



ZEN CARE AND EDUCATION



George House
Statement of Purpose-
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Section One – The Quality and Purpose of Care

1. The range of needs of the children for whom it is intended that the children's home is to provide care and accommodation

George House, part of the Zen Care and Education, stands as a haven for children in need of specialized care. Privately owned and nestled within a spectrum of residential and educational services, our commitment is to provide nurturing environments for children facing emotional and behavioural challenges.

With a focus on short, medium, and long-term residential placements, George House caters to a diverse range of young individuals, regardless of gender, aged between 7 and 17 upon admission. Our meticulous matching process takes into account the age range of children, ensuring compatibility among residents and personalized care plans through detailed impact risk assessments.

At George House, we extend a warm embrace, recognizing each child's unique worth. We hold firm to the belief that every child deserves exceptional care, striving to create an environment that is not only physically safe but also emotionally nurturing. Our aim is to cultivate a homely atmosphere, free from institutional rigidity, where children can simply be children, enveloped in consistent, stable structures and boundaries.

Our overarching goal is to empower children and young people to realize their fullest potential. Whether facilitating their return home, transition to a new placement, or preparation for independent adulthood, we are dedicated to guiding them on their journey with unwavering support and encouragement.

2. Ethos and outcomes and how we will achieve them.

We adhere to a comprehensive care approach, rooted in the values of normalization, social inclusion, rights, responsibilities, choice, and unconditional positive regard for each individual. Our operational methods prioritize respect and appreciation for individuals regardless of their cultural background, gender, sexual orientation, race, religion, age, or disability. These principles underpin our interactions with everyone we support.



Upon admission to George House, we engage in open discussions about basic house rules, aiming to clarify expectations while fostering a sense of safety and reassurance for the young person.

Our emphasis lies in reinforcing positive behaviour, tailored to the specific needs and developmental stages of each young person. Staff at George House collaborate with them to encourage constructive decision-making, helping them understand the correlation between actions and consequences. While commendation is given for positive choices, we also allocate time and space for reflection on potential repercussions of disruptive behaviour. This approach empowers our young people to take ownership of their actions and grasp how their decisions can impact themselves and others. Each young person has an individualized Behaviour Support Plan, guiding staff in employing suitable strategies that promote positive reinforcement.

At George House, we firmly believe in the potential for positive transformation in every young person under our care, regardless of their circumstances. We strive to unlock their social and educational potential by fostering partnerships with education, health, social work, and families, providing a nurturing environment. Our primary focus is on nurturing self-esteem through acknowledgment of achievements and encouragement. We support each young person in developing coping mechanisms and skills to navigate challenges within a balanced environment of care and control, liberty and containment, protection and risk. Our staff consistently demonstrate unconditional positive regard, establishing trust and confidence as the young person builds self-esteem.

We are committed to helping young people understand and address the consequences of their actions through regular individual key worker sessions, providing a structured timetable to establish routines and purpose, and promoting engagement in positive activities. Collaborating closely with various agencies, we ensure the implementation, review, and refinement of individualized placement, care, health, and education plans.

As young people prepare for transition from George House, whether returning home, moving to foster care, or transitioning to independence, our staff supports them with individualized transition plans. We equip them with emotional and mental resilience skills to thrive independently, while also imparting practical life skills such as cooking, housework, and personal care, following a "good parenting" model.

3. Accommodation offered by the home.

George House is a spacious, detached residence featuring one bedroom designated for a young person and two bedrooms allocated for staff members. The layout includes a cozy lounge area where residents and staff can unwind together in a familial atmosphere, as well as a dining space where they can share meals and foster a sense of community. The



bedroom is equipped with essential furnishings such as a bed, wardrobe, and chest of drawers, and our young person is encouraged to personalise their living space upon moving in.

Outside, there is ample parking at the front of the property, with additional seating arrangements for enjoying pleasant weather, while a sizable garden at the rear offers recreational and play areas. Within the house, various rooms cater to recreational, educational, and leisure activities, furnished with books, magazines, computers, televisions, board games, and art supplies. Additionally, the facility accommodates requests from residents to procure items related to their hobbies and interests.

George House accommodates one young person.

Facilities are provided for private phone calls, visits from professionals, and safe contact, with supervision available if necessary.

Furthermore, regular maintenance checks are conducted on company vehicles to ensure safety, with any issues or violations promptly addressed and reported to Home Managers on a weekly basis.

4. Location of the home

George House enjoys a convenient location near both Wigan town centre and Bolton centre, providing easy access to a plethora of educational providers, employment opportunities, shops, leisure facilities, and public transportation options.

A comprehensive safe area risk assessment is conducted and available at George House, with regular reviews conducted at least annually and updates made as necessary to ensure the safety and well-being of residents.

5. Supporting the cultural, linguistic, and religious needs of children

All staff members at George House are deeply aware of the importance of recognising and respecting the diverse religious and cultural backgrounds of the young people under our care. Situated near the vibrant city of Manchester, George House benefits from proximity to a wide range of cultural and religious centres, which are readily accessible to residents and supported by our staff.

Residents are facilitated in attending their chosen places of worship, with transportation provided as needed. Should they require prayer books, prayer mats, religious artifacts, or wish to participate in related classes, the home allocates a budget and arranges transportation to support these endeavours.

Recognising the profound impact of religion on social structures, cultural norms, and personal values, George House operates under an equality and diversity policy that applies to both staff and residents. Every effort is made to ensure that this policy is understood and upheld, with strict measures in place to prevent discrimination against any individual.

Staff members undergo ongoing training and supervision to enhance their awareness of different religions, specific dietary requirements, and the importance of supporting residents in practicing their religious and cultural beliefs while respecting their privacy in these matters. These principles are reinforced through regular staff meetings and training sessions.

6. How to make a complaint

The company is dedicated to upholding the highest standards of professional conduct. However, we acknowledge that challenges may arise in the course of our work, and we encourage open communication with staff members or the Manager to resolve any issues.

Young individuals are informed about their right to lodge complaints and are provided with a Children's Guide and an individual complaints information booklet, detailing the process of making complaints to various organisations, including Ofsted.

In instances where informal resolution with a staff member or the Manager is not feasible, a formal complaint can be submitted by completing a form provided by the home or through alternative means of communication. Upon receiving a complaint, we commit to providing an initial acknowledgment within 72 hours and a comprehensive response within a maximum of 14 days. If the complainant remains dissatisfied, they have the option to file a written appeal and request a Stage 2 Review Panel within 14 days of the Stage 1 outcome. Additionally, they may request that their complaint be forwarded to the Placing Authority or Regulatory Authority. The review panel is obliged to respond within 48 hours and provide a decision or recommendation.

Any complaints concerning a young individual will be shared with their respective Social Worker, while complaints about the Home Manager will be escalated to a Line Manager for resolution.

All young people, staff, parents and other professionals have access to the Ofsted complaints procedure. Ofsted can be contacted on **0300 123 1231** or by post at: -

OFSTED
Piccadilly Gate
Store Street Manchester M1 2WD

Young people also have access to other services such as:

- Child Line on 0800 1111
- Voice for the Child in Care on 0808 800 5792

Alternatively, young people can contact the Office of the Children's Commissioner at:

<http://www.childrenscommissioner.gov.uk/> or via:

Free phone Telephone Number: 0800 528 0731

Telephone: [0207 783 8330](tel:02077838330)

Email: advice.team@childrenscommissioner.gsi.gov.uk



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Post:

The Office of the Children's Commissioner

Sanctuary Buildings

20 Great Smith Street

London

SW1P 3BT

All young people also have access to the Placing Authority complaints procedure.

A record of all complaints, whether informal or formal, is kept by the Company and, if the complaint is made by a young person, a record is also placed on their file.

7. Child protection and behaviour management policies

At George House, safeguarding the well-being of young individuals is our utmost priority. Our staff undergo comprehensive training sessions covering various topics such as Child Sexual Exploitation, road safety, appropriate relationships, and internet safety, tailored to meet the individual needs of each young person.

At Zen Care and Education Group, Victoria Moran serves as the Safeguarding Lead for Residential Services.

Staff at George House are committed to:

Assessing the risk of harm for each young person based on information from their care and placement plans.

Implementing measures to mitigate the risk of harm for each young person, considering the provided information.

Effectively safeguarding each young person from harm.

Assisting each young person in understanding how to manage their own safety.

Managing relationships between young individuals to prevent harm.

Understanding their individual responsibilities and roles in safeguarding young people, including appropriate actions to take in cases of serious concern for a young person's welfare.



Taking prompt and effective action when there are serious concerns about a young person's welfare, including alerting and involving relevant parties to manage risks and ensure the young person's safety.

Monitoring the physical environment to prevent avoidable health hazards for each young person.

The safety and welfare of the young people residing at the home are paramount. All staff members receive training on the Child Protection Policy during their induction and undergo further Safeguarding training to equip them with the knowledge and skills to identify any signs of concern and address disclosures and allegations of abuse.

If a young person discloses information to a staff member, they will be informed that the information must be shared with the Manager, social services, and the police if necessary. Young individuals are encouraged to report any allegations at the earliest opportunity and will be listened to without being subjected to leading questions. A detailed record of the conversation will be documented, and a referral will be made to the Local Safeguarding Children's Board under Local Child Protection Procedures within one working day.

Any staff member who suspects that a young person is at risk is obligated to report their concerns to management immediately.

The Local Safeguarding Service for the area is:

Wigan Safeguarding Children's Board

Top Floor

Progress House

Westwood Park

Wigan

WN3 4HH

Contact details:

Tel: 01942-486042

Staff are aware that the local authority designated officer (LADO) is

Name- Heather Martin

Address-

Contact details:



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Heather.martin@wign.gov.uk

Tel: 01942 486042

Other contacts: -

Missing person safeguarding Officer-

Name- Jane Dagger

Address

Contact details: jane.dagger@gmp.pnn.police.uk

[Tel:- 07393467414](tel:07393467414)

CSE Team

Cheryl Harris Hilton

Wigan Phoenix Team

Robin Park RD

Wigan

WN5 0UP

Contact Details: seam@wigan.gcsx.gov.uk

wiganphoenixteampolice.uk

Tel: 0161 8565959

Safeguarding Children's Board

Paul Whitemoss (Manager)

Wigan Life Centre

PO Box 100

Wigan

WN1 3DS

Contact Details:

Tel: 01942-486025



Staff are aware of allegations against staff procedures and child protection referrals procedures.

All staff know that abuse can occur anywhere and that anyone may be a perpetrator of abuse.

If the involvement of the Manager is suspected, staff know they must use the Confidential Reporting Policy (this may also be referred to as Whistleblowing). If the alleged abuser is a member of staff, they may be suspended without prejudice until a full investigation has been completed. If another young person is the alleged abuser both social workers will be contacted to determine what action should be taken.

In the Manager's absence the person responsible for managing the allegations will be the senior member of staff on duty in consultation with the Regional Operations Manager / Responsible Individual.

All staff undergo Child Sexual Exploitation training and regular safeguarding training. Each young person is cared for differently in accordance with their needs in terms of safeguarding and CSE. George House staff work closely with local authorities and public services to formulate personalised plans to protect each young person.

Record of Notifications

Notifications under Regulation 40 of the Children's Home Regulations 2015 are sent to Ofsted as well as to the Responsible Individual. Notifications are held confidentially within the home and are cross-referenced with other systems such as referrals to LADO, LSCB and monitored by both the Registered Manager and Responsible individual.

Absent or Missing Child

We hold the view that any child who is unsupervised and not authorized to be in the community is at risk, and we remain vigilant about the dangers of Child Sexual Exploitation.

Given that many of the young people we care for are vulnerable, each instance of absence by a young person is carefully investigated by the Home Manager. Accordingly, a specific individual risk assessment is conducted for all unauthorised absences to determine appropriate actions. Factors considered include age, cognitive abilities, typical behaviour patterns, previous concerns, and circumstances leading up to the absence. Generally, all missing episodes are reported to the police, necessary documentation is completed, and both the placing authority and parents are informed.



Following a young person's return home after a missing episode, a return interview is conducted by the social worker or an appointed independent individual. The aim is to understand the reasons behind the absence, the whereabouts of the young person, the individuals they were with, and to develop alternative strategies. Notably, staff from George House do not conduct the interview to allow young people to freely disclose any concerns or issues related to their absence.

If a young person is persistently absent or deemed at risk, the Home Manager may request a review of the care plan or a strategy meeting. If the social worker fails to convene such a review, the matter may be escalated to higher authorities, ultimately reaching the Director of Children's Services. George House would then notify the regulatory authority of concerns regarding unresolved issues.

We actively assist young people in finding alternative solutions to their difficulties rather than resorting to absenting themselves. Key work sessions specifically addressing missing episodes are offered to channel anxieties into safer behaviours. For some young people, absence may initially seem like the only way to cope with overwhelming problems. In such cases, staff endeavour to minimise associated risks by presenting alternative options linked to risk assessments and personal histories, following guidance from the Greater Manchester missing from care protocol.

As part of the admissions process, an initial 'Fact File' containing essential information, including a recent photograph, is completed for each young person. This facilitates swift reporting if they go missing. Additionally, a Missing from Care Protocol outlines risk management strategies and contact information for relevant parties.

Upon a young person's return, staff ensure their safety and comfort, offer refreshments, provide debriefing, and suggest future key work sessions. All concerned parties are notified, and relevant information from the return interview informs updates to risk assessments and placement plans.

Our procedures align with local authority protocols, and our policies and procedures are readily accessible and regularly updated in conjunction with Tri-x. Copies of the Joint Protocol for Children & Young People Missing from Home, Care, and Education in Greater Manchester can be provided, along with individual child-specific Missing from Care Protocols.



Section Two – Views, Wishes and Feelings

8. Policy and approach to consulting children about the quality of their care

At George House, our aim is to create a family-like environment where the voices and preferences of young people are valued and considered in all aspects of their daily lives. To achieve this, our staff members strive to:

- Seek, consider, and act upon the wishes and feelings of each young person regarding decisions about their care and welfare.
- Regularly gather feedback from young people about the quality of care through house meetings and feedback forms.
- Explain to each young person how their wishes and feelings have been taken into account and provide reasons for decisions made.
- Support young people in expressing their wishes and feelings.
- Clarify to each young person how their confidentiality will be respected and the circumstances under which it may need to be set aside.
- Assist young people in preparing for Looked After Children (LAC) reviews and enable them to express their wishes and feelings during the review process.
- Review and, if necessary, revise the Children's Guide, ensuring that young people receive updated copies.
- Help young people understand the content of the Children's Guide, reports about the home, or any other factors affecting the quality of care they receive.
- Facilitate young people in providing feedback and raising concerns about the support and services they receive.
- Listen to young people and take their views into account when planning and implementing their care.



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- Provide young people with information, explanations, and choices about daily life in the home and their broader care plan.
 - Explain to young people, according to their age and understanding, how to make complaints or representations about the home or the care they receive and how such complaints will be addressed.
 - Ensure that young people have access to advocacy support to ensure their voices are heard.
 - Seek feedback from external professionals working with the home, such as Regulation 44 Visitors or Quality Assurance Visits from placing authorities, with written consent obtained from young people and placing authorities.
 - Encourage formal House Meetings (Young Peoples' Meetings) prior to Team Meetings (Staff Meetings) to allow young people to contribute to the agenda.
 - Respond to young people's spontaneous expressions of wishes, feelings, and views as necessary, with key working sessions and progress reviews utilized to explore relevant matters further.
 - Collaborate closely with young people on their care plans, encouraging discussions about their short- and long-term goals and supporting them in developing strategies to achieve these goals.
 - Ensure that Looked After Reviews are conducted within specified timeframes to safeguard and promote the welfare of children, with young people actively encouraged to participate and express their views.
 - Monitor the setup of Pathway Plans by placing authorities, requesting plans if not available, and supporting young people in the pathway planning process.
 - Allow young people to contribute to staff appraisals and seek feedback from services regarding the level of service provided to each young person.
- 9. Policy and approach to anti-discriminatory practice in respect of children and their families and children's right**



While there is not a strict legal definition of bullying, it is commonly understood as behaviour that meets the following criteria:

- Repeated occurrences
- Intent to cause physical or emotional harm to someone
- Often targeting specific groups based on factors like race, religion, gender, or sexual orientation

Bullying can manifest in various forms, including:

- Physical assault
- Teasing
- Making threats
- Name-calling
- Cyberbullying, which occurs through mobile phones or online platforms such as email, social networks, and instant messaging

The impact of bullying can be profound and should not be underestimated. It can cause significant distress to young people, affecting their health, development, and, in extreme cases, leading to self-harm or other serious consequences.

At George House, we are committed to promoting and safeguarding the welfare of each young person and ensuring a safe working environment for all staff. It is the responsibility of every staff member to ensure that everyone residing or working at George House is treated with respect and protected from oppression, humiliation, and all forms of abuse.

Staff members are vigilant in identifying young people who may be at risk of bullying and take steps to ensure that all individuals are shielded from physical abuse, maltreatment, or exploitation, including sexual and racial abuse. Young people are encouraged to understand their rights and responsibilities, including the responsibility to respect the rights of others.

We consistently promote anti-oppressive practices among young people, staff, and any visitors to George House, whether in a professional or personal capacity. Our commitment to fostering a culture of respect and inclusivity is paramount in creating a safe and supportive environment for all.



Section Three - Education

10. Supporting children with special education needs

The Virtual School Head (VSH) should ensure that:

- the special educational needs and disability code of practice 0 to 25 years, as it relates to looked after children, is followed; and,
- The child's statement or EHC plan works in harmony with his or her care plan to tell a coherent and comprehensive story of how the child's needs are being met.

Professionals should consider how the statement/EHC plan adds to information about how education, health and care needs will be met without the need to duplicate unnecessarily the information that is already part of the child's care plan. George House staff are mindful that some children may have undiagnosed special needs when they start to be looked after. The Personal Education Plan (PEP) is a record of what needs to happen for looked after children to enable them to fulfil their potential and reflects any existing education plans, such as a statement of special educational needs, Individual Education Plan (IEP) or provision mapping. The PEP should reflect the importance of a personalised approach to learning which secures good basic skills, stretches aspirations, and builds life chances.

11. Education curriculum and the arrangements for education

George House is not dually registered as a school. ^(O&B)

We have schools close to George

We will transport young people to school and back, we also would promote independence of young people to travel independently.

12. Promoting educational attainment

When a child enters the care system and becomes looked after, their local authority is responsible for arranging a suitable placement while minimizing disruptions to their education, particularly at key stages like Key Stage 4. The Virtual School Head (VSH) plays a crucial role in ensuring suitable education is provided for all looked after children.



cases where maintaining the child's existing education placement is not feasible, arrangements for a new education placement should be made in consultation with the VSH alongside the care placement. The VSH's input should be considered in placement decisions, including consultations for out-of-authority placements.

For emergency placements, the authority overseeing the child's care must secure a suitable new education placement within 20 school days. George House adheres to this maximum time limit for all admissions.

When arranging a school placement, the child's social worker, in collaboration with the VSH and other relevant local authority staff, should seek a setting that best suits the child's needs. Several principles guide this process:

- Priority should be given to securing full-time education.
- Schools rated 'good' or 'outstanding' by Ofsted should be prioritised, while placements in 'inadequate' schools should be avoided except for exceptional reasons.
- Choices should reflect what any good parent would want for their child and be based on evidence of the setting's ability to meet the child's educational needs and promote progress.
- The child's wishes and feelings should be considered, along with suitability.

George House believes in meeting the educational needs of looked after children within mainstream education whenever possible but recognizes the necessity of specialist full-time education for those who have struggled in mainstream environments due to social and emotional difficulties.

Teachers collaborate with the home manager and key workers, attend progress meetings and reviews, offer guidance on further education and career choices, and liaise with external agencies as needed. Each young person's file includes a Personal Education Plan (PEP) detailing their educational achievements, needs, and aspirations, with contact details for the VSH. It also includes records of educational history and any statements of special educational needs or Education, Health, and Care (EHC) plans.

George House ensures ample space for studying and allowing completion of work around the dining table.



Section Four – Enjoyment and Achievement

13. Enabling children to take part in a range of activities to be creative and intellectual and develop their social interests and skills.

We are committed to providing a diverse range of experiences, opportunities, and activities tailored to meet the individual needs of each young person in our care. In addition to addressing physical, emotional, social, behavioural, psychological, and educational needs, we also celebrate special occasions such as birthdays, name days, and cultural or religious festivals when appropriate.

Our approach involves empowering young people to plan their own weekly activity programs with guidance and support from staff. When necessary, our support team conducts research and organizes activities requested by the young people, subject to appropriate risk assessment.

Furthermore, our young people have access to a variety of newspapers, magazines, books, music, and games on a weekly and monthly basis, ensuring their entertainment options are diverse and suitable.

We actively promote and encourage trips to events for enjoyment or interest, organized by both staff and young people themselves. With our convenient location near Wigan Centre, Manchester, and Bolton, our young people have access to a range of activities such as cinema outings, laser quest, rock climbing, skiing, snowboarding, bowling, and more. Additionally, we encourage participation in local youth clubs and sports groups, providing transportation with the home's vehicle as needed.

Recognizing the significance of play and social interaction for normal development, we support young people in forming and maintaining friendships both within and outside the home. Our staff facilitate opportunities for socializing, including inviting friends for dinner and organizing "play dates." We maintain a keen awareness of the influence friendships can have, encouraging positive relationships while discouraging negative influences.

In planning activities, we strive to strike a balance between providing experiences similar to those in a family home and offering opportunities for young people to enjoy childhood experiences they may have missed. Our goal is to create a nurturing environment where young people can thrive socially, emotionally, and developmentally.



Section Five - Health

14. Healthcare and therapy

Upon admission, individual health care needs are identified, and arrangements for continuity of medical care are documented in the Placement Plan. Confidential health records for each young person include details of any health issues, prescribed treatments, and medication administration. While we strive to maintain the young person's existing healthcare providers, we register them with local medical, dental, and optician practices if necessary.

The local Looked After Children (LAC) nurse, based in Wigan, visits the home to provide healthcare and information for the young people. Staff are also aware of the NHS helpline (111) for additional advice and support.

Staff monitor any changes in the young person's health and arrange appropriate care or treatment, obtaining the child's consent when appropriate. Medications are securely stored, and staff are trained in their administration. Young people may be deemed competent to self-administer medication under supervision.

We prioritize physical activity and encourage young people to pursue interests and hobbies. Opportunities for sports, outdoor activities, drama, and more are provided, with access to local facilities facilitated. The use of electronic recording systems helps monitor health patterns and identify trends.

Nutrition is emphasized, with young people involved in menu planning, grocery shopping, and meal preparation to develop independence skills. Special dietary needs are accommodated, and partnerships with dietitians are established as necessary.

Personal hygiene guidance and support are provided, with young people selecting their own toiletries and personal care products. Staff discreetly monitor hygiene standards and address concerns in placement plans.

Smoking and substance use are strictly prohibited, with support offered for cessation. Education on related health risks is provided, and referrals to support services are made as needed.

Sexual health awareness and risk assessment are conducted upon admission, with support and referrals to appropriate services available. Health education is integrated into key work sessions, focusing on healthy lifestyles, family planning, substance misuse, and sexual health.

Staff promote healthy living and act as positive role models, supporting young people in achieving personalized health objectives recorded in their placement plans. Encouraging informed choices about health and well-being is central to our approach. Outside agencies are involved as needed to address any educational health issues young people may face.



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Psychological and Clinical Support

Our in-house Psychology Service works closely with our teams and throughout the business to develop and embed trauma informed practice. The Therapy Teams are Clinical Psychology led and are specialists in providing therapeutic support to Residential Childcare Services.

Zen's therapeutic practice is informed by a comprehensive understanding of the impact of developmental trauma. Developmental trauma describes the impact of early experiences of abuse, neglect, and disrupted attachments on children's functioning across all domains. Children who experience developmental trauma have been exposed to an environment marked by multiple and chronic stressors, frequently within a caregiving system intended to be the child's primary source of safety. The impact of these early traumatic experiences are seen on immediate and long-term outcomes for young people including behavioural difficulties, difficulties in engaging in typical activities, and mental health outcomes.

The research tells us that early trauma results in several vulnerabilities in children and young people across a number of areas, including cognitive functioning, emotional state, behavioral difficulties, physiological changes, difficulties in relating to others, and poor self-esteem. While, in the course of development, most children have the chance to invest their energies in developing various skills and abilities children who have experienced developmental trauma must focus on survival and need additional support to process their experiences and engage in self-development.

Zen Care has embedded the use of PACE (Playfulness, Acceptance, Curiosity and Empathy, a therapeutic way of developing safety in relationships, alongside adapting the key principles of the Trauma Recovery Model (TRM) (see figure 1.), a sequential, developmentally informed model underpinned by attachment theory. Using this model, interventions are sequenced and targeted at building connection and safety in order to support skills-based interventions when the child is developmentally ready to receive them.

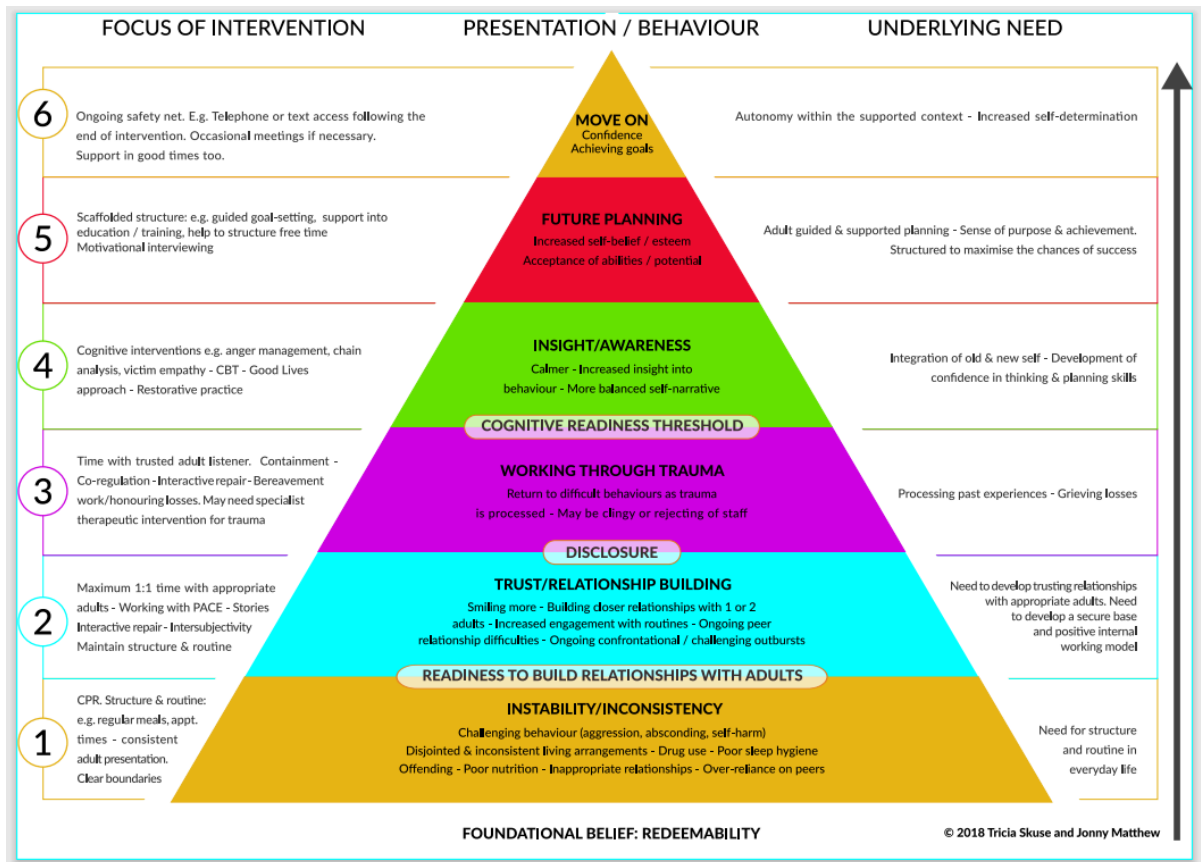
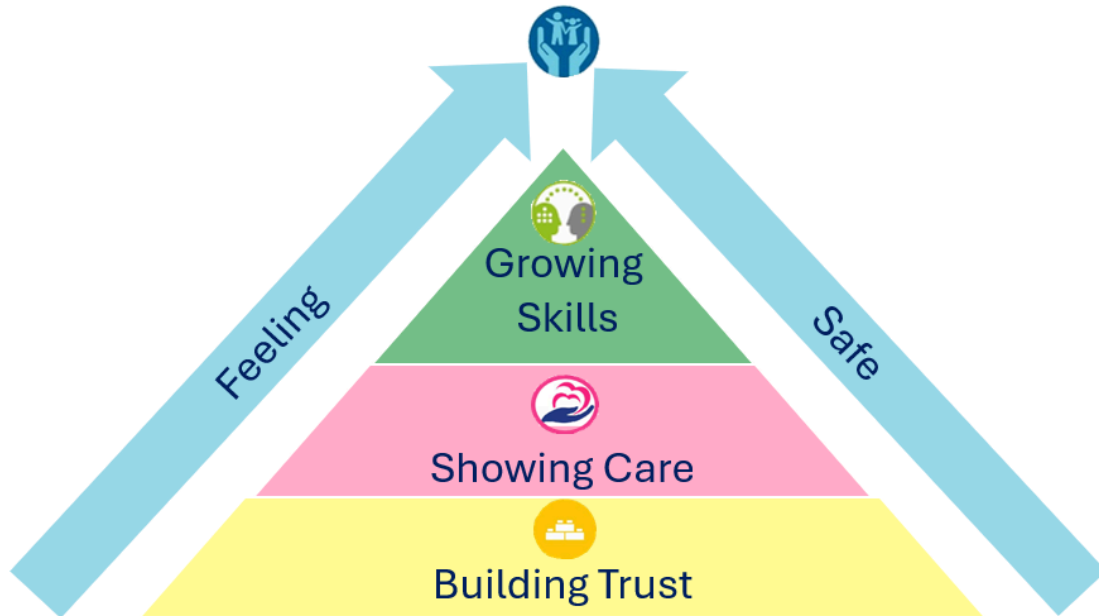


Fig 1: Trauma Recovery Model (Skuse and Matthew 2018)

Our adapted approach seeks to focus on the key's tasks of each sequential layer, while establishing physical and emotional safety at all times, to support the young person to remain engaged and supported. This is broken down into the key areas of establishing safety, building trust, showing tolerable care and growing skills, see figure 2. All elements of the young person's therapeutic plan direct the teams towards these tasks to provide direction and layering to any intervention offered, so that the support and direction provided is valuable not only for the here and now, but also for the young person they will become in the future. PACEful practice is used within this model to establish trusting relationships which support progression towards skills and trauma-processing based interventions. The key underpinning of the TRM is a belief in the ability of young people to change and grow. We aim to maintain a hopeful vision for our young people and build the connections with them, and confidence within them, that will help them to reach their goals.

Figure 2. A visual representation of Zen care's adapted therapeutic approach.



Therapeutic Input for the home

The importance of attachment informed professional practice with children and young people has been consistently demonstrated in research findings and clinical outcomes. The current evidence base indicates that the most effective way of increasing security of attachment for young people of all ages is by intervening with their caregivers, whether these are birth parents or substitute care givers in a family or residential setting. Interventions that support carers or workers to understand and reflect on the meaning of the child's behaviour and recognise its impact on themselves are most likely to maintain the stable placements which are associated with good outcomes for children.

The primary method for therapeutic input to the home is therefore based around providing support to the teams and managers. This includes at a minimum one consultation a month with the team within the home and one reflective review with the Registered and Deputy Manager. These are spaced throughout the calendar to provide input to the home on a two-weekly basis. In addition, at times of increased need ad hoc support can be sought from the clinician at any time.

Psychological Consultation

Psychological Consultation will include a scheduled meeting with the entire supporting and managerial team.



During these visits, the clinician will:

1. Start the assessment process.
2. Discuss the risk factors within the placement and address any ongoing concerns with staff pertaining to the young person's emotional health and psychological well-being.
3. Update and review the young person's Therapeutic Support Plan centred around the identified key therapeutic tasks.
4. Encourage and support the staff to use reflective practice, helping them to consider the challenges and obstacles they may be facing in caring for the young people.
5. Deliver bespoke therapeutically focussed training and additional relevant resources as needed to support the therapeutic approach of the staff.

Staff Training and Foundational Knowledge

Staff across Zen Care receive a comprehensive training package developing their therapeutic skills. This includes an Introduction to Therapeutic Practice (including the PACE approach) as part of their induction. In addition, they have access to training relating to: Child Development, Attachment, Developmental Trauma and the Neurobiological Impact of Trauma on the Brain; Therapeutic Work which focuses on supporting staff to undertake therapeutic keywork sessions; and Advanced Therapeutic Practice, which further explores our model and how it can be put into practice for staff who have completed six or more months of service.

Additionally, during consultations specific workshops can be completed around relevant issues to meet ongoing training needs. The psychological therapist also supports the development of reflective practice in the home, using the Gibbs Model to support staff to emotionally connect to young people and the work and to develop

resilience in working therapeutically with young people who have experienced significant trauma.

Psychological Assessment & Formulation

Through the consultation process, a formulation and psychological understanding of the young person will be co-produced with the team within the home for each young person. This formulation will underpin the Therapeutic Support Plan which makes recommendations for the person's ongoing care within the home, as well as any present or future needs from the system and/or individual therapeutic approaches. This plan will then be reviewed and updated monthly in line with the discussions held in consultation.

The formulation process will include a review of known history, discussion of presenting difficulties, and consideration of their underlying psychological, emotional and developmental needs. Where the young person wishes to be included in this process, this will be accommodated through direct sessions with the Practitioner Psychologist. The young person will also be offered chance to have sensitively provided feedback around their Therapeutic Support Plan should they wish. Zen consider that young people should be empowered to be involved in their care but also that this should be available to them only in ways which enhance their emotional safety and require their consent.



Therapeutic input for children & young people

Evidence-based practice indicates that interventions based on staff practice are the best use of clinical resource when supporting young people who have experienced relational trauma. Zen Care's therapeutic model provides a safe, secure foundation for a young person offering predictability, routine, and consistency. Each young person is supported to experience safety in the child/caregiver relationship, to develop healthy new attachments to adult caregivers, and to consider what a healthy relationship looks like, how to regulate their emotions effectively and how to develop their self-concept and identity.

In the TRM model, direct therapeutic work may be beneficial for young people who have built on their emotional safety and are now in a place to mourn losses, process traumatic experiences or focus on cognitive based interventions. Comprehensive psychological assessments can be completed when indicated and direct therapeutic input can be facilitated if there is clinical need.

Therapy for young people who have experienced trauma is often offered on a long-term basis as we know children and young people who have experienced trauma often have a fear of intersubjective relationships. Therefore, before beginning work with a young person, it may be relevant to spend informal time with the young person developing a therapeutic rapport and supporting them to feel comfortable. We place significant importance on co-creating therapeutic goals with the young person, ensuring that they are invested in the therapeutic relationship and that goals are meaningful for them. We know that therapy can be difficult for young people and at times throughout the therapeutic process young people may disengage from the therapeutic process, using in house services allows for flexibility or provision and reduces known barriers of access to services.

Zen's Therapy Team do not operate as a crisis service, practitioners act as the Clinician for the home primarily, unless risk arises during direct individual work, clinical risk is managed by the staff team in the home.

Therapeutic Delivery Staff

Dr Louise Hendry, Lead Clinical Psychologist (DClinPsychol, MSc, BA(hons)) is the registered Psychological Practitioner supporting George House, she also serves as the Head of Therapy for Zen Care and is responsible for embedding therapeutic practice across the business.

Dr Hendry is registered with the HCPC (HealthCare Professionals Council) and holds a Doctorate in Clinical Psychology. She is also well versed in neurodevelopment and completed an MSc in Developmental Disorders. Dr Hendry has a particular interest in supporting Looked After and Accommodated Children and Young People and has previous experience as a Residential Support Worker/Deputy Manager of solo residential homes prior to training as a psychological practitioner. As a Clinical Psychologist her previous experience includes working as a Senior Psychologist for a nationally based Residential Care Provider, providing consultation to Local Authorities, and she has developed and evaluated the impact of training for Residential Support Workers which has been published as a peer reviewed article – see [Hendry et al. \(2022\)](#). Dr Hendry is a trained supervisor who is eligible to join the Register for Applied Psychology Practice Supervisors (RAPPS) and has previous experience of supervising Assistant and Trainee Psychologists.



Hendry is supervised by Emma Williams, Consultant Forensic Psychologist (BSc (Hons.), MSc, CPsychol, AFBPsS, EuroPsy) Ms Williams is based externally to Zen Care and provides supervision through Williams Psychology monthly www.williams-psychology.com.

The Clinical Staff team

Integrated therapy services are delivered to the home, including consultancy for residential staff, training and support for staff teams, liaison with external agencies (e.g. social services, CAMHS) and systemic outcomes monitoring.

Support for residential staff is offered by the team, in line with guidance from the British Psychological Society, NICE Guidelines and HCPC. Our clinicians also have access to a combination of individual clinical supervision and Continuing Professional Development (CPD). The Zen Care and Education Therapy Team have access to regular CPD events and are funded to maintain relevant subscriptions for their ongoing learning and access to clinical resources.

Therapeutic Ethos

At Zen Care and Education Group, we prioritize providing high-quality, evidence-based training, support, and supervision to our staff teams. Our goal is to cultivate "therapeutically informed parenting" practices, which are recognized as the most effective approach for working with young people who may struggle with traditional therapeutic methods.

By equipping our staff with the necessary tools and understanding of trauma histories, we aim to foster empathetic connections with the young people in our care. Building meaningful and trusting relationships is essential to providing a positive and secure environment for our young people.

Our staff undergo comprehensive training to address the challenges associated with complex behaviours and needs exhibited by the young people. They receive ongoing support to remain engaged, even during difficult times.

Our overarching objective is to facilitate the social and emotional development of each young person and cultivate resilience that will support them in their transition to life

after residential care. Through our efforts, we aim to empower young people to lead fulfilling lives beyond our facilities.



Section Six – Positive Relationships

15. Promoting contact between children and their families and friends

We actively promote and facilitate Family & Friends time for young people in our care, unless otherwise instructed by the placing authority or court.

Family & friends arrangements are managed in accordance with written agreements, ensuring clarity on permitted or prohibited contacts. Visitors are welcome at the home, and depending on the needs of other residents, they may be offered the opportunity to share meals and refreshments. Private spaces are provided for young people and their visitors to talk, with supervision levels adjusted as needed.

Prior to granting access to George House, staff verify the identification of visitors. Unannounced or unidentified visitors are not permitted entry, and all visitors are required to sign the visitor's book. Contact methods such as phone calls, mail, or electronic communication are facilitated with placing authorities' approval.

Young people are encouraged to maintain local friendships and connections from previous placements or educational settings. Visits from friends are permitted with consultation with staff, and young people may visit their friends with staff approval.

All contact occurrences are documented in the electronic recording system and filed in the young people's records. Any changes to contact arrangements are made in consultation with the placing authority. If deemed appropriate, staff can facilitate contact at a venue outside the home and provide supervision as necessary.

Emotional support is provided to young people before, during, and after contact, recognizing the potential challenges they may face. Effective communication between parents, young people, and the home regarding contact outcomes is prioritized. In situations where contact is deemed too risky or impractical at the home, alternative arrangements within the local area or at a neutral location can be arranged.

For young people without contact, arrangements for an independent visitor are made after obtaining approval from the local authority and completing appropriate checks.

Section Seven – Protection of Children

16. Monitoring and surveillance

The house is fully alarmed and has several alarms in place. There will be a sensor alarm added on the young people's bedroom doors should this become needed, this will alert the staff of any movements on the landing. The front and back doors are alarmed to alert staff if anyone leaves or enters the building. This is to help with the security and reassurance to young people and staff. This is reflected in the young people's placement plans and is agreed by the placing authority on admission.



17. Behaviour support

Care and Concistency-

Through a collaborative, multi-disciplinary approach, we foster a warm and therapeutic environment where young people are encouraged to develop positive relationships and a sense of personal worth. Firm and consistent boundaries are maintained, primarily through these positive relationships, which serve as the main method for addressing behavioural issues and maintaining control.

Our behavioural boundaries are carefully established to be both appropriate and achievable. If a young person fails to cooperate, they will be gently reminded of the expectations. If cooperation is still not forthcoming, they may be encouraged to take a timeout to calm down. Our staff are trained in de-escalation and diversion techniques, understanding that physical intervention is only considered as a last resort.

Physical intervention

It is recognized that in certain circumstances, the use of physical intervention may be necessary to prevent serious harm to the young person or others, or to avoid significant damage to property. However, this approach is considered only when all other strategies have been exhausted.

Each young person under our care has a behaviour support plan tailored to their individual needs, which outlines potential triggers and strategies for verbal intervention before resorting to physical restraint.

When determining the need for physical restraint, our staff take into account various factors such as the young person's history, physical health, mental state, and the safety of those around them. Staff are extensively trained in positive behavioural support techniques, including restrictive physical intervention, and their competency is regularly assessed through refresher training and performance evaluations.

Incidents involving physical intervention are thoroughly documented through incident reports and records of physical intervention, which are then shared with the social worker within 24 hours. Additionally, a review of the incident is conducted with the staff and involved young person(s) to address any concerns and gather feedback.

The use of physical intervention is considered exceptional and is carried out in accordance with guidelines provided by the Department of Health on permissible forms of control in children's homes.



Sanctions or Consequences

It's crucial to understand that sanctions are not intended as punishment but rather as strategies to support and encourage positive behaviour in children. They should only be used as a last resort and with the goal of promoting acceptable behaviour or discouraging unacceptable behaviour.

Sanctions should not be implemented solely in response to unacceptable behaviour; they should be applied thoughtfully and strategically. It's important to regularly review the effectiveness of sanctions and be willing to explore alternative strategies if they prove ineffective.

Below are some examples of acceptable consequences for behaviours:

Behaviour (Negative)	Consequence (Negative)
Damage to house items	Make a contribution from spends to repair/replace item-
Non-attendance of education	No activity, internet until after school hours-

Before implementing any sanction, it's essential for staff to ensure the following:

1. **Understanding of Expectations:** Staff must be confident that the child is aware of the expected behaviour and understands what is required of them in each situation. This includes clarity on the rules, boundaries, and expectations set forth by the caregivers or institution.
2. **Exhaustion of Alternatives:** Staff should have attempted to use other positive strategies, such as encouragement, positive reinforcement, or redirection, to address the behaviour before resorting to a sanction. This demonstrates that sanctions are being used as a last resort after other methods have been tried and deemed ineffective or inappropriate for the circumstances.
3. **Relevance and Fairness:** The sanction imposed must be relevant to the behaviour in question and fair in its application. It should align with the severity of the behaviour and take into account any mitigating circumstances. Additionally, the duration of the sanction should be reasonable and not excessive.
4. **Potential for Effectiveness:** There should be a reasonable belief that the sanction may encourage acceptable behaviour or serve as a deterrent for future unacceptable behaviour. Staff should consider whether the sanction is likely to have the desired impact on the child's behaviour and whether it aligns with the child's individual needs and motivations.

By ensuring these criteria are met, staff can make informed decisions about when and how to implement sanctions, maximizing their effectiveness as tools for promoting positive behaviour and growth in children.



Room Search

The policy regarding entering bedrooms and conducting room searches is as follows:

1. **Respect for Privacy:** Generally, bedrooms should not be entered without the child's permission. This ensures that the child's privacy and personal space are respected.
2. **Informing the Child:** Room searches should not typically occur unless the child has been informed or has given permission. This ensures transparency and respects the child's autonomy.
3. **Reasonable Cause for Search:** However, it may be necessary to conduct an immediate search of a child or their belongings, including their bedroom, if there is reasonable cause to believe that the child has concealed items that could pose a risk to themselves or others, such as weapons or illegal drugs.
4. **Decision-Making Process:** The decision to conduct a search must be made by staff after consulting with the most senior member of staff on duty or on call. This ensures that room searches are conducted with careful consideration and oversight.
5. **Immediate Response:** In situations where the risk is immediate and critical, requiring an urgent response, staff may proceed with the search without prior consultation.
6. **Review Process:** After a room search is conducted, the Home Manager will review the circumstances and outcomes of the search. They may provide comments or recommendations based on their assessment.
7. **Reporting to Social Workers:** Following any room search, a full report will be sent to the child's social worker within 24 hours, usually via email. This ensures that relevant parties are informed and aware of the actions taken.

By following these guidelines, the facility aims to balance the need to maintain safety and security with respect for the child's privacy and autonomy. The process ensures accountability and transparency in handling situations that may necessitate room searches.

Section Eight – Leadership and Management

18. Registered Provider and Manager's contact details

The **Responsible Body** is

Zen Care and Education 14652063

Trafford House

Chester Road

Old Trafford

Manchester

M32 0RS



0161 706 2035

Email Info@zencare.uk

The **Home Manager** is Angela Foster.

Please see appendix A for a full staffing profile for the Home Manager.

The **Responsible Individual** is Victoria Moran. v.moran@zencare.uk

Victoria Moran

I have worked in the care and support setting for over three decades, over two of these have been in children's residential settings, safeguarding, caring and supporting children who have experienced difficulties and trauma.

I quickly progressed into management roles developing my skills and knowledge to become Registered Manager and onto Operations Manager for fifteen homes providing therapeutic care for children and three alternative provision education settings.

I spent time as a Service Manager for supported accommodation to gain experience and knowledge of leaving care processes and supporting young people to live independently and utilise services available to them. I returned to children residential services and supported homes in crisis to return from being paused and improved their development and outcome from inspection framework and inspections.

I returned to supporting homes across the Northwest Region and provided day to day support for home managers and teams to provide safety, care, support, guidance and love to vulnerable children in a therapeutic setting. Supervision of home managers and support visits to the homes. I support homes with compliance, and I work with therapeutic team to agree the model of care and how our teams utilize these using relationships and understanding of behaviours.

I have completed mandatory and specialist training in relation to children and young people and residential childcare. And I am qualified holding the NVQ levels 3 & 4 and the Registered Managers Award (equivalent to Leadership and Management QCF 5).

19. Experience and qualifications of staff

George House places a strong emphasis on ensuring its staff are well-equipped to provide effective care and support to the young people under their care. Here are the key aspects of the staff training and development program:

1. **Comprehensive Induction Program:** All staff undergo a thorough induction program that covers essential aspects of their role. This includes a learning log that is structured around six standards aligned with the QCF framework. These standards ensure that staff receive foundational training relevant to their role and responsibilities.



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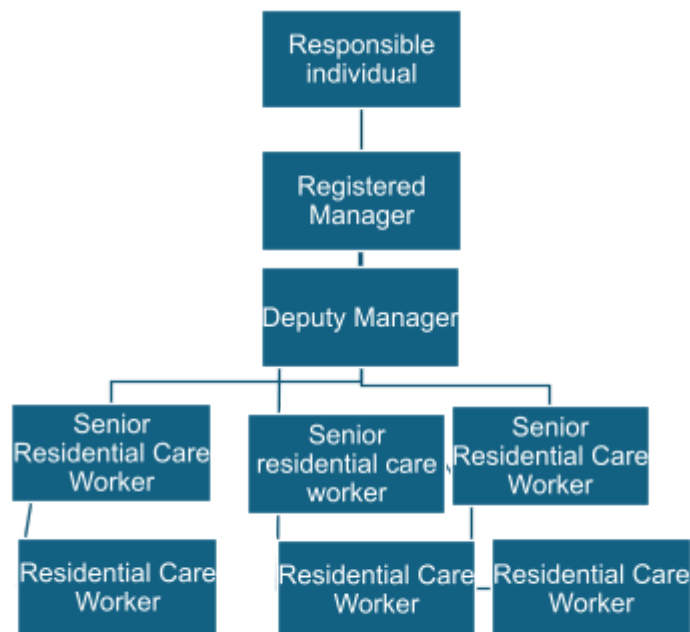
2. **Mandatory Training:** Staff undergo mandatory training in critical areas such as safeguarding, child protection, equality and diversity, positive handling, fire safety, food hygiene, and administering medication. These trainings are essential for ensuring the safety and well-being of the young people
3. **Qualification Attainment:** Staff are supported in attaining relevant qualifications, such as the Level 3 Children & Young People's Workforce Diploma/ Level 4 Apprenticeship. These qualifications provide staff with the necessary knowledge and skills to effectively support young people in their care.
4. **Specialist Training:** In addition to mandatory training, staff receive specialized training in therapeutic parenting, trauma, and attachment. These areas are crucial for understanding and addressing the complex needs of young people who may have experienced trauma or adverse childhood experiences.
5. **Ongoing Support and Development:** Staff development is not limited to initial training but is an ongoing process. Regular supervision sessions, staff meetings, and access to psychologically informed consultation with the home's allocated clinician are provided to support staff in their role. These platforms enable staff to reflect on their practice, seek guidance, and address any challenges they may encounter.

By prioritizing staff training and development, George House ensures that its team is equipped with the knowledge, skills, and support needed to provide high-quality care and support to the young people in their care. This approach contributes to the overall well-being and positive development of the young people within the facility.



20. Management and staffing structure and support

An example staffing structure is provided below but for full details of the staffing structure within the home, please see Appendix A.



At George House, ensuring the safety and well-being of the young people in our care is paramount. Our staffing practices reflect this commitment, with careful consideration given to maintaining appropriate levels of supervision and support.

During nighttime hours, it is our standard practice to have a female staff member present. However, in situations where this is not feasible, a thorough risk assessment is conducted to evaluate the circumstances. We prioritize the safety of both staff and residents, and no staff member works alone with a young person until their competence has been validated by the Home Manager.

Staffing levels are meticulously planned and adjusted to meet the unique needs of each individual in our care. Waking night staff are only assigned if specifically requested by the placing authority or deemed necessary following a comprehensive assessment of the situation.

In the event of any staffing shortfalls, we take proactive measures to ensure continuity and stability in our care provision. This may involve existing staff members covering additional shifts, offering overtime opportunities, or, as a last resort, employing agency staff. However, we strive to minimize the use of agency staff to maintain consistency and continuity of care.

All new staff, whether they are core members, bank staff, or agency workers, undergo a thorough induction process. This includes becoming familiar with the young people under our care, reviewing their up-to-date risk assessments and placement plans, and understanding any specific restrictions or requirements regarding contact and supervision



levels. We conduct rigorous suitability checks for all staff members, including DBS checks, reference checks, and employment history verification.

Furthermore, we prioritize the ongoing training and development of our staff. Regular supervision sessions and team meetings are held to provide support and guidance. Additionally, all staff members undergo annual individual appraisals to assess their performance and development needs. Personal development plans are then created to outline clear aims and objectives for the upcoming year, ensuring that our staff remain well-equipped to provide high-quality care and support to the young people in our care.

By adhering to these staffing practices and maintaining a focus on continuous training, supervision, and development, George House ensures that its staff are fully prepared to meet the complex needs of the young people entrusted to us.

Promoting appropriate staff role models

At George House, we place great importance on recruiting staff who serve as positive social role models for the young people in our care. Our diverse and dedicated team consists of individuals with varying ages, backgrounds, and life experiences, which contributes to promoting diversity within our home.

Our culture is built on inspiring young people to aspire to do their best and promoting their welfare. We lead and manage the home with a clear vision outlined in our statement of purpose, ensuring that staff work cohesively as a team and possess the necessary experience, qualifications, and skills to meet the unique needs of each young person.

Staffing levels are tailored to meet the needs of the young people. Efforts are made to ensure a balance of experience, gender, and qualifications among the staff on duty, ensuring that individualized care plans promote individual progression.

Supervisions are conducted regularly to allow staff to reflect on their work with young people, with sessions planned during quieter periods to minimize disruption to care provision. In the absence of the Home Manager, an on-call system is in place for support and guidance.

We maintain consistency in our staffing approach by working with preferred agencies when necessary, ensuring that all staff adhere to our policies and procedures for the benefit of the young people. Clear lines of accountability are established, with support from regional management during the Registered Manager's absence.

Consideration is given to young people's ethnic and cultural backgrounds when finalizing staffing arrangements, fostering a positive view of diversity. All staff undergo rigorous background checks, including Enhanced Disclosure Barring Service (DBS) checks every three years and satisfactory references, in line with safer recruitment requirements.

At George House, we are committed to providing a nurturing environment where every young person feels valued, supported, and empowered to thrive.



Section Nine – Care Planning

21. Admission of children to the home, including emergency admission

When young people come to stay with us at George House, whether planned or unplanned can be a difficult time and we aim to make any introduction to the home as smooth as possible. When a young person is referred to Zen Care and Education Group, the Referrals Department will take the initial details from the relevant placing authority. During the referral process, we use an impact risk assessment to assess whether we feel we could meet the needs of the young person within the group we already care for. We may ask the placing authority for more information to help us with our decision making.

Placement Criteria

George House may care for up to 1 young person with emotional and behavioural difficulties, challenging behaviours aged 7yrs to 17ys on arrival.

We will consider young people who

- a young person that meets the conditions of the home's registration.

We are unable to offer placements to young people who

- breach the conditions of the registration.

Admission

When a young person comes to stay at George House, whether planned or in an emergency, would be subject to receipt of the relevant paperwork. In cases of emergency admissions, the Registered Manager at George House ensures thorough communication with the referrer to gather necessary information for decision-making, while ensuring the following conditions are met:

- Emergency admissions are conducted on a trial basis.
- A planning meeting is arranged within 72 hours of admission.
- A named social worker with case responsibility is assigned.
- All appropriate paperwork is provided.

Whenever feasible, the young person will have the opportunity to visit the home prior to admission, potentially including overnight stays or introductions to staff members. Upon admission, staffing ratios are reviewed to ensure a safe integration of the new resident into George House.

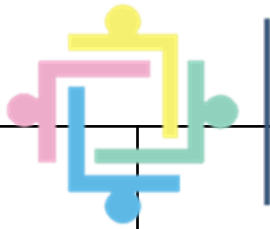
The young person receives a Welcome Pack containing a guide, toiletries, and relevant contact numbers such as the Independent Reviewing Officer (IRO), social worker, and Children's Rights Officer. They are also informed of their assigned key worker who assists them in settling into their new environment.



Upon admission or discharge, the Placement Team notifies the designated officer within the Local Authority - Wigan. This notification includes the young person's name, date of birth, legal status, contact details for the Placing Authorities Team Manager and IRO, and information regarding any Special Educational Needs (SEN) or Education, Health and Care (EHC) Plan, specifying the responsible local authority.

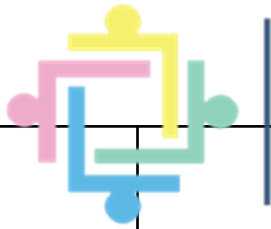
Appendix A – Staffing Structure

Staff Member	Job title	Start date	Qualifications	Experience
Angela Foster	Home Manager	August 2023	<p>NVQ Level 3 Health and Social Care; children and young people.</p> <p>QCF level 5 Diploma Leadership and management.</p>	<p>Angela has worked in the social work sector for over 21 years, she has worked in residential childcare for 18 years and has held a managers post for 7 years. Angela has consistently lead teams and provided care for young people with learning difficulties and emotional behavioural difficulties. With an abundance of experience with Ofsted and working with other agencies, Angela has enhanced the care provided to children within the homes and ensured staff are well supported.</p> <p>Angela has a background in care for those of all ages and before joining the sector, provided care in provisions for parent and babies, she has overseen numerous development plans for both mother and child as well as countless transitions into continued care and independence. Angela has also got experience with foster care and fostered children with complex needs for 5 years.</p>



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Karen Fox	Interim Deputy	February 2024	NVQ level 3 Health and Social Care- Children and Young people.	<p>Karen has worked in residential childcare for over 18 years, she has worked with learning difficulties, complex needs and emotional and behavioural difficulties. Karen has supervised and inducted new staff to the team as well as delivering a robust key working role to the young people in her care. Karen has also had experience in leading meetings and care planning with other agencies.</p> <p>Karen has a background in care for those of all ages and before joining the sector, provided care in provisions for parent and babies, she has overseen numerous development plans for both mother and child as well as countless transitions into continued care and independence.</p>
Alex Warburton	Senior staff member-	March 2024	NVQ level 3 Health and Social Care – Children and young people.	<p>Alex has worked in residential childcare for 2 years and has had experience in leading a staff team to establish restorative care and meet complex needs. Alex has worked in both a supervisory role and key working role and has had experience delivering training to the staff team.</p> <p>Alex has a background in youth work and has delivered outdoor, recreational learning to young people, working alongside a staff team to provide an alternate path.</p>
Fiona Abram	URCW	February 2024	Fiona is currently working towards her level 3 in Children & Young people.	Fiona has worked in residential childcare for eight years and has specialised in care for young people with mental health issues. For the last three years Fiona has worked with young people with emotional and behavioural difficulties and has excelled in a key working role producing innovative plans and overseeing transitions.



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				<p>Fiona has also had experience in adult services. Fiona worked as a deputy manager for two years and has led supervisions, delivered team meetings and worked effectively as a leader in that setting.</p>
Melissa Darby	SRCW	Feb 25	Melissa holds a level 3 in residential child care-	<p>Melissa has several years experience working with children and young people with complex and challenging behaviours.</p> <p>Melissa likes to travel, volunteering with less fortunate people, has recently taken charge of an allotment and is looking for work to do on this and the possibility of some of our young people helping out-(checked with social works firstly)</p>
Oliwer Tomala	SRCW	Oct 25	Oliwer holds a Level 3 Children Young People & Families Practitioner and also Level 4 Residential Childcare.	<p>Oliwer has nearly 2 years experience in the role of residential support worker. During this time he has been promoted to role of team leader after a successful interview.</p> <p>Oliver has supported young people through positive role modelling, educational activities, and keyworking to empower young people to become their best selves.</p> <p>Oliver has supported young people in crisis, and emotional and behavioral hardship.</p>
Andrew Clamp	SRCW Bank		Andrew holds a level 3 in residential child care residential	<p>Andrew has several years of working in a residential setting, working with children with complex and challenging behaviours.</p> <p>Andrew coaches younger children in kick boxing, holding training sessions weekly at his local gym.</p>
Hamza Iqbal	URCW	Sept 25	No qualifications in this sector	<p>Hamza has 12 months experience working in a Residential Child Care setting.</p>



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<p>Gbenga Ogunleye</p>	<p>URCW Bank</p>	<p>June 25</p>		<p>Gbenga has 10 years working in residential child care. Gbenga has worked in therapeutic setting working with young people with challenging and complex needs.</p>
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