Jayne's Homes
HOLISTIC CHILDCARE

Victoria House

Statement of Purpose



Date: **October 2026**

Review Date: **October 2027**

Author/Reviewer: **Registered M**

Related Documents:

Internal documents:
Location Risk Assessment/Safeguarding policy/Complaints policy/Behaviour Management policy/E-Safety policy/Home Security Policy
External documents:
The Children's Homes (England) Regulations 2015 (legislation.gov.uk)/
Charter of Rights for Children *(adopted by the United Nations Convention)*
Summary-of-the-UNCRC.pdf (unicef.org.uk)

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This document is written as a statement of good practice, as required by The Children's Homes (England) Regulations 2015.

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1. CARING FOR CHILDREN

1.1 Statement

Victoria House has been founded with the aim of providing children in care with an environment that can be as close to a usual family home as can be possible. There are no arbitrary rules, no locks where none are needed, no 'red tape.' We seek to treat each child as a unique individual who is valued, worthy of trust and deserving of a chance to develop in our care. Our statement is:

> " To provide outstanding quality of care and opportunities to enable children to reach their full potential through the expertise of staff and the services we offer.
>
> This is undertaken in a safe, secure, friendly environment that is non-institutional, promoting family style living as a positive experience within the home. "

Victoria House is registered with Ofsted to provide five (5) full-time residential places to young people aged between six (6) and eighteen (18) who may have experienced trauma and dysfunction within their family environment and may have difficulty regulating their emotions and behaviours. They may also have experienced numerous care placements, and often across a large geographical area. The impact of their experiences may contribute to increased anxiety levels, loss of identity and self-confidence.

The maximum age on admission is seventeen (17) years of age.
Victoria House was judged Good by Ofsted at its first full inspection in November 2025.

We aim to provide a settled period of residential care with a therapeutic emphasis and multi-agency involvement, to help children recover from experiences which have rendered them vulnerable and consequently disrupted their primary relationships. Based within the community, our residential service is designed to improve children's life chances and outcomes, by enabling them to rebuild relationships with staff, their families/friends and/or to achieve a stable living situation.

We aim to support children whom due to their needs it is felt family living is not currently an option. Our goal is to provide a secure base and long-term support for children with emotional and/or behavioural difficulties, who may have experienced loss or trauma. Some children may also have a diagnosis of autism and/or ADHD or be awaiting assessment, and our team is trained to support children with these needs. We provide a high level of adult to child support for children and aim to develop strong relationships in order to identify specific needs and areas of development. Victoria House provides support with a high adult to child ratio.

1.2 Our home’s ethos, underlying principles and primary aims & outcomes we seek to achieve.

Ethos

At Victoria House we believe in offering our children a safe, nurturing and caring environment where they can build purposeful relationships with the adults who will offer support, advice and encouragement. We collaborate closely with partner agencies to ensure holistic, comprehensive care for our children. These agencies including Local Authorities, CAMHS, Police Safer Neighbourhood Team, Child Sexual Exploitation Service, Virtual Schools, local youth groups and a number of other agencies to ensure that their needs are met. When required Jayne’s Homes privately fund ADHD and Autism assessments in an attempt to prevent delay, this means we can remain child focused and have the information needed to create the child’s individualised care and support package. Victoria House has built good relationships with local psychology and children’s health services.

We aim to make their home a place where they can learn new skills, have new experiences and develop skills for life by creating an environment where children can feel valued and listened to and can build appropriate relationships with other children and adults, learn to cope with/ manage their feelings and grasp opportunities.

Structure is provided through daily living routines, activities and 1:1 time with key workers. We encourage children to lead healthy lifestyles and pride ourselves in the opportunities we are able to provide them.

Positive behaviour is celebrated and children are encouraged to reflect on negative behaviour and unwanted consequences through key work sessions and the open, discursive culture at Victoria House. Children are encouraged and supported to work towards restorative outcomes after unacceptable behaviour. It is always our aim to treat children as partners in a collaborative and respectful relationship. Our priority is to draw learning from difficult times rather than simply the imposition of sanctions. Adults will be trained in Restorative Justice. Restorative practice will be used in an attempt to prevent conflict, build relationships and repair harm by enabling people to communicate effectively and positively.

Victoria House seeks to be relentless in the pursuit of high expectations and aspirations for the children in our care. The Registered Manager, staff team and wider support networks work together to ensure that the children receive high quality care to keep them safe and enable them to make progress in all aspects of their life. We at Victoria House are committed to promoting and communicating to the young people, an unshakeable belief in their potential and worth.

Underlying principles

We abide by the United Nations Convention on the Rights of the Child (UNCRC). We want our children to feel safe, happy, secure, and valued, believing that when these conditions exist effective learning and the development of independence can take place. Our relationships with the children are therefore governed by the following principles:



CHOICE

We seek to provide as many opportunities as possible for our children to make their own choices and to provide them with the opportunities to do so.



RIGHTS

All children have rights, irrespective of personal characteristics. We teach children that with rights go responsibilities and that in exercising their own rights they should not infringe on the rights of others.



PRIVACY

Our children are able to have their own freedom of space when they express a need for it.



INDEPENDENCE

We aim to give our children maximum freedom to make their own decisions within reasonable limits and support. We help them to learn from any mistakes.



DIGNITY

We recognise and respect the unique nature of each individual and aim to help our children express their individuality appropriately.

Primary Aims and Outcomes

To provide a safe, stable and nurturing environment in a warm and homely setting

To protect and promote each child's welfare

To treat our children with dignity and respect at all times

We achieve this by:

• Supporting children in making safe decisions now, and in the future.

• Offering each child in our care the opportunity to be heard and understood. For example, a framework for assessment ensures the child has a voice and that delivery of their social, cultural, emotional, religious, physical and dietary needs are fully addressed and met on an individual basis.

• Providing trained, knowledgeable and competent staff. We work in partnership with health and education colleagues, other professionals and external organisations known to the child, and attend relevant meetings as required on behalf of the child.

• Treating all children in our care as unique individuals.

• Supporting and encouraging children to take part in leisure activities and suitable hobbies of interest to them. This includes access to local community resources, and to develop links with peers locally where appropriate.

• Promoting the physical health, emotional health, social and educational welfare of the children. For example, each child's health care needs are fully met, and they have access to local health care professionals. Also, we place great importance on the child being fully encouraged and supported in maximising their education.

• Equipping our children with life skills and independence living skills.

• Providing personalised care. For example, key workers play an active role in supporting the child working in partnership with other professionals where appropriate.

• Enabling our children to contribute to the decision-making process, e.g. The child is encouraged to attend statutory reviews and contribute to their Care Plan.

• Supporting our children to develop positive self-esteem, self-confidence and self-worth. This can be an important foundation for the child being equipped to cope with their future as an adult and maximise their potential towards achieving independence. Each child has the opportunity to collate information and materials that they see as significant and develop a 'memory book' during their stay at the home of photos keepsakes and achievements.

• Recognising and promoting the rights and associated responsibilities of each child.

• Our Safeguarding policy and practices being adhered to and staff have access to training and information on any updates to ensure that the children are properly safeguarded.

• Working closely with parents/carers, other family and friends (all where appropriate) in order to maintain contact.

**This list is not in preferential order and is not exhaustive.*

1.3 Description of our accommodation

a. How accommodation has been adapted to the needs of children.

Victoria House is fully decorated and furnished to a high standard, in a modern and homely style. Decoration throughout the home has been extensively thought about to ensure that it is child friendly and meets any additional needs of the children. Warm soft and welcoming colours have been used throughout all communal areas. The children will have the opportunity to choose their own colours and décor for their bedrooms. Adults will aim to have an understanding of the child's hobbies and interests before admission so that some items can be purchased, and the child does not arrive to an 'empty' room. All bedrooms are fully furnished with a bed, desk, wardrobe and a chest of drawers. The children will decide what additional items they would like to have. The children are encouraged to take pride, ownership and respect of the home. Children are afforded the opportunity to decorate and personalise their bedroom, as well as having a say in how communal areas are decorated or furnished. Victoria House has undergone major refurbishment with the aim of creating an environment that meets the needs of the children. Victoria House has a basement area that has been reconfigured to create cinema room as extra space for the children to spend time in. .

The garden has been designed to provide the children with a safe space to explore and play. Within the private garden there is a grassed area, decking space, in-ground trampoline complete with safety net, a nest swing, garden games and an area for growing fruit and vegetables.

There are two (2) outdoor cameras that cover the driveway areas of the property. No communal or indoor spaces have CCTV. The home will have an independent fire risk assessment completed to ensure that the building meets all relevant regulations. All recommendations and/or actions from this assessment will be actioned within a timely manner. The building is equipped with a full fire alarm system and adults will also receive relevant fire safety training. The children's bedroom doors are fitted with locks to ensure that their space remains private. The children will never be denied access to their own bedrooms and should adults feel it safe and appropriate the children will also have their own personal key. The staff office is fitted with a lock to ensure confidentiality and all GDPR guidelines are adhered to. All bedroom windows can be opened but have been restricted to ensure safety.

b. The age range, number and gender of children for whom it is intended.

Victoria House aim to support children whom due to their needs it is felt family living is not currently an option. Our goal is to provide a secure base where long- term placements is the preferred intention. We support children with emotional and/or behavioural difficulties, including children who have a diagnosis of autism and/or ADHD or where assessment is required. Our team is trained in supporting children with autism and ADHD. We provide a high level of adult to child support for children and aim to develop strong relationships in order to identify specific needs and areas of development. Victoria House can provide 52-week care for up to five children of mixed gender aged between 6-18, offering day and night support with a high adult to child ratio.

c. Sleeping and sleep-in accommodation.

In addition to the 5 bedrooms available for children there are 2 dedicated sleeping areas for staff. 2 staff sleep in the building overnight, every night between 10.30pm- 7am. Should the need arise staff would complete a wake night and additional staff would support.

The number of bedrooms available give the option for a young person to (where possible) choose their bedroom, or if needed a risk assessment to take place to identify a room more suitable to their needs.

Staff members will respect the child's right to privacy and will only enter their bedroom after knocking or when invited, or when deemed necessary under health, safety and/or welfare reasons, these may include a reason to search. Additional entry can be the result of daily routines, e.g., cleaning.

All bedrooms are well furnished with the minimum of a bed, desk, desk chair, bedside cabinet, wardrobe and TV. Children are able to bring their own furniture, subject to fire risk assessment, and objects to personalise their rooms, if they so wish. Bedrooms are redecorated at least every two years, and young people are encouraged to help select the décor. Children are encouraged to pick items to personalise their room and to preserve positive memories.

All areas inside the premises are designated as non-smoking areas in line with Victoria House policy.

1.4 A description of the location of our home

Victoria House is located within a residential area in Kent.

The local area has a number of local amenities including a café, shop, restaurant and take-aways that are all considered to be within walking distance or within easy drive or reach via public transport.

A completed **Location Risk Assessment** identifies any risks in relation to the physical environment, levels of criminality and anti-social behaviour and potential hazards. In addition, it also contains information on local schools, hospitals and community access. This is updated in partnership with the Police and by updated crime statistics e.g., Home Page | UK Crime Statistics (crime-statistics.co.uk) and www.police.uk/Kent

Transport:

Staff have access to a vehicle to enable transportation for the children. The home has good access to public transport, including bus and rail links.

Health:

GP surgeries, hospitals (including A&E) pharmacies, and dentists are all within a short drive.

The children will be registered with a local GP surgery.

Hospital (including A&E), dental and pharmacy services are all within a short drive of the home.

Children's mental health services, including CAMHS and Psicon, are within a short car or bus journey of the home.

Education:

At the point of referral we will determine alongside the placing authority the most suitable education option for the child. We have good links to a number of mainstream schools and special schools in the local area.

Leisure:

Leisure facilities considered to be within walking distance or within easy drive include a youth club, cadets, cubs, scouts, public pool, cinema, shopping centre, a forest school and a number of urban parks. There are a number of local clubs available including a local football team, dance, horse riding, drama and gymnastics. Adults at Victoria House will encourage the children to partake in activities with the aim of allowing the child to feel part of the local community and build upon the child's confidence, sense of achievement and self-esteem.







1.5 Arrangements for supporting cultural, linguistic and religious needs

Staff at Victoria House believe that a child's cultural and religious background is fundamental to their identity and should be supported and maintained.

We strive towards a positive and active equality of opportunity at all times. We respect and celebrate the diversity of cultures, ethnic identities and traditions. The children accommodated within the home are supported to celebrate their racial and cultural identity and to be involved in events that are important to them.

Everyone has a right to be treated fairly and with respect; Victoria House does not tolerate anyone behaving or treating others in a way that is hurtful or disrespectful.

If a young person belongs to a religious faith, staff will discuss with him or her any help needed to follow the teachings of their religion, such as attending services, festivals, dietary requirements, dress code, etc.

If English is not the child's primary language, the home will work with the placing authority to engage with translators.

Religious and cultural activities will be identified through the referral and care planning process. All religious and cultural activities important to the child and their family will be vigorously researched and thoroughly supported by the staff team. Religious needs will be discussed at the point of admission and the Registered Manager will research the community to ensure that the child receives the appropriate support for whichever religious beliefs the child holds. The staff will be sensitive to the dietary needs, religious days and places of worship for the child.

Staff will help each child to find and attend a suitable local place of worship where this is important to them.

1.6 Management of Complaints

We are committed to providing the highest level of care, but there will be occasions when a complaint may arise from a child, family member or professional who may be unhappy about a specific issue. The children, their families, carers and social workers are encouraged to tell us any concerns they have about any aspect of the home or care provided, verbally or in writing. Children are encouraged to discuss issues with their keyworker or any other adults including the Registered Manager, Advocate or their Social Worker about their care or anything they are worried about and will be supported to do this.

Information about making a complaint is given to all children on admission within the children's guide document.

Victoria House has informal and formal complaints procedures which ensure all complaints are taken seriously and appropriately managed.

If the complaint is one of alleged abuse, our **Safeguarding policy** will be activated.

Victoria House is committed to providing children with all the available information about their legal rights and are given every opportunity to exercise these rights.

Informal complaint about the service (overview)

- A child, or someone on their behalf raises a concern.
- If deemed to be locally resolvable, staff to action as quickly as possible with the outcome communicated verbally and in writing within 28 days, if this may take longer the complainant will be kept informed
- If a concern cannot be resolved more informally, the child to be supported to follow the COMPLAINT POLICY whereby the complaint is escalated to the following:

- Registered Manager or the Responsible Individual
- Alternatively, to the child's social worker or Ofsted

The Responsible Individual (Interim) is:

Craig Tume

Jayne's Homes Ltd, 13 Woodside Road, Sidcup, Kent, DA15 7JG

The Registered Manager is:

Grace Fraser

Jayne's Homes Ltd, 13 Woodside Road, Sidcup, Kent, DA15 7JG

Ofsted: Tel 0300 123 4666 or email enquiries@ofsted.gov.uk

All complaints, regardless of their source, will be treated with equal importance

1.7 Victoria House policies and practice

Victoria House has an extensive suite of policies and procedures.

Our children are among the most vulnerable members of society: vulnerable in particular to abuse, exploitation and deprivation. Victoria House works in accordance with a clear and comprehensive **Safeguarding policy** and each child has an individual plan as well as rigorous risk assessments and SERAF assessment (completed by Children's services). As appropriate, representatives from Victoria House will attend Strategic and Operational Missing Exploited and Trafficked meetings and there is a multi-agency approach to preventing and responding to such concerns.

At Victoria House we recognise that the child's welfare is the paramount consideration and overrides all other considerations. The child will always be listened to and taken seriously. They will be consulted and involved in all matters and decisions that affect their lives in a manner which is sensitive to their age and level of comprehension. The child will have the **Location Risk Assessment** policy, (individual) risk assessments and a safeguarding plan which will include consideration of how they can keep themselves safe whilst out in the community and when accessing facilities with their friends and associates. Regular conversations will be used to help the child understand their individual safeguarding arrangements, including any **Missing Child Safeguarding Plan.**

Any confidential information about a young person is shared among our staff group on a demonstrable *"need to know"* basis.

By working in partnership, we seek to give our children equity of opportunity to make and sustain positive friendships by not imposing any artificial barriers.
However, we are always mindful that our children are vulnerable to exploitation of either a sexual or emotional nature or indeed both and consequently we seek to act as any reasonable parent would do when promoting the safety of their children.



All staff are vetted in line with safer recruitment guidelines; staff are checked using the following measures:

- **Proof of identity (including a recent photograph);**
- **If a person has previously worked in a position involving work with children or vulnerable adults, verification so far as reasonably practicable of the reason why the employment or position ended;**
- **Documentary evidence of any qualifications which the person considers relevant for the position;**
- **Enhanced DBS checks;**
- **At least two written references, including one from the most recent employer;**
- **Right to work in the UK;**
- **Certificate of good conduct – if been abroad in the last five (5) years;**
- **Health;**
- **Employment history and breaks in employment;**
- **Staff suitability declaration;**
- **New staff are invited to visit the home and children's views of the potential candidate are recorded;**
- **Staff undertaking interviews receive Safer Recruitment Training**
- **No new staff will be offered a contract of work until all documentation is complete.**

All staff undergo a comprehensive and collaborative performance review at the end of their six- month probation; these reviews consist of an honest assessment of their strengths, skills, progress and areas for improvement to pass the probation period. (Probation periods can be extended to give staff the opportunity to improve to meet service standards.) It is also an opportunity to recognize their successes.

All staff at the home have a good working knowledge of the Safeguarding policy undertaken safeguarding training and are aware of the signs and symptoms of child abuse. This is refreshed on at least an annual basis within staff meetings and identified training opportunities and supervisions. The staff at the home have a *supportive* role, not an *investigative* role when a child discloses abuse. The duty to investigate is the responsibility of the child's social worker and the police (as appropriate). We work closely with Placing Authorities and other relevant parties, including LADO, whenever there is a concern regarding a child's welfare. The Registered Manager will notify the Placing LOCAL Authority (Social Worker) and Ofsted regarding any serious events/notifications, in line with regulations.
Any allegation of abuse or neglect is responded to without delay in line with the home's Allegations Policy. The allegation and the action taken are recorded; current or ongoing concerns are referred promptly to the placing authority and the local authority where the home is located (including the LADO where the allegation concerns a member of staff), and concerns about past abuse are referred to the placing authority and the local authority where the abuse is

alleged to have happened. Ofsted and other relevant persons are notified under Regulation 40, and measures are put in place to protect the child and other children in the home. The Registered Manager and Responsible Individual review every allegation and incident to identify and implement any lessons learned.

All children in our care have an **Individual Behaviour Support Plan**, and staff are trained in Team Teach de-escalation skills and physical interventions.

For more information on our children protection policies or any other policy, please contact: Enquires@Jaynes-Homes.com

Regarding accessing the internet and e-safety (see E-Safety policy), the children can have access to computers, laptops, etc.; the internet system is protected by a safety mechanism to prevent accessing inappropriate sites.

1.8 Quality Assurance

The Management seek to ensure that all aspects of the home's work is monitored and reviewed in order to assure high standards of care for our children. Internal audits take place on minimum of a monthly basis including service audits and case file audits.

The home will continue to seek the views of our children, their parent(s)/carer(s), our staff and external agencies to improve our quality and performance. **The home has regular visits from an independent visitor and monthly Regulation 44 visits are carried out by our independent visitor, JD Consultants.** The findings are produced in a written report, in line with Ofsted guidelines. These are used to continue to monitor and improve the service and a Regulation 45 review of the quality of care is completed every four months, with the report sent to Ofsted within 28 days of completion.



1.9 New staff and induction

At Victoria House training is encouraged to enhance and improve staff performance

We follow a framework for children's residential care, identifying three key stages of staff development:

1. Introduction, induction, and getting to know the job;
2. Learning core skills, and coping with the basic residential tasks;
3. Developing core skills and learning specialist s skills and identifying with the professional approach to the work.

These three stages are reflected in Victoria House training matrix.

Induction

Each induction plan is compiled on an individual basis, but all contain the following components:

Planning for arrival

Contact will be made with the new staff member and shift patterns and arrangements for the first week explained. Copies of the home's **Staff Handbook** and **Statement of Purpose** will be made available prior to the first day of work.

Induction Training

Victoria House has an induction programme based upon multiple areas of learning, ranging from formal courses to be completed, key documents to be completed and observations. The induction process must be completed in the first 6 months of employment and aims to focus on practical, experiential learning and observation.

Core skills and knowledge

During the first twelve months, training will be reinforced with training in the core skills. This will occur through supervision, in-house training and attendance on training courses, seminars, etc. Training needs will be identified both by the member of staff and their supervisor and may form part of the probationary expectations.

All practitioner staff will be expected to undertake Team Teach training in physical interventions and de-escalation.

This training provides the underpinning knowledge and practical management techniques for preventing, defusing and managing aggressive behaviour. Refresher training will be provided at regular intervals. (See also
7.2 of this policy)

Specialist skills and knowledge

Having acquired core skills, staff will need to continue in their learning so that they are able to demonstrate their competence in providing a quality service. Again, training needs will be identified through supervision.

A list of core training can requested please contact: Enquires@Jaynes-Homes.com

All training is detailed within the homes Training Matrix.



2. VIEWS, WISHES AND FEELINGS

2.1 A description of the home's policy and approach to consulting children about the quality care

The child is encouraged to actively participate in the review and development of services. Opportunities are provided to assist them to make informed decisions about their own lives and they are encouraged to feedback their views on Victoria House their quality of care and any improvements that can be made.
Methods may include; the independent visitor scheme, advocates, one-to-one meetings with staff or the Registered Manager, weekly meetings, key-work sessions and the Reg 44 visitor.

We encourage the child to be involved in planning their lives in a way that enables them to make meaningful contributions, for example, explaining to the child the purpose of a statutory review meeting, the attendees, and explaining the documents to the child before the meeting. Children are supported to express their views and their keyworker may act as an advocate.

Appropriate advice and expertise can be sought to ensure ethnic, linguistic and cultural issues are resolved to enable the child's full involvement in consultation.

The child will be encouraged to participate in decisions concerning the home and daily life. For example, menu planning, house decoration, internal and external recreational activities, etc. a house meeting will take place once a week. In these meetings the child will be encouraged to raise any issues regarding the home or their relationships within it. They are also encouraged to make any suggestions about wishes and desires to improve the home or their experience. Outcomes are recorded and used to plan changes within the home and activities.

The child will have regular key-work sessions where they have the opportunity to view and express their feelings regarding information kept about them on file and any other documentation. This is also an opportunity to speak privately to their keyworker about concerns, aspirations and feelings. Key-work sessions are goal focused, aiming to help the child to achieve their personal goals and the requirements of their **Care plan**.
Records of consultation in all its forms are reviewed by the Registered Manager or delegate for discussion with staff and any actions are fed-back as appropriate.

When the child's wishes cannot be acted upon, this is explained clearly to the child with the reasons why, and this conversation documented.

It should be noted that the above interactions, and others in this document, should be conversational in nature; it is our intention to avoid 'formal' structured interactions where possible to better promote 'family style living' as a positive experience in the home.

2.2 The children's home policy and approach in relation to:

(a) Anti-discriminatory practice in respect of children and their families.

Victoria House is committed to operating anti-discriminatory practice. We acknowledge that discrimination exists within our society and accept the importance of appropriately challenging discrimination where we find it.

Anti-discriminatory practice is the responsibility of *all* of our employees. Whilst it is impossible to legislate for people's attitudes, we have an expectation that staff members conform to this policy and all other policies whilst on duty, providing a service that does not discriminate on the basis of any personal characteristic.

Any form of discrimination within the home is challenged, with the aim of promoting an increased awareness of discrimination issues. The management team promote non-discrimination by raising staff members' awareness through updated training, by discussing issues in staff support sessions, and by making sure that learning materials are available to both staff and children.

The staff group are fundamentally committed to redressing the inherent disadvantages and discrimination often experienced by 'children looked after' in matters of education, social opportunities, health and employment. Staff members will do their best to ensure that all children have the relevant information about their legal rights and will support them in exercising these rights. Each child will have a copy of the home's **Children's Guide**.

Victoria House recognises that there may be occasions when a child requires the support of an independent person/visitor or advocate, for example, a children's advocate, independent person, solicitor or mentor. If such an occasion arises, staff will actively participate, with the social worker, in making that service available either through Kent County Council provision, or by seeking an independent provider or advocacy services.

Our **Equality and Diversity policy** is committed to anti-oppressive practice as a key feature within all its activities and is a shared vision which is ethically right and socially responsible. Victoria House aims to provide a living and working environment and culture which recognises and values differences.

Victoria House will proactively tackle all discrimination and ensure that no individual or group is discriminated against in any way or form for any reason. Any complaints of discrimination will be investigated and if substantiated, disciplinary proceedings will be invoked. The rights and needs of our children will always be prioritised.

(b) Children's rights.

All children are treated with respect and accorded privacy, personal choice and autonomy within the overall requirements for safety; children are respected as individuals in their own right by all the staff.

Victoria House subscribes to the United Nations Convention on the Rights of the Child (UNCRC). These apply equally to every child, regardless of who they are, or where they are from.

Children have the fundamental right:

To be...

- Valued as an individual
- Treated with dignity and respect
- Cared for as a child first Interact using their established method of communication
- Offered the opportunity of independence and choice
- Treated according to spiritual / social / cultural needs
- Able to maintain & develop friendships and interest
- Protected
- Listened

To know...

- That sexual feelings are OK
- Their sexual orientation (and that others are the same)
- About their body and its changes (puberty)
- What *is* acceptable and what *is not* (to be given in reason)
- **It is okay to say NO**

To have...

- Their questions answered (unbiased)
- The opportunity to learn social skills
- An advocate
- An understanding that staff keep information confidential and the exceptions when this is not possible



3. EDUCATION

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

Victoria House has access to specialist support via the Special Educational Needs team based at Kent County Council. **An assessment of need will be undertaken for each individual child who is placed at** Victoria House **and specialist advice will be taken as to best meet the child's specific and additional needs.**

Children who have special needs, including a physical and/or learning disability may be accommodated if, on assessment, the risks presented to them are acceptable.
Adaptations to the building may need to be made to accommodate a child who has mobility problem and is unable to access stairs.

Staff will support young people in their educational endeavours by liaising with the teaching staff, writing reports, attending meetings and reviews, as appropriate, helping with homework and assisting children working towards agreed targets. Their **Education Healthcare Plan** will direct target setting.

3.2 Confirmation of non-dual registration.

Victoria House is not currently dual registered as a school.

3.3 Arrangements for children to attend local schools and the provision made to promote the educational attainment of children.

Victoria House believes education to be pivotal in the life and development of children and recognise their rights to both a formal and informal education. Every effort is made to ensure all children receive the education to which they are entitled in order for them to achieve their full potential and that individual talents are recognised and further developed.

The home works in conjunction with families, local schools and other education services and partner agencies to enable the children we look after to reach their full education potential; at whatever level that may be.

Keyworkers are responsible for reporting to the Registered Manager and liaising with all educational providers, social worker, etc., in respect of their (key) child's progress and attainment.

When a child is admitted to Victoria House, they are expected and encouraged to attend their usual school (where practicable) in order to promote continuity of their education and maintenance of their social networks. They are fully supported in doing so with transport where necessary and appropriate. Staff members work in partnership with education providers to ensure that each child attends regularly, and any difficulties are dealt with promptly. This will often include daily 'handover' notes or conversations.

Staff members will fulfil a parental role through assisting with homework and showing an interest in work and progress including attending parents' evenings and other school events.

If required, staff will contribute to the process of identifying the most appropriate school or other education provider and, where appropriate, make arrangements for assisting the child to and from school/other education provider. Education staff are invited to all relevant meetings so that they can contribute to the discussion and add to their own understanding and knowledge of the child's strengths, areas of need and occasionally supportive interventions.

The child's key-work team will support them to access education or training (post-16) and ensure they are linked with the appropriate service and support as detailed in the child's plan.

All children have the facilities to undertake private study within Victoria House, including the use of a computer, printer, access to the Internet and other education resources. Access to public libraries and other educational settings will also be made available where helpful or necessary. Victoria House keeps a range of educational materials and on-line resources and links to enable staff to have an overview of the curriculum that children are following, and about what they may be expected to achieve.

If, by virtue of having been excluded from school, or because of a prolonged absence from an educational placement, the child becomes educationally disadvantaged, Victoria House and the local school Inclusion Manager will arrange appropriate home tuition or a place at the closest Pupil Referral Unit or suitable alternative provision. However, the objective is always for a planned reintegration into a full-time educational placement.

Jayne's Homes will record daily attendance and celebrate this and academic progress and achievement in accordance with the child's **Personal Education Plan**.

Victoria House seeks to support children in attending education and in enjoying their success. It is recognised that by supporting children in achieving academic success, particularly at 11+ level, this will provide a foundation for better future outcomes.

4. ENJOYMENT AND ACHIEVEMENT

4.1 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 interests and skills.

Victoria House recognises the importance of facilitating all types of enjoyable appropriate opportunities for growth and development.

Victoria House promotes opportunities for children to try out new activities and interests, which may broaden their horizons and nurture their talents and interests. The home offers the child regular trips and activities which are both generic and relative to their particular interest. These experiences often have a positive impact on the child's post-16 educational choices and career aspirations. As such, ideas on activities are sought from the children on a regular basis.

Celebrations of special occasions, e.g., birthdays, holidays, religious festivals etc. are planned and undertaken by both staff and the children.

Victoria House aims to have an annual holiday for each child.

Visitors and friends are welcomed to the home and children are encouraged to develop and maintain relationships outside of Victoria House. Visitors may be invited to stay for meals and friends may be able to 'sleep-over', underpinning our focus on providing the same opportunities for that child as a responsible parent, once risk assessments have been undertaken; we understand the importance of supporting friendships that have a positive peer influence.

Children are entitled to £10.00 per week 'pocket money', all children also receive £20 per week for clothing and will be encourage to partake in shopping trips with key-workers. Jayne's Homes will save £10 per week on behalf of the child.

Trips with staff to the cinema, shopping centres and other places of interest take place on a weekly basis. Children are also supported in the participation of outdoor learning opportunities. This can be delivered through Victoria House or via external teams and voluntary organisations. Any organised off-site/outdoor activities are supported by experienced staff. All activities are risk assessed before they are undertaken.

Children are encouraged to maintain part-time jobs such as paper rounds, where possible and appropriate. They are encouraged to attend regular organised group activities such as youth clubs and uniformed groups.

Within the home, a range of equipment, including art and craft materials,

sports equipment, gaming, etc., are available. Children can use the home's computers and have access to the Internet with staff support and with necessary filters in place.

Victoria House has good links with the community and will remain aware of festivals, carnivals, and other activities typically found in the local area.

Victoria House is committed to celebrating good news, achievement and positive experiences in all their forms. We do this through 'Memory Books' and electronic files, a special 'book' for each child where we record their time at Victoria House in photos and keepsakes. These form a record of positive memories for our children to take forward into their future lives and reflect on.

5 HEALTH

5.1 Details of any healthcare or therapy provided;

a) Details of the qualifications and professional supervision of the staff involved in providing health care or therapy.

Each child's emotional health needs are assessed on admission using the information in their referral, health assessments and any existing therapeutic reports, and are reviewed through key-work, care planning and statutory reviews. Where a child needs therapeutic support, Jayne's Homes sources and funds specialist therapy, working closely with CAMHS and other mental health professionals. Additional therapeutic services can be sourced for our children based upon specific needs. All external therapists sought by Victoria House are required to have and provide evidence of a full DBS check along with evidence of their professional qualifications and registration with the HCPC, BACP, UKCP or an equivalent professional body. All therapists are required to receive regular clinical supervision in line with their professional body's requirements.

Victoria House has access to a Looked After Children Nurse, Child and Adolescent Mental Health Services therapist, independent counselling practitioners and links are maintained with other specialists as appropriate to the children's needs.

Victoria House is able to support children and young people with a range of medical and health needs alongside their emotional and behavioural needs. This may include long-term or complex medical conditions such as epilepsy, asthma, diabetes, allergies, and other ongoing health needs. Care is provided in line with individual Health Care Plans, Risk Assessments and Placement Plans, developed in partnership with health professionals, parents/carers (where appropriate) and the placing authority. Staff are trained and deemed competent to safely support identified medical needs, including administration of medication and specific clinical tasks, and will work closely with community nursing teams, GPs, CAMHS and other relevant services. Reasonable adjustments will be made to the environment, routines and staffing to ensure

children's medical needs are met safely, consistently and with dignity, promoting wellbeing, independence and inclusion within the home and wider community.

b) Information about how the effectiveness of any healthcare or therapy provided is measured, the evidence demonstrating its effectiveness and details of how the information or the evidence can be accessed.

Victoria House is committed to promoting healthy living through the provision of a balanced diet and engagement in activities. The home's food/meal arrangements and bedtimes should ensure that the children are well nourished and well rested. Exercise is encouraged, and children may use local exercise facilities at the home's expense. The home supports the children to access health care and provides information and opportunities to maintain a healthy lifestyle by utilizing keywork sessions to discuss issues such as diet, exercise, sleep, emotional health, risk, sexual matters, relationships, smoking, drug and alcohol abuse. Supporting notes and the **Health Care Plan** record progress, for example weight issues, etc. Any implementation plan provided by the NHS is also recorded and monitored in the **Health Care Plan**.

Children are supported to have regular health checks. Wherever possible children admitted to Victoria House will remain registered with their own GP, dentist and other health practitioners. If this is impractical, or they wish to change, with the agreement of their Social Worker and parents/carers (as appropriate), they will be helped to register with local services. Where appropriate, parents are encouraged to arrange and attend medical appointments, and are kept informed of medical issues with the agreement of the child, with due regard for the child's **Fraser Competence** and right to confidentiality. Staff members will support children to attend appointments and/or advocate with health professionals on behalf of young people.

Staff will continually monitor the health and the wellbeing of the children in our care and if required, medical assistance will be sought as soon as possible. Diagnosis of any illness or condition must be left to a medical practitioner. All prescribed and other medicines are held in a lockable medicine cabinet, administered by trained staff only and recorded in accordance with Victoria House policy.

6. POSITIVE RELATIONSHIPS

6.1 The arrangements for promoting contact between children and their families and friends.

Children are positively encouraged to maintain contact with their families and friends (where appropriate) and are given support by staff and social workers to achieve this aim. Support can include the provision of lifts, travel warrants or tickets and supervision if necessary.

Victoria House encourages visits from family, friends and other important people in their lives (where appropriate). All guests are made welcome as long as their presence or behaviour does not disrupt the child and if necessary, risk assessments have been undertaken.

Telephone contact with family and friends is also encouraged. Most, in common with many children, have pay-as-you-go mobile phones to maintain social contact. Children may keep in contact via other means, e.g., video calls such as Zoom.

Victoria House makes arrangements for children to see guests in private. However, children may also invite their guests into the communal areas of the home. Refreshments are always available, and children are encouraged to invite guests for meals with the agreement of staff members.

If required, staff are able to provide support for supervised contact with siblings and parent(s)/carer(s) usually within the community such as visit to a park, local recreational opportunity or attendance at key family and friend events such as birthdays, weddings, funerals, etc.

Any restrictions and limitations to contact are set out in the child's **Placement Plan** and will be reviewed regularly by the child's social worker.



7. PROTECTION OF CHILDREN

7.1 A description of Victoria House approach to the surveillance and monitoring of children accommodated.

Victoria House has a CCTV system which allows for the monitoring of external areas of the home, this includes the front, side driveway areas of home. CCTV enables monitoring of who enters and who leaves the home for security and safeguarding reasons.

CCTV is strictly external. There are no CCTV cameras within Victoria House.

Use of CCTV is agreed in advance with the placing authority and written consent is required from the case-holding social worker and the child.

Viewing of external CCTV footage is restricted to the Registered Manager or senior nominee only and is recorded. Should the information be required by external agencies, this will be recorded and necessary notifications will be written. Any viewings of recorded CCTV footage are recorded in a CCTV logbook with date, time, who viewed the recording and why.

The principle of ISSPs (Intensive Support and Supervision Programs) is supported by the home. The home will support the use of Electronic Tagging Systems should it be a Court requirement as a result of any offending behaviour.

7.2 Details of the children's home's approach to behavioural support

Teaching of socially acceptable behaviour is key to our approach. It is recognised that the provision of good and consistent care with an emphasis on positive relationships is the most effective way of managing behaviour. When dealing with undesirable behaviour, staff will seek to use Restorative Approaches. The process requires the person who has caused harm to accept responsibility for their action, consider the distress they have caused and seek to make reparation. The child will be helped to understand why their behaviour was unacceptable and be helped to explore alternative ways of behaving.

Victoria House seeks to provide an authoritative parenting style, characterised by high expectations of behaviour combined with high levels of sensitivity to the child. Staff will set clear and realistic behavioural expectations and will use praise and positive attention to promote good behaviour.

Risk Assessments and **Individual Behaviour Management Plan** ensure that the child's behaviours are managed in a consistent way and the child is encouraged to contribute to the writing of such plans.
Staff consistently employ **positive interventions such as praise and reflection rather than punitive responses**. Staff will help children identify their skills, talents and signature strengths and build on these to resolve problems and build confidence.

Reflective discussions, key worker sessions, therapeutic consultations and staff meetings will be used to help children and staff to consider the best way of responding to challenging situations and would result in documentation being updated as required.

OUR EMPHASIS IS ON A DE-ESCALATION, I.E. A PREVENTATIVE APPROACH IN EMPLOYING A RANGE OF STRATEGIES E.G. VERBAL, NON-VERBAL, ETC., TO REDUCE OR ELIMINATE THE NEED FOR *ANY* PHYSICAL INTERVENTION

The basis of the recording and analysis of the behaviour is based on an ABC model:

A = Antecedents? (Triggers) What happened immediately before the misbehaviour, i.e., the events that led up to it?

B = Behaviour? What precisely did the young person do?

C = Consequences? What happened as a result of the behaviour?

Staff are encouraged to think broadly about antecedents in particular as while some triggers may be obvious, others are more complex and reside within the individual. This approach enables us a more holistic analysis of the incident to break the cycle – and reduce or eliminate the need for escalation to a physical intervention where possible.

A) The approach to the use of restraint with respect to children accommodated.

THE USE OF FORCE IS ONLY REASONABLE IF IT IS PROPORTIONATE TO THE CONSEQUENCES IT IS INTENDED TO PREVENT.
Only documented physical interventions should be used.
Only the minimum force necessary to prevent injury or serious damage to property should be applied, for the minimum amount of time necessary; it must never become a test of will or strength.
Every effort should be made to have other staff present during an incident of aggression or violence.
Physical intervention is an act of care and control using approved techniques and is never used as a punishment.
Physical intervention is never used purely to make a child comply with staff instructions or rules when there is no immediate risk to people or property.

- ONLY DOCUMENTED PHYSICAL INTERVENTIONS SHOULD BE EMPLOYED
- ONLY MINIMUM FORCE SHOULD BE EMPLOYED TO ENSURE SAFETY. Only the proportionate force necessary to prevent injury or serious damage to property should be applied; it must not develop into a test of will or strength.
- Physical engagement techniques should only be enforced for THE MINIMUM AMOUNT OF TIME NECESSARY
- Every effort should be made to include the PRESENCE OF OTHER STAFF during an incident of aggression or violence.
- Physical intervention should be an act of care and control using approved techniques, NOT AS A PUNISHMENT.
- PHYSICAL INTERVENTION SHOULD NEVER BE USED PURELY TO ENFORCE COMPLIANCE WITH STAFF INSTRUCTIONS OR RULES WHEN THERE IS NO IMMEDIATE RISK TO PEOPLE OR PROPERTY.

B) How persons working in the children's home are trained in the use of restraint and how their competence is assessed.

All staff undertake **De-escalation and Disengagement training** to enable them to keep themselves and the children safe. Team Teach is a nationally recognised training programme to assist staff in the safe management and handling of behaviours that challenge. Practitioners are trained in Interventions and De-escalation.

Our training increases staff confidence and competence in responding to behaviours that challenge, whilst promoting positive relationships

Following successful completion of Team Teach training, staff members will:

- Be able to state the basic values, rationale and principles of the Team Teach approach.
- Have knowledge and understanding of relevant legal standards and expectations related to use of force.

- Have knowledge and understanding of the reporting, recording, monitoring and evaluating requirements of incidents involving physical controls and reasonable force.
- Have knowledge and understanding of aggression and conflict, being able to recognise typical signs and causes.
- Have knowledge and understanding of the importance of using de-escalation strategies where possible. Be aware of the concept of the conflict spiral, levels of behaviour and the need for an appropriate staff response in order to maximise the opportunity to calm the incident through non-verbal and verbal strategies where possible.
- Have knowledge and understanding of a whole setting holistic approach to behaviour management, including the importance of self-awareness and self-control whilst managing challenging behaviour.
- Be able to conduct a follow up process with the service users and is aware of the importance of a support and supervision, repair and reflection process for both staff and individuals involved following a serious incident involving positive handling strategies.

Inclusive within the Team Teach system is the requirement that staff will receive regular refresher training on prevention, de-escalation and the range of interventions.

The techniques that have been taught to staff include a range of personal safety responses to deal with controlled release to disengage from a holding situation that becomes outside of acceptable risk, e.g., being held around the neck, hair being pulled, being bitten, seizure of wrist, arm, or clothing, or use of an object as a weapon.

All staff are trained to Team Teach Level 2 and complete regular refresher training. The Registered Manager will keep a list of staff training, detailing type and level of training and registration date. This record should be made available for inspection as required.

An Incident Report is completed after any incident that required a physical intervention. The Registered Manager will each time complete the monitoring section. Appropriateness and competence are measured using this form and other supporting evidence.

Victoria House Behaviour Management policy should also be referred to for a more comprehensive explanation and guidance of the management of behaviours that challenge.

8. LEADERSHIP AND MANAGEMENT

8.1 The contact details of;

(a) The registered provider (including details of the company owning the children's home)

Jayne's Homes Ltd
13 Woodside Road,
Sidcup, Kent, DA15 7JG

(b) The Responsible Individual (Interim) is:

Craig Tume
Jayne's Homes Ltd, 13 Woodside Road, Sidcup,
Kent, DA15 7JG

(c) The Registered Manager is:

Grace Fraser
Jayne's Homes Ltd,
13 Woodside Road, Sidcup,
Kent, DA15 7JG

8.2 Details of the experience and qualifications of staff, including any staff commissioned to provide education or healthcare.

Grace Fraser

Role: **Registered Manager**
Date of Employment: **September 2024**

Qualifications:
BSc Hons Sports and exercise with Psychology, NVQ Level 3 Children and Young People, Level 5 in leadership and Management within residential care CYP, Level 3 in education and training, First aid instructor in adult and paediatrics.

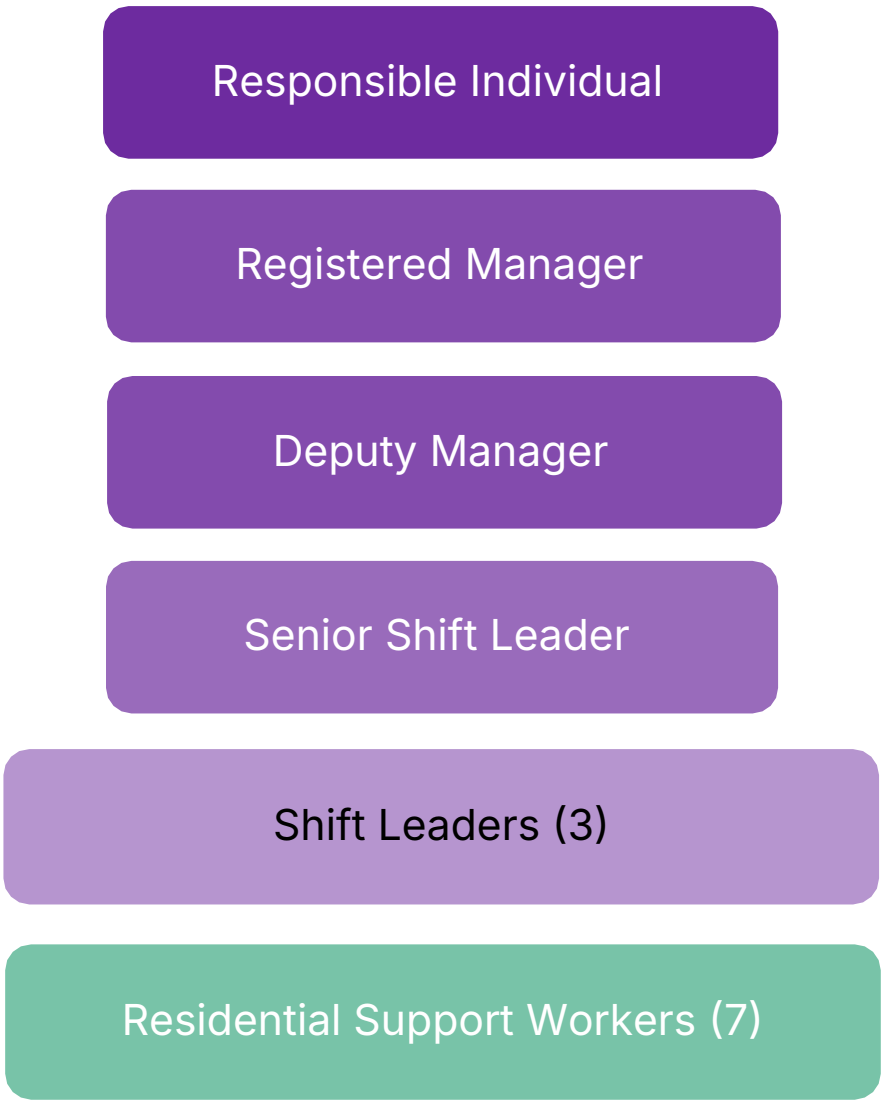
Experience: **Grace has worked in health and social care for 17 years, from elderly residential care and care in the home to working with children with a wide range of needs and backgrounds. She has worked in children's residential services for 12 years, starting as a Residential Support Worker and developing her career through training and advancement to roles including Deputy Manager and Registered Manager. Grace has completed a wide range of training, including ARP training with Professor David Shemmings and training in residential management, and holds a Level 3 qualification in education and training and is a qualified first aid trainer. She is passionate about the work we do at Jayne's Homes and is committed to providing outstanding care to the children.**

New staff are supported through an intensive induction process that covers the essential skills, knowledge and ethos of the home's approach.

Current staff working in the home have achieved or are working towards the expected qualifications for their role and bring a diverse range of skills, experiences and talents to the home.
Full profiles, including the experience and qualifications of every member of the team, are set out in Appendix 2.

The Registered Manager holds the Level 5 qualification in Leadership and Management within residential care for Children & Young People. All staff at the home are supported to achieve the minimum Diploma/QCF Level 3 in *Children & Young People.*

8.3 Details of the management and staffing structure of the home, including arrangements for the professional supervision of staff.



It should be noted that the Registered Manager and Responsible Individual cover a 24/7, 365 days per year out-of-hours on-call provision.

Supervision

The staff supervision structure within the home is established for all team members, with everyone committed to its purpose. The system is based on a hierarchical model (see above), i.e., the Responsible Individual supervises the Registered Manager; the Registered Manager supervises the Deputy Manager, the Senior Shift Leader and the Shift Leaders; and the Deputy Manager and the Senior Shift Leader supervise the Residential Support

Workers. It is intended that this system creates a two-way flow of information that is seen as relevant to the supervision forum.

Formal supervision

This occurs on a regular basis and sessions last for at least one hour. Both staff member and supervisors prepare an agenda before the meeting, which form the topics for discussion about progress on objectives agreed in their Individual Performance Plan.

Supervision sessions are recorded and the agreed notes signed by both the supervisor and supervisee and both have a copy. Originals are kept securely. Progress of actions agreed at the previous meeting is discussed at the subsequent meeting, so that continuity is achieved.

Supervision sessions take place in a quiet, comfortable environment with the minimum of disturbance.

Interim/Informal supervision

Additional group supervision is carried out within team meetings and therapeutic consultations. Informal/interim supervision occurs as and when required.

The aim is to distribute management and senior level rota time, so that at least one senior staff member is always on-shift where possible. If they cannot offer advice and guidance about less urgent situations at the time, they will respond to staff before the end of the shift.

In addition to monthly supervision, staff have an annual performance appraisal meeting where individual targets are set for the year. This provides an opportunity to compare current performance against the prescribed role and responsibilities and enable factors such as career aspirations and development to be discussed. The outcome is agreed objectives that reflect the needs of the home as well as the needs and aspirations of the staff member. Any problems can also be discussed e.g., stress management. However, this is not a conversation that should occur on an annual basis but identified and discussed as it occurs.

Children are invited to contribute to this process through creative feedback tools and/or a questionnaire. This provides the member of staff and the manager with information on the child's view of the worker, to better identify where their strengths lie and their areas for development.

Referrals to training courses, education courses, etc., should reflect the operational needs of the home.

8.4 Description of how the home promotes appropriate roles of both sexes.

Victoria House aims to have a mixed staff team regarding gender where possible. All roles are shared to avoid any negative stereotyping regarding domestic environment in particular.

This includes a mix of different ages and different cultures and to act as positive role models for the children. All staff are aware of the need to breakdown any stereotypes, sexist or inappropriate comments or behaviour in relation to gender.

All staff therefore promote appropriate role modelling within the home.



9. CARE PLANNING

9.1 Criteria used for the admission of children to the home, including policies and procedures for emergency admission.

Admission Criteria

Victoria House caters for individuals aged six (6) to eighteen (18) years. Whilst all referrals will be considered, the needs of the resident will also be taken into account. Accommodation will not normally be offered to a child whose needs are such that their placement would require a level of specialist care not possible within the structure or staffing of the home. In this situation, it would be expected, if such a placement was made, that additional staffing would be arranged.

A planning meeting will be held either before a child is admitted to Victoria House or within seventy-two (72) hours of them arriving. The purpose of this meeting will be to agree a Placement Plan, which will in turn, inform the home's Internal care planning. It is the home's custom to produce a simplified, word processed version of the agreed Placement Plan that can more easily be shared with those involved in the child's care.

Staff at Victoria House will liaise with social workers and with Independent Reviewing Officers to ensure that they are kept fully informed, that contact is maintained between Social Worker, child and their family, and that statutory reviews and planning meetings take place as required.

As far as is possible, all admissions will be planned, and in principle, Victoria House will not normally accept emergency placements. An emergency placement is defined as 'the need to identify an immediately available bed for a child with no
pre-admission referral or care planning which links the needs of that child with the service that is provided by the home.' In extreme circumstances, emergency admissions will be considered if this is in the best interest of the child concerned and the risks associated with an emergency admission can be addressed.

In exceptional circumstances an 'immediate placement' may be agreed by the Registered Manager. In such circumstances, the Registered Manager will agree that the introduction and pre-admission procedures can be abridged to facilitate the placement of a child within 24 hours. Immediate placements will only be considered where a referral form has been completed and it is clear that the child's needs fit the criteria for admission to Victoria House and that they will be well placed in the home.

Admissions procedure

A completed referral form, and the information requested in it, are needed before a placement is agreed. Referrals are received by the Registered Manager. The Responsible Individual, the Registered Manager, the Deputy Manager and the social work team will consider placement matching and this will be evidenced on the placement matching form and impact risk assessment.

Children and their parent(s)/carer(s) seeking places are welcome and encouraged to visit Victoria House before placement decisions are made. The child should always be accompanied, on arrival, by his/her social worker, and if possible, any previous carer(s). She/he is welcome to bring personal possessions so long as these do not compromise others' safety.

If it is felt that the child may not manage a visit to the home, then further information may be requested to inform the decision and an initial visit to the child will be made by the Responsible Individual, the Registered Manager and/or the Deputy Manager to assess whether they would be an appropriate match.

On arrival at Victoria House, the child will be met by a designated member of staff, and sufficient staff will be available to ensure that the child is not left alone whilst any essential administration is completed.

The child will be given time to talk to staff and will be supported in settling into Victoria House. Previous carers should be encouraged to participate in this process, with the child's agreement. Staff will do their best to ensure that making the transition to Victoria House is a positive experience for the child. The child will be given a copy of the Home's Children's guide, and their parent(s)/carer(s) offered a copy of this Statement of Purpose.

A keyworker will be assigned to the young person to liaise with the social worker and previous carers. A file for recorded information will be established as soon as possible after admission. Staff will ascertain as much information as possible about the child's background and history and use that information to complete risk assessments that will be responded to with appropriate strategies, interventions and levels of staff support.

Victoria House aims to ensure that young people are only accepted if the placement is deemed to be wholly appropriate and if staff, parents, the referring agencies and where possible, the child is confident that we can meet their individual needs.

Placement Endings and Transitions

All children of appropriate age will have a **Transition Plan**, developed and agreed with the child and relevant others. Victoria House offers extensive

support to the child at every stage of moving on; from visiting the new placement to liaising with relevant others to help the child to settle into their new home, and if appropriate remaining in contact. Our priority is that the transition is a positive experience for all.

When our young people move on, we want to make sure, where possible this is undertaken in a planned, child-centred manner, and that the young person has a 'leaving social event as well as a memory book of their journey at Victoria House. We view this as extremely important as it provides an opportunity to reflect on their stay and their achievements and enable them to say their goodbyes to the team and the other children living in the home. If the placement is ended suddenly due to an emergency situation, we will do our best to maintain a positive ending even if this means completing some aspects of this retrospectively.

See Appendix 1 for Referral process.

A copy of this Statement of Purpose is made available to:

a) Those working at the home.
b) Children accommodated in the home or those who may be accommodated. (if appropriate)
c) Parent(s)/carer(s) of a child accommodated.
d) The child's Placing Authority.

This Statement of Purpose will be kept under review and where appropriate revised.

If this document is revised, the Responsible Individual will notify HMCI of any revisions and send a copy to HMCI within 28 days of the revision. A version of the updated Statement of Purpose, with the home's address and location details removed to protect the children's privacy, will be displayed on the company website within 28 days. Following the review and revision of this document, the Registered Manager will review and make any necessary changes to the Children's Guide.

Jayne's Homes is a learning organization and committed to continuous improvement. We therefore welcome any comments or suggestions that will enable us to reflect on our working practices and enhance the development of the service. Please contact the Registered Manager GRACE FRASER (grace.fraser@jaynes-homes.com) and the (interim) Responsible Individual CRAIG TUME (craig.tume@jaynes-homes.com)

APPENDIX 1

Referral Process

Stage 1: Initial referral

A placement enquiry is received either via email or telephone, which may be from a Local Authority or a social worker. The relevant information is then forwarded to the Registered Manager.

The manager will then ascertain the following:

i) **Can we meet the needs of this young person?**

ii) **Will the location of the home and its underlying ethos provide an overall positive life and learning experience for this young person?**

Providing the answer to (i) & (ii) is **'Yes'** we **proceed to** Stage 2.

Stage 2: Informal visit/information gathering.

Staff will proceed to gather further specific information regarding the child from relevant other professionals involved in the child's care including issues of compatibility with existing residents.

A planned informal visit provides an opportunity for us to outline our provision and allows the child and family/carers a chance to visit and experience at first hand the building and its facilities and meet some of the staff and other residents (where appropriate).

If it is felt that the child may not manage a visit to the home, then Further information may be requested to inform the decision and an initial visit to the child will be made by the Responsible Individual, the Registered Manager and/or the Deputy Manager to assess whether they would be an appropriate match.

If following the visit, the child and others consider the home is the right placement AND we consider it to be in the best interests of the child to proceed, we then provide information to the Local Authority including a copy of our **Statement of Purpose**, our **Children's Guide**, costings, recent OFSTED report, and any other relevant documentation.

Proceed to Stage 3.

Stage 3: Formal assessment

A formal assessment to establish the needs of the child involving a visit and an overnight stay will be offered. The information gathered will then form a sound basis for the child's current needs and ascertain whether we are able to offer a suitable placement.

Proceed to stage 4

Stage 4: Preparation of individual Care Plan.

Once Stage 3 is complete the child's **Care Plan** can be drafted. This includes:

- **All essential information**
- **Risk assessment(s)**
- **Individual Behaviour Management Plan**
- **Individual Placement Plan**

* *This list is not exhaustive.*

Stage 5: Admission

A date and time will be agreed for when the placement will begin.

Upon admission, the child is welcomed to Victoria House and assigned a key-work team, led by the Registered Manager or Deputy Manager, who will spend time with them on their first day to ensure that they receive a **Welcome Pack** in their bedroom, including a copy of the **Children's Guide** and **Complaints policy** which will give them essential information.

Victoria House is fully aware of the daunting experience it is for a child to move a new home and we will do all we can to ensure they feel comfortable, safe and secure once here; something we believe to be a particular strength of **Jayne's Homes**. This involves making safe provision for the child's valuables and assisting to personalise their room.

Stage 6: Reviews/placement plans

Victoria House reviews the child's **Placement Plan** in line with Child in Care (CLA) reviews and in consultation with the child, their Placing Authority/social worker, parent(s) or carer(s).

We aim to hold an initial planning meeting within the first week, from the commencement of placement, involving the Social Worker and child. The aim of this meeting is to achieve an agreed pathway which also incorporates the voice of the child.

Stage 7: Transitioning from the service

All children of appropriate age will have a **Transition Plan**, developed and agreed with the child and relevant others. Victoria House offers extensive support to the child at every stage of moving on; from visiting the new placement to liaising with relevant others to help the child to settle into their new home, and if appropriate remaining in contact. Our priority is that the transition is a positive experience for all.

When our young people move on, we want to make sure, where possible this is undertaken in a planned, child-centred manner, and that the young person has a 'leaving social event as well as a memory book of their journey at Victoria House. We view this as extremely important as it provides an opportunity to reflect on their stay and their achievements and enable them to say their goodbyes to the team and the other children living in the home. If the placement is ended suddenly due to an emergency situation, we will do our best to maintain a positive ending even if this means completing some aspects of this retrospectively.



Meet the team...

DIRECTORS



Peter Hammond
Managing Director



Matthew Spencer
Director /
Responsible Individual



Craig Tume
Director /
Interim Responsible Individual

MANAGEMENT & SHIFT LEADERS

GF

Grace Fraser
Registered Manager

CH

Connie Humphrey
Deputy Manager

BC

Billy Chambers
Shift Leader

DR

Daniella Ritson-Emslie
Senior Shift Leader

SK

Stacey Kent
Shift Leader

EY

Evangeline Young
Shift Leader

RESIDENTIAL SUPPORT TEAM

JC

Joshua Clifford
Residential Support Worker

TK

Tiffany King
Residential Support Worker

LB

Lloyd Boateng
Residential Support Worker

MC

Marie Cherry
Residential Support Worker

JB

Jessica Ballentin
Residential Support Worker

JA

Jasmine Adewale-Badero
Residential Support Worker

VC

Vanessa Crunden
Residential Support Worker