

CHILDREN'S SERVICES COMMITTEE

AGENDA



Tuesday 17 July 2018

at 4.00 pm

**in the Council Chamber,
Civic Centre, Hartlepool**

MEMBERS: CHILDREN'S SERVICES COMMITTEE

Councillors Beck, Harrison, James, Lauderdale, Little, Moore and Trueman.

Co-opted Members: Jo Heaton, C of E Diocese and Stephen Hammond, RC Diocese representatives.

School Heads Representatives: Mark Tilling (Secondary), David Turner (Primary), Alan Chapman (Special).

Six Young Peoples Representatives

Observer: Councillor Thomas, Chair of Adult Services Committee

1. APOLOGIES FOR ABSENCE

2. TO RECEIVE ANY DECLARATIONS OF INTEREST BY MEMBERS

3. MINUTES

- 3.1 Minutes of the meeting held on 12 June 2018 (*previously circulated and published*).

4. BUDGET AND POLICY FRAMEWORK ITEMS

None.

5. KEY DECISIONS

None.



6. OTHER ITEMS REQUIRING DECISION

- 6.1 Exmoor Grove Children's Home and Stockton Road Children's Home
Statements of Purpose – *Director of Children's and Joint Commissioning Services*
- 6.2 Proposed Federation of Golden Flatts and Lynnfield Primary Schools –
Director of Children's and Joint Commissioning Services
- 6.3 Co-opted members of Children's Services Committee – *Director of Children's and Joint Commissioning Services*

7. ITEMS FOR INFORMATION

No items.

8. ANY OTHER BUSINESS WHICH THE CHAIR CONSIDERS URGENT

FOR INFORMATION

Date of next meeting – Tuesday 18 September 2018 at 4.00pm in the Civic Centre, Hartlepool.



CHILDREN'S SERVICES COMMITTEE

17 July 2018



Report of: Director of Children's and Joint Commissioning Services

Subject: EXMOOR GROVE CHILDREN'S HOME AND STOCKTON ROAD CHILDREN'S HOME STATEMENTS OF PURPOSE

1. TYPE OF DECISION/APPLICABLE CATEGORY

1.1 Non key.

2. PURPOSE OF REPORT

2.1 For members to approve the Statement of Purpose for Exmoor Grove Children's Home and the Statement of Purpose for Stockton Road Children's Home.

3. BACKGROUND

3.1 The Children's Home regulations (Children's Homes (England) Regulations 2015) set out the requirement for providers to provide a Statement of Purpose for Children's Homes. Hartlepool Borough Council has two in house Children's Homes and is required to seek approval for the Statement of Purpose for each home.

3.2 The Statement of Purpose must set out how the home will meet the requirements in relation to the regulations and the quality standards.

4. EXMOOR GROVE CHILDREN'S HOME

4.1 Exmoor Grove is a children's home that provides care and accommodation for children with learning disabilities. It is regulated by Ofsted through the Care Standards Act 2000, Children's Homes (England) Regulations 2015

and the Guide to the Children's Homes Regulations including the quality standards. The Statement of Purpose can be found at **Appendix A**.

- 4.2 Exmoor Grove is a children's residential and short break unit in Hartlepool which caters for children aged five to eighteen who have learning disabilities and often display challenging behaviour. The unit has eight beds which are categorised as follows: - 2 residential beds and 6 short break beds.

5. STOCKTON ROAD CHILDREN'S HOME

- 5.1 Stockton Road is a four bed residential provision that provides care to children who have emotional and or behavioural difficulties. It is regulated by Ofsted through the Care Standards Act 2000, Children's Homes (England) Regulations 2015 and the Guide to the Children's Homes Regulations including the quality standards. The Statement of Purpose can be found at **Appendix B**.
- 5.2 The home can provide medium to long term care to young people who are likely to have emotional, behavioural or some mild learning difficulties.

6. RISK IMPLICATIONS

- 6.1 There are no specific risks identified within this report.

7. FINANCIAL CONSIDERATIONS

- 7.1 There are no financial considerations within this report.

8. LEGAL CONSIDERATIONS

- 8.1 There are no legal considerations with this report.

9. CHILD AND FAMILY POVERTY CONSIDERATIONS

- 9.1 The Children's Homes care for all children that are accessing the provision.

10. EQUALITY AND DIVERSITY CONSIDERATIONS

- 10.1 Exmoor Grove offers care to children who have learning disabilities. Stockton Road offers care to children who are matched with the provision and meets their individual needs as appropriate.

11. STAFF CONSIDERATIONS

11.1 There are no staff considerations within this report.

12. ASSET MANAGEMENT CONSIDERATIONS

12.1 There are no asset management considerations within this report.

13. RECOMMENDATIONS

13.1 For members to approve:

- a) Exmoor Grove Statement of Purpose - **Appendix A;**
- b) Stockton Road Statement of Purpose - **Appendix B.**

14. REASONS FOR RECOMMENDATIONS

14.1 To ensure that the council understands how it is meeting its duties under the Children's Home regulations.

15. BACKGROUND PAPERS

15.1 None.

16. CONTACT OFFICER

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Statement of Purpose

June 2018

EXMOOR GROVE

SC030967



PROVIDING SHORT BREAK AND RESIDENTIAL CARE FOR CHILDREN WITH LEARNING DISABILITIES



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Responsible Person:

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Quality and Purpose of Care

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

The children accessing Exmoor Grove service will need to meet the following criteria:-

- The child will have a learning disability/acquired brain injury/a diagnosis of autism.
- The child must also display challenging behaviour categorised as mild to moderate.

The home is both a respite and residential home having 6 respite beds and 2 residential beds. The additional bed will fall into the current registration as no more than 2 residential children or 6 respite placements will be offered at any one time.

With regards to a residential placement, the home will accept referrals only from Hartlepool Borough Council or the local consortium in consultation with senior management and the unit manager to assess the impact on the home of a residential child who is new to service.

The level of respite service provided will be dependent upon the needs of the individual child and family and will be assessed by the social worker and agreed by the local SEND panel in partnership with the unit manager.

We will liaise closely with health professionals to ensure that children who require medication are able to safely access our 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 the child may remain in service post 18 up to their 19th birthday if in full time education whilst a suitable adult provision is accessed if there are any issues with the young person accessing an alternative provision. This will ensure a smooth transition and make sure families are not left without vital support.

2. Details of the homes ethos, the outcomes the home seeks to achieve and its approach to achieving them.

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. In order to provide this service every young person will have an individual comprehensive care plan which will outline the expected outcomes for the young person alongside their required care/needs. This will then be transferred to a working plan for each young person and this will be updated monthly and tracked to ensure each young person is meeting or working towards their own personal targets.

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*
- *Given the opportunity to develop at their own pace with plans formulated specifically to their needs*

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*

3. A description of the accommodation offered by the home and its location.

Exmoor Grove is situated on a local residential estate a short distance from the town centre. The unit is close to local amenities and there are bus stops nearby and a regular bus service to the town centre. Exmoor Grove 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 children to have a separate private area away from the main unit. The unit now has a fob system to prevent respite children accessing the residential provision unless invited by those children living in the residential side.

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

The unit has recently had a sensory room fitted for young people with a wide range of sensory equipment.

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 widget 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 Home recently added a hot tub area and a mud kitchen for sensory play to our garden. The garden has security fencing to its perimeter.

16 Exmoor Grove provides planned, regular breaks and residential care for children and young people of either gender between the ages of five and eighteen. 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.

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*
- *Our young people are given the opportunity to undertake a diverse range of home based activities to enhance their personal development and enjoyment.*

4. The arrangements for supporting a young person's cultural, linguistic and religious needs.

The staff in Exmoor Grove will actively promote and respect a young person's culture and heritage. The staff in 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*

5. Details of who to contact if a person has a Complaint about the home.

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:
Jeanette Donkin

The Complaints Officer
Child & Adult Services
Hartlepool Borough Council
Civic Centre
Hartlepool
TS24 8AY
Tel No: 01429 284020

OR

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

OR

Anne Longfield
The Office of the Children's Commissioner
Sanctuary Buildings
20 Great Smith Street
London
SW1P 3BT
Tel: 020 7783 8330
OR

National Youth Advocacy Service (NYAS)

Tel No: 0800 616110

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/St David's Walk
- 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*

6. Details of a how a person, body or organisation involved in the care or protection of a child can access the homes child protection policies or the behaviour management policy.

A copy of both child protection policy and the behaviour management policy are available on request from the manager of the home. These will be given to parents/carers of young people prior to their initial visit.

Views Wishes and Feelings

7. A description of the homes policy and approach on consulting children about the quality of their care.

Communication is a particular strength of the home. The home has its own dedicated Communications Mentor and she ensures each child has what they require to be able to communicate as effectively as possible. Those children that have additional needs around communication will have a communication passport which identifies their additional needs and the best way to communicate with them. Each child will also have an individual communication pack which will include the signs and symbols they use on a regular basis in all settings. All staff are trained in Makaton sign language.

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.

Alongside the children's meetings staff undertake satisfaction surveys with young people, this will centre around meals and activities in particular and we use a simple smiley face format so the children can give us their views and menus and activities will be adapted according to children's preferences.

The children also have monthly key worker sessions which are personal to them and their journey, this allows the child quality time with their key worker to look at areas they want to develop/improve or simply enjoy.

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

Within Exmoor Grove we believe that 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*

8. A description of the homes policy and approach in relation to-

- **Anti discriminatory practice in respect of children and their families.**
- **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.

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.

Alongside these measures, staff believe 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.

We work with our young people to help them understand their rights and respect each other 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*

EDUCATION

9. Detail of Provision to support young people with Special Educational Needs and details of the arrangements for children to attend local schools and the provision made by the home to promote children's educational achievement.

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

Zoe Westley
Springwell School
Throston Grange Lane
Hartlepool

Tel: 01429 280600

Alan Chapman
Catcote Academy
Catcote Road
Hartlepool

Tel: 0142926403

ENJOY AND ACHIEVE

10. The arrangements for enabling children to take part in and benefit from a variety of activities that meet their needs and develop and reflect their creative, intellectual, physical and social interests and skills.

Staff at Exmoor Grove ensure young people are enabled to experience a wide variety of activities that meet their social and development needs. Children are consulted regularly at children's meetings and key worker sessions to ensure our young people are given opportunities based on their wishes and feelings.

Staff ensure young people are able to partake in activities whilst at Exmoor that they may not be able to otherwise, examples of this vary from holidays to Butlins and Euro Disney, to shopping trips which for some of our young people and their families can be challenging experiences.

Staff at Exmoor Grove will support and actively encourage young people in their social interests, staff provide support for young people accessing after school clubs and any social activities that happen whilst the child is accessing our service, such as school disco's, Prom etc.

Staff provide a wide range of both in house and community opportunities for young people to experience and enjoy, including a new hot tub in the garden, a sensory kitchen and a new sensory room in the building. Outside the staff regularly take young people, swimming, fishing, Jump 360, soft play, local parks and the cinema.

Exmoor Grove is a registered ASDAN centre and staff work closely with young people to build on their social interests and life skills to build self esteem and ensure each child is able to maximise

APPENDIX A

their potential and enjoy fully the time they spend at Exmoor Grove. In order for staff to do this each child has an achievements file which catalogues their accomplishments whilst in the service and this provides a written and pictorial record for the young person to keep when they leave the service. It is also a valuable tool for staff who are working with young people to build confidence and self esteem as it is a clear record of what the young person has accomplished and how they have developed as they age.

Outcomes*Our young people*

- *Are fully supported to be part of the wider community.*
- *Are able to undertake activities of their choosing.*
- *Are supported to access after school and community groups they are part of.*
- *Are encouraged to develop important life skills through access to appropriate activities and fun educational opportunities.*
- *Have a record of achievement of their time at Exmoor which is both written and pictorial for them to keep as they grow.*

Health**11. The arrangements for ensuring young people have their day to day health needs met.**

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 too 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 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.
- Diabetes Nurse

12. Details of any health care or therapy provided, including:-

- (a) Details of the qualifications and professional supervision of the staff involved in providing any health care or therapy.**
- (b) Information about how the effectiveness of any health care or therapy provided is measured, the evidence demonstrating its effectiveness and details of how the information can be accessed.**

Exmoor Grove does not as a matter of course carry out any healthcare or specific therapy for any young people accessing the service. If this was deemed to be a requirement of a young person accessing the service this would be discussed at the initial visits and plans would be made for appropriate training of all staff members prior to the child accessing the service.

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*
- *staff who are appropriately trained in all aspects of their care.*

Positive Relationships

13. The arrangements for promoting contact between children and their families and friends.

Contact with Family

Exmoor believes that it is essential for a young person to maintain their family and social networks. The staff, therefore, actively promotes 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 encourages 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*

Protection of Children

14. A description of the homes approach to the monitoring and surveillance of 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*

15. Details of the homes approach to behavioural support, including information about:-

(a) The homes approach to restraint in relation to children; and

(b) How persons working in the home are trained in restraint and how their competence is assessed.

- (a) 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 team have recently been trained in PACE techniques and both the manager and deputy manager are PACE level 1 practitioner. PACE parenting is very different to the usual Social learning Theory of parenting which uses reward and punishment as a learning tool for children. The PACE view is that both reward and sanctions can be a source of conflict and turmoil for some children and rather than learning from this model it can actually cause an increase in the behaviour you are trying to modify.

The PACE program ensures that staff will work hard to form those appropriate attachments with the young people using Playfulness, Acceptance, Curiosity, Empathy, in order for them to feel safe. Rewards and praise will now follow a more natural spontaneous rhythm, rather than planned responses to promote changes in behaviour. When dealing with the more challenging behaviour staff will look with the young person at the natural consequences of their behaviour rather than using sanctions or reparation.

Staff will ensure that effective use is made of the young person's Behaviour Management Plan. This will identify 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. These plans have been re formulated to take into account the PACE approach.

Two of the units seniors have undertaken training in Theraplay (February 2017) and this will be incorporated in to the day to day plans for young people. This will be particularly beneficial for those young people who have attachment issues.

Theraplay is a child and family therapy for building and enhancing attachment, self-esteem, trust in others, and joyful engagement. It is based on the natural patterns of playful, healthy interaction between parent and child and is personal, physical, and fun.

Theraplay interactions focus on four essential qualities found in parent-child relationships: Structure, Engagement, Nurture, and Challenge.

Theraplay sessions create an active, emotional connection between the child and parent or caregiver, resulting in a changed view of the self as worthy and lovable.

The home has a proactive approach to training and as a result of the need for continuous good quality training in restraint Hartlepool Borough Council has funded two staff members to undertake the approved PRICE Trainer course, with one working in each residential facility. This allows the team to be trained as required. It also provides the opportunity for our PRICE Instructor to undertake monthly clinics for staff following the team meeting to run through any issues they may have had with a particular hold or child or simply to refresh knowledge if the technique has not been used for a while. This allows an ongoing assessment of competence and the trainer receives annual refresher training to ensure they remain competent in teaching others.

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*
- *are cared for by staff that are competent and appropriately trained in de escalation and restraint techniques.*
- *These skills help our young people to gain understanding of themselves and others and what it means to be part of a caring community*

Leadership and Management

16. Name and Work Address of:

Responsible person:

Danielle Swainson, Assistant Director, Child & Adult Services
Civic Centre,
Victoria Road,
Hartlepool,
TS24 8AY

Tel. 01429 523 732

Registered Manager:

Sylvia Lowe
16 Exmoor Grove/St David's Walk
Hartlepool
TS26 0XE

Tel: 01429 232 634

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

Line Management Responsibility:

Karen Douglas-Weir
Business Unit Manager
Child and Adult Services
Hartlepool Borough Council
8-9 Church Street
Hartlepool
TS24 7DJ
Tel: 01429 405 584
Email: Karen.douglas-weir@hartlepool.gov.uk

17. Details of the experience and qualifications of staff, including any staff commissioned to provide education and health care.

Name	Sylvia Lowe
Position	Registered 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 Safer Recruiting for Managers training Level 5 Care Leadership for Health & Social Care PACE Practitioner level 1 Level 5 Managing Medication Systems The Principals of Theraplay
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/St David's Walk, a position she has held for ten years.

Name	Christine Purvis
Position	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 PACE Practitioner Level five Managing Medication Systems The Principals of Theraplay
Experience	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 eight years in her current position as Deputy Manager of Exmoor Grove/St David's Walk.

Name	Jodie Belbin
Position	Senior Residential Social Care Officer days CSE Mentor
Qualifications	BTEC National Diploma in Biomedical Sciences, NVQ3 Children and Young People, NVQ 4 Health and Social Care Children and Young People PRICE Trainer Course 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 Medication Training. Autism next steps level 3 Introduction to PACE Level 4 Medication Introduction to PACE Makaton
Experience	Jodie has over nine and half years experience of working with children with disabilities at Exmoor Grove/St David's Walk. Jodie successfully gained a full time senior post October 13.

Name	Sue Rochester
Position	Senior Residential Social Care Officer Outcomes Mentor
Qualifications	CSE O level City and Guilds Practical caring Skills: part 1 and 2 Safeguarding Vulnerable Adults Information Governance Child Protection First Aid Legionnaires Awareness RSA credit Theraplay Level 1
Experience	Sue has currently been appointed to a Senior post. Sue has over 10 years of experience of working with children and young people.

Name	Natasha Darragh Communication Mentor Cultural Mentor
Position	Residential Social Care Officer Senior
Qualifications	NVQ 3 Children and Young People, PRICE training Safeguarding children, basic food hygiene Bullying Awareness Fire Safety Introduction to PACE Makaton Theraplay Level 1
Experience	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/St David's Walk for 1 year before successfully gaining a position in April Natasha has successfully gained a senior role in May 15.

Name	Jenna Corrigan Children's Meeting Mentor
Position	Residential Social Care Officer
Qualifications	Nursery Nurse Diploma Cache level 3 Certificate of Professional development in work with Children and Young People with Special Needs. Rebound Therapy Level 3 understanding and supporting individuals on the autistic spectrum Makaton foundation workshop First Aid Training TEACCH training course Picture exchange communication system Introduction to PACE The Principals of Theraplay
Experience	Jenna has eight years experience working with young people with a wide variety of needs in an educational setting. Jenna has undertaken 6 months work as part of our bank team to gain experience in the residential side of working with young people before successfully gaining a post in April 15

Name	Karen McMorris E safety Mentor, Site Safety Officer.
Position	Residential Social Care Officer
Qualifications	NVQ 3 in children and young people NVQ 4 in Social Care completed all mandatory training including Child Protection First Aid Moving and Handling PRICE Training Basic Food Hygiene Bullying Awareness Medication Training Introduction to PACE Makaton The Principals of Theraplay
Experience	Karen has over twenty years experience in residential child care in her current position as a Residential Social Care Officer at Exmoor Grove/St David's Walk.

Name	Stephen Morter Gardening Mentor
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Position	Residential Social Care Officer
Qualifications	NVQ 3 Children and Young People. Stephen has completed all his mandatory training including:- Safeguarding Children First Aid Moving and Handling PRICE Training Basic Food Hygiene Bullying Awareness Medication Training Introduction to PACE Makaton The Principals of Theraplay
Experience	

Name	Helen Boyd Bullying Mentor
Position	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 Medication Training Autism next steps level 3 Play for people on the autism spectrum Makaton Introduction to PACE The Principals of Theraplay
Experience	Helen has over thirteen years experience of working with children, she spent three years in paediatrics as a physiotherapist's assistant and ten years at Exmoor Grove/St David's Walk.

Name	Peter Leak Gardening Mentor
Position	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 Safeguarding Children. PRICE Introduction to PACE Makaton The Principals of Theraplay Diploma in Children and Young people
Experience	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.

Name	Christian Wood
Position	Residential Social Care Officer
Qualifications	NVQ3 City and Guilds Positive behaviour support training First Aid training Epilepsy training Autism Awareness training Introduction to PACE The Principals of Theraplay
Experience	Christian has over twenty years experience in the care sector, majority of which within the NHS

Name	Julie Halliday
Position	Residential Social Care Officer
Qualifications	CSE qualifications Diploma Children and Young People Level 3 Manual Handling Working at Heights First Aid at work Health and Safety P.A.T.S training General introduction to working with SEN pupils and vulnerable adults Safe Working Practices in Medication Autism Spectrum Level 3 Play for people with autism spectrum Welcome Host International Tool Box Talk Ladders/Steps Welcome Host Plus Violence and Aggression Personal Safety training The Principals of Theraplay Fire Safety Awareness Price training Makaton
Experience	Julie has experience of working in a customer focussed environment in retail/office field. She has worked with young people with disabilities for the SEN team transporting young people to and from school and worked as a member of the bank team here for over a year before getting her permanent position.

Name	Gareth Malcolm PRICE INSTRUCTOR
Position	Residential Social Care Officer
Qualifications	Complaints Policy Awareness 3 day introductory course GCSE qualifications BA in Sport
Experience	Gareth has a interest in working with children with special needs

Name	Gary Salmons
Position	Residential Social Care Officer
Qualifications	Team Teach Understanding, Recognising and Managing Epilepsy

	Heartstart Preparation for HE Access to HE Diploma in Humanities/Social Sciences BSc in Criminology City Guilds in Children and Young People's Workforce: level 2 The Principals of Theraplay
Experience	Gary has a wealth of experience in working as a support worker for adults with special needs and disabilities.

NIGHT STAFF

Name	Lindsey Cummins
Position	Dedicated Waking Night Officer Senior Achievements Mentor ASDAN Mentor
Qualifications	NVQ level 2 and 3 in Social Care NVQ level 3 Children and Young People 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 Fire Safety Makaton
Experience	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/St David's Walk in April 2011. Lindsay was successful in gaining a senior night post in January 14.

Name	Angela Young
Position	Dedicated Waking Night Officer
Qualifications	Price 2 day refresher course Price 4 day introductory course Autism Spectrum Next steps level 3 First Aid at Work refresher course Play for people with autism NVQ level 3 Caring for children and young people HBC Social Care First Aid at Work 2 day refresher course (inc paediatric) Introduction to Multi Agency safeguarding and Child Protection Intermediate certificate in safe handling of medicines Medication Refresher Training

	Administering Medication Training for Exmoor Moving and Handling Professional Practice Safeguarding Children with disabilities Bullying Awareness Safeguarding and Child Protection Induction training Safeguarding Children – Neglect Health and Safety Awareness Fire Awareness NVQ Care: Supported Living The Principals of Theraplay Makaton
Experience	Angela has a wealth of experience in working with children with special needs, she has been with the Council for over ten years.

Name	John Carr PRICE Instructor
Position	Dedicated Waking Night Officer
Qualifications	NVQ 3 Health and Social Care. John is currently enrolled on NVQ 3 Children and Young People. The administration of named medication to named patients. Basic PRICE Advanced PRICE The Duke of Edinburgh bronze award Makaton Introduction to PACE The Principals of Theraplay
Experience	John has worked in the care sector for fifteen years. Working mainly with adults with learning disabilities and challenging behaviour, he also has a close family member who has aspergers and adhd.

Name	Donna Emmerson
Position	Residential Social Care Officer
Qualifications	Safeguarding children with complex and additional needs Complaints Policy Awareness Administer medication to individuals, and monitor the effects Safe Administration of controlled drugs, the role of the witness and record keeping 3 day introductory course Access to HE diploma NVQ level 3 Caring for children and young people The Principals of Theraplay
Experience	Donna has lots of experience of working in a caring capacity for children and elderly people.

BANK STAFF

Name	Diane Hornsey
Position	Residential Social Care Officer
Qualifications	NVQ level 3 health and social care. City and Guilds Community Certificate in Mental Health. Basic food hygiene Emergency First Aid

	Autism Awareness PRICE
Experience	Diane has over twenty five years experience in the care sector working with adults with mental health and learning disabilities.

Name	Savannah Graver
Position	Residential Social Care Officer
Qualifications	Cache Level 3 Children and Young people and education. PRICE Training, Basic First Aid. Autism Awareness Course. Diabetes Awareness course The Principals of Theraplay
Experience	Savannah has worked for several years in both primary and nurseries as a child care practitioner and a 1:1 with those young people who have additional needs. She is also part of a family that fosters difficult to place children with EBD and or learning disabilities.

Name	Steffi Spence
Position	Residential Social Care Officer
Qualifications	Level 2 in Food Safety in Catering Safe Handling and Administration of Medication GCSE PRICE
Experience	Steffi has work experience in working on a one to one basis with adults with special needs and disabilities.

Name	Michelle Wass
Position	Residential Social Care Officer
Qualifications	L3 Diploma in Children and Young People L2 Health & Social Care L1 ITC Start IT PEG Training Blood Training Safeguarding and Child Protection First Aid Training The Principals of Theraplay
Experience	Michelle has lots of experience of providing care for children within a variety of settings and with a range of disabilities.

Name	Shane Howe
Position	Residential Social Care Officer

Qualifications	ABC Level 1 &2 sign language Moving and Handling First Aid Food Safety Medication Equality and diversity Child Abuse and Neglect Health and safety Fire Safety The Principals of Theraplay
Experience	Shane has worked in the care sector for several years he has worked with both adults and children in a caring capacity.

Name	Lisa Atkinson
Position	Residential Social Care Officer
Qualifications	First Aid Communication Awareness Safeguarding of Vulnerable Adults Food Hygiene and Infection Control Equality and Diversity Health and Safety including Fire Safety Communication Moving and Handling SOVA HABC level 2 in Moving People Safely Administer medication to individuals and monitor the effects Principles of supporting individuals with a learning disability regarding sexuality and sexual health Promote communication in health, social care or children's and young people's setting Understand how to support individuals with autistic spectrum conditions Understand the context of supporting individuals with learning disabilities EDI level 2 Diploma in Health and Social Care (Adults) Mental Capacity Act Lisa is currently enrolled on the Level 3 Diploma for Children and young People. The Principals of Theraplay
Experience	Lisa has experience in providing one to one care to individuals in sheltered accommodation.

Name	Louise Wainwright
Position	Residential Social Care Officer
Qualifications	Skills for Care & Skills for Health GCE Health & Social Care
Experience	Louise has over 2 years work experience in a social care environment. Louise is currently studying Learning Disability Nursing at degree level.

Name	Ashleigh Tooley
Position	Residential Social Care Officer
Qualifications	NCFE CACHE Level 3 Diploma in Health and Social Care (Adults) NCFE CACHE Level 2 Award in Employment Responsibilities and Rights in Health,

	Social care or Children and Young People's Settings. NCFE CACHE Level 3 Certificate in Preparing to Work in Adult Social Care Communication and Interactive Therapy Skills for Care & Skills for Health Dementia Awareness Moving & Handling End of Life Awareness Medication Awareness HABC Level 2 in Door Supervision HABC Level 2 in Security Guarding CACHE LEVEL 2 Diploma in Health and Social Care (Adults) CACHE Level 1 Award in Preparing to Work in Adult Social Care Edexcel Level 2 Mathematics Edexcel Level 2 English
Experience	Ashleigh has lots of work experience with Adults in Social care, she is keen to expand this experience and sees this role as a great opportunity to move into Children's social care.

Name	Angela Bailey
Position	Residential Social Care Officer
Qualifications	GCSE Maths, English, Child Development, Home Economics Access to Health Diploma in Health and Social Care First Aid and CPR Health and Safety training Child Protection Safeguarding vulnerable children and adults
Experience	Angela has worked in the care sector for many years both within the children's and adults social care.

Name	Beth Bage
Position	Residential Social Care Officer
Qualifications	GCSEs BTEC Diploma First Aid Health and Safety Infection Control Working with others
Experience	Beth joined the as a bank worker and is keen to develop her experience in working with children with challenging behaviour.

Name	Emma Henery
Position	Residential Social Care Officer
Qualifications	NVQ L3 Health and Social Care Functional Skills AI Award NCFE Medication NCFE Autism Positive Behaviour
Experience	Emma has many years working in the social care sector, she has lots of

	experience in working in different work settings from residential, community and respite units.
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Name	Gabrielle Donaldson
Position	Residential Social Care Officer
Qualifications	Customer Service L2 Aerospace Engineering L3 GCSE's including Maths and English BTEC Sport L2 Fire Safety Safeguarding Vulnerable Adults Food Hygiene Non Violent Crisis Intervention Moving and Handling PEG feeding Dementia Downs Syndromw Autism Awareness Epilepsy Data Protection
Experience	Gaby has lots of experience working within the social care sector. She enjoys supporting individuals with complex needs; ranging from learning difficulties, challenging behaviours,

Name	Amy Currell
Position	Residential Social Care Officer
Qualifications	GCSE Maths and English BTEC Sport Epilepsy Safeguarding First Aid Fire Safety Mental Capacity Act Equality and Diversity Basic Life Skills and CPR
Experience	Amy has lots of experience working with children and adults with challenging behaviours. She is keen to develop her existing skills in supporting individuals.

Name	Georgia West
Position	Residential Social Care Officer
Qualifications	L3 Diploma in Specialist Support for Teaching and Learning in Schools L2 Children and Young People's Workforce Maths grade C Functional skills for English L2
Experience	Georgia enjoys working with children and young people and has lots of voluntary work experience with this group. She is interested in developing her skills and knowledge in this area within a work environment.

Name	Grace McEvoy
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Position	Residential Social Care Officer
Qualifications	BSc Hons in Adult Nursing GCSEs A Levels Access to HE
Experience	Grace is currently studying a degree in Adult Nursing and enjoys working as bank staff as she is keen to build on her experience of working with individuals with complex and challenging needs.

Name	Jade Gardner
Position	Residential Social Care Officer
Qualifications	ChildCare training Beauty Therapy Autism training E Safety Training Radicalisation training Epipen training Buccolam training Moving and Handling Thrive training
Experience	Jade is keen to develop her knowledge of and skills in working with individuals with challenging behaviour.

Name	Kurt Westgarth
Position	Residential Social Care Officer
Qualifications	Adult Numeracy L1 ICT L2 English and Maths
Experience	Kurt is keen to develop her knowledge of and skills in working with individuals with challenging behaviour.

Name	Laura Dalkin
Position	Residential Social Care Officer
Qualifications	BS Hons in Primary Education A level GCSE Makaton training
Experience	Laura has lots of experience of working with children with special needs in a education setting. She is interested in developing this experience by working with children with challenging behaviour within respite care environment.

Name	Lewis Graver
Position	Residential Social Care Officer
Qualifications	A Levels GCSEs including Maths and English
Experience	Lewis has recently joined the team as bank staff and is interested in building upon his experience with working with children with challenging behaviours.

Name	Lisa Henderson
Position	Residential Social Care Officer
Qualifications	NVQ L2 – Teaching Assistant NVQ L2 – Playwork Manual Handling First Aid Makaton Fire Safety
Experience	Lisa is keen to develop her knowledge of and skills in working with individuals with challenging behaviour.

Name	Lisa Mincher
Position	Residential Social Care Officer
Qualifications	GCSE including Maths and English City and Guilds Access to HE Moving and Handling Autism Awareness
Experience	Lisa is keen to develop her knowledge of and skills in working with individuals with challenging behaviour.

Name	Louise Wainwright
Position	Residential Social Care Officer
Qualifications	
Experience	Louise spent 2 weeks at Exmoor Grove as part of a placement and enjoyed it so much she has joined the team as bank staff. She has over 2 years experience of working in social care and has a special interest in learning disability and is currently studying a degree in Learning Disability Nurse.

Name	Michael Hopwood
Position	Residential Social Care Officer
Qualifications	Animation of games GCSE including Maths and English BTEC in public service
Experience	Michael is keen to develop her knowledge of and skills in working with individuals with challenging behaviour.

Name	Nadia Young
Position	Residential Social Care Officer
Qualifications	Health and Social Care L2 Autism 14 GCSEs PMVA First Aid Food Safety Infection Control Safeguarding Children and Adults

	Bullying Awareness Equality and Diversity L3 Door Supervision
Experience	Nadia has lots of experience of working with individual with special needs and challenging behaviour. She has joined as bank staff to develop knowledge and allow her skills to grow.

Name	Sean Devonshire
Position	Residential Social Care Officer
Qualifications	NVQ level 2 in teaching assistant O levels CSE City and Guilds Food and Safety: level 2 First Aid for sport Hartlepool Safeguarding Children Board Introduction to Multi Agency Safeguarding and Child Protection Durham FA level 1 Football Coaching Mini Bus training Team Teach
Experience	Sean has lots of experience of working with children and has previously worked as a teaching assistant on a one to one basis and behaviour support assistant.

Name	Shah Haque
Position	Residential Social Care Officer
Qualifications	Introduction to Health and Social Care – Autism awareness, Challenging behaviour, First Aid, Dementia Awareness, Building confidence, Safe guarding children and adults NVQ L3 in Customer Services NVQ L3 Business Studies BTEC National Diploma in Sports A level Biology and English Literature 17 GCSE's
Experience	Shah has lots of experience in the care sector with both children and adults with special needs and challenging behaviour.

Name	Yvonne Ilhan
Position	Residential Social Care Officer
Qualifications	First Aid refresher training Moving and Handling NVQ L3 Adult Social care Dementia Awareness NVQ L2 Direct Care
Experience	Yvonne has may years of work experience working with elderly, disabled and vulnerable individual. She is keen to develop her knowledge of and skills in working with individuals with challenging behaviour.

18. Details of the management and staffing structure of the home, including the arrangements for the supervision of staff.

STAFFING CHART – 16 EXMOOR GROVE

Registered Manager

Sylvia Lowe

Deputy Manager

Christine Purvis

Seniors

Natasha Darragh, Sue Rochester, Jenna
Corrigan , Jodie Belbin

Residential Social Care Officers

Karen McMorris, Helen Boyd, Steven Morter,
Peter Leak, Julie Halliday, Christian Wood, Gary
Salmons, Gareth Malcolm

Dedicated Waking Night Officer

Lindsay Cummins,
Angela Young, John Carr,
Donna Emmerson

Bank Staff

Diane Hornsey, Savannah Graver, Steffi Spence,
Michelle Wass, Shane Howe, Lisa Atkinson,
Louise Wainwright, Ashleigh Tooley, Angela Bailey,
Beth Bage, Emma Henery, Gabriella Donaldson, Amy
Currell, Georgia West, Grace McEvoy, Jade Gardner,
Kurt Westgarth, Laura Dalkin, Lewis Graver, Lisa
Henderson, Lisa Mincher, Louise Wainwright,
Michael Hopwood, Nadia Young, Sean Devonshire,
Shah Haque, Yvonne Ilhan

Domestic/Cook

Sally Craigs, Paula Butcher, Tracy Randall
Janet Purvis

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, undertaken as both individual supervisions and group supervisions these will alternate each 4 to 6 weeks 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.

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.*

Care Planning

19. Any criteria used for the admission of children to the home, including any policies and procedures for emergency admission.

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.*

Statement of Purpose

MARCH 2018

STOCKTON ROAD, CHILDREN'S HOME
HARTLEPOOL



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Our service is inspected 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 physically 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. Young people with low self-care support needs and non-debilitating physical disabilities may also be accommodated.

Stockton Road Children's home 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. The home operates under the children's home regulations 2015.

2. Ethos, outcomes, and approaches

Stockton Road has a clear vision its ethos and values are shared and promoted 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 young people in accordance with their individual assessment of 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 too.
- 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 independence.
- 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, will 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 and a co 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. Stockton road is a investing in children award holder, having been recognised as upholding and promoting the rights of children.
- 5) Each young person will have their own individual residential care plan, which addresses their individual 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 Through Care 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 persons assessed needs and wishes. If it is felt appropriate and requested by the young person, a member of staff from the home may take on the role of the personal advisor and work with the young person to ensure positive long term outcomes are achieved.

- 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 practise. 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.
- 14) All staff including the manager will be subject to the local authorities capability, disciplinary and professional conduct policies and guidance.

3. Enjoying & achieving

At Stockton Road, we place a high priority upon young people enjoying, planning and participating that leads to achieving. 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, horse riding, musical interests, travel, local or abroad, major sporting and cultural events, theatre, and peer group activities. In experiencing the above, it is recognised, self-esteem, cultural knowledge and appreciation of the wider world is obtained, as well as lifting future aspirations.

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. One display board in the activity room is given over to promoting the achievements of previously looked after people, thus it is hoped helping to break the stigma that may be felt as a looked after child.

Cultural Diversity: Staff will explore stereotypical or judgemental views and assist young people to realise the source and effects of such views. Travel, historical events and information are a great source of breaking down stereotypical views of the world and of one's own insular 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 they 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 are also a real option. To date there have been four such tours.

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. Current examples are rugby, football,

fishing, table tennis club, art, cycling and cooking. 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 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. We have enough room here at Stockton road to allow good quality contact with siblings to take place without impacting on the other young people resident here, we promote this option as a pre-cursor to us actively being involved in the contact in other forms such as trips out for the day. This then provides a respite period for parents and a real quality experience for all the children and siblings, examples of this are Forbidden corner, Brimming rocks and Beamish museum.

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 made in unison.

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.

Contact plans are sought from Social Workers to ensure young people know when and at what frequency contact will occur.

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. The suggestion box in the main activity room is also used by young people to put their thoughts and wishes down in writing to be considered by the team.

Stockton Road will also have involvement from the Investing in children's service for advice, up to date guidance and yearly inspections to ensure we are consulting and respecting children's rights. The return of the Ofsted questionnaires is actively promoted and incentives offered for completion. Young people are made aware of advocacy and given written information on how to contact an advocate. All young people are shown and guided through the complaints procedure, this is then signed and recorded on their personal file.

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, their views 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. Good examples of this can be found in both the consultation file and the investing in children file. Evidence of consultation with parents/carers and social workers is also held in these files.

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.

At Stockton road a person-centred booklet is completed for the young person with photographs and other useful facts about what they have undertaken since their last review-this is then shared with attendees at the review and promotes an inclusive positive review meeting. The booklets serve as a memoir/ life story keepsake that the children and young people can build upon and enjoy. All photographs and Data used in such compilations is stored in an encrypted hard drive and kept in a safe to ensure confidentiality and Data protection laws are adhered to.

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 considered at all times.

To assist in the monitoring of the home independent visits are carried out monthly under Regulation 44 of the Children's Homes Regulations. In Hartlepool, these are currently undertaken by NYAS (National Youth Advocacy Service). The Registered Manager also completes a yearly report under Regulation 45 of the children's home regulations 2015. This is 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. Such consultations are done face to face and stored in the consultation file in the main office.

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 Rights Participation Officer – who encourages young people to give their views and opinions, with regards to services provided through activities and consultation.

Stockton Road is committed to maintaining the Investors in Children Award that ensures true consultation and participation are practiced.

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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**

NIAS Advocacy Service Tel. 0300 330 3131 or access a paper copy on Young People Information Board.

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 to their transition to independence, where they can be supported by their carers and take place at a pace appropriate to the individual young person. Stockton Road is DDA compliant.

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 be likely to have emotional, behavioural, some mild learning difficulties, or low level physical disability. Plans will be tailored to meet such needs and a post 18 policy exists for guidance along with Stockton roads own independence workbook to assist young adults with the major transition.

'Staying Close' 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 close 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.

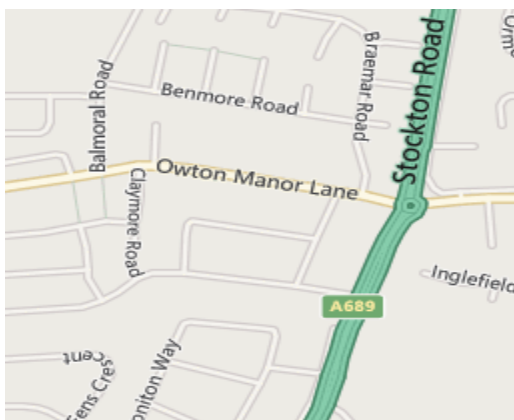
- Allow carers who have established supportive and caring relationships with young people to continue supporting those young people in a similar manner to the support which is provided to their non-looked after peers
- Provide formerly looked after young people with the support they need to focus on 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.
- Staff support and emergency funding will be available via Stockton road.
- Residential staff and/or keyworkers may become the young persons Personal Advisor.

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 2 bathrooms with toilets upstairs. Downstairs we have a large kitchen, dining room, garden room and a lounge. These are complimented by a large activity room that can be used for hobbies/crafts/education etc. 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. Stockton Road can be accessed front and rear by people with physical disabilities or wheelchairs. The young people's bedrooms are large, all have TV and hand basins. The rear landscaped garden has a private aspect a small pond 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



The location of the home will be reviewed yearly in line with Regulation 46, and Regulation 12 (2)(c).

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. This is now housed as part of the royal navy maritime museum.

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.”

Reg 44

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.
- Each child is helped to understand risk and how to keep safe.
- Staff are vigilant and assess daily the signs of children that may be at risk of harm.
- Each young person has a individual CSE risk assessment.
- Training is high on the agenda for staff at Stockton road and a comprehensive training log is updated regularly by admin support to ensure this is maintained.

“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 the LSCB, 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: **08702402994**

- **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.teescpp.org.uk>

Copies of Stockton Road's Child Protection policy and Behaviour Management Policy can be made available upon request electronically or in paper format, by emailing 302StocktonRoad@hartlepool.gov.uk or telephoning 01429 289514

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 Designated Safeguarding Officer. In the case of 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 and the head of service for preparation of a investigation by an independent social worker from a neighbouring authority. The LADO will provide advice and guidance and ensure any investigations are conducted fairly to a satisfactory conclusion. All incident recording sheets are routinely passed to the head of service and the child's social worker for information purposes.

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, there is now an e-form to complete and send to police control, this compliments rather than replaces the homes detailed records. 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

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young person and where necessary work closely with police to achieve this. We have very good working relationships with the VEMT police team and work closely with them as and when required.

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 is 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.

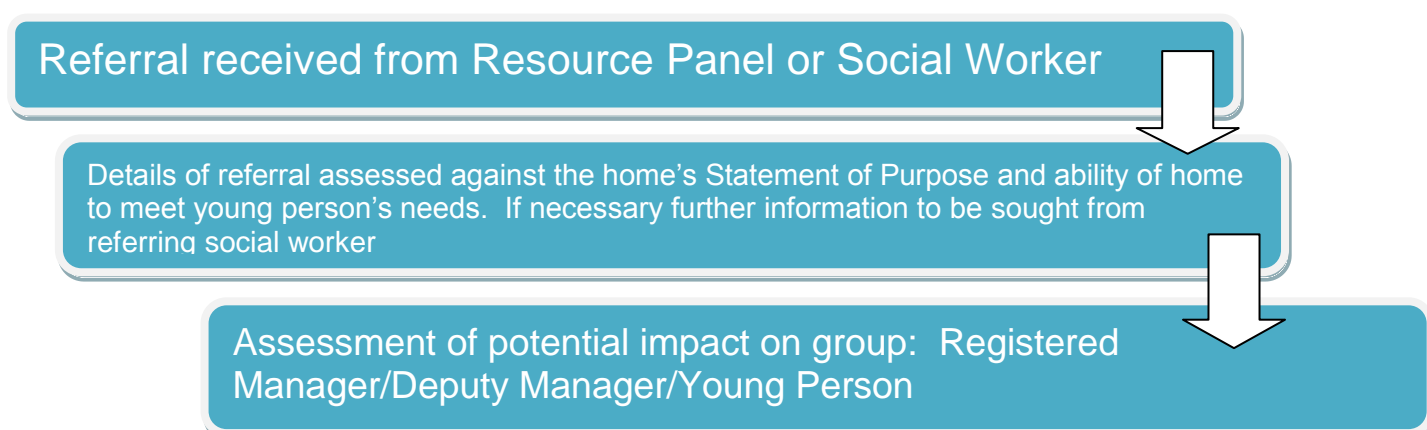
11. Admission criteria

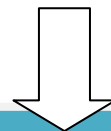
If a young person comes to live at Stockton Road, the following criteria should apply:

- 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 homes 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's, 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. Consideration will be given to holding a child appreciation day, prepared by the current social worker, after consultation with the service manager.

Admission Flow Chart***Admission Plan Flowchart***



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-keyworker & v.o complete welcome back.

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

12-COMPLAINTS PROCEDURE

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. The registered manager can also be contacted on 01429 289514 to discuss any issues that may arise.

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. In the first instance, a telephone call can be made to the Civic Centre on 01429 255622 to register a complaint.

Invoking the complaint procedure does not take away your right to complain to a lawyer, 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. Social Worker visits NYAS representatives or Investing in Children service are all available on Young People notice board and in welcome packs.

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 use of such night time door alarms removes the overall responsibility for safety from the child to the staff team—by this any covert bullying or peer pressures to leave a door unlocked is thwarted by the use of such a system.

The house also has a burglar alarm fitted and is used when deemed necessary to alert staff to any exit or entry to the home that is unplanned or during night time hours that may constitute a running and missing incident or prevent increased risk-taking behaviours by the children.

14. The home's approach to behavioural support

The homes policy on behaviour management and the recording of such is undertaken as per regulation 11 and the quality standard around positive relationship development.

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. The use of PACE will be utilised and inform all staff's practice.

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. To this end the use of DDP informed practice will be used to underpin and enhance the value of interventions.

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, 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 or 3 young people and 1 young adult, 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. Updates will be given in team meetings along with client observation of staff using techniques by Price Representative.

Within the course competencies would be checked through observation of the techniques by the tutors and the end of course quiz. 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
SATNAV: TS24 8AY

Responsible Individual:

Danielle Swainston, 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
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 a Statement of Educational Need, 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 acceptable. All Young People with a statement will have a 'one plan' (EHC), this will detail how support will benefit the assessed area of identified need. Stockton Road will work closely with relevant others, CAMHS and Educational psychologists to ensure implementation.

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. One plan's (EHC) are undertaken on all young people with a SEN. Emma Rutherford LAC Ed Co-ordinator can be contacted on 01429 284358.

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 a laptop and two iPads that the young people can use as a study tool, and this will be appropriately monitored. 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, there is a nurse allocated to the home. 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, HYPED and Barnardo's CSE project. Case by case discussions will be held when required with the looked after psychologist and therapy/ interventions guided by the dialogue and assessment at this point. 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. Development sessions with the clinical psychologist will ensure practice remain current. Outcomes of staff interventions are analysed in monthly and bi-monthly reviews of RPP's and BMP with Social Workers and relevant others. During 2017-18 staff will undergo further training in Attachment based theories and intervention as well as elements of DDP utilising PACE as a process and method of working. Camhs via a LAC specific psychologist provide two weekly consultation slots at Stockton road for staff to discuss current issues and therapeutically informed plans with them. During 2018 a move to a more reflective –handover-process will also be introduced-complimenting the Emotional intelligence training already undertaken and ensuring a positive start to any day, regardless of any difficult and challenging scenario's.

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 Level 5 in Management, Advanced Certificate in Residential Care (Durham University) DDP level1 (2017)
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	Ian Coates
Position	Deputy Manager
Date Started	4/4/2016
Qualifications	Practice Educator Award

6.1 APPENDIX B

Experience	I have enjoyed working with young people for the last 37 years. I started working in youth clubs, for five years then I worked in Children's homes for approximately 11 years. After this I was a social worker, working in a locality team, A Looked After Children's team and last but not least a Leaving Care Team, all for Middlesbrough Council. I started working at 302 Stockton Road on the 4 th of April 2016 as Deputy Manager. My interests are gardening, walking and Kayaking.
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Name	Lindsey Newbury
Position	RSCO
Date Started	02/09/2013
Qualifications	Diploma in Health and Social Care and Level 4 (Cert Ed) in social work support
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 10 years and have 3 children and a grandson. My spare time is taken up being a mum and grandmother and visiting our family caravan. I love reading and also arts and crafts. I enjoy working at Stockton Road and enjoy all of the exciting activities and outings that take place.

Name	Patricia Adams
Position	RSCO
Date Started	02/09/2013
Qualifications	Diploma in Health and Social Care and level 4 (Cert Ed) in social work support
	I have 24 years' experience of working for Hartlepool Council. I love to cook and go for walks and hope to share this with young people. I have worked at Stockton Road since we opened and have enjoyed working with all of the young people and have really enjoyed all of the outings and holidays I have shared with them.

Name	Kelly Smart
Position	RSCO
Date Started	February 2018
Qualifications	Level 3
Experience	Previously a foster carer, mother and keen gardener-I have worked with children and young people on many projects including locally `Headland Futures` project. Working closely with schools and families, including children and adults with disabilities.

Name	Graham Tregear
Position	RSCO
Date Started	1/05/2017
Qualifications	Behaviour management qualification, NVQ 3 Diploma (ongoing) various sport and leisure qualifications.
Experience	I have spent many years working with young people including being part of the support team at local secondary schools. I promoted and ran a football programme for young people in the locality that is still ongoing.

Name	Daniel Graver
Position	RSCO

6.1 APPENDIX B

Date Started	02/09/2013
Qualifications	NVQ level 3 in children and young people-currently undertaking level 4.
Experience	I have worked with young people who have special needs for 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.

Name	David Simpson
Position	RSCO
Date Started	7.12.15
Qualifications	Diploma in social work. NCFC level 3 diploma in children and young people
Experience	I have 12 years' experience working with young people and adults in a range of different settings from residential, supported accommodation and facility homeless hostels for young people. I enjoy walking my dogs and DIY, having previously worked as a joiner. I enjoy going to the Gym and the outdoors.

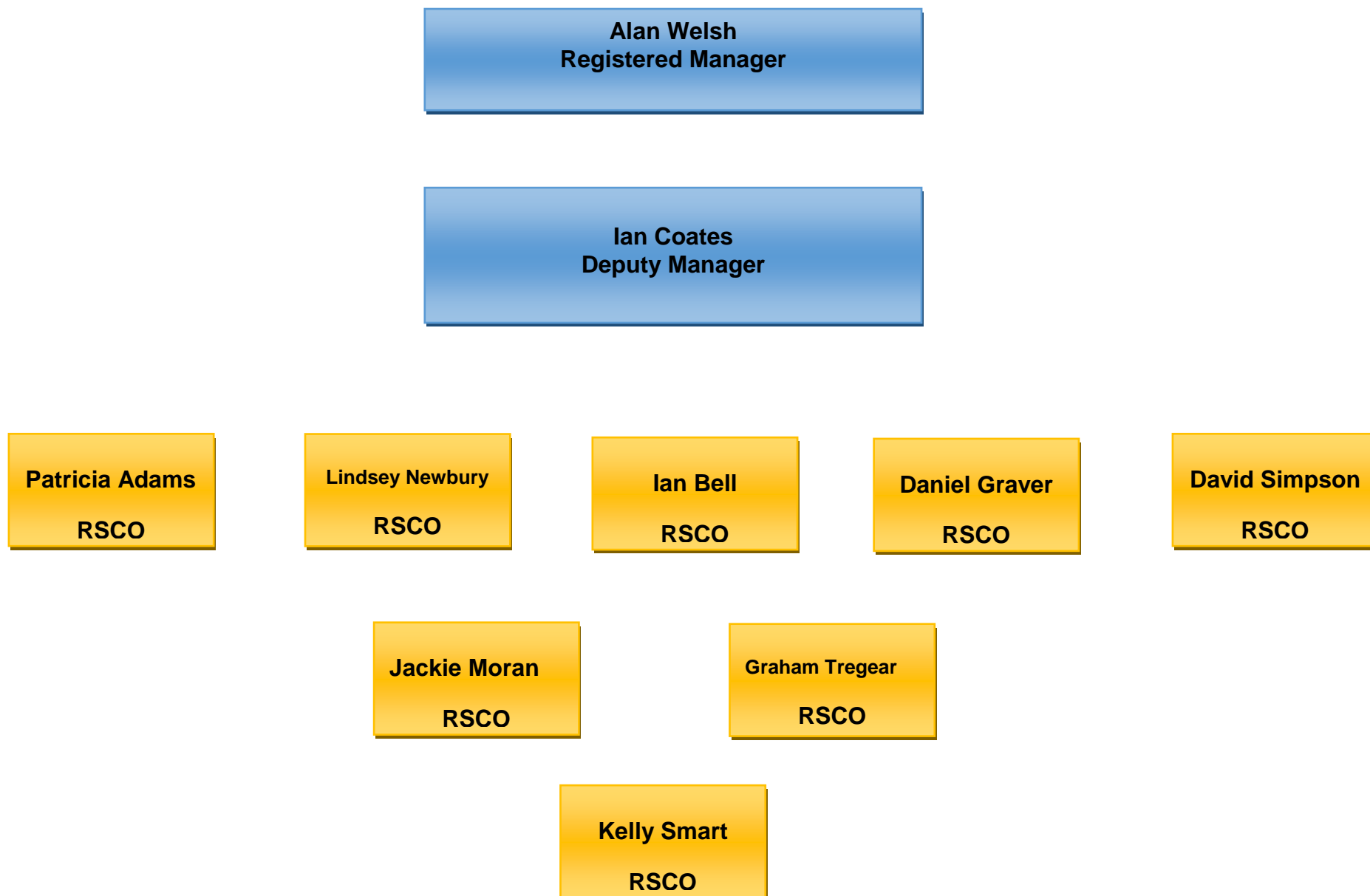
Name	Ian Bell
Position	RSCO
Date Started	1 st July 2015
Qualifications	Level 5 foundation degree-NVQ 3 and undertaking level 4 Cert Ed in February 2018
Experience	My name is Ian Bell, I have been working with young people for over 10 years in various different settings. I began my career working with Young Offenders then went on to work in Schools, Homes and Community Centres as a Family Support Worker. I have facilitated several different Parenting Programs working with parents and children in the community and went on to work with Dads due for release in Prisons in the North East. I gained a Level 5 qualification in "Working with Young People and Young People's Services" from Teesside University in 2008 and have completed many other relevant training courses since. My hobbies include Playing Guitar, Cycling, Gardening, Camping and my favourite, spending time with my children. I began working at Stockton Road in July 2015.

Name	Jackie Moran
Position	RSCO
Date Started	September 2015
Qualifications	Level 3 in childcare 0-16 and also Level 2 in supporting children and learning due to start my Cert Ed level 4 in February 2018
Experience	I have worked within a school setting for 7 years and have gained experience with ASD and complex needs also working with BESB children. I have changed my job role and completed harbour training working with children and families and started my new role as RSCO in September 2015. I enjoy going to the gym and weddings.

6.1
APPENDIX B

21. Management & Staffing Structure & arrangements for Professional Supervision

Staffing Structure



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 every two weeks; in these meetings, we discuss any issues within the home, the young people, information passed on by the Resource Manager, and any information discussed at the young people's 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. Emotional Intelligence training sessions are also held bi-monthly –these are delivered by a team manager with an interest in this field.

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 reflect the needs of the young people; when all young people are in the home there will be two members of staff on duty until 10pm, at this time one member of staff will go off duty and another member of staff will remain and sleep in the home. However, where risk assessment determines that additional support is required waking night or additional sleep in staff will be used. Equally if the number of young people in place reduces due to young people being away or staying with their families there may only be one member of staff on duty, Staff have a clear procedure to follow if they feel they need immediate assistance from another member of staff. The overall structure in terms of staffing has currently increased by one FTE post.

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 ratio's even if this involves positive discrimination to ensure appropriate role models of both sexes are able to work directly with young people. Tasks are never gender orientated and the use of discriminatory or demeaning language is not tolerated, such issues would invoke the local authority disciplinary procedures.

Other useful contacts

Children's Rights and Participation Officer – 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 Kimberley Butler, 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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NATIONAL YOUTH ADVOCACY SERVICE (NYAS): 0800 616110

CHILDREN'S SERVICES COMMITTEE

17 July 2018



Report of: Director of Children's and Joint Commissioning Services

Subject: PROPOSED FEDERATION OF GOLDEN FLATTS AND LYNNFIELD PRIMARY SCHOOLS

1. TYPE OF DECISION/APPLICABLE CATEGORY

1.1 This is a non-key decision.

2. PURPOSE OF REPORT

2.1 To consider a response to be submitted to the governing bodies of Golden Flatts and Lynnfield Primary Schools in relation to their joint proposal to establish a federation between the two schools.

3. BACKGROUND

3.1 The Director of Children's and Joint Commissioning Services has received a letter from the Acting Headteacher of Golden Flatts Primary School and the Headteacher of Lynnfield Primary School indicating that the governing bodies of each school are proposing to establish a formal federation of the two schools. With the letter, and attached as **APPENDIX A** to this report, is a copy of the formal proposal which has been prepared in accordance with the requirements of the School Governance (Federations) (England) Regulations 2012. The letter and the attached proposal form part of the formal consultation process for the federation of maintained schools.

3.2 Since September 2017 the two schools have been involved in informal collaboration activities. This has included the Headteacher at Lynnfield Primary School providing advice and support to the Interim Headteacher at Golden Flatts Primary School, the SENDCos (Special Educational Needs and Disability Co-ordinators) at each school working in partnership, and the sharing of knowledge and other areas of expertise between the two schools. Throughout this period there has been a growing recognition of the benefits of the two schools working closely together which include a shared vision and

ethos, the creation of a strong professional learning community and opportunities for curriculum development and enrichment leading to improved pupil outcomes.

- 3.3 In March 2018 the governing bodies of each school agreed to set up a joint working group to explore the opportunity for the establishment of a formal federation in greater detail including looking at benefits, processes and timescales. As part of this process the Assistant Director (Education) has been kept informed and advice has been sought from officers in Governor Support, Human Resources and Legal Services. In June 2018 the governing bodies of both schools met individually and then jointly to agree to establish a formal federation. In these meetings the governing bodies approved the publication of a formal proposal document for consultation in accordance with statutory procedures. As part of the consultation process there is a requirement to consult with the local authority.

4. PROPOSALS

- 4.1 The proposal document (**APPENDIX A**) provides further contextual information in relation to the two schools and sets out the reasons why the two schools are proposing to federate. The governing bodies believe that the schools have a shared vision and similar values. They believe that working together in partnership will create a strong professional learning community which will enable the sharing of best practice, leading to improved learning experiences, standards and outcomes for pupils in both schools.
- 4.2 The opportunity to work collaboratively across the federation would help create additional leadership capacity helping to deliver strategic aims, support the development of future leaders, and enhance the development of teachers and support staff. Opportunities will be provided for curriculum enhancement and developing shared approaches in areas such as school moderation and assessment and supporting vulnerable children. Potential savings and efficiencies may result through economies of scale in areas such as the purchase of specialist services.
- 4.3 The proposal document sets out the proposed governance and leadership structure for the federation which includes a single governing body and an Executive Headteacher overseeing the two schools. A Head of School would oversee the day-to-day running of Golden Flatts Primary School and the intention would be to appoint a Head of School at Lynnfield Primary School once it achieves a 'GOOD' or better Ofsted judgement. In the meantime, the Executive Headteacher will oversee the day-to-day management at Lynnfield supported by the current Deputy Headteacher.
- 4.4 The process of federation requires the schools to carry out formal consultation and to give notice to the Secretary of State and the local authority. The consultation will include meetings with staff and trade unions, and also with parents/carers. All parents/carers will receive letters informing them of the proposal indicating where it can be accessed and how to submit

representations, and notifying them of the consultation meeting dates. The consultation will run from 18 June until 14 September 2018.

- 4.5 Following the consultation, the governing bodies will consider the responses and decide whether to proceed to federation, modify the proposal or determine not to proceed. Subject to them deciding to proceed to federation, the Secretary of State and the local authority will receive formal notification. The local authority will also be requested to agree the new Instrument of Government and to agree the nomination for the Local Authority Governor to sit on the new governing body.

5. RISK IMPLICATIONS

- 5.1 There are no risk implications.

6. FINANCIAL CONSIDERATIONS

- 6.1 There are no financial implications.

7. LEGAL CONSIDERATIONS

- 7.1 The proposal document, federation procedures and proposed consultation process are in accordance with the requirements of the School Governance (Federations) (England) Regulations 2012.

8. CONSULTATION

- 8.1 The formal consultation arrangements are set out in the proposal document. Discussions around the proposal have included officers within Governor Support, Human Resources and Legal Services.

9. CHILD AND FAMILY POVERTY (IMPACT ASSESSMENT FORM TO BE COMPLETED AS APPROPRIATE.)

- 9.1 There are no child and family poverty considerations.

10. EQUALITY AND DIVERSITY CONSIDERATIONS

- 10.1 There are no equality and diversity considerations.

11. STAFF CONSIDERATIONS

- 11.1 There are no staff considerations. Staff from both schools would continue to be employed by the local authority.

12. ASSET MANAGEMENT CONSIDERATIONS

- 12.1 There are no asset management considerations.

13. RECOMMENDATIONS

- 13.1 The committee is recommended to support the proposal.

14. REASONS FOR RECOMMENDATIONS

- 14.1 The proposed federation seeks to support partnership working between the two schools leading to improved teaching, learning, leadership and governance, and enhanced learning experiences and outcomes for pupils and for staff.

15. BACKGROUND PAPERS

- 15.1 There are no background papers.

16. CONTACT OFFICER

- 16.1 Ann Turner
Governor Services Manager
Children's and Joint Commissioning Services
Civic Centre
Hartlepool
Telephone: (01429) 523766
Email: ann.turner@hartlepool.gov.uk

School Organisation Consultation

**A proposal to create a Federation between
Golden Flatts Primary School
and
Lynnfield Primary School**

This proposal has been drafted after a period of informal stakeholder consultation, individual Governing Body discussion (at both schools) and consideration by a joint working party comprised of Governors from both schools.

For reference, this paper marks step 3 as outlined in the National College for Teaching & Leadership's 'The Governance of Federations' document, August 2014 and in compliance with the School Governance (Federations) (England) Regulations 2012. In accordance with the guidance, the Governing Bodies of each school are required to consider this formal proposal in its entirety and reach a decision as to whether to approve the proposal and enter into a formal consultation period with stakeholders or not.

For the purpose of this document the term "Federation" is used to describe the newly proposed Federation of Golden Flatts and Lynnfield Primary Schools.

Context

Golden Flatts Primary School is a small community school. It is a one form entry primary school. Golden Flatts Primary School was judged to be good by Ofsted in January 2013. This judgment was reconfirmed during its last Section 8 inspection in July 2017.

Lynnfield Primary School is a larger than average primary school which has had Ofsted judgments of Requires Improvement in its' last 2 inspections. (December 2014 and November 2015). In September 2017 the school's newly appointed Headteacher took up post. At the school's autumn 2017 Ofsted monitoring inspection visit, it was identified that under the guidance of the Governing Body and a newly appointed Headteacher the school 'are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection in order for the school to become a good school.'

The newly appointed Headteacher of Lynnfield Primary School is the former Headteacher of Golden Flatts Primary School. Since September 2017 she has also been supporting the Interim Headteacher of Golden Flatts Primary School.

There are significant potential benefits for the staff and children of both primary schools, through continued partnership working and these are already being explored by senior leaders and Governors at both schools. Existing areas of partnership have been developed focusing on: leadership development, SEND provision, curriculum development, assessment and data and financial and resource management. Additionally, close partnership working provides staff from both schools with high quality professional development opportunities.

1. The Proposal

We, the Governing Bodies of Golden Flatts Primary School and Lynnfield Primary School have considered and agreed to support a proposal to federate on 5th November 2018 under the School Governance (Federation) (England) Regulations 2012.

2. Why are we making this proposal?

We, as two Governing Bodies, are jointly committed to ensuring a first class education for all children in our two communities. Golden Flatts Primary School and Lynnfield Primary School share similar visions and value systems. Both schools firmly place the needs of the child and the community at the centre of their work. Our proposal to federate has been developed through a desire to work in close partnership in order to raise pupil attainment, offer a wider range of educational opportunities and involve families more closely in their child's education through the development of extended services.

We believe our schools can gain many benefits from working collaboratively and that we can achieve more by working together. We are focused on creating a strong professional learning community which is committed to developing excellent primary practice through shared goals, shared actions and collaborative leadership within and across both schools. We aim to ensure that we promote a culture of genuine partnership where everyone takes responsibility for realising the vision of our federation, where we take collective ownership over the development of our schools and we ensure that we are empowered to be able to achieve the best possible outcomes for the pupils in our care.

As a federation we will strive to ensure all children receive a high quality, personalised and nurturing learning experience through a curriculum which creates, encourages and supports aspiration. As a community of professionals we will actively seek to develop a rich curriculum which is responsive to the needs of our pupils, fosters creativity (communication, representation and expression; production and enterprise; thinking skills and problem solving and SMSC) and is delivered in a stimulating and supportive environment. At the heart of each school's curriculum are our curriculum drivers which will remain bespoke to each school based on their key development priorities.

Central to the work of our federation is the principle of nurture. We will endeavour to build a learning community that at its core promotes respect, tolerance and empathy for others. We will actively teach our pupils to take personal responsibility for their actions and to understand how to make

positive choices in order for them to become effective learners who are empowered to take increasing responsibility for their own learning.

We aim to be a highly inclusive federation that actively seeks to remove barriers to learning for all of the pupils in our care. As such, we will be proactive in developing our work with other agencies. We will rigorously pursue support from other professionals and identified good practitioners in order to provide the best possible learning opportunities for our pupils. We will endeavour to ensure that our federation is a place of sanctuary for the most vulnerable members of our community as such we are proactive in supporting our families.

Our vision for school leadership is based on the principles of effective distributed leadership and shared accountability. As a federation, we will be dedicated to ensuring we create the right collaborations that are focused on promoting pupil achievement. Leadership priorities will be identified through rigorous self-review with a clear understanding of our context and current pedagogy. Our approach will clearly identify the responsibilities of each person, emphasise their responsibilities to each other and is fully reflective of our duty to improve the educational outcomes for all of our pupils.

Our federation believes that pupil's future prospects are dependent on the school, the child and the family working in partnership. We will strive to make all parents, carers and families welcome and work hard to build and maintain strong and productive relationships. We will work to ensure that all parents are engaged as full and active partners in their child's education. We will aim to ensure that our federation and the schools within it are an integral part of the local community.

3. Advantages of federation

We believe that both schools will benefit from federation but that it will also be vital that each school maintains all that is best in their distinctive characteristics.

Benefits to Golden Flatts Primary School and Lynnfield Primary School:

- The opportunity to work collaboratively across the federation to develop and enrich the curriculums of both schools. This will be achieved through the development and extension of a faculty team system. This partnership approach is aimed at raising educational standards through the development of a coaching and mentoring culture, distributive leadership which promotes high expectations, a rigorous focus on teaching and learning and the development of rich learning experiences that are specifically designed to meet the needs of pupils from within the communities we serve.

- The opportunity to develop collaborative leadership structures across the federation. This partnership is aimed at providing additional leadership capacity within our schools, supporting the development of future leaders, enhancing the development of teachers, support staff and office staff and directly impacting on teaching and learning across the federation. This work will be led at a strategic level by a cross federation Strategic Leadership Team who, working in collaboration with governors, will have a clear understanding of the improvement needs of both schools. They will be able to work effectively to design and deliver strategic school improvement work which will directly impact on standards. This team will be comprised of the Executive Headteacher, Head of School from Golden Flatts, Deputy Headteacher from Lynnfield, Assistant Headteacher from Golden Flatts and the Assistant Headteacher from Lynnfield. To begin with the federation's senior leadership would operate with a Head of School at Golden Flatts, Deputy Headteacher at Lynnfield and an Executive Headteacher working across both schools. Initially, greater percentage of the Executive Headteacher's time would be spent at Lynnfield. Once Lynnfield achieves an Ofsted 'Good' rating the next stage of the federation's development would be to replicate the Head of School model at Lynnfield.
- The opportunity to work in partnership to develop cross federation assessment and data systems which are tightly focused on school improvement and directly linked to a robust school development cycle in order to impact on standards. This piece of collaborative working is focused on bringing together the strengths of both schools in terms of assessment and the school evaluation cycle in order to create a tightly focused and rigorous system for improvement.
- The opportunity to engage in cross school moderation across all year groups and phases. As part of our partnership working we intend to develop cross school moderation work. We feel this work will be mutually beneficial. As Golden Flatts is a single form entry school it will give them the opportunity to work with colleagues who are working in the same year group and who are using the same assessment and school improvement cycle. It will enable the staff from Lynnfield to be more outward facing and as a school judged as RI at its last inspection it will provide additional support with the moderation process. This is intended to be a developmental process and mutually beneficial.
- The opportunity to develop targeted and bespoke provision for vulnerable pupils across the federation specifically pupils safeguarding, attendance, SEND and SEMH needs. Both Golden Flatts and Lynnfield share a similar vision around the development of provision for their most vulnerable pupils. The SENDCos from both schools have been engaged in partnership working since September 2017. A federation would enable both schools to look carefully at how they were developing SEMH provision and work closely in partnership to create tailored provision that

meets the needs of both schools. For example Golden Flatts have been supporting a member of staff to become a play therapist. Working in partnership both schools would be in a position to develop a play therapy service accessible to both schools. Lynnfield currently has a very successful nurture provision and staff who are experienced at using the Boxall Profile to support pupils with their SEMH development. This is something that could be developed at Golden Flatts. In addition to this going forward both schools could look to supporting each other with SEND assessments. Furthermore the systems and structures around attendance and persistent absence are having a positive impact at Lynnfield and similar procedures could be developed at Golden Flatts.

- Working within a federated structure we would have the opportunity to develop and share CPD opportunities and peer working.
- Both schools would benefit from the opportunity to work in partnership to develop outdoor provision across both sites.
- The opportunity to explore financial and business development. Working as a federation would mean that we had greater purchasing power, created by economies of scale, and hence increased value for money in, for example, the purchase of specialist services.
- Working within a federated structure we would have the opportunity to work in partnership to develop and align policies, procedures and systems within the statutory and non-statutory framework. The federation would draw upon models of best practice from within both schools and the wider school system as a whole.
- The opportunity to develop extended services across the federation, linked to the development of the Lynnfield Centre and The Bungalow at Golden Flatts.

4. How does a federation work?

The proposal that Golden Flatts Primary School and Lynnfield Primary School will enter federation will mean:

- One Executive Headteacher working across both schools
- One Governing Body

However, the schools will retain separate identities including separate:

- Sites and buildings
- Budget
- Department of Education registration and School Profiles
- Published performance data
- OFSTED inspections
- School uniforms
- Unchanging admissions policies

Golden Flatts Primary School's Published Admissions Number (PAN) for entry into Reception will continue to be 30 pupils. The Admissions Authority for Golden Flatts will continue to be the Local Authority.

Lynnfield Primary School's Published Admissions Number (PAN) for entry into Reception will continue to be 55 pupils. The Admissions Authority for Lynnfield will continue to be the Local Authority.

5. What will happen to the pupils in school?

Pupils will continue to attend their respective schools and be members of that school community. Sometimes they may join together to share each other's facilities or educational opportunities.

6. What would happen to the staff of the schools?

The two schools would share an Executive Headteacher who will work within both schools and would be accountable for both schools. The Executive Headteacher will be based at Lynnfield Primary School but would spend a percentage of their week in Golden Flatts. There will be a Head of School taking responsibility for the day to day running of Golden Flatts. The Head of School would work in close partnership with the Executive Headteacher. A copy of the proposed leadership structure is set out in Appendix 1.

Staff from both schools would continue to be employed by the local authority (Hartlepool Borough Council).

7. What has been done so far?

The two schools have been involved in informal collaboration activities since September 2017 including the Headteacher from Lynnfield Primary School providing advice and support to the Interim Headteacher from Golden Flatts Primary School; the SENDCos from each school engaged in partnership working; and, Golden Flatts and Lynnfield staff have taken part in joint moderation of work in Year 2.

March 2018 – the governing bodies of each school (Golden Flatts 14th March and Lynnfield 27th March) approved the establishment of a joint steering group to explore the creation of a hard federation.

14th May 2018 – A joint meeting of the full governing bodies of Golden Flatts Primary School and Lynnfield Primary School met to consider feedback from the steering group. At the meeting it was agreed in principle to the establishment of a federation between the two schools, subject to a number of areas of clarification.

25th May 2018 – the joint steering group met to discuss the areas of clarification raised at the joint governing body meeting and to consider a draft proposal, the proposed constitution and consultation process.

11th June 2018 – the governing bodies of each school met separately to consider and approve a report on the proposal to formally federate and then jointly to publish the proposal for consultation in accordance with statutory procedures.

8. How will the new Governing Body be made up?

The proposed Governing Body will consist of:

The Executive Headteacher

1 Local Authority Governor

1 Staff Governor

4 Parent Governors (2 each from Golden Flatts and Lynnfield)

10 Co-opted Governors (including the Head of School from Golden Flatts

Primary School and the Deputy Headteacher from Lynnfield Primary School)

Total Number of Governors = 17

9. Have your say

Views are important and will have an impact on the federation process. We want to know how you feel about our proposals. Please write to us about any points you would particularly like us to consider. Your letters or e-mails should be sent to the Governing Bodies of Golden Flatts and Lynnfield Primary Schools c/o of:

- consultations.goldenflatts@school.hartlepool.gov.uk
- consultation@lynnfieldschool.org.uk

The consultation period will run from 25th June to 14th September 2018

10. What happens next?

The consultation process will consist of:

- Publication of this proposal on the schools' websites
- Hard copy letters to all parents outlining the consultation and signposting them to the full proposal which will be available from both school offices and both school websites.
- Text messages and emails will be sent out to parents letting them know the consultation has opened and detailing where they can obtain copies of the full proposal.
- A scheduled parents' consultation event in each school (as tabled below).
- A scheduled staff consultation meeting in each school (as tabled below).
- Trade unions and trade union representatives invited to staff meetings.

Golden Flatts	Date Wednesday 27 th June 2018	Parents	9.00am
		Staff	3.30pm
Lynnfield	Date Tuesday 3 rd July 2018	Parents	9.00am
		Staff	3.30pm

- Submission of this proposal to the local authority – 18th June 2018
- Copy of this proposal document forwarded to all staff paid to work at any of the schools.
- Copy of this document along with covering letter signed by both governing bodies sent to the Secretary of State within one week of opening consultation.
- Copy to be sent to the Headteachers of each school
- All parents of pupils known to be registered at each of the schools

11. The decision making process

All consultation responses will be considered by the Governing Bodies of both schools and the Director of Hartlepool Children's and Joint Commissioning Service.

The Governing Bodies of each school then have to decide if they should proceed with the Federation, if they agree to proceed then each Governing Body passes a resolution that they will federate on 5th November 2018.

Consultees to include:

- Hartlepool Borough Council (Children's and Joint Commissioning Service)
- Staff of both Schools
- Parents of pupils attending Golden Flatts Primary School and Lynnfield Primary School
- The Governing Bodies of all Primary schools, Secondary schools and Special schools within the Local Authority
- Consultation of the wider communities of Golden Flatts and Lynnfield
- Other neighbouring Councils

Timeline of events:

- **Monday 11th June** joint Governing Body meeting to approve a report on the proposal to formally federate and then jointly to publish the proposal for consultation in accordance with statutory procedures.
- **Tuesday 12th June** staff at both schools to be told about the proposals and the given information on the consultation process.
- **Monday 18th June** consultation window opens and information sent out to parents and other consultees.
- **Wednesday 27th June at 9:00 am** parent meeting at Golden Flatts.
- **Wednesday 27th June at 3:30 pm** staff meeting at Golden Flatts.
- **Tuesday 3rd July at 9:00 am** parent meeting at Lynnfield.
- **Tuesday 3rd July at 3:30 pm** staff meeting at Lynnfield.
- **Tuesday 17th July** report detailing the proposals taken to Hartlepool Children's Services Committee meeting.
- **Friday 14th September** consultation window closes.

- **Monday 17th September joint** Governing Body meeting to consider the outcomes of the consultation and identify the next steps.
- Final proposals to be taken to the autumn term Hartlepool Children's Services Committee meeting.

12. Where can I get more information?

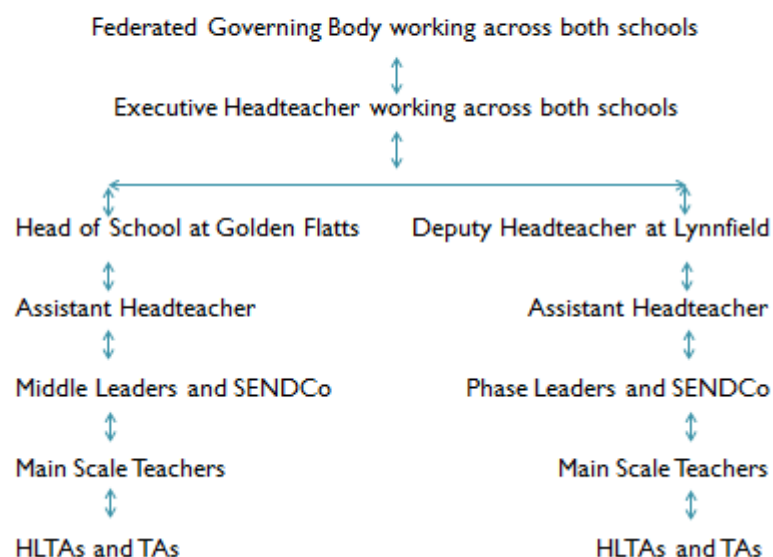
Please contact either the Headteacher of Lynnfield Primary School or the Interim Headteacher of Golden Flatts Primary School if you would like more information about the plans for federation. Contact details are:

Mrs S. Sharpe
Lynnfield Primary School
Grosvenor Street
Hartlepool
TS26 8RL
Tel: 01429 275122

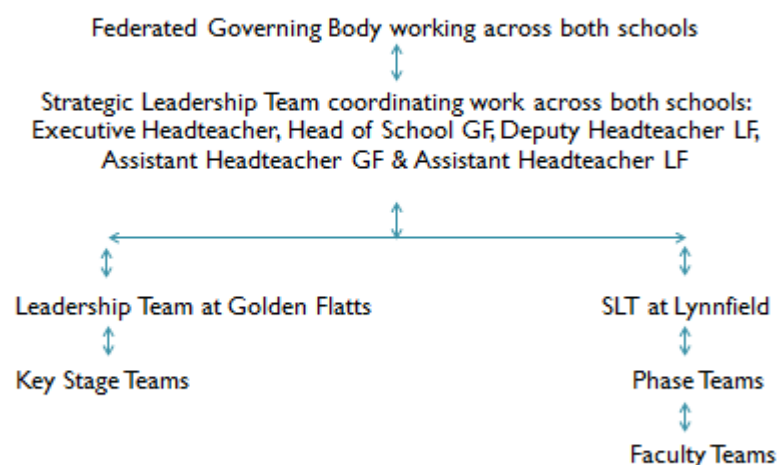
Mrs M. Newbury
Golden Flatts Primary School
Seaton Lane
Hartlepool
TS25 1HN
Tel: 01429 274711

Appendix 1

Proposed Leadership Structure



Proposed Distributive Leadership Structure



CHILDREN'S SERVICES COMMITTEE

17 July 2018



Report of: Director of Children's and Joint Commissioning Services

Subject: CO-OPTED MEMBERS OF CHILDREN'S SERVICES COMMITTEE

1. TYPE OF DECISION/APPLICABLE CATEGORY

1.1 This is a non-key decision.

2. PURPOSE OF REPORT

2.1 To consider the nominations received for the co-opted membership of the Children's Services Committee as detailed in Part 3 of the Council's Constitution.

3. PROPOSALS

3.1 The terms of office of the following co-opted members within the membership of the Children's Services Committee have expired:

- a. Education Representatives – one representative each from within the primary, secondary and special schools within the Borough
- b. Church Representatives - one representative each from within the C of E Diocese and RC Diocese
- c. Parent Governor Representatives – one representative from within the primary, secondary and special schools within the Borough.

- 3.2 The terms of office are for four years from June 2018 – May 2022 and nominations have been received as follows:
- a. Education Representatives: Primary – David Turner, Headteacher Rift House Primary School; Secondary – Mark Tilling, Headteacher High Tunstall College of Science; Special – Zoe Westley, Headteacher Springwell Special School.
 - b. Church Representatives: RC Diocese – Stephen Hammond, Headteacher English Martyrs School and Sixth Form; CE Diocese – Jo Heaton, Headteacher Federation of Hart and St Peter's Elwick.
 - c. Parent Governor Representatives – to be confirmed.

4. RECOMMENDATIONS

- 4.1 The Committee is recommended to support the nominations for the co-opted member positions as received.

5. CONTACT OFFICER

- 5.1 Mark Patton
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Victoria Road
Hartlepool, TS24 8AY
Telephone: 01429 523736
e-mail: mark.patton@hartlepool.gov.uk