc Degree in Agri-Business Management in 2011, my passion for working with children drove me to pursue a career in support work. From a young age, I have been involved in younger children's learning and development. In 2006 my father initiated a Day Care Centre for orphans and vulnerable children which my mother managed, and I volunteered my time during varsity breaks assisting in providing day to day care of children and young people within an environment of prosocial learning. In 2017, I started working as a lead instructor for a program called Monkeynastix where I worked with children between 1 and 12. My responsibilities included engaging with children, providing personal and emotional care to them and assisting with their physical and cognitive development. My communication and teamwork skills were rapidly developed, as I needed to speak with babies and inquisitive toddlers to co-workers and parents. I then progressed to a role of Manager where I gained the opportunity to gather further insight on how certain scenarios affect young and older children and how to assist them in any way. I acquired a Diploma in Caregiving and trained for courses including Safeguarding Children, Risk Management and Safer Caring, First Aid/ Psychological First Aid and more. This training has taught me how best to support children in a person-centered way and help them maintain their individuality and dignity. I have learnt the ability to work well within a team and the importance of working in partnership with other agencies such as doctors, nurses and occupational therapists. I'm looking forward to gaining more practical experience and gaining a more in-depth knowledge of being a support worker.

I will commence my QCF L4 in residential childcare once I have completed my probation and other compulsory internal training.

Children Support Worker: Oluwafisayo Ojo

My name is Oluwafisayo, I am 40 years old. I have a degree in accounting. As part of my work experience, I worked in a school for one year and during this period I was fond of teaching and working with children; it was an enlightening experience for me at the period. After my Youth Service I worked as a Relationship officer in a bank and that availed me the opportunity of mingling with both old and young who had different beliefs, behaviours and ways of thinking. My greatest joy at that time was being a solution provider for every customer that I attended to.

I also had the opportunity of working as an Administrative Officer/Accountant and this help with my record keeping skills and understanding the essence of reporting in my daily activities.

I joined the care system because I love children. I have passion for impacting the lives of young ones positively. In all, I want every child that has contact with me to be a better version of themselves.

I will commence my QCF L4 in residential childcare once I have completed my probation and other compulsory internal training.

Children Support Worker: Oluwatosin Lawal

My name is Tosin. I have a BSc in Chemistry. I also worked in the sales and logistics department, the experiences I had helped my communication skills, record and documents skills. In my work experience, I have met with a lot of people with different temperaments, cultures and beliefs, it helped my ability to be more patient with clients and be able to make them smile at the end of the day. I worked as a care giver with the elderly for over 2 years, experiences I had as a caregiver helped me to be more empathetic with anyone I come across, I also worked in the psychiatric hospital as a social worker. Moreso, as a mother, I relate with all my children according to their age. Motherhood taught me to always come down my high horse and relate with them on a friendly manner with all boundaries respected. These are the reasons I took up this job to help the young ones to be a better version of themselves.

I will commence my QCF L4 in residential childcare once I have completed my probation and other compulsory internal training.

Children Support Worker - Oyindamola Lawal

My name is Oyindamola Lawal, I am new to residential childcare, but I am a caring and lovable person who loves to make positive impact in the lives of young people. I have always felt passionate to work with young people and children. I am hardworking, patient, supportive, tolerant towards people especially children with behavioral challenges, and those who have experienced abuse and trauma. I am a fast learner, able to work under pressure, work well in a team, a good listener and problem solver. I am a degree graduate of Cell Biology and Genetics; I believe that I can support young people in different ways, like encouraging them to be the best versions of themselves, supporting them to make the right choices emotionally, and helping them prepare for independent living. In my leisure time, I enjoy cooking and listening to music.

I have commenced my QCF L4 in residential childcare.

Support Worker: Richard Tendayi Maworere

I have worked in health and social care for some time now. Having obtained a certificate and diploma in Early childhood education in 2017. It has brought about the passion to care for and nurture children from the foundation of early development. This path has opened the door to educating young children in PEO Primary where I aimed to deliver my skillsets onto the learners by developing social skills, motor skills, and assessment of any learning disabilities. This is applied not in a traditional way of teaching but a Montessori method which is based on self-directed activity, hands-on learning, and collaborative play. I had the role to develop the whole personality of the child which emphasised on spontaneous working on human intellect.

I have commenced my QCF L4 in residential childcare.

Children Support Worker: Zainab Ahmed

I am a conscientious Care and Support Assistant with expertise in providing exemplary care to maintain the health, safety, and development of young people. I am passionate and empathetic, acting with integrity and in the best interest of clients while ensuring compliance with policies and guidelines to promote efficiency.

I studied computer science at Kwara State University, and upon completion in 2014, I have acquired more than 5 years' experience in taking care of people alongside caring for my loved ones. I love travelling, shopping and meeting new people. I am highly experienced in delivering individual care plans and skilled in supporting people, promoting and maintaining their well-being.

I have commenced my QCF L4 in residential childcare.

Children Support Worker: Gladys Ijehom

I am a passionate and result oriented individual who finds fulfilment in helping young people discover their innate capabilities to help themselves and achieve their set goals. With a desire to make positive impact in the lives of children and young persons, I went on to garner required knowledge and skills through an Advanced Diploma in Social Development and Administration which provided practicum placements where I had the opportunity to work with young children between the ages of 3years and 15years. As a result of the passion for supporting young persons and positively impacting their lives, I went on to acquire a bachelor's degree in social work.

I volunteered with the children department of my local Church where I worked with a team of teachers who empowered children on life skills and encourage religious beliefs and quality societal values. Over the years I have had various opportunities to improve the quality of life of young people through volunteering, working with an NGO and during field placements. These opportunities have helped to hone my ability to support children, taking into consideration their individuality and dignity. My experience so far has impacted my ability to work in a multifunctional team; healthcare providers, social workers and mental health therapists.

I am happy to join Jamores home as I look forward to gaining more in-dept experience in this life changing experience as a support worker and the opportunity to bring to bear professional skills and the possibilities of growth.

I have commenced my QCF L4 in residential childcare.

Children Support: Oyindamola Lawal

I am new to residential childcare, but I am a caring and lovable person who loves to make positive impact in the lives of young people. I have always felt passionate to work with young people and children. I am hardworking, patient, supportive, tolerant towards people especially children with behavioral challenges, and those who have experienced abuse and trauma. I am a fast learner, able to work under pressure, and good at teamwork. I am a good listener and problem solver. I am a graduate of Cell

Biology and Genetics; I believe that I can support young people in different ways, like encouraging them to be the best versions of themselves, making the right choices emotionally, and helping them prepare for independent living. In my leisure time, I enjoy cooking and listening to music. I have commenced my QCF L4 in residential childcare.

Children Support Worker: Bankole Odusanya

Firstly, I am a black African. I have relevant academic qualifications in NVQ 4 Health and Social Care from the London College of Professional Studies, a BA (Hons) in Business Management and Entrepreneurship from the University of Sunderland in London, and an HND/ND in Marketing.

I am easily adaptable in professional settings. Aside from my degree, I have gained extensive knowledge in the care and support sector. In addition, I have good leadership qualities, oral and written communication skills, strong organizational skills, the ability to work under pressure, and a concern for safety. I have a strong interest in children and young adults, which will help me support young adults in the health sector, achieve my goals for advanced learning, and help young adults develop into responsible adults.

I am committed to creating a safe and enabling environment that values the opinions and dignity of those whom I support. I believe that my previous and current experience in the healthcare sector will help to strengthen the team workforce and achieve the company's mission, vision, and objectives.

Children Support Worker: Bukolami Babalola

As a Children's Residential Support Worker at Jamores, I, Bukolami Babalola, am dedicated to continuing to provide high-quality care and support to the children in our care. My goal is to further develop my skills and expertise, enhancing my ability to nurture and support the children's growth and well-being. I aim to deepen my understanding of the needs and challenges faced by the children, ensuring personalized support and care. Continue to build trust and foster a supportive environment, leveraging my strengths in empathy, patience, and effective communication. Collaborate with colleagues to share knowledge and best practices, enhancing our team's overall performance and impact. Pursue opportunities for professional growth and development, staying up to date with industry advancements and best practices. Uphold the highest standards of safeguarding, ensuring the children's safety and well-being are paramount in all aspects of my work. Maintain confidentiality and discretion in all aspects of my role, respecting the privacy and trust of the children, colleagues, and organization. I am committed to my role at Jamores and excited to continue making a positive difference in the lives of the children we support.

Children Support Worker: Halimah Odunayo Rufai

My name is Halimah Odunayo Rufai a graduate of Olabisi Onabanjo University Bachelor of Science in Microbiology and OND in Dental Surgery Techniques from Ogun State College of Health Technology Ilese Ijebu Ogun State.

I am highly motivated and hardworking individual, who's always willing and ready to learn and grow in diverse areas.

I have experience working in the Paediatric Unit at Best care hospital Ago -Iwoye Ogun state, also work as Dental nurse at Ade Oyo General Hospital during my service. I move into care when I got to the UK working as a Healthcare Assistant Domiciliary and residential home working with residents with different challenges and needs. This built up my passion and give me more strength in looking after people in need.

I built my passion for looking after young people since I finished my secondary school. I like going to the paediatric section unit and have been building a passion for the work to be and Health worker. Working with young children has made me more practical and open to learning and growing in diverse areas building trust and understanding with young children and not taking them for granted.

I also have the confidence and courage to always be ready to work not minding the weight and pressure. Still willing and ready to add to my knowledge and experience to stand out in every available space am chanced to work.

My eventual career goal is to become a fully qualified and experienced Dental Surgery technician.

Children Support Worker: Stella Abiri

My name is Stella Abiri a new Residential Children Support Worker at Blackford House, I am enthusiastic about contributing to the team and implementing personalized care plans that promote the holistic development of our young person. I know that the role of a residential children support worker requires dedication, resilience, and the ability to handle challenging situations, and I am fully prepared to meet these demands.

My goal is to make a meaningful difference in the lives of young persons by providing them with the support and guidance they need to thrive. I am committed to continuous professional development and look forward to contributing my skills and passion for child safety and well-being to Blackford House.

Stella Abiri is a highly motivated individual with 3 years of experience in the United Kingdom delivering care to adult and young vulnerable individuals in long-term care settings. I am passionate, caring, enthusiastic, reliable, empathetic, flexible, organized, professional, detail-oriented, patient, and a team player. I am an expert user of Microsoft Office tools.

I possess good interpersonal and communication skills for building trust and rapport with children. My patience and empathy allow me to connect with children personally, fostering a supportive and understanding environment. I am adept at creating a safe space where children feel valued and heard, which is crucial for their emotional and social well-being.

My experience has equipped me with a diverse skill set, including medication administration, care planning, patient observation, record keeping, and report writing.

I am committed to furthering my learning and development and am eager to pursue NVQ Level 3 Health and Social Care to enhance my abilities in this field.

Children Support Worker: Abiodun Fadakinni

My name is Abiodun, this is my first time working in children residential care, however, I have 5 years' experience working with vulnerable adults and one year experience working with young adults as a secondary school teacher during my service year which makes me to be passionate about working with children and young adults.

I am an enthusiastic, caring, hardworking and honest person. I enjoy creativity and DIY. Being a father of two and my experience with young adults makes me know how to interact with children and encourage them to behave well and make better decisions. I love watching football and movies.

I am happy to be part of Jamores Homes and look forward to gaining more experience and qualifications in childcare.

Children Support Worker: Olanbanji Adedeji Afees

I am Olanbanji Adedeji Afees. My aim is to create a loving and supportive environment for children who have faced adversity by ensuring their emotional, physical and educational wellbeing. I can effectively communicate, collaborate, empathise with children and easily adapt to any situation. Obtaining a BSc degree in Business Administration in 2018 from Kwara state university back in Nigeria. I am new to residential childcare/homes, but I am a caring and lovable person who loves to make positive impact in the lives of young people. I believe every child, regardless of their circumstances should have the opportunity to grow and thrive in a secure and caring home. Part of my goals is to break the cycle of hardship by offering a stable and enriching environment that fosters personal growth, education and emotional resilience.

I believe that I can support young people in different ways, like encouraging them to be the best version of themselves, making the right choices, emotionally and helping them prepare for independent living in my leisure time.

I am enthusiastic about the prospect of contributing to Jamores homes and making a meaningful difference in the lives of the children...

Abiona Damilola Philips: Residential Support Worker

I am a graduate of Computer Science with a blend of various care training, I am excited to bring a unique perspective to my new role as a children home support worker at Jamores Home. Drawing upon my technical skills and knowledge, I aim to incorporate innovative solutions to enhance the support services provided to children. Through my diverse care training, including communication skills, empathy, and conflict resolution, I am well-prepared to create a nurturing and safe environment for the children under my care. I will work diligently to build meaningful relationships, advocate for their needs, and empower them to reach their full potential. By combining my technical skills with my passion for caregiving, I am committed to making a positive and lasting impact on the lives of the children I serve as a children home support worker.

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.

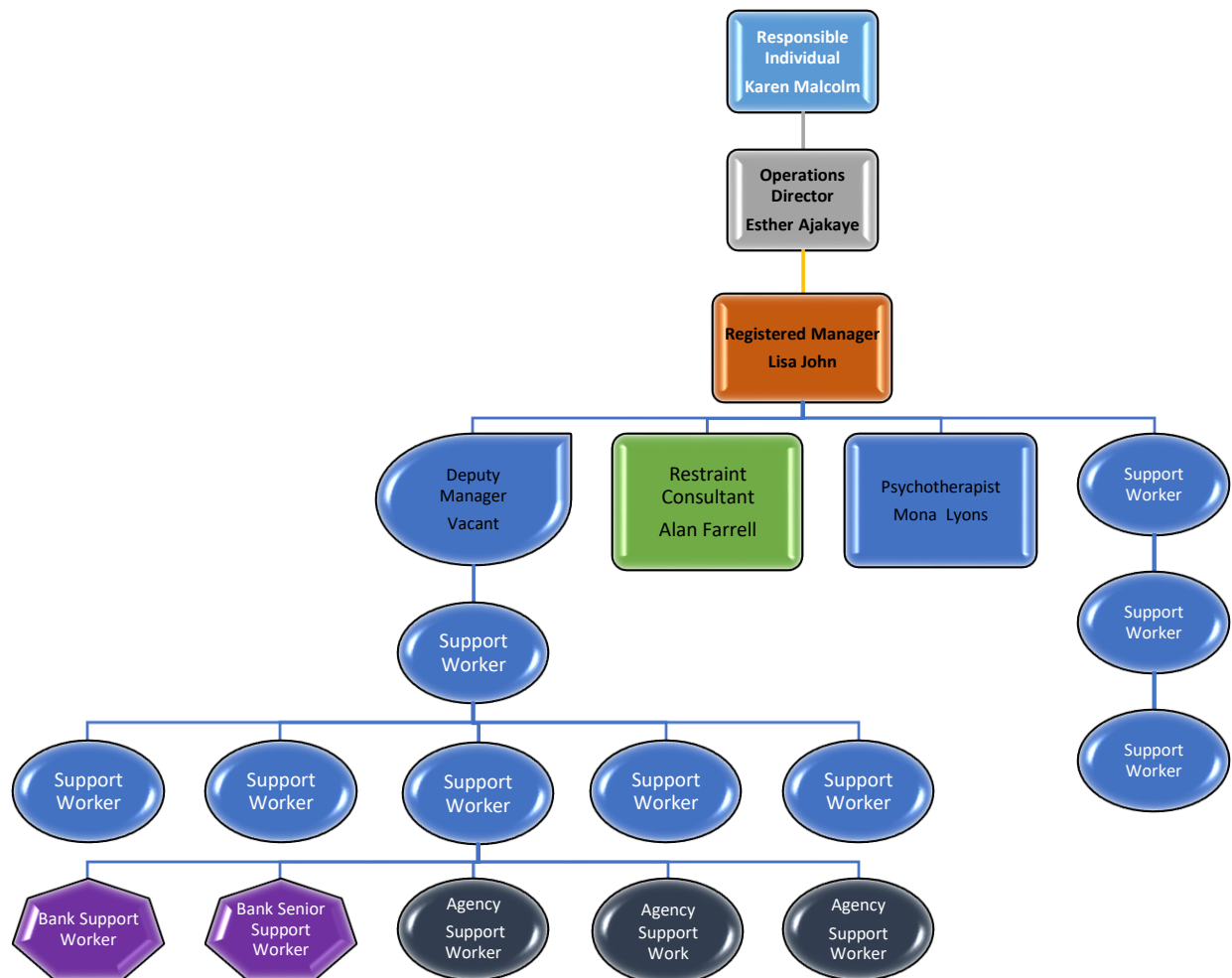
Organisational Structure of the Home.

Directors: Esther Ajakaye & James Adebayo

Responsible Person: Karen Malcolm

Registered Manager: Lisa John

Psychotherapist: Mona Lyons



Arrangements for Supervision, Training and Development of Employees.

Supervision and appraisal are 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 for support staff. Once the staff member has 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 competency's 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 or Level 4 Children, Young People and Families Practitioner.
- 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
- Mindfulness
- Attachment theory
- Basic Residential Child Care Skills & team working
- Safeguarding for Leaders & Managers
- Normal and abnormal child development
- Recruitment & Selection refresher
- Therapeutic work with Children
- 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

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 Blackford 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 Blackford 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 Blackford 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, Blackford 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 the Responsible Individual. Home Manager will liaise with referring Social Worker 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 Blackford 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

Blackford 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 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. Blackford 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.

Blackford House in Pictures



