

CHILDREN'S SERVICES COMMITTEE AGENDA



Tuesday 8 July 2014

at 4.00 pm

in the Council Chamber, Civic Centre, Hartlepool

MEMBERS: CHILDREN'S SERVICES COMMITTEE

Councillors Atkinson, Fleet, Griffin, Hall, Lauderdale, Loynes, Simmons

Co-opted Members: Michael Lee

Six Young People's Representatives

Observer: Councillor Richardson, Chair of Adult Services Committee

1. APOLOGIES FOR ABSENCE

2. TO RECEIVE ANY DECLARATIONS OF INTEREST BY MEMBERS

3. MINUTES

- 3.1 To receive the minutes of the Children's Services Committee held on 6 May 2014 (*previously published and circulated*).

4. BUDGET AND POLICY FRAMEWORK ITEMS

No items.



5. KEY DECISIONS

- 5.1 Science Laboratory Remodelling – Dedicated Schools Grant – *Director of Child and Adult Services*
- 5.2 Universal Free School Meals Capital Allocation – *Director of Child and Adult Services*
- 5.3 Hartlepool Education Improvement Strategy 2014-2015 – *Director of Child and Adult Services*

6. OTHER ITEMS REQUIRING DECISION

- 6.1 Corporate Parenting Visit to Stockton Road and Exmoor Grove Children's Home – *Director of Child and Adult Services*
- 6.2 Looked After Children Pupil Premium Plus – *Director of Child and Adult Services*
- 6.3 Priority Schools Building Programme Phase 1 (PSBP) – *Director of Child and Adult Services*
- 6.4 Priority Schools Building Programme Phase 2 (PSBP) – *Director of Child and Adult Services*
- 6.5 Statement of Purpose for Exmoor Grove and Stockton Road Residential Units – *Director of Child and Adult Services*
- 6.6 Transformation Challenge Award – *Director of Child and Adult Services*

7. ITEMS FOR INFORMATION

- 7.1 Arrangements for the Re-Constitution of Governing Bodies of Maintained Schools – *Director of Child and Adult Services*
- 7.2 Interim OFSTED Inspection of Exmoor Grove Children's Home – *Director of Child and Adult Services*
- 7.3 Safeguarding Children in Hartlepool – *Director of Child and Adult Services*

8. ANY OTHER BUSINESS WHICH THE CHAIR CONSIDERS URGENT

ITEMS FOR INFORMATION

Date of next meeting – Tuesday 12 August 2014 at 4.00pm in the Council Chamber, Civic Centre, Hartlepool



CHILDREN'S SERVICES COMMITTEE

8 July 2014



Report of: Director of Child & Adult Services

**Subject: SCIENCE LABORATORY REMODELLING –
DEDICATED SCHOOLS GRANT**

1. TYPE OF DECISION/APPLICABLE CATEGORY

Key Decision – test (i) and (ii) applies – Forward Plan Reference No. CAS 27/14.

2. PURPOSE OF REPORT

- 2.1 The purpose of this report is to seek approval for the spend of the Dedicated Schools Grant (DSG) allocation from capital expenditure to remodel a number of Science laboratories as detailed in **Confidential Appendix 1**. **This item contains exempt information under Schedule 12A Local Government Act 1972 (as amended by the Local Government (Access to Information) (Variation) Order 2006) namely, information relating to the financial or business affairs of any particular person (including the authority holding that information).**

3. BACKGROUND

- 3.1 On 31 March 2014 Children's Services Committee approved the Schools' Capital Works Programme for 2014/15. The schemes included in that programme are for Community Schools and are funded from Capital Maintenance Grant and unallocated funding. It was also reported that further details for approval of spend of the Dedicated Schools Grant (DSG) would be brought to a future committee meeting.
- 3.2 In previous years, Capital Maintenance funding has been supplemented by school revenue funding from the DSG. DSG funding of £628,000 has been secured for 2014/15 and Schools Forum have decided that this funding should be treated separately to the Capital Maintenance grant funding, as all schools (including Voluntary Aided and Academy Schools) are eligible to access it.

4. PROPOSALS

4.1 The Schools Capital Sub Group has already identified priorities for the expenditure of capital funds. The first priority is to ensure all schools are 'wind and watertight'. These issues form part of 2014/15 Capital Programme which was approved by Children's Services Committee on 31 March 2014. The second priority is to look at the curriculum and how this can be supported. For Primary schools, assessments will take account of the requirements of the new 5-14 primary curriculum, particularly in relation to the need for specialist facilities. In the secondary sector, priority will be given to schools that lack the appropriate specialist facilities to improve standards, for example, in relation to science.

4.2 Suitability surveys are a method of assessing schools which will help to target resources where they can have the greatest effect in raising standards. Assessments will identify priority issues and accommodation needs to support the delivery of the curriculum and reflect their relative importance and urgency in relation to raising educational standards and to securing safe conditions for users of the premises. Suitability surveys should also take into account local capital priorities and consider whether teaching and non-teaching accommodation is 'fit for purpose'.

4.3 The following categories form a basis of criteria to be used when assessing teaching and non teaching space:

Category A: Unable to teach curriculum

Category B: Teaching methods inhibited

Category C: Management or organisation of school affected adversely

Category D: Pupil or staff morale or pupil behaviour affected adversely

4.4 The size and shape of an area; the environment; location; fixed furniture/fittings and ICT infrastructure, are also assessed to identify direct impacts on education.

4.5 To address the issues identified with regard to Science areas in secondary schools the following information has been considered;

- Manor College of Technology is part of the Priority School Building Programme Phase 1, and will benefit from a new build school which will include new Science facilities. Work on the new building is scheduled to start in Autumn 2014.
- St Hild's CE School was rebuilt in 2004, and therefore has relatively new Science facilities in comparison to the remaining secondary estate.
- Dyke House Sports and Technology College was refurbished/rebuilt under the Building Schools for the Future programme and opened in January 2012.
- The Science laboratories at High Tunstall College of Science were all refurbished between 2002 and 2012, and are considered 'fit for purpose'.

- Science provision in English Martyrs School and Sixth Form College has been assessed and requires extensive remodelling to ensure that they are suitable for teaching and learning.
- 4.6 Of the 11 science laboratories at English Martyrs School and Sixth Form College, 7 are 40 years old and original to when the school was built. One of the Science laboratories was refurbished in 2006, with another laboratory receiving funding in the 1980's. Fume cupboards are obsolete and require replacing. The old and obsolete heating systems are also ineffective. It has become evident over the last few years that the laboratories are extremely out-dated and are having a detrimental effect on the ability of the science department to improve standards. These issues are having a negative impact on the teaching and learning environment.
- 4.7 Building Schools for the Future (BSF) ICT infrastructure works are due to commence at English Martyrs and will include ICT provision within the out-dated science laboratories. It would be beneficial, where possible, to install the new state-of-the art IT equipment into a refurbished environment. However, it is accepted that it is not possible to secure funding to refurbish all the labs.
- 4.8 Officers are mindful that the suitability data from all primary and secondary schools has yet to be collated. However, schools and colleges are keen to encourage and stimulate student interest in Science subjects as it is recognised that the current skills shortage in the region in relation to STEM subjects and qualifications is a priority that needs to be addressed in the town.

Details of which schools should benefit from the remaining funding will be determined when further suitability analysis has been completed and the findings brought to a future Children's Services Committee.

5. CONSULTATION

- 5.1 The Schools Forum has been consulted on the proposal to refurbish a number of Science Laboratories at English Martyrs School and Sixth Form College, and has recommended that this decision be taken to Children's Services Committee for approval.

6. FUNDING

- 6.1 An element of the 2013/14 unallocated funding has been added to the 2014/15 DSG funding, bringing the total DSG funding to £725,000 which will be available for all schools to access subject to assessments being carried out.

7. PROCUREMENT

- 7.1 The scheme identified will be procured through the Council's Building Design & Construction Section on a best value basis.
- 7.2 For building construction work of a non-specialised nature, below an estimated construction value of £100,000, the Building Design & Construction Section can use the LA Condition, Planned Maintenance and Minor Works Partnership Contract if it does not have the resources available to carry out all of the work.
- 7.3 Works excluded from the partnership are:
- when the estimated contract value exceeds £100,000,
 - work is of a specialist nature i.e. CCTV, Alarm Systems, and Soft Landscaping; and
 - funding condition states that competitive quotes/tenders are required.
- 7.4 For works estimated to be £100,000 and over, the Building Design & Construction Section can undertake the work or follow a competitive process either by tender or via mini-competition using the North East Procurement Organisation construction framework.
- 7.5 This approach will provide a coordinated and efficient procurement best value principle.

8. RISK IMPLICATIONS

- 8.1 The report is concerned with the suitability, protection and development of Council assets i.e. school buildings.
- 8.2 The proposed work has been compiled on the basis of those areas/sections of school buildings which are showing clear signs of failure together with those areas identified as requiring improvements for teaching and learning purposes.

9. FINANCIAL CONSIDERATIONS

- 9.1 The financial implications of this report for the Council are that, if the scheme detailed in the attached Appendix 1 is approved, funding can be met from the 2014/15 Dedicated Schools Grant (DSG). Estimated financial costings have been provided in Confidential Appendix 1 of this report.

10. RECOMMENDATIONS

10.1 Members are recommended to:

- Approve the allocation of funding to refurbish a number of science laboratories at English Martyr's School & Sixth Form College as part of the Schools Capital Works Programme as summarised in **Confidential Appendix 1. This item contains exempt information under Schedule 12A Local Government Act 1972 (as amended by the Local Government (Access to Information) (Variation) Order 2006) namely, information relating to the financial or business affairs of any particular person (including the authority holding that information).**

11. BACKGROUND PAPERS

Children's Services Committee - 31 March 2014
Report to the Schools Forum - 2 April 2014

12. CONTACT OFFICER

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CHILDREN'S SERVICES COMMITTEE

8 July 2014



Report of: Director of Child & Adult Services

Subject: UNIVERSAL FREE SCHOOL MEALS CAPITAL ALLOCATION

1. TYPE OF DECISION/APPLICABLE CATEGORY

Key Decision – test (i) and (ii) applies – Forward Plan Reference No. CAS 029/14

2. PURPOSE OF REPORT

- 2.1 To seek approval for the works and purchase of equipment to cater for the extra demand in implementing the Universal Free School Meals initiative as detailed in **Confidential Appendix 1. This item contains exempt information under Schedule 12A Local Government Act 1972 (as amended by the Local Government (Access to Information) (Variation) Order 2006) namely, information relating to the financial or business affairs of any particular person (including the authority holding that information).**

3. BACKGROUND

- 3.1 On 18 December 2013 the Secretary of State announced a capital funding grant for Universal Free School Meals for financial year 2014 and 2015. The allocation is not ring-fenced and it is for the Local Authority, in consultation with schools to determine how best to spend the funding to meet universal entitlement. This can include both fixed and loose equipment as well as building work.
- 3.2 The Universal Free School Meals capital funding grant is specifically for local authority maintained schools. Diocesan schools will receive funding through the Local Authority Coordinated Voluntary Aided Programme (LCVAP) and Academies will receive this funding through a direct grant from the Department of Education.

4. UNIVERSAL FREE SCHOOL MEALS

- 4.1 Universal Free School Meals is a new initiative and from September 2014 all pupils in reception, year 1 and 2, in state-funded schools in England will be eligible for free school meals.
- 4.2 Existing entitlements to free school meals for disadvantaged pupils in nursery classes and at key stages 2-4 will continue as now, based on the existing free school meals (FSMs) eligibility criteria.
- 4.3 Children at key stages 2-4 in state-funded schools are entitled to receive FSM if their parents or carers are in receipt of any of the following benefits:
- Income Support
 - Income-based Jobseekers Allowance
 - Income-related Employment and Support Allowance
 - Support under Part VI of the Immigration and Asylum Act 1999
 - the guaranteed element of State Pension Credit
 - Child Tax Credit (provided they are not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190, as assessed by Her Majesty's Revenue and Customs)
 - Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
 - During the initial roll out of the benefit, Universal Credit
- 4.4 The Children and Families Bill does not change the current position for children who are registered pupils in the nursery class of a maintained school, or in a maintained nursery school. They will continue to receive a FSM if they meet the existing eligibility criteria and they are in receipt of full-time education or education both before and after the lunch period.
- 4.5 Young children who take up their funded early education entitlement in a private or voluntary early years provider – for example a full day care nursery, or play group – or an independent school are not entitled to a FSM even if they meet the qualifying criteria. This is because the existing FSM framework is relevant only to registered pupils in the state-funded school sector.
- 4.6 Schools will be expected to offer FSMs to all Reception and Key Stage 1 pupils, but will not be expected to make take-up of meals by Reception and Key Stage 1 pupils mandatory. Schools have the freedom to set their own policies in relation to packed lunches, and that will not change.

5. PROPOSALS

- 5.1 Facilities Management is the catering provider for schools in Hartlepool and having consulted with headteachers, they have compiled a list of which school kitchens and dining provision require upgrades and additional equipment to cope with the extra demand. These are detailed in **Confidential Appendix 1**.

6. CONSULTATION

- 6.1 The Schools Forum has been consulted on these proposals.

7. FUNDING

- 7.1 The Local Authority has been allocated total funding of £159,939.

8. LEGAL CONSIDERATIONS

- 9.1 The report is concerned with complying with The Children and Families Bill, which places a legal duty on state-funded schools, to offer a free school lunch to all pupils in reception, year 1 and 2.

9. FINANCIAL CONSIDERATIONS

- 9.1 The financial implications of this report for the Council are that, if the works and equipment purchases detailed in the attached Appendix 1 are approved, funding can be met from the 2014/15 Universal Free School Meals Capital allocation (£159,939).

10. RECOMMENDATIONS

- 10.1 Members are recommended to:
- Approve the allocation of funding to meet the requirements of the Universal Free School Meals initiative, as summarised in **Confidential Appendix 1. This item contains exempt information under Schedule 12A Local Government Act 1972 (as amended by the Local Government (Access to Information) (Variation) Order 2006) namely, information relating to the financial or business affairs of any particular person (including the authority holding that information).**

11. BACKGROUND PAPERS

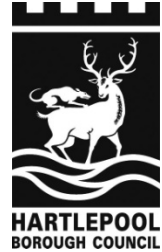
Children's Services Committee - 31 March 2014
Report to the Schools Forum - 2 April 2014

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CHILDREN'S SERVICES COMMITTEE

8 July 2014



Report of: Director of Child and Adult Services

Subject: HARTLEPOOL EDUCATION IMPROVEMENT STRATEGY 2014-2015

1. TYPE OF DECISION/APPLICABLE CATEGORY

Key Decision (test (i)/(ii)) Forward Plan Reference No. CAS 026/14

2. PURPOSE OF REPORT

- 2.1 The purpose of this report is to present for discussion the Hartlepool Education Improvement Strategy 2014-2015 (*Title: School Improvement Strategy – A First Class Education for Every Hartlepool Learner*) (attached as **Appendix 1**) to the Children's Services Committee prior to the Strategy being considered by Council in July 2014.

3. BACKGROUND

- 3.1 Previously presented reports to the Committee have highlighted the fact that whilst educational standards have been improving in Hartlepool in recent years, they are not yet good enough. The gap between low income learners and all learners at all stages of education, progress from Key Stage 2 to Key Stage 4 and wide variation in pupil achievement across secondary schools have all been highlighted as limiting factors.
- 3.2 The report, 'Shaping an Education Improvement Strategy for Hartlepool' was presented to the Committee on the 11th February 2014. It was agreed at the meeting to establish an Education Commission in Hartlepool that would develop a five year plan to improve education in the town, covering the period 2015-2020.
- 3.3 Prior to the full report of the Hartlepool Education Commission being implemented, the Hartlepool Education Improvement Strategy is the key strategic document to guide the educational improvement work of the Local Authority over the next 18 months. It builds upon consultation with

Headteachers in January and May 2014 and the early work of the Hartlepool Education Commission following meetings in April and May 2014.

4. THE EDUCATION IMPROVEMENT STRATEGY

- 4.1 Following a detailed analysis of the current position, the overarching approach of the Hartlepool Education Improvement Strategy is based around six aims:
- Establish ambitious and effective leadership and governance at every level
 - Providing a good and great school for every Hartlepool learner
 - Raising standards at every key stage
 - Closing the gap in achievement between learners from low-income families and children in care and all children and young people nationally
 - Raising expectations and broadening horizons through effective partnerships between schools, wider children's services and employers
 - Strengthening school capacity and alternative and specialist education provision to meet a wider range of need.
- 4.2 To build upon the findings of the Hartlepool Education Commission and to ensure that the six aims detailed above are pursued rigorously, it is proposed that a Hartlepool Education Improvement Board be established to oversee the delivery and impact of the Education Improvement Strategy.
- 4.3 This strategy will be reviewed in July 2015 in order to embed the recommendations of the Hartlepool Education Commission.

5. MONITORING AND EVALUATION

- 5.1 The impact of the Hartlepool Education Improvement Strategy will be monitored and evaluated across a number of key success measures within each of the six aims as detailed within the strategy. The monitoring and evaluation will be led by Assistant Director of Education and officers from the Education Division, Senior Leadership Team.
- 5.2 Regular quarterly reports will be made to the Hartlepool Education Improvement Board and, every six months, to the Hartlepool Children's Services Committee.

6. FINANCIAL IMPLICATIONS

- 6.1 Non-recurring budgets have been earmarked from both the Council's General Fund (£287,000) and the Dedicated Schools Grant (£870,000) to improve educational standards in Hartlepool. Investment will, therefore, be available to take forward the urgent priorities identified in this 18 month strategy and the medium and long-term priorities identified through the Hartlepool Education Commission.

- 6.2 Following approval of the Hartlepool Education Improvement Strategy, further detail will be brought to the Children's Services Committee in relation to the five year investment in the identified priorities.

7. LOCAL AUTHORITY CAPACITY

- 7.1 The Local Authority will need sufficient capacity to provide strong leadership and credible expertise to provide the analysis, challenge, support and brokerage to deliver on its school improvement role.
- 7.2 A review of core capacity within the Local Authority has taken place and a minor restructure will clarify roles and responsibilities against the strategic priorities. In addition, where additional capacity is needed for short periods, the Local Authority will commission support from an established list of associates, system leaders and expert practitioners with a recognised track record in delivering educational improvement.

8. RECOMMENDATIONS

- 8.1 Members are recommended to:
- note the contents of this report and the Hartlepool Education Strategy and its appendices;
 - approve the Hartlepool Education Improvement Strategy and its appendices and note that a further report will be submitted to the Children's Services Committee to detail the financial investment needed to drive up educational standards in Hartlepool.

9. BACKGROUND PAPERS

- Shaping an Education Improvement Strategy for Hartlepool; Children's Services Committee, 11th February 2014.
- Report of the first meeting of the Hartlepool Education Commission, 1st April 2014
- Report of the second meeting of the Hartlepool Education Commission, 7th May 2014
- Minutes of Director's Meeting with Headteachers, 15th January 2014 & 20th May 2014.

10. CONTACT OFFICER

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School Improvement Strategy

A First Class Education for Every Hartlepool Learner

Child and Adult Services

June 2014



Contents

		Page
Section One	Our Vision and Goals	4
	A Shared Responsibility	4
	Our Approach	5-6
Section Two	The Starting Point – Our Strengths and Challenges	7
	Standards of Attainment and Achievement	7
	Proportion of Good and Outstanding Schools	8
	Attendance	9
Section Three	Our Strategy	10-13
Section Four	Monitoring and Evaluation	14-16
Section Five	Resourcing the Programme	17
	Local Authority Capacity	17
	Commissioning Role	18
	A Joined Up Approach	18
Annex A	Achievement 2013 / Outcomes of Ofsted Inspections as at 31/05/2014	19-20

Section One: Our Vision and Goals

Our ambition is to establish a reputation for Hartlepool as a town that provides a first class education for every learner. As a minimum we will make sure that every child or young person can attend a good or outstanding school by December 2015 and that we rapidly improve standards at every Key Stage to be well above national averages.

We recognise, however, that education isn't just defined by Ofsted standards and academic achievement. A first class education also enables children and young people to develop socially, emotionally, physically, morally and spiritually.

Our vision is that Hartlepool will be a place where:

- All children and young people find their talents and experience good and inspirational teaching every day in a climate that expects the highest standards;
- The gap is closed between the achievement of children and young people from low income families and children in care and all children and young people nationally;
- Young people achieve the best qualifications possible, particularly in the globally important subjects of English, science, mathematics, technology, engineering and modern foreign languages, so that they can compete for the best jobs, best university places and high level apprenticeships;
- Children are supported from birth and throughout their childhood and adolescence by strong families and communities so that they start school with a zest for learning and grow up to have high expectations of themselves and their schools, and the optimism, confidence, values and resilience to succeed;
- Young people are prepared for life and work in an increasingly complex world and globally competitive economy.

A Shared Responsibility

We know that making a reality of this vision is the right thing to do, but it is also a challenge.

It is the right thing to do because we have a responsibility to harness the power of education and learning to transform the lives and life chances of our children and young people. It is also the right thing to do for the future of Hartlepool as a thriving town and community and for the developing sub regional economy.

Economic forecasts anticipate that the shifting economic base within the Tees Valley will require higher level skills for high value jobs at an unprecedented level. Therefore, ensuring our young people can rise to this challenge is important for creating the conditions in which both they and the regional economy can prosper; it is also crucial to establishing the reputation of Hartlepool as a destination town for new industry and for families within the sub region.

A first class education system, however, isn't just important in terms of the economic prosperity of the town. We live in an increasingly complex world in which young people will need to form fulfilling relationships, make difficult life choices and be active citizens who make a positive contribution to their community. This means making sure our education system can also enable our young people to develop as healthy, confident, resilient and compassionate people.

A strong education system is fundamental to the transformation of our young people's life chances, the town and sub region's economic prospects and the health, wellbeing and cohesion of our community. Building a strong education system across the town is therefore our shared and moral responsibility.

Our Approach

Achieving our ambitious goals will require genuine and effective collaboration and strong partnership working involving political leaders, local authority services, headteachers, college principals, governors, Academy sponsors, Diocesan Authorities, the teaching school alliance, teacher unions, Tees Valley Unlimited, employers, community and voluntary sector providers, parents and young people.

There is a strong tradition of partnership working across Hartlepool and we have already sustained significant improvements over the last 12 months across the town. We therefore have good foundations for moving forward. However we need to establish a fresh momentum because we have much to achieve in a short space of time.

Our urgent and immediate priority is to help every school achieve maximum positive impact on our children, young people and their learning so that every Hartlepool learner can attend a good school as a basic entitlement.

Our approach will need to be characterised by pace, focus, impact and keeping things simple. In the short term this will mean:

- Developing a sharp and forensic focus on getting every school to good and great;
- Strengthening leadership, management and governance at every level with a clear focus on improvement and sustaining a self improving system;
- Effective, open and transparent performance monitoring of standards across early years settings, schools, academies and colleges based upon data sharing protocols;
- Productive and purposeful partnership working across the town and the region;
- Harnessing the expertise of headteachers, governors and leading practitioners in confidently good and outstanding schools as system leaders and alongside this strategically targeting the available resources within the Local Authority, Tees Valley Unlimited and the new education landscape.

To help develop a shared understanding of the challenges we face and shape new and creative solutions to common problems, the Local Authority (LA) has established the Hartlepool Education Commission. Chaired by Professor Stephen Higgins from the University of Durham, the Commission comprises representatives from across the education and skills system and is currently receiving evidence. The Commission will consult on and set out recommendations that will form the basis of a five year plan in Autumn 2014.

This strategic document sets out the direction of travel over the next 18 months by increasing the pace, getting the basics right and sharpening our approach to rising to the Hartlepool Education Challenge. It builds upon initial consultation with Hartlepool Headteachers and the early work of the Education Commission. The document provides a high level analysis of the nature of the challenges we face, our urgent priorities and in particular our approach to fulfilling the Local Authority role in providing challenge and support to the Hartlepool education system. The document will be reviewed in 2015 following the Commission's report in order to translate the Commission's recommendations into action.

Section Two: The Starting Point - Our Strengths and Challenges

Annex A provides a detailed analysis of the performance of pupils at every Key Stage and the performance of schools in relation to Ofsted judgements and attendance.

Overall the analysis highlights that whilst educational standards have been improving in Hartlepool, they are not yet good enough. The gap between low income learners and all learners locally and nationally is significant at almost every Key Stage, the progress of learners from KS2 to GCSE and Key stage 5 (A level or equivalent) is below the national average as are the levels of participation and achievement in some subject areas such as English, science, mathematics, and modern foreign languages at GCSE and KS5 (A levels or equivalent). Overall outcomes for young people by the age of 19 are an area of concern, particularly in relation to higher education and employment pathways.

Standards of Attainment and Achievement

Key issues in relation to performance of pupils at each Key Stage are as follows:

- There is evidence from the Early Years and Foundation Stage Profile that children in their early years, particularly between 0-3 years, are not making good enough progress in terms of their early development and are performing below the national average with the largest gaps being in personal, social and emotional development, expressive arts and mathematics;
- Notwithstanding this, Hartlepool Primary Schools sustained improvements at Key Stage 1 from 2012 to 2013 in reading, writing and mathematics and in the narrowing of the pupil premium gap. Maintaining this improving trend and, in particular, increasing the percentage of children achieving a standard in mathematics at the level necessary to access the Key Stage 2 curriculum (Level 2B) remains a priority;
- There has been a strong improvement trend at Key Stage 2 with attainment at Level 4+ in Reading, Writing and maths standing at 80% which ranks as the highest in the region and 18th in the country. This masks, however, a large gap at this Key Stage between pupils who are entitled to pupil premium and non pupil premium pupils. The gap in Hartlepool at 24% is in the bottom quartile nationally. In addition, progress in Reading at Key Stage 2 is not progressing as rapidly as in writing and maths.
- In 2013 Hartlepool secondary schools sustained one of the largest increases in the country in relation to students achieving 5 A*-C at GCSE including English and maths, and one of the town's schools was the most improved secondary school in the country on this indicator. Performance on this important indicator overall is now in line with the national average.

- There are, however, a number of areas for concern at KS4. There is a wide variation in the GCSE performance between schools in the town and the proportion of young people achieving a GCSE pass in English is significantly below the national average, as is the proportion of young people making the expected level of progress from Key Stage 2 to Key Stage 4. In addition, achievement in science is significantly below the national average and progress in science from Key Stage 2 to 4 is in the bottom 10% nationally. Alongside this, participation and achievement in modern foreign languages is significantly below the national average. Importantly, the gap in achievement between pupil premium students and non pupil premium students is significantly worse than the national average at Key Stage 4.
- Participation rates for 17 and 18 year olds in education, training and employment have been significantly improving and are currently above the national average, as is the percentage of young people engaged in Level 2 apprenticeships. However, at Key Stage 5 (A level or equivalent), whilst the percentage of students achieving 2 passes at A level is above the national average, the grades achieved are below the national average, and the percentage of young people achieving the equivalent of a Level 3 qualification at age 19 is below the national average. In addition participation and achievement in STEM related subjects is below the national average.
- The relatively poor performance in post-16 education underpins a lower proportion of young people progressing to University from Hartlepool with a significantly lower percentage than the national average of young people from low income backgrounds progressing to Higher Education. Alongside this, Hartlepool has the highest percentage of 18-24 year olds seeking job seekers allowance in the region and the third highest level in the UK.

Proportion of Good and Outstanding Schools

Key Issues in relation to the quality of school provision in Hartlepool are as follows:

- Across Hartlepool a high proportion of primary pupils attend a school judged by OFSTED to be good or outstanding. At 87.1% Hartlepool performs well above the national average on this indicator and is one of the highest performing authorities in the region. However, the proportion of good and outstanding primary schools has remained static against an improving trend regionally and nationally. Four primary schools and one nursery school are currently Grade 3 satisfactory/requires improvement and LA/school improvement plans are in place to create an impetus to get every primary school to good as rapidly as possible. We are also focussed on increasing the proportion of outstanding primary schools.
- Only three out of six of the town's secondary schools have been judged good or outstanding. Consequently, the proportion of young people attending good or outstanding secondary schools in Hartlepool is significantly lower than the national average. In addition the Pupil Referral Unit within Hartlepool has been judged as requiring improvement. Significant improvements have been sustained in relation to these schools over the last 12 months and intensifying the impetus to get to good across the secondary and alternative education system is our number one priority.

Attendance

Attendance in Hartlepool has improved by 1% over the last 10 years against a national improvement of 1.5%. As a consequence overall attendance in Hartlepool is below the national average with the persistent absence rate being worse than the national rate. Attendance in primary schools has improved at a much slower rate than the national improvement rate. Attendance in secondary schools in Hartlepool has increased at a much quicker rate than in primary but remains below the national average.

Section Three: Our Strategy

Given our starting point and the challenges we need to overcome, our overarching strategic approach is based around six aims:

1. **Establishing ambitious and effective leadership and governance at every level**

Strong, effective and ambitious governance and leadership is the hallmark of a self improving education system. We will build upon the work already undertaken to strengthen school leadership and governance and create a climate in which political, school and community leaders already ambitious for children's achievements can work together to harness resources to achieve a consistent approach across Hartlepool to delivering a first class education system. This will involve:

- Building upon the work of the Commission, Children's Services Policy Committee will create an Education Improvement Board involving political and local authority leaders, headteachers, governors and employers to oversee the delivery and impact of our education improvement strategy and provide the confident and ambitious leadership that will be needed to overcome the challenges we face;
- Developing a five year plan in response to the Education Commission's recommendations;
- Taking appropriate and proportionate action to strengthen governing bodies when necessary;
- Extending and sustaining our highly successful governor development programme;
- Developing a co-ordinated Hartlepool school leadership development programme for existing and aspiring senior and middle school leaders.

2. **Providing a good and great school for every Hartlepool learner**

At the heart of our approach to school improvement will be our Getting to Good and Great programme. We will revise our protocol for the role of the Local Authority in providing challenge and support for schools and for intervening in schools causing concern. We will also formalise a protocol which builds upon our strong relationships with academies to ensure they play a full role in our Getting to Good and Great programme. This will involve:

- Revising our approach to the identification of risks and strengths in the school system through the effective use of data and agreeing with each school an annual pre-inspection assessment that identifies both schools where there is a cause for concern and schools that are confidently good or outstanding and where system leaders could be deployed to help drive improvements elsewhere;

- Strengthening our approach to diagnosis of risks and implementing and monitoring the impact of interventions into schools where there is a cause for concern;
- Formalising a protocol and information sharing agreement with the town's academies that establishes a strategic relationship with the Local Authority;
- Re-shaping the Local Authority core school improvement capacity and developing an approved list of associates, system leaders, expert practitioners and School Improvement Partners who can be commissioned to deliver town-wide initiatives and will support a more systematic approach to school-to-school support.

3. Raising standards at every key stage

Ensuring every Hartlepool learner can be inspired by consistently good and outstanding teaching and learning is central to our approach to making sure pupils can perform above the national average at every Key Stage. At its heart this will be dependent upon our ability to recruit, develop and retain excellent teachers.

Raising standards at every Key Stage will also be dependent upon tackling challenges in relation to continuity and progression across Hartlepool's education system particularly at points of transition between primary and secondary school schools and secondary and post 16 provision. Better preparing young people for these important transitions will require a more consistent approach across the town to both the 2-14 curriculum and the 14-19 curriculum that will be underpinned by a shared and consistent framework for assessment without levels. Our approach to raising standards will therefore involve:

- Making best use of the new Education Development Centre facilities to establish a high quality Hartlepool Excellence in Teaching and Learning programme involving a range of partner agencies, schools and leading universities, which identifies and shares best practice within Hartlepool schools and elsewhere;
- Commissioning a support programme to improve the use of ICT and digital technology in supporting learning and assessment;
- Improving the recruitment of new teachers, and in particular newly qualified teachers, to the borough particularly in premium subjects such as science, mathematics and English through improved marketing and incentive schemes;
- Investing in a 'grow our own programme' through a work experience and bursary programme targeting Hartlepool young people with a talent in skill shortage subjects;
- Working with the teaching school alliance to establish a consistent approach to the 2-14 curriculum and assessment without levels across the town;
- Piloting new approaches to supporting transition between primary and secondary school;

- Establishing a strategic leadership group to focus on the strategic development of 14-19 provision across the town.
- Maximising capital investment to improve the quality of learning environments.

4. Closing the gap in achievement between learners from low income families and children in care and all children and young people nationally

Ensuring that children from low income families and those in care can achieve the same high standards as all children nationally is the core challenge facing Hartlepool. Given the extent of this problem, we cannot achieve our ambitions for our children and our town without overcoming this challenge. There is no easy solution and the Education Commission is currently considering evidence from across the country from schools and areas that have 'bucked the trend'. We will therefore make sure that research evidence is fed into school practice wherever possible. Our approach over the next 18 months will therefore involve:

- Making sure no child becomes invisible by developing a data tracking system across the borough to monitor the progress of pupils entitled to the pupil premium to ensure they are making good progress, with the Local Authority providing challenge and support to schools where this is not the case;
- Providing master classes and in-school professional development to share best practice in understanding and meeting the needs of vulnerable learners;
- Commissioning research, informed by the conclusions of the Education Commission, to develop innovative approaches that can be scaled up across the system.

5. Raising expectations and broadening horizons through effective partnerships between schools, wider children's services and employers

There is a recognition that creating a climate where families, communities and schools expect our young people to achieve at the highest levels is fundamental to realising the aspirations and broadening the horizons of our young people. This will require from cradle-to-career working across the system to make sure that children can grow up in strong families with the capacity to provide the stimulus and opportunities their children need to achieve their hopes for their futures. Tackling this issue more than any other will be dependent upon integrated and joint working across schools, wider child health and social care services and employers. Our approach in the first 18 months will involve:

- Establishing a targeted approach to the early identification of families where children aged between 0-7 years are at risk of making poor progress in their early language development and providing support to those parents to ensure their children can experience the right stimulus in order to make good progress in their earliest years;

Developing a tool for assessing base line on entry into school across the town;

- Revising our early family help services so that they establish a multi-professional approach to the early identification and support of children at risk of poor education, health and care outcomes;
- Strengthening education, employment and university partnerships by focussing on improving access to quality work experience, project challenges and careers education to enable children and young people to aim high and make better career and subject choices;
- Working with schools to review current research and develop new approaches to supporting the emotional and physical wellbeing of children and young people both through the curriculum and wider school support services.

6. Strengthening school capacity, alternative and specialist education provision and behaviour and attendance support services to meet a wider range of need

Ensuring our children and young people can receive the right support they need will also require us to make sure that we are effective in identifying and assessing the education, health and care needs of students with additional educational needs and that we have the right continuum of provision to meet those needs from within our behaviour, attendance and alternative and specialist education provision. Our priorities over the next 18 months will therefore be:

- To review and re-commission our behaviour, attendance and alternative education provision so that children with challenging behaviour can re-engage in their education as a result of high quality support and teaching;
- To better integrate education, health and care assessment, planning and resource allocation for young people with special educational needs and disabilities across the 0-25 age range;
- To improve attendance and reduce persistent absence;
- To reduce fixed term permanent exclusions.

Section Four: Monitoring and Evaluation

We will monitor and evaluate the impact of this improvement plan across a number of key success measures. Regular quarterly reports will be made to the Education Improvement Board and every six months to the Hartlepool Children's Services Committee.

The specific targets we aim to achieve by 2015/16 are set out in chart 1 below.

Chart 1 – Measuring Success

SUCCESS CRITERIA	BASELINE	TARGET
Establishing Ambitious and Effective Leadership and Governance at Every Level		
Leadership and Management judged as Good / Outstanding by OFSTED	27 primary/primary special (87%) judged to have Good / Outstanding Leadership and Governance; 4 secondary/secondary special /PRU (57%) judged to have Good / Outstanding Leadership and Governance	December 2015: all primary, secondary, special schools and PRU judged to have Good / Outstanding Leadership and Governance
Providing a Good and Great School for Every Learner		
Every school to be judged as Good or Outstanding with increased proportion of Outstanding schools	27 primary/primary special (87%) judged to be Good / Outstanding. 3 secondary/ secondary special/PRU (43%) judged to be Good / Outstanding. All schools: 77% Good / Outstanding	December 2015: all primary, secondary and special schools judged to be Good or Outstanding.
Raising Standards at Every Key Stage		
Raise achievement in EYFS	2013 Good Level of Development 47.6% (national average: 52.0%)	In-line with 2015 GLD national average; exceed 2016 national average
Raise attainment at KS1 L2B+ in mathematics	2013: Maths L2B+ 74% (national average 78%)	In-line with 2014 national average; exceed 2015 national average.
Reading – improve rate of progress between Key Stage1 and Key Stage 2	2013: Two levels progress in Reading 90% (2011 94%; 2012 93%)	2014: 94% pupils achieve expected progress in reading; 2015 96% achieve expected progress.
Improve achievement in GCSE English	2013: 65% GCSE English Grade A*-C (national 67%) 2013: 63.6% pupils making expected progress in KS2-KS4 English (national 71.6%)	2014: GCSE English Grade A*-C 68%; 2015 70% 2014 KS2-KS4 Progress 70%; 2015 73%
Improve achievement and participation in GCSE science	2013: 63% GCSE Science Grade A*-C (national 74%). 2013 Participation 65%; Pupil Premium participation 44%	2014: GCSE Science Grade A*-C 68%; 2015 74% 2015 Participation 75%; Pupil Premium participation 65%
Key Stage 5: raise achievement at A-Level and Level 3 at age 19.	2013: A/AS level average point score (APS) per entry 206.6; national APS 213.7 2013: Level 3 by age 19 51.9% (national 57.3%).	July 2015: achievement in top quartile – A/AS APS per entry 220.0+; Level 3 by age 19 – 65%+
Improve achievement and participation in GCSE Modern Foreign Languages	2013: 53% GCSE MFL Grade A*-C (national 72%). 2013 Participation 40%; (national 49%)	2014: GCSE MFL Grade A*-C 68%; 2015 72% 2015 Participation 50%; 2016 participation 55%

SUCCESS CRITERIA	BASELINE	TARGET
Closing the Gap in Achievement Between Learners from Low Income Families and Children in Care and All Children and Young People Nationally		
Reduce the KS2 achievement gap between pupils in receipt of Pupil Premium and all others	2013 L4B+ Reading, Writing & Maths combined: 20% gap - Pupil Premium pupils 68%/ other pupils 88%	In-line with 2014 national Pupil Premium gap (16%); further reduce gap to 10% by 2015.
Reduce the KS4 GCSE achievement gap between pupils in receipt of Pupil Premium and all others	2013: 53% GCSE MFL Grade A*-C (national 72%). 2013 Participation 40%; (national 49%)	2014: GCSE MFL Grade A*-C 68%; 2015 72% 2015 Participation 50%; 2016 participation 55%
Raising Expectations and Broadening Horizons Through Effective Partnerships Between Schools, Wider Children's Services and Employers		
Improve early language development baseline on entry to school	2013 EYFS Communication & Language 70% (national 72%) 2013 EYFS Literacy 59% (national 61%)	2015 EYFS Communication & Language 80% 2015 EYFS Literacy 70%
Improve achievement for Children In Need (CIN)	CIN attaining KS2 L4+ RWM 51.2% (national 42.3%); CIN attaining GCSE 5A*-C inc EM 13% (national 16.1%)	CIN attaining KS2 L4+ RWM 76% CIN attaining GCSE 5A*-C inc EM 20%
Key Stage 5+: increase participation in education, employment and training at age 18+	2013: non-participation at age 18 – 14.8% (national 7.0%) Job Seekers Allowance age 18-24 – 11.5% (national 5.0%).	September 2015: non-participation 10%; September 2015: Job Seekers Allowance 8%
Reduce the number of teenage conceptions per 1000 15-17 years girls	2013: 36.3 births per 1000 15-17 years girls (national 27.7)	2015 27.0 births per 1000 15-17 years girls
Hospital Admissions due to substance misuse 15-24 year olds	2008-2011 (pooled) 111 per 100,000 of population (national 62 per 100,000 of population)	2013/2015 (pooled) 62 per 100,000 of population
Strengthening School Capacity and Alternative and Specialist Education Provision and Behaviour and Attendance Support Services		
Improve attendance in both primary and secondary schools and reduce Persistent Absence	Primary attendance 95.0% (national 95.3%). Secondary attendance 93.8% (national 94.2%). All attendance 94.5% (national 94.8%) Persistent Absence (all schools) 4.7%	July 2015: Primary 95.4% Secondary 94.3% All schools 94.9% Persistent Absence (all schools) 4.0%
Further reduce the number of fixed term exclusions and eliminate permanent exclusions	Fixed term exclusions 1.75% (national 4.16%) of school population Permanent exclusions 0.04% (national 0.10%) of school population	July 2015: Fixed term exclusions 1% Permanent exclusions 0%

Section Five: Resourcing the Programme

Delivering on our ambitions for our children and young people has the highest priority within the Local Authority and wider partners. To this end, provision has been made within the Council General Fund and the ring-fenced Dedicated Schools Grant (DSG) to invest additional resources in delivering on our improvement priorities. Within the DSG a reserve of £870,000 has been earmarked. In addition the Local Authority has created a reserve of £287,000 to further invest in delivering our ambitious programme, to pump prime new initiatives and to tackle urgent priorities. This strategy sets out the short term investment priorities and the Education Commission will recommend priorities for investment for the medium to longer term.

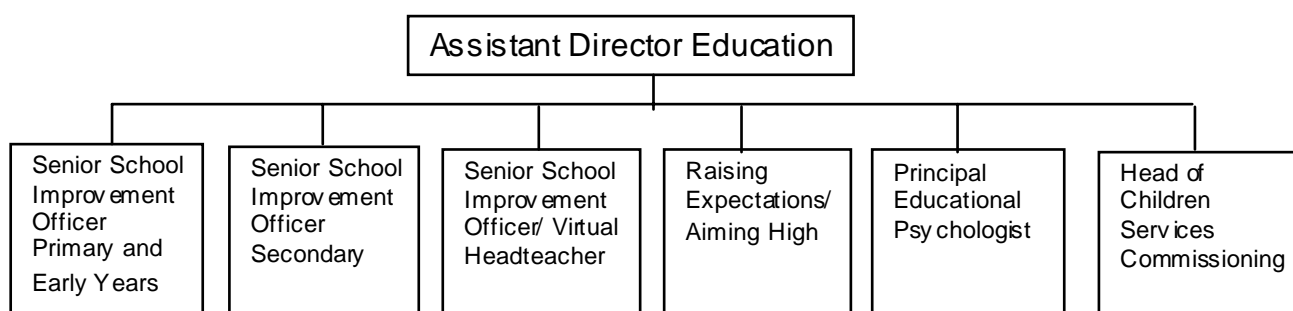
We will also need to make sure that we make best use of existing resources within the system by co-ordinating effort and avoiding duplication.

Local Authority Capacity

We will adapt a hub and spoke approach to taking this programme forward. The Local Authority will need sufficient core capacity to provide strong leadership and will need credible expertise to provide the level of analysis, challenge, support and brokerage required to deliver our school improvement role.

We have a strong core team already in place, and it is not our intention to replicate former local education authority inspection and advisory service models. We recognise that whilst we need core capacity, we also need to be able to act flexibly to draw upon and commission expertise within schools and elsewhere.

However we have reviewed the core capacity within the Local Authority and a minor restructure will add a small level of additional core capacity and clarify roles and responsibilities against our strategic priorities. The core school improvement operating model will be as follows.



This will be supplemented by a remodelling of our approach to working on a multi agency basis to support families and to identify, assess and allocate additional resource to support 0-25 year olds with special educational needs and disabilities.

Commissioning Role

The core LA team will establish a list of associates, system leaders and expert practitioners with a recognised track record in delivering improvement. The LA will work strategically to commission additional capacity from this accredited list to work with individual schools and take forward town-wide work.

A Joined Up Approach

Within the new education landscape additional national resources are being directed into school improvement initiatives through for example teaching schools, National College of Teaching and Leadership, and academy sponsors and through national agencies such as Ofsted, Teach First and Schools Direct. In addition investment is being directed into the skills agenda via the Tees valley LEP. We will work collaboratively with those agencies to facilitate a joined up approach to co-ordinate effort, clarify the impact of programmes and to avoid duplication within the context of the plan for delivering a first class education for every Hartlepool learner.

Achievement 2013	Hartlepool	Statistical Neighbours	National Average	Quartile Banding	National Average Rank (of 150 LA)
EYFS Good Level of Development	48.0	49.0	52.0	C	99 (4 th quintile)
KS1 Level 2+ Reading	89.0	86.4	89.0	C	54 (2 nd quintile)
KS1 Level 2+ Writing	86.0	82.6	85.0	B	42 (2 nd quintile)
KS1 Level 2+ Maths	91.0	89.8	91.0	C	71 (3 rd quintile)
KS1 Level 2b+ Reading	78.0	76.1	79.0	-	75 (3 rd quintile)
KS1 Level 2b+ Writing	67.0	64.6	67.0	-	72 (3 rd quintile)
KS1 Level 2b+ Maths	74.0	75.2	78.0	-	127 (bottom quintile)
KS2 Level 4+ RWM	80.0	75.2	75.0	A	18 (top quintile)
KS2 Level 4b+ RWM	66.0	62.3	63.0	-	39 (2 nd quintile)
Pupil Premium Gap KS2 RWM L4+	-20	-18	-18		
KS4 GCSE (& equivalents) 5 A*-C including English & Maths GCSE	59.0	58.1	59.2	C	101 (4 th quintile)
KS4 GCSE (& equivalents) 5 A*-C	80.5	85.9	81.8	D	114 (4 th quintile)
Pupil Premium Gap KS2 5 A*- C EM	-30.4	-31.2	-26.9		
A Level 2+ passes	92.3	90.5	91.7	-	90 (3 rd quintile)
A Level APS per candidate	673.7	681.6	724.3	C	97 (4 th quintile)
A Level APS per entry	206.6	207.6	213.7	C	108 (4 th quintile)
NEET (Q4 2013)	7.8	n/a	7.6		
Job Seekers Allowance	11.5%	-	5%		
Attendance					
Primary	95%	95.1%	95.3%	D	121
Secondary	93.8%	93.8%	94.2%	D	119
Combined	94.5%	94.5%	94.8%	C	110
Persistent Absence	4.7%	5.3%	4.6%	C	83
Permanent Exclusions	0.04%	0.10%	0.07%	A	28
Fixed Term Exclusions	1.75%	4.16%	4.05%	A	3

<u>Outcomes of Ofsted Inspections as at 31/05/2014</u>	School Phase					
	Nursery	Primary	Secondary	Special	PRU	Overall
Outstanding / Good	-	87% (26)	40% (2)	100% (2)	-	77% (30)
Outstanding	-	13% (4)	20% (1)	-	-	13% (5)
Good	-	73% (22)	20% (1)	100% (2)	-	64% (25)
Satisfactory / Requires Improvement	100% (1)	13% (4)	40% (2)	-	100% (1)	21% (8)
Inadequate		-	20% (1)	-	-	3% (1)
Total No. Schools	1	30	5	2	1	39

CHILDREN'S SERVICES COMMITTEE

8 July 2014



Report of: Director of Child and Adult Services

Subject: CORPORATE PARENTING VISIT TO STOCKTON ROAD AND EXMOOR GROVE CHILDREN'S HOMES

1. TYPE OF DECISION/APPLICABLE CATEGORY

Non Key

2. PURPOSE OF REPORT

- 2.1 The purpose of this report is to request that Elected Members make arrangements to undertake Corporate Parenting Visits to Stockton Road and Exmoor Grove Children's Homes.

3. BACKGROUND

- 3.1 The draft Hartlepool Children Looked After Strategy 2014 -2017 outlines the following vision in relation to the corporate parent responsibility of the Council:

That every looked after child in Hartlepool experiences high quality care and stable relationships, is nurtured and grows up with a sense of identity and belonging. Children in care will feel their needs are given the highest priority and that they are valued and cared about not only by those who look after them on a daily basis but also by those who make decisions politically, corporately and operationally in the town.

- 3.2 Hartlepool has a well established and strong Corporate Parent Forum which has responsibility, with the Children's Strategic Partnership, to oversee the implementation of the Children Looked After Strategy and its effectiveness in delivering continuous improvement in the quality of services for children in care.

- 3.3 The Council currently operates two children's homes. Exmoor Grove has been open for 29 years and provides care for children aged 5 – 18 years with learning disabilities and associated challenging behaviour. The home cares for children on a short break and full time basis. Stockton Road Children's Home opened in January 2014 and provides care for children and young people aged 11 to 18 years.
- 3.4 As part of the statutory requirements, these homes are subject to inspection by Ofsted on a twice yearly basis and monthly visits under Regulation 33 of the Children's Homes Regulations. A Regulation 33 visit is required to be conducted independently from the Local Authority and in line with this requirement, National Youth Advocacy Service (NYAS) are commissioned to undertake Hartlepool's Regulation 33 visits. The purpose of these visits is to ensure that quality of care is maintained and statutory compliance of all aspects included in the Children's Homes National Minimum Standards 2011.

4. PROPOSALS

- 4.1 In addition to the above regulatory visits and inspections, it would be in keeping with good practice for Elected Members, as corporate parents, to complete monthly visits and report to Children's Service Committee on a 6 monthly basis their finding and assessment of the quality of the provision. The proposal is that one or two Members of the Children's Services Committee and the Corporate Parent Forum visit both children's homes each month on a rota basis. This is likely therefore to involve around four visits per Member per year.
- 4.2 It is anticipated that this will support Members to exercise their corporate parenting responsibility within this key area of work with vulnerable children and young people. The visits will provide members with an opportunity to establish relationships with staff and children/young people and provide scrutiny and oversight of the quality of provision.
- 4.3 Officers will provide training and support to Members who will be responsible for undertaking visits to ensure members are supported to carry out the role.
- 4.4 It is envisaged that Members will prepare a brief written report from each visit, a summary of which will be reported to Children's Services Committee on a 6 monthly basis.

5. RECOMMENDATIONS

- 5.1 It is recommended that Children Service Committee support and facilitates Corporate Parenting Visits by Elected Members on a monthly basis to Exmoor Grove and Stockton Road Children's Homes.

6. REASON FOR RECOMMENDATIONS

- 6.1 Hartlepool Borough Council strives for continuous service improvement and is committed to ensuring that all regulated services for children looked after are judged at a minimum standard of 'Good'. The formal input from Members in establishing relationship and providing oversight of the care provided within children's home will enhance this provision and provide additional safeguard and quality assurance to this key area of our work.

7. CONTACT OFFICER

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CHILDREN'S SERVICES COMMITTEE

8 July 2014



Report of: Director of Child and Adult Services

Subject: LOOKED AFTER CHILDREN PUPIL PREMIUM PLUS

1. TYPE OF DECISION/APPLICABLE CATEGORY

1.1 Non Key

2. PURPOSE OF REPORT

2.1 To consider the changes which have been made to Pupil Premium Plus (PPP) funding for Looked After Children from April 2014 and the policy framework for allocating the Pupil Premium Plus in Hartlepool.

3. BACKGROUND

3.1 The Pupil Premium gives schools extra funding to raise the attainment of disadvantaged pupils from Reception to Year 11. There are three main changes in relation to Looked After Children from April 2014:

- Looked After Children will attract a pupil premium of £1900, more than double the amount they attract for 2013-14. It is referred to as the Pupil Premium Plus (PPP).
- The cohort of Looked After Children who attract the PPP is larger than previously as it now includes children looked after from the first day of care rather than, as previously only those who had been looked after for six months.
- For 2014-15 the PPP must be managed by the Virtual School Head in the authority who looks after them.

The changes have been introduced to reflect more effectively the particular challenges of supporting the education of looked after children. Now that the role of the virtual school head is statutory they are responsible for promoting the educational achievement of looked after children in their local authority (LA).

The conditions of grant for the pupil premium arrangements in 2014-15 are published on the Department's website and can be found here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/283193/Pupil_Premium_CoG_2014-15.pdf

4. PROPOSALS

4.1 Each Local Authority, working in collaboration with schools, will determine how best to manage the grant to 'narrow the gap' and is encouraged to be creative and innovative. There will be a high level of accountability in terms of how allocated funding is used to narrow the gap which needs to be detailed in pupils' Personal Education Plans (PEPs). Personal Education Plans will, therefore, need to be monitored more closely by schools, the Virtual School Team, social workers and Independent Reviewing Officers (IROs).

4.2 Given that pupils have differing levels of need during their time in care and, given Day 1 eligibility, £1000 will be allocated to schools both in Hartlepool and out of Hartlepool (linked to clear PEP actions) and that £900 should be held centrally and allocated to meet the differential needs of looked after children and young people based on actions identified in their PEP and agreed by the Virtual School Team.

This will be used to:

- Fund complementary and alternative provision
- Fund private tuition
- Fund temporary additional support in schools
- Work with the most vulnerable (including those in Children's Homes, in non-mainstream provision and complex cases)
- Provide professional development about supporting looked after children and young people with complex needs.

4.3 The higher accountability that is attached to this increased level of pupil premium funding will require greater rigor in both the quality assurance of the contents of PEP's and the monitoring and evaluation of the impact of any expenditure. The additional capacity that is currently being brought into the Education Division and the realignment of officers' roles and responsibilities will enable this to take place.

4.4 It is proposed that the use and impact of Pupil Premium Plus will be monitored by a reference group who will report to the Corporate Parenting Forum.

4.5 This method of allocating the funding will ensure that schools will continue to receive a level of funding for looked after children which is, at a minimum, above the previous level (£900 in 2013-14; at least £1000 for 2014-15 and, for some children considerably higher). This funding distribution proposal is in line with that of the majority of Virtual School Head Teachers across the country.

- 4.6 The Pupil Premium Plus will be used to improve outcomes for children in the following areas:
- Academic achievement and pupil progress
 - Wider achievement e.g. in an area in which the child is gifted and talented
 - School attendance
 - Inclusion [by reducing internal and external exclusion]
 - Transition
 - Mental health [overcoming the effects of attachment and developmental trauma] where this affects learning.
- 4.7 The amount of Pupil Premium Plus needed for each child will vary because children's needs vary and can 'spike' and, for some children, £900 is only a fraction of the cost of the support that they need, such as Children who come into care in an emergency with a fragmented home and education history and who are behind academically.
- Children who have to move into or out of the LA in an emergency
 - Children placed in other LAs where the level and quality of support may not be the same and who therefore will lose out without additional help
 - Children where there is a significant [and often delayed] reaction to abuse and neglect, which manifests in hard to anticipate behavioural 'spikes'
 - In view of this there will be a significant differences in the individual amounts of Pupil Premium Plus distributed.
- 4.8 Pupil Premium Plus will not be used to double fund or replace funding which should already go to the child, and, more specifically, it will not be used;
- to fund Special Educational Needs and/or Disabilities (SEND) provision where the child has high needs (the school has a notional £6,000 per child in its budget)
 - to fund services that should be provided via a statement, or Education, Health and Care Plan (EHCP)
 - other statutory work e.g. statutory assessment or support from health.
- 4.9 Additional funding will only be provided in exceptional circumstances to independent schools and for children educated full time in Alternative Provision by the LA as these children are already funding at a high level by central budgets.
- 4.10 Where there is a need to clarify what funding a school is providing from its own resources, the school may need to provide evidence before Pupil Premium Plus can be allocated.

5. RECOMMENDATIONS

5.1 It is recommended that members:

- Note the regulations in relation to Pupil Premium Plus for Looked After Children
- Approve the policy in relation to the allocation of pupil Premium Plus above.

6. REASONS FOR RECOMMENDATIONS

6.1 The changes have been introduced by the Department for Education to reflect more effectively the particular challenges of supporting the education of looked after children.

7. BACKGROUND PAPERS

The conditions of grant for the pupil premium arrangements in 2014-15 are published on the Department's website and can be found here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/283193/Pupil_Premium_CoG_2014-15.pdf

8. CONTACT OFFICER

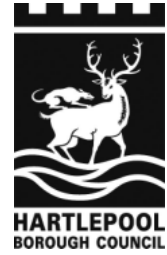
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CHILDREN'S SERVICES COMMITTEE

8 July 2014



Report of: Director of Child and Adult Services

Subject: PRIORITY SCHOOLS BUILDING PROGRAMME
PHASE 1 (PSBP)

1. TYPE OF DECISION/APPLICABLE CATEGORY

Non-key

2. PURPOSE OF REPORT

- 2.1 To provide an update on the progress of the Priority Schools Building Programme (PSBP) and to seek approval for the Section 278 works required at Barnard Grove Primary School and Holy Trinity CE Primary School.

3. BACKGROUND

- 3.1 Three Hartlepool schools are part of the North East 2 (NE2) Capital batch of schools benefiting from the PSBP, namely Barnard Grove Primary School, Holy Trinity CE Primary School and Manor College of Technology. There are seven schools in the NE2 batch with an estimated total value of £63 million. The other Local Authorities in the batch are Redcar and Cleveland, Stockton and Sunderland.
- 3.2 The Education Funding Agency undertook a procurement process to appoint the contractor utilising the Partnerships for Schools Contractors Framework. The selected panel member is Kier Construction with Nexus as their IT infrastructure partner.

4. PSBP UPDATE

- 4.1 Client Engagement Meetings (usually six in total for each school) have been held with each Hartlepool school. The Client Engagement Meetings (CEM) allowed the schools and Kier to develop the designs of the schools so that the final plans meet school specific requirements as far as possible within the budget available and the restrictions of the EFA baseline designs. The meetings involved representatives from the schools, the Council, the Education Funding Agency (EFA) and Kier.

- 4.2 The EFA baseline designs were used as the basis for the initial design proposals put forward by the architects, using the Key Design Drivers identified by each school to inform design development. Each meeting saw design changes based on the previous discussions with the schools, with the final meetings achieving design sign off by the EFA.
- 4.3 Meetings with Planning Officers, Traffic and Transport officers and Sport England representatives were held during the CEM period to ensure a smooth transition to the next phase of the process.
- 4.4 Further meetings with the schools, the Council, EFA and Kier commenced in April 2014. These meetings consider the detailed design element of the project and will continue into May/June 2014.
- 4.5 Public Consultation meetings have been held in all three schools allowing local residents, parents/carers and pupils to consider and comment on the design proposals prior to the planning application. All planning applications were scheduled for submission before the end of May 2014.
- 4.6 Contract signature for each scheme is planned for July/August 2014.

5. FINANCIAL CONSIDERATIONS

- 5.1 As part of the design proposals for Barnard Grove Primary School and the location of the new school on the site, a new entrance has been developed from King Oswy Drive. This requires Section 278 works to be undertaken as part of the project. Kier has supplied an estimate of £35,926 for the scope and costs involved in the Section 278 works.
- 5.2 The design proposals for Holy Trinity require a widening of the current entrance to allow for delivery vehicles to access the site. This also comes under Section 278 works. Kier has supplied an estimate of £9,599 for the scope and costs involved.
- 5.3 The Memorandum of Understanding (MOU) for each scheme was signed by the Council in Summer 2013 and identifies that the Council would be expected to fund any works which may be required pursuant to section 278 of the Highways Act. If approved by Children's Services Committee it is planned that this will be funded from the Schools Capital Maintenance budget.
- 5.4 The Council's Highways, Traffic and Transport team have been provided with the information regarding the Section 278 works for both schemes and has been asked to provide estimates for carrying out the work in-house. If the estimates are in line or below the Kier quotes, the work will be commissioned with the Council's Highways team.

- 5.5 If using Kier for the delivery of the works, payment for the Section 278 works at Barnard Grove and Holy Trinity Primary Schools will need to be paid to the EFA at contract signature in July/August 2014.

6. LEGAL CONSIDERATIONS

- 6.1 The Memorandum of Understanding was a statement of intent that was signed by the Headteacher, Chair of Governors of each school and the Director of Capital at the EFA. It was also signed by the Chief Executive on behalf of the Council. The MOU gave assurances that all parties were aware of what their roles and responsibilities would be as part of the programme.

7. RECOMMENDATIONS

- 7.1 It is recommended that the Children's Services Committee
- note the report;
 - approve the funding of the Section 278 works at Barnard Grove Primary School and Holy Trinity CE Primary School through the Schools Capital Maintenance budget.

8. BACKGROUND PAPERS

Cabinet report – 24 October 2011
Children's and Community Services Portfolio report – 4 December 2012
Cabinet report – 4 February 2013
Children's Services Committee – 30 July 2013
Children's Services Committee – 7th January 2014
Children's Services Committee – 1st April 2014
Children's Services Committee – 6th May 2014

9. CONTACT OFFICER

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CHILDREN'S SERVICES COMMITTEE

8 July 2014



Report of: Director of Child and Adult Services

Subject: PRIORITY SCHOOLS BUILDING PROGRAMME
PHASE 2 (PSBP)

1. TYPE OF DECISION/APPLICABLE CATEGORY

Non - key

2. PURPOSE OF REPORT

- 2.1 To provide information on the second phase of the Priority Schools Building Programme (PSBP).

3. BACKGROUND

- 3.1 On 1st May 2014, the Government announced a further phase of the Priority School Building Programme, with a value of c.£2 billion. The new phase is a 5 year programme (2015/2021) to undertake major rebuilding and refurbishment projects in those schools in the worst condition.
- 3.2 The announcement makes it clear that only a relatively small number of projects will be accepted onto the programme with the funding entirely capital based.

4. SUBMITTING EXPRESSIONS OF INTEREST

- 4.1 Expressions of interest can be made for an entire school site, or for one or more individual buildings which are in poor condition. Local Authorities may submit expressions of interest for any maintained school, as well as any academy that wishes to be included in the LA's submission.
- 4.2 The system for submitting expressions of interest is expected to go live in early June and will close on **18th July 2014**.

- 4.3 The DfE anticipates that applicants will be informed by the end of the year whether their application has been successful.

5. GENERAL PRINCIPLES

- 5.1 As part of the new phase, the Education Funding Agency has identified the following principles and priorities for the review and assessment of expressions of interest;
- Projects will be prioritised where the cost of meeting the need would necessitate a complete rebuild or major refurbishment of a school building;
 - Projects will be prioritised where the cost of continuing to maintain the site or building are so high that it makes better economic sense to address the need wholesale;
 - Schools which have recently received significant investment will be unlikely to receive funding as part of the programme;
 - Projects will not be included which aim to address the suitability of a school;
 - Expressions of interest will be tested against the DfE's knowledge of long term pupil demand;
 - Where there is a good case for increasing the size of the school at the same time as addressing the condition, the DfE will work closely with the LA to ensure that local basic need funding and PSBP funding can be pooled.

6. PROPERTY DATA SURVEY

- 6.1 The DfE will use information from the Property Data Survey to assess the scale and severity of condition need but will also seek further information on;
- Structural Building Issues – if appropriate a structural report will be required electronically;
 - Asbestos – the school's asbestos register, asbestos management plan and any surveys will need to be submitted to support expressions of interest for projects to address the presence of asbestos;
 - Recent capital investment – where an individual building has a cumulative capital investment (in excess of £0.5m) which has improved its condition need since 2011, applicants will be asked to provide further details of works undertaken;
 - Changes to building condition need since 2011 – expressions of interest may highlight any significant changes since the start of the DfE's Property Data Survey Programme in 2011 that have impacted on building condition.

7. CURRENT SCHOOLS CAPITAL PROGRAMME

- 7.1 Initial information based on school condition surveys and condition backlog data would indicate that a number of Hartlepool schools/academies may be eligible for submission of 'Expressions of Interest'.

As part of the ongoing maintenance of our schools, projects have been scheduled over the summer break to address condition issues across the educational estate. In light of the Government's announcement, consideration needs to be given as to whether non-essential works at the eligible schools are carried out during the summer prior to the Department's confirmation of which applications have been successful.

8. LEGAL & FINANCIAL REQUIREMENTS

- 8.1 As with the current phase of the programme, inclusion within Phase 2 of PSBP will be subject to acceptance by the responsible body:

- that the contract will be procured by a central body and that, for procurement purposes, each school will be batched together with a number of other schools not necessarily in the same geographic area;
- that the procurement will be based on baseline designs, unless a value for money alternative is identified;
- that they will be required to sign up to a Memorandum of Understanding and a Back to Back Agreement;
- that the Department will not be liable for the costs associated with any off site works as a result of the project;
- that if an applicant is successful and is accepted onto the programme they will be required to register the title of the site.

9. RECOMMENDATIONS

- 9.1 It is recommended that the Children's Services Committee

- note the report;
- delegate authority to the Director of Child and Adult Services, in consultation with the Chair of Children's Services Committee and the Schools Capital Sub Group, to submit 'Expressions of Interest' for any school which meets the criteria;
- delay the progression of any non-essential works at those schools identified as eligible for the submission of an 'Expression of Interest' until notification on successful applications has been released by the DfE.

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CHILDREN'S SERVICES COMMITTEE

8 July 2014



Report of: Director of Child and Adult Services

Subject: STATEMENT OF PURPOSE FOR EXMOOR GROVE
AND STOCKTON ROAD RESIDENTIAL UNITS

1. TYPE OF DECISION/APPLICABLE CATEGORY

Non-Key

2. PURPOSE OF REPORT

- 2.1 The purpose of this report is to present to the Children's Service Committee, the Statement of Purpose for Exmoor Grove and Stockton Road 2014/15.

3. BACKGROUND

3. The Children's Home National Minimum Standards 2011, amended in March 2014 require the authority to review its Statement of Purpose on an annual basis. The Annual report and statement of purpose provide families, carers, children and young people and other agencies with information relating to the service provided for children and young people within the unit.

4. PROPOSALS

- 4.1 Children's Services Committee approve Exmoor Grove Statement of Purpose 2013/14 is attached at **Appendix 1** and Stockton Road Statement of Purpose **Appendix 2**

5. RECOMMENDATIONS

- 5.1 Children's Services Committee are asked to approve the Statement of Purpose and Children's Guide in line with the Children's Home National Minimum Standards 2011.

6. REASONS FOR RECOMMENDATIONS

- 6.1 Stockton Road and Exmoor Grove are regulated statutory services of the Council and as such Children's Services Committee, having the responsibility for Children's Services, requires information about how services are delivered and their effectiveness.

7. BACKGROUND PAPERS

- 7.1 Children's Home Regulations and National Minimum Standards 2011.

8. CONTACT OFFICER

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Statement of Purpose

April 2014

Exmoor Grove

PROVIDING SHORT BREAK AND RESIDENTIAL CARE FOR CHILDREN WITH LEARNING DISABILITIES



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CONTENTS	PAGE
<u>Caring for Children</u>	
A statement regarding the purpose and ethos of Exmoor Grove and a description of the needs of the children and young people it supports.	3
Criteria for accessing the service.	4
<ul style="list-style-type: none"> How the staff will help the young people to enjoy and achieve. 	4
<ul style="list-style-type: none"> Support a young person's cultural, linguistic and religious needs 	5
<ul style="list-style-type: none"> Promote contact between children and their family and friends 	5
<ul style="list-style-type: none"> Consult with young people about the quality of their care 	6-7
A statement regarding the home's Anti Discriminatory Practice and Children's Rights	7-8
Exmoor Grove Location and description	8 - 9
Safeguarding, Preventing Bullying and The Missing Child Policy	9-10
Admission of Children to Exmoor Grove	11
How to Complain	12 - 13
<u>Children's Behaviour</u>	
Surveillance and Monitoring of the Children	14
Supporting Behaviour	14 - 16
<u>Contact Details</u>	17
<u>Education</u>	
Supporting Young People with Special Educational Needs	18
Catcote School Contact Details	18
Springwell School contact details	18
<u>Health</u>	
Health Care	19
<u>Staffing Matters</u>	
Exmoor Grove Staff	21
Responsibilities & Qualifications of Specialists & Personnel	22-25

Caring For Children

PURPOSE AND ETHOS OF EXMOOR GROVE

16 Exmoor Grove will provide planned, regular breaks and residential care for children and young people. The service will ensure that positive outcomes are achieved for all children and young people using the service. These outcomes are identified in "Every Child Matters" as:-

- Helping children to be healthy
- Ensuring children stay safe
- Encouraging children to make a positive contribution
- Supporting children in achieving economic wellbeing
- Ensuring children are given the opportunity to enjoy and achieve.

16 Exmoor Grove is provided by Hartlepool Borough Council as part of a range of resources to meet the needs of children and their families. 16 Exmoor Grove does not operate in isolation and great importance is attached to the need to work in partnership with the range of services and people involved with each individual child accessing the service.

We aim to provide a stimulating, creative and varied environment that promotes the child's development and maximizing their quality of life and opportunities. We also aim to meet the wide range of differing needs by providing short breaks as a positive and flexible service. We aim to work with young people to promote self esteem, confidence and independence, enabling the young people to make informed choices about their lives, whilst helping maintain them within the family home where possible.

Outcomes

Our young people are

- *Listened to by the adults who care for them*
- *Treated as individuals*
- *Encouraged and supported to develop their independence*
- *Encouraged to develop healthy relationships*

Our young people can:

- *Experience safety and stability*
- *Rely on the adults who care for them to keep them safe*
- *Experience ownership of/pride in their environment*
- *Have a positive experience of family style living*
- *Participate in the life of the local community*
- *Form positive attachments*
- *Experience success*

CRITERIA FOR ACCESSING THE SERVICE

The service is available to children and young people of either gender, aged from five years, ordinarily up to the child's eighteenth year. However to ensure a seamless transition to adult services this may be extended past the eighteenth birthday if it is deemed in the best interests of the young person. The criteria for accessing the service is as follows:-

- The child must have a learning disability
- The child must also have associated challenging behaviour categorised as mild to moderate.

The level of service provided will be dependent upon the needs of the individual child and family. Once a young person reaches the age of 18 years, they will transfer to adult services

We will liaise closely with health professionals to ensure that children who require medication are able to safely access our service.

ENCOURAGING CHILDREN TO ENJOY AND ACHIEVE

Exmoor Grove aims for children and young people to attend and enjoy school. During term time children will be supported to continue with their education. Staff at Exmoor will assist children with any homework or afterschool activities they may be involved in.

The staff at Exmoor Grove have built strong positive links with both the local primary and secondary schools. Staff appreciate how important effective communication is and we regularly use home school books to communicate and or telephone conversations where appropriate.

Leisure Time

We support our young people to socialise and integrate in the community. We aim to encourage young people to foster interests they can pursue on leaving our care and learn how to make positive use of their leisure time and have fun.

We enjoy trips to the cinema, bowling, walking, swimming, and trips to theme parks, museums, play grounds and the beach. We also arrange visits to special events such as football matches and concerts. Young people also have the opportunity to attend after school clubs. We will try our best to encourage young people to maintain any special interests they may have and try a variety of new ones.

Outcomes

- *Our young people play and have fun*
- *Join clubs and make friends locally*
- *Gain skills and interests which can last a lifetime*
- *Experience positive relationships which will help them to form healthy relationships as adults*
- *Are supported to achieve the best possible outcomes educationally due to close liaison by staff with the school staff.*

SUPPORTING AND ENCOURAGING CULTURAL, LINGUISTIC AND RELIGIOUS NEEDS

The adults in Exmoor Grove actively promote and respect a young person's culture and heritage. The staff at Exmoor Grove work as creatively as is possible to ensure that the racial, cultural, religious and linguistic needs of young people from ethnic minorities are catered for and regarded as paramount. The main emphasis is to ensure that young people receive the necessary care/opportunities to enable them to feel comfortable in their own cultural setting without experiencing the loneliness and isolation which are part and parcel of the feeling of 'not quite belonging'. This can only be achieved by ensuring that young people develop a sense of their own cultures.

In order to ensure that a young person's cultural, linguistic and religious needs are met, Exmoor Grove has incorporated hours into the staff role to ensure we address the Multi-cultural/anti-discrimination, aspect of our young people's needs. They will do this by developing, promoting and monitoring a wide variety of practices in relation to supporting the young person's racial, cultural, religious and linguistic needs. These include; monitoring the home's anti-discrimination, anti-racist practices and for keeping the issues alive; where appropriate, encouraging the appointment of an independent visitor or family of the same ethnic origin who are willing to befriend the young person; researching the availability of clothes and food shops in relation to different religious creeds, the availability of relevant churches; being aware of multi-cultural festivals, shows and dance; ensuring that the home is stocked with multi-cultural toys, music, books, films and ensuring that all staff are taught how to use multi-cultural toys; ensuring that the home's menu reflects a cultural richness; maintaining awareness on the different health, skin and hair needs of young people from ethnic minorities.

Outcomes

- *Our young people are supported to maintain their faith if they wish to*
- *Our young people are helped to understand and respect other faiths*
- *Our young people's cultural needs are supported*

PROMOTING CONTACT FOR CHILDREN AND YOUNG PEOPLE

Contact with Family

Exmoor believes that it is essential for a young person to maintain their family and social networks. The staff, therefore, actively promote the principles of partnership with parents and carers and encourage as much contact (direct, letters or phone calls) as is deemed healthy for the young person with family and friends. In cases where the Court has ruled contact with any person to be not in the best interest of the young person, the staff will do what is possible to uphold this ruling. The staff at Exmoor take full responsibility for facilitating direct contact with significant others and provide the following support for young people who reside with us residentially or on a shared care basis:

- escorting young people off site to contact visits and supervising the sessions;
- visits may take place at Exmoor again supervised by staff where appropriate.
- supervised outings with families;
- special festivities, such as organising a Christmas Day for a young person and their family on site. The same can be done for birthdays or other special occasions;
- Exmoor Grove staff, encourage families to join in mealtimes.

Contact with Friends

Exmoor is committed to ensuring that young people are able to develop and maintain both new and old friendships. Consequently, the staff encourage young people to, by mutual agreement, bring their friends home to spend time with them and have dinner.

Where needed, an adult will help the young person to negotiate friends visiting them and help them gain the necessary social skills to maintain friendships.

Outcomes

- *Our residential young people maintain relationships with family and friends*
- *Our young people experience minimal rejection*
- *Our young people understand their family and their position within it*
- *Our residential young people understand why they no longer live within their family*
- *Our short break children understand the reasons why they spend time with us.*
- *Families understand their young people's needs*
- *Our young people experience consistent, safe boundaries*
- *Family contact is a safe and meaningful experience for our young people*

Consulting with young people about the quality of their care

Each young person that accesses Exmoor Grove is encouraged to 'have their say' in relation to the care provided. This is encouraged through various discussions, both formal and informal. These discussions include; children meetings, where the young people are encouraged to talk about things that concern them regarding the running of the home, in particular our young people like to have involvement and organise activities and menu choices.

Staff also consult with young people informally on a daily basis for example children choose the activities they want to undertake and wherever possible the staff and young people they wish to undertake the activities with on a daily basis.

Within Exmoor Grove we believe that the young people should have a say in who should support them in their journey to a happy and fulfilled adulthood. Therefore, we ask that the young people meet potential staff members and ask questions of the candidates during the interview process. We also believe that family members should also have an input so we have designed a parental questionnaire for potential candidates based on questions family members requested during consultation.

Finally, each young person who resides at the home is invited to personalise their bedroom, from the colour of the walls to the soft furnishings that make a house a home. Young people are also consulted on the décor and furnishings of the communal areas of the home.

Outcomes

- *Our young people are involved in decision making in their home*
- *Our young people are consulted about the quality of their care*
- *Our young people feel respected and valued*
- *Our young people feel they are listened to*
- *Our young people can express their views and recognise that they are acted upon*

Anti Discriminatory Practice and Children's Rights

Within Exmoor Grove we have various Policies and Procedures that the staff follow throughout their day to day support of the young people. One such policy, which is implicit in our support of young people, relates to Equality, Diversity and Rights.

Exmoor's Policy and Procedure adheres to Regulations 11, 19 and 20 of The Children's Homes (Amendment) Regulations 2011 and the associated guidance Volume 5 of the Children Act 1989 (para. 2.33) and Standard 2 of The National Minimum Standards.

To promote our Policies, the staff within Exmoor Grove ensure that each young person has their Rights upheld. For example, each young person will be encouraged and provided with the necessary resources to practice and preserve their racial, cultural, religious and linguistic background irrespective of their ability, sex or any form of disability. Examples of this include; where a young person wishes to attend a religious service, the staff will identify the appropriate church, synagogue, mosque or temple and plan for the young person to be introduced to such. Where a young person experiences a disability affecting their movement, the staff will ensure that any activity that is planned accommodates the young person's disability and enables them to feel included.

Furthermore, as previously stated on page 4, Exmoor ensures the promotion of Anti Discriminatory Practice and Children's Rights by the inclusion of a Multi-Cultural/Anti-Discrimination role into current staff hours which will allow co-ordination, monitoring and development of our services in this area.

Alongside these measures, Exmoor believes in developing a cultural richness in all young people irrespective of their cultural heritage. It is believed that this richness has considerable developmental and self-fulfilment advantages as well as developing in young people, a greater respect for other cultures and, hence, a reduced propensity to develop racist tendencies. The staff therefore organise regular cultural theme evenings and aims at providing group outings and opportunities to experience a variety of cultural music, shows, films, food and festivals.

Exmoor Grove is committed to promoting young people's rights as outlined in the European Children's Rights Legislation and the Children Home Standards and Regulations.

We work with our young people to help them understand their rights and respect each other's rights and learn that we have responsibilities which relate to each other's rights. We encourage our young people to speak up if they feel their rights are not being respected.

If they cannot speak to us we display contact numbers for NSPCC, Ofsted, NYAS and Child line. We also encourage and facilitate our young people to meet with Social Workers and other professionals in private

Outcomes

- *All young people, family members and team members are treated equally and fairly*
- *We promote equal opportunities and good relations*
- *We believe that all our young people no matter what their circumstances should have the same opportunities as their peers.*
- *We celebrate and value our uniqueness and diversity as well our common humanity*
- *Our young people have the right to feel safe*
- *Our young people have the right to learn*
- *Our young people have the right not to be hurt*
- *Our young people have the right to be heard*

Exmoor Grove Location and description

Exmoor Grove is situated in a local residential area a short distance from the town centre. It is close to local amenities and there are bus stops nearby and a regular bus service to the town centre. The home is in a good position to access leisure centres, the cinema and local swimming pool.

Exmoor Grove is a purpose built bungalow which has a communal lounge, separate dining room, kitchen and laundry. A large playroom is available which is equipped with toys and games.

There are eight bedrooms all single occupancy. Each bedroom is individually decorated in either a calm muted colour scheme or in a bright colourful one to suit the needs of individual children. Every effort will be made to allow children to choose which bedroom they would like to use and personalise it with their own bed linen and personal possessions.

The unit has recently had an extension added to it this incorporates 2 of the bedrooms one with an en-suite and one with a wet room and a separate lounge. These can be kept separate from the main house to allow our residential child to have a separate private area away from the main unit.

There are two bathrooms, and an adapted shower room. Taps in all bathrooms are thermostatically controlled.

The property is equipped with a fire alarm system including emergency lighting. There are smoke and heat detectors throughout. Additionally, there are weekly tests of the fire alarms and checks of the fire extinguishers and they are serviced annually by approved contractor. When equipment has been used or damaged, arrangements are made for its immediate replacement.

Full evacuations are carried out monthly on different days and at different times including one night evacuation per annum to ensure the young people are as prepared as possible in case of a fire. Fire evacuation notices are available in widgeit format for our young people and are displayed around the home.

There are two offices available for staff.

The bungalow has a large secluded garden which includes a large sandpit with a climbing frame, a large bucket swing and a roundabout. There is a wide variety of seasonal toys available including paddling pools and football posts. The garden has security fencing to its perimeter.

Outcomes

- *Our young people have a homely environment*
- *Our young people enjoy going to school and coming home at the end of the day*
- *Our young people are encouraged to have a healthy active lifestyle and to stay safe*
- *Our young people are kept safe from risks of fire and accidents*
- *Our young people learn awareness of risks of fire and importance of drills/evacuations*
- *Our young people live and learn in an environment which is risk assessed and reviewed regularly, where health and safety is taken seriously and issues addressed promptly*
- *Our young people learn how to recognise risks in the environment and to keep themselves safe from harm*

Safeguarding, Preventing Bullying and The Missing Child Policy

Safeguarding

Safeguarding and promoting the welfare of children and young people at Exmoor Grove means encompassing the main criteria outlined by relevant legislation & guidance which includes:

- Protecting children from any form of maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children are growing up in an environment consistent with the provision of safe and effective care;
- Undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

Exmoor Grove staff will endeavour to meet these objectives primarily through the promotion and implementation of the following:

- Safeguarding Policy and Procedure which adheres to local guidelines; Child Sexual Exploitation Policy and Procedure which sets out to protect children from sexual exploitation; safe recruitment policies which follow DfES guidelines; National Minimum Standards 2011 & Children's Homes (Amendment) Regulations 2013; positive behaviour management policies which emphasise positive reward; training in safe physical handling of young people; confidentiality policy; home/school security and vetting/'chaperoning' of visitors; clear policy titled The Missing Child Policy which includes agreement from the young person's Social Worker about the steps taken to prevent young people from becoming a Missing Child as well as the steps taken should a young person become a Missing Child. The Missing Child Policy also includes a joint agreement with the local police regarding protocols regarding the management of an incident whereby a young person becomes a Missing Child; a comprehensive anti-bullying policy.
- Child's Care Plans which have detailed knowledge regarding the medical needs of young people and risk assessments to promote safe activities and young people's participation.
- Exmoor Grove staff will provide a culture which is consistent with boundaries which are geared to providing positive healthy emotional and physical development.

Preventing Bullying

Exmoor Grove has a strong commitment to young people to prevent bullying. Due to the high staffing ratios at Exmoor Grove to date bullying has never been an issue.

However, it is the policy of Exmoor Grove that all staff remain vigilant for signs of young people being bullied, if discovered to work proactively to reduce any incidents of bullying and to intervene quickly in the event of any bullying taking place.

In the event of any young person being bullied; top priority will be given to protecting the individual from further incidents. All reports of bullying are to be recorded immediately after the event and the young person being bullied, as well as the young person doing the bullying, is invited to add their views. The reports are then reviewed by the home's Manager and Independent Visitor to ensure that appropriate steps have been taken to protect the young person being bullied and to assist the bully to positively change their behaviour.

Outcomes

- *Our young people enjoy a safe and happy childhood*
- *Our young people are able to approach the adults who care for them if they have any concerns about their safety*
- *Our young people understand what bullying is and that the adults who care for them will intervene if it occurs*

The Missing Child Policy

Exmoor Grove will do everything possible to ensure that all young people are protected from harm. Due to high staffing levels and the nature of our service children do not as a rule go missing from the home.

However any young person who went missing from the home will be treated seriously and all relevant professionals and family will be immediately informed.

Exmoor Grove would work very closely with the police in relation to any young person who went missing and has a signed agreement in place. Exmoor Grove thus follows the local 'Runaway and Missing from Home and Care' protocol.

Where a child leaves the home without permission and is believed to be at risk, the Home will immediately contact the police in line with the Agreement. Exmoor's procedures also consists of a follow and search policy and the staff will actively attempt to locate the whereabouts of the child and to safely return them to Exmoor Grove. At the core of the policy is that if a young person attempts to leave staff supervision, a staff member will follow them and keep them in sight as far as is possible.

Outcomes

- *Our young people are discouraged from running off and helped to understand the dangers of doing so*
- *Our young people know that if they are missing, no matter what the reason, we will be looking for them immediately*
- *Our young people are encouraged to help us to understand the motivation/circumstances surrounding their going missing in order to prevent a reoccurrence*
- *Our young people know that we will involve parents and professionals with actions and planning should they go missing*

Admissions and introductions to the service

Admission to the service follows an assessment of need by a social worker and a decision by the Resource and Placement Panel who will look closely at the assessed needs of the child and how best these needs can be met.

In an emergency situation Exmoor Grove can admit a child without panel approval, but the child must meet the criteria for the service and with the approval of the Head of Business Unit Resources and Specialist Services.

Exmoor Grove can provide overnight stays for eight children and young people at any one time. This number will not be exceeded under any circumstances.

Once it has been decided that a young person will access the service, an individual plan will be formulated with the family, the child and the social worker to introduce the child to the service and facilitate a consistent and smooth transition for the child and reassure parents and carers that the child is comfortable and confident within the unit. A 'Child Appreciation' day will be held, involving the family and all professional's involved in the life of a child/young person.

This plan will be individual to each child; it will begin with a visit to the service by the child with their parents/carers, at this visit a key worker will be arranged for the child. This will be followed by planned tea visits as many as it takes for the individual child to feel comfortable accessing the service. This will then be followed by longer day care sessions and eventually overnight stays if required.

Prior to the visits beginning the child's social worker will be expected to provide all appropriate documentation as set out in the National Minimum Standards this will include all information required for the child's placement plan and to ensure the care provided meets the child's assessed needs. Care will be taken to ensure that the needs of all children will be fully met, and that children will be 'matched' with others and appropriate staffing levels are in place. This is achieved by careful booking arrangements being in place.

After a three month period a review meeting is held to determine how well the introductory period has gone and whether the service is successfully meeting the identified needs of the child. Statutory Looked After Reviews are then held in accordance with legislative requirements. The outcomes following the review are recorded in the child's file and any changes to the placement plan are implemented by the registered person.

Once the young person is successfully introduced to the service their key worker will liaise initially on a minimum monthly basis with the parents/ carers to ensure the young person is fully supported during their time at Exmoor and any potential issues /problems are raised and dealt with as quickly as possible.

Outcomes

Our young people

- *Have an introduction tailored to their needs, wishes and feelings*
- *Experience a safe and secure home*
- *Have a sense of belonging and of being wanted*
- *Needs are met by an appropriate placement that can be flexible as their needs change.*

How to Complain

Exmoor Grove is committed to respecting the rights of the young people, those that represent the young people and others that Exmoor Grove serve, through the operation of a fair and easily accessible representation and complaints procedure.

Where problems cannot be resolved informally, no person or persons should feel afraid to formally complain. Under no circumstances will a complainant, or anyone on whose behalf the complainant is acting upon, suffer any negative consequences for using the procedure.

Dissatisfaction or Complaints can be addressed either directly, by telephone or by letter to either:

The Complaints Officer
Child & Adult Services
Hartlepool Borough Council
Civic Centre
Hartlepool
TS24 8AY

OR
OFSTED
Piccadilly Gate
Store Street
Manchester
M1 2WD
Tel No: 0300 123 1231

Copies of the complaints procedure are available on first entering the service and are also available within the establishment.

It is acknowledged that many disabled children have difficulty in understanding their rights and making their views known. We are constantly seeking ways to better support and encourage children to more easily express their feelings and opinions and the Home uses both pictures and the Widget system when communicating with young people.

If a young person or any other person feels more comfortable approaching another member of staff, there is no reason why they should not do so, but the Complaints Officer will still co-ordinate the complaints procedure. If the dissatisfaction is about the Complaints Officer, the complaint should be addressed to another staff member who will inform the Personnel Manager.

YOUNG PEOPLE ARE MADE AWARE THAT THEY HAVE A **CHOICE** OF WHO THEY CAN COMPLAIN TO. This includes:

- Parents
- Social Workers
- Key-Workers
- The manager of Exmoor Grove
- Independent Reviewing Officer
- Teacher
- Any trusted adult or staff member the child feels comfortable with

Informal Procedure

Where possible, Exmoor Grove will always attempt to resolve the complaint without the young person having to go through the anxiety of the formal procedure. This will entail allowing the young person to talk to a trusted adult and discuss the issues. If it is not possible to resolve the complaint in this way then the formal procedure will be started.

Where the formal procedure is required, Exmoor Grove uses 28 day time scales.

Securing Access to an Advocate

Any young person or person wishing to seek an appropriate advocate will be assisted in contacting their Local Authority by Exmoor Grove Manager.

Where a complaint is made, the young person's Local Authority and parents, where appropriate, will be informed. Where the complaint is a safeguarding issue, staff will follow the appropriate procedure of reporting.

Information

Complainants will be kept informed about their complaint and of the outcome, which will be provided in an accessible form taking into account any language or disability barriers.

Definitions

Independent Person: a person who is not employed by Exmoor Grove and has no financial interest in the home.

Outcomes

Our young people

- *Understand how to make a complaint*
- *Feel supported when they want to make a complaint*
- *Experience meaningful responses to complaints they make*

Children's Behaviour

Surveillance and Monitoring of the Children

Exmoor Grove provide a healthy balance of promoting the young person's right to privacy at the same time as protecting them from harm or risk taking behaviour. With this in mind staffing ratios are determined by the needs of the individual child.

The staffing ratio ensures that the staff are aware of the young person's whereabouts at all times and record this in the group daily log and, when necessary, in the young person's individual daily notes. Furthermore, consent is sought from those that hold parental responsibility for the use of alarms to fire exit doors, when appropriate and to a fob system on the front doors.

Outcomes

Our young people are

- *Safe physically and emotionally*
- *Actively engaged with trusted and reliable adults*
- *Able to have privacy with safeguards*

Supporting Behaviour

At the core of the ethos of the Home is that the promotion of positive behaviour and discipline is primarily based on good quality relationships between children and staff.

In view of the above, the adults recognise the importance of keeping the needs of the young people as paramount at all times. The staff undertake this by;

- making the young person feel safe
- providing high quality care practices
- providing sound management and organisation
- being consistent in the delivery of care and in the expectations of behaviour
- The establishment of good quality relationships based on mutual respect, care and honesty and which incorporate a general agreed consensus around the appropriate boundaries of behaviour and code of conduct by which we want to live.

Further to the above, it is recognised that many of the young people that come to Exmoor Grove have no inner controls in relation to expression of emotion and therefore, behaviour. Consequently we encourage the young person to take ownership over their behaviour through;

1. Participating in discussions around acceptable behaviour.
2. There is a system in place at Exmoor Grove to reward positive behaviour and for young people to actively earn rewards points by behaving in a positive manner.
3. Focusing on building inner controls which is primarily undertaken through building up positive attachment relationships, and key-worker time

Effective use of the young person's Behaviour Management Plan which identifies early preventative strategies which work for each child; the types of behaviour displayed and their risks; the stress factors leading to the behaviour and most effective strategies, including the restraint techniques if required, to keep the young person and others safe.

4. A consequence to the above is that; ownership of a more positive code of living will grow stronger as young people experience the benefits of living in harmony and experience a growth in self-respect which comes with improved behaviour. It will grow even stronger with a continued combination of good quality care, education around their social responsibilities and rights of others, and the internalisation of the code of conduct of the adults who they come to trust and respect.

Outcomes

Our young people

- *learn to manage feelings and behaviour*
- *build self-esteem*
- *enjoy success and cope with setbacks*
- *gain the confidence to explore the world around them*
- *experience less sense of difference*
- *develop tolerance, conflict resolution, social skills*
- *These skills help our young people to gain understanding of themselves and others and what it means to be part of a caring community*

Imposition of Sanctions/Responses to Behaviour

Exmoor Grove acknowledges that if verbal reprimands to negative behaviour are not sufficient, then sanctions may need to be imposed. However, when sanctions are used, they take into account the young person's age and level of understanding. They are relevant, fair, clear and to the point. The staff imposing the sanctions ensure that the reasons for sanctions and what they are trying to achieve, are fully understood by the young person concerned.

The staff strive to understand the reasons for negative behaviour so that the young person can be supported in addressing these issues and, therefore, positively change their responses to such. When considering sanctions, Exmoor Grove complies with regulations under *The Children's Homes (Amendment) Regulations 2011 (amended 2013) (regulation 17)*, which carry the force of law.

Certain sanctions if used are therefore **illegal** and are never used within Exmoor Grove. However, sanctions that may be imposed include; Fines for reparation; loss of electrical equipment i.e. TV or iPad; Restriction on leisure activities; Time Out.

Restraint/Holding/Physical Intervention

It is acknowledged that children with a disability can sometimes find verbal communication difficult; as a result difficult behaviour can become a form of communication. Every attempt will be made to resolve such difficult situations, and sanctions will only be imposed as a last resort and only if the child has the ability to understand the proposed sanction and its purpose.

These may include a restriction or a withdrawal of an activity or outing but would never include any form of corporal punishment or deprivation of food or drink. All sanctions will be appropriately and fully recorded.

All staff are trained in the use of P.R.I.C.E.

Protecting Rights In a Caring Environment is a nationally recognised training provider in how to safely and appropriately respond to challenging behaviour, delivering bespoke training and consultancy services to a wide range of social care and health organisations.

PRICE Training places a significant focus upon preventative strategies as well as the [de-escalation](#) and diffusion elements of supporting behaviour whilst recognising it is sometimes necessary to use Physical Intervention to hold a service user in order to protect their well being and the welfare of others.

The training programmes are designed to offer staff a 'toolbox' of skills and strategies to better deal with the everyday occurring situations that can escalate and develop into conflict, without compromising the ultimate welfare and safety of the service user or staff member.

Since 1994, the company has trained several thousand frontline workers in over 200 organisations across a diverse range of sectors, from residential homes (children & adult), therapeutic communities, EBD schools, NHS Trusts, Secure Unit provision, to services for adults with learning disabilities and [autism](#).

Physical restraint will be used only as a last resort when there is immediate danger to the child or another person or serious risk to property. If it is used it will follow the P.R.I.C.E. training techniques.

Outcomes

Our young people are kept safe by team members

- *Who are trained and verified in an accredited physical intervention qualification- PRICE*
- *who re-fresh their physical intervention training*
- *who have to get annual re-accreditation and verification*
- *who reflect on their practice*

CONTACT DETAILS

Responsible Person:

Sally Robinson
Assistant Director
Prevention, Safeguarding & Specialist Services
Hartlepool Borough Council
Level 4
Civic Centre
Hartlepool
TS24 8AY

Tel : 01429 266522

e-mail : sally.robinson@hartlepool.gov.uk

Registered Manager:

Sylvia Lowe
16 Exmoor Grove
Hartlepool
TS26 0XE

Tel : 01429 232634

e-mail : sylvia.lowe@hartlepool.gov.uk

LINE MANAGEMENT RESPONSIBILITY

Jane Young
Business Unit Manager
Child and Adult Services
Hartlepool Borough Council
8-9 Church Street
TS24 7DJ

Tel: 01429 405584

e-mail: jane.young@hartlepool.gov.uk

Education

Supporting Young People with Special Educational Needs

In order to help the young people experience a sense of achievement Exmoor Grove place's a strong emphasis on education.

Staff at Exmoor Grove have strong links with both the local special needs primary school, Springwell Primary School and the local secondary school, Catcote Academy. Staff collect and drop off children at the primary school thereby they have the opportunity to speak to teaching staff every morning and evening, this promotes positive communication between the home and school which is beneficial for the young people accessing both the Home and the school.

The staff communicate on a regular basis with the teaching staff from Catcote Academy via home school books and daily communication sheets which staff fill in and send with the young person to school.

Staff at Exmoor support the young people fully in their educational attainment as such they attend parents evening for the young person who resides at Exmoor Grove, they also attend sports days, concerts and plays for all the young people.

Outcomes

Our young people

- *Gain skills and experience*
- *Have ambitions for the future through education*
- *Are engaged in an education programme suitable for their individual needs based on appropriately modified National Curriculum Levels*
- *Can develop their full potential and learn new skills*
- *Develop appropriate learning patterns*

Contact Details

Karl Telfor
Springwell School
Throston Grange Lane
Hartlepool

Tel: 01429 280600

Alan Chapman
Cadcote Academy
Cadcote Road
Hartlepool

Tel: 01429264036

Health

Staff at Exmoor Grove aim to promote a healthy lifestyle and there is a no smoking and alcohol policy in operation. Each young person is encouraged to undergo a regular medical examination in order to protect and promote good health.

For any child whom it is appropriate, a record of medication is maintained and parents are expected to sign in the required amount of medication prior to the child's stay. All medication must be brought in original packaging with the child's name dosage and directions clearly printed on the label.

Responsibility for administering medication is allocated on the monthly rota and it is the responsibility of the allocated person to nominate a second member of staff to assist in the dispensing of the medication and to counter sign records.

If a child becomes ill during their stay at Exmoor Grove, parents will be contacted and the child may be sent home.

Should medical assistance be required, families will be notified and if possible the family GP contacted however in the case of an emergency, help will be sought from The Accident and Emergency Department of North Tees Hospital.

Staff at Exmoor Grove are fully aware of the importance of a healthy diet and physical exercise for the young people in their care and constantly strive to promote the importance of both to the young people. Examples of this are: - management and staff have introduced a simple traffic light system for meals to assist children to make more informed healthier choices. Staff have purchased a Wii Fit and Wii Bicycle to complement the Wii Sports package children already had access too as they know the importance of ensuring being healthy is fun for children. Staff have also purchased an Xbox 360 with connect and several keep fit games including Dance and Zumba. Children are actively encouraged to use this equipment and staff regularly give out certificates for fitness achievements.

Staff will seek advice, guidance and support from appropriately trained health care practitioners as required. This will be dependent on the needs of the individual young people accessing the service.

Examples of health care professionals that Exmoor Grove staff do and have worked in partnership with are:-

- The local Epilepsy Nurse
- LD CAHMS
- Child's GP
- Consultant Paediatrician
- Consultant psychiatrist
- Continence Nurse.

Outcomes

Our young people have

- *comprehensive physical, mental and emotional health assessments*
- *healthy meals which include our young people's choices*
- *experience of a variety of foods from all around the world*
- *a wide variety of physical activities*
- *enjoy healthy activity and have fun*
- *help to feel good, care about themselves and plan for a positive future*

Staffing Matters

Exmoor Grove is staffed according to the needs of the individual children accessing the service on any given day. In general there will be 3-4 Residential Social Care Officers on any day shift which can include either the deputy manager or a shift leader. However this will be increased depending on the needs of the children accessing the service on any given day. The manager works a shift system over a seven day period between the hours of 9am and 8pm to ensure regular contact with all children accessing the unit.

Exmoor has implemented an annualised rota system; this is to maximise the flexibility of the staff team to best meet the needs of the young people accessing the service.

Where it is not possible for Exmoor staff to cover required shifts, then Exmoor Grove will utilise its own team of dedicated Bank Staff. Of the staff on duty, at least 50% will be permanent members.

Exmoor is open Monday to Sunday. The shift pattern is 3pm until 9.15pm Monday to Friday and 9am until 9.15pm Saturday and Sunday. The extended shift pattern on a weekend was found to be beneficial to the young people accessing the service as it minimised the disruption caused by changing shift mid way through the day and it allows staff and young people the opportunity to access activities further afield than was possible when staff were required to finish at 3pm.

During holiday periods Exmoor will offer extended day care and additional overnight care as required and assessed by social workers.

During the night Exmoor has two dedicated waking night officers on shift from 9pm until 9.15am and an additional sleep over member of staff as required.

Exmoor Grove also employs one domestic working twenty two hours per week and two cooks working thirty eight hours per week between them.

STAFF DEVELOPMENT AND SUPERVISION

Staff members participate in a wide range of courses provided through Children's Services training section. This includes all training specifically required by the National Minimum Standards. NVQ Level 3 in Caring for Children and Young People is the recognised qualification for residential childcare workers.

The training, practice and overall development of each staff member is monitored through formal supervision by the management team, and a record is kept of each session which is signed by both parties and lists the date and length of the supervision.

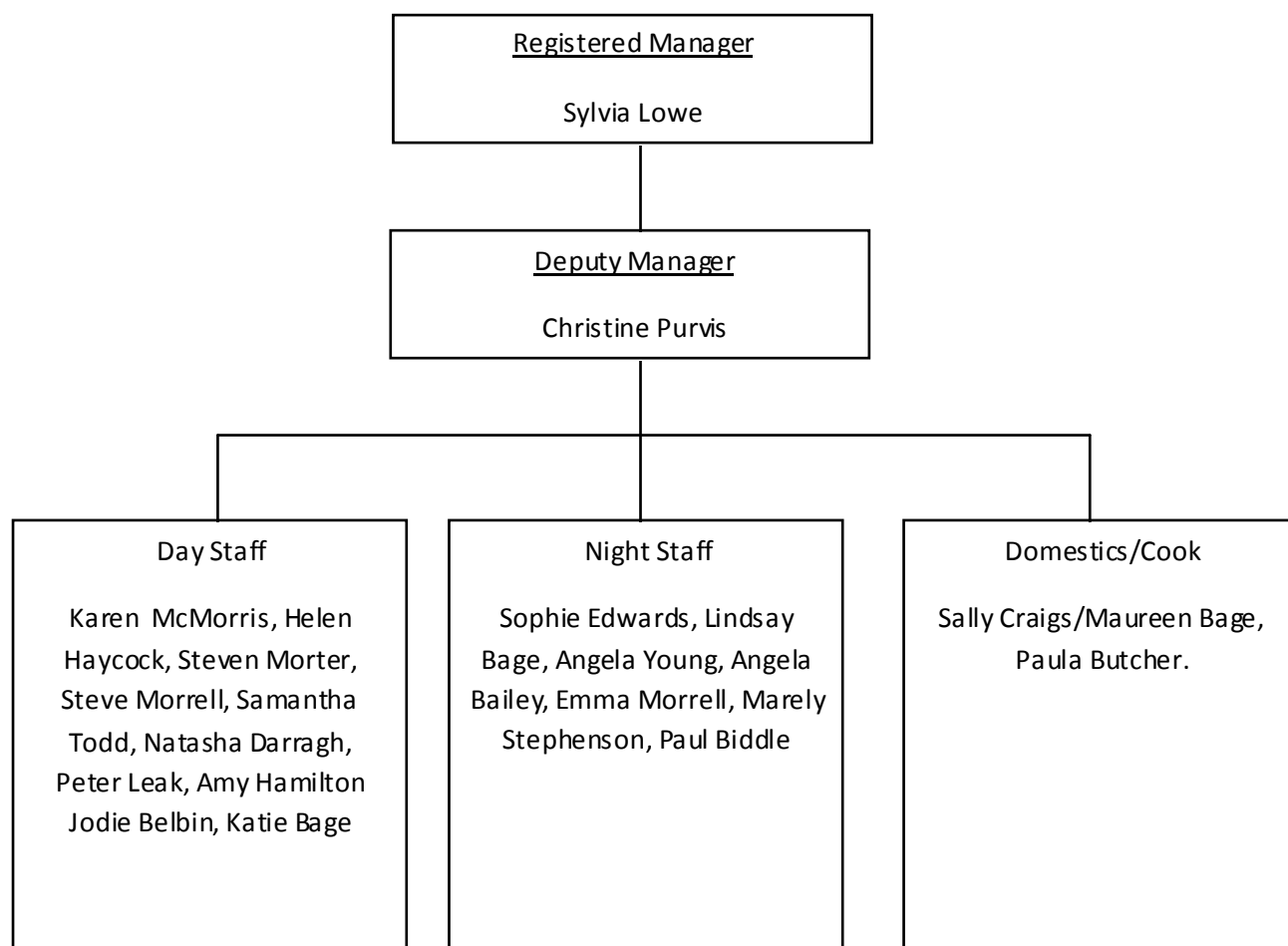
Once a year every member of staff has their performance appraised in accordance with Hartlepool Borough Council policy by the manager or deputy manager. The appraisal includes current performance, targets for the coming year and agreed training objectives as part of a personal training plan.

STAFF MEETINGS

Staff meetings take place at least once a month. The purpose of the meetings is to discuss the young people using the service and the service provision.

There is also an opportunity to meet other professionals who can give valuable input in setting up strategies to meet the needs of children who have complex needs.

STAFFING CHART – 16 EXMOOR GROVE



STAFF PEN PICTURES

Sylvia Lowe, Manager – Qualifications: B A Hons History, DIPSW, DIPHE, NVQ 4 Management, PQ 1, B A Hons Specialist Award Children and Young People, Safeguarding Children, First Aid, PRICE Training, Fire Safety, Medication Training, Risk Assessment for managers, Bullying Awareness Training. Currently undertaking Level 5 Care Leadership for Health & Social Care.

Experience: Sylvia has over twenty years experience in working in a social care setting. She spent five years as a residential support worker in a home for adults with learning disabilities and challenging behaviour. She then moved to the TNEY Trust working for 2 years as a Community Support Worker before being promoted to Area Coordinator, during her 3 years as Area Coordinator Sylvia assisted in the setting up and management of a respite unit for two teenage boys with learning disabilities and significant challenging behaviour. Following this Sylvia moved to Hartlepool Borough Council where she worked as a Social Worker in a children and families team for two years before taking up her current position as Unit Manager of Exmoor Grove, a position she has held for ten years.

Christine Purvis, Deputy Manager – Qualifications: NVQ 4 Management, NVQ 4 Children and Young People, Child Protection for Managers, First Aid, Moving and Handling, PRICE Training, Fire Safety, Medication Training, Key worker Training, Bullying Awareness Training.

Christine has over twenty five years experience working in social care. She has worked in a variety of settings including elderly care, adults with learning disabilities, a supported living setting and six years in her current position as Deputy Manager of Exmoor Grove

Karen McMorris, Residential Social Care Officer – Qualifications -Karen has an NVQ 3 in children and young people. An NVQ 4 in Social Care. Karen has completed all mandatory training including Child Protection, First Aid, Moving and Handling, PRICE Training, Basic Food Hygiene, Bullying Awareness, Medication Training.

Experience- Karen has over twenty years experience in residential child care in her current position as a Residential Social Care Officer at Exmoor Grove.

Katie Bage, Residential Social Care Officer – Qualifications: NVQ 3 Health and Social Care, ILA Team Leading, Child Protection, First Aid, Moving and Handling, PRICE Training, Fire Safety, Administering Medication and Key Worker and Working with Parents training. NVQ 3 Children and Young People completed 2012.

Katie has spent two years as a member of Exmoor Grove's temporary Register working on a casual basis before successfully gaining a post in April 2011. Katie successfully gained a senior post in October 13

Stephen Morter, Residential Social Care Officer – Qualifications: NVQ 3 Children and Young People. Stephen has completed all his mandatory training including:- Safe Guarding Children, First Aid, Moving and Handling, PRICE Training, Basic Food Hygiene, Bullying Awareness, Medication Training.

Stephen has over eight years experience in social care, he worked for the TNEY Trust for four years as a Community Support Worker and Residential Social Care Officer before joining Exmoor Grove as a Residential Social Care Officer a position he has held for eight years.

Helen Laycock, Residential Social care Officer - Qualifications: NVQ3 Advanced Health and Social Care. NVQ3 Children and Young People. Helen has completed all of her required mandatory training including:- First Aid at work, Fire Safety, Safeguarding Children, Moving and Handling, Basic Food Hygiene, Bullying Awareness and Medication Training.

Helen has over seven years experience of working with children, she spent three years in paediatrics as a physiotherapist's assistant and five years at Exmoor Grove.

Jodie Belbin, Residential Social Care Officer – Qualifications: BTEC National Diploma in Biomedical Sciences, NVQ3 Children and Young People, NVQ 4 Health and Social Care Children and Young People.

Jodie has completed all of her required mandatory training including:- First Aid at work, Fire Safety, Safeguarding Children, Moving and Handling, Basic Food Hygiene, Bullying Awareness and Medication Training.

Jodie has over seven and half years experience of working with children with disabilities at Exmoor grove. Jodie successfully gained a full time senior post October 13.

Samantha Todd, Residential Social Care Officer- Qualifications: G.N.V.Q Health and Social Care, AVCE Health and Social Care, Joint Hons Degree Children Play & Playwork Studies and Childhood Studies 2:1, Fire Safety, Manual Handling, Person Centred Planning, PRICE Training, First Aid, Food Hygiene, Administering Medication & Key Worker and Working with Parents Training.

Samantha has experience of working with children 0- 18 in a variety of settings including nurseries, primary schools and after school clubs. Samantha joined Exmoor Grove in April 2011.

Lindsay Bage, Dedicated Waking Night Officer- Qualifications: NVQ level 2 and 3 in Social Care, Special Needs Assistant Certificate, A1 Assessors Award, Care of Medicines Foundation Module, PRICE Training, Fire Safety, Manual Handling, Key Worker and Working with Parents Training, Safeguarding Children, First Aid and Fire Safety.

Lindsay has experience of working in a day nursery with children aged between 0-5 years old, she has managed a children's play area and has supported disabled children in the community. Lindsay joined Exmoor Grove in April 2011. Lindsay was successful in gaining a senior night post in January 14.

Steve Morrell, Residential Social Care Officer- Qualifications: Youth and Community Certificate, Emergency First Aid, Deaf Awareness, Behaviour Management, Fire Safety, Manual handling, PRICE Training and Key Worker and Working with Parents Training.

Steve has a wealth of experience working with Children, he is a qualified Foster Carer and has fostered for many years both for the local authority and later a private agency. Steve has also worked as an escort for children with disabilities transporting them too and from school for several years. He has worked at Exmoor on the temporary register for two years before successfully gaining a post in April 2011.

Sophie Edwards, Residential Social Care Officer – Qualifications: BTEC Early Years, Degree Childhood Studies, First Aid, Food Hygiene, Infection control, Child Protection, Person Centred Planning, PRICE Training.

Sophie has worked in a residential home with young people for two years prior to commencing her post here as a RSCO in 2012. Sophie was successful in gaining a senior night post in February 2014.

Peter Leak, Residential Social Care Officer – Qualifications: Peter has an NVQ2 Working with Children and Young People, this was funded and delivered by Barnardos. Peter has completed a range of mandatory training including First Aid, Food Hygiene, Safe Guarding Children.

Peter has experience of working with young people in a number of environments such as mentoring in schools, teaching young adults life skills and group sessions as a volunteer at Barnardos.

Marley Stephenson dedicated Waking Night Officer – Qualifications: Foundation Degree – working with Young People. Marley has also completed a range of mandatory training including First Aid, PRICE, safe guarding young people and data protection.

Marley has experience of working at Barnardos mentoring vulnerable children. Marley previously worked as a supervisor running a breakfast and after school club, working with vulnerable young people. Marley has also trained to deliver the strengthening families program and has worked with young people and their parents during those sessions.

Natasha Darragh Residential Social Care Officer – Qualifications : NVQ 3 Children and Young People. Natasha has completed a range of mandatory training including First Aid Fire Safety, Safe Guarding Children, Moving and Handling, Food Hygiene, bullying awareness and PRICE training.

Natasha has worked with young people in both primary and secondary schools on a volunteer basis. Natasha worked on the temporary register for Exmoor Grove for 1 year before successfully gaining a position in April 14.

Emma Morrell Dedicated Waking Night Officer- Qualifications: Emma has NVQ 3 in Children and Young People, NVQ 2 Social Care and NV3 in mentoring. Emma has completed a range of mandatory training including Administration of Medication, Data Protection, Safe Guarding Children, First Aid and PRICE training.

Emma has over twenty years experience working with young people primarily in her role as a foster carer. Emma has worked on the temporary register for Exmoor Grove since August 2013, she successfully gained a post in April 14.

Angela Bailey Dedicated Waking Night Officer – Qualifications: Access to Health and Social Care. Completed 2.5 years of Learning Disability Nursing Diploma. Currently undertaking NVQ 3 Children and Young People. Angela has completed a range of mandatory training including First Aid, medication training, PRICE and advanced PRICE, Safe guarding Children and moving and handling.

Angela has three and half years experience of working with children and adults with learning disabilities and challenging behaviour. Angela has worked for a year at Exmoor Grove on the temporary register before successfully gaining a post in April 14.

Outcomes

- *Appropriately qualified and experienced people have responsibility for our young people's care*
- *Our young people have a variety of appropriate role models of both sexes and all ages*
- *Our team meet or exceed the training requirements of the National Minimum Standards.*
- *Young people experience care, and support from a well trained and supported team.*

Statement of Purpose

April 2014

STOCKTON ROAD, CHILDREN'S HOME
HARTLEPOOL



Contents

Caring for Children	Page
1. Statement reflecting the range of needs to be provided for by the home.	4
2. Ethos, outcomes and approaches	4-5
3. Enjoying and achieving	6-7
4. Cultural, religious & linguistic needs	7
5. Promoting contact between children, family and friends	7
6. Consulting children and young people about their quality of their care	7-8
7. Anti-discriminatory practice and children's rights	8-9
8. Description of the home	9-10
9. Location of the home	11
10. Policies for safeguarding, preventing bullying and missing children	12-14
11. Admission criteria	14-15
12. Complaints, comments and commendations	16

Children's Behaviour	Page
13. The home's approach to surveillance and monitoring	16
14. The home's approach to behavioural support	16-17

Contact Details	Page
15. The name and work address of: a) Registered Provider b) The Responsible Individual. c) The Registered Manager.	18

Education	Page
16. Provision to support children with special education needs.	19
18. Arrangements for children to attend local schools and promotion of educational attainment	19

Health	Page
19. Health care and therapy provided	19-20

Staffing Matters	Page
20. Experience and qualifications of staff.	20-22
21. Management and staffing structure and arrangements for professional supervision	23-24
22. Description of how the children's home promotes appropriate role models of both sexes.	25

Our service is inspected twice yearly by Ofsted, the purpose of these inspections is to assure children and young people, parents, the public, local authorities and government of the quality and standard of the service provided.

Stockton Road unique reference Number for any enquiries to Ofsted is

SC472417



1. Statement reflecting the range of needs to be provided for by the home.

Stockton Road is a residential home intended to offer children and young people a nurturing environment with social learning opportunities, the promotion of health, wellbeing and dedicated emotional and behavioural support. The home can provide medium to long term care to young people who are likely to have emotional, behavioural or some mild learning difficulties.

Stockton Road is provided by Hartlepool Borough Council as part of a range of resources to meet the requirements placed upon local authorities by the Children Act 2004.

2. Ethos, outcomes and approaches

Stockton Road has a clear vision, ethos and shared values by an experienced, knowledgeable and skilled staff team. This involves developing and shaping relationships with young people by knowing and understanding individual needs, characteristics, establishing boundaries and routines, and having key worker systems to offer individualised support. Stockton Road has a clear focus on experiential learning, where young people learn and grow by undertaking new challenges.

Comprehensive and clear care planning will ensure that each young person's needs are met; and offer purposeful and planned care; this will be facilitated through working in partnership with children and young people, their family and friends and other professionals and services.

This is supported by a strong infrastructure internally and externally to ensure a quality service is provided. Progress is routinely monitored and there are clear expectations to ensure sustained improvement in the outcomes for young people.

Outcomes Stockton Road seeks to achieve:

- 1) To provide stability and continuity through medium to long-term placement.
- 2) To ensure the children and young people we care for are appropriately safeguarded.
- 3) To care for children and young people in accordance with an individual assessment of their needs.
- 4) To promote health, emotional, social and educational outcomes.
- 5) To help and encourage young people to maintain and build positive relationships with family members and friends where appropriate.
- 6) To enable children and young people to express their views and ensure they are listened to.
- 7) To support children and young people to understand and manage their own behaviour and to understand that of others.
- 8) To support young people to become resilient and help them to be better prepared for their future and adult life.

- 9) To be a source of ongoing support to young people who have left the home as part of their Pathway Plan.
- 10) Each child/young person should be valued as an individual and given personalised support in line with their individual needs to facilitate the development of identity, confidence and trust.

Approaches (how we will achieve our preferred outcomes)

- 1) Prior to any admission, full and careful consideration is given to each young person and our ability to meet their individual needs; matching of placements is high upon our agenda and we make careful assessment to the current dynamics of the group and of any potential impact the admission may have. Where it is believed that we can appropriately meet those needs and the impact of such can be managed, we progress an admission.
- 2) A planning meeting will take place prior to any admission and where possible introductions are made with staff from the home and visits to the child in their current placement. Children and young people are encouraged to be integral part of this process which enables the relationship building process to begin.
- 3) The home is run with a small consistent staff team. Each young person is provided with a key worker who will be central to ensuring day to day needs are captured and responded too.
- 4) Children and young people are empowered to participate in the operational management of the home by attending house meetings, their views and opinions are also a general theme of staff team meetings, and during key work sessions.
- 5) Each young person will have their own individual residential care plan, which addresses their particular needs with regards to health, education, emotional and behavioural development, identity, family and social relationships, social presentation and self-care.
- 6) Individual risk assessments will be undertaken proportionately which allows young people the rights of age appropriate exploration and positive risk taking.
- 7) Key workers and staff members provide support and ensure the young person's educational needs are met. This will involve creating links and maintaining regular contact with young people's schools, and other educational professionals, training providers and/or employers.
- 8) Health care is important and shortly after admission young people are offered a Health Assessment (if one has not been already undertaken), these are offered annually thereafter. Wherever possible young people can retain their existing doctor, dentist, optician and any other services they are involved with to allow for continuity of care. A senior LAC Nurse will assist the home in meeting the health needs of the children and young people. There is also a dedicated LAC CAMHS service to support training of staff and provide individual therapeutic input.
- 9) All staff will keep in regular contact with young people's families, and keep them informed of their achievements, incidents or concerns. Young people are encouraged to have friends in the home, and to participate in activities with their friends.
- 10) Support and encouragement is given to raise young people's own levels of self-awareness and self-esteem through the pursuit of legitimate leisure interests, the development of new skills and through participation with the wider community in order for them to achieve a strong sense of independence.

- 11) The young person's social worker from the ThroughCare Team will develop a Pathway Plan, in conjunction with the young person and their residential worker to ensure a successful transition into independence as possible.
- 12) On leaving care the key worker will continue to offer support and guidance for an agreed period of time, depending upon the young person's assessed needs and wishes.
- 13) All staff will be fully aware of Local Safeguarding Procedures and will receive regular training. There is a Nominated Service Manager who will offer advice and staff will be trained in appropriate safe care practice. There is also a nominated LADO who ensures that the home operates within procedures for dealing with allegations in accordance with '*Working Together to Safeguard Children*'. 2013.

3. Enjoying & achieving

At Stockton Road we place a high priority upon young people enjoying, planning and participating in various tasks and outings that lead to personal achievements. To this end the home's budget is constructed to enable experiential learning and various aspects of development to take place. These include driving lessons, home tuition and horse riding, musical interests, travel, local or abroad, major sporting and cultural events, theatre and peer group involvement. In experiencing the above it is recognised, self esteem, cultural knowledge and appreciation as well as future aspirations, may all benefit.

Cultural Awareness: Staff will undertake informal discussions with young people at times when to do so may be conducive to good dialogue. The main activity room has specific information regarding cultures and the effect on discrimination and persecution. Others will be added. Young people will be an integral part of the staff recruitment process at Stockton Road, so to this end discussion have been held and will continue to be held around diversity in all its forms. Local historical examples will be visited and shared that foster a sense of belonging and understanding for young people to understand their own cultural past and formation.

Cultural Diversity: Staff will explore stereotypical or judgemental views and assist young people to realise the source and effects of such views. Hartlepool has many and varied cultural events and young people will be encouraged to attend such events. Local history and identity is also important as this will be included in trips and celebrations.

Recreation: At Stockton Road this may mean many things to young people, it is understood and accepted that all young people see recreational activities differently. Our aim is to ensure many differing experiences are had by all the young people leading to some learning from these experiences that enhances and enriches their futures. No requests will be dismissed without very good reasons based upon risk.

Holidays, hobbies and new experiences will all be discussed at young people's meetings and as part of the young people's residential placement plan.

The young people also go on caravan holidays and visit theme parks such as Lightwater Valley or adventure parks such as Adventure Point or Go-Ape. Plans are not static, only the caravans are-! holidays abroad may also be considered.

Sport: Young people are encouraged to try new sports, not only at school but also in leisure time. The benefits to self-esteem in doing well in a sport are significant. If the young people are interested in team

games or activities they will be supported in becoming members of the local clubs; this will be facilitated with the key worker and other staff members. The choice is up to the young people living at Stockton Road whether they want to do group activities such as paintballing, or develop a hobby privately or a mix of both. Our young people can also go horse riding and can do voluntary work at places such as the Heart Foundation or at the Unicorn Centre.

4. Cultural, religious and linguistic needs

We recognise that young people are diverse individuals, and we place a positive value on their diversity within the home and the community.

Stockton Road does not instruct or influence young people on which religion, if any, they should follow. We do however recognise the importance that children and young people should be allowed to retain their cultural and religious identity and full support and encouragement will be given in consultation with parents/carers to achieve this. If a child or young person wishes to pursue any particular cultural or religious observances then staff will ensure they are made aware of the local places of worship and any cultural centres appropriate to the young person's religious and cultural heritage. Staff will as required facilitate young people's attendance.

The home will also ensure that any child or young person's special dietary requirements with regards to their religious persuasion or cultural needs will be catered for.

Stockton Road will make every effort to meet individual linguistic needs; however where it is felt individual needs could not be met due to communication difficulties a decision would have to be made whether Stockton Road would be an appropriate service.

5. Promoting contact between children, family and friends

The frequency and duration of contact between a young person and their family or any person having parental responsibility will be set out on admission (in their residential placement/care plan), where appropriate parents and significant others will be invited to the meetings.

Having acknowledged the contact arrangements, young people will be encouraged to maintain this contact with their families and friends. Research indicates the high value of this contact to the young person and is especially valued as a foundation for when the young person leaves care and needs support from family.

Young people can make and receive telephone calls in private without asking staff where this is appropriate to do so; this will be discussed with the young person's social worker and a risk assessment completed.

Each young person's key worker will make every effort to establish good relationships with parents and significant others. Information and concerns will be shared with families where this is in the best interest of the child.

Young people may also be allowed to have friends who are known to the staff team stay over on a weekend and during holidays, although this will be based on the behaviour of the young person prior to the sleep-over and the behaviour of other young people in the home.

6. Consulting children and young people about their quality of their care

Stockton Road will use a variety of methods to consult with children and young people about their quality of care, these will take the form of discussions and chats and more formal meetings such as house meetings and reviews. On a daily basis staff in Stockton Road will consult with children and young people about activities, food, and the home itself, including decoration and purchasing of items. Stockton Road will also have involvement from the Participation Team to chair and facilitate some young people's meetings, thus giving more independence to such meetings. The return of the Ofsted questionnaires are actively promoted and incentives offered for completion.

House meetings and Information

These take place at least monthly or as requested by the young people. All those living in the home are invited along with the staff on duty. The staff and young people set a written agenda and minutes are taken. Each item on the agenda is discussed and a solution is proposed or further consultation outside of the meeting may have to take place before a definite outcome can be reached. Staff will always ensure actions are concluded and fed back to young people. The Participation Team and CICC (Children In Care Council) may also be involved in such meetings.

Other ways of providing information is through 1:1 contact with Key Workers, posters, activity planners and group discussions.

Key working

Consultation takes place with children and young people through key working sessions, it is the responsibility of the key worker to take responsibility for ensuring wishes and feelings of children and young people are listened to, recorded and given due regard, sometimes this may involve the key worker being creative to ensure the child's wishes and feelings are captured. At Stockton Road the key worker will be assisted by a co-worker.

Reviews of Placement Plans

The Care Planning, Placement and Case Review Regulations 2010 are clear about when the young person's care plan should be reviewed. The purpose of the review is to monitor the progress of achieving outcomes as described in the Care Plan. A Review is held to make decisions and amend the plan as necessary. Reviews take place to ensure the child's welfare and progress continues to be safeguarded and promoted in the most effective way. The home's Registered Manager will ensure plans remain up to date and if necessary will call a Review earlier if they feel it is in the best interest of the child or young person.

The young person is encouraged to participate in the whole process. They are provided with support and assistance when indicating their views and opinions on the required consultation forms, as well as attending the meetings. Young people can also use the services of NYAS (National Youth Advocacy Service) or Independent Visitor if they wish.

Quality Assurance & monitoring

Quality assurance is the process in which the home ensures the service it provides not only conforms to legislative obligations but serves to monitor the welfare, progress and outcomes for the children accommodated. The home also ensures that the children are regularly involved in contributing to this process and their wishes and views are taken into account.

To assist in the monitoring of the home independent visits are carried out monthly under Regulation 33 of the Children's Homes Regulations. In Hartlepool these are currently undertaken by NYAS (National Youth Advocacy Service). The Registered Manager also completes a 3 monthly report under Regulation 34, in respect of the operation of the home and as part of these processes young people, family and other professionals are consulted regarding the quality of care received by the child or young person living in the home.

7. Anti-discriminatory practice and children's rights

Hartlepool Borough Council and its associated services have a clear policy regarding anti-discriminatory practices this policy applies to all young people, staff, parents, carers and visitors. The policy is intended to ensure everybody has the same opportunities regardless of age, gender, race, faith, disability, ethnic origin or sexuality and that we do not tolerate discriminatory practise under any circumstances. In Stockton Road we ensure that there is a balance between children's rights and their responsibility to consider the rights of others, we also consider their stage of development, abilities and decision-making capability within this framework and advocate where necessary.

We also adhere to the United Nation's Charter on Children's Rights and the National Youth Advocacy Service supports young people in ensuring their rights are adhered to. Hartlepool Borough Council has a dedicated Children's Participation Team, who support and encourages young people to give their views and opinions, with regards to services provided through activities and consultation.

The Children's Commissioner for England promotes and protects children's rights in England. They do this by listening to what children and young people say about what matters to them and making sure adults in charge take their views and interests into account.

The law says that, in their work, the Children's Commissioner should have particular regard to children living away from home or receiving social care, as set out in Section 8A of the Children Act 2004. They are responsible for the rights of all children and young people until they are 18 years old, or 25 years if they have been in care, are care leavers or have a disability.

Young people and their family can get in touch by calling free phone **0800 528 0731**

8. Description of the home

Adaptions made to meet the needs of the children cared for by the home

The home has undergone some structural changes to the building; this will allow young people the opportunity to gain further skills prior their transition to independence, where they can be supported by their carers and take place at a pace appropriate to the individual young person.

The age range and the number of sex for whom the home is intended to provide

At present Stockton Road can provide medium to long-term accommodation for up to four young people of either gender aged 11 – 17 (upon admission). Those young people will likely to have emotional, behavioural or some mild learning difficulties.

'Staying Put' Arrangements

Stockton Road recognises that the transition to adulthood can be a turbulent time for many young people where they may continue to rely on support from their families well beyond the age of 18. Young

people from care do not always have the option of calling on such support from their families and for many; the local authority has been their primary carer for many years. If they are left to make their own way in the world when they reach the age of 18, these young people can be at a relative disadvantage to their peers. As a result, they can be particularly vulnerable to social exclusion.

The key aims of this Staying Put policy are to:

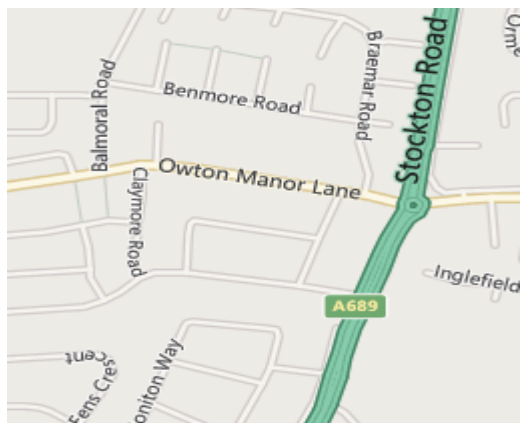
- Allow young people to maintain established relationships with their carers past the age of 18 so that their transition to independence can be supported by their carer's and take place at a pace appropriate to the individual young person meaning that the young person does not experience a sudden disruption to their living arrangements.
- Allow carers who have established supportive and caring relationships with young people to continue supporting those young people in a similar manner to the support which is provided to their non-looked after peers
- Provide formerly looked after young people with the support they need to focus on and achieve in whatever education, training or employment they are engaged in without needing to also worry about living completely independently
- Ensure vulnerable young people can make a gradual transition from care to independence.

The type of accommodation, including sleeping arrangements

Stockton Road Children's Home is a detached house situated in Hartlepool. The home has six bedrooms, two of which have en-suites. Each room allows single room occupancy and two bedrooms are used as staff sleepover bedrooms. The home also has two bathrooms upstairs. Downstairs we have two lounges, kitchen and dining area. Outside we have space to park cars, a large fronted grassed area, with grassed and paved areas to the rear of the property.

Stockton Road Children's home has undergone extensive refurbishment. Situated in the Owton Manor area of Hartlepool the home occupies 1160 square metres. There are six bedrooms, two of which are en-suite. Two bathrooms are on the first floor and there are toilets on the ground floor allowing wheelchair access. Stockton Road can be accessed front and rear by people with physical disabilities or wheelchairs. Stockton Road has a garden room, large lounge, kitchen and dining room. Young people also have the use of a very large activity/informal education room. The young people's bedrooms are large, all have TV and hand basins. The rear landscaped garden has a private aspect and patio section. The rear access has automated gates and off road parking for six cars. The front garden is also large and landscaped.

9. Location of the home



Stockton Road is near to Rossmere Park with its Half pipe skateboard ramp and an Aerial Runway along with a pond and other facilities. Seal Sands and the Sport Domes, Seaton Carew Golf Course is easily accessible from Stockton Road.



Hartlepool Town Centre and Marina is a short bus, car or bike journey away. The Marina is home to the HMS Trincomalee Visitor attraction.



Summerhill Outdoor Park with its Boulder Park, the largest of its type in Europe, a BMX cycling course, a high level ropes course and facilities for archery is also close by

To the north of the Town is the Headland with its historical aspects and the Heugh Museum and WW11 sea defences. Sea kayaking, swimming and surfing can all be accessed locally as can sailing lessons



from Hartlepool Sailing Club.

10. Policies for Safeguarding, preventing bullying and missing children

Safeguarding Children

What is safeguarding?

“Safeguarding and promoting the welfare of children is defined as: protecting children from maltreatment, preventing impairment of children’s health or development and ensuring children are growing up in circumstances consistent with the provision of safe and effective care.”

Ensuring children and young people feel safe and are protected is at the core of the care we provide at Stockton Road. We also encourage and promote children and young people to understand how they need to help protect themselves by placing a strong value on building positive relationships and generating a culture of openness and trust, where young people feel confident to share any worries and concerns they may have. Staff are also clearly aware of their responsibilities and have an alertness to any signs and symptoms that might indicate a child is at risk.

Safeguarding is an influential theme throughout the home’s Policy and Procedures and strongly connected to the management and running of the home; this includes:

- Through safer recruitment checks on all staff prior to employment.
- Through robust risk assessments and clear, reasonable and fair behaviour management practises.
- All staff understand, share and implement the homes’ approaches, ethos and philosophy for the care we provide.
- Children’s privacy and confidentiality are protected.
- Regular training, guidance and supervision – particularly of new staff.
- Working closely with partner agencies and services to ensure a holistic approach to safeguarding.
- Regular Health and Safety checks of the building, staffing levels and identification all visitor to Stockton Road.

“Keeping children safe is your business, my business, it's everyone's business”.

Links to Safeguarding information and guidance:

The work to protect children from abuse and neglect is overseen by Hartlepool’s Local Safeguarding Children’s Board, however any concerns that a child is being abused or neglected, or that they may be at risk of harm, contact should be made to one of the following services.

- **First Contact & Support Hub**

Address: First Contact & Support Hub, Civic Centre, Victoria Road, Hartlepool, TS24 8AY

Telephone: 01429 266522

Email: FCSH@hartlepool.gcsx.gov.uk

- **Emergency Duty Team (outside of office hours)**

Telephone: **087 02402994**

- **Hartlepool Local Safeguarding Children Board**

The Children Act 2004 requires every local authority to establish a Local Safeguarding Children Board, more commonly referred to as LSCB.

In Hartlepool, HLSCB is the key statutory mechanism for ensuring co-operation across all agencies working with children and young people in the locality.

[Chapter 3 of Working Together 2013](#) sets out in detail the arrangements for the work of each Local Safeguarding Children Board.

['http://www.hartlepool.gov.uk/childrenandyoungpeople/lscb/](http://www.hartlepool.gov.uk/childrenandyoungpeople/lscb/)

<http://www.teescpp.org.uk>

Managing Allegations

Staff always listen to Children and Young People and take seriously any concerns or allegations made. They are careful to avoid leading questions or promises of confidentiality. All issues are discussed with the Registered Manager unless the concern or allegation is about the Registered Manager, staff in these circumstances know to go directly to the senior on call manager or out of hours staff are able to contact the Emergency duty team.

Any allegations even those that appear relatively insignificant on the face of it will be reported to the LADO (Local Authority Designated Officer) for Child Protection. The LADO will provide advice and guidance and ensure any investigations are conducted fairly to a satisfactory conclusion.

Preventing Bullying

Every person has a right not to be bullied, Stockton Road seek to provide a safe environment where young people feel comfortable enough to report bullying and are confident that staff will do all in their power to prevent it. Bullying should not be tolerated by young people towards each other, by young people towards staff, staff towards young people and staff towards each other. The home has a countering bullying policy, which is made clear to young people upon admission. Staff receive training in Safeguarding Children, including bullying and cyber bullying.

Responses to bullying should be aimed at prevention as well as control. Staff will take action to deal with incidents of bullying that arise and will aim to create an environment in which bullying is less likely to occur. Bullying will be talked about openly and made a subject for discussion within Stockton Road young persons' meetings because, like other forms of abuse bullying thrives on secrecy.

Measures used to control bullying include discussions and clear expectations laid down by the staff to the perpetrator. Consequences for such behaviour include loss of privileges and may lead to, police involvement.

Missing or absent from Home

The care provided by the home is such that it is hoped children and young people feel safe and secure, thus minimising risks that they may go missing. Individual risk assessments are in place to minimise risk. However if such an occurrence happens the home has a very clear set of procedures (established with Cleveland Police) for when young people fail to return on time. Each situation is assessed as either an 'Absent' or 'Missing' and can be dependent on age and circumstances. Stockton Road staff will take all reasonable steps and actions to locate the child or young person and where necessary work closely with police to achieve this.

Stockton Road staff always discuss the absence, with the young person and try to help them understand the dangers and risks of leaving the home without permission. The young person will also be given the opportunity to speak with an independent person in private, where any underlying problems or worries should hopefully be uncovered. The social worker will decide if this needs further investigation. Details of addresses where the young person has stayed are recorded for future reference.

Where a child is persistently absent from the home and or be considered at risk of harm the Registered Manager will request a LAC Review via the IRO to discuss the appropriate care needs of the child.

11. Admission criteria

If a young person comes to live at Stockton Road, the following criteria should apply:

- Aged between 11 and less than 17 years old on admission.
- The Care Plan must reflect the need of medium to long-term accommodation, and in accordance with the home's admission procedure, have the relevant paperwork, including Placement Information Record, Care plan, Risk Assessment and signed medical consent.

Stockton Road will not admit any young person, who does not comply with these criteria, or where it is felt after significant consideration their needs could not be appropriately catered for.

All admissions are planned; we will not accommodate any young person in an emergency. The home is not intended to accommodate children who have complex and additional needs which may include physical disabilities or severe learning disability; however the young people are likely to have emotional, behavioural or mild learning difficulties.

Admission Flow Chart

Admission Plan Flowchart

Referral received from Resource Panel or Social Worker

Details of referral assessed against the home's Statement of Purpose and ability of home to meet young person's needs. If necessary further information to be sought from referring social worker

Assessment of potential impact on group: Registered Manager/Deputy Manager/Young Person

Decision on referral made – Agreed or Refused

If Referral Agreed:

Allocation of key worker

- Share information and begin planning

Pre-Placement Meeting with Social Worker

- Referral discussed in detail
- Objectives of the placement agreed
- Consent forms given to social worker to complete and acquire appropriate signature

Dates of visits agreed and date of planned admission

- Visits for the young person to the home
- Visit to young person in current placement

Inform current group of planned admission

key worker to begin Residential Care Plan & risk Assessment

- Use referral, pre-placement assessment and discussions with young person

Bedroom Preparation

- Choice of colour scheme explored
- Welcome present purchased

Placement Meeting with Young Person: 3 Days prior to Placement-key worker & y.p complete welcome pack.

- Social Worker to complete PIR
- Completed consents to be obtained from Social Worker

Young people resident at Stockton Road can bring to the attention of staff any concerns or complaints, which they may have at any time.

Not all day-to-day problems should lead to a formal complaint. Often problems can be resolved by talking to staff, social worker or a nominated person.

If a problem cannot be resolved satisfactorily at this level then any employee with sufficient interest in the child or young person is duty bound to take a formal complaint.

Hartlepool Borough Council has a complaint procedure, which lays down the actions that must be taken in the event of a complaint; the complainant will be informed in writing what has happened and procedure for appeal if necessary.

Invoking the complaint procedure does not take away your right to complain to a solicitor, local councillor or the Local Government Ombudsman. Young people can also notify OFSTED; all young people have access to stamped addressed envelopes, and do not need to ask staff.

13. The home's approach to surveillance and monitoring

Stockton Road, tries to maintain as normal a family environment as possible however we do have some additional measures. The young people's bedrooms are fitted with door alarms to alert staff to young people moving in or out of their bedrooms where this is felt necessary, and is agreed within their individual risk assessment. The use of such monitoring systems will always be explained to the young person and their family on admission and consent obtained.

The house also has a burglar alarm fitted, and is used when no-one is in the home.

14. The home's approach to behavioural support

The need for structure and boundaries is a basic childcare need that helps the young people feel secure and safe. It is the expectation that staff will provide that structure for them when living in the home. The home has a clear set of rules, which are available within the Policies and Procedures, which explains the house rules and consequences for unacceptable behaviour.

When the young person and staff's expectations are clear they are more likely to be successful. Incentives are often more motivating for young people than the threat of losing something they value, this can cause some young people to go into a downward spiral. If a young person makes one mistake and believes they have lost everything, this can also escalate situations. The home recognises that incentives and rewards are more effective in dealing and changing young people's behaviour as this allows them to see what they can achieve themselves.

In Stockton Road we also use the skill of reflection in our behaviour management strategies, we approach and honestly appraise our techniques and review and change in light of experiences learnt. We are also keen to work in a multi-agency way to collect and use varied views, ideas and strategies to best meet the needs of the young people. This is particularly with professionals from CAMHS and education. To achieve this we have regular team meetings, focused supervisions, training (provided internally and externally via partner agencies) and regular de-briefing sessions following any incidents to reflect on our strategies used and build and develop these into our young people's residential plans. Regular individual staff consultations are available at Stockton Road with the LAC CAMHS Psychologist, Debbie Amos to discuss young people or staff concerns.

Boundaries

Stockton Road operates within a structured framework of rules and boundaries, as is necessary in a home for 4 young people where the staff on duty each day will often be different to those on duty the day

before. However, staff operate with a flexible and considerate approach within that framework, recognising that while boundaries in a home are important, it is equally important not to lose sight of the fact that these children have the right to normal life as possible. To underpin this we use incentives and rewards for young people to self regulate behaviour and achieve goals.

We recognise that reward is often more effective than punishment and are keen to be positive rather than negative towards young people, nevertheless, there needs to be consequences for unacceptable/antisocial behaviour which affects the quality of others living in the home and which may be detrimental to the young person's own personal development.

These consequences are set into the house rules and will include:

- Loss of electrical power to sockets to use electrical items or removal of items from individual bedrooms
- Reparation to be made from pocket money where wilful damage has occurred
- Loss of outings and other privileges
- Having boundaries like bedtimes reduced temporarily
- Being told off (not shouting)
- Asking the young person to stay in
- Delay in pocket money
- Loss of use of the computer or watching TV
- Loss of incentive money
- Supervised spending of finance

The Home's approach to restraint

Stockton Road staff use PRICE Positive handling strategies which are accredited by BILD Physical Intervention Accreditation Scheme. The aim of PRICE is to use positive handling skills in behaviour management including verbal and non-verbal communication, diversion and de-escalation and safe effective, humane physical interventions which should only be undertaken where 'reasonable and absolutely necessary'.

All situations, in which hold/restraint has been necessary, will be recorded in the homes restraint book and a copy placed on individual children's files. Any incident would also be shared by significant parties.

Training and staff competence in restraint

PRICE is a method of positive handling provided under a Code of Practice by trainers in physical interventions and enables trainers and commissioners of training to have standards against which they might measure the training provided and provides guidance to those working in therapeutic and supportive roles.

Within the course competencies would be checked through observation of the techniques by the tutors and the end of course written questions. All staff would be expected to undertake a refresher within two years or sooner if required to update their knowledge and to learn about any new changes that have been introduced. Outside the course competency checks can be undertaken by the Registered Manager through observation of practice, within supervision and during reflection after an incident has occurred. One member of staff is qualified to conduct refresher training to current staff and deliver full training to new staff, having completed the required programme of training in May 2014 training.

15. Contact Details

Registered Provider:

Hartlepool Borough Council,
Civic Centre,
Victoria Road,
Hartlepool,
TS24 8AY

Tel. 01429 266522
TS24 8AY

Responsible Individual:

Sally Robinson, Assistant Director, Child & Adult Services

Civic Centre,
Victoria Road,
Hartlepool,
TS24 8AY

Tel. 01642 266522

Registered Managers:

Alan Welsh, Child & Adult Services

Hartlepool Borough Council

302 Stockton Road

Hartlepool

TS25 1jt

TS17 8BE.

Tel. 01429 289514

16. Provision to Support children with Special Educational Needs

Every child, whether in a mainstream or special setting, deserves a meaningful education to ensure that they are able to fulfil their potential. Young People with additional needs and a one plan, face significant

barriers to their progress and achieve less well than their peers at school and in further education, they may also be more likely to be bullied or excluded than their peers.

Stockton Road has high expectations for their children and young people and the skills provided by professionals to help them to learn. We will strive to ensure our young people are educated by professionals who understand and meet their needs, without fear of being stigmatised by their peers and in an environment where disruptive behaviour is not unacceptable.

18. Arrangements for Children to attend local schools & Promotion of Educational Attainment

Stockton Road will support young people to attend local schools, colleges and alternative training providers as agreed in their placement plan. We maintain regular contact and offer support, guidance and direction and ensure we keep regular communication with schools and colleges (daily if required) to enable all of our young people to progress and achieve but also respond quickly and effectively to any areas of concern as needed to ensure young people are able to fulfil their potential and improve their educational outcomes. Where necessary private tuition will be used to assist young people to reach their goals.

Hartlepool Borough Council have a dedicated Virtual School who monitor all Looked After Children's educational progress and where necessary can offer lead direction, guidance and support when educational challenges are identified.

Stockton Road will encourage educational attainment by purchasing books, magazines and via the use of computer software, visiting libraries for the children and young people and by helping them with homework and where appropriate providing additional tuition where needed.

Private study is important in order for young people to do homework, revise for exams or just to read, we also have laptops that the young people can use as a study tool, and this will be appropriately monitored. There is study space downstairs, each bedroom has a desk suitable for such study.

19. Health Care & Therapy Provided

Young people will have the opportunity to attend a Health Assessment annually; young people are also encouraged to attend regular appointments at the Dentist and Opticians.

Young people living in the home are advised and supported in eating a healthy and nutritious diet, the young people are encouraged to create a menu of likes and dislikes, this helps staff when organising meals, staff always try to introduce new foods to young people. The menu includes vegetarian options.

Exercise and rest is also important to growing children, staff encourage physical activities, but also realise that at times young people benefit by just doing nothing. Young people are supported in maintaining good personal hygiene, staff are careful that they do not embarrass or belittle young people when talking about personal hygiene. Staff ensure that young people have sufficient toiletries, and prompt all young people to bathe regularly. Staff also discuss sexual health issues such as safe sex, aids, HIV and other sexually transmitted diseases. Harmful effects of smoking, drug taking and substance abuse are also discussed.

The home can also have access to advice around sexual health, the looked after nurse visits the home regularly and is able to offer advice and guidance. These workers can help give staff and young people advice but also offer confidential service to young people.

All staff are trained to Level 3 'in safe handling of medication'.

Therapeutic Techniques

Stockton Road staff will support young people by using a variety of Child Development theories, and have received training around attachment and behaviour management such as praise and reward, authentic warmth and utilisation of appropriate behaviour support techniques thus creating an environment which is nurturing and promotes warmth. Stockton Road staff will also work with a range of specialised services including CAMHS, HY PED and Barnardos CSE project. Staff at Stockton Road have access to the support from a psychologist from the specialist Looked After CAMHS team, individual case discussions are held when required which formulate any therapy/ interventions that are undertaken. The main feature of this approach is the recognition that the close therapeutic relationship built between staff and young people, are the vital component in achieving change and positivity for young people.

20. Experience & Qualifications of staff

Staff members experience and qualifications are set out as follows: -

Name	Alan Welsh
Position	Registered Manager
Date Started	15/04/2013
Qualifications	Diploma in Social Work Management Level 3 Qualification Practice Teaching Award Currently undertaking Level 5 in Management, Advanced Certificate in Residential Care (Durham University)
Experience	My experience includes 10 years in residential settings in roles from RSCO to Assistant Manager at Children's Centres. Having qualified as a Social Worker in 2002 I fulfilled a developmental post until 2005, afterwards taking up a Team Manager's post in Children's Social Care. I have experience at motivation and guiding a team to provide good services to the Children & Families they work with. Any spare time is spent outdoors preferably in the hills

Name	Andrea Hill
Position	Deputy Manager
Date Started	25/08/2013
Qualifications	Degree in Social Work PQ Specialist Award in Social Work with Children and Young People Practice Educator Award
Experience	My experience includes working in residential children's homes as a RSCO and as a Deputy Manager. After qualifying as a Social Worker in 2009 I worked as a Social Worker in a local authority Leaving Care Team. I have supervised Student Social Workers and have multi agency and care planning experience. My passion is improving the lives of looked after young people.

Name	Lindsey Newbury
Position	RSCO
Date Started	02/09/2013
Qualifications	Diploma in Health and Social Care
Experience	I have 17 years experience as a Teaching Assistant in a local school working from foundation stage to year 10. I have also been a foster carer for the past 8 years and have 6 children. My spare time is taken up as a School Governor as a member of the local safeguarding board. I am looking forward to working with the team and the young people.

Name	Patricia Adams
Position	RSCO
Date Started	02/09/2013
Qualifications	Diploma in Health and Social Care
	I have 24 years experience of working for Hartlepool Council. My Diploma qualification was awarded recently. I love to cook and go for walks, and hope to share this with young people.

Name	Steve Foster
Position	RSCO
Date Started	02/09/2013
Qualifications	Level 3 Diploma in Children & Young People
Experience	I have been a foster carer for the last eight years and enjoyed the rewards and challenges. During the past eighteen months I have worked with children who have special needs and found this both enjoyable and fulfilling. I have a wide range of interests, from outdoor activities, wildlife and sport, that said I enjoy facing new challenges

Name	Emma Daley
Position	RSCO
Date Started	02/09/2013
Qualifications	Level 3 Diploma in Children & Young People
Experience	I have eight years experience at working with children & young people. I have worked in day care, hospital and lately in residential provision. I enjoy activities with young people and look forward to new ones.

Name	Helen Herring
Position	RSCO
Date Started	02/09/2013
Qualifications	Degree in Psychology and Counselling Commending Level 3 in Children & Young People in 2014
Experience	I have had seven years experience working with young people and adults in both a mental health and learning disability setting. Each young person needs encouragement and support to reach their full potential. I love cooking, horse riding and outdoor activities. I wish to share these for the benefit of the young people at Stockton Road

Name	Daniel Graver
Position	RSCO
Date Started	02/09/2013
Qualifications	NVQ level 3 in children and young people
Experience	I have worked with young people who have special needs for the past 6 years both in a residential setting and an educational environment. I have accessed the necessary training and gained vital skills from experienced staff. I really enjoy sports, in particular basketball, which I also coach, jogging and generally keeping fit are my main hobbies.

21. Management & Staffing Structure & arrangements for Professional Supervision

Staffing Structure

Alan Welsh
Registered Manager

Andrea Hill
Deputy Manager

Patricia Adams
RSCO

Steve Foster
RSCO

Emma Daley
RSCO

Helen Herring
RSCO

Daniel Graver
RSCO

Lindsey Newbury
RSCO

All members of staff have supervision on a regular basis. In supervisions we discuss training and development, responsibilities & practise, young people, the home, also any personnel issues and holidays.

In addition, staff meetings are also held when required but a minimum of one per month. In these meetings we discuss any issues within the home, the young people, information passed on by the registered manager and any information discussed at the young peoples meetings. Guest speakers will also be invited at intervals from external services to share information and offer guidance, and development days will be held twice yearly.

Staff also attend training courses to enhance their individual skills and to maintain up to date professional and legal developments. The home has a comprehensive training programme, which includes identified mandatory courses and optional additional courses which may enhance individual skill or enable focused practise with young people.

All residential staff at Stockton Road have completed NVQ 3 award in Caring for Young People or QCF level 3 Health & Social Care Children & Young People.

All staff have their performance annually appraised and the views of the young people are taken into account.

Staffing Levels

Staffing levels at Stockton road reflect both the needs and safety of the young people. To this end the home is staffed by two staff when the majority of the young people are expected to be at home, both staff will sleep over and both be present the next day to afford continuity and emotional security for the young people. Such staffing levels may be increased or decreased to reflect need, however the main factor is the staff interventions and effective work as identified in the residential placement plans.

22. Description of how the home promotes appropriate role models of both sexes.

The home currently employs both male and female staff, we would always try to seek a balance of staffing ratios even if this involves positive discrimination to ensure appropriate role models of both sexes are able to work directly with young people.

Other useful contacts

Children's Participation Team – Their role is to act as an advocate on behalf of Hartlepool Borough Council for young people who are looked after by Children and Young People's Services. Contact Helen White, Participation Officer (Windsor Offices, Unit 24, Middleton Grange, Hartlepool, TS24 7RJ) **01429 284044**

Complaints Officer – Jenette Donkin, Children's Sentinel (Civic Centre, Victoria Road, Hartlepool, TS24 8AY) **01429 284020**

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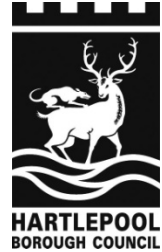
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CHILDREN'S SERVICES COMMITTEE

8 July 2014



Report of: Director of Child and Adult Services

Subject: TRANSFORMATION CHALLENGE AWARD

1. TYPE OF DECISION/APPLICABLE CATEGORY

Non key

2. PURPOSE OF REPORT

- 2.1 The purpose of this report is to seek the endorsement of Children's Services Committee to the submission of an Expression of Interest for the Department for Communities and Local Government Transformation Challenge Award 2015-16.

3. BACKGROUND

- 3.1 In April 2014, the Department for Communities and Local Government (DCLG) published its 'Transformation Challenge Award and Capital Receipt Flexibility 2014 – 2016 Prospectus.' This document invites local authorities and their partners to develop ambitious plans to transform services through greater sharing and efficiency.
- 3.2 The Government has set aside £320m over the next two years to support this programme. The funding is available to all local authorities in England to submit bids to re-engineer their business processes, redesign the way that services are delivered and work with the wider public sector to improve the lives of local people.
- 3.3 The Transformation Challenge Award 2015-16 has set aside £305m funding comprising of £105m revenue grant and £200m flexible use of capital receipts. The funding has two elements:
- A) Encouraging local authorities which already share a senior management team and any chief executive to go further with their plans to redesign their services; and

- B) Encouraging places that have ambitious plans to work in partnership across the public sector and with the voluntary and community sector or the private sector to re-design services.

The Corporate Management Team has considered these options and proposes that Child and Adults Services should bid for funding under criteria B above to re-design and integrate health, education, safeguarding, early help and employability processes and services around the needs of vulnerable families.

4. PROPOSALS

- 4.1 Hartlepool Borough Council, Children's Services, Public Health and Economic Development and its partners, North Tees and Hartlepool Clinical Commissioning Group, Cleveland Police and North Tees and Hartlepool Foundation Trust intends to submit a bid to deliver The Hartlepool Better Childhood Programme. The programme will focus on the following business process re-engineering and re-design:
- Establishing an integrated single point of access which will provide a multi professional triage and assessment hub to improve intelligence and information sharing, risk assessment and decision making in the identification of vulnerable families and ensuring they get access to the right early or specialist support;
 - Redesigning the approach to early help to establish a multi professional team of family partners utilising capacity within health, local authority and voluntary and community sector;
 - Achieving efficiencies within the NHS Trust in relation to avoidable presentation and admissions to Accident and Emergency of children by strengthening early help and clinical capacity to meet health needs of children at a locality level.
- 4.2 The bid to the DCLG will be for £750,000 and it is proposed that, if successful, this funding be used to fund the following:
- Programme management capacity;
 - Programme delivery capacity;
 - Development of software to capture qualitative and quantitative outcomes data;
 - Transforming leadership and workforce development; and
 - Programme evaluation.
- 4.3 At this stage the local authority is being asked to submit an Expression of Interest for the Transformation Challenge Award and the deadline for submission is 01st July 2014. If the local authority is successful in reaching the formal bidding stage, the DCLG will provide support to all authorities to develop their formal bid and the bid should be submitted by 01st October

2014. If successful, a future report will be presented to Children's Services Committee seeking approval to submit the formal bid.

5. FINANCIAL CONSIDERATIONS

- 5.1 There are no financial implications to the submission of the Expression of Interest for the Transformation Challenge Award. There is a requirement however that the Expression of Interest must be approved and signed by the Section 151 officer of the local authority and partner agencies.
- 5.2 If the formal bid is successful, this will bring additional funding into the local authority to support service redesign and re-engineering with the intention of integrating services to produce future efficiencies and better services for children, young people and families in Hartlepool.

6. RECOMMENDATIONS

- 6.1 Children's Services Committee is asked to endorse the submission of the Expression of Interest for the DCLG Transformation Challenge Award.

7. REASONS FOR RECOMMENDATIONS

- 7.1 The Hartlepool Better Childhood Programme will be a major initiative of the Council in 2015/16, seeking additional funding to support this development will enable the Programme to be effectively managed and delivered within timescales agreed by the partnership. Children's Services Committee has responsibility to agree bids for additional funding for the Council.

8. BACKGROUND PAPERS

DCLG April 2014 'Transformation Challenge Award and Capital Receipt Flexibility 2014 – 2016 Prospectus.'

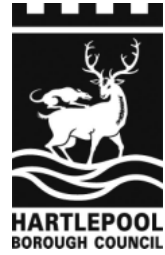
9. CONTACT OFFICER

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CHILDREN'S SERVICES COMMITTEE

8 July 2014



Report of: Director of Child and Adult Services

Subject: ARRANGEMENTS FOR THE RE-CONSTITUTION
OF GOVERNING BODIES OF MAINTAINED
SCHOOLS

1. TYPE OF DECISION/APPLICABLE CATEGORY

For information.

2. PURPOSE OF REPORT

- 2.1 This report informs Members about changes to the regulations and guidance that apply to the constitution of governing bodies of maintained schools and federations of maintained schools in England and outlines the proposed timetable for the implementation of these changes.

3. BACKGROUND

- 3.1 A report was presented to the meeting of this committee on 11 February 2014 advising of a consultation which was being undertaken by the Department for Education (DfE) around proposed changes to the regulations and guidance that govern the constitution of governing bodies of maintained schools and federations of maintained schools in England. The DfE indicated that the aims of the proposed changes were to simplify the legislative framework to ensure that there is a single consistent approach across all the maintained schools, and to ensure that governors have the skills required to deliver effective governance.
- 3.2 The consultation ran from 13 January 2014 to 14 March 2014 and after consideration of responses the DfE has issued statutory guidance which requires all governing bodies of maintained schools and federations of maintained schools in England to re-constitute under the 2012 School Governance Regulations.

4. PROPOSALS

4.1 The School Governance (Constitution) (England) Regulations 2012 introduced a number of changes relating to the make-up of governing bodies and the process of appointment of school governors. These include:

- A requirement that governing bodies have the skills necessary to conduct their business effectively. Governing bodies are required to undertake regular skills audits in order to identify strengths and weaknesses and to use these as a means of identifying training requirements. New governor appointments should reflect the skills requirements of the governing body and new governors should demonstrate a commitment to undertake training in order to develop their skills.
- A change to the minimum number of governors on governing bodies from 9 to 7. Although there are no stipulations around maximum size, the guidance suggests that governing bodies should be no bigger than necessary to secure the skills they need.
- Amendments to categories of governors and requirements and restrictions on the number of governors in some categories. Community Governors are to be replaced by a new category of Co-opted Governor. There must be at least two Parent Governors with only one Staff Governor in addition to the Head Teacher (although additional staff can be appointed as Co-opted Governors), and only one Local Authority Governor.
- Amendments have been made to the method of appointing Local Authority Governors to the effect that they are now *nominated* by the local authority but *appointed* by the governing body, whereas previously they were appointed by the local authority. In nominating governors, account should be taken of the skills required by the governing body.

4.2 Within the guidance outlined above, it is for the governing body or foundation to decide on the make-up and numbers of the governing body.

5. PROCESS AND TIMETABLE FOR RE-CONSTITUTION

5.1 Governing bodies are required to complete the process of re-constitution by September 2015. The Governor Support Team has alerted governing bodies to this requirement and is encouraging them to start undertaking skills audits and to use these to think about their future size and constitution. An indicative timescale for completing the process is as follows:-

Autumn Term – Governing bodies complete their skills audit and use this to assess their effectiveness and review their size and constitution. The Governor Support Team will prepare a report to governing bodies outlining process and encouraging the establishment of working groups to look at this.

Spring Term -Governing bodies consider recommendations of working group and prepare an Instrument of Government in conjunction with the Governor Support Team. Aided schools will require this to be approved by their Foundation or Diocese.

Summer Term – Instruments of Government are presented to the Children's Services Committee for approval on behalf of the Local Authority. The Local Authority's role is to consider whether the Instrument complies with all applicable legislative provisions. Governing Bodies will then set about the process of appointing or electing governors to each category in line with the procedures set out in the regulations and Statutory Guidance.

6. OTHER CONSIDERATIONS

Support is provided to schools who buy back services from the Council's Governor Support Service. In order to help achieve the September 2015 deadline for re-constitution, it is likely that the Governor Support Team will be requested to provide support, advice and guidance to these schools in the form of:

- interpretation of the regulations;
- supporting skills audits;
- arranging and clerking of additional meetings;
- drafting new instruments of government for consideration and approval by the founding body and the Local Authority; and,
- appointing new governors in accordance with the new regulations and statutory guidance

7. RECOMMENDATIONS

Members are requested to note the report.

8. REASONS FOR RECOMMENDATIONS

To draw Members attention to the implications for schools of the changes to the regulations and statutory guidance and possible implications on the recruitment of governors.

9. BACKGROUND PAPERS

Report to Children's Services Committee 11th February 2014. – Constitution of Governing Bodies of Maintained Schools - Proposed Changes to Regulations.

The School Governance (Constitution) (England) Regulations 2012.

The Constitution of Governing Bodies of Maintained Schools - Statutory Guidance for leaders and Governing Bodies of Maintained Schools and Local Authorities in England (May 2014).

10. CONTACT OFFICER

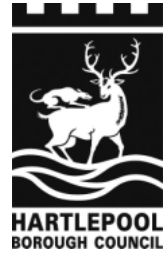
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CHILDREN'S SERVICES COMMITTEE

8 July 2014



Report of: Director of Child and Adult Services

Subject: INTERIM OFSTED INSPECTION OF EXMOOR GROVE CHILDREN'S HOME

1. TYPE OF DECISION/APPLICABLE CATEGORY

For information

2. PURPOSE OF REPORT

- 2.1 The purpose of this report is to present to Children's Services Committee the report of the recent interim inspection of Exmoor Grove Children's Home by OFSTED which took place on 25 March 2014.

3. BACKGROUND

- 3.1 The Regulations require that children's homes are inspected twice yearly. This takes the form of an annual full inspection and a half year interim inspection. The scheduling of inspections take account of legal requirements, previous inspection findings, complaints and concerns about the service, notifications and monitoring reports provided to Ofsted by children's homes under regulations 33 and 34 of the Children's Homes Regulations 2001, as amended by The Children's Homes (Amendment) Regulations 2011.
- 3.2 The inspection judgments and descriptions for an interim inspection are:
- Good progress – the children's home has demonstrated continued improvement in quality, care and outcomes for children and young people and, where appropriate, addressed all requirements and the large majority of recommendations raised in the full inspection;
 - Satisfactory Progress – the children's home has maintained the quality of care and outcomes for children and young people and, where appropriate, addressed all requirements and the majority of recommendations raised in the full inspection;
 - Inadequate Progress – the children's home has failed to address one or more of the requirements and/or has not met the majority of the

recommendations and/or the quality of care has declined since the full inspection.

4. PROPOSAL

4.1 The interim inspection of Exmoor Grove took place on 25 March 2014 against the above judgments and the service was judged to be making **Good Progress**. The report of the inspection is attached at **Appendix 1** to this report. The headlines can be summarised as follows:

- The overall effectiveness of the home is good and the requirement and recommendations from the full inspection were fully implemented;
- Children are making good progress at Exmoor Grove, with measurable improvements in their behaviour and social learning as a result of their placement. The inspector spoke to a parent who was quoted in the report as saying her child is 'Happy coming here and he has come on so well.'
- The staff are skilled at building and sustaining meaningful relationships with the children, and are able to redirect and diffuse unwanted behaviour before it becomes unsafe;
- The home is currently undergoing work to build additional bedrooms with an associated lounge and the inspector commented that this demonstrates the commitment of the registered provider to improve the quality of care offered to children and young people.

4.2 There were no statutory requirements or good practice recommendations arising from the interim inspection.

5. RECOMMENDATIONS

5.1 Children's Services Committee is asked to note the positive inspection report of Exmoor Grove Children's Home. The provision has been judged to be good consistently over 5 inspections which demonstrates the hard work and commitment of the staff team as a whole and positive management and leadership of the Registered Manager.

6. REASONS FOR RECOMMENDATIONS

6.1 Exmoor Grove is a regulated statutory service providing care for children and young people and Children's Service Committee must be kept informed of inspections and the judgments of OFSTED in relation the provision.

7. BACKGROUND PAPERS

None

8. CONTACT OFFICER

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28/04/2014

Mrs Sally Robinson
Hartlepool Borough Council, Civic
Centre
Victoria Road
Hartlepool
Cleveland
TS24 8AY

Our Reference SC030967



Dear Mrs Robinson

Inspection report

An Ofsted inspector inspected your children's home provision on 25/03/2014.

Please find enclosed:

- a copy of your inspection report

The inspection report

The inspection report sets out Ofsted's judgements about the quality of the provision you offer. Please make the report available to children and young people and relevant stakeholders. We normally publish your report on the internet within 20 working days of the end of the inspection.

The version of the report published on our website will not include any information that identifies the name or location of the home. However, you can identify it by your unique reference number (URN).

If you identify any factual errors please contact our helpline on 0300 123 1231 or send an email to enquiries@ofsted.gov.uk, within five working days of the date of this letter.

Ofsted values feedback from those services that it has inspected. You will shortly be emailed a copy of a post inspection questionnaire. We would be very grateful if you could complete the questionnaire about your recent inspection. If you do not receive a copy within three working days of receipt of this letter, please email the address below:

post.inspection.surveys@ofsted.gov.uk

Yours sincerely



Andrea Norton

Delivery, Performance and Support Team

Exmoor Grove

Inspection report for children's home

Unique reference number	SC030967
Inspection date	25/03/2014
Inspector	Nicholas Murphy
Type of inspection	Interim
Provision subtype	Children's home

Setting address	Exmoor Grove, 16 Exmoor Grove, Hartlepool, TS26 0XE
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Telephone number	01429 232634
Email	sylvia.lowe@hartlepool.gov.uk
Registered person	Hartlepool Borough Council
Registered manager	Sylvia Anne Lowe
Responsible individual	Sally Robinson
Date of last inspection	14/08/2013

Service information

Brief description of the service

The home provides accommodation for up to eight children who have learning disabilities. It is operated by a local authority. Most children come for short breaks under shared care arrangements, although some live here permanently.

The inspection judgements and what they mean

Good progress	The children's home has demonstrated continued improvement in quality of care and outcomes for children and young people and where appropriate has addressed all requirements and the large majority of recommendations that were raised at the previous inspection.
Satisfactory progress	The children's home has maintained quality of care and outcomes for children and young people and where appropriate has addressed all requirements and the majority of recommendations that were raised at the previous inspection.
Inadequate progress	The children's home has failed to address one or more requirements and/or has not met the majority of recommendations and/or the quality of care and outcomes for children and young people have declined since the last full inspection.

Progress

Since their previous inspection the service is judged to be making **good progress**.

The home received a full inspection in August 2013, when its overall effectiveness was judged to be good. One statutory requirement and several recommendations were made in relation to shortfalls in practice. The Registered Manager has taken action to address all these issues.

The home's recruitment and vetting checks have been revised to make them compliant with regulation and guidance. As a result, people who may be unsuitable to work with children are not employed. The record of physical intervention is now completed fully in accordance with requirements. This ensures that children are kept safe and that there is full accountability for the use of restrictive measures. The Registered Manager has revised the format and content of residential placement plans. Within these plans, placement objectives are clearer and link directly to each child's assessed needs. For example, the day to day actions which are necessary to maintain children's health are spelt out in detail. The Registered Manager has ensured that behaviour management plans follow relevant government guidance. This assures parents and placing authorities that staff safely manage challenging behaviour while fully upholding children's rights. Two other recommendations in

relation to records of staff training, and monitoring of the home's performance, have also been addressed.

Children are making good progress here. There are measurable improvements in children's behaviour and social learning as a result of their placement. For example, in one recent looked after review the comment was made that, 'The child has made massive leaps in the home and is managing well in sticking to routines.' A parent said of her child, 'He is so happy coming here, and he has come on so well.' The home keeps children safe. There are always sufficient staff on duty to provide the appropriate level of supervision. This means that children have the opportunity of a wide range of activities which they find stimulating and enjoyable. For example, a group of children has recently had a trip to Euro Disney. The home has recently introduced an additional level of senior staffing. This gives more time for staff to update children's plans and other documents, which in turn enhances the impact of care programmes.

Staff are skilled in building and sustaining meaningful relationships with the children. They are able to redirect and diffuse unwanted behaviour before it becomes unsafe. As a result, the number of physical restraints has reduced significantly. Staff work positively with children to help them develop to their full potential. For example, some staff have been trained in the use of a recognised accreditation programme which promotes the development of children's personal and social skills. This has measurable impact. One parent said, 'I've seen a big difference in my child's self care skills. That's because the staff push the children and promote their independence.' Staff place great importance on enabling children to have a voice in how they are cared for, whatever communication difficulties they may have. This commitment to listening to children has been underlined by the recent involvement of the local authority's participation officer with the home.

The home is currently undergoing work to build two additional bedrooms with associated lounge and kitchen. This demonstrates the commitment of the registered provider to further improve the quality of care.

About this inspection

The purpose of this inspection is to assure children and young people, parents, the public, local authorities and government of the quality and standard of the service provided. The inspection was carried out under the Care Standards Act 2000 to assess the effectiveness of the service and to consider how well it complies with the relevant regulations and meets the national minimum standards.

The report details the progress made by the provider since the last full inspection, identifies any further strengths, any areas for improvement and makes judgements as outlined in the *Inspection of children's homes – framework for inspection*.

CHILDREN'S SERVICES COMMITTEE

8 July 2014



Report of: Director of Child and Adult Services

Subject: SAFEGUARDING CHILDREN IN HARTLEPOOL

1. TYPE OF DECISION/APPLICABLE CATEGORY

For information

2. PURPOSE OF REPORT

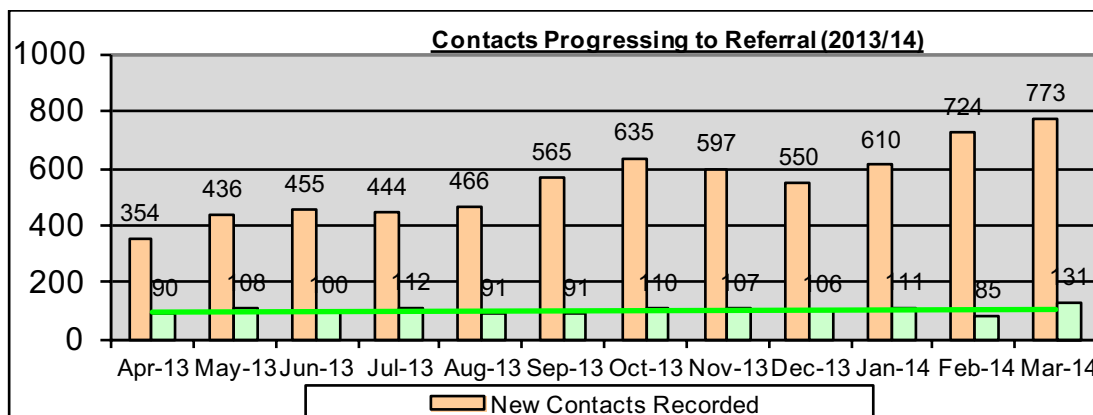
- 2.1 To present to Children's Services Committee a report on the activity of children's social work teams in providing services to children in Hartlepool during 2013/14.

3. BACKGROUND

- 3.1 There is a clear expectation from Government that Elected Members are routinely and regularly informed of the workload of children's social care services. Children's Services Committee has noted it would like to receive regular reports to ensure the Council is fulfilling its statutory responsibilities for vulnerable children and young people.
- 3.2 This report covers the activity from 1 April 2013 to 31st March 2014. Information provided in this report is taken from the Integrated Children's System (ICS), the electronic social care record, Legal Services, the complaints officer; attendance management system and information from Heads of Service for the respective areas covered in this report.

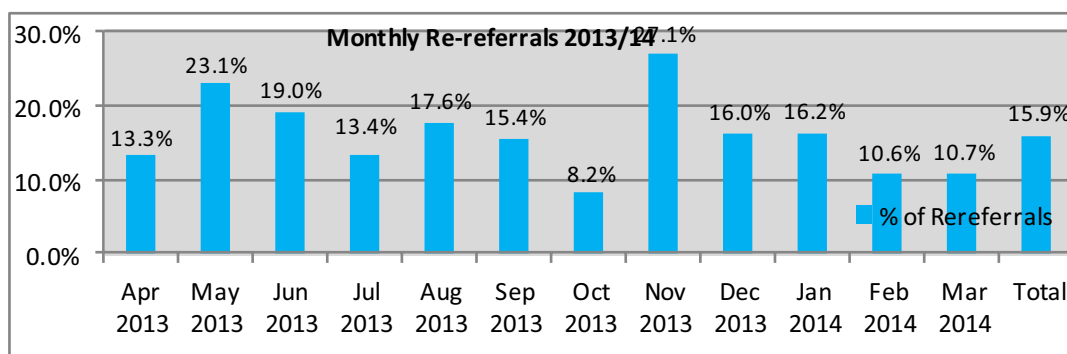
4. REFERRAL AND ASSESSMENT

- 4.1 From 1 April 2013 to 31 March 2014 there were 6609 contacts made to the First Contact and Support Hub, these contacts range from requests for information, advice and guidance to referrals to access social care services. From the total number, 1242 contacts progressed to a referral to the Safeguarding, Assessment and Support Unit for a Child in Need Assessment or a Child Protection Enquiry under Section 47 of the 1989 Children Act. The table below shows the monthly breakdown of contacts and referrals over the year.



- 4.2 The First Contact and Support Hub came into effect in April 2013 bringing together the social work duty team and the Families Information Service Hartlepool. It provides information, advice and guidance on services and access to support services for children, young people and their families. The aim of the Hub is to ensure that there are robust and timely mechanisms in place to respond to contacts and ensure enquires are directed to the most appropriate service. Since the Hub came into being, the department has seen a positive impact on workload management, between March 2012 and March 2013 there were 5187 contacts leading to 1280 referrals to social care. In the most recent year, although the number of contacts has increased, the numbers of referrals to social care has declined. This can also in part be due to the development of the early intervention locality teams which offers support services to children and their families at an earlier point before problems have become complex and acute. Children and families referred for services are often offered support and assistance from these teams in the first instance where it is considered that they will benefit from early help and support rather than a statutory service.
- 4.3 The rate of re-referrals, i.e. children referred again having had a previous intervention from social care, can be used as one of the measures of the effectiveness of services provided to a family. Re-referrals may occur as a result of a new need arising that could not have been anticipated or because the need may not have been satisfactory met during the first intervention. Given this, the service closely monitors the number of re-referrals, particularly where an assessment has been undertaken within the previous twelve months. During the first quarter of this reporting period the data

shows there was a high number of re-referrals to the service and as a result, an audit was undertaken in July 2013 to understand the reasons for this and identify any gaps in service provision. Based on the findings of the audit, the service implemented more rigorous quality assurance of assessments by line managers and this led to a successful reduction in the re-referral rate with an overall year average of 15.9%.

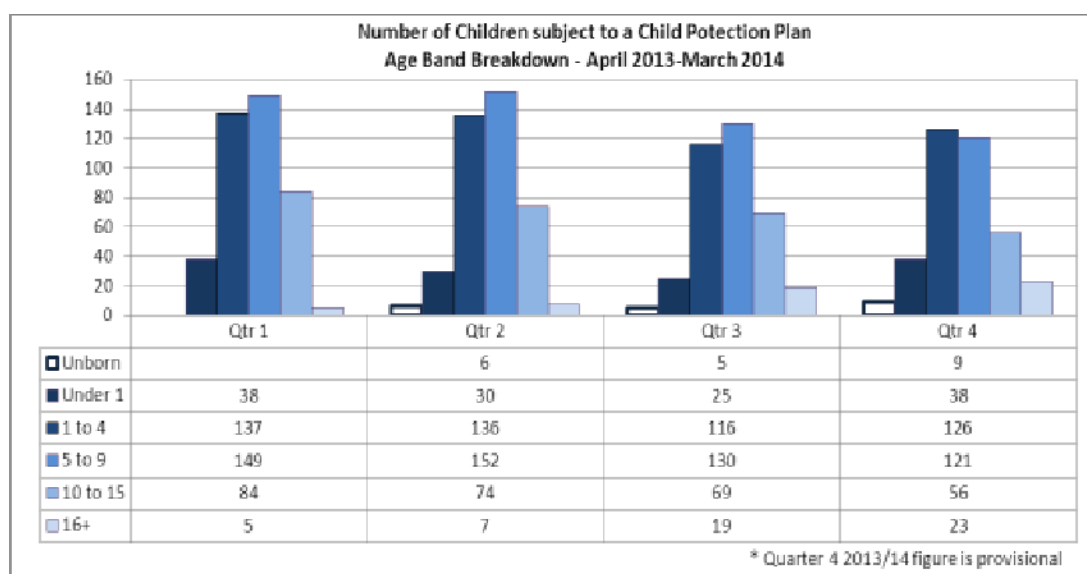


- 4.4 Abuse and neglect continues to be the primary reason for referral into children's social care accounting for 623 of the 1242 referrals (50%). This is followed by 374 referrals relating to family dysfunction, 116 relating to families in acute distress, 58 relating to a child with a disability, 28 relating to the disability or illness of a parent and 27 for children displaying unacceptable behaviour. It is often identified during the assessment process that the family's difficulties are complex and multi-faceted and the precipitating incident leading to the referral may just be the tip of the iceberg.
- 4.5 In response to the recommendations of Professor Eileen Munro in her Review of the Child Protection System (2011) and pursuant to the Statutory Guidance 'Working Together 2013' Hartlepool implemented the single Children and Family Assessment in February 2014. This replaced the two stage initial and core assessment process previously undertaken and provides a framework for social workers to undertake proportionate and timely assessments that are robust and analytical.
- 4.6 To ensure the service has the best possible structure to support the Children and Family Assessment, the Safeguarding, Assessment and Support teams have been reconfigured to create six generic social work teams that provide services to children and their families from birth to eighteen years of age. There is no longer a separation between assessment and long term work and each team has a rotating week on duty responding to referrals, undertaking assessments and will then see these through to case closure.
- 4.7 There are no unallocated cases held within the social care service, nor have there been any during the year. Robust transfer systems are in place to ensure that children receive the right service from the most appropriate team based upon need. Where it is identified that a child in receipt of support through the Preventions Service requires a statutory intervention, a Team Around the Child meeting is held to determine if a transfer is appropriate

and, if so, plan this handover. Similarly when a child is referred as requiring a statutory services the referral is processed by the First Contact and Support Hub and passed to the Safeguarding, Assessment and Support Teams for allocation without delay. Prompt allocation of cases is an important test of the effectiveness of local safeguarding arrangements.

5. CHILD PROTECTION

- 5.1 Where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm a strategy discussion led by children's social care and involving the police, health, education and other agencies as appropriate should take place. This might take the form of a multi-agency meeting or phone calls and more than one discussion may be necessary. A strategy discussion can take place following a referral where there are clear child protection concerns or at any time during the assessment process or thereafter as concerns emerge.
- 5.2 If the outcome of the strategy discussions is to initiate enquiries under Section 47 of the Children Act 1989, the social worker will lead an investigation alongside an assessment gathering contributions from the involved professionals.
- 5.3 Between 1 April 2013 and 31 March 2014, the service completed 360 Section 47 enquiries. In all of these cases an immediate response is required and the child, who is deemed to be at risk, is seen and spoken to without delay. The enquiry will involve an assessment of the child's needs and the ability of those caring for the child to meet his or her needs. The purpose of this investigation is to decide whether Children's Services should take any action through the statutory powers available to them to safeguard and promote the child's welfare. Of the 360 Section 47 enquiries completed during the reporting period, 160 (44%) progressed to Initial Child Protection Conference. The table below shows the number of referrals that progressed to initial assessment and the number of strategy meetings discussions held during the reporting period.
- 5.5 At the end of March 2014 there were 126 children subject to a child protection plan. This figure, when compared to the rate per 10,000 children nationally, is high but it has remained at this level for a consistent period of time and may well be a reflection of the increased numbers of referrals into children's social care. Notwithstanding this high figure, the inspection of Children's Services undertaken by Ofsted in November 2013 found that decision making in relation to child protection is appropriate and *'All children who need a child protection plan, have one.'*



- 5.6 The table above show the age profile of those children subject to a child protection plan with the vast majority of children being aged between 1 and 9 years. Neglect continues to account for the highest proportion of child protection plans in Hartlepool and this is frequently linked to substance misuse, domestic violence, parental mental ill health and large families . The Local Safeguarding Children Board (LSCB) has, for the past two years, identified neglect as a priority area for action in Hartlepool and this will continue in the forthcoming year. In the past year, the LSCB undertaken work to introduce the Graded Care Tool to the children's workforce which assists practitioners to produce evidence based assessment of neglect.

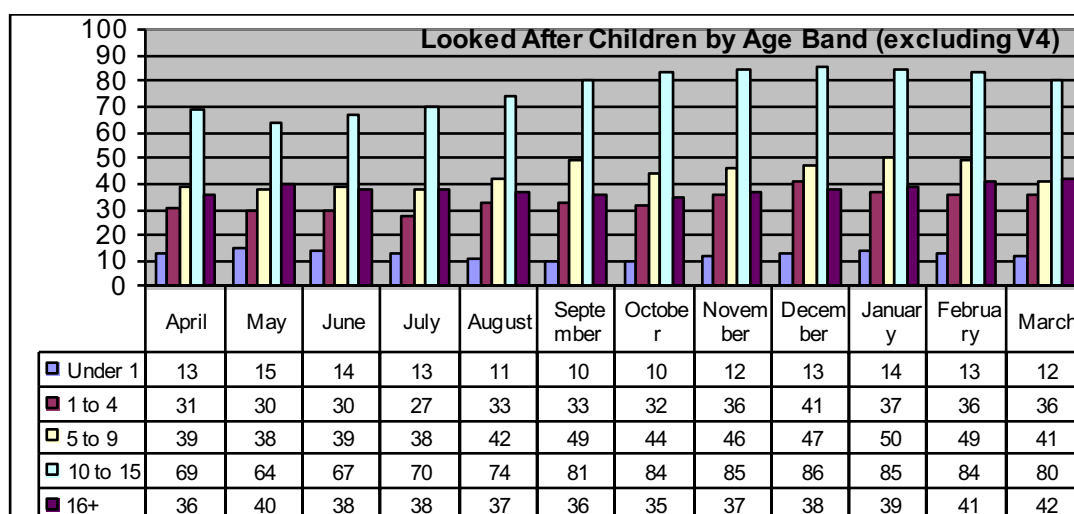
6. LOOKED AFTER CHILDREN

- 6.1 In the past year there has been a step increase in the numbers of children who are Looked After by Hartlepool Borough Council. As at 31 March 2014 there were 211 children looked after compared with 189 at the same date

the previous year. An analysis of the data reveals that the numbers of children entering care is not increasing when compared with the figure in previous years, in fact, this remains fairly consistent. However, once children become looked after, fewer children leave care and children are staying in care for longer, i.e. up to 18 years of age and beyond.

- 6.2 The largest number of children (89%) are cared for in a foster placement, which also includes connected carers, (a child who is Looked After and placed with a close family member or friend under regulation 24 of the Care Planning Regulations). 5.2% are placed in adoptive placements, 4% reside in residential provision, 1.4% placed on a care order with a parent and 0.9 placed in another placement within the community.

6.3



- 6.4 The highest number of children looked after, (80) are those within the age bracket of 10 to 15 years. This is due to the fact that young children who enter care do not remain looked after on a long term basis, usually they leave care after a short period, returning to their families or have permanence secured outside of the looked after system through adoption or special guardianship. Where an older child enters care and any plan to rehabilitate the child to his or her family is unsuccessful, the young person will remain looked after on a long term basis.

- 6.5 In terms of service development the local authority is looking at innovative ways to reduce the numbers of children and young people looked after. This can be best achieved if attention is focused on the needs of the child and offering alternative packages which prevent the level of need from increasing necessitating a child becoming looked after. The 'Edge of Care Team' aims to provide intensive support to families of young people at risk of becoming looked after. They deliver interventions to families to address crisis situations and difficulties arising. The team will undertake a range of family work with young person and their immediate and extended family. Support Care is used to provide respite care to young person who may be facing a crisis and provide them with time away from their family as a cooling of period. In these

situations the support carer can provide support to the family as a whole and be part of the interventions to effect change.

- 6.6 The Department of Education has introduced a range of measures for councils aimed at improving the time taken between a child entering care and moving to an adoptive family where this is required. The Adoption Scorecard measures performance and Hartlepool is performing well. The government target for moving to an adoption placement is currently set at 20 months; the figure that is being achieved in Hartlepool is 15.4 months.
- 6.7 Staying Put is the concept of young people remaining with foster carers post 18 years of age. 30.4% of previously looked after 18 year old young people are currently living in their foster placements under the staying put arrangements. There is a commitment to ensuring all young people who want to stay and whose carers want them to stay are able to do so. Planning for these placements starts around the age of 16 and for many placements at the point of matching. Young people are actively encouraged to remain in their foster placements by social workers and carers recognising that young people mature at different ages and should not be expected to leave home because they have attained a certain age. To date all young people wishing to remain in their foster placement post 18 years of age have been able to do so.
- 6.8 Ten children received family support via short break care where they receive care as part of a plan; this support is usually provided to disabled children who receive short break care at Exmoor Grove

Legal Framework

- 6.9 There have been significant changes to the legislative framework in which social work operates with the implementation of the Children and Families Act on 22 April 2014. The reforms were in response to the Family Justice Review and brought together the revised Public Law Outline and changes to Private Law arrangements. The changes are far reaching and designed to simplify the court system and address the damaging delays for children associated with lengthy court proceedings.
- 6.10 Within Hartlepool the service is responding positively to the changes by completing robust pre proceedings work in order to meet the demanding timescales for proceedings (maximum of 26 weeks) and forging positive relationships with the local family justice board. During the last 12 months care proceedings have been issued in relation to 18 families involving 35 individual children. Of these, eight cases (16 children) have yet to conclude but are well within the 26 week timescale.

7. CHILDREN IN NEED

- 7.1 As of the 31st March 2014 there were 817 children and young people in Hartlepool receiving support through Child in Need arrangements, making an overall total of 1154 receiving social care services overall.

8. WORKFORCE/WORKLOAD

- 8.1 All children receiving services from children's social care are allocated to a qualified social worker. There has been some staff movement within children's services over the past year and vacancies have arisen which have been filled mostly by Newly Qualified Social Workers. The service has a robust Assisted and Supported Year in Employment (ASYE) programme in place and the smaller social work teams which enables these workers to be appropriately supported by their managers.
- 8.2 The demand for services continues to increase and as a consequence workloads have risen. In response to this a proposal was presented and subsequently agreed by the Corporate Management Team to recruit an additional 4 social workers to alleviate capacity pressures within the service.
- 8.3 There are robust and supportive mechanisms in place to manage long term and short term sickness absence and assist staff to return to work following a period of sickness. In addition managers are proactive in the management of sickness absence and conduct formal sickness review meetings. The lowering of the trigger point for sickness reviews and the number of formal sickness review meetings appear to have had a positive impact. The graph below sets out the sickness rates across children's social care services.

Service Area	No. of FTE	Sickness FTE	Year AVE
Children and Families	1.00	0.00	0.00
Children with Disabilities Team	10.00	118.00	11.80
Exmoor Grove Short Break Care Centre	12.27	45.81	3.73
Initial Response Team 1	5.00	3.00	0.60
Initial Response Team 2	3.00	62.00	20.67
Placements	11.12	167.65	15.07
Resources & Specialist Services	6.47	11.54	1.78
Safeguarding & Review Unit	5.56	108.00	19.42
SAS Team 1	7.50	127.00	16.93
SAS Team 2	7.50	77.00	10.27
SAS Team 3	5.50	7.00	1.27
SAS Team 4	6.91	15.00	2.17
Through Care Team	12.31	393.00	31.92
	94.14	1135.00	12.06

9. COMMENTS, COMPLAINTS AND COMPLIMENTS

- 9.1 In order to provide high quality services that meet the needs of local people information in relation to complaints, comments and compliments is routinely gathered and an annual report is produced. From April 2013 to March 2014 twenty seven complaints about social care services were received and from this number twenty two were investigated. Eleven complaints were resolved at Stage 1 and six progressed to Stage 2 of the complaints procedure. Of these, three are ongoing and two have progressed to Stage 3.
- 9.2 Two compliments were received during the period.

10. RECOMMENDATIONS

- 10.1 Children's Services Committee is asked to note the contents of this report of activity within children's social care.

11. REASONS FOR RECOMMENDATIONS

- 11.1 It is part of the Children's Services Committee's role to ensure the effective discharge of the Authority's statutory children's services functions. The Children's Services Committee has a responsibility to ensure there is a clear focus on safeguarding and that coordinated action is in place to safeguard vulnerable children.

12. BACKGROUND PAPERS

- 12.1 None

13. CONTACT OFFICER

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