



Clovelly House Statement of Purpose



Clovelly House

Home's Statement of Purpose





Clovelly House Statement of Purpose

October 2020

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Who are we?

Introduction - Clovelly House is a unique residential children's home in the Leicestershire countryside. The home is a former bungalow set in half an acre of well-stocked grounds with an on-site school and therapeutic provision. The children at the home are educated on-site and have an integrated package of care and education provided by Clovelly House and Clovelly House School.

The home takes up to four children of mixed gender from 10-18 years. We are registered as an SEMH home, but our specialism is working with children with high levels of stress and anxiety which manifests as self-harm and other mental health difficulties. In addition to this, our children may also have other complex needs such as mild to moderate learning difficulties, specific learning difficulties, and some low physical and medical needs.

The children live at the home for fifty-two weeks per year and usually stay at Clovelly House until they have completed their formal education which may continue until they are 18.

The Clovelly Family – The home is managed by the Home Manager, Fiona Muddle, and the overall provision and school are managed by the principal, Jennifer Collighan, who is also the proprietor. The home is run by the manager and deputies, Sarah Smith and Wayne Jackson, with three teams lead by the senior on shift. The Clovelly Family provides twenty-four-hour day to day care for the children in the home working in three teams of at least two adults including one senior or shift leader for each shift. (Please see details of staff qualifications, page 7)

Where are we?

Clovelly House is situated in a semi-rural position in Leicestershire, with a small stream meandering around the border of the property. There are about five properties along the road and all face open countryside. To the south side of the home there are residential properties including light industry and businesses such as a dog parlour, chicken farm and storage units. The population of the village is currently nineteen. There are neighbouring villages between one and two miles to the south, west and north of the property. The home is about eight to nine miles from the centre of Leicester with fairly easy access to the M1, M42 and the M69.



What does Clovelly look like?

The home is a six-bed former bungalow situated in the Leicestershire countryside. It has been adapted to create two ground floor children's and two first floor children's bedrooms, an office and sleeping in room and three bath/shower rooms. The children each have their own bedroom and shared access to a young person's bath/shower room. The home has a large kitchen/diner, separate lounge and conservatory for use by the children.

The home is situated in about half an acre of well-stocked grounds. The grounds have been laid out so that there are separate school buildings and garage, a gym and a sensory room. There is enough space for



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children to have outdoor play, jump on the trampoline, kick a football, climb the tree house, keep some chickens/rabbits, etc. and grow fruit and vegetables.

In addition to having open countryside to the front, Clovelly also has open countryside to the side and rear of the property.

The home is situated in a small village to endeavour to create a calm rural environment for children to address any issues that they may have and to settle down and begin to thrive. The ethos of the home is a caring one where children are offered a safe and nurturing environment and opportunities to promote well-being and, by doing so, they can develop a sense of self-worth, emotional resilience and positive well-being.

In the surrounding area there is Thornton reservoir, 'Birdland', an alpaca farm, Forest Hills Golf course, Bagworth Heath Woods and Fishing Lakes, and numerous footpaths crossing the countryside.

When did we open?

The home opened in October 2017 and was registered for three children. Since then, the bungalow has had a loft conversion and been converted to a four-bed home, and the school has grown to include up to six additional day scholars. The therapeutic provision has grown to include a psychotherapist and a speech and language therapist. Fiona and Jennifer have provided consistent and stable leadership during this development.

How do we work?

Ethos - Our uniqueness stems from our values, ethos and attitudes.

Clovelly House is an exceptional home. This is a home where children and adults feel a genuine sense of belonging. We do not consider ourselves as a residential children's home, but rather as a home where children belong and where we all feel part of the family. We tell our children that we love them, and we miss them and hold them in mind when we are not at Clovelly. We do not say that staff members are coming to work, but that they are returning to the Clovelly family. The adults at Clovelly are genuinely fond of the children and we all take time to be with them and to listen. We advocate for them and will source an independent advocate if we feel that they need one. If our children feel down or need comforting, we will offer a hug.

The ethos of the home is to promote children's rights whilst supporting them to develop a sense of personal responsibility to themselves and to others. Conversations are continually held with our children to reinforce their thinking about rights and responsibilities and reparation models are used with children to develop empathy and understanding.

Our aim is to provide a therapeutic environment so that children can learn to trust and to redress some of the difficulties that they have experienced in their earlier lives. We work using a model of mind-mindfulness, PACE and DDP, led by our psychotherapist and we have an embedded therapeutic approach.

We do that by providing a countryside environment, a large comfortable home, positive attitudes, enhanced experiences and on-site wrap-around provision. (See our Clovelly ethos and mission statement.)

Communication – We do not pay 'lip service' to the concept of 'the voice of the child' Central to our work is the skill of listening to the children and guiding and supporting them to advocate for themselves. If the adults are discussing things which need a decision or require choices, we ask the children their opinions and we are led by their ideas.

Children have a choice in the appointment of new family members and participate in interviews and are encouraged to give feedback to the adults at all levels.

We are open and honest with our children, whilst dealing in a sensitive way with information which may be hurtful for them. In the home the children have group 'chats' where they can voice their opinions and have a genuine impact on decisions that are made in the home. At school we do not have assemblies, but weekly meetings where children are encouraged and supported to bring agenda items and have their say and talk about things that are important to them. All adults, but particularly the child's 'home guardian', spends time with him/her on an individual basis to do direct work, to explore the child's views wishes and feelings and to advocate for the child where relevant. All these practices help to develop the child's emotional literacy. At



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the same time, children are to learn to respect the view, wishes and feelings of others and to be considerate and tolerant of others.

Children who feel that they have a complaint or grievance are encouraged and supported to fill in the children's complaint's form. Parents/carers and other adults in the child's life may also wish to lodge complaints or to raise a concern on behalf of the child. The home manager takes all these seriously and rigorously follows up on any complaints raised by the children.

The Home Manager and the Principal have an open-door policy with the children and spend quality time with them to demonstrate that they are valued.

The adults communicate and share information which is vital to the smooth running of the school and home and to the understanding and promoting the well-being of each child.

Moving in and Leaving Clovelly – The home and the school go through a careful 'matching' process before we take new children into the home. Sometimes we may take up to three months to find the right match for our home. Children are admitted if their profile is compatible with the other children who live in the home. Additionally, we engage with our children to have meaningful discussion about who they think would be a suitable new young person for the home. Once the process of admission has been started, we begin to prepare our children for the changes to come.

If the home receives an enquiry regarding a new referral then the manager and principal will consider if the home is an appropriate placement. If so, the Home Manager and/or Principal will speak to the social worker and parent/carer and visit the child if possible. If a placement is offered the child will be offered a visit to the home and, ideally, a transition period will be planned to support the child's move to Clovelly House.

The home may consider taking an emergency admission. In this case the Home Manager and Principal will do this by trying to gain as much information about the child as possible before admission to determine if we can meet needs and, if the home is an appropriate placement, to ensure that there is a robust team of adults in place to support the new young person on placement. We will also take the time to talk it through with our children. As soon as possible the home manager and home team will try to find out as much further information as possible about the child in order to meet his/her needs. In all cases a review meeting will take place within 72 hours after placement and review meetings will follow the statutory guidelines thereafter.

Except in times of crisis, most of our children will leave Clovelly in a planned way. Young people will go onto an independence plan and will be prepared in advance for changes. Our children who move on will be welcomed back to visit Clovelly and, maybe, to come for Sunday dinner as a family member who is moving on. Also, all of our children are encouraged to plant a tree in the grounds while they live here, or attend the school, and they are welcomed to return to see their tree.

Protecting our children – We have robust safeguarding policies and procedures and the adults at Clovelly are required to undertake statutory, regular 'Safeguarding' and 'Health and Safety' training.

Our children are usually staffed on a 1:1 or 2:1 basis. All adults are trained in managing challenging behaviour and they work with young people in line with the home's Behaviour Policies. They support young people to make positive choices and work towards improve their behaviours. The adults monitor any incidents of bullying and make it clear that bullying will not be tolerated at the home.

The home tries to avoid the use of physical intervention and this is only used if someone is going to be seriously hurt or there is extensive criminal damage. The adults are trained to avoid using restraint and to learn to identify triggers and build-up of negative behaviours and to diffuse these where possible. Records of all incidents involving PI are stored in the child's file and made available to relevant professionals when requested.

Careful consideration is given to keeping the environment safe for the young people and consistent Health and Safety checks, including Fire safety checks are done to meet standards and to create a safe space for children to grow.

Complaints forms are available for children to access in the home and children are supported to fill out the complaints form if requested. Professionals and parents/carers are welcome to contact the home at any time if they wish to discuss any issues or concerns and the adults will make every effort to respond to any concerns raised by the adults in the child's life.



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Living in a countryside environment has a unique set of risks, but we encourage children to take appropriate risks such as bicycle riding, paddling in the stream, climbing a tree, water sports, etc. We also support children to develop their physical skills and to become more aware of countryside risks such as negotiating brambles and nettles. We are committed to keeping the young people safe whilst encouraging them to explore and develop skills and values which will help them to make positive choices and grow.



School – The children who live at Clovelly attend the on-site school, although some young people may attend other education provisions part-time and in joint registration with Clovelly House School. The home and the school both cater for children with SEMH challenges. It is a ‘countryside school’ based in a rural situation to reflect the ethos.

The school consists of log cabins in the grounds of the home which are warm, comfortable and welcoming. Most of our children have not been in school for months before coming to Clovelly, but our success is measured by the high rates of attendance and engagement we have from the children.

The school is registered as an Independent Special School for ten mixed gender children from 10-18 years old. The uniqueness of Clovelly is further evidenced by the close relationship between the care and education teams. The adults work interchangeably in both settings and the home is staffed, at times, by school staff and the school, by home staff. There is a free exchange of information across the home and school on a daily basis. Up to six day-scholars also attend the school and who have positive relationships with the home staff. This allows the school to offer our children who live at Clovelly a wider range of peer group and, with the increased numbers, more options for a broader subject menu delivered by the additional staffing.

The Children are encouraged to attend school full time and to access a curriculum based on the national curriculum according to their ability. Children are supervised at all times and are educated in groups of up to three in a class. Each child has a bespoke curriculum package which offers opportunities for enhanced activities and enrichment. In addition to the core curriculum the enhanced curriculum includes outdoor education, land management, vocational and careers options.

Pupils are encouraged to take external examinations to GCSE level or higher as well as gaining Entry Level and Function Skills qualifications. However, young people will be guided to develop independence and social skills to be able to access mainstream activities and provisions as soon as they are able and this is usually on a progressive plan.

The children take part in off-site activities or other education provisions such as our vocational BTech centre in Enderby where we offer B.tech courses in ‘Sports’ and ‘Food’ and also ‘Hair and Beauty’ and ‘Motorbike’ workshops. These are supported by relationships with sports centres, national parks and



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recreation areas and commercial centres such as 'Stonehurst farm', 'Bosworth Battlefield', 'Bradgate Park' and 'Beacon Hill'. The home and/or the school transports the child to and from the provision unless it is part of the child's independence plan for him/her to travel by public transport. Our children have a rich diet of school trips which are designed to enhance their experiential world and increase their levels of confidence. Visitors and all relevant persons who are interested in the children are welcome to the school. In addition to the regular welfare meetings, such as the PEP, LAC and EHCP meetings, we have a number of social occasions across the year when family and friends of the children and adults are encouraged to attend. This includes the annual summer fair and BBQ, coffee mornings, and other 'Open' days. We work closely with parents to develop positive relationships and for the well-being of the child. (Please see the 'School Prospectus' online.)

The Therapeutic Approach - The home offers a fully integrated service with education and therapy. The school and therapy service are provided on site. When needed, home staff support children in the school and education staff undertake shifts in the home. Multidisciplinary meetings take place at every level of the organisation, such as across the organisation, at senior level, and various groups meet at senior management level. Training across the organisation is integrated as is 'reflective practice' meetings to ensure consistent working with the children in the home and school issues which may impact on the children in the home.



The managers, therapists and adults staff believe that certain environments and activities are therapeutic for children and this is in line with our ethos and model of therapeutic working. For this reason, art activities, pet care, music, dancing, gardening, swimming and other outdoor activities are valued and promoted. Equipment that encourages 'soothing' activities such as swinging, dancing, singing, jumping and rocking is provided as well as a setting in the countryside which is calm and quiet and offers well-stocked grounds, running water in the stream, homegrown fruit and vegetables, pets and plenty of fresh air. This enables the children to feel safe enough to develop resilience and to learn to self-regulate and manage their own behaviour more safely. This is evident by the reduction in incidents in the home.

Our Speech and Language Therapist works with children in the school and uses the 'Zones of Regulation' with the children to help them to express their emotions and to develop their emotional literacy.

The Achievements of our children – The children at the home have made enough progress to feel safe and this is evidenced by the fact that they don't lock their bedroom doors out of choice. There are alarms on the bedroom doors, but they are not used often, again out of choice. Our children are encouraged to participate in a rich diet of extracurricular activities individually and as a group, depending on their needs and interests. All of our children, since April 2018, have had 99% attendance at school although most of them had a poor history of school attendance before coming to Clovelly. We celebrate every bit of achievement by our children so that they feel valued. We also seek out opportunities for our children to achieve outside the home. For example, the art teacher entered one of our



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young people's work into a county art competition, and her work was selected to be displayed in a county art exhibition two years running. This was in competition with all the mainstream schools in Leicestershire. Another of our young people was awarded at a local authority function for her singing.

We have high aspirations for our children and we support them to achieve. When one of our year ten girls went to college we put a staff member in college with her for nine months, gradually withdrawing the support until she reached a stage of full independence. This largely helped the college placement to be successful as many looked after children fail to sustain a college placement during the first year. This success has been hugely instrumental in helping to develop her confidence and self-esteem.

Another of our children has been encouraged by the English teacher to work towards entering for the 'Young Writer's award', for her poetry.

One of the children wanted a tree house and he had an incentive chart to earn this. Once he had earned it, this was agreed and carefully planned with him so that it maintained the appearance and character of a tree house, but it was not too high so as to pose a risk of children falling out and getting hurt. It was also positioned to face the home and the school so that children could be monitored while in the tree house. The tree house maintained an open plan design so that the adults could see what was happening when the children were in the tree house. This has given the children a 'fun' place space that has been carefully planned and designed to minimise risk. This was, furthermore, an opportunity for the child to experience woodworking and creativity.

We have celebrations boards in the home and school and every step of achievement of each child is noted and recorded.

Good practice by our Clovelly Family - When one of the children moved into the home, she had been picked up by the police and brought to the home in handcuffs. The child was in a high state of distress and was laying on the floor. The senior on shift at the home asked the police to leave and she lay down quietly on the floor next to the child without speaking too much for a period of time. Gradually the child began to calm down and responded to the adult. Eventually she was able to persuade the child to get up and go to bed. A waking night was put in at her door to help increase her sense of safety and the child settled. Over a longer period, that staff members built up a very good relationship with the child and she began to make positive relationships within the home.

One of our children had frequent episodes of 'loss of control' – emotionally she was at a much younger age – the adults in the home refurbished the conservatory as a sensory room with a tent for her to play in – she had toys such as dollies to play with if she chose. The home and school talked to her to support her to understand how her brain works when she loses control so that she can be more 'mindful' of her emotional states – under guidance from the psychotherapist the adults implemented strategies to sooth her and to calm her so that her baseline could be lowered. These strategies include taking space in the garden in calm, countryside surroundings, having a hug when she needs it, putting sensory things in her room and in the conservatory, purchasing a swing, speaking in a calm manner to her without getting into arguments. She had incentive charts for managing her behaviour positively and her incidents have significantly reduced in number. These are strategies are amongst those that we would use with any children who have difficulties with their behaviours.

During Easter, 2019, the home had plans to undertake a loft conversion to provide more space within the home. The planning for this took nine months after planning permission was granted to ensure that the timing was going to have minimal impact on the children. OFSTED and the REG 44 officer where fully informed. Extensive Risk Assessments were put into place. The adults and children were taken on holiday when the roof came off although one child returned early from this holiday. All the builders were required to be DBS checked and could only work between 0900 and 1700 so as not to disturb the children in the evenings and mornings. The majority of the build had minimal impact on the ground floor of the home since the builders used an external ladder to gain access to the loft and had a toilet in the grounds. The installation of the staircase was planned over in a short period so as to reduce disruption. The outcome is a home has significantly more space for the staff and children to use, the roof is more weather-tight and warm and the home was redecorated with the children in mind. The children were consulted at all stages of



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the build, including discussion the plans with the architect and choosing new rooms and were shown photographs of the build as it has progressed.

The adults in the home asked the children about the information and layout of the 'Handbook' for new young people. Based on their feedback, the Handbook was completely re-designed and the children's suggestions formed the basis of it. This benefited new children coming into the home.

In 2021 The home built a large conservatory for the children as the home grew with children and with Clovelly Family.



Good health – Each new child is allocated a 'home guardian' who is responsible, under the home manager, for the child's records, ensuring that medical appointments, meetings and visits take place in time recoding direct work sessions, and to advocate for the child.

When children move into the home they are registered at the local GP surgery, dentist and opticians in accordance with the wishes of the local authority social services and/or parents/carers. The local LAC nurse for Leicestershire works with the children on any health issues, the LAC medical, sexual education and drugs and substance abuse issues. Records are kept of all medical appointments and feedback from these appointments is kept confidentially in the pupil's individual files. These records are made available to relevant professionals and/or parents if appropriate. Children's health is monitored and medical appointments when required. If these appointments do not lead to improve health for the child, further appointments will be made, with alternative healthcare professionals if possible.

The organisation has engaged a part-time psychotherapist and speech and language therapist, and, if the local authority requests therapeutic provision this will be arranged as requested.

Children are encouraged to have a healthy diet. Clovelly is a home that prides itself in home nutrition and cooking. The adults and children make all it meals from scratch with natural produce. They help children to learn how to cook using only basic ingredients to enhance life skills and as part of independent living skills. The home has its own small vegetable plot and small animal farm that children take part in developing and taking care of everyday tasks with the animals, including collecting fresh eggs daily to use in the home.

The adults also engage with the children to do regular exercise. For example, they were all going up to the Peak District to build their fitness levels with a view to climbing 'Snowdon' in the future. One adult comes in regularly to take a child swimming early each morning. Numerous activities are put in place to support physical exercise and outdoor pursuits.



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People we work with – We are committed to caring for our children and will always try to guide them to make positive choices and grow to responsible and independent adulthood. The children are supported to make positive relationships with adults who work with them in the home and school. Where it is possible, young people are encouraged to participate in social activities which enable them to begin to form appropriate peer friendship groups in addition to the home peer group. As responsible parents would, staff members monitor these relationships to ensure that they are positive and ‘normalising’ for the young person and invite suitable peers to visit our children at their ‘Clovelly’ home. We try to build positive relationships with the parents/carers of each child so that they have a sense of belonging to Clovelly family and so that we will work together to look after the young people, to keep them safe and to guide them to thrive. Visitors are welcome to visit the home socially, to attend meetings involving their child as well as to join us for days when we get together to celebrate the achievements of the children and young or just to enjoy ourselves such as having a picnic, open days, a BBQ or special outings. We work openly with Local Authority agencies, the LAC nurse, YOT teams and CAMHs workers for the benefit of our children. The feedback from agencies is positive and we work closely through consultation and sharing of information and through the recording and reporting of important information. An example of



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this is when we had a child in crisis who was at risk of losing her placement, and our other children were asking to be moved. We invited all the social workers in of all the children in the home for a joint strategy meeting. This was so successful that we saved the placements of all the current children and began a culture of six-weekly joint social services meetings regularly.

Regulations – At Clovelly House we are required to be accountable to OFSTED, social services and the Department for Education. We welcome OFSTED officials to come and visit and see our work with the young people. The home and the school currently both have a 'good' OFSTED rating. The school was graded 'Good' from the past Inspection in April 2018. The home was Ofsted Registered 10th October 2017 and has maintained a 'Good' grade during the following SCI inspections: Reviewed 20th May 2018, 19th November 2018, 3rd March 2019 and July 2019, November 2020



As part of our accountability, we have a full set of statutory policies and procedures for the home and school. These are available in hard copy or on the website.

The Principal and the home manager have been trained in 'Safeguarding L2' and 'Safer Recruitment' and all staff members are thoroughly vetted before appointment and checks undertaken.

Once appointed, staff members have regular supervision with a designated line manager. Supervision meetings are structured to cover aspects such as staff well-being, practice issues and training and development. After an intensive Induction period, new staff members are supervised fortnightly.

Experienced staff members who have been in the organisation for longer than one year are supervised monthly.

Education staff members meet weekly to discuss operational issues related to the school and pupil needs and to engage in reflective practice with care staff. Home staff members meet monthly and discuss operation issues related to the home and safeguarding and share reflective practice. The home runs 'group chats' at least once a fortnight and young people are encouraged to participate fully in the meetings by having a say of the running of the home. All meetings follow an agenda and a minute taken. All records are kept confidentially.

Staff members are required to undergo regular training to meet statutory requirements and also for staff development. A training matrix of all staff training, and qualifications is kept in the staff office.



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For quality assurance, the home has Regulation 44 monitoring visits from an independent person every month where any issues are identified and the home addresses those issues. The feedback from out Reg 44 Officers has been very positive and encouraging.

Children from all cultural, linguistic and religious denominations are welcomed into the home. The home promotes tolerance and anti-discrimination by appointing a varied staff team and by modelling tolerance and understanding for each other. The staff team consists of members with different cultural, linguistic and religious denominations providing that they support and promote a culture of tolerance and respect for others. Staff members at the home actively seek to promote opportunities to participate in a variety of meals and cultural festivities, read material and watch TV programs of different cultures.

All of our children have comprehensive risk assessments which link to Individual Behaviour Plans with targets to support the child to develop socially acceptable behavioural patterns. The adults have conversations, (Direct work), with young people to discuss issues and behaviours and to encourage them to reflect on and take responsibility for their behaviour.

In addition to the weekly 'Group chats' in the home the children each have a diary and there is a 'comments book' for young people to write in to express their views.

Young people have a clothing allowance, pocket money and an activities allowance. They are encouraged to undertake statutory activities according to their interests and will be transported by staff members when necessary and supported to engage in the activities.

While they are resident in the home the adults undertake comprehensive assessments of the young people. These assessments indicate needs and from these the adults plan the care of the young person to include educational goals as well as setting targets for social, emotional and behavioural development.

These targets are used to plan progressively for the young person to develop positive behaviours, emotional resilience and social competence.



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Appendix 1 – Staffing

The management and staffing structure of the home is as follows:

Principal and RI (Jennifer Collighan)

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Home manager (Fiona Muddle)
Senior Practitioners
Shift leaders
Support workers

Lead teacher (Neil Robinson)
Teachers
Un-qualified teachers/Higher level TAs
Teacher assistants

Current staff members in the organisation have the following qualifications:

Mrs Jennifer Collighan – Principal (B.Mus, B.Ed, M.Ed (School Leadership and Management), HDE (postgrad.), HED (Postgrad. pre-primary), FDE (Special needs), Certificate for teaching learners with SpLD, QTS, NPQH)

Jennifer has seventeen years' experience in managing Independent EBD schools in residential provisions and has worked in EBD Schools as well as in Looked After Children's homes.

Fiona Muddle - Home Manager – (*Registered Home Manager's Award*)

Fiona is RHM LMCS Level 5 Qualified and has 20 years' experience working with Mental Health, Young People Secure Environments and vulnerable young people and adults.

Fiona has worked in secure psychiatric and mental health with adults suffering from Bi-Polar, schizophrenia, depression, self-harm, OCD and eating disorders. Fiona left Scotland and was employed to work in secure units for children on welfare, remand and ran a unit of secure severe self-harm. 2007 Fiona moved to work in residential settings working alongside young people with complex needs including behavioural difficulties, ADHD, sexual exploitation, attachment disorders, acute mental health issues, and MAPPA. Fiona specializes in trauma and self harming behaviours.

Certificates held: NVQ 3, 4 and Leadership and Management (LMS) NVQ 5. Therapeutic Input and Understanding Therapeutic Issues, Local Safeguarding Children Board Level 3, Food Hygiene and Safety, Self-Harm Behaviours, Safeguarding young people a Shared Responsibility, Child Development Module 1,2,3, Equality and Diversity, Complaints training, Drugs Awareness, Emergency First Aid, Working with Professional's and Networks, Emergency First Aid, Supervision, Child Care Law, Stress Management, Intervention Training, Health and Safety, Fire Training, Safety and Asphyxia, Sexuality Awareness, Mental Health Induction, Grieving Process, Cognitive Behaviours, Sex Workers and the industry, Alcohol Detox and Drug Detox, Stress Awareness, Attention Deficit Training, Team Teach, Challenging Behaviours, Behaviour Management and all regulated requirement training. Child Sexual Exploitation levels 1 & 2. R.I.S.E, C.E.O.P, C.A.N, Missing Persons Unit Framework

Tamlyn Brink – Bursar (BSC psychology, wt L4 diploma in School Business Management)

Tamlyn has worked for British Airways for 22 years as well as running a private property development company. She is now looking for a career change and has taken on the role of administrative manager of Clovelly House.



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Sarah Smith – Deputy Manager, NVQ 3 Qualified & Ongoing NVQ 5 Children and Young People Workforce

Sarah is a very experienced Senior Support Worker. Sarah speciality is working with children/adults with disabilities and children with challenging behaviour. Sarah speciality is understanding the feelings behind a behaviour and ensuring children are kept safe.

Amy Hollingsworth – Senior Childcare Practitioner NVQ Level 2 & 3 Children and Young People Workforce & currently on NVQ 5

Amy previously was a Group Facilitator working with people with varied disabilities. Amy liaised with families, completed risk assessments ensuring safety and providing supervision of new staff. Amy strengths are being able to defuse challenging and vulnerable situations. Amy ensures young people are heard and ensures they understand their rights as young people.

Lewis Johnson – Senior Practitioner NVQ 3 Children and Young People Workforce

Lewis is a Residential Care Worker with extensive experience on working with children with trauma. Lewis has worked in residential for 6 years with EBD and self-harm. Lewis is a very laid-back member of staff who presents a calm influence within the group and effectively ensures all young people feels safe when they have their most heightened moments

Takudzwa Fumai – Senior Practitioner NVQ 3 Children's and Young People Workforce

Tak has 5 years experience working with young people with EBD and mental health. Tak is laid back but enthusiastic about sport and activities that involve being outside of the home. Tak has a calming influence in the home and has been working as an agency worker for over 12 months before putting himself forward once there was a vacancy at Clovelly House.

Jessica Powers - Senior Care Worker NVQ 3 , wt Children and Young People Workforce & currently on NVQ 5

Jessica is a young lady who works best with challenging behaviours and young people who self harm.

Jessica is fun and children love her Irish accent and play full manner. Jessica strengths are that she loves to be challenged in mind and in spirit and she enjoys playing challenging games with the children.

Brian Fury – Shift Leader & Bank Staff - [Associates Degree in Arts \(Archaeology and English\)](#), wt Children and Young People Workforce & currently on NVQ 4

Brian is an ex – looked after child who has extensive experience in working with young people in the care system both voluntary and employed. Brian helped build the Leicester Children in Care Council, and through working with A National Voice advocated on behalf of looked after children at All Party Parliamentary Group Meetings. He was the first looked after child from the UK to go to university in America. He has also



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gained in experience by working in 15 different job sectors and industries as well as through undertaking extensive trips travelling the world. Through this Brian has developed strengths in being able to relate to individuals from all walks of life and can build strong, positive relationships quite easily.

Jo Unwin – Housekeeper

Jo previously worked with disabilities and Elderly care. Jo is the ‘gran’ of the family and also the home cook where the children love her family cooking.

Kaydee Edge – Care Worker (currently on Maternity leave)

Kaydee is best known for supporting youth clubs, helping young people in the community and assisting with projects in schools. Kaydee also has experience in working with people with mental health issues and Learning difficulties.

Hermin Bhebhe – Care Worker currently on NVQ 4

Hermin is a young gentleman who plays football semi-professional and enjoys the outdoors. Hermin enjoys playing the x-box with the young people and even enjoys letting the young girls her put male up on him should they wish to practice.

Charlie Hanlon – Teaching Assistant currently doing NVQ level 4

Charlie has worked in the care since leaving school, she has a fun and approachable nature that is always accompanied with laughter and a smile. Always up for a challenge, she helps the home with GDPR as the GDPR officer.

Abayo Balogun – Night Worker Ongoing NVQ 4

Abayo initially came highly recommended from an agency, the home used Abayo initially to cover sickness or annual leave however the children requested we employ him full time at the home. Abayo has now been with us June 2018. Abayo strengths are that he is calm and reassures the children in time of crisis or upset. Abayo understands children needs when they become withdrawn or feel vulnerable.

Qualifications: Safeguarding, First Aid, Medication, Self-Harm Trained

Lin Weston – Night Worker Ongoing NVQ 4 Children and Young People Workforce

Lynne has worked in various environments including supporting adults with autism, learning difficulties, homeless and hostels and learning difficulties. Lin has 5 years’ experience in victim support and bereavement.

Dean archer – Residential care worker (Bank).

Dean is new to residential childcare having previously been a carpenter however Dean has a wealth of knowledge working with young people in an outdoor pursuit setting. Dean enjoys keeping busy and keeping the children engaged in games or activities.



Clovelly House Statement of Purpose

Holly Tynan – Residential care worker, currently wt *Children and Young People Workforce & currently on NVQ 4*

Holly is new to residential childcare, she always has a smile on her face and enjoys helping the young people achieve their goals. Holly has previously worked in schools in the canteen area so has experience of interacting with young people on a day to day basis.

Sarah Evans – Residential care worker, wt, *Children and young people workforce & currently on NVQ 4*

Sarah is the newest member of the Clovelly family, returning to care having formally worked in a school. She has the experience of raising two teenagers, loves to make a difference and help others. Always keep to lend a hand and have fun.

Hayley Smitham Hopewell – *Teacher Professional Certificate in Education, DSL*

Hayley has previously worked in ESD school and autism units. She works full time in the school, but occasionally helps out with cover in the home. She has endless enthusiasm and brings a range of sporting skills to the role.

Dr Aida Lockton Teacher (Languages)

Aida comes with experience of teaching languages and teaches full time in the school. She brings creativity and imagination and is an asset to the school and the home where she occasionally helps out with cover.

Neil Robinson – *Teacher BA (hons) Fine Art, CertEd*

Neil has worked in education for the past seventeen years which included EBD settings for the last twelve years. Neil started off his career as a Teaching Assistance in a primary school before going on to work as a Behaviour Support Assistant in a pupil referral unit. After five years Neil completed his teacher training at Nottingham Trent University which led to teaching art in an FE college before combining work, teaching art workshops and classes and working within the education departments of care homes. After a brief spell out of education working for social services Neil entered his present role within the education sector working for an independent school within a care home. Prior to working in education Neil completed a degree in Fine Art at Leeds University. Teaching art is Neil's specialised subject although he also teaches other subjects as required including PE.

Barry Armson - *Caretaker*

Barry works as a long-term contractor doing gardening, building and maintenance work at Clovelly House. Barry had the imagination to build a great tree-house for the children as well as working with one of the children to design and build a 'fairy garden' and other projects like the restoration of the pond.