



Vella House

Leiston

Suffolk

Statement of Purpose – Amended January 2025



Version History

Version	Amended by	Date	Comment	Ratified by	Date	Next Review
4	Andy Robinson	09.12.24	Updated with change of business (RI, RM, Reg 44)	Rob Peduto	10/12/2024	When amended or no later than 12 months post ratified
5	Andy Robinson	21.01.25	Updated with change of staff detail	Rob Peduto	21/01/2025	As above

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1. Introduction

The Statement of Purpose describes the benefits and services enjoyed by the children living at Vella House; it outlines the care we provide and how we are organised to provide that care.

It includes an overview of the facilities, services, and practices we embrace to make sure that we continuously deliver effective, efficient, and outstanding services for the benefit of our children.

Vella House is a three-bedded residential home offering a high degree of nurture, boundaries and experienced caring staff. Carefully assessing, understanding and working with younger children (although our registration is 6-16 years), to support them to process early traumatic experiences. Our purpose is to provide a home where children can safely learn healthy relationship skills to carry into adulthood.

Children need to feel secure with their adults. Where children have not experienced the kind of sensitive parenting that promotes security and resilience, they will find it difficult to trust and will find it difficult to manage their thoughts, feelings and behaviour.

Vella House's primary objective is to provide the children with a safe, stable, happy, and comfortable home which will enable them to build upon their confidence, self-esteem and to enable them to receive intensive support before moving on to a longer-term place of living, preferably within foster care or semi-independent living if appropriate.

In our homely and tastefully decorated house we provide a child-centred approach to care, nurturing the individual needs of each young person. Our aim is to create opportunities and possibilities for the child to have future successes in their life goals.

The home is in Leiston, Suffolk. Leiston is a historical town in the East of Suffolk and is the business and market hub of the surrounding agricultural district. It is also close to the coastal towns of Aldeburgh and Thorpeness. Further afield, but within easy travelling distance are the larger towns of Ipswich and Lowestoft.

2. Registration Details

Registered Provider: [CF Social Work Ltd](#)

Responsible Individual: [Robert Peduto](#)

Home Manager: [Andy Robinson](#)

[Vella House](#)
[Leiston](#)
[Suffolk](#)

andy@cfsocialwork.co.uk

Ofsted Registration Number: 2808164

Independent Person: Annabel Wood – Changing Outcomes (Awaiting details)

The post of IP involves someone not directly connected with the running of the home making regular visits and compiling monthly inspection reports which are sent to Ofsted.

OFSTED

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Email: enquiries@ofsted.gov.uk

3. Conditions of Registration

The registered person: May only provide care and accommodation for up to 3 children & may provide care and accommodation for children with emotional and/or behavioural difficulties (EBD)

4. Philosophy and Ethos

CF Social Work our parent company was established in 2006 and several of the management team have worked alongside each other for a number of years in a variety of settings, supporting vulnerable and challenging children.

At Vella House we understand that many children's backgrounds and history have a significant impact on how they interact with others and behave. We know that children may have come to us following previous placements having broken down or from difficult and challenging settings and circumstances, in need of an intensive nurturing supportive placement to allow them to work through previously endured trauma.

We therefore aim to provide long term residential placements that will allow individuals to develop themselves with the support needed, to allow them to follow a transition to the next stage of life when appropriate.

- Positive structure and organisation.
- Stability, boundaries and resilience.
- A child-centred approach where the needs, rights and views of the child are at the centre of all practices and provisions.
- Mutual respect, encompassing individuality and diversity which are celebrated and valued.
- Ensuring the welfare and safeguarding of each child.
- Caring, nurturing and inclusive environment and home.
- Active participation in all aspects of life.

Our approach is to consider behaviour to be a form of communication, and only when the reasons for the behaviour have been addressed or resolved, will there be any chance of improving the child's emotional, behavioural, or social barriers. We also believe it is essential to treat each young person as the individual they are and expect crisis behaviours from them. We take into consideration their emotional and social developmental age alongside their chronological age.

“We are committed to making our children feel valued, accepted and included in an environment where they can enjoy life and succeed.”

Our aim is to provide each child with the necessary tools and support needs to aid their transition back into foster care, into another less intensive placement or reunify with their family where appropriate.

We will monitor, evaluate, and review behaviour and identify any additional support and provision required to ensure that each child is able to build on areas of strength and make progress in all areas of need.

At Vella House we aim to empower young people to make decisions and encourage children to engage in their interests. When these are identified we will support and encourage children to express themselves positively, we feel that this mindset helps their development and emotional wellbeing.

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Our commitment to continuous improvement and growth means that we are open and transparent; we actively seek the collaboration and perspectives that come from parents, carers, advocates, local services, similar organisations, and our placing authorities where appropriate.

5. Aims and Objectives

At Vella House our primary objective is to provide each child with a safe, stable, happy and comfortable home and an environment that will enable them to build upon their confidence, self-esteem and resilience in order to 'move on' to a permanent environment for our children to call home.

We provide a child-centred approach to care, to ensure children are nurtured and feel loved, meeting each child's needs and promoting their individual identity.

Our aim is that each child will achieve positive differences in their personal, social and educational lives, opening up and creating options for their future and in this way strive to achieve their full potential, whilst they are with us, and in their future lives.

Our home provides care, guidance, support, leisure and learning opportunities with high levels of trained and caring staff to maintain vigilance and sensitivity to the changing and challenging needs of all our young people.

We advocate a healthy lifestyle and offer children the opportunity to be part of planning the weekly menu, ensuring nutritious and balanced meals are provided. In partnership with the opportunity to access regular exercise through following interests around participation in sports and outdoor activities.

In our child centred environment, in which the child's self-esteem and individuality are celebrated and developed, we approach things from the child's point of view upwards. We seek to ensure the young person feels heard and plays an active role in important decisions made about their life. We refer to this as 'Active Participation'.

These positive developments will help the child, within their abilities:

- Recognise their individuality and self-worth.
- Enhance their life and social skills.
- Cope with and embrace changing and at times challenging emotions.
- Advocate for themselves – letting their voice be heard.
- Respect others
- Be open to new experience and embrace opportunities.

By benefiting from positive and stable relationships and by showing an acceptance of sound authority children will gradually and progressively move towards their next placement or to a return home.

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6. Measuring the Effectiveness of the Service

At Vella House we will be constantly striving to improve and refine our services. We engage in reflective practice, in the staff meetings, incident debriefs and during staff supervision and clinical supervision. Through rigorous monitoring procedures we assess both areas of good practice and areas that require improvements. The Manager and RI ensure that all identified actions are completed.

We complete regular internal audits and 6 monthly Regulation 45 Review of Quality-of-Care Audits. We aim to be critical of our own practices, in order to identify areas of improvement, to ensure as a result we are consistently exceeding all regulatory requirements.

We have an independent Regulation 44 visitor to the home who undertakes a critical evaluation of all aspects of the service we provide and submits this report to Ofsted. Points raised will be considered and placed on an action plan which will be reported on when the visitor next comes to the home. This is a vital part of our company wide quality assurance cycle.

We engage parents, visitors, staff and children in providing feedback through regular surveys. We use this information to inform any improvement plans.

Vella House is to be regulated by OFSTED and as such receives a grading which describes the service. We are committed to achieving a good status at the first available opportunity and then will work to improve upon this learning from guidance given and national best practice.

Each child's suite of paperwork (placement plan, risk assessment, reports etc) are reviewed monthly and areas of improvement and concern are flagged to the wider staff team, and as necessary to the placing authority. The suitability of the placement for each young person is assessed at their statutory reviews or at other times should their circumstances or needs change significantly.

7. Equality and Diversity

Our aim at Vella House is to have a diverse staff team which we feel appropriately reflects the needs of our children and allows us to support their needs more effectively.

We have a strong culture of acceptance where everyone at Vella House embraces individuality. The staff and young people at Vella House do not tolerate discrimination on the grounds of race, culture, language, religious beliefs, gender, sexuality or disability.

All reports of discrimination will be taken seriously and will be dealt with in accordance with the equalities policy, prevention of bullying policy and the staff code of conduct.

Considering the wishes of the children in the home, we celebrate many different cultural and religious festivals throughout the year, enriching lives and gaining new experiences. We celebrate our differences and hope to learn more about each other in the process.

Children who wish to attend a place of worship are supported to do so. Children following religious observations will have the full support of the staff team and the necessary adaptations made, for example mealtimes or menus, observing practices and providing a quiet space.

If children are not fluent or do not speak English, they will be supported by the staff team to access the appropriate support such as evening classes, online programs, tutoring, support groups and advocates.

If staff have concerns about a young person's vulnerability to extremism, they should inform the Registered Manager as a matter of urgency.



8. Admission Criteria

“Our aim is to match the needs of each individual child placed in our care in collaboration with the professionals involved with that child. We will be following agreed referrals criteria as part of our partnership work with the local authority. Wherever possible admissions should be planned with the participation of family and professionals”

We deliver care to young people of all genders aged from 6 to 16 years old.

Typically, from a local authority perspective, our children may require intensive support and need a period of stabilisation before being able to transition further in their life. We understand that this means child may exhibit one or more of the following: -

- Behaviour that challenges, including verbal and physical challenge.
- Self-injury or harm.
- Attention Deficit Hyperactivity Disorder (ADHD).
- Language/ communication difficulty or delay.
- Autistic Spectrum Disorder (ASD) including Asperger's Syndrome
- Oppositional Defiant Disorder (ODD)
- Attachment difficulties or disorders.
- Mild to Moderate Learning Disability.
- Mental Health or emotional wellbeing needs.
- Issues with exploitation or gang related activity or coercion
- Issues associated with puberty.

8.1 Admission Process.

All referrals should be directed to the Registered Manager of the home or in their absence the Responsible Individual.

When children are referred to Vella House it is very important to us to ensure that they are the correct match for the children currently residing in the home, the community around us and that we as a staff team can meet the needs of the young person being referred. We do this by our staged admission process, which is overseen by the Registered and Therapeutic Lead.

8.2 Referral Criteria and Sources

All referrals will be made through the local authorities' placements team.

Each referral will include a young person's profile and will detail.

- Category of accommodation and support service required
- Child's Profile
- Risk Assessment
- Date of commencement
- Preferred location

The Registered Manager or Responsible Individual will initially assess the referral papers and decide if there is any information that means the referral is or is not

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appropriate for the home and this is undertaken in collaboration with external professionals.

An impact risk assessment is started which helps us to look at matters such as can the home meet the needs of the child being referred? What is the impact on the current children and what would the risks be? The impact risk assessment is informed from discussions with the referring local authority and any other relevant party and the referral papers. Where possible referral papers should include an Education, Health and Care (EHC) plan, educational reports, details of medical needs, a current local authority care plan, a social care report, specialist and/or professional report(s) as appropriate, a chronology of significant events and any current risk assessments.

Once the impact risk assessment is complete the Manager dealing with the referral will have a discussion with the Responsible Individual and may seek additional input from the Senior Leadership team.

At the point that the home and the local authority feel the referral should be progressed an assessment visit to or from (as appropriate) the child will take place. This should only take place if both parties feel at this time that the referral is likely to have a positive outcome to avoid any unnecessary rejection to the child. The Children's Guide to Vella House should be presented to the child and an opportunity for open discussions and questions created. Differentiated and differently formatted guides can be made available if required to suit the needs of the individual.

Formal offer of placement, terms and conditions extended to the Local Authority.

When a young person moves into the home; admission arrangements will be tailored to their individual, but there will always be a welcome basket in their room and something that they like to eat available either as the main meal or ready to cook if they are arriving outside of the usual mealtime. A further, more extensive copy of the Children's Guide will be issued if required, and complaint procedures explained.

8.3 Discharge Processes

Discharge is only by agreement with the local authority placements team and manager of the responsible social worker team and following collaboration with the team around the child.

The minimisation of evictions, abandonment and people leaving under notice will be a priority and we will work with our partners in all local authorities to maintain placements wherever possible.

If a young person is at risk of their placement ending, we will inform their lead worker as early as possible to ensure support and services can be put in place to avoid a placement ending. This will also include cooperation and collaboration with locality or

county initiatives to facilitate moves between services to sustain a person in accommodation.

8.4 Response Time and Prioritisation

Whilst ordinarily we would not sanction an emergency referral to the home, as this is not always in the best interest of the young person or those already in residence. Upon receipt of an emergency referral the home management team shall within one hour inform the Central Resource Team if accommodation and support are available.

Upon receipt of a standard referral the home management team shall, on the same working day, inform the enquiring authority if accommodation and support are available.

Following confirmation of the placement, a placement planning meeting will take place between the social care worker, child and member of the homes management team within 72 hours and an initial Child in Care meeting (CIC) arranged.

8.5 Emergency Placements

Admissions to Vella House are made through planned transitions, with agreed timescales that are in the best interest of the children involved and emergency placements are not something that are considered appropriate for the young people within the home.

We understand that at times there is a need to move children from or to placements quickly. When this is the case, we will work closely with the Local Authority to ensure the child is central to all decisions made.

8.6 Register

An Admissions and Discharge Register is kept in order to provide a log of all children who are currently or have previously been resident in the home. This will be available for scrutiny during inspection or as part of a Regulation 44 visit.

8.7 Notifying the Host Authority and Police of New Placements

The Local Authority will need to be notified of all new children arriving in the home as it is likely that there will be some residing in the home will have been placed from outside of Suffolk.

We are building links with our local community policing team and missing person's liaison officer who work proactively with the children in the home.

If a child is suspected of being a victim of sexual exploitation, then the host authority and local police will be notified prior to the admission of a child.

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If the child has a significant history of going 'Missing from Care' local police will be notified and we will ensure that we have a planning document in place so that all information about them is to hand in the event that they should be reported missing.

8.8 Statutory (CIC) Reviews

The initial Statutory Review meeting takes place one month after the child comes into care, after a further three months and then at six monthly intervals. Statutory Reviews ensure that the plan for the young person is working and identify what needs to be done, and by whom, to achieve the Care Plan. The Statutory Review decides whether Vella House remains the best placement for the child.

We work closely with the team supporting every young person including their social worker and Independent Reviewing Officer, in-order to ensure that we are all working together in the best interests of the child at all times.

9. Location/ Environment

The property is a spacious 3-bedroom detached property, located in quiet cul de sac on the outskirts of Leiston and on the edge of a rural area. The house is within walking distance from the main town. There is a bus stop in close proximity that provides a main bus route to the local area. Also within walking distance is the local cinema, museum, football club, leisure centre and the local Primary and Secondary schools. There is a shop within easy access of the home, that where appropriate young people would be able to walk to, to spend their pocket money if wished to do so. A small car journey away are the coastal towns and beaches of Aldeburgh, Thorpeness and Sizewell and the RSPB nature reserve at Minsmere.

Further afield offers the larger towns of Ipswich and Lowestoft, a 45-minute drive away, offering a wide range of activities. As such, Ipswich offers such activities as a cinema, dry ski slope, large public swimming pool, local golf courses and is the home of Ipswich Town Football Club - it also has a large general hospital and lots of parks and public open spaces. Lowestoft offers a more family orientated coastal town, with a pier, amusement arcades and 10 pin bowling. There is a well-equipped town centre in both locations for those that enjoy a shopping experience.

Leiston has a vibrant community with an annual carnival, fireworks displays and a variety of seasonal community activities.

As previously mentioned, Vella House has several primary schools within a short distance of the home and the town has one modern high school serving the town. There are also a variety of alternative education provisions that can be easily accessed by car.

We support the child to connect with peers and residents in the local community through; leisure time, shopping, youth groups such as scouts and guides, sports/art/craft and social clubs.

9.1 Accommodation

The home offers spacious and modern accommodation over two floors and is situated on a quiet residential cul de sac, in a semi-rural position on the outskirts of the town.

We have taken great care to design both a sustainable and comfortable living environment and the lounge and Games Room are furnished with comfortable seating areas and a TV.

The spacious ground floor comprises of an entrance hall leading to a large lounge, games room, downstairs toilet and combined kitchen diner.

The first floor has three double bedrooms, with a fourth acting as the house office and sleep in facilities for staff, all of which are accessible from the landing. There is also a large bathroom designated to the young people, with staff using the en-suite facilities within the office space. The home also has a good-sized enclosed garden and is complimented by doors leading from both the lounge and kitchen diner that can be opened to allow an airy feeling of the outside coming into the home when the weather is appropriate.

The bedrooms give each young person their own safe and comfortable space which they are able to personalise to their own tastes. Any child will always benefit from the privacy of their own room.

Each room contains, a bed, a desk, a chest of drawers, a wardrobe or built-in cupboard and a TV (if appropriate). Children are encouraged to personalise their bedroom and will be supported with a suitable budget and the help of their key worker through the transition period, which in turn will allow them to move into their bedroom from the point of admission, rather than a bedroom in a children's home.

Day to day life is about living and working together in a positive and calm atmosphere.

9.2 Searching of Child's Bedrooms

At Vella House we respect the need for privacy and will always offer the child the opportunity to hand over any illicit items they are suspected of having and communicate this to them in a way that they are able to understand.

However, if a child is believed to have illicit or un-safe items in their bedroom, then with the agreement of the Registered Manager or Responsible Individual the child's bedroom may be searched.

This must be recorded detailing the reason(s) why and the outcome; the child will be offered the opportunity to be present throughout the search exercise and should be conducted by one person with another observing.

10. Time with Family and Friends.

Wherever possible and per individual care plans, we promote frequent and sustainable time with family members, significant people and friends.

Planned visits are welcomed at Vella House, we do ask that, when possible, visits are outside of school times (school times are: 9am-3:00pm) unless in school holidays.

Young people may invite their friends to the home after school hours and at the weekends but are encouraged to socialise in communal areas where staff can monitor their interactions and will not be permitted to take anyone to their bedroom. This would also be following connections with parents / carers having been made to ensure that it is appropriate for both parties. It may be possible for family members to come for a meal, but this would of course be following risk assessments and discussion with the young person and their social worker. This would also need to be with the agreement of any other children who are living in the home.

We would like to work alongside families and prospective foster carers with a view to a young person returning to their care if this is part of the local authorities plan for them and are fully supportive of reunification when it is in the best interest of the child or young person.

In line with legislation all visitors to the home will be asked to sign in and out providing identification.

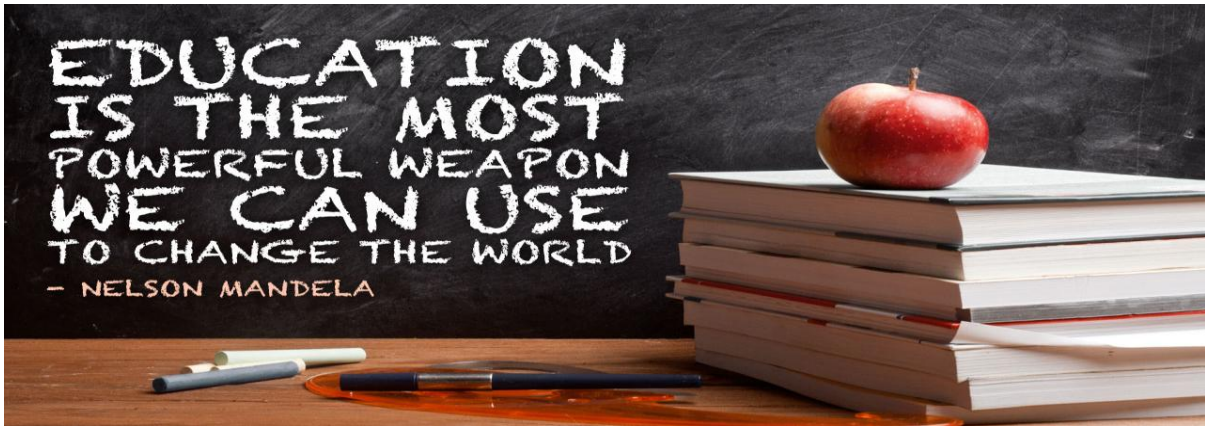
11. Daily/Weekly program.

At Vella House we believe in having a positive structure in place for our children. The home's manager or a member of the key team will provide a weekly plan which is individualised for each child.

When children complete planner tasks and attend school or their education sessions, they can earn reward money towards a day out as a positive incentive.

The weekly planners include optional leisure activities on offer during the week and at weekends. Children can request activities they would like to do in the fortnightly house meeting, or during day-to-day conversations and key work sessions with staff/keyworkers.

11.1 Education



Vella House does not currently offer education on site although if individual tuition is taking place this may happen in the home. Each young person within the home has an individual plan which will detail their educational interests, hobbies, and individual needs. If the child is not in education when they arrive or they need to transfer provisions, we work with the placing authority and the host authority to find a provision that meets the individual needs of the child as quickly as possible.

It is an expectation that, all children in the home will positively engage in education between 9:00am and 3:00pm Monday through to Friday. Free time to socialise is only available outside of school hours or during school holidays.

Young people who have special educational needs will be supported following the guidance and details in their personal Education, Health and Care Plan.

If a young person can continue education in their current provision, we will endeavour to support the continuation of the placement and transport them to that location. Children are supported to complete their homework in a timely manner and to engage in extracurricular activities where available, and each bedroom will have a desk for children to use or they can use the games / study room.

11.2 Mealtimes

Mealtimes are one of our favourite times in the home, and we always do our best to sit down together, catch up, discuss the events of the day and enjoy our meal, promoting a family feel. We like to try new foods and are fortunate to have some amazing cooks working in the house. We love it when children share the preparation of meals and the clearing away after, taking control of promoting their individual choices. At Vella House we want children to enjoy the company of those around them and feel that sharing the experience of eating together, trying new foods, cultural experiences and experimenting

with recipes provides an excellent opportunity to do so. To this end we discourage children from eating in their bedrooms.

We are creative at making sure everyone is happy with the weekly menus and if needed will meet a range of dietary requirements.

We always have access to healthy and fresh snacks and with the support of staff; children can prepare themselves hot snacks or meals.

The kitchen is always accessible, although staff supervision will be in place to ensure that children are eating a healthy and balanced diet.

11.3 Activities, Enjoyment and Achievement

We want our young people to experience a fulfilling and rewarding social program, offering opportunities for shared experiences, building relationships, appropriate risk taking and importantly opportunities to have lots of fun.

We ensure that each child can follow their own interests, hobbies and pastimes as well as having the opportunity to explore new interests.

Children play an active role in the running of the house such as preparing and shopping for meals and keeping their bedrooms clean and tidy.

We are lucky to have access to coastal, urban and rural environments meaning social, cultural and spiritual opportunities are all close by. In the evenings and weekends children are encouraged to participate in social, artistic, and sporting activities.

Exercise through both individual sport and team games is an important part of our ethos. All young people are encouraged to reach a level of fitness that matches their ability and interest. Sport can be enjoyable whilst promoting responsibility, discipline, and structure. The exhilaration of success must be balanced against the reality of difficulty and challenges. Children are encouraged to maintain positive attitudes about participation and effort.

11.4 Active Participation and Children's Rights

At Vella House we recognise the importance of the Children's Rights and the legislation that underpins this.

Without judgement we undertake to:

Provide a good standard of living, health care, education and services, and to support play and recreation.

Protect children from abuse, neglect, exploitation, and discrimination.

Promote participation in communities and have programs and services for themselves.

We place a specific emphasis on a young person's right to have.

- Freedom of speech
- Freedom of thought
- Freedom from fear
- Freedom of choice and the right to make decisions
- Ownership over one's body.

We understand that children who are in residential care may feel disempowered; we aim to make child active in their life choices and able to have a say in the environment surrounding them.

We do this by:

- Being involved in the recruitment of staff, having the chance to talk to interviewees and give feedback to the Registered Manager.
- Fortnightly house meetings attended by children and staff; special guests may be invited with agreement. In the meetings children and staff discuss the general running of the house, feedback on care, complaints, concerns and compliments, the weekly activity schedule, the weekly food menu and finally to put forward ideas and requests. We seek to highlight and value examples of kind and caring behaviour and discuss any concerns relating to social interactions including, when appropriate, bullying.
- We have an idea and interest's folder where staff and children can add and find suggestions of activities and events in the local area.
- Talking and listening to children; mealtime discussions, 1:1-time, key work sessions, settling time.
- We arrange a number of internal activities and outside visits, during school holidays an activity and holiday program is planned in conjunction with the child.
- All young people have the opportunity to meet and talk in confidence to Ofsted inspectors at inspections, local authority personnel who may conduct monitoring visits and to our Regulation 44 visitor who comes each month.

12. Personal Allowances and Budgets.



12.1 Pocket Money.

Each young person will receive a weekly allowance which varies according to age; usually this will be on a Friday after school. The child may wish to spend their money weekly or save towards more expensive articles. Key workers will support children in developing budgeting skills and discuss what they purchase with their money.

6-8 years: £3.50

9-12 years: £5.00

13 – 15 years: £6.50

In addition to receiving Pocket Money, children can earn some additional money through an incentive scheme/sticker chart. This will be dependent on age and their ability to understand/learning and what they may require. This is to reward positive changes to their life.

It will be age dependant whether or not, children will spend their own money, or a staff member will be with them to support spending. Any child known or found to be purchasing illicit items (drugs, alcohol etc) will impact of how their money is spent.

Children who require an allowance for agreed activities, transport or meals will be allocated an additional budget. Children will have additional money put into a savings account each week.

In addition to any personal budget, each young person will have a virtual savings account of £5.00 per week, which will be saved and transferred to them upon transition from the home.

12.2 Clothing and Toiletry Allowances.

Each young person will receive a monthly clothing allowance and a toiletry allowance which may be increased according to specific needs. Children can access their

allowance throughout the month supported by their key worker, this will be spent with a staff member.

Children who require school uniform will, at the beginning of each term, work with their key worker to compile an inventory of what they currently own and its state of repair as well as a list of what they require. Individual budgets will then be allocated to ensure children appear presentable and adhere to the school's clothing requirements.

12.3 Emergency Clothing.

If children on arrival, do not have sufficient clothing Vella House will ensure they are provided with an adequate supply of suitable clothing. All emergency clothing will be invoiced to the placing authority.

Please see policy on personal budgets, pocket money and allowances.

13. Safeguarding, Child Protection and Children and Child Missing from Care.

Caring for children is central to everything we do. We actively supervise, monitor and engage with children to ensure they receive the best care possible. We ensure that an appropriate response is made to all allegations or suspicions of abuse.

Our packages of safeguarding measures include.

- Creating and reinforcing a distinctive culture of quality care for child - these flow from the leadership of the Registered Manager and involves the determined pursuit of outstanding practice.
- Actively seeking the views of children resident in the home whilst ensuring all levels and types of communication are catered for.
- Making sure that children know how to bring things to attention both internally through the home's policies and procedures and externally through appropriate agencies.
- Ensuring children know how to keep themselves safe outside the home and while using the internet and social media (see independence program).
- Intervention and investigation by the appropriate supervisor whenever there are concern about staff performance or standards.
- Employing sufficient numbers of suitable people through our Safer Recruiting procedures to look after the children including night-time cover.
- Providing comprehensive and ongoing staff training.
- A supervision structure that includes ongoing one-to-one supervisory

meetings and performance appraisal.

- Available and accessible policy documents that provide a reference point and clearly set out guidance to all staff.

All policies can be accessed electronically on the shared drive and every member of staff has this link. A printed copy of any policy can be created but the most up to date version of all documents is within the shared drive folder.

13.1 Missing Children

If you believe that a young person is at immediate risk, details should be reported immediately to the Police as a 999-emergency call and the Registered Manager informed without delay.

During the admission process each young person will be assessed as to the level of supervision they require. Some children may have access to unsupervised/ free time outside the home, for example to walk to and from school or to play sports in the local area. Unsupervised/ free time should have a purpose and be part of the child's agreed risk assessment. If there are significant changes to the child's presentation or incidents where the child has gone missing the risk assessment should be reviewed.

Where it is considered that a child may, or has gone missing, we would act in accordance with our policy and any individual risk assessment that is in place.

Our first actions would be to notify Police 101, the Placing Authority, and the Registered Manager, conduct a search of the immediate premises including the missing child's bedroom, and then if necessary and considered safe to do so widen the search parameters to include the local area, favourite locations or known 'Hot Spots'.

All young people who live at Vella House are considered vulnerable, consequently we would contact the police to inform them and seek their assistance with locating the missing person.

We keep all children's details readily available, including a photograph and important information such as medical needs, as well as specific areas of vulnerability which would help the searchers to locate the child.

At the earliest appropriate time we would inform parents/carers (if appropriate to do so) and the placing authorities of the circumstances and actions taken.

When felt necessary, Ofsted would be informed by the Registered Manager as a regulation 40 notification.

A comprehensive chronology of events would be maintained including an entry into our missing from care report.

At the conclusion of a missing person incident and following safe return of the child, at an appropriate time they will be asked to complete a debrief/ discussion and their social worker or appointed independent person will visit to undertake a missing from care return interview to try and understand the reasons that they went missing.

Every young person will be welcomed back into the home and staff will ensure they are offered medical support, something to eat and drink as well as having clean clothes available to them.

When the child is safely returned to the home, all parties will be contacted, and a staff debrief completed. Any suggestion of abuse would be referred immediately to the Police and their social worker (unless there was an allegation against a member of staff which would go to the Local Authority Designated Officer -LADO), with a Regulation 40 Notification to Ofsted taking place.

Following an incident of a young person being missing from care for the first time, regularly or for a prolonged period, a multi-disciplinary meeting will be convened by the local authority to review the care and support package in place for the child as well as their risk assessment and placement plan.

14. Recording and Reporting.

In line with statutory guidance each young person will have a case file which will include Local Authority Care Plan/ Pathway Plan, CiC documentation, Education Health and Care Plans, reports, and other important information. Children have the right to read their files; in some cases, they may need support to access this information so this should always be a planned session to ensure that support is in place for after information has been accessed which may be distressing or emotive. It is the responsibility of the Registered Manager to ensure that the requirements of the young person's care plan are implemented on a day-to-day basis; this is recorded in their individual placement plan. The child's key worker will work with them to ensure they understand the content of these documents and the reasons behind decisions made about their care.

Prior to the young person's CiC review the Key Worker and Registered Manager will prepare a report on the child's progress, targets, and current challenges. The child will have the opportunity to add comments to the report.

14.1 Care Plans

Each child will have an Initial Care Plan completed by a member of the management team on admission; this will be reviewed at the planning meeting held within 72 hours

of the child being resident in the home and monthly thereafter. Care Plans will be subject to interim reviews if the needs of the child change.

Care plans detail how the staff at Vella House plan to meet the needs of the child as detailed in the Local Authorities Care Plan.

15. Dealing with Complaints, Representation and Advocates

Children, parents, carers, advocates, and others who have come into family time with the home have legitimate rights to express concern or make complaints.

Every young person resident in the home receives a personalised copy of our Children's Guide during the introduction phase and again when they move into the home which in an accessible way explains the complaints procedure. Where required this will be supported by the child's key worker to ensure they understand the content.

Vella House is designed to give children the opportunity to express their views at the home's fortnightly meeting and during general conversation as well as sessions with their key worker, and we hope that any concerns would be resolved satisfactorily using this informal process.

The child's Key Worker will ensure that the child knows how and feels able to complain about any aspect of their care. Staff will ascertain whether a child requires assistance to complain, and this will be recorded in their placement plan.

We will always respond to complaints. Our complaints policy outlines detailed procedures to be followed and distinguishes between.

- I. A Concern or comment,
- II. A Complaint or
- III. Formal (usually written) Complaint

However, all complaints are taken seriously. If children are unhappy in any way at all, they are encouraged to let staff know straight away and an 'I want you to know' form is at the back of the Children's guide or available within the home.

Should any complaint reveal any issue for which other procedures exist, (e.g., Child Protection) it will be dealt with under those procedures rather than as a complaint.

All child protection complaints or issues identified will involve external notification; bullying will be dealt with under our policy guidelines.

Irrespective of any internal procedure the child can involve their social worker and/or external agencies, Child line, Ofsted, and the Reg 44 visitor at any time during the complaint process/investigation.

Our policy outlines the procedures to be followed in all complaints. It specifies how people can complain, and short timescales are attached to each stage to ensure all investigations are completed in a timely manner and that complainants have the confidence they have been listened to and that action has been taken to a level they find satisfactory to bring about an appropriate and amicable resolution.

The Registered Manager monitors all complaints or concerns and formally reviews each incident/investigation. If the complaint relates to the Registered Manager, then the Responsible Individual will address the complaint, and if the complaint is in relation to them then this will be dealt with by member of the head office Senior Leadership Team.

The Independent Person monitors all complaints monthly and clear records will be kept. Comments, complaints and compliments will be reported to the Board of Directors once a month.

The Registered Manager will supply to Ofsted, at its request, a statement containing a summary of any complaints made during the preceding twelve months and the action that was taken.

The Comments and Complaints forms are kept in the lounge as are the telephone numbers of help lines.

Child line: 0800 1111

NSPCC: 0808 800 5000 or help@nspcc.org.uk

Children's Commissioner for England, Dame Rachel De Souza: 0207 783 8330

Help at hand service

1. By calling 0800 528 0731 from 9am to 5pm, Monday to Friday (secure voicemails can be left outside these hours).
2. By emailing help.team@childrenscommissioner.gov.uk

Online: [Get in touch | Children's Commissioner for England \(childrenscommissioner.gov.uk\)](#)

In addition to help lines each young person has the right to make a complaint to:

OFSTED.

Piccadilly Gate, Store Street, Manchester M1 2WD. 0300 123 1231

15.1 Advocates

Vella House supports each young person to access independent advocacy. In the event that their Local Authority do not subscribe to an advocacy service Vella House will ensure advocacy is available through the Suffolk Advocacy Service or other appropriate body.

Every young person in care has the right to advocacy from someone independent to help them express their views or make a complaint. An advocate can help a child make a complaint or any other representation about their care. Vella House ensures that our young people know that they have the right to talk to an advocate who is totally independent of their care provider. Some children may not have heard of an advocate so we ensure on admission they are informed what an advocate is and how and when an advocate can help them. An advocate will work with the child on a one-to-one basis to make sure their thoughts are heard and considered when decisions are being made about their life.

All children are also provided with information about how to family time the Children's Commissioner and the Suffolk County Council Engagement Hub which includes the Looked after Children's council and activity group.

16. Behaviour

At Vella House we follow the recommended framework of Managing Challenging Behaviour (MCB). We seek to understand the motivators and communications behind behaviour in order to support the child.

We establish an objective for each young person as part of their placement plan in collaboration with the child, their family or carer and the professional team supporting them.

Goals are agreed with the child as well as a framework for review. Achievements and successes are praised and celebrated and, where appropriate, rewarded.

16.1 Consequences

At Vella House we use a system called Record of consequences and conversations, which is based on employing restorative practises. This system supports the child to invest in their consequence and take responsibility for their actions followed by any negative behaviour. This supports the young person to reflect and make positive change. Staff will sit down with the child, discuss what's happened and together be creative to come up with an appropriate consequence.

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Looking at the consequences and/or possible consequences should provide opportunities for learning by participants with the emphasis on “learning rather than punishment”. Learning starts with the individual concerned and involves others as much as is possible. Incidents and unacceptable behaviour should be available for discussion in a debrief following any incident, where the emphasis is on learning and support.

16.2 Surveillance and Monitoring of Children.

We monitor children in order to keep them safe, but this support should never be oppressive nor intimidating. We do not have any form of electronic surveillance in the home.

16.3 Physical Intervention.

Our culture of nurturing happy children pushes any thought of physical intervention to the very bottom of our list of options.

Physical intervention will only be used as a last resort to protect the child or to protect others and to prevent serious damage to property. This would be for the minimum period necessary to allow de-escalation and the return to a steady state. Staff are trained to recognize the elevated risks associated with physical intervention.

Patience, verbal communication and encouragement, and non-verbal de-escalation are always our first thoughts. Regular, quality-controlled training help our staff to adopt the least intrusive form of intervention and to adapt their approach according to circumstances, age and the development range of the child. A gradual graded system of response ensures that all factors are considered in line with our ethos of care.

Vella House has chosen IKON as the Physical Intervention training to be used when necessary. The principles of this system are:

To uphold personal, professional integrity through a legal, ethical, and moral approach. Physical Intervention during an incident is a last resort and will only be used:

- When a child is placing themselves at risk
- When a child is placing other people at risk
- When there is a threat of serious damage to property

The degree of Physical Intervention will be the minimum necessary and reasonable and proportionate to the child’s presenting behaviour.

Positive intervention and appropriate strategies will be identified in the child’s Behaviour Management Plan and Risk Assessment and will be used to avert the need for restraint, which will only be initiated as a last resort to keep situations safe.

The child’s rights and dignity must be always upheld.

Pain must never be used.

No harmful techniques, either physically or psychologically, can be used.

All Vella House staff will undertake physical intervention training as a priority, with a pre-requisite being that they are also trained in First Aid awareness and positive communication as part of their induction. Staff will access a refresher course annually.

Physical intervention is never used as a punishment or to force compliance with staff instructions.

This type of situation is never easy for the child or the member/s of staff. We make sure that every support is given to all concerned so that we reinforce our culture of care and learn from the experience through debriefs both with the child and the staff involved.

A detailed record of all physical interventions will be maintained in accordance with legislation and will be scrutinised by the Registered Manager to ensure that the rights and dignity of the child were always upheld. This will also be available to the independent visitor and any inspection teams.

16.4 Bullying.

We aim to ensure that children do not identify bullying or child on child abuse as an issue at Vella House; the staff team have a consistent response to counter these issues and take all reports of any incidents seriously.

When children first arrive, their Key Worker will talk to them about what child on child abuse means and how they can report an incident of bullying; the child will receive a copy of the children's guide with further information.

At Vella House we ask children to use the communal areas to socialise so that staff can discreetly monitor all interactions. Young people are discouraged from entering each other's bedrooms and may only do so if a member of staff is available to supervise.

To reinforce the caring environment, we have weekly 1:1 Key Worker time. At each house meeting the child will be encouraged to discuss or comment on their relationships with others in the house, this is an opportunity to discuss and reflect on their relationships with peers and staff.

A record of any observations or reports of peer-on-peer abuse will be kept, as well as what the response to this was.

16.5 Disruption or Risk Management Meetings.

If a child's behaviour is having a significant impact on their welfare or that of any other person at Vella House, a disruption or risk management meeting will be convened at the earliest opportunity. The purpose of the meeting would be to review the stability of the placement and to look at strategies to support the management of the child or to inform future planning.

17. Health

All young people, at the point of admission will be registered with the local Doctor's Surgery, Dentist and Opticians, arrangements will be made for necessary visits and statutory reviews.

On admission to the home, social workers and parents will sign consent forms enabling staff at Vella House to administer homely remedies and prescribed medication and to make decisions on emergency treatment when they are either unable to or not in a position to family time the social worker, emergency duty team or the young person's parent or carer.

Vella House follows its rigorous 'Administration of Medication Policy'. All medication is stored in the staff office in secure locked cabinets or in a locked refrigerator. Staff keep a written record of all medication administered, first aid or treatments given during the child's placement.

All staff are first aid awareness trained during their induction and then have a practical first aid session when they are in their probation phase. There will always be always one first aider in the home.

Vella House provides age-appropriate information, advice and support about health issues such as diet and nutrition, physical activity, emotional wellbeing, puberty, drug and alcohol use and the impact of being in a family where this happened, smoking and healthy relationships and can signpost children to further services, make appointments and attend with the children if required.

Vella House supports learning about healthy choices and managing risk, empowering child to make healthy lifestyle choices which will affect them throughout their lives.

Vella House engages in multiagency working to plan services and promote wellbeing with a number of provisions such as CAMHS (Child and Adolescent Mental Health Services), Community Paediatricians, Occupational Therapy, Speech and Language Therapy, and Outreach Services.



18. Staffing

At Vella House we believe children's positive experiences and investment in the home is rooted in the quality of interactions between themselves, carers, and professionals within the home.

With this in mind, our thorough and detailed recruitment process ensures that we provide the highest quality, experienced and knowledgeable staff team.

Young people are allocated a key worker and will have planned 1:1 time each week to raise any concerns or issues they may have. This time may be used to work on the goals & targets and independence skills.

Outside of the managed interaction framework children are free to approach any member of staff with a problem or issue at any time without fear of rebuke.

Our dedicated team work with the Homes Manager to ensure the highest standards of care and support are always maintained.

We provide high levels of staff involvement throughout the 24-hour day, having staff available when needed to support children in their educational provision or individual night-time support.

18.1 Management and Staffing

The Home Manager is responsible for Vella House Children's Home and the deputy manager is on site during the week to provide a management presence when the Home Manager is off site. He is currently supported by a team who between them provide cover in the home. A 24 hour on call service is also in place to ensure that the team feel supported and can ask for advice at any point.

The staffing rota provides flexibility to meet the needs of the individual children. The number of workers varies depending on the number and needs of the young people in the home. There will always be a minimum of two staff on shift, rising to three staff

when required. 1:1 staffing is available at an agreed fee as required or if commissioned by the young person's Local Authority.

In addition to routine supervisory guidance where care staff undertake formal, timetabled, one to one meeting with their supervisor; they are subject to annual performance appraisal, group clinical supervisions and team meetings.

18.2 Training

Our Head office keeps records of all training undertaken both prior to commencing employment and whilst employed.

Mandatory training includes Child Protection and Safeguarding, Infection control, First Aid at Work, Data Protection (GDPR), Equality and Diversity, health and safety, fire safety, policies, and procedures, reporting and recording, care practice in the home and positive behaviour support.

We will also be incorporating specialised training for our staff in the form of CCE, CSE, County lines, safety planning/mapping and appropriate relationships.

We would also look at bespoke training if we were to accommodate a young person with a particular need, this could include autism awareness or a specific allergy for example.

Staff need to complete an induction session which covers all aspects of Safeguarding, and they will then progress to their probation period which follows a clear programme with timescales and expectations explicit from the outset. This ensures that all parties understand the required standards and expectations, and how this will be supported.

All substantive staff will hold the Level 3 children and Child's Workforce Diploma (or equivalent) or be in the process of undertaking it.

Additional training- Vella House will provide an annual training program for all staff and seek, when possible, to facilitate any additional sessions that may be requested. These can be accessed through the Therapeutic lead or externally.

18.3 Management Structure and Supervisory Responsibility



19. Health and Safety

Our home includes a fire protection system that is checked within the legally required schedule and maintained to requisite standards; regular fire drills take place to ensure understanding and develop a safe routine, a Fire matrix is kept of when fire drills occurred to ensure that all young people and staff have participated in regular drills.

On the arrival of a new child, evacuation procedures will be explained, and a fire drill will be conducted. This will take place within their first week of residence.

The premises are frequently inspected and monitored to ensure a high standard of presentation and that all Health & Safety requirements are met.

There are daily, weekly, monthly health & safety checks to ensure the building and contents comply with health and safety requirements.

In the event of an emergency the staff on duty will raise the alarm and when necessary, facilitate the evacuation of the building, in accordance with the policy and procedure. The appropriate emergency services will be called, and the Registered Manager informed without delay.

Hygiene within the workplace involves regular hand washing and/or hand sanitising. Touch points throughout the home will be regularly cleaned within daily tasks.

Disposable hand towels in downstairs toilet must be refilled when needed. Hand towels in upstairs children's bathroom to be replaced daily.

20. Contact Details

Registered provider: CF Social Work Ltd

Operating Address: CF Social Work Ltd
3-4b K Line House, West Road
Ipswich IP3 9SX
Tel: 01473 725794

Responsible Individual: Robert Peduto – robpeduto@cfsocialwork.co.uk

Home Manager: Andy Robinson – andy@cfsocialwork.co.uk

Appendix 1

Job Title	Start Date	Qualifications	Experience
<p>Responsible individual</p> <p>Robert Peduto</p>	<p>25/11/2024</p>	<p><u>Previous Qualification History</u></p> <p>Supervision, Appraisal & Managing Staff – Level 2 – Nov 2024</p> <p>PACE Awareness – Dec 2024</p> <p>Designated Safeguard Lead – May 2022</p> <p>BSc Joint Honours – PE, Sport Science & Psychology – 2:2 2005</p> <p>A Level Psychology</p> <p>A Level Sociology</p> <p>A Level Human Biology 2002</p> <p>AS Level Business Studies June 2001</p> <p>CF Group Mandatory Training Matrix – Fully Compliant – Nov 2024 - onwards</p> <p>Previous CQC Registered Manager</p> <p>Previous Controlled Drugs CQC Responsible Person</p>	<p>15 + Years experience across operational roles within Health & Social Care.</p> <p>Roles covered include Service Management (NHS), Head of Healthcare – HMP Norwich, Head of Operations – Children’s Crisis Management, Family Support, Residential Homes, and Agency.</p> <p>Praised by colleagues and stakeholders for attention to detail, responsiveness, analysis, and collaborative working within both Health & Social Care Services.</p> <p>Adept at quality and assurance compliance, audit creation, contract management, health & safety, recruitment, risk management, governance, procurement, and development of new Services & Residential Homes for Children & Young People.</p> <p>Experience in CQC & OFSTED inspections, registration and general enquiries and communications.</p> <p>Previously Designated Safeguarding Lead with a sound knowledge of policy, procedure, and mitigation to ensure the safety of all.</p> <p>Excellent at building rapport with young people, promoting positive</p>

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		All records held on CF Group HR file.	<p>behaviour, person centred and the teaching of life skills to ensure the most positive of outcomes for those supported.</p> <p>A hugely experienced senior operational manager entrusted in supported the Registered Managers and the Residential Home staff in achieving a minimum of “Good”, the intention of “Outstanding” in a safe and fulfilling environment</p>
Registered Manager Andy Robinson	18.09.24	NVQ level 4 Level 5 Diploma in Leadership and Management	For the past 8 years has held the role of Registered Manager. During his time both in care and as a manager, Andy has developed a sound knowledge of the regulations, standards, and frameworks. He also has good understanding of working with and leading a staff team, obtaining the best from his Staff through direct mentoring and coaching and regular supervision process so they are equipped and supported to work with the young people in their care. Andy has primarily supported young people with SEMH and Autism, he has ensured they receive the best care and opportunities and has seen them achieve in education and social development. This has been backed by over 20 years’ experience in working in residential settings with a diverse range of young people with a range of complexities.
Deputy Manager Lysa Galbraith	30.05.24	<ul style="list-style-type: none"> • Level 3 Diploma in Children and Young People Residential Childcare. • NVQ Children’s Care Learning & Development. • NVQ Level 2 Retail Operations. • Level 1 Child Criminal Exploitation & County Lines. • TQUK Level 5 Diploma in Leadership and Management for Residential Childcare (RQF) – Enrolled. 	<p>Has had experience of working in a senior role and part of a large team for 24yrs, as well as studying in higher education in an early year setting prior to entering into her previous position in a residential setting.</p> <p>She has had two and a half years of being a personal tutor in a residential children’s home with education provision for 8 young people with high levels of complexity and challenging behaviour. She was responsible for setting up the care plan and carrying out formal keywork sessions as</p>


			<p>needed, liaising with families and multi-agency work. Also carried out 6 monthly audits of the young person's files.</p> <p>She joined CF Social Work as a senior support worker supporting the homes registered manager in setting up the new setting, being part of the interview process to build a new team and being part of the induction process. She has recently been promoted to Deputy homes manager supporting the registered manager, leading, and developing the team.</p>
<p>Senior Support Worker Andy Scoulding</p>	01.08.24	<ul style="list-style-type: none"> • City & Guilds Adult Literacy Level 2. • City & Guilds Adult Numeracy Level 2. • NVQ Level 3 Health & Social Care Children & Young People. • NVQ Level 5 Diploma in Management. • Level 1 Child Criminal Exploitation & County Lines. • TQUK Level 5 Diploma in Leadership and Management for Residential Childcare (RQF) – Enrolled. 	<p>With over 20 years' experience in working in a wide range of settings, he has worked as a Project Worker for three homeless units situated in Ipswich. Enabling the young people living in the schemes to access benefits, making housing applications and looking for employment. Also to support the 16- to 24-year-olds, who had come through the leaving care system to gain further independent skills. He was responsible for 8 of the young people, monthly key work sessions were achieved with them and kept their rent account updated to ensure they did not fall into arrears.</p> <p>Progressed to Senior Support Worker in a residential children's home, he began with supporting the homes registered manager in setting up the home, carrying out risk assessments and taking on the role of lead in Health & Safety. When the home opened, he became the lead key worker for the young person and was responsible for setting up the care plan and carrying out formal keywork sessions as needed, also carried out audits of the young person's files as well as H&S audits.</p> <p>Has also acted as lead for the independence program, allowing the young person to gain skills needed for when he moved into the adult world.</p>

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<p>Senior Support Worker (Acting) Chloe Kingsmead</p>	01.08.24	<ul style="list-style-type: none"> • BSc Geography • Level 1 Child Criminal Exploitation & County Lines. • TQUK Level 3 Diploma for Residential Childcare (RQF) – Enrolled 	<p>Having left university with a 1st BSc Geography undergraduate degree has gone on to work in the hospitality industry for 5 years before deciding to move across into working within the care sector.</p> <p>She has spent 1-year domiciliary care work for the elderly in the community and 6 months part time paediatric speech and language therapy at a private clinic, she has also Shadowed on the stroke ward at West Suffolk hospital.</p> <p>Has gained experience in working with young people with ages ranging between 10 – 14, in the capacity of scout leader, which she did for 12 months.</p>
<p>Support Worker Ellen Goldsmith</p>	01.08.24	<ul style="list-style-type: none"> • Level 1 Child Criminal Exploitation & County Lines. • TQUK Level 3 Diploma for Residential Childcare (RQF) – Enrolled. 	<p>Despite having not previously worked in a residential setting, Ellen has experience in working with young people of all ages within her family life.</p> <p>She is a main carer care for her brother and supports her family due to him having Cystic Fibrosis, Diabetes, Autism, and other medical issues. This has giving her a great understanding of children becoming adults with Autism.</p> <p>Ellen also has experience with being an auntie to 3 children, with 2 having Cystic Fibrosis, Having the role of a supervisor in the hospitality industry, this has given her experience of leading a team and the importance of communication on all levels.</p>

Support Worker Ella Jones	01.08.24	<ul style="list-style-type: none"> • Bachelor's Degree – Fashion Communication & Promotion. • Level 1 Child Criminal Exploitation & County Lines. • TQUK Level 3 Diploma for Residential Childcare (RQF) – Enrolled. 	<p>Having left university after studying for her degree. She has had experience in a SEN school setting for 2 years, using visual communication to help support young people. She has worked at a Children's holiday camp as a SEN floater for 1 year, together with private childcare.</p>
Support Worker Eleanor Marjoram	01.08.24	<ul style="list-style-type: none"> • Level 1 Child Criminal Exploitation & County Lines. • TQUK Level 3 Diploma for Residential Childcare (RQF) – Enrolled. 	<p>Has held a leadership role in the hospitality industry for two and a half years. She was responsible for training new beginners and as such understands the importance of communication and being able to meet deadlines.</p>
Support Worker Jessica Marjoram	01.08.24	<ul style="list-style-type: none"> • Level 2 Diploma in Team Leading. • Level 2 Key Skills. • Level 1 Child Criminal Exploitation & County Lines. • TQUK Level 3 Diploma for Residential Childcare (RQF) – Enrolled. 	<p>Has had four years' experience as a Reablement Support Worker and risk Assessor in the community working for the Council. This job role involved working with vulnerable adults who had just been discharged from hospital and were recovering from injury or illness as well as being a provider of last resort and supporting some with their end-of-life care. Being a risk assessor involved manual handling and environmental risk assessments as well as creating a care support plan, so has a good understanding around risk management and the need to protect those in her care.</p>
Support Worker Bella Minichiello	01.08.24	<ul style="list-style-type: none"> • BSc Psychology & Counselling. • MSc Forensic Science. • General Certificate in Secondary Education in PE & Science B. • General Certificate of Education – Advanced Health and Social Care & Sociology. • Level 1 Child Criminal Exploitation & County Lines. • TQUK Level 3 Diploma for Residential Childcare (RQF) – Enrolled. 	<p>Has gained experience from working in a pupil referral unit for a year as a Behaviour Mentor for young people aged between eleven and sixteen years old. This role involved working in both a school setting and community settings with young people, where she would encourage them to engage in education and introduce them to various activities outside of school. As many of the young people at the PRU suffered from mental health and behavioural difficulties, she gained experience in de-escalation techniques when a young person is</p>

			experiencing high levels of anger, distress, anxiety, grief, and frustration.
Support Worker Lucas Taylor	16.01.25	<ul style="list-style-type: none"> • Introduction to Safeguarding & Child Protection Prevent • Keep Them Safe • Cyber Security Awareness • Emergency First Aid Awareness • GDPR Awareness • Manual Handling of Inanimate Objects • Medication Advanced • Manual Handling Awareness • Safeguarding of Children Awareness • Lone Working • Legionella Awareness • Display Screen Equipment • Diet & Nutrition • Fire Safety • Food Safety Level 2 • Food Safety Level 3 • COSHH • Coronavirus and Infection Control • Equality, Diversity & Human Rights • FGM • Health & Safety • Self-Harm • Stress Awareness • Problem Solving • Knife Crime • Prevention • Level 1 Child Criminal Exploitation & County Lines • Bereavement Awareness • Internet Safety • Communication & Record Keeping • Child Sexual Exploitation • Bullying & Harassment • MS Office & Customer Service • Leadership and Management • Autism Awareness • Managing Challenging Behaviour 	Has worked as a PE teacher and 1-1 for the last 3 years within a primary school setting. I developed such positive and Humorous relationships with all children from start to finish. I taught PE lessons, after school clubs and organised sports events for all children. The reason I decided to work at Tutum was because I wanted to strengthen my knowledge with working with young children but more focusing on young adults and helping them progress through life by acting as a role model and someone to look up to. I believed that CF would help me achieve this and after talking with staff we decided that Tutum would be the best fit for me regarding sharing the same interests and passions as the children living there. Since then, I have gained the opportunity to move over to Vella House to further develop myself.

		<ul style="list-style-type: none"> • Emergency First Aid at Work Practical 	
Independent visitor Joe Staines		<ul style="list-style-type: none"> • Children's safeguarding (train the trainer) • Designated safeguarding officer (Level 5) Adult's and Children's • Award in education and training (Level 3) 	 JS visitor profile.docx