



# MERIDIAN HOUSE

## CHILDREN'S HOME

Statement of purpose and function

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

This is a Statement of Purpose and Function for Jamores Homes (Meridian 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: 04 December 2025

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## **Our Shared Commitment**

Meridian House will make every endeavour to plan and deliver services to children and young people in full compliance with the governments agenda for children's social care, as set out within context of the 'Children Homes Regulation including quality standards 2015, the London Child Protection Procedures and Practice Guidance as well as the Greenwich Safeguarding Partnership policies and procedures.

Every child's pathway is unique. At Jamores, we ensure that transitions are **carefully planned, therapeutic, and child-centred**, with the aim of preparing young people for long-term stability, independence, and successful adulthood.

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

- Children & young people are confident to respond to bullying.
- Children & young peoples' emotional wellbeing and mental health is well supported.
- Ensures stable, secure, safe and effective care for children and young people.
- Ensures better life chances for children in need and those in care (e.g. good education, health from a holistic perspective, and social care).
- Actively involves clients and carers in decisions pertaining to planning and service delivery.
- Promotes effective partnership working to protect and promote the welfare of children & young people within context of current legislation and guidance.
- Good assessments are undertaken giving 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.
- Support children and young people to transition back to family home, foster placement, or semi-independent provision within two years of stay at Meridian House.
- Recognise trauma and work with external professionals to deliver effective integrated and trauma informed therapeutic intervention to young people.

## The Values of Our 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 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.



# Jamores Therapeutic Model of Care

Jamores Homes operate a **clinical, child-centred therapeutic framework** designed to meet the complex emotional, behavioural, and developmental needs of young people in care. Our approach blends **psychodynamic, mindfulness, CBT, PACE, trauma-informed, and creative arts psychotherapy** within a structured, nurturing environment that promotes resilience, healthy relationships, and life skills.

## Core Principles

- **Holistic & Individualised** – Therapy is tailored to each young person’s emotional capacity, attachment style, learning profile, and psychosocial stage.
- **Therapeutic Community** – All staff contribute to a consistent, reflective, and psychologically informed culture.
- **Integrated Professional Working** – Therapists collaborate closely with internal teams and external agencies to ensure continuity of care.

## Therapeutic Pathway

1. **Therapeutic Assessment** – Observation period to build trust, understand the young person’s needs, and assess readiness for therapy.
2. **Pre-Therapy Support** – Relationship building, emotional regulation skills, and resilience work before formal sessions begin.
3. **Creative Psychotherapy** – Weekly sessions using art, drama, music, movement, and play as safe, metaphorical tools for expression and healing.

## Therapeutic Modalities

- **Arts Psychotherapy** – Uses creative media (e.g. painting, clay) to explore feelings when words are difficult.
- **Play Therapy** – Supports trauma processing, emotional literacy, and healthy behaviour patterns.
- **Dance Movement Psychotherapy** – Explores the link between movement and emotion, improving body awareness and self-expression.

## Staff Involvement

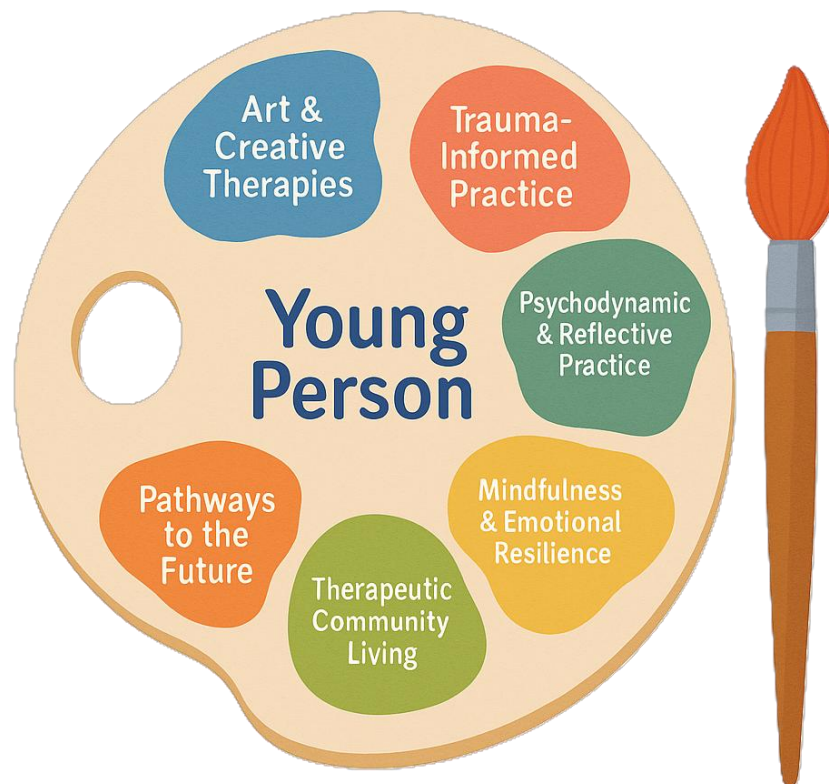
- **Reflective Practice** – Monthly in-house reflective sessions to explore themes, share observations, and develop behaviour management plans.
- **Therapeutic Training** – Topics include attachment, containment, trauma, psychosocial development, PACE, and countertransference awareness.
- **Care Plan Input** – Therapists contribute to care planning, incident reviews, and strategy development.

## External Collaboration

- Active participation in LAC reviews, PEP meetings, CAMHS discussions, and multi-agency planning.
- Provision of wellbeing reports every six months, summarising therapeutic themes without breaching confidentiality.

## Intended Outcomes

- Strengthened emotional regulation and resilience.
- Improved self-awareness, confidence, and interpersonal skills.
- Reduced behavioural difficulties and placement instability.
- Enhanced readiness for independent living and adult life.



# Pathways and Outcomes at Jamores

At Jamores, we recognise that a child's journey does not end at residential care. Our therapeutic model is designed to provide not only safety and stability but also a **clear pathway to the next stage of life**, whether that is **semi-independent living, foster care, or a return to family care**.

## Residential Care as a Foundation

Our children's home provide the stability, nurture, and therapeutic input required for young people who have experienced significant trauma. Through structured routines, reflective practice, and creative therapy, young people begin to build resilience, develop self-awareness, and strengthen emotional regulation skills. This secure base is the foundation for successful transitions.

## Transition to Semi-Independent Living (16+)

Jamores now operates a **16+ Supported Living provision** for young people preparing for adulthood. This service focuses on:

- **Practical skills:** budgeting, cooking, household management, and navigating appointments.
- **Emotional resilience:** therapeutic input continues, supporting identity, independence, and decision-making.
- **Community integration:** fostering positive peer relationships, engagement in education, training, and employment.
- **Gradual independence:** young people are supported to make choices safely, with a balance of guidance and autonomy.

## Reunification with Family or Foster Care

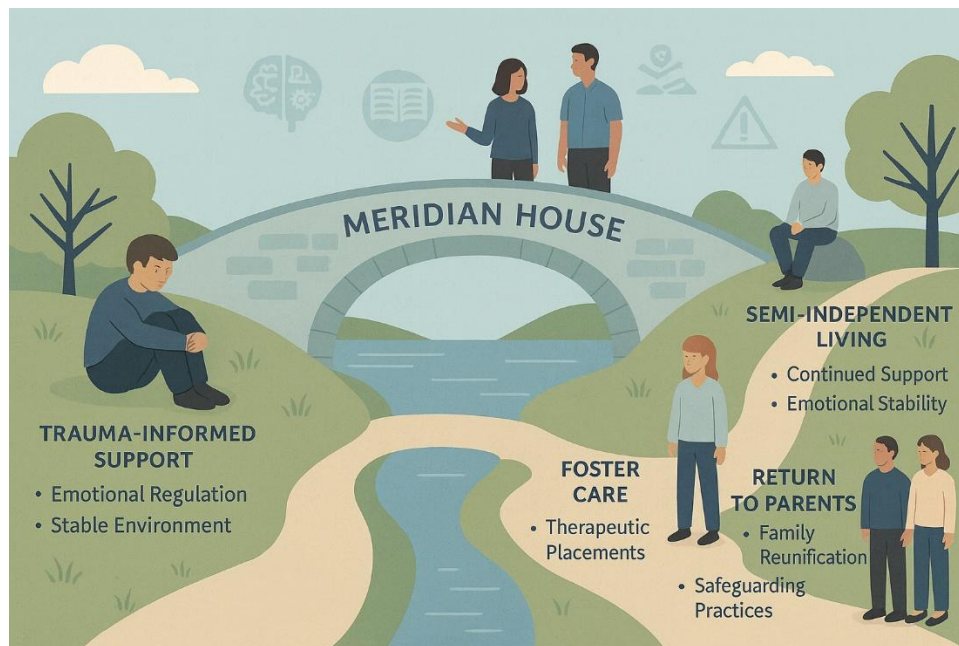
Where appropriate, Jamores works closely with placing authorities, foster carers, and parents to plan and support reunification. This includes:

- **Therapeutic preparation** for both the child and family.
- **Gradual transitions**, including supported contact, overnight stays, and regular review.
- **Professional collaboration** with social workers, IROs, and therapeutic staff to ensure the move is safe, sustainable, and in the best interests of the child.

## Evidence of Outcomes

Jamores has a strong track record of children successfully transitioning from residential care into:

- **Semi-independent living**, where they continue to build life skills with professional oversight.
- **Foster care or family reunification**, supported by therapeutic planning and wraparound services.
- **Education and training pathways**, with young people achieving stability and progression in their personal and academic lives.



# 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.

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

- victims of trauma or abuse
- suffering with low self-esteem or lack confidence
- emotionally or behaviourally challenged
- have moderate to severe learning difficulties including autism and associated disorder
- considered more difficult to place
- the victims of abuse or domestic violence
- sibling groups
- have history of mental health problems
- high absconders



Meridian House cannot accommodate children & young people:

- with a physical disability
- with a drug or alcohol dependency
- who have a history of arson
- who are high risk absconders (e.g. where whereabouts are unknown for weeks consecutively)
- who have serious criminal convictions (rape, arson, murder)

## 2. Details of the children's home 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. Meridian 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 Meridian 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 in an effort to assist the 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 accommodated at Meridian 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 always 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. Meridian 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; those accommodated with us will be encouraged and supported to realise personal potential and abilities in all aspects of life.

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

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

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

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

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



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

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

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

In order to ensure consistency and maximize benefit for our children, Meridian 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.**

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

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

Meridian House features the following:

- Individual double rooms (siblings may share a room if they wish)
- Good sized wardrobes and other essential furnishings.
- Internet and ICT facilities
- There is a wide range of learning aids and resources.
- A modern 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 (open plan), comfortably seating up to four people where we eat our meals.
- A comfortable open plan lounge-kitchen furnished to a high standard. We also use this space to relax and watch TV, videos or DVDs
- Downstairs there is a WC for use by staff and visitors.
- To the rear of the building there is a tranquil garden which gives the opportunity for relaxation, reflection and leisure
- The bathroom and toilet facilities have been designed to meet the needs of our children
- There is also an additional shower room on the ground floor.

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

Established in 2015, the property used to deliver services to children and young people is a 4 bedded semi-detached dwelling in Blackheath. An attractive, quiet and family oriented location situated in the Royal Borough of Greenwich. The style of property and location were chosen as it encourages our young people to be involved in their local community, have aspirations and support the belief that their hopes and dreams can be realized. Its proximity and transport links to large towns including London city are such that it affords children with relatively easy access for contact, leisure and diverse cultural enrichment opportunities.

Greenwich is renowned for a very low crime rate and the home is within a catchment with good leisure, recreation and academic institutions, including several outstanding schools and colleges e.g. the home benefits from being within 10 minutes bus ride from the mainline station with links to London Bridge and London Charing Cross.

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

- Young people have individual rooms.
- Two bedrooms are situated on the upper floor and two bedrooms on the ground floor.
- Each young person is provided with good sized wardrobes and other essential furnishings.
- A plush bathroom and shower
- Wide range of learning aids and resources e.g. computer, workbooks, educational software, games.
- Internet and ICT facilities.
- An open plan living room and 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.
- Dining table, comfortably seating up to four people where we eat our meals.
- A comfortable open plan lounge-kitchen 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. We have a shower on the ground floor and a bathroom/shower on the upper floor.
- To the front of the building there is ample parking for 2 vehicles.
- We have a small office which supports the admin for the home and affords us the opportunity to have meetings with partners/stakeholders without any risk of breaching confidentiality.
- There is a facility for young people to make and receive calls in private via the main office telephone which can be taken to their rooms. Also, a 'house mobile' phone will be provided in the communal area for young people's use only. Alternatively, young people have access to internet facilities (emails) to make private contact.

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

At Meridian 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.



Meridian 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**

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

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

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

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

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

- Informal complaint:
- Formal Complaint
- Appeals Process:



There are comprehensive policies and procedures available on request.

Complaints can be address to: **Esther Ajakaye**  
The Registered Manager  
Meridian House,  
230 Shooters Hill Road,

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

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

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

Our Safeguarding Children Policy is based on the following principles:

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

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

- The assertion that safeguarding is everyone's duty and responsibility
- Definitions of abuse.

- Identifying signs and symptoms of abuse.
- Responding to allegations or suspicions of abuse without delay
- Keeping the child & young people informed and safe.
- Who to contact and when.
- Recording incidents.
- Whistle-blowing
- Child sexual exploitation (CSE)
- Anti-radicalisation



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

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

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

## Views, Wishes and Feelings



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

We will endeavour to consult our young people about all aspects of their daily life on a regular basis. This will include informal consultation e.g. at dinner or more formally during 1:1 key work sessions. Formal consultation will also be conducted as part of

the monthly Regulation 44 visits to form an opinion of the standard of care provided in the home from the children and young peoples' perspective. Children & young people accommodated with us will have the opportunity to talk to people outside of the staff team such as independent advocates e.g. the National Youth Advocacy Service (NYAS), Barnardo's Children's Advocacy service etc. We will also carry out survey to get children and stakeholders' views of the services provided at Meridian 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 Meridian House will develop and support a culture of dialogue that ensures trust and allows our children & young people to see that the adults at Meridian 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 Meridian 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 Meridian House are treated equally regardless of gender, ethnicity, culture, nationality, social background, sexual orientation or religious affiliation.

Staff at Meridian 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 Meridian 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 JamoresHomes 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 Meridian 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 Meridian 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 Meridian 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 Meridian House. The school, in line with central government guidance, will be made aware when a young person moves to Meridian House of their change of placement or circumstance. A representative from school is always invited to attend a young person's statutory review, or any other meetings that support the young person's education in order to ensure we are working in partnership to ensure good outcomes in relation to their educational attainments.

If a young person arrives without a school place, we will work towards gaining a place within 20 days of coming to stay at Meridian 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).

Meridian House is not an education provider but has facility to provide onsite tuition support for children for a very short time, while working with virtual school to identify an educational provision. This will be in the form of online tuition via IXL and support via our education consultant who set and grades YP's work and support staff with liaison with the education providers.

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

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

Transport arrangements may need to be made in order to facilitate this. Where necessary these matters will have been discussed at the 'pre- admission stage' and be incorporated into the child or young person's placement plan. When concerns about a child or young person's education arises; after they have been placed with us, we will make contact with the local authority's education support service (and the child or young person's placing authority) to take matters forward. Where beneficial to the child, staff at Meridian 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 Meridian 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 Meridian 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.**

Meridian 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 Meridian 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 making arrangements for their further education, training or employment.

## Enjoyment and Achievement



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

At Meridian House, we understand that as children & young people grow it is widely accepted that exercise should be part of their physical development. Participation in recreational, leisure and sporting activities by our children & young people is considered to be an important lifestyle choice. With benefit such as learning new skills and discovering new talents, improving levels of fitness, social skills, greater confidence etc. Staff at Meridian 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 (Better Leisure Centre) which offers a comprehensive gym and swimming programmes for this age group. Meridian 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.

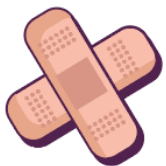
Meridian House will support activities and visits that have an educational as well as a fun focus, for example trips to educational attractions (such as the Science Museum, London Eye etc) these trips may also be linked with our children & young people's educational curriculum. Each child & young person will be encouraged and supported to pursue their particular hobbies and interests. Meridian 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 Meridian 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.**

Meridian House commissions the services of an Art Psychotherapist. This role is to provide regular support to staff working directly with the children and young people accommodated with us. For those who are experiencing emotional, behavioural or mental health difficulties, the Psychotherapist will provide leadership and consultant expertise in supporting their onward development. This would include advice to staff

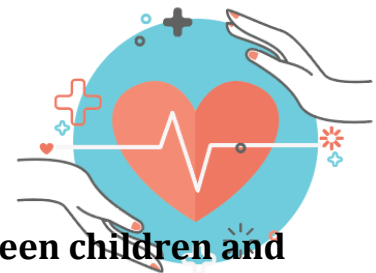
in relation to the individual profile of strengths and difficulties for each child or young person. To promote good practice in working together, existing information shared with the Registered Manager from assessments completed by other services may inform this process (e.g. Social Worker, SALT, Paed, CAMHS etc).

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

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

and contact number for Meridian 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).

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

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

## **Protection of Children**

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

The only form of electronic surveillance which may be used at Meridian House is if a young person is electronically tagged as part of a court-imposed sentence. In this

instance the appropriate surveillance equipment will be installed at the unit and external professionals will have overall responsibility for this equipment.



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

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

- The child's placing authority consents to the use of the measure in question;
- It is provided for in the child or young person's placement plan;
- So far as is practicable, in light of their age and understanding, the child in question is informed in advance of the intention to use such monitoring measures;
- The measure is no more restrictive than necessary having regards to the child's privacy.

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

At Jamores Homes we believe that behaviour management is most effective when built on good inter-personal relationships between adults and the young people. The home will be an environment where our children & young people can feel safe, cared for and where relationships are built on respect and understanding. The staff at Meridian 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 Meridian 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. Meridian 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 Meridian House we will use the "Team Teach" model as our organisational framework for behaviour management.

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

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

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

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

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

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

## Leadership and Management

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

**Jamores Homes (part of Jamores Limited)**

**Esther Ajakaye**  
**Registered Manager**  
 Meridian House  
 230 Shooters Hill Road  
 Greenwich  
 SE3 8UW

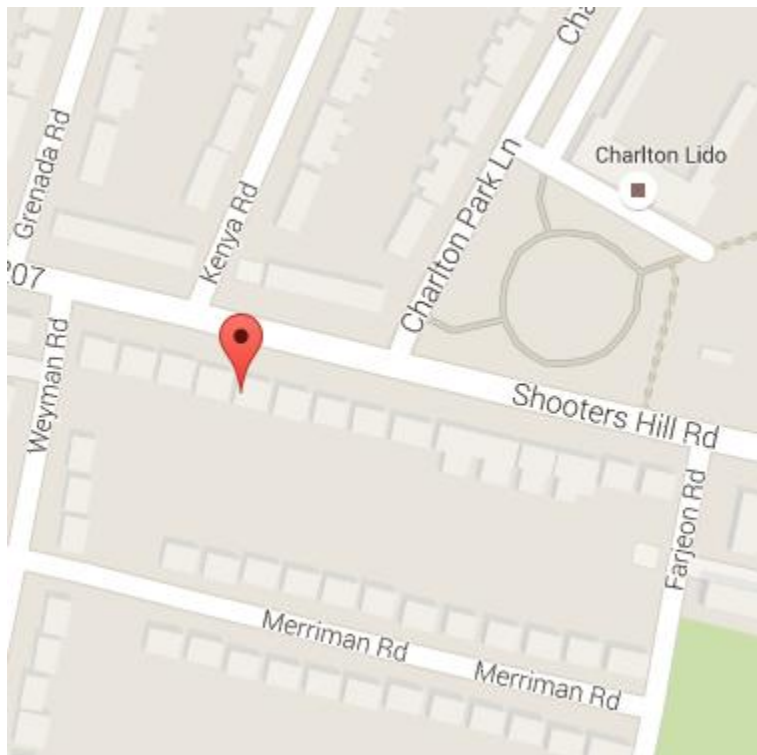


OUR TEAM

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

Telephone: 0208 432 0842  
Fax:  
Mob: 07961 071 020  
E-Mail: info@Jamores.co.uk  
Website www.Jamores.co.uk

**Registration Number: SC1237027**



**The Responsible Person: Karen Malcolm**

**Qualifications and Experience:**

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.



### **Registered Manager: 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.



### **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.

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 centers 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.

**Deputy Manager: Vacant Post****Administrative Support Officer: Harry Deering**

Harry in the past has been a registered manager who has over 14 years' experience working in a Fostering and Residential settings, Harry has managed four homes and has achieved a good Ofsted inspection report. Harry has a Registered Managers Award in children and young people and a Diploma level 4 in Management.

Harry has gained considerable experience over a long career in the field of fostering and residential social care, working in both large and small homes with young people with emotional and behavioural difficulties, Autism, Asperger's, ADHD, drugs and alcohol, CSE, County lines, gangs and sexualised behaviour.

Harry have also held the positions of Responsible Individual and Operational Manager at other social care establishment, overseeing and running the business which included 4 children's homes, fostering agency and a school.

Harry believes in managing, motivating and supporting others to be the best they can be.

**Children Support Worker: Jonnel Brown**

My name is Jonnel Brown, this will be my first time working in a children residential care home. However, I have worked in a nursery within a primary school in the past, and I also grew up babysitting family members and family friends' children. My educational qualification consists of BTEC level 3 Extended Diploma in Art & Design. I studied fine art, textiles, photography & graphics.

Growing up I have always had a passion for art and being creative, however, following completion of my course in college I came to the conclusion that I would not like further art as a career because I enjoy being artistically creative as a hobby. With this decision, I then decided to look at career paths that require working with children/young people.

Following successful completion of the Government Kickstarter programme at Meridian House, I have successfully secured my first position as a Children Residential Support Worker. I chose to come to a children's care home so I could see and experience first-hand what it is really like before making the decision to go to university, where I would like to study social work. I am enrolled on Level 4 Diploma in Children, Young People & Families Practitioner.

### **Acting Senior Residential Care Worker: Joy Osayawemwen Okoh**

Since 2022, I have worked in Meridian house, where I have had the privilege of making a positive impact in the lives of young people. This role has given me a deeper understanding of the challenges they face and strengthened my belief in the importance of providing consistent care, emotional stability, and opportunities to flourish. Having completed my NVQ Level 3 Qualification has further supported me in delivering person-centred care and safeguarding practice, ensuring that every child I work with feels safe, respected, and valued. I understand the patience, love, and resilience it takes to support children through difficult times, and I strive to bring those qualities into my professional practice every day.

Alongside my childcare experience, I bring over 12 years of transferable skills for human resources where I developed strong communication, leadership, and problem-solving abilities. These skills allow me to lead with confidence, support my colleagues, and create an environment where children can feel secure and empowered.

What drives me most is my genuine desire to make a lasting difference in the lives of children and young people. I believe every child deserves the chance to experience stability, belonging, and encouragement, no matter their background or circumstances. As a Senior Support Worker, I want to continue creating those opportunities, leading by example, and supporting both the children and the team around them to achieve the best possible outcome for the child.

### **Acting Senior Residential Care Worker: Tosin Orimadegun**

I was offered the opportunity to study in the United Kingdom in October 2018. I completed my Masters in Business and Administration.

I am new to the care profession, but I am entering the career with my experience of studying counselling at a degree level and I am very enthusiastic about the profession. I have transferable skills, I am hardworking and dedicated to my work. I have some experience of working with children (during my internship) following the successful completion of my counselling degree. Children in care deserve to be understood and they deserve the best possible care, in order to support their recovery journey from past trauma and abuse. Every child matter and has a potential to achieve. I am patient and caring;

I have successfully completed my QCF Diploma Level 4 in Residential Childcare Practitioner.

**Residential Care Worker: Olusola Samuel Onibonoje**

I have been a Support Worker for the disabled, mentally, visually and hearing-impaired young adults for many years.

My first degree in Biochemistry was attained in 2012 where I was able to acquire a theoretical knowledge of the chemical processes and reactions that take place within the living system. Thereafter in 2013, I completed my youth service at Federal College of Education (Special), a school for the disabled and physically challenged students (1 year program).

I subsequently worked in the department of Integrated Science as a Support Worker in the college. I organized laboratory sessions for the students, organized tutorials, supervised examinations and took part in some administrative roles.

I was a member of the Red Cross Society and I have supported in a voluntary capacity on several occasions. The experience I have gained as a member of the Society, coupled with the privilege I had serving in a college for the disabled and the vulnerable people have provided me the experience to support young children.

In the last few years of working as a Residential Care Worker for children and young people in the UK, I have undergone several trainings during the course of my job. Examples are Positive Behavior Training Level Two, First Aid Training, Fire Safety Training etc. I have served as a key worker for two young persons in my current placement who have completed their placement with us and have permanently rejoined their parents. I have represented my placement in many professional meetings like LAC Review for our children, CAMHS meetings, Parent Evening and many clinical review meetings. My current Lead Role in my place of work is in Maintenance, Health and Safety and Fire Safety. I am a hardworking, resilient and loving type of person.

I am currently enrolled on the NVQ Level 3 in Residential Childcare.

**Residential Care Worker: Abiola Sanyaolu**

My name is Abiola Sanyaolu, and I am a devoted father of three. With over two years of experience working with children and young people who have special needs. I have gained valuable insights from my time in both residential children's homes and support accommodations for semi-independent living. Before moving to the UK, I worked at the North East Children Trust (NECT) in Maiduguri, Nigeria, which is a children facility housing over 500 orphan children. This experience, along with my leadership roles in various sectors, has shaped my approach to care and support.

I am dedicated to providing high-quality care for children and young people facing complex social barriers, including autism, ADHD, learning difficulties, emotional and social challenges, as well as various disabilities. My passion lies in nurturing children from diverse backgrounds, as I firmly believe that every child deserves the opportunity to thrive. I find fulfilment in enhancing life outcomes for these young individuals, helping them navigate their challenges, and inspiring them to reach for

greatness. One of my key strengths is guiding children to understand their feelings and manage their behaviours effectively.

I am resilient and possess a problem-solving mindset. My qualifications include Team Teach training in positive behaviour management, First Aid certification, and fire safety training, complemented by a solid understanding of trauma-informed practices. Through my previous roles, I have developed strong relationships with children, assisting them in recovering from past traumas while enhancing their communication skills and fostering better tolerance levels. I emphasise the importance of a clean and organised environment as a crucial aspect of their development.

Currently, I am enrolled in the NVQ Level 3 in Residential Childcare and have completed over 40 related childcare courses, all of which have contributed to my ongoing professional growth.

**Residential Care Worker: Akinwunmi Cole**

My name is Akinwunmi Cole, and I bring two years of experience as a residential care worker, specializing in the care of young children. During this time, I have developed a strong ability to create a safe and supportive environment that fosters their emotional and social growth.

I have completed essential training, including First Aid and restraint techniques, along with PACE training and all mandatory training required for support workers. Currently, I am enrolled in the NVQ Level 3 program, which is further enhancing my skills and knowledge in child care. My experiences have deepened my commitment to providing high-quality support and ensuring the well-being of the children in my care.

**Residential Care Worker: Faith Oluwasola**

I am an experienced and compassionate Children's Support Worker with over two years of practice supporting children and young people in residential settings. My work is trauma-informed, and I have gained extensive experience in caring for children with complex needs, including Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD), neglect, trauma e.t.c. As a key worker, I have successfully built trusting relationships with children, providing consistent care and tailored support to meet their emotional, social, and developmental needs. I am currently enrolled in my NVQ Level 3 in Residential Childcare, which is further enhancing my knowledge, skills, and professional practice.

Alongside my role as a key worker, I have taken on additional responsibilities, these include leading on Medication Audits to ensure compliance and safety, overseeing the interior decoration of the home to create therapeutic and welcoming spaces for children, and evidencing activities to support developmental progress and positive outcomes. These responsibilities highlight my ability to contribute not only to direct care but also to the wider operational effectiveness and quality of the residential home.

I hold a range of relevant certifications, including Medication Administration, Team Teach, First Aid, Caring for Children with Specific Needs, Health and safety, Safeguarding of Children, Therapeutic Care, all of which have equipped me with strong practical and theoretical knowledge to deliver high-quality care. My aim is to continue growing within the childcare sector, using my skills, training, and dedication to create safe, nurturing environments where children can heal, thrive, and achieve their potential.

**Residential Care Worker: Ponle Adewunmi**

I am Ponle, a Support Worker with over two years of experience in residential childcare, I have consistently provided care, emotional support, and guidance to young people at Meridian House, prioritizing their safety, wellbeing, and personal development.

My academic background includes a Sociology degree (2009), which has provided me with a comprehensive understanding of human diversity and the significance of family structures. Furthermore, my five year tenure as a children's choreography teacher within my church, driven by a genuine passion for children, has further solidified my commitment to their welfare. These experiences, coupled with my professional role in residential childcare, have reinforced my dedication to fostering safe and nurturing environments for children's growth.

I am currently pursuing an NVQ Level 3 in Residential Childcare further strengthening my knowledge and skills to deliver high-quality care and support to children and young people.

**Residential Care Worker: Tapiwa Nancy Ncube**

My name is Nancy and I'm passionate about fostering children's independence and supporting those with additional needs in the UK. I have volunteered extensively in Botswana and Zimbabwe, working with children from various backgrounds.

Growing up in a family that valued community service, I dedicated my free time to helping at children's and elderly homes.

With a strong commitment to helping others reach their potential, I bring empathy, experience, and enthusiasm to my role as a Residential Carer. At Jamores Homes, I gained skills to support children's physical, social, emotional, and intellectual development, emphasising protection and understanding. I lead with compassion and professionalism, offering social and emotional support while promoting independence and self-worth.

I am currently pursuing an NVQ Level 3 in Residential Childcare to further enhance my expertise.

**Residential Care Worker: Olanrewaju Aina**

My name is Olanrewaju Aina, and I hold a Diploma in Social Development Administration, a BSc in Social Work, and a Master's degree in Journalism and Media Communication in the United Kingdom.

Over the years, I have gained diverse experience working across multiple areas of community service in Nigeria, including fieldwork at a Motherless Babies' Home, Correctional Centres for Boys and Girls (Approved and Remand), a Drug Rehabilitation Centre, an Old People's Home, a Family Welfare Centre, an Educational Board, and at the Local Government level.

My exposure to the field of media and communication has significantly influenced my approach to social welfare. I am deeply passionate about exploring the synergy between social care and media communication, a passion that inspired me to pursue a Master's degree in Journalism and Media Communication.

In addition, I have worked in operational and administrative roles and served as a communication strategist on various projects both in the United Kingdom and Nigeria. These experiences have shaped my interest in equipping and inspiring young people within the care sector, in alignment with the Nine Quality Standards.

I approach my work with a commitment to continuous growth; to learn, unlearn, and relearn, so that I can provide the highest quality of care and support. My goal is to help young people in care to feel safe, be happy, and thrive in pursuing their dreams and aspirations.

I am currently enrolled in the NVQ Level 3 in Residential Childcare, further strengthening my skills and professional development in this field.

**Residential Care Worker: Rhoda Adedara**

I am an experienced care professional with two years' service in Jamores Home at Meridian House, a residential children's home, supporting young people's daily living, emotional wellbeing, and development. I hold a BSc in Business Administration from Olabisi Onabanjo University and I am currently completing the NVQ Level 3 in Residential Childcare.

My background includes nearly a decade in children's support roles, including work with Habiscus Healthcare and Tolu Community Healthcare, as well as extensive volunteer experience teaching and mentoring children of different ages. I bring strong communication skills, a calm and patient approach, and a commitment to providing a safe, nurturing environment.

**Residential Care Worker: Doris Igboji (*maternity leave*)**

I am a compassionate caregiver who knows how to keep a level head during emergencies. I am able to provide several services to children and young people to make them always feel comfortable and safe. I possess strong organisational and interpersonal attributes and a proven determination to succeed. I am a team player also, with the ability to work independently with little or no supervision.

I have a solid background in adult and children's healthcare, a deep commitment to children and young people's care, and a proven track record of delivering exceptional

results, I am eager to contribute my skills and expertise to the dedicated team/children at Meridian House.

I bring over 6 years of experience both locally and internationally (Nigeria, Dubai, Abu Dhabi, and UK), coupled with a compassionate approach that prioritizes children and young people's well-being and safety. Throughout my career, I have demonstrated a consistent ability that resulted in improved children and young people's outcomes and satisfaction.

I have an MSc degree (Distinction) in Management from the University of Hertfordshire, UK. I have a Bachelor's degree in Marketing, and professional Certifications in Digital Marketing (CPD Certified). I am currently taking a course in Data Analysis.

I am excited about this wonderful new opportunity and I look forward to contributing to Meridian House's continued excellence in care.

I will enroll on my Diploma Level 3 in Children, Young People & Families Practitioner on return from my maternity.

#### **Children Support Worker: Stanley Mabwe**

I am a very resourceful and creative person with the ability to work independently and as part of a team. I am a very positive and optimistic person. I am a dedicated and compassionate care worker with a genuine love for children. I believe that every child deserves to feel safe, loved, and supported, and I am committed to providing a nurturing environment where they can thrive.

I am enrolled on a Diploma Level 3 in Children, Young People & Families Practitioner.

#### **Residential Care Worker: Gbemiwoleola Aiyepola**

I joined the company about a year and a half ago, and in that time, I've really grown both personally and professionally. Before working here, I spent time in care roles supporting elderly people in their homes and in supported living. That experience taught me how important it is to pay attention to small details, like noticing changes in behaviour, and it gave me confidence with tasks such as administering medication and providing personal care.

Since moving into children's residential care, I've been able to build on those skills in a new way. Working with young people has strengthened my communication, patience, and listening skills. Every day brings different challenges, but I've found that being calm, consistent, and approachable helps me build trust with the children I support.

Alongside the practical side of the role, I've been continuing to learn. I've completed all the mandatory training and I'm currently working towards my Level 3 Diploma in Children, Young People and Families Practitioner. I also hold a Master's degree in Business Analytics, which has helped me develop strong organisational and problem-solving skills that I can bring into my work here.

Most importantly, I'm passionate about making a positive difference in the lives of children and young people. Being part of their journey, offering them support and stability, and seeing their progress, even in small steps, has been the most rewarding part of this job so far.

**Support Worker: Willy Kyagera's (Bank staff)**

I am Willy Kyagera, and I hold a Bachelor of Commerce from Makerere University in Kampala, Uganda. My professional journey began in 2010 at Standard Chartered Bank Uganda, where I advanced from a direct sales representative to a team leader and personal financial consultant. I later became a Relationship Manager at Stanbic Bank Uganda and, most recently, served as a Senior Relationship Manager for High Net Worth clients at I&M Bank Uganda until October 2023, when I relocated to the UK.

Currently, I work as a Residential Children's Support Worker, assisting children with emotional and behavioral difficulties. My banking career has endowed me with transferable skills, particularly in communication, teamwork, and adaptability, which are crucial in my current role. Years of client management have made me an attentive listener, enabling me to understand and support the children effectively.

I am passionate about working with children and dedicated to helping them develop emotionally and behaviorally. My extensive professional experience equips me to create a nurturing environment, ensuring their growth and well-being.

**Children Support Worker: Cosmas Ojobo**

My name is **Cosmas Chukwuemeka Ojobo**, and I hold an MSc in Computing and Technology from Northumbria University London. I am delighted to apply for the Support Staff role at Jamores, a distinguished organization recognized for its commitment to client satisfaction and service excellence.

As a dedicated support worker, I bring valuable experience from my role at the Anchor SEND Friendly Centre, where I cared for children with special educational needs. This position enabled me to develop strong skills in effective communication, empathy, problem-solving, and collaboration. It also reinforced my understanding of the importance of providing responsive, individualized support to clients with diverse needs and challenges.

In my current role, I take the **lead in maintaining incentive and reward evidencing logs**, ensuring accurate documentation and supporting positive behavioural outcomes for children. This responsibility reflects my passion for supporting young people and my ability to take initiative in promoting their growth and development. Although I have not yet enrolled into NVQ Level 3, I am fully committed to enrolling and undertaking this qualification at the earliest opportunity to strengthen my professional expertise.

**Children Support Worker: Manju Tamang (Bank staff)**

My name is Manju Tamang, and I hold a Proficiency Certificate in Nursing. I am currently pursuing a BSc (Hons) in Nursing, which continues to strengthen my knowledge and skills in providing compassionate, evidence-based care.

For the past 10 months, I have been working as a Residential Support Worker, where I provide meaningful support in daily activities and help foster a safe, nurturing, and respectful environment for children and young people. My previous experience working with children in a hospital setting has further developed my ability to meet their physical, emotional, and developmental needs with care and empathy.

I am a warm, dedicated, and empathetic person who approaches every task with positivity and professionalism. I deeply enjoy working with children and believe that being a support worker is not just a profession, but a privilege and an opportunity to make a positive and lasting impact on young lives.

To continue building my skills and expertise, I am planning to enrol on the QCF Level 3 Diploma in Residential Children's Practitioner in December, which will further enhance my ability to deliver high-quality support in this field.

**Children Support Worker: Cameron Eghosa Idehen (*Bank Staff*)**

I am God-fearing, calm, tolerant, patient, and focused, with over four years of experience working with young children. During this time, I have developed strong skills in providing care, guidance, and support, helping children to thrive in a safe, structured, and nurturing environment.

I began this journey four years ago out of my genuine love for caring for and supporting young people, and I remain committed to helping them reach their full potential and achieve their goals. Over the years, I have worked with young people facing a variety of complex challenges, and I have been privileged to make a positive impact in their lives before they transitioned back home. These experiences have strengthened my ability to remain resilient, adaptable, and empathetic in diverse situations.

I currently hold an LL.B degree as well as an LL.M in General Law.

Outside of work, I enjoy watching football, basketball, and boxing, along with movies and music, which help me to relax and recharge.

**Residential Care Worker: Yoshuda Roka (*Bank staff*)**

My name is Yoshuda Roka, and I am excited to be part of Meridian House as a Support Worker. This is my first role in a children's residential home, but I bring significant experience from my background in nursing. I previously worked as a School Health Nurse at New West Point Awasiya Secondary School in Nepal, where I supported the health and well-being of young students. Additionally, I served as a Staff Nurse at Kuinekhandi Community Health Centre, gaining valuable experience in clinical care and community health.

I have four years of nursing experience that has prepared me to address both physical and emotional needs, skills that are highly relevant to my current role. I hold a Proficiency Certificate in Nursing and am currently pursuing a Top-Up BSc (Hons) in Nursing at the University of Sunderland in London. My studies reflect my passion for learning and my commitment to professional growth.

I am deeply motivated to create safe, nurturing environments where children feel cared for and valued. My background has equipped me to provide emotional support, foster resilience, and build positive relationships that help children overcome challenges and thrive.

As a Nepalese professional, I am proud to bring diversity to the team at Meridian House. I look forward to introducing elements of Nepalese culture, such as traditional foods and customs, to enrich our shared experiences. Nepal is home to Mount Everest, the highest peak in the world, which symbolises perseverance and strength—qualities I strive to embody in my work with children.

**Residential Care Worker: Mosinmiloluwa Victor Akintaro (*Bank Staff*)**

My name is Mosinmiloluwa Akintaro. I am a medical doctor who had my medical training in Nigeria before relocating to the UK. Currently, I am pursuing my Master's degree in MBA Healthcare Management. I have a vast experience working with children in the hospital setting where I was able to provide care and support to ensure their wellbeing. As a part time residential support worker, I aim to offer meaningful support to the young persons in daily activities and to ensure their safety and protection. I am an empathetic and reliable person who is always ready to discharge my duties efficiently and render my services to make a positive impact in others' lives.

**Residential Care Worker: Samjhana Thapa (*Bank Staff*)**

My name is Samjhana Thapa. I am a registered nurse in Nepal and has an experience of working in neurosurgery high care, ICU and Post operative ward in Kathmandu medical college, Nepal. I have completed my Proficiency Certificate Level of Nursing in Nepal. Currently, I am pursuing my study in BSc (Hons) Nursing in University of Sunderland in London.

In addition, I have a one and half years of nursing experience that has prepared me for this role . I am deeply motivated to create safe and nurturing environment where children can feel safe, cared for and valued. This residential support worker position is somehow aligned with my previous work experience and study where I can utilize my skills, knowledge in this field to support the young person with physiological, mental and psychological needs in a creative manner working with other staff.

I view being a support worker is not just a profession, but also a meaningful opportunity to positively impact lives and well-being .

**Residential Care Worker: Oluwasegun Adigun (*Bank Staff*)**

My journey in care began in 2022 with supporting adults on 1 to 1 care, and it was there I discovered a real passion for helping people feel safe, heard, and empowered. That experience opened my heart to another calling: supporting children and young people.

I believe that every single child deserves a childhood experience filled with warmth, security, and the right kind of encouragement to help them bloom. For me, this isn't

just a job – it's about making a genuine connection, being a steady presence, and helping a young person build the confidence they need to navigate the world.

I'm not just learning on the job; I'm fully invested in growing my skills. I'm currently enrolled in my Level 3 Diploma in Residential Childcare because I want to offer the best possible, most up-to-date support I can.

As a bank staff member, I'm the flexible helping hand who can slot into your team seamlessly. I pride myself on being reliable, adaptable, and always ready to bring a compassionate and positive attitude to the home.

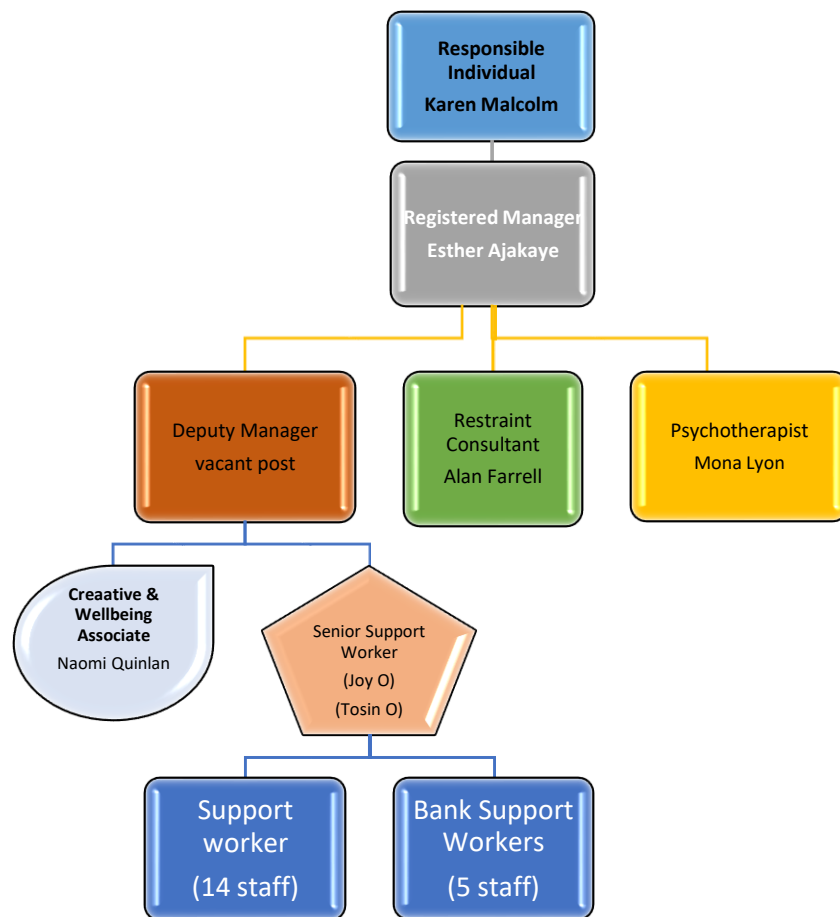
**Details of the management and staffing structure of the children’s home, including arrangements for the professional supervision of staff employed at the children’s home, including staff that provide education or health care.**

### **Organisational Structure of the Home**

**Directors:** Esther Ajakaye & James Adebayo

**Responsible Person:** Karen Malcolm

**Registered Manager:** Esther Ajakaye



## **Arrangements for Supervision, Training and Development of Employees**

Supervision and appraisal is a vital part of supporting, managing and developing the staff team, it requires that staff receive and take active part in the supervision and appraisal process. As part of our commitment to deliver quality service and achieve positive outcomes for young people, Jamores Homes is committed to having in place a staff team with a balance of skills, knowledge and experience. Therefore, our approach to supporting learning and development will be holistic and personalized. Every member of staff will undergo proper induction in accordance with the home's probationary policy; of six months. The first six weeks of this will be spent focusing upon the induction programme, under the supervision of a senior staff member. Regular supervision will be provided during this initial six weeks, this will then progress to regular 4-6 weekly supervision. Once the staff member have been established and confirmed in post, in addition to regular supervision, their performance will be subject to regular and rigorous six monthly reviews in line with the organisational competencies framework, an integral part of this will be work plan/objectives for each individual worker. This ensures that performance and learning is kept under review. Informal advice and guidance will always be available as necessary. External professional supervision will be sought for the 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**

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

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

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

Both sexes are represented in the staff team at Meridian 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 Meridian 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 Meridian 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 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, Meridian House believes that it is essential to provide good support to a child or young person throughout the entire admission process as this can help to reduce anxieties and fears and help establish a good platform from which staff can begin to work with them.

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

## **Planned Admissions**

### **Pre-Admission**

All referrals for a placement will be subject to our referral and allocation policy. Referral will be made using our standard referral form. This will be considered by the Home manager and Head of Care. Home Manager will liaise with referring Social Worker in order to gather more information on the 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 Meridian 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**

Meridian 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. Meridian 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.

# SOME PICTURES OF OUR Home

