



Changing Lives, Shaping Futures

# Statement of Purpose

## August 2025

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## Introduction

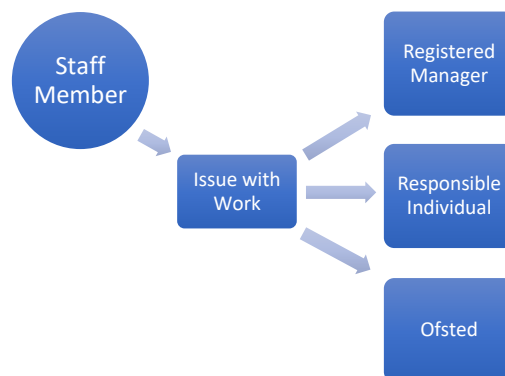
In compliance with **Regulation 16 of the Children’s Homes (England) Regulations 2015**, all children’s homes must maintain a clear and accessible **Statement of Purpose (SOP)**. The **Quality and Purpose of Care Standard** requires that the SOP is available to staff, children, and others with legitimate interest in the home, such as the responsible authority and any parent or person with parental responsibility. This document not only describes the care provided by **Liberi Care (Holly House)**, but also serves to inform and hold us accountable for the quality of services we deliver.

At Holly House, we believe that children and young people thrive best within their families. However, when this is not possible, residential placements should offer nurturing and supportive care tailored to their developmental needs. At Holly House, we are committed to giving every child and young person the opportunity to reach their full potential, recognising that behaviour can change positively when the right support is in place.

**Residential care** plays a crucial role in providing a secure, stable, and predictable environment where children and young people can build positive attachments with staff. These relationships create a foundation from which they can learn, respect others, and build the emotional strength and confidence necessary to transition to the next phase of their lives, whether that be reunification with family, independent living, or another appropriate placement.

## Transparency & Accountability

To maintain transparency in our services, Holly House implements robust reporting structures, including adherence to our **Whistleblowing Policy**, ensuring accountability at all levels.



## Quality and Purpose of Care

### 1. Range of Needs Served

Holly House specialises in providing residential care for children and young people aged 10 to 17 who exhibit **social, emotional, and behavioural difficulties**. Our home, located in Tottenham, is a purpose-built, 4-bed facility designed to provide high-quality care and support for up to four young people at any given time. The mix of residents is carefully determined based on thorough initial assessments and consideration of the needs and dynamics of the current residents.

We provide placements for a range of children and young people, including but not limited to:

- **Children and young people** who require a residential alternative to family placement or who are unaccompanied minors.
- **Children displaying emotional and behavioural challenges** such as risk-taking behaviours, self-harming tendencies, or involvement in criminal activity.
- **Children with underlying special educational needs** or learning difficulties, such as attention deficit hyperactivity disorder (ADHD).
- **Children in crisis**, including those with turbulent or traumatic pasts.
- **Children who have experienced multiple placement breakdowns** and require consistent, sustained care to restore stability.
- **Children who struggle with forming attachments** and trusting relationships.
- **Children requiring high-level supervision**, including waking night support, based on their individual needs.
- **Children who have been victims of or are at risk of exploitation.**

We do not offer placements for children and young people who:

- Have a **primary diagnosis of a mental health condition.**
- Have a **primary diagnosis of a learning disability**, which is the primary reason for their care needs.
- Require **specialised equipment or adaptations** due to physical disabilities.
- Have a **history of fire-setting or convictions for arson.**
- Have **serious dependency on class A drugs or alcohol**

#### Our Aims and Objectives

At **Holly House**, our objective is to support young people through structured guidance tailored to their individual needs. We aim to:

- **Work in partnership** with Local Authorities to implement the care plans for each child, with the goal of facilitating rehabilitation into a family environment wherever possible.
- Provide **short-, medium-, and long-term residential placements** that focus on the holistic development of each young person.
- Offer a stimulating, supportive, and educational environment where young people are empowered to thrive, achieve, and reach their potential.

We are dedicated to ensuring that each young person in our care receives the support they need, both in terms of education and personal development, to help them succeed in all aspects of life.

## 2. Ethos

***Holly House Ltd***  
***Mission Statement***

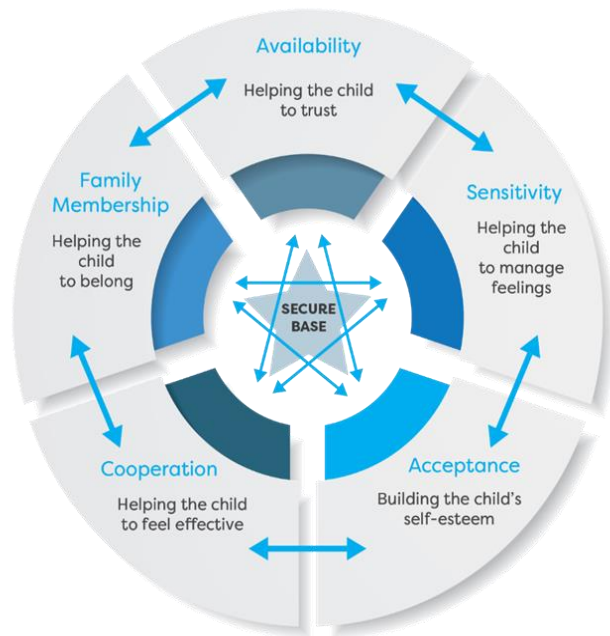
Holly House aspires to provide high-quality residential care that is a centre of excellence that will look to focus on young people's achievements and outcomes.

We at Holly House believe that we can change the pathway of children and young people in care. We recognise that children and young people in residential care are often at a disadvantage due to circumstances beyond their control. Our life experiences working with children and young people have led us to believe that we

can offer a more level playing field. We aspire that those in our care will be supported in all aspects of their lives including education, preparation for adulthood and that their emotional health and well-being are key to this journey. We will give our children and young people the tools and opportunities to achieve their aspirations. We will work tirelessly to ensure they have the strength, confidence and support to build a bright, limitless future. We are determined that management and staff are trained and equipped to carry out our vision.

At Holly House, we firmly believe that all children and young people have the capacity to thrive and overcome their traumatic experiences. Achieving this requires a stable, consistent, and empathetic environment where they can safely process their experiences and develop the skills necessary to manage their emotional and psychological impacts.

Our approach centres on understanding each child as an individual, rather than focusing solely on their behaviours. By adopting a trauma-informed approach within a secure base model, we empower our experienced team to provide the support each young person needs to heal and grow.



The foundation of our success at Holly House lies in the warm, nurturing, and trusting relationships we cultivate. We prioritise emotional growth and aim to reintegrate young people into the wider community through residential care, education, and social opportunities. Our goal is to help them make responsible choices, develop personal accountability, and move towards independence, all while respecting their unique limitations.

Aligned with the core principles of residential childcare, we believe that every child and young person has the right to live in an environment where they feel loved, happy, healthy, safe from harm, and able to develop and flourish. Our primary objective is to provide stability and security, fostering resilience and supporting the formation of positive, lasting relationships. Above all, we are dedicated to helping each child or young person achieve their full potential.

Our home offers an environment that emphasises warmth, stability, consistency, structure, and boundaries. We see every interaction with a child or young person as an opportunity for positive intervention, and we centre our approach on building genuine, caring relationships. These relationships are based on:

- Mutual respect,
- Recognising each child as an individual,
- Focusing on solutions and maintaining a positive outlook,
- Involving children and young people in all aspects of their care, and
- Supporting and nurturing their potential.

Keyworker sessions provide structured support tailored to each child's specific needs, driving progress and fostering positive outcomes. Our staff operate within a relationship-based culture, providing positive role models for the children and young people in our care.

To ensure the highest standards of care, all staff participate in a comprehensive continuing professional development program. This training covers key areas such as child development, communication, attachment, trauma, brain development, and the PACE approach. Additionally, we collaborate with external professionals when needed to meet the specific needs of the young people in our care.

The emotional and physical safety of each child is our top priority. Recognising that some children have lived through abusive and damaging experiences, while others may have additional complex needs, we work in close partnership with families and the broader support network around each child. Furthermore, Holly House embraces a culture of transparency, actively seeking constructive feedback from young people, their families, and professionals to continually enhance the services we provide.

### **Our Aims and Objectives**

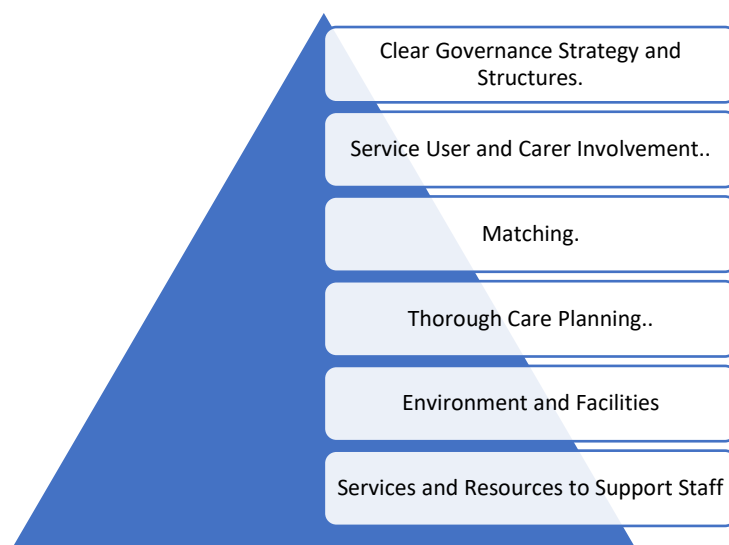
At Holly House, our aims and objectives are focused on enabling children with emotional or behavioural challenges, as well as those who have experienced trauma, to reach their full potential. We strive to create an environment that is rooted in care, acceptance, and encouragement, while promoting respect for individual achievements and being sensitive to each child's unique needs.

Our overarching goals are:

- To ensure that children and young people in our care are safeguarded from significant harm, including emotional, physical, and sexual abuse, neglect, and bullying.
- To provide a supportive environment that offers stability, consistency, and security.
- To collaborate closely with Placing Authorities and key stakeholders to meet the needs of the young people in our care.
- To encourage and support the participation and involvement of young people in decisions regarding their care.
- To meet and exceed all Ofsted Quality Standards.

We aim to achieve these goals by working in partnership with all those involved in the care and support of the young people, ensuring the best possible outcomes for everyone.

**We hope to achieve this by:**



**3. A description of the accommodation offered by the home**

Holly House has been thoughtfully adapted to meet all required health, safety, and fire safety regulations. The aim is to maintain an environment that resembles a family home, with minimal signage and notices, to create a warm and comfortable atmosphere. Both the interior and exterior have been designed to avoid an institutional feel, and input on the decor and furnishings is encouraged from the manager, staff, and the children and young people living in the home.

Holly House is registered to accommodate up to four children/young people of any gender, aged between 10 and 17 years. This includes sibling groups, although children/young people outside of this age range may be considered, depending on the outcome of a referral and risk assessment. This assessment also considers the potential impact on the other residents.

Situated in a residential area within the London Borough of Haringey, the home is a modern, semi-detached four-bedroom property that has been newly furnished to provide a homely and welcoming environment for children and young people. It is designed to offer comfort and space for relaxation and socialisation.

Upon entering the home, the ground floor comprises of a living room on the left, followed by the office. Further down the corridor is the first bathroom, which includes shower facilities. At the end of the hallway is the kitchen, with bi-folding doors that lead to the rear garden, providing a private outdoor space.

The upper floors consist of four bedrooms, two of which include ensuite facilities. All bedrooms have been recently refurbished with a modern and spacious design, ensuring a comfortable and personal space for each child/young person. Additionally, there is a second lounge on the first floor, offering a quiet space for private meetings/tutoring sessions and additional living space.

In addition to the ensuite rooms, two bedrooms on the 2<sup>nd</sup> Floor, share a bathroom.

Children and young people are actively encouraged to personalise their bedrooms, and their input is sought regarding the home's overall décor and colour schemes. This ensures that everyone feels a sense of ownership and comfort in their living environment.

While there are no specific physical requirements for what a children's home must look like, the key is to demonstrate that the home can provide high-quality care aligned with our Statement of Purpose and the children's guide.

At a minimum, the property must provide:

- A private furnished bedroom for each child
- A communal bathroom
- A living area
- A kitchen and dining area
- A staff office
- A garden for outdoor activities

#### 4. A description of the location of the home.

The home is situated in an urban area of Tottenham, providing a variety of local amenities, including shops, restaurants, and a community centre. The location is well-served by public transport, with convenient bus routes and a nearby railway station offering direct connections to Stratford and other larger towns in the surrounding area.

In addition to local amenities, the proximity to nearby towns offers an even wider range of opportunities for the children and young people. These include access to schools, colleges, libraries, and an array of arts and leisure facilities designed to support and encourage their personal interests and development. This combination of local and nearby resources ensures a well-rounded living environment that fosters both educational and social engagement.

#### 5. The arrangements for supporting the cultural, linguistic and religious needs of children.

At Holly House, we believe every child should have the opportunity to preserve and express their cultural, linguistic, and religious identity. We are committed to fostering an environment that not only supports but actively encourages, shares, and celebrates these aspects of a child's life.

Our commitment to equality and respect for all religious beliefs is fundamental. The home approaches the cultural and religious needs of children with sensitivity and care, ensuring these are thoroughly considered during the pre-admission assessment and incorporated into each child's individual Placement Plan. This includes, but is not limited to, provisions for attending places of worship, observing religious practices, dressing according to cultural norms, and following dietary requirements.

Key aspects of our support include:

- Providing access to information about various religions and cultures to all children and young people.
- Arranging transport for children to attend places of worship or other culturally significant locations.
- Ensuring the preservation of cultural and religious heritage and traditions.
- Facilitating the establishment of meaningful connections to cultural and religious communities.

- Supporting children and young people with language needs by arranging appropriate linguistic support services.

Our staff are fully dedicated to facilitating and respecting each child's cultural and religious identity. We strive to accommodate these needs within reasonable financial constraints, ensuring that every child feels valued and supported in expressing their unique identity.

#### 6. Accessing the home's complaints policy.

At Holly House, we have a clear and comprehensive policy for managing comments and complaints, ensuring that any concerns about our services or support are addressed promptly and thoroughly. We actively encourage the use of our complaints system in situations where individuals feel dissatisfied. All complaints are taken seriously, and we are committed to ensuring they are thoroughly investigated in accordance with our established procedures.

Children and young people in our care have the right to be represented by an advocate of their choice if they wish to do so. Upon admission, each child will receive a *Children's Guide* that includes clear and accessible guidance on how to raise a complaint. We ensure that this information is presented in a format that supports understanding, regardless of age or individual needs.

Relevant family members and the placing social worker will also receive copies of these documents. Additionally, a copy of the home's complaints procedure is readily available to children, young people, their families, and the placing authorities.

Complaints can also be raised with external bodies if desired, and the process for doing so is freely available within the service. Members of the public or neighbours wishing to raise a concern or make a formal complaint can obtain information by contacting the home's Manager.

Mike Walker (Manager)

Holly House Ltd

Telephone: 07960833194

Email: [mike.walker@liberi-care.co.uk](mailto:mike.walker@liberi-care.co.uk)

Or contacting our head office on 07375034421 or emailing your request to [Info@liberi-care.co.uk](mailto:Info@liberi-care.co.uk)

Complainants are also advised of their right to complain to Ofsted.

<p><b>Ofsted</b>  <b>National Business Unit</b>          Piccadilly Gate          Store Street          Manchester, M1 2WD</p> <p><b>Telephone:</b> 0300 123 1231          (Open: 08:00 to 18:00, Monday to Friday)  <b>Email:</b> <a href="mailto:enquires@ofsted.gov.uk">enquires@ofsted.gov.uk</a>  <b>Website:</b> <a href="http://www.ofsted.gov.uk">www.ofsted.gov.uk</a></p>	<p><b>England's Children's Commissioner</b>          Dame Rachel de Souza          The Office of the Children's Commissioner          Sanctuary Buildings          20 Great Smith Street          London, SW1P 3BT</p> <p><b>Telephone:</b> 0800 528 0731  <b>Email:</b> <a href="mailto:team@childrenscommissioner.gsi.gov.uk">team@childrenscommissioner.gsi.gov.uk</a>  <b>Facebook:</b> <a href="http://www.facebook.com/officeofthechildrenscommissioner">www.facebook.com/officeofthechildrenscommissioner</a>  <b>Twitter:</b> <a href="https://twitter.com/ChildrensComm">https://twitter.com/ChildrensComm</a>  <b>Website:</b> <a href="http://www.rights4me.org">www.rights4me.org</a></p>
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#### 7. Details of how to access the home's child protection or the behaviour management policy

At Holly House, safeguarding is paramount, and we ensure that all staff are thoroughly trained and regularly updated on safeguarding practices, including child protection and child sexual exploitation.

Any concerns related to safeguarding must be reported to the Registered Manager immediately for prompt action.

To view our safeguarding policy or request further information, please contact us at [info@liberi-care.co.uk](mailto:info@liberi-care.co.uk)

### **Behaviour Management**

Holly House is committed to fostering a positive, nurturing environment for the children and young people in our care. Our behaviour management practices focus on respect, positive reinforcement, and the development of self-esteem. Staff members are trained to implement clear, fair, and consistent rules for conduct, considering the individual history and needs of each child. A flexible approach is used to help children understand and manage risks to themselves, others, and property.

We believe in rewarding positive behaviour, with a key focus on building strong, trusting relationships between staff and young people. This is essential in encouraging good behaviour and promoting a positive ethos in the home. Our goal is to help children develop self-control, self-worth, and respect for themselves and others.

To access the full behaviour management policy, please contact [info@liberi-care.co.uk](mailto:info@liberi-care.co.uk)

### **Missing from Home**

Holly House has a comprehensive *Absent/Missing Children* policy in place to ensure the safety of every young person. Each child has a tailored risk management plan to reduce the risk of absconding. Upon arrival, keyworkers engage in discussions with young people who have a history of absconding to identify causes and potential interventions to prevent recurrence.

In high-risk cases, additional measures are implemented, such as modifying the timeframe for reporting a young person as missing, increasing staff support, or providing incentives. These modifications are agreed upon with the placing authority and parents or carers, as appropriate. The goal is to empower young people to make safe choices independently as they transition out of care.

Staff maintain close communication with social workers, family members, and other relevant parties when a young person goes missing. If a child is absent without authority for over 24 hours, they must be reported to local authorities in line with Local Authority procedures.

For advice or to view our *Missing from Home* policy, please contact [info@liberi-care.co.uk](mailto:info@liberi-care.co.uk)

### **Bullying**

Holly House has a zero-tolerance policy towards bullying in all its forms, including verbal, physical, and cyberbullying. From their first day, young people are made aware of this policy and provided with the tools and support needed to report any concerns. Our anti-bullying procedures are also available for young people to review at any time.

We actively encourage a culture where young people feel safe and supported to speak out if they or someone they know is being bullied. Staff play a key role in promoting this safe environment, and if bullying behaviour persists, a strategy meeting will be convened with the relevant social workers to discuss solutions.

Bullying is regularly addressed in weekly children's meetings and is closely monitored by staff. Incidents are recorded, and action plans are created in collaboration with the young person, staff, and professionals involved.

To view our anti-bullying policy or seek more information, please contact [info@liberi-care.co.uk](mailto:info@liberi-care.co.uk)

Views, wishes and feelings.

#### **8. Our approach to consulting children about the quality of their care.**

At Holly House, we are committed to creating a nurturing, family-like environment where every child's rights, wishes, and needs are respected. We believe that when children are empowered to influence the day-to-day decisions that affect their lives, they grow in confidence and independence, and their time in our care becomes more meaningful and beneficial.

#### **Child Participation and Empowerment**

We encourage all children and young people to actively participate in the running of their home. Their opinions are valuable, and we foster a culture of openness where every voice is heard, respected, and considered. Through this process, we aim to help children appreciate and respect themselves and one another.

Upon admission, each child is paired with a key worker who will meet with them individually at least once a week. These sessions are proactive, focused on achieving personal goals and building life skills, while also addressing emotional well-being and behaviour. The sessions provide a safe space for children to discuss their care plans, share their thoughts on how the home is run, and express their feelings about their care.

Our key workers adopt a trauma-informed approach, building strong, meaningful relationships with each child. These relationships form the foundation for delivering targeted, holistic support using various methods, including Direct Work, Life Story Work, AQA, and life skills development. Sessions are designed to be child-led, informal, and friendly to ensure the child feels comfortable expressing their needs.

#### **Weekly House Meetings and Emotional Well-Being Surveys**

We hold weekly house meetings where children are encouraged, though not required, to attend and even chair the sessions if they wish. These meetings provide an opportunity for children to raise any concerns or ideas they may have, with minutes taken to ensure follow-up. Feedback is provided to both staff and children, reinforcing a collaborative atmosphere where children are involved in decision-making.

Additionally, children complete an emotional well-being survey each month, covering how safe, happy, and confident they feel in the home, at school, and in their relationships. The results of these surveys are used to guide key worker sessions and help us continuously improve the care we provide.

#### **Involvement in Their Own Care**

Children and young people at Holly House are regularly consulted, both formally and informally, about all aspects of their care. We employ a variety of methods to ensure that even those with communication difficulties can express their views. Children are actively encouraged to contribute to their care plans, participate in reviews, and engage in meetings that impact their care. After any significant event, such as an incident or intervention, children are given the opportunity to discuss and debrief with staff to ensure they understand and can contribute to preventing future issues.

The Registered Manager is always available for private discussions, ensuring children feel supported and can raise concerns confidentially.

## **Home Operations and Consultation**

Holly House conducts regular meetings to involve children in discussions about the operational aspects of the home. These meetings are age-appropriate and child-friendly, providing children with opportunities to voice informal complaints and express their ideas. All suggestions are documented, and outcomes are shared with the children.

Children are also encouraged to personalise their bedrooms and have input into the home's décor and other environmental decisions. Monthly consultations with the Regulation 44 inspector provide an additional layer of external oversight, ensuring children's concerns are addressed and actioned where appropriate.

Throughout the year, we maintain an ongoing record of the children's views regarding the home's development. Their feedback informs our continuous improvement efforts, and we ensure children are provided with resources on how to contact external bodies, such as the Children's Commissioner and independent advocacy services.

## **Consultation with External Stakeholders**

The Registered Manager regularly consults with professionals, families, and other significant individuals involved in the child's care as part of the Regulation 45 process. The home ensures that all relevant parties are informed of any incidents, achievements, or concerns related to the child. Formal consultations about the home's operations occur as part of monthly Regulation 44 visits.

In the biannual review of the home, we incorporate feedback from children, social workers, placing authorities, families, and other professionals to guide the ongoing development of the service.

## **Empowering Children in Their Care Plans**

Key workers support young people in taking an active role in developing their care plans. Children are encouraged to set both short- and long-term goals and discuss how they can achieve these objectives. We ensure each child has a clear understanding of the steps required to reach their potential.

## **Complaints and Concerns**

Each young person is provided with a copy of the home's complaints policy upon admission and has access to a telephone for private calls within reasonable times. We encourage children to share any concerns they may have, either directly or anonymously if they feel more comfortable doing so.

By engaging children in all aspects of their care and the operation of the home, we aim to create an environment where they feel empowered, valued, and heard.

## **9. Anti-discriminatory practice and children's rights.**

At Holly House, the welfare and needs of children and young people are our foremost priority. We are committed to addressing any issues related to race, disability, gender, class, religion, or any other form of diversity that may lead to discrimination or prejudice. This ethos of inclusivity extends to the children and young people in our care, their families, and our staff. Our goal is to ensure that every child can thrive and fully benefit from all available resources and opportunities.

### **a) Promoting Professional Responsibility and Reflective Practice**

We require all staff to be mindful of their personal feelings, values, prejudices, and beliefs and to separate these from their professional responsibilities. We encourage open discussions through individual and group supervision sessions to foster reflective practice. This approach helps our staff remain focused on providing the highest standard of care, ensuring that all actions are rooted in fairness and respect.

#### **b) Encouraging Respect and Inclusion**

Our staff play an active role in helping children and young people treat others with respect and fairness. We promote the use of simple, jargon-free language that is appropriate for each child's age and cultural background, making it easier for children to express their opinions. Children and young people are given opportunities to contribute to important decisions in meetings, such as reviews, activity planning, and care planning, ensuring their voices are heard.

#### **c) Creating a Home-Like, Inclusive Environment**

At Holly House, we are dedicated to creating an environment where every child feels truly at home. We respect and celebrate each child's unique rights and beliefs, empowering them to achieve their full potential while feeling emotionally and physically secure.

#### **d) Commitment to Anti-Discriminatory Practice**

We actively promote anti-discriminatory practices by ensuring that every child is treated equitably, regardless of their race, gender, religion, age, physical appearance, sexual orientation, disability, family background, personal tastes, or personality. At Holly House, we strive to:

- Treat everyone within our community with kindness, fairness, and respect.
- Recognise and respect individual needs, understanding that treating people equally may not always mean treating them identically.
- Provide additional support for children who need it to help them succeed.
- Involve people from different backgrounds in key decision-making processes.
- Ensure that no one experiences harassment, discrimination, or unfair treatment based on any protected characteristic.
- Maintain a safe, secure, and stimulating environment for all.

#### **e) Ensuring Equal Access and Fair Treatment**

All children at Holly House are treated equally and given equal access to the resources and opportunities available. Privileges may only be withdrawn as an appropriate consequence of negative behaviour, but such measures will always be applied fairly and consistently, with the aim of encouraging positive behaviour and cooperation within the home. Children will be fully aware of their rights, and regular reviews with their key workers will ensure these rights are respected and maintained.

#### **f) Teaching Responsibility and Fair Consequences**

Children will be taught that every action has a consequence, and sometimes negative actions may result in negative consequences. We encourage our children to participate in determining what they believe is a fair consequence for their behaviour, fostering a sense of personal responsibility and accountability.

## **g) Equality for Staff**

Just as we promote equality for the children in our care, we also ensure that our staff are treated with fairness and respect. This includes equal access to training, supervision, support, and opportunities for professional advancement. We believe in treating all individuals with the dignity and respect they deserve.

By embedding these values in our everyday practice, we strive to create a caring and inclusive environment where every child and staff member can thrive.

## **Education**

### **10 Supporting children with special educational needs.**

We provide a structured, stimulating environment in which all children, including those with special educational needs, are valued, included, and supported to achieve their potential.

We are aware that every child is unique, and all children develop at different stages of their development and have differing needs as they grow and meet the challenges of life outside the home.

We work closely with the parents, liaise with other outside agencies, and monitor and review our policy, practice.

Children with special educational needs will be respected and treated as individuals. They will not be discriminated against, and any negative attitudes or remarks made to or of children with special educational needs will be discussed.

At Holly House, children, and young people with an EHCP are supported by the home. The home attends Reviews of the EHCP or Individual Educational Plan (IEP) meetings.

Holly House staff will make provision for children to attend a local school if appropriate. We aim to encourage the children to walk to the nearest school if possible and staff will facilitate this. If a school is not within walking distance Holly House staff will support the use of either public transport or will transport the child to school. Our Staff deem any homework sent from the school as being important and a 'daily homework session' will be incorporated into the child's daily schedule.

A manager or key worker assigned to the child will liaise with school to ensure we are working together to provide a good education for the child. This will include the attendance of 'consultation evenings', concerts, school clubs etc for the child to feel fully integrated into the school and local community.

The child's social development will include helping to build self-esteem and a 'sense of self', friendship skills and behaviour management. This will enable the young person to have developed social skills to function in their local community.

Holly House subscribes to the AQA accredited scheme which awards certificates for academic and life skills achievement which helps our children with progression to potential further training, study, employment, voluntary work, independent living, and more active involvement in society.

AQA's are shown to motivate, encourage, engage, support, and raise self- esteem and can reward achievement which might otherwise go unrecognised, e.g. small steps or non-mainstream subjects.

The development of social skills will include working on functional life skills to aid independence. This will include home and cooking skills, independent travel, financial awareness (understanding and

opening bank accounts), keeping safe, health, hygiene and developing positive relationships and if appropriate, writing CVs and job interview techniques.

Staff will promote a love of learning and help to develop literacy and numeracy skills on a continual basis within the home and outside the home. Indoor and outdoor sporting activities/hobbies are encouraged and facilitated by the staff at Holly House as life enriching skills both socially and physically.

#### 11. Details of the arrangements for education.

The home will work within our education policy, ensuring all children who have an EHCP will have their needs met.

Holly House are not dually registered as a School.

#### 12. Arrangements for children to attend local schools and promoting children's educational achievement.

At Holly House, we provide a structured and stimulating environment where all children, including those with special educational needs (SEN), are valued, included, and supported to reach their full potential. We recognise that every child is unique and develops at their own pace, with different needs as they navigate the challenges of life both inside and outside the home.

We work closely with parents and external agencies to ensure that our policies and practices are responsive and supportive. Children with SEN are treated as individuals and are never subject to discrimination. Any negative attitudes or remarks directed at children with SEN are addressed constructively to foster an inclusive and respectful atmosphere.

For children and young people with an Education, Health, and Care Plan (EHCP), Holly House provides comprehensive support. The home actively participates in reviews of the EHCP or Individual Education Plan (IEP) to ensure that we are meeting their educational needs. We work collaboratively with schools to facilitate the best possible educational outcomes.

When appropriate, Holly House supports children in attending local schools. Our goal is to encourage children to walk to school when feasible, and our staff will assist with this. If a school is further away, we provide transportation or support the use of public transport. We take homework seriously and incorporate daily homework sessions into the child's routine.

The assigned manager or key worker works in close partnership with the school, attending consultation evenings, school events, and extracurricular activities to help the child integrate fully into their school and the wider community. We focus on social development, building self-esteem, friendship skills, and behaviour management, ensuring that children acquire the social skills necessary for positive community interactions.

Holly House is a participant in the AQA accredited scheme, which awards certificates for academic and life skills achievements. This program motivates, supports, and recognises children's progress, including small steps that might otherwise go unnoticed. The scheme helps our children transition into further education, employment, independent living, and active participation in society.

To further foster independence, we develop practical life skills such as cooking, managing personal finances, travel, and health and hygiene. These skills help prepare children for the future, including job interviews and writing CVs.

We also promote a love for learning, supporting literacy and numeracy development within the home. Children are encouraged to engage in hobbies and sporting activities, which are facilitated by staff as part of a holistic approach to physical and social development.

#### **a) Arrangements for Education**

Holly House ensures that all children with an EHCP have their educational needs met in line with our educational policies. Although our homes are not registered as schools, we work diligently to support the education of children in our care.

#### **b) Attending Local Schools and Promoting Educational Achievement**

Education is a cornerstone of each child's intellectual, social, emotional, and physical development. It fosters self-esteem, confidence, resilience, and future opportunities for independence. At Holly House, we ensure that all children receive equal educational opportunities, fostering aspirations for success and maintaining continuity in their education.

Upon admission, our commitment to each child includes:

- Prioritising the collection of a complete education history, including their statutory Personal Education Plan (PEP).
- Contacting the education provider immediately to identify the designated teacher or head of year for the child.
- Ensuring the earliest possible school attendance for children with current educational placements.
- Providing all necessary school equipment, including uniforms and personal study materials.

We are committed to:

- Maintaining accurate records of attendance, punctuality, homework, and behaviour.
- Regularly monitoring academic progress.
- Providing a suitable and well-resourced space for homework and study.
- Attending parent-teacher meetings and other school events.
- Encouraging extracurricular activities, the use of libraries, and the development of personal interests outside of school.

For children not currently in school, or during transitions between educational provisions, we:

- Provide a structured day filled with practical in-house or external activities.
- Work with relevant agencies to secure full-time educational placements.
- Encourage library use and the pursuit of personal interests.

#### **c) Commitment to Educational Excellence**

At Holly House, we believe that all children deserve equal access to resources, regardless of their sex, race, religion, ability, or background. We are dedicated to promoting emotional, physical, spiritual, social, and intellectual growth, helping children overcome difficulties for their individual benefit and for the benefit of society.

We strive to create a nurturing environment where learning and achievement are part of daily life. Our staff collaborates with schools to provide programs that include basic education, social learning, communication skills, education for leisure, and preparation for adulthood.

Where possible, we work towards reintegrating children into mainstream education. If this is not feasible, we ensure they are supported in gaining the necessary experiences and skills for successful reintegration into society.

We provide opportunities for children to have their achievements recognised through nationally accepted examination certifications and participation in the National Record of Achievement Scheme.

Our homes are equipped with high-quality educational resources, and we make effective use of IT to support children's education. We also work closely with educational professionals to address attendance and academic progress issues.

Key workers are fully involved in educational meetings and contribute to the PEP and care plan reviews. We follow up on school progress at home, supporting children's participation in SATs, GCSEs, vocational courses, and other qualifications.

#### **d) Supporting Educational Stability**

All children are offered education at a suitable local school. Where necessary, transportation is provided. In cases where a child does not have a school placement, our Education Support Worker becomes involved to provide additional support.

The Registered Manager serves as the main liaison with the Education Department, ensuring that all educational needs are met in line with the child's education plan.

#### **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 interests and skills.

At Holly House, we ensure that all children and young people have access to a variety of recreational and developmental activities that cater to their individual needs and interests. Our aim is to provide a well-rounded environment that nurtures creative, intellectual, physical, and social growth.

Recreational facilities are available to all children and young people based on their specific needs. The Home Manager and care staff actively encourage participation in diverse hobbies, whether through school activities, youth clubs, or local sports centres. Children and young people engage in age-appropriate peer activities, like how a reasonable parent would make decisions in collaboration with their child, while considering the placement plan and any risk assessments.

We recognise the importance of each child's unique interests and strive to provide opportunities for them to explore and develop new passions. Engagement with local charity events and organisations is also encouraged, allowing children and young people to contribute positively to the wider community.

In addition, each child is given the opportunity to go on an annual holiday, providing a valuable break and the chance to build positive memories. We also encourage participation in local youth clubs and community activities to help children build social skills, boost confidence, and enhance their ability to engage in social situations.

### **a) Health Care Arrangements**

Holly House prioritises the physical and emotional health and well-being of every child and young person in our care. We ensure that everyone's healthcare needs are met through comprehensive support and guidance on health and personal care issues. As part of our admission process, we collaborate with parents and other professionals to ensure each child or young person is registered with a local GP, dentist, and optician, and that regular check-ups and necessary medical appointments are arranged.

Parental consent is required for the administration of medications. Decisions regarding emergency medical treatment are made in consultation with healthcare professionals and those holding parental responsibility. All healthcare visits, treatments, and medications are meticulously recorded in each child's personal medical file. Medications are securely stored in locked cabinets in accordance with best practices, and all staff receive training in first aid and medication administration.

While Holly House does not provide direct healthcare or therapy services, we work closely with local healthcare providers to ensure that all medical, emotional, and therapeutic needs are met. All staff members are trained in trauma-informed care, which enables them to understand each child's history and current circumstances, ensuring the highest level of care and support for their future.

### **b) Trauma-Informed Care and Relationship Building**

At Holly House, we believe that a therapeutic relationship is key to helping traumatised children recover and thrive. Research has shown that children who form a strong attachment with a caregiver, along with a wider network of supportive relationships, are more likely to heal from past trauma. To facilitate this, each child is paired with a key worker who plays a central role in forming these attachments and providing consistent, nurturing care.

Our trauma-informed approach emphasises the importance of continuity, predictability, and familiarity in each child's care. As caregivers, our role is to provide a secure and supportive environment where children feel safe and valued. We utilise the PACE model (Playfulness, Acceptance, Curiosity, and Empathy), developed by Dr. Dan Hughes, to foster secure attachments and address the underlying needs behind challenging behaviours. This model encourages trust and emotional closeness, allowing the child to heal and develop positive relationships.

In addition to emotional support, we offer practical life skills development, including opportunities to gain AQA qualifications. Our goal is to empower each child to become as independent as possible, equipping them with the skills and resilience needed to transition successfully into adulthood and become confident, contributing members of the community.

### **c) Positive Relationships: Contact with Family and Friends**

Holly House believes in maintaining and facilitating meaningful contact between children, their families, and friends, wherever appropriate. Each child has access to a private phone line to make and receive calls, as well as a mobile phone (if agreed upon by the social worker). Phones equipped with location-tracking apps may be used to ensure the safety of children while they learn the local area and develop independent living skills. These measures are regularly reviewed as part of multi-agency meetings.

Children are encouraged to build friendships outside the home, participating in activities such as park visits or club memberships. The staff supports maintaining these friendships through regular communication and social outings.

At the time of admission, a contact schedule is agreed upon during the Placement Agreement Meeting with the placing social worker. Contact arrangements, including any necessary supervision, are clearly outlined in each child's file. These arrangements are reviewed and updated regularly, with the registered manager coordinating with the social worker as necessary.

When family contact requires supervision, our staff ensures that reports are prepared, and reflective discussions with the child are held to assess how the visit went. For unsupervised visits, we similarly provide feedback and documentation to ensure positive outcomes.

We work closely with social workers to maximise the opportunities for children to maintain important family connections. Regular contact between social workers, children, and young people is encouraged, and our staff ensures that young people are actively involved in decisions affecting their future. Where appropriate, home visits are arranged and assessed based on individual needs.

Parents and other significant family members are encouraged to participate in the child's care and well-being. In cases where child refuses contact or where parents are unwilling to engage, we work to address these challenges sensitively and constructively.

All children and young people have access to a private telephone line, email, and postal services, subject to appropriate risk assessments. Parents and significant others are welcome to visit the home, with prior arrangements made to ensure the visit is well-coordinated and supportive of the child's needs.

## **Protection of children**

### **14. Monitoring and Surveillance**

At Holly House, the safety and well-being of our children and young people are our highest priority. We have implemented an electronic bedroom alarm system that can be activated at bedtime, based on an individual risk assessment. This system alerts sleep-in staff if a child or young person leaves their room during the night. The decision to use this system is made on a case-by-case basis and is agreed upon only when deemed necessary to ensure the safety of the young person.

Before implementing this arrangement, we engage in thorough consultation with all relevant parties, including the placing authority, the child or young person, their parents (where applicable), and the placing authorities of other children and young people in the home. Written consent is obtained to ensure full understanding and agreement with the safety measures in place.

### **15. Behavioural Support and Restraint**

At Holly House, we believe that the most effective approach to behavioural support is through the development of strong, positive relationships between our staff and the young people in our care. These relationships are built on trust, sensitivity, and a deep understanding of each young person's individual needs, background, and experiences.

We also recognise that rules and boundaries are easier for young people to understand and adhere to when they have a sense of ownership and involvement in the process. Therefore, we encourage young people to contribute to the development of rules and the establishment of consequences for their actions through regular house meetings. This participatory approach promotes mutual respect and ensures that boundaries are applied in a fair, clear, and consistent manner across the entire care team.

All staff members at Holly House undergo a comprehensive induction, which includes training on our policies, procedures, and a series of workshops to equip them with the necessary skills and knowledge to meet the highest standards of care. Our approach to behaviour management focuses on de-escalation techniques and positive reinforcement.

## 16. Physical Restraint Policy

At Holly House, we are committed to avoiding physical restraint wherever possible. Our highly skilled team is trained in the use of de-escalation techniques as part of our Positive Behaviour Support Programme. Physical intervention is only considered when there is an immediate risk of harm to the child or others. In such situations, the least restrictive measure is used to guide the child to safety, with minimum physical contact, and always in a manner that is reasonable, proportionate, and necessary.

We utilise the PRICE approach, a structured and graded response system that prioritises de-escalation and behaviour management. Physical intervention is viewed as a last resort and is only employed when all other methods have been exhausted.

All staff at Holly House receive PRICE training or in-house training in positive behaviour management and how to handle challenging behaviour.

## 17. Staff Supervision and Competency

To ensure the highest standards of care, all staff participate in regular supervision sessions, typically every 4 to 6 weeks, where their relationships with the children and young people are reviewed. These sessions provide an opportunity for reflection, support, and ongoing development to ensure that staff are meeting the Quality Standards expected at Holly House.

In addition to supervision, regular staff meetings are held to review practices, share good examples, and celebrate successes. This collaborative approach ensures continuous improvement and fosters a culture of excellence in behaviour management and childcare.

### Leadership and management

## 18. Contact details of registered persons

<b>Registered Provider</b>  Holly House Ltd <b>They can be contacted at:</b> <a href="mailto:Info@liberi-care.co.uk">Info@liberi-care.co.uk</a>	<b>Responsible Individual</b>  Anthony McKenzie <b>They can be contacted at:</b> <a href="mailto:Tony.mckenzie@liberi-care.co.uk">Tony.mckenzie@liberi-care.co.uk</a>	<b>Manager</b>  Glenna Mannion. <b>They can be contacted at:</b> <a href="mailto:Glenna.mannion@liberi-care.co.uk">Glenna.mannion@liberi-care.co.uk</a>
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The home address is not published in this document for safeguarding purposes. More information available on request.

#### **a) Responsible Individual's Role**

The Responsible Individual holds a crucial role in ensuring the effective governance and quality of care at Holly House. They are responsible for regularly reviewing all policies, procedures, and risk assessments in collaboration with the Registered Manager, making updates as necessary to ensure compliance and best practices. Additionally, they work closely with the Registered Manager to ensure that the premises remain fit for purpose and meet all regulatory and safety standards.

Together, the Responsible Individual and the Registered Manager ensure that the home's location, design, and layout are fully suited to the needs of the children in residence. This includes ensuring that the accommodation is not only appropriate and of high quality but also respects the children's privacy, offering a safe, well-maintained, and nurturing environment that promotes their well-being.

#### **b) Registered Manager's Role**

The Registered Manager is responsible for the overall daily management of Holly House, exercising their duties with competence, care, and skill. Their primary responsibility is to ensure the smooth operation of the home, with a focus on the safety, welfare, and development of the children in their care.

This role includes overseeing the day-to-day activities of the home, ensuring that each child's individual needs—whether related to care, education, supervision, or health—are consistently met. The Registered Manager also ensures that there is an adequate number of appropriately qualified, competent, and trained staff members who receive regular supervision and ongoing professional development.

In addition to managing staff, the Registered Manager is tasked with regularly reviewing the children's care plans and working collaboratively with local authorities and other multi-agency partners to ensure all plans and practices comply with the Children's Homes Regulations and Quality Standards, as well as any other relevant legislation.

#### **19. Experience and qualifications of staff**

All workers currently employed at the home have undertaken an Enhanced Disclosure and Barring Service (DBS) and will have documentary evidence of this.

#### **Responsible Individual**

Anthony McKenzie BEM has been working in the residential sector for 26 years. He has been a Deputy Manager, Homes Manager, Operations Manager and Responsible Individual for a number of homes. He has a BA (2:1) in Informal Education and Social Work. He has a Diploma in informal education and social work; he is a vocational assessor and has NVQ4 in management and the equivalent of level 5. Tony has completed various training courses recently, including but not limited to safeguarding level 5, anti-bullying level 3, suicide prevention, responding to incidents of sexual harassment and teaching about consent and managing disclosures of sexual assault.

#### **Deputy Manager/ Acting Manager:**

Hold relevant experience as a deputy manager, with expertise in SEN education and nannying. She demonstrates a broad understanding of children's needs across different settings.

Glenna benefits from the following skills and competencies:

- Leadership and supervision of teams
- Key working and placement planning
- Safeguarding and child protection
- Communication and partnership working with external professionals
- Compliance with Children’s Homes Regulations 2015 and Quality Standards
- Crisis management and de-escalation techniques
- Experience of contributing to inspections and regulatory compliance

Qualifications:

- Holds a Certificate of Higher Education in Health Studies.
- Currently undertaking Level 4 Young People and Families Practitioner.

Staffing Team	
Position	Brief Summary
<p><b>Shift Leader</b> Qualifications and Training</p>	<p><b>George Agboh</b> George Agboh is an experienced care professional with a strong background in supporting children and young people with emotional and behavioural difficulties, including challenging behaviour. He has worked in both residential childcare and education settings, holding roles such as Senior Support Worker and Teaching Assistant. George is currently undertaking a Level 4 Diploma in Residential Childcare and holds a Level 2 NVQ in Health and Social Care, as well as a Level 5 BTEC HND in Network Engineering. He has completed training in safeguarding (CSE, CCE), physical intervention (Team Teach), first aid, GDPR, food hygiene, fire safety, and COSHH. George is passionate about creating safe, nurturing environments where young people can thrive, and he brings calm, emotionally intelligent leadership along with a commitment to continuous development. His interests include swimming, basketball, reading, cooking, and spending time with his family.</p>
<p><b>Shift Leader</b> Qualifications and Training</p>	<p><b>Elizbeth Dada</b> Elizabeth Dada is a highly experienced and committed care professional with over 20 years’ experience in health and social care, supporting children, young people, and families with complex and diverse needs. Her background includes extensive work in residential care settings as a Therapeutic and Residential Support Worker, with a focus on emotional and behavioural difficulties, autism, learning disabilities, mental health, and safeguarding. Elizabeth holds a Level 3 Diploma for the Children and Young People’s Workforce, complemented by a Bachelor’s degree in Health and Social Care and an Access to Social Work qualification. She is experienced in trauma-informed approaches, multi-agency collaboration, safeguarding practice, and the implementation of holistic support strategies that promote safety, well-being, and positive outcomes for children and young people. Her recent roles have involved working within therapeutic residential settings, carrying out risk assessments, safeguarding responsibilities, and contributing to care planning and reviews. Elizabeth demonstrates a calm,</p>

	<p>nurturing, and empathetic approach, underpinned by strong values in inclusion, respect, and child-centred care.</p> <p>Elizabeth is passionate about helping young people overcome disadvantage and trauma, and she is committed to empowering them to realise their potential through consistency, compassion, and structure. She brings a wealth of professional and life experience to the role, and her interests in reading, community engagement, and ongoing personal development complement her commitment to excellence in care.</p>
<p><b>Shift Leader</b> Qualifications and Training</p>	<p><b>Cassandra Lundula</b></p> <p>Cassandra Lundula is a dedicated and compassionate care professional with over six years of experience supporting children and young people with complex emotional and behavioural needs. She has worked in both residential and educational settings, including roles as a Support Worker, Behaviour Supervisor, and Therapeutic Education Practitioner, giving her a strong understanding of trauma-informed approaches and safeguarding principles.</p> <p>Cassandra holds a Level 3 Extended Diploma in Health and Social Care and has completed professional training in Safety Intervention and First Aid. She has also undertaken university-level studies in Education, demonstrating her commitment to continuous learning and development in the field of child care and support.</p> <p>Throughout her career, Cassandra has worked closely with multi-agency teams including social workers, families, and educational professionals to ensure the safety and well-being of vulnerable children and young people. She is experienced in conducting one-to-one sessions, managing behavioural challenges, and promoting positive outcomes for those in her care.</p> <p>Cassandra is passionate about empowering young people and creating safe, structured environments that support growth, healing, and personal development. Her values of empathy, resilience, and respect align closely with the vision and ethos of Holly House. She is also a holder of a full UK driving licence, further supporting her flexibility and commitment to the role.</p>
<p><b>Care Support worker</b> Qualifications and Training</p>	<p><b>Zizah Jalloh</b></p> <p>Zizah Jalloh brings over 7 years of experience in Health and Social Care settings, with a strong track record supporting children and young people with complex needs. She holds a BA (Hons) in Social Policy and Criminology, alongside NVQ Level 3 in Health and Social Care (Children and Young People), and has completed training in safeguarding, child protection, and conflict resolution. Zizah’s experience spans residential settings, education support, and family engagement, reflecting her calm, empathetic approach and commitment to improving outcomes for vulnerable young people. Her experience and qualifications are highly aligned with Liberi Care’s values and expectations of trauma-informed, child-centred practice.</p>

<p><b>Care Support worker</b> Qualifications and Training</p>	<p><b>Ismail Dinnall</b> Ismail Dinnall brings over 10 years of hands-on experience working with children and young people in a range of settings including residential homes, youth work, and specialist day centres. He holds multiple relevant certifications, including Team Teach Positive Behaviour Management, Safeguarding Children, and FA Level 1 Football Coaching, and has completed GNVQ studies in Health and Social Care. Ismail's strengths lie in his calm and patient approach to challenging behaviour, ability to build rapport, and use of sport as a tool for confidence building and engagement. He is an energetic and committed practitioner who aligns fully with Liberi Care's goal of providing positive, stable environments for young people to thrive.</p>
<p><b>Care Support worker</b> Qualifications and Training</p>	<p>Vacant</p>
<p><b>Care Support worker</b> Qualifications and Training</p>	<p>Vacant</p>
<p><b>Care Support worker</b> Qualifications and Training</p>	<p><b>Salima Kaddu</b> Experience: 2+ years   Qualification: A-Levels in Sociology &amp; Health &amp; Social Care; LLB Law (in progress). Salima Kaddu brings over 2 years of frontline and community-based experience working with young people. Her past roles include youth mentoring with Mentivity and stewarding at large events, supporting children and young people with additional needs. She holds A-Levels in Sociology (B) and Double Health &amp; Social Care (DD) and is currently studying for an LLB in Law, which enriches her understanding of safeguarding and rights-based approaches. Salima is a reflective and passionate advocate for equity and early intervention, and her values mirror Liberi Care's therapeutic and relational model. She has a strong awareness of the social factors influencing childhood trauma and development, which will enhance Ofsted's confidence in the team's holistic capability</p>
<p><b>Care Support worker (Bank)</b> Qualifications and Training</p>	<p><b>Tia Holding</b> Tia Holding brings over 9 years of frontline experience working with children and young people in both education and residential care environments. She holds a CACHE Level 3 Diploma in Children and Young People's Workforce and is trained in safeguarding, attachment, and de-escalation techniques. Tia has worked closely with children affected by trauma and EBD, developing care plans, managing challenging behaviours, and liaising with external professionals. Her calm, reflective approach and commitment to therapeutic care make her an ideal fit for Liberi Care's child-centred ethos and outcome-driven practice</p>

<p><b>Care Support worker Nights</b> Qualifications and Training</p>	<p><b>Charles Mawutor</b> Charles brings over 12 years of relevant experience to the role of Support Worker, having worked in various support and community-facing positions, including his recent role at Marcus and Marcus Ltd. His background includes direct care provision, emotional support, and practical assistance to individuals in both home and residential settings. Notably, Charles also held a child-facing position as Programme Coordinator at Christ Redemption Church for nearly six years, demonstrating his long-standing commitment to working with young people. He holds a Level 3 Diploma in Health and Social Care (2024), aligning with Liberi Care’s standards for qualified care staff. Charles’s strong values of empathy, communication, and patience support our mission to deliver trauma-informed, nurturing care. His motivation to make a tangible difference in the lives of young people is clear, and his calm, personable approach reinforces a stable and compassionate environment that Ofsted and stakeholders can rely on.</p>
<p><b>Care Support worker Nights</b> Qualifications and Training</p>	<p>Vacant</p>
<p><b>Care Support worker Nights</b> Qualifications and Training</p>	<p><b>Shamar Durand</b> Shamar Durand brings over 11 years of direct experience working with children and young people, both in the UK and internationally. She is currently completing her NVQ Level 3 in Residential Childcare, having completed five modules to date. Her career includes roles at multiple children’s homes specialising in emotional and behavioural difficulties (EBD) and learning disabilities (LD), where she has undertaken key working, court support, incident reporting, and multi-agency collaboration. Shamar's calm, therapeutic approach during night shifts ensures continuity and emotional safety for young people. Ofsted will recognise her as a seasoned practitioner who brings both maturity and trauma-informed care experience to her role.</p>
<p><b>Care Support worker Nights</b> Qualifications and Training</p>	<p><b>Tracy Kimani</b> Although new to residential care, Tracy Kimani brings a unique combination of experience supporting children with SEN and a strong academic background, including an MSc in Artificial Intelligence and a BSc in Business Information Technology. Her most recent role as a 1:1 SEN teacher and LSA involved adapting learning strategies for non-verbal autistic pupils, using Makaton and PECS—skills transferable to supporting children with complex emotional needs. Tracy’s technical and analytical abilities, combined with her compassionate frontline experience, reflect Liberi Care’s commitment to innovation, inclusivity, and diverse skill sets within the care team.</p>

## **Training:**

At Holly House, all staff are required to complete an in-house induction, followed by obtaining the CYP Level 3 Diploma as a minimum qualification standard. The induction program is designed to enhance the individual skills of staff members, ensuring they are well-versed in the home's policies, procedures, and key operational standards.

The comprehensive induction covers essential areas such as health and safety, fire procedures, IT systems, food hygiene, and COSHH (Control of Substances Hazardous to Health). Each new staff member is also provided with a staff handbook to support their integration into the team and to familiarise them with the home's ethos, values, and operational guidelines from the outset of their employment.

This induction is complemented by ongoing training that ensures staff stay informed on professional and legal developments across all aspects relevant to the care of children and the home's purpose. Training is designed to ensure staff are compliant with current professional standards, legal obligations, and the specific business needs of Holly House.

### **a) Core Training**

Before starting any shift, staff are required to complete core training modules, including:

- Safeguarding/Child Protection
- Child Sexual Exploitation (CSE)
- Health & Safety
- Fire Safety
- First Aid at Work
- Food Hygiene & Handling
- Medication Administration
- Physical Intervention
- Special Needs Awareness (including Physical and Learning Disabilities, Autism, ADHD, and ODD)
- Self-Harm Awareness
- Anti-Bullying Awareness
- Behaviour Management
- General Data Protection Regulation (GDPR)
- Drug and Alcohol Misuse
- Confidentiality
- Food Allergy Awareness
- Depression Awareness
- Prevent Strategy (counter-radicalisation)
- Equality and Diversity
- E-Safety

### **b) Specialised Training**

In addition to core training, all staff undergo specialised training in physical intervention, which equips them to de-escalate situations, intervene appropriately, and re-engage young people in crisis. Safe restraint and holding techniques are taught, but these methods are only employed when all other de-escalation strategies have failed.

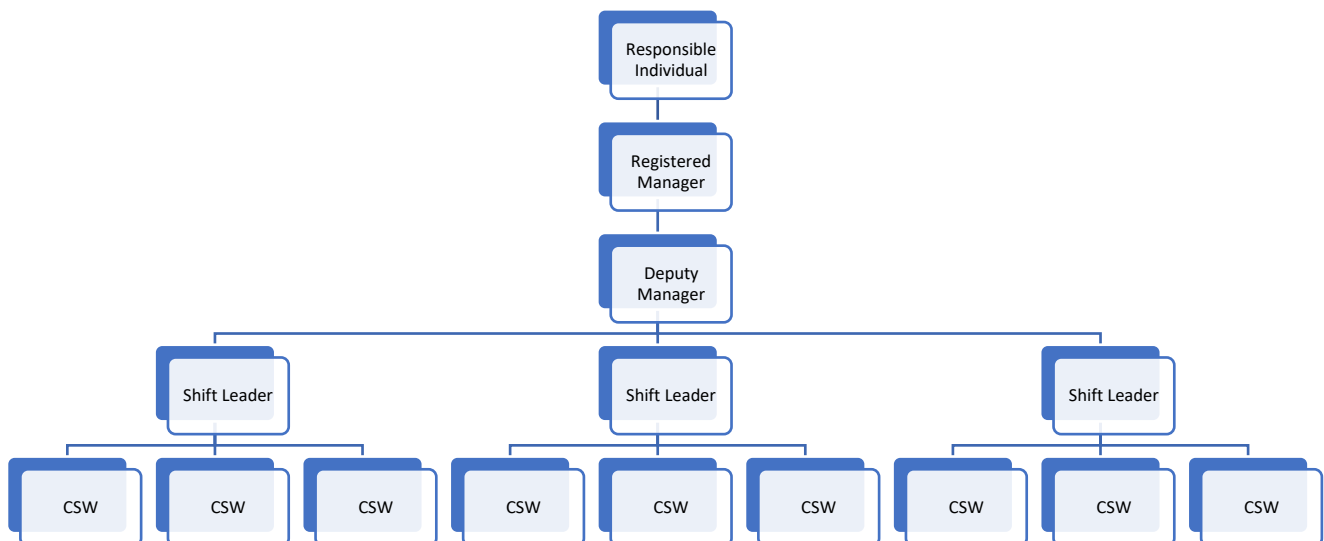
### c) Continuous Professional Development

All staff members who have been with Holly House for more than 12 months are expected to have completed the full suite of mandatory training courses. New employees are enrolled in these courses as needed during their first year, and refresher courses are offered regularly to ensure all staff maintain their knowledge and skills. Staff members are also expected to complete the Level 3 Diploma for Children and Young People's Workforce within the first two years of employment.

Training needs are continually assessed through regular supervision and appraisals. This allows for ongoing discussion, agreement, and monitoring of individual training requirements.

All completed training is documented and updated on the Staff Training Matrix to ensure compliance and provide a clear record of staff development.

### 20. Management and staffing structure of the home.



Holly House is led by a dedicated management team consisting of a Registered Manager, supported by a Deputy Manager and three Shift Leaders who are responsible for the daily operations of the home. The Registered Manager works a 40-hour week, while the Deputy Manager's schedule includes a mix of on-shift and off-shift hours, based on the needs of the home. Shift Leaders are always present during shifts to ensure consistent management and supervision of the home's activities.

Staffing levels are determined according to the individual needs of the young people residing in the home. As a complex needs home, Holly House ensures high supervision ratios based on each young person's needs and risk assessments.

### a) Staff Induction and Development

New staff members who have not yet attained their Level 3 Diploma in Childcare are enrolled in the program after successfully completing their probationary period. To support their development, new team members receive supervision every two weeks during this probationary phase. Following this, they will have at least ten supervision sessions per year to ensure ongoing development.

The home fosters continuous professional development through regular team meetings where good practices are shared, and plans for the young people are discussed and refined. All staff members have personal development plans designed to enhance their skills and knowledge continuously. These plans also support performance management, ensuring that staff remain fully engaged in the home's safeguarding culture and are equipped to meet the needs of the children in their care.

#### **b) Performance Management and Support**

Staff performance and fitness to carry out their roles are formally appraised on an annual basis. Any concerns regarding performance are addressed through structured performance management processes or, where necessary, the disciplinary process.

In addition to permanent staff, Holly House occasionally uses bank staff and may draw support from other homes within the organisation when needed. Any staff from external homes are inducted appropriately before commencing work at Holly House.

#### **c) Resource Allocation**

- Each young person receives a base package of 1:1 subject to referral risk assessment.
- A minimum of two staff members are always present in the home, both day and night.
- Staff on duty are selected to provide a balanced range of experience, qualifications, and gender representation.
- Additional staff are scheduled as needed to meet the young people's requirements, particularly during evenings, weekends, school holidays, and planned trips.
- Extra staffing is also allocated to support young people's interests, hobbies, and recreational activities.

The management team operates an on-call system to provide support outside of standard office hours.

#### **d) Staff Supervision and Team Meetings**

All staff members participate in regular supervision sessions where individual concerns, staff well-being, progress, and areas needing development are discussed. These sessions also serve as an opportunity for reflection on practice, and each session is documented in the staff member's supervision record. Managers ensure that supervisees understand their roles, can raise queries, and are clear about their accountabilities.

Regular team meetings, led by the Registered Manager, provide a forum for addressing day-to-day business concerns, quality assurance, and team development. These meetings are focused on monitoring and mentoring, with clear targets and expectations set for the staff. Key Workers are required to provide overviews of their assigned young people, presenting summaries of their week and addressing key areas such as:

- Engagement in activities
- Relationships with adults and peers
- Family relationships
- Patterns of behaviour, both positive and negative
- Emotional well-being
- Achievements
- Significant incidents, including triggers, patterns, and trends
- Goals and individual work, including 1:1 session

### **e) Promoting Appropriate Role Models**

Holly House is committed to promoting positive role models of both genders. The home employs both male and female staff members, ensuring gender balance where possible. In cases of gender imbalance, external influences such as educational and community groups are utilised to provide appropriate role models while recruitment efforts are made to address the gap.

This structured approach ensures that Holly House maintains a high standard of care for all young people, with staff who are well-trained, well-supported, and fully equipped to meet the needs of the children in their care.

### **Care planning.**

#### **22. Criteria for admission to the home, including emergency admission.**

At Holly House, we accept both planned and emergency admissions for children and young people with Social, Emotional, and Behavioural Difficulties (SEBD). While we prioritise planned admissions to ensure a structured and positive transition, we acknowledge that emergency placements may sometimes be necessary. In such cases, a thorough compatibility and impact risk assessment is conducted to safeguard the stability of the home. A placement will only be offered if we are confident in our ability to provide a safe and supportive environment for the child or young person.

#### **a) Admission Process**

Whenever possible, admissions follow a structured procedure that includes:

- A comprehensive assessment of the referred child or young person's needs, aligned with their care plans.
- Consideration of the peer group dynamic within the home, including consultations with current residents to ensure compatibility. An impact assessment will also be completed.
- Ensuring the child or young person is willing to engage with the placement and its opportunities.
- Conducting a full risk assessment that evaluates the child's needs, behaviour, the staffing configuration, and the overall environment and ethos of care and education.

It is the responsibility of the placing authorities to provide all necessary information and documentation to assist in the referral decision-making process.

#### **b) Pre-Admission Procedures**

Where possible, a site visit will be arranged to assess the placement and familiarise the child or young person with the home. This visit, conducted with the child's Social Worker, allows for an introduction, answering any questions, and identifying potential issues. Following this, a planned introduction should occur, involving the child, Social Worker, and family (if appropriate), and allowing resident children and young people to participate in the preparation for new arrivals.

#### **c) Admissions Procedure**

- **Initial Inquiry:** An inquiry about a child's admission is received, and relevant documentation (referral forms, reports, etc.) is sent to the Registered Manager by the local authority or social worker.

- **Further Information:** The placing authority may be asked for additional information if needed to determine whether the home is suitable for the child.
- **Suitability Assessment:** We assess whether the home can meet the child's needs and whether the placement will be a good fit for the current residents. The impact of a new admission on the existing group is carefully considered.
- **Initial Visit:** If deemed suitable, a visit to Holly House will be arranged for the child, the placing Social Worker, and, if appropriate, the family. If a visit is not feasible, staff from Holly House will visit the child in their current placement.
- **Meeting Existing Residents:** During the visit, efforts will be made to facilitate an introductory meeting between the potential new child and the existing residents to ensure a positive and welcoming experience for all involved.
- **Placement Decision:** Following the visit, if the child, Social Worker, and family (if applicable) agree that Holly House is an appropriate placement, a provisional offer of placement will be made.
- **Care Plan Preparation:** The Registered Manager will prepare an initial placement plan and risk assessment, which will include essential information such as medical history, contact details, educational needs, and a behaviour management plan.
- **Staff Briefing:** All staff will be briefed on the new admission, and they will be required to familiarise themselves with the care plan, risk assessment, and behaviour management plan.

### **c) Admission and Integration**

Once the admission is confirmed, Holly House will work with the placing authority, LEA, and social workers to secure immediate school placement for the child, if required. A date and time for the admission, along with any transport arrangements, will be coordinated with the placing Social Worker, and the local authority will be informed.

Upon arrival, Holly House will ensure the child receives a warm welcome and settles in as comfortably as possible. The child's allocated key worker, assigned before the initial visit, will explain all house routines and safety procedures.

### **d) Post-Admission Review**

A Placement Agreement meeting will be held approximately one week after admission. Attendees will include the child, Social Worker, Registered Manager, and family (if appropriate). During this meeting, the placement plan will be reviewed and adjusted if necessary, and a formal contact schedule will be established.

Follow-up meetings are scheduled at one month, three months, and six months after admission. These meetings will review the child's progress, behaviour, risk assessments, and educational needs. The placing Social Worker will be invited to each meeting, ensuring compliance with the statutory review system outlined in Section 26 of the Children Act 1989.

This comprehensive admission and care planning process at Holly House ensures that each child receives the necessary support and integration to thrive in their new environment.

## Holly House - Changing lives. Shaping Futures

**For further information please contact:**

Holly House,

Telephone number:

Email: