

Activities  
The 3 R's Plan

Recognition, Responsibility, Recovery

For Children and Young People involved in harmful sexual behaviour.

Values



Training



Engage



Influence



Environment

Occupy

Protect

**A GUIDE FOR PEAR TREE STAFF, SOCIAL WORKERS AND OTHER PROFESSIONALS ON HOW TO MANAGE SEXUALISED, SEXUALLY REACTIVE AND SEXUALLY HARMFUL BEHAVIOUR.**

**NOT FOR GENERAL RELEASE**

# Contents

Acknowledgements

Introduction

Spectrum of harmful sexual behaviour

Risk Assessments

Receptiveness to intervention

Referral Profile Summary

Motivation

Aims and Objectives

15 Principals

Values

A marginal gains approach to assessment.

Marginal gains approach to staff performance

Conclusion

## **Acknowledgements**

The Pear Tree experience has been a remarkable learning curve for all concerned. The following documentation could not have been possible without the following people:

1. Professor Graham and his colleagues at the Kolvin Unit, whose help and advice has been invaluable over the years
2. Dr. Jack Kennedy BSc(Hons), MSc, D Clin Psych, C Psychol, CSci, AFBPsS
3. Other agencies who have for various reasons had contact with Pear Tree
4. All the staff, past and present, who have helped to carve and develop ideas
5. All of the children, past and present, whose response to our service, good or bad has helped develop our learning curve

## Foreword – November 2016

To promote a child along a sound and secure developmental pathway as is possible and towards integrative independence is a privilege we all in the childcare profession understand and aspire to.

David Bartlett leads pragmatically and conceptually in this field at a time when one might argue our political leaders and policy makers seem to have suffered a catastrophic pause in their conceptualisation of childhood developmental needs and priorities.

The Pear Tree '*rainbow*' (my italics) approach to meaningful child centered and developmentally sensitive care articulates for any parent / carer / professional or policy maker a most valuable template from which to consider their practice, service development and a tool to incorporate in their daily, every interaction matters, care philosophy.

The Pear Tree philosophy promotes a valued and purposeful life journey experience, evolution and effective adaptation to life circumstances – An intimate journey of relational trust and maturational growth with ourselves, our environment and those we encounter en route – the good, the bad and the ugly!

The Pear Tree '*rainbow*' articulates a broad spectrum care methodology of nurture and values based windows of developmental opportunity that is presented in a highly accessible, credible, principled and well intentioned manner.

This is an entirely refreshing, inspiring and provoking text, which should be on all progressive childcare professionals critical reading list.

**Dr P J Kennedy BSc (Hons), MSc, D Clin Psych, PgCert, C Psychol, AFBPsS  
Consultant in Clinical & Forensic Psychology  
Psychological Services Professional Lead – NTW Adolescent Forensic Services  
Visiting Researcher, Newcastle University**

## Introduction

The famous American author Mark Twain is quoted as saying “If I had more time I would have written you a shorter note” meaning that the more you are familiar with a subject the more concise you should be able to articulate the relevant points.

The first Pear Tree document (Recovery and Intervention Plan) articulating information on how to look after children who are involved in ‘harmful sexual behaviour’ (a term encompassing issues from sexting through to sexual offending) I first circulated in 1995 and added to over the years until 2015. This is a record of how we discovered and explored good practice to the point in time in which many theories and beliefs came together.

In 2016 I wrote a document entitled ‘A Therapeutic Approach to helping children and young people recover from trauma and abuse.’ This was my best effort at articulating the approach developed by Pear Tree and the thinking behind our practice supported by theory and academic research.

Indeed, it is the responsibility of leaders to research their client group to ensure that they can deliver best practice. Every service is different and there is no such thing as a ‘one stop shop’ for all that is relevant. What is required is to seek information from wherever it can be found and put together the pieces of the jig saw that are your own puzzle to make clear the picture you wish to articulate.

This process is called ‘Theory knitting’ which leads me to consider an alternative title for the above document could have been ‘David’s big book of knitting’ a title that prior to being made aware of this process, I could never have imagined.

This document is a mere few pages of appropriate ‘patterns’ ( knitting patterns) and whilst for more detailed information I would continue to encourage the use of the above documents. I hope this is useful as a concise shortcut to the important points that need to be known to be able to help some of the most vulnerable children and young people in the country.

DB MBE 2018.

## Spectrum of harmful sexual behaviour

The numbers of children and young people who experience sexual abuse is a number far higher than mere statistics can prove. A reliable educated source (Dr Graham Hill) put the figure as high as 1 in 4 to 1 in 3. A concept hard to believe. Therefore, it is important to recognise that the vast majority of these survivors go on to deal with their experiences in their own way without it impacting on their behaviour in a sexualised way. Putting it bluntly there is no evidence to suggest that in general context children who have been abused go on to abuse others. (G. Hill)

However, it is important to understand that for the children and young people who we need to consider that make up the Pear Tree population or other Looked After situations, they are the small percentage of the above population whom are directly impacted by their abuse and for whom without intervention an escalation of difficulties along that spectrum or continuum is predictable. This is likely due to the absence of support, poor environments and 'emotional poverty' (Christine Sketchley).

This spectrum can be broken down into the following factors.

1/ Survivors of abuse whose experiences increases their vulnerability for future situations as a result of increased sexual awareness and disempowerment.

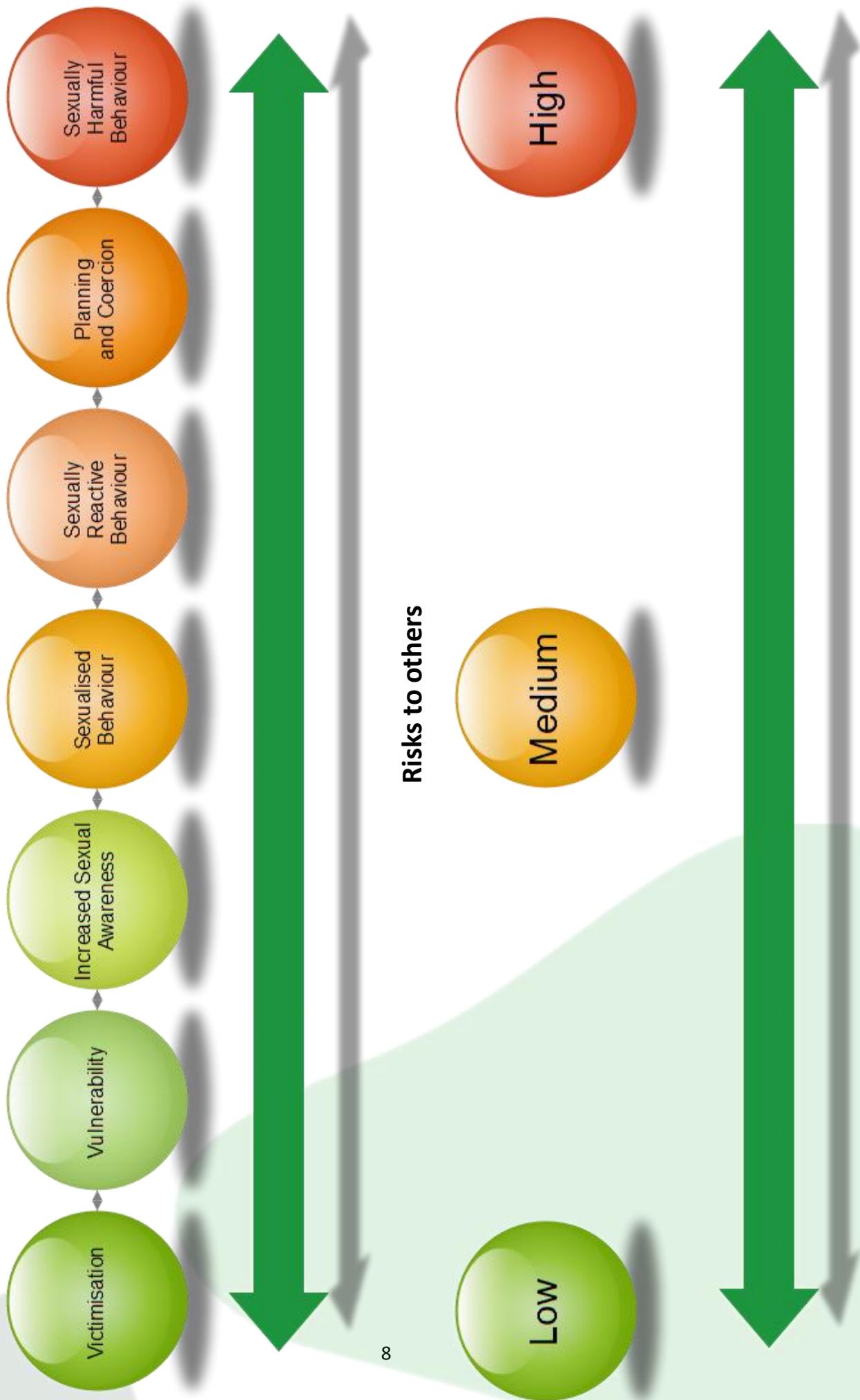
2/ Sexualised behaviour, behaviour that is overt but doesn't negatively impact on others.

3/ Sexually reactive behaviour. This term describes prepubescent children who behave in a sexual way with other children without understanding the significance of their behaviour.

4/ Sexually harmful behaviour (sex offending) involving full awareness, planning and cohesion.

All of the children placed at Pear Tree fall into the above categories and therefore may be considered against 'the spectrum of harmful sexual behaviour'.

**Spectrum of harmful sexual behaviour**



## Risk Assessment

Children are assessed as to the risks that they present to themselves and others at the point of admission and also on a regular basis throughout their time with us.

For details on the issues that are taken into consideration, please see the referral procedure format and also the Guide to completing risk assessment for children placed at Pear Tree.

When considering young people with sexualised and sexually harmful behaviour we need to consider the following points:

1. The number of victims/frequency of sexualised or sexually harmful acts known to have taken place and the nature of the act. Penetrative sex is considered to represent a much higher risk.
2. The age gap between the perpetrator and the victim/s.
3. Whether the young person has learning difficulties, as this may impact on what we hope to teach them. In some cases they may just need to learn the rules, in others they may not be able to learn.
4. The kind of planning that was demonstrated in creating opportunities for the abusive acts to take place.
5. Was the abuse with a member of the family or was it opportunistic- outside of the family.
6. Has the abuse taken place over a greater length of time or were they perhaps one off incidents because the opportunity presented itself.
7. Was there anyone else involved with the young person?

Whilst our own risk assessments are not a clinical risk assessment, but used for internal health and safety requirements, other clinical risk assessment tools should be considered.

These being:    AIM  
                  DERWENT INITIATIVE  
                  SCRASA-T (Dr Kennedy)

Consideration of these issues along with advice from other agencies will give us an idea as to whether or not a young person presents a high or low risk of re-offending or of making himself, or herself, available/vulnerable to further victimisation. Usually children are referred to us in the first place because other professions also consider them to represent a risk. This needs to be remembered when designing plans to engage young people in activities etc.

Also, it is important to acknowledge that whilst we look after children with problems in the areas outlined, we look after these children in separate homes and the amount of contact between homes is assessed in terms of its appropriateness and reviewed on a regular basis.

Please see Guidance and Good Practice, 67 Organisation Risk Assessment/Management Plan/ Impact Risk Assessment.

The spectrum of harmful sexual behaviour also provides an 'at a glance' risk assessment if you know where your child is on the spectrum.

**EXERCISE 1.** - consider case studies and from the behaviour documented determine where you consider the child or young person to be on the spectrum.

## Receptiveness to intervention

The nature via nurture argument is an important one to consider. Matt Ridley In his excellent book aptly called Nature Via Nurture was able to identify where this is relevant to those of us at the coalface looking after difficult and or traumatised kids. His studies showed that there is a gene that affects different outcomes. Child 'A' from dis-functional background placed in a negative environment with negative role models will behave in a negative way. Placed in a positive environment with positive role models will still behave in a negative way. Child 'B' from a dis-functional background placed in a negative environment with negative role models will behave in a negative way. Placed in a positive environment with positive role models will respond to that environment in a positive way. This is not a statement to justify a genetic argument but to reinforce the point that so many of the children that often get written off and placed within poor quality environments could do so much better if given the chance to be in a positive environment.

It is very much these children that we try to (and generally succeed) in identifying at the point of referral and assessment. They are the ones that benefit from our positive structured environment and in some cases (probably more than you think possible) make a good recovery to the point of accessing that all important normal developmental pathway. Many may not be academically able but they can sustain relationships and hold down employment which in turn leads to quality of life. These are also the children whom there is little hope for if they remain in a negative environment.

Each organisation needs to consider how it works and functions and from that what kind of children or young people are they trying to help. Over the years we have been able to identify the following profile that is suitable for a therapeutic approach.



## AT A GLANCE ASSESSMENT

### ‘Monitoring for suitability for continuing with a therapeutic approach’

<b>NAME</b>		<b>Yes</b>	<b>No</b>
<b>DATE OF BIRTH</b>			
<b>HOUSE</b>			

<b>Must have history of (+)</b>	Sexualised behaviour?		
	Thought to have been sexually abused?		
	Had contact with sexual abusers or family members who have history of abuse?		
	Responsive to intervention?		
<b>May have</b>	Occasionally absconded?		
	Smoking but wants to stop?		
	Occasionally involved in petty crime?		
	Occasional slamming doors or trashing bedroom?		
	May be responsive to intervention?		
	Indicators of ASD but not as main concern?		
	Presented regular absconding historically prior to intervention?		
	Made complaints/allegations thought to be unfounded?		
	Experimented with drugs and alcohol but not dependent?		
	Self harm issues as a form of attention seeking?		
	Mild/moderate special educational needs?		
	Minor physical disabilities/impairment?		
	Issues with wetting, soiling or smearing?		
Sexual offences?			
<b>Must not have (-)</b>	Physically wounded adults, children or animals?		
	Persistent absconder, regularly missing overnight (currently)?		
	Regular smoker & does not want to stop?		
	Alcohol/drug/substance dependent?		
	ASD as a main issue of concern?		
	Organic mental health difficulties?		
	Significant physical disabilities?		
	Severe special educational needs?		
	Serious attempt at suicide or serious self harm?		
	Deliberate and calculated malicious allegations?		
	Uses urine or faeces in a deliberate way to impact on others?		
	Regularly involved in crime (not sexual)?		
	Regular intentional criminal damage?		
	Stolen vehicles or allowed to be carried?		
	Not responsive to intervention?		

In the event that red issues are apparent and ‘unlikely to change’ – move to planned discharge ASAP

Signed:	Designation:	Date of assessment:
---------	--------------	---------------------

## Motivation

In November 2017, some members of senior staff from Pear Tree travelled to London to hear Dr Graham Hill talk about his work with sex offenders. He was the senior investigative officer for the Madeleine McCann case. A man who's experience on the subject he was presenting was very apparent.

In his opinion, when investigating adult sex offenders the important factor to consider was their motivation. Having spent all of thirty years on this subject has brought him to the conclusion that all motivation for everyone (not just sex offenders) can be categorised in three areas, these being.

1/ Autonomy - the ability to make ones own decisions in your own time in your own way.

2/ Control- the ability to control your environment, people, animals, machines.

3/ Relationships - to have good relationships with others.

The example he used was if you were to ask a policemen he or she would say their priority was control, where as a social worker would say relationships. A self employed builder would say autonomy, the ability to choose when and where you work.

Whilst Dr Hill has used this knowledge to find the motivation behind many sexual offences, usually in the area of the need for control, we can also apply this as a way to understand the motivation behind the behaviour for our children, whether this be considering a case of harmful sexual behaviour or a child acting out.

For example, young people who sexually abuse other children often have a huge need for control, possibly because they have in the past felt they didn't have any and felt a huge lack of control, perhaps through their own victimisation. Others may have wanted to develop a relationship and as a result of their own abuse think relationships can only be developed through sexual acts. Likewise children who have never hurt anyone may act out with challenging behaviour for exactly the same reasons as above.

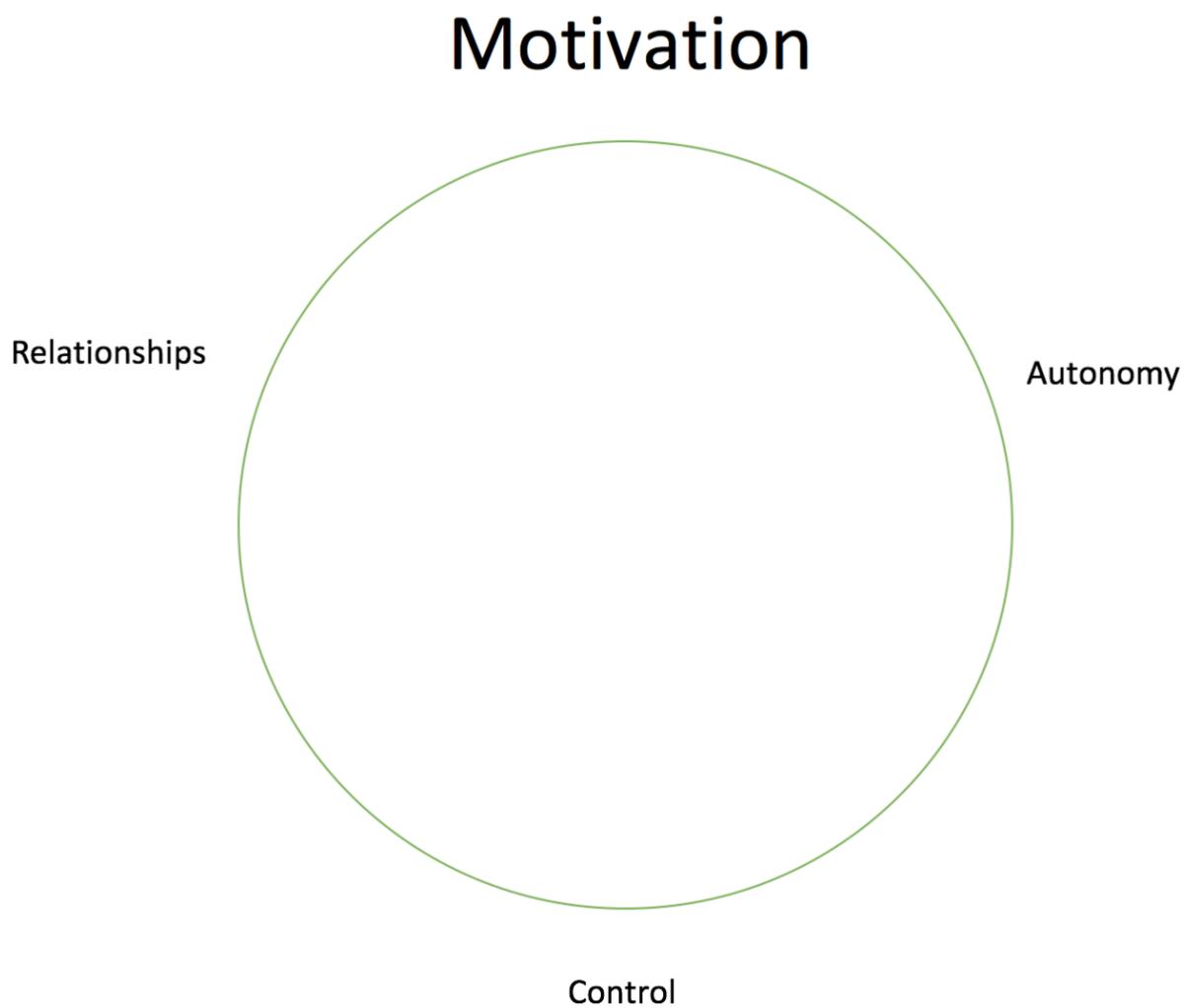
Over the past years Pear Tree has received many referrals for children who were described as having an attachment disorder. This term being used to explain why they were behaving in the way they did and for the fact that they were unable to build relationships. I have to say the vast majority, once in a safe secure environment that was emotionally nourishing, they presented as desperate to develop meaningful relationships. Their previous behaviour was because they didn't have a meaningful relationship and didn't know how to get what they needed.

Likewise the child that is overtly controlling may go on to develop a profile that is similar to an offender unless he or she can be taught what is and is not appropriate and how to manage their desire to control others. Having a way to express their need to control something is a basic human need and common in all of us at different levels.

## **EXERCISE 2.**

The diagram below asks us to consider how we would divide these elements in terms of priority. It is a simple pie chart from which by drawing three lines the areas of priority can be considered. This also leads to illuminating the term 'a well balanced individual' as in an ideal situation no one area would be overly dominant.

Consider different case studies and divide the pie chart accordingly.



If we are to look after these complex children and young people – What are we hoping to achieve?  
What are our:

## **Aims and Objectives**

### **Aims**

'Provide the highest quality care, to enable children to overcome the difficulties and traumas of the past. Thereby providing a firm foundation from which they can grow through adolescence into adulthood as successful human beings, able to function in, and contribute, to society'

Ref: D. Bartlett 1991

#### **During their time with us**

- Stay with us for a minimum of 1 year
- Engage in our service and education
- Making achievements in education
- Make progress in their Personal Holistic Competency Assessment
- A reduced assessment of risk to the child
- A reduced assessment of risk from the child
- Engage in education/training/employed independently
- Discharged in a planned way
- Be able to continue education/training/employment after discharge

#### **Following discharge**

- To stop the cycle of abuse continuing
- Avoid all kinds of offending behaviour
- Look after themselves - keeping safe from harm
- Maintain positive relationships
- To be engaged in meaningful daytime activities, i.e. education, training, voluntary work
- Free of services, i.e. not relying on social services
- To be employed and become a tax payer, contributing to society
- To become a good parent themselves

David Bartlett  
2010

### **Objectives**

'To provide a safe, sympathetic and stimulating environment, together with a complex care programme appropriate to the needs of each individual child, delivered by suitable carers committed to re-parenting the children in our care'

Ref: D. Bartlett 1991

- To stop abuse of any kind
- To allow children/young people time to recover
- To allow children to be children and enjoy the remainder of their childhood
- To create a supportive learning environment
- To provide skills and increase general knowledge
- To improve life chances through education and improved attitude to life and mental health

David Bartlett  
2010

In order to achieve these goals, we utilise the following 15 principals.

## 15 Principals

Within Pear Tree, there are 15 fundamental principles that support and underpin the work we do, they are:

**ENVIRONMENT** - The place children work, play and sleep. A safe sympathetic, yet stimulating environment is the foundation upon which everything else is built. All our facilities are given intelligent consideration to ensure the right subliminal messages are received.

**VALUES** - How they interact alongside the people they live with and the community (internal and external) that they are in contact with.

### **EDUCATION - TRAINING - ACTIVITIES**

What we encourage them to do while they are living in our homes. How we hope they learn from the experiences we offer.

These systems are organised by the company at a management level but are required to be maintained by all, for the benefit of all.

**PROTECT** - Children only make progress when they feel really safe. Safe from their past lives, safe from any threat which can include other children, external community, the broader Pear Tree community, or other residents within the home in which they live.  
(This is our first task, caring for our children, it's our first job, if we don't get that right, we don't get anything right. That's how as a society we will be judged) (Barack Obama, 16/12/2012).

**ENGAGE** - The way in which staff employed interact with the children in our care and offer role-model leadership to groups of children, or individuals on a one to one basis, offering support and guidance within the context of a nurturing parental relationship, or as a teacher/instructor.

**OCCUPY** - The next stage of a developing process is to provide experiences from which children can learn. Whether this is by playing a game, taking them out for the day or supporting in education. It is this process that transforms the relationship from one of supervisor and young person to that of mutually shared experience.

**RELATE** - As a result of all of the above, the opportunity to develop a trusting therapeutic relationship.

**INFLUENCE** - Only when all of the above are in place, in the order set out, will staff of any designation be in a position to influence the child towards making that all important meaningful change.

The above is the responsibility of all staff, at all levels, and must be a priority at all times, whether this is working with the children directly or at a management level to organise.

Within the school/education context, remembering that there is a symbiotic relationship between the residential homes and the school, each one dependent on the other, the following are required to be promoted by all:

**INSPIRE** - The need to create an environment where children are excited to be involved in their education and look forward to the next lesson or event. Where they can make the connection

between the task at hand and their future, both immediate (whilst in school in terms of what they can do next) and the longer term. (Inspiration leads to aspiration HRH Queen Elizabeth II).

**MOTIVATE** - Only if a child is inspired will he or she be motivated to want to learn more.

**EDUCATE** - Only when children want to learn do they actually make worthwhile progress, remembering the words of Monty Roberts, "There is no such thing as teaching, only learning, and it is the job of the teacher to create an environment where learning can occur." We provide a balanced and personalised curriculum that allows children to learn at their pace and subjects relevant to them.

**TRAIN** - With the ability to learn and make progress, focus on establishing a work ethic and the ability to function in the workplace can be developed with an ever-increasing level of responsibility. These being transferable skills to any employment setting.

**EMPLOY** - As a result of all of the above we hope our children will be able to continue with a meaningful daytime occupation following discharge, with the aspiration of full-time employment whatever accreditation has been achieved. This has on occasions been for the first time in many generations.

# Values

## The 3L's – Learn values - Live values – Language of values

Once with us we expect all who live and work here to demonstrate good values. Our corporate values that transcend through all departments are,

**Courage**, the ability to face challenges and to be brave.

**Integrity**, the quality of being honest and having strong moral principals. Knowing what's right and wrong.

**Responsibility**, being accountable dependable and trustworthy.

**Respect**, having due regard for the feelings, wishes, or rights of others.

**Kindness**, being helpful towards others in need and expecting nothing in return.

To see how values can be viewed in context, please see the assessment tool below created by Matthew Taylor, designed to assess ethical intelligence. To complete, circle the number thought to reflect a person's values, it is possible to have two areas circled, but not always necessary.

**EXERCISE 3** - Consider a case study and complete.

### Values Assessment

Vices		Values				Vices		
Hypocritical		Integrity				Deceitful		
5	4	3	2	1	2	3	4	5
Selfish		Kind				Buys favour/Bribery		
5	4	3	2	1	2	3	4	5
Cowardly		Courageous				Reckless		
5	4	3	2	1	2	3	4	5
Neglectful		Respectful				Excessive flattery		
5	4	3	2	1	2	3	4	5
Irresponsible		Responsible				Worries		
5	4	3	2	1	2	3	4	5
Sad		Happy				Gullible		
5	4	3	2	1	2	3	4	5
Negligent		Nurturing				Overindulging		
5	4	3	2	1	2	3	4	5
Passive		Assertive				Aggressive		
5	4	3	2	1	2	3	4	5
Dishonest		Honest				Inconsiderate		
5	4	3	2	1	2	3	4	5
Hateful		Friendly				Clingy, Needy		
5	4	3	2	1	2	3	4	5
Insensitive		Empathetic				Overly Sympathetic		
5	4	3	2	1	2	3	4	5
Impatient		Patient				Hesitant		
5	4	3	2	1	2	3	4	5
Critical		Grateful				Overly familiar		
5	4	3	2	1	2	3	4	5
Naïve		Trustworthy				Negligent		
5	4	3	2	1	2	3	4	5
Inconsistent		Consistent				Lack of creativity		
5	4	3	2	1	2	3	4	5

(Ethical Intelligence)

1 = Ideal 2 = Well balanced 3 = Cause for concern 4 = Negative traits 5 = Significant negative impacts

The work on values can be condensed into the 3L's:

Learn values – by being taught what values are.

Live values – by living with adult role models that display good values and expect them to be respected.

Language of values – by using the language of values in everyday life in written and spoken form we are all much more likely to respect them.

## **A marginal gains approach to assessment.**

*The term 'Black Box Thinking' is a term taken from the way the aviation industry has developed a culture of analysing mistakes (and encouraging self reporting) to improve safety and performance. With this Matthew Syed makes the case for testing, measuring and reassessing, resulting in continuously refining the product or service.*

*It is this kind of approach we have used to develop the marginal gains approach to assessment coupled with years of feedback from OFSTED inspectors who have wanted to see*

*a) what children can do as opposed to what they can't do*

*b) a measurement of progress.*

'Black Box Thinking' by Matthew Syed is another book that has been influential in developing our thinking. In this he describes two processes that are relevant to our work.

1. Volunteers teaching children in Africa were looking at ways to improve the children's education. They first of all provided good text books for the children to read. After some time and following testing there was no improvement. They changed the text books and the size of writing, still no improvement. Eventually the one significant factor that led to improving their education was from an unlikely source. They wormed the children! You can't concentrate and make progress with a belly full of worms. This gives a stark reminder of the importance of holistic care and the need to be aware of the whole person.

2. The impact of a process called marginal gains on the sporting world, most notably the Sky Racing Team that went from good to world beating in only a few years. This is the process of breaking down the task into small units that seem unimportant and making small pieces of progress in many areas to have a big impact on the overall success. This is now recognised in industry and the armed forces. Isn't it a shame it won't work for care and education? But it does and we've been doing it for years? Our system asks 131 key questions with a Yes or No answer. This assessment looks at all aspects of life where we can measure progress and identify areas that need further support, adding substance to the child's care plan. It is hoped that this system, supported by an academic study by Jack Kennedy (forensic psychologist) will be available for use by other agencies.

The statistics generated from the assessments result in a positivity score taking account of a young persons 'Personal Holistic Competence' and identifying areas that require further support.

The solution to most social difficulties is to increase an individual's P.H.C.

A negative answer generates a target to work towards:

<b>Being Healthy</b>	
<b>Health</b>	
1. Is the young person normally well?	To give attention to progress general health.
2. Has the young person any issues regarding hearing?	To provide care and ensure help is received to improve hearing
3. Has the young person any issues regarding vision?	To provide care and ensure help is received to improve vision.
4. Has the young person any issues regarding dental?	To provide care and ensure help is received to improve dental issues.
5. Has the young person any issues regarding weight?	To provide care and ensure help is received to improve issues around weight.
6. Has the young person any issues regarding height?	To provide care and ensure help is received to help with issues around height.
7. Does the young person have a regular sleep pattern?	Help establish a regular sleep pattern.
8. Does the young person suffer from enuresis?	Help address issues related to enuresis.
9. Does the young person suffer from encopresis?	Help address issues to do with Encopresis.
10. Have there been any accidents in the last six months requiring medical attention?	To provide strategies to monitor and reduce accidents requiring medical attention.
11. Does the young person have a good healthy diet?	To provide strategies that encourage and promote a good healthy diet.
12. Does the young person have any medication to help manage their behaviour?	To assess and monitor medication required to manage behaviour.
<b>Being Safe</b>	
<b>Emotional and behavioural development</b>	
13. Is the placement stable?	To have in place strategies to help the placement become more stable.
14. Is the young person's placement meeting their needs?	To monitor and assess the suitability of the placement.
15. Is the young person a victim of bullying/cyber bullying?	To address issues relating to vulnerability and cyber bullying.
16. Does challenging behaviour affect the safety of the young person or others?	To address issues relating to challenging behaviour that affects others.
17. Does the young person bully/cyber bully other young people?	To address issues relating to bullying and cyber bullying.
18. Is the young person able to control emotions?	To provide strategies to help to control emotions.
19. Does the young person know how to seek appropriate help if they need it?	To ensure that s/he is able to seek appropriate help when needed.
20. Is the young person able to talk about their feelings with a trusted adult?	To ensure that s/he is encouraged to be able to talk about their feelings with a trusted adult.
21. Does the young person respond to emotional warmth from carers?	To provide emotional warmth and encourage appropriate responses.
22. Does the young person have a good relationship with carers?	To continue to encourage good relationships with carers
23. Does the young person display temper tantrums and emotional outbursts?	To provide strategies that discourage temper tantrums and emotional outbursts.
24. Is there a pre-occupation with violence?	Address a preoccupation with violence.
25. Is the young person's general emotional presentation an issue for further work?	Continue to address general emotional presentation.
26. Is the young person able to share and take turns?	Provide strategies that encourage s/he to share and take turns.
27. Are there any self-harm issues?	Provide strategies that appropriately address self harm issues
28. Does the child/young person present as vulnerable?	Provide strategies that help him/ her present as less vulnerable.
29. Does the child/young person demonstrate increasing resilience?	Provide strategies that help to increase resilience.
<b>Identity</b>	
30. Is the young person able to stand up for themselves appropriately?	Provide strategies that encourage him/her to stand up for themselves appropriately.
31. Is the young person developing a sense of their own culture?	Encourage and help develop a sense of their own culture.
32. Does the young person have an understanding of people from different cultures and backgrounds?	Provide information in various forms and activities that promote an understanding of people from different cultures and backgrounds
33. Is the young person respectful of other people's cultures and backgrounds?	Provide strategies that promote respect for other people's cultures and backgrounds.
34. Does the young person understand the dangers of extremist views in their varying different forms?	Provide continuous assessment and monitoring along with information to help s/he understand the dangers of extremist views in their varying different forms.
35. Does the young person take pride in achievements?	Provide strategies that encourage him/her to take pride in their achievements.
36. Does the young person know their full name, birth date, address and postcode?	Help him/her to remember their full name, date of birth, address and postcode.
37. Does the young person know their home telephone number?	Help him/her remember their home (residential home) telephone number.
38. Does the young person know how to stay safe online?	Provide information about how to stay safe online.
39. Does the young person demonstrate that they keep themselves safe online?	Provide regular reminders of the importance of staying safe online and ensure up to date risk assessment reflects the level of concern and stipulates any action required.
40. Is the young person self-confident?	Provide strategies that encourage self confidence.
41. Does the young person take pride in their appearance?	Provide strategies that encourage him/her to take pride in their appearance.
42. Does the young person have good self esteem?	Provide activities that actively help to raise him/ her self esteem.
43. Is the young person able to identify important relatives?	Undertake family work to help him/her to be able to identify important relatives.
<b>Family and Social Relationships</b>	
44. Is the young person's sexual knowledge and behaviour	Provide strategies that improve sexual knowledge and encourage

appropriate?	appropriate behaviour.
45. Is the young person receiving appropriate sex education?	Provides a package of appropriate sex education.
46. Does the young person display ability or desire to care for others? (Empathy)	Provide strategies that encourage consideration for others and promote empathy.
47. Does the young person know the age of consent for a sexual relationship?	Provide information on the age of consent.
48. Does the young person know how this may vary depending on vulnerability and responsibility?	Provide information on how this may vary depending on age and vulnerability.
49. Has the young person any special friend/s outside of their home?	Provide strategies that encourage building relationships outside of the home.
50. Is the young person appropriate around animals?	Provide strategies that encourage appropriate behaviour around animals.
51. Are relationships with siblings, family, and peers appropriate?	Address issues that may inhibit relationships with siblings, family, and peers.
52. Are relationships with Pear Tree staff appropriate?	Encourage appropriate relationships with Pear Tree staff.
53. Does the young person appear to be building trusting relationships with the care team?	Encourage building trust with other members of the care team.
54. Are relationships with peers at Pear Tree appropriate?	Encourage appropriate relationships with peers at Pear Tree.
55. Are current contact arrangements appropriate?	Review contact arrangements and look to find ways of overcoming difficulties.
56. Are current contact arrangements successful?	Address any issues that may negatively impact on contact arrangements.
57. Are there any difficulties during contact visits?	Address any issues arising from contact visits.
58. Is the young person relaxed during their contact visits?	Address any issues that may impact on the child's ability to be relaxed during contact visits.
59. Is there evidence of attachment?	Provide strategies that promote the development of appropriate attachment.
<b>When considering our internal risk assessment procedure, are the following reducing since admission?</b>	
60. a) Risks to the child/young person?	Provide strategies that reduce the assessed level of risk to the child.
61. b) Risks from child/young person?	Provide strategies that attempt to reduce the level of risk from the child.
<b>Social Presentation</b>	
62. Is the young person able to relate differently and appropriately to different adults?	Provide strategies that encourage the child to be able relate differently and appropriately to different adults.
63. Is the young person able to engage appropriately with peers outside of their home?	Provide strategies that encourage the child to be able to behave appropriately with peers outside of their home.
64. Is the young person self confident and appropriately open with adults?	Encourage self confidence to be appropriately open with adults.
65. Is the young person able to engage appropriately with peers at Pear Tree?	Encourage appropriate interactions with peers at Pear Tree.
66. Does the young person demonstrate self-awareness?	Encourage self awareness.
67. Does the young person demonstrate awareness of others?	Encourage awareness of others.
68. Is the young person's language and behaviour at home and in public appropriate?	Challenge inappropriate language at home and in public
69. Does the young person value appropriate adult attention?	Provide strategies that encourages the child to value appropriate adult attention.
70. Is the young person over friendly with strangers?	Discourage the child from being over friendly with strangers and explain the reasons why.
71. Does the young person have good manners at home?	Continue to promote good manners at home.
72. Does the young person have good manners in public?	Continue to promote good manners in the public.
73. Does the young person have good social presentation?	Continue to promote the need for a good social presentation.
<b>Self Care</b>	
74. Is the young person able to attend to their own personal hygiene, i.e. bathe, clean teeth, brush hair, etc.?	Continue to encourage self care skills and high standards of personal hygiene.
75. Does the young person have a realistic sense of personal danger?	Provide regular reminders of the need to be aware of personal dangers.
76. Is the young person able to help with or prepare meals?	Encourage involvement in the preparation of meals.
<b>Enjoying and Achieving</b>	
<b>Recreation</b>	
77. Does the young person engage in recreational activities willingly without prompting?	Encourage motivation to be involved in recreational activities.
78. Does the young person engage in recreational activities independently?	When appropriate look to encourage the involvement of recreational activities independently.
<b>General Knowledge</b>	
79. Can the young person count to 100?	Provide activities and exercises that encourage the use of number skills to ensure the child can count to 100.
80. Does the young person know their times tables up to 12?	Encourage regular exercises that help the child learn their times tables up to 12.
81. Can the young person identify UK currency and know its value?	Provide exercises that help the child learn to identify UK currency and its value.
82. Does the young person know the alphabet?	Provide exercises that help the child learn the alphabet.
83. Can they write their name and address?	Encourage the child to write their name and address.
84. Does the young person know the countries that make up the United Kingdom and their capital cities?	Help the child learn the Countries that make up the United Kingdom and their capital cities.
85. Can the young person identify the 7 continents of the world?	Help to be able to identify the 7 continents of the world.

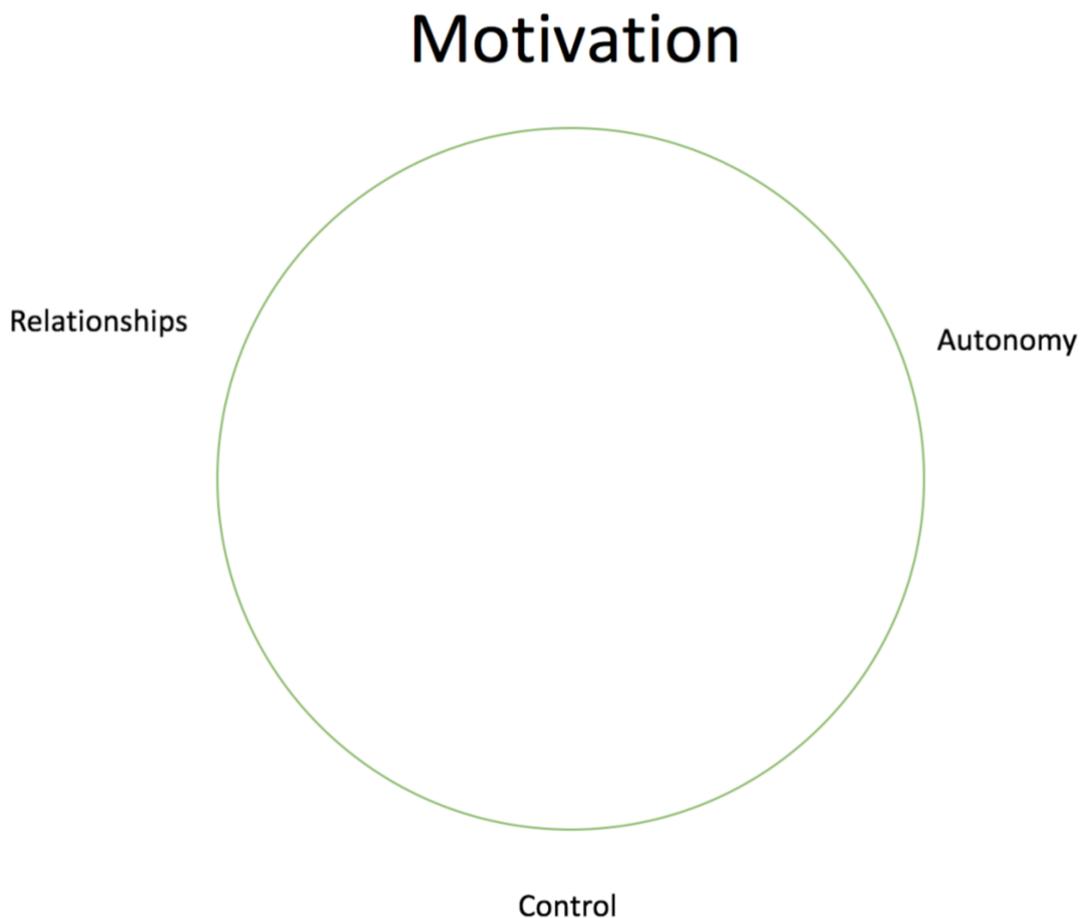
86. Can the young person read a basic map?	Help to be able to read a basic map.
87. Does the young person know what happened in 1066?	Provide information about the events of 1066.
88. Does the young person know about the Magna Carta and its significance?	Provide information to inform about the Magna Carta and its significance to Fundamental British Values.
89. Can the young person swim 25 metres or more?	Help to learn to swim 25 metres or more.
90. Has the young person passed their Cycling Proficiency Test?	Help to be able to pass their Cycling Proficiency Test.
91. Does the young person know the Green Cross Code?	Help to learn the Green Cross Code.
92. Can the young person read a bus/train timetable?	Help to be able to read a bus/train time table.
93. Does the young person have basic IT skills?	Help to learn basic IT skills.
94. Can the young person tell digital and analogue time?	Help to be able to tell digital and analogue time.
95. Does the young person know who the current Prime Minister is?	Inform as to who the current Prime Minister is.
96. Where does the Prime Minister reside?	Inform where the Prime Minister resides.
97. Does the young person know who is Head of State?	Inform who is the countries Head of State.
98. Where does the Head of State reside?	Inform where the Head of State resides.
<b>Education</b>	
99. Does the young person have meaningful daytime activities?	Encourage to engage in meaningful daytime activities.
100. Has the young person a good level of attendance?	Address issues that impact on the child's attendance.
101. Can the young person get themselves up and ready on time in the morning?	Provide strategies that encourage the child to be motivated to get themselves up and ready on a morning and address the issues that may negatively impact on this.
102. Does the young person leave the home properly equipped for the day?	Provide strategies to encourage self reliance and motivate the child to be able to leave the home properly equipped for the day
103. Does the young person positively engage in their daytime occupation?	Encourage to positively engage in their day time occupation.
104. Is the young person making progress?	To help make progress in their day time occupation.
105. Does the young person have a positive relationship with teachers/instructors?	Encourage to build positive relationships with teachers/ instructors and address any issues that may negatively impact on this.
106. Is the young person receiving appropriate careers advice?	Ensure s/he receives appropriate careers advice.
<b>Making a Positive Contribution</b>	
107. Does the young person demonstrate a sense of ownership within the home?	Provide strategies that promote a sense of ownership within the home.
108. Does the young person engage in decision making about their care?	Encourage to be involved in decision making about their care.
109. Does the young person engage in decision making about their home?	Encourage to be involved in decision making about their home.
110. Does the young person engage in decision making about their activities?	Encourage to be involved in decision making about their activities.
111. Does the young person look after their bedroom properly?	Encourage to look after his or her bedroom properly.
112. Does the young person look after their laundry and clothes?	When appropriate encourage to look after and launder their own clothes.
113. Does the young person help with household chores?	Encourage to be able to help with household chores.
114. Does the young person help with making or preparing meals?	Encourage to be able to help with the preparation of evening meals.
115. Does the young person demonstrate that they care for others in the home?	Encourage the thinking of others and for this to be demonstrated in the home.
116. Does the young person demonstrate that they care for others in the community?	Encourage the thinking of others and for this to be demonstrated for those outside of the home.
<b>Achieving Economical Well-being</b>	
117. Is the young person willing to learn and improve?	Encourage motivation to want to learn and improve.
118. Is the young person being self organised?	Encourage motivation to be self organised.
119. Is the young person being self motivated?	Encourage self motivation.
120. Is the young person able to be punctual?	Encourage to be punctual.
121. Is the young person able to meet deadlines?	Encourage to be able to meet deadlines.
122. Is the young person able to demonstrate responsibility?	Provide opportunities to be able to demonstrate responsibility.
123. Is the young person able to demonstrate reliability?	Encourage opportunities to be able to demonstrate reliability.
124. Can the young person work as part of a team?	Provide activities that promote team work.
125. Is the young person working positively towards an agreed plan?	Provide strategies that encourage motivation to work towards an agreed plan.
126. Can the young person communicate effectively with different people?	Provide strategies that encourage effective communication between different people.
127. Can the young person demonstrate a broad and varied vocabulary?	Provide strategies that encourage the use of a broad and varied curriculum.
128. Does the young person appear to be making progress with their values (ethical intelligence)?	Consider how the use of values language and our environment can promote ethical intelligence.
129. Is the young person working towards independence?	Consider ways of encouraging working towards independence.
130. Is the young person honest?	Provide regular reminders of the importance of honesty.
131. Is the young person able to work with other agencies?	Encourage responsiveness to working with other agencies.

## Marginal gains approach to staff performance

As this marginal gains approach has been so successful with helping our children and young people move forward, we have also adapted this process into our staff development system also. Our team is diverse with a wide range of experiences and different people bringing different skills to the table. It is important to recognise these skills but also to identify areas where more support is needed and to measure progress. Our system asks 20 key questions with supporting evidence required, resulting in a total of 74 yes or no answers.

Once again, identifying the key to someone's motivation is helpful to increase their performance at work and to influence decision making.

**Exercise** – Consider your own situation and as honest as possible divide the pie chart to reflect how you feel you present to your colleagues.



**Exercise for Managers** – consider your team and divide the pie chart accordingly to their presentation.

For further details of either please contact [info@peartreeprojects.co.uk](mailto:info@peartreeprojects.co.uk)

## Conclusion

To summarise The Intervention and Recovery Plan we have successfully applied for nearly 30 years breaks down into the following areas that we provide:

- Environment – a nice place to work, play and sleep.
- Values – how we live and interact with each other.
- Activities - what we do with our time, including education
- Assessment/reflection – which gives us information on the changes we need to make.

It is indeed these elements that have demonstrated to be life changing for most of the children who, after a difficult start in life, were fortunate enough to find their way to Pear Tree.

The 3R's plan uses the above to achieve the following:

Recognition – Acknowledging what's gone wrong as a first step to putting things right either the child's own actions or those imposed on them.

Responsibility – We take responsibility for the care and education of the child. The child is encouraged to take responsibility for their own actions and develop responsibility as a virtue through tasks and experience we offer.

Recovery – By aspiring to achieve a normal developmental pathway and to be given the opportunity to achieve it. Learning what's gone wrong can be traumatic on its own, not to mention the high likelihood of a greater understanding of their own victimisation.

DB MBE, January 2019