



The Sycamores



Statement of Purpose

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Caring For Children

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.

The Sycamores has been established to provide a high quality nurturing environment for children, for whom it is either confirmed or suspected to have been survivors of sexual abuse and who may subsequently have developed sexualised behaviour to varying degrees as a result of that abuse. Whilst this issue is the primary concern, these are often multi-troubled children and young people who may present a variety of unpredictable problems, including impaired learning, measurable learning difficulties and disabilities, emotional and behavioural difficulties and mental health problems.

If a young person comes to us who has a Learning disability (as defined in the Equality Act 2010) or a diagnosed mental health disorder (as defined in the Mental Health Act 1983). We take a multi agency approach to supporting the young person, we draw on local services and those of their placing authority, and use their expertise to support the young person to deal with any specialist needs they may have.

However, the same approach that we take to support young people make positive progress in overcoming sexual abuse/sexualised behaviours and associated emotional and behavioural difficulties, does, also support and help young people make positive progress with, learning disabilities and mental health issues. Details of which can be read in our Recovery and Intervention Plan and therapeutic approach documents.

Mission Statement

To provide the highest quality of care, the most appropriate resources, delivered with professionalism.

Aims

' To 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

- 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, Managing Director (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

David Bartlett, Managing Director (2010)

2. Details of the children home's ethos, and the outcomes that the children's home seeks to achieve and its approach to achieving them.

The home provides a therapeutic approach based on the following values:

- Environment - The home is designed to be a 'high' quality, positive and functioning environment staffed by experienced and competent carers. The layout and furnishings are in keeping with being, as much as possible, like a 'normal' home, with the emphasis on being un-institutional and helping young people reach a normal developmental pathway, living in and function within the community.
- Values - The staff running the home promote high expectations of presentation, behaviour, respect and attitude to others. Along with educational achievements and ambitions for the future.
- Activities - Young people are to be involved in a lifestyle that continually encourages engagement in a wide variety of activities of a social and leisure, educational and therapeutic basis.
- Assessment - Young people's progression is continually assessed and changes in arrangements made to meet their ongoing needs.

3. The arrangement for enabling children to enjoy and achieve, including how the children's home promotes their participation in cultural, recreational and sporting activities.

All children and young people are encouraged to experience a wide range of activities to explore aptitude and ability. This will include many that take young people out of their comfort zone. These may include the following, which is not exhaustive:

- Outdoor activities - Walking, camping, bike riding, climbing and fishing.
- Farm activities - Horse riding, caring for animals, working on the farm, planting trees and gardening.
- Sports - Football, badminton, running
- Social and leisure - Using local resources, going out for meals, going to theatre, cinema.
- Holidays - Visiting our holiday homes and whenever possible, on the occasion during their time with us we aim for a trip abroad to experience other cultures and broaden horizons.
- Education and cultural visits - Museums, art galleries, national trust properties and landmarks

4. The arrangements for supporting the cultural, linguistic and religious needs of children accommodated in the children's home.

At Pear Tree we have a robust admission policy that ensures we have all the elements in place to ensure that any young person gets the best care possible from us and their religious beliefs are given the utmost respect.

Nearly all the young people referred to our service have very little understanding, knowledge or exposure to a religion of any kind and as many, also have poor school attendance this has been missed within education also.

For young people residing at Pear Tree, importance is placed upon providing basic education of all faiths, with Christian beliefs and key events explained and celebrated, e.g., Christmas, Easter which all young people at Pear Tree are encouraged to experience attending either a local church/school carol concert or Durham Cathedral.

In addition to this, all young people attend Remembrance Sunday Service, by way of exposure to religious observance and to stimulate thought and discussion regarding events in history and current affairs. Key dates of other faiths are included on our year planner, which all young people receive and are encouraged to recognise and celebrate.

5. The arrangements for promoting contact between children and their family and friends.

For any child, living away from home can be difficult under the best of circumstances. It is Pear Tree's policy, whenever possible, to continue to promote contact between children and their parents and significant others. Members of staff should be reminded of their role in this process and be involved in reminding children of the options open to them in terms of telephone calls, arranging meetings, writing, sending cards, etc. The only time this situation should not be encouraged is if there are specific concerns raised by:

- The Local Authority Social Worker,
- Any form of psychological or psychiatric assessment,
- The Court, or
- When information from the child gives strong indication to the fact that family contact would undermine their sense of stability or security.

We should then, therefore, be seen to represent the child's views to the agencies concerned without either passing judgment or having preconceived ideas about the information that is presented to us. Actual arrangements for meeting parents and other family members are different for each child and made with the guidance of the local authority.

6. A description of children's home's approach to consulting children about the quality of their care.

As Pear Tree homes work with such small groups of children and places as it does, such importance on positive relationships, programmes and the running of the homes are regularly reassessed on the basis of feedback positive or negative, from the children we are looking after. Whilst this is often sought through informal discussion and close working relationships with young people concerned, each of the Pear Tree homes has an expectation to hold their own house meeting on a monthly basis where issues such as this can be opened for discussion and where appropriate, acted upon. In addition, someone independent of the running of the home inspects the provision on a monthly basis.

A six monthly questionnaire is sent out from the Managing Director with a stamped addressed envelope. The replies are listened to and acted upon when necessary.

7. A description of the children's home's policy and approach in relation to –

- a) anti-discriminatory practice in respect of children and their families; and**
- b) children's rights**

Pear Tree does not tolerate discriminatory practice under any circumstances and always respects the rights of children, young people and adults in whatever capacity. Please see Guidance and Good Practice.

8. A description of the accommodation offered by the children's home including –

- a) how accommodation has been adapted to the needs of children cared for by the children's home;**
- b) the age range, number and sex of children for whom it is intended that accommodation is to be provided;**
- c) the type of accommodation, including sleeping accommodation.**

The home is established to look after three children or young people between the age of 8 - 19 and either sex. The children / young people are selected on the basis of:

- a) Level of abuse experience (or suspected)
- b) The difficulties the child has experienced as a result of the known or suspected abuse, as well as emotional, behaviour and mental health difficulties.
- c) Risk assessments and care plans considered appropriate and suitable. Under no circumstances do children ever share bedrooms.

The home is designed to be as normal and domestic like in nature as possible. Providing a sympathetic caring environment within a residential care context, but avoiding an institutionalised manner where the focus is on nurturing and providing high expectations in terms of values, a wide range of activities including educational activities and appropriate help and support when difficulties arise. The Sycamores has been established to provide a high quality nurturing environment for children for whom it is either confirmed or suspected to have been survivors of sexual abuse and who may subsequently have developed sexualised behaviour difficulties to varying degrees as a result of that abuse. The home at The Sycamores has a living room, quiet room, kitchen, three good-sized bedrooms and a sleep-in room for the member of staff looking after the children; there is also two games rooms.

9. A description of the location of the children's home.

The Sycamores is a large well maintained semi-detached house which provides gardens both front and rear and is located in what is considered to be a quiet and leafy residential area of the town.

It also benefits from being just a 5 minute walk from the town centre which gives easy access to all the local amenities, such as the large and extensive leisure centre and access to local parks and open spaces which young people can benefit in the use of. It's location offers easy access to all the main schools and further education facilities which the town provides. The area which the home is situated provides the young people with a sense of security stability coupled with a safe environment in which to live, thus giving the feeling that they are part of community in which they can thrive.

10. Details of the children's home's policies for safeguarding children, preventing bullying and the missing child policy.

Pear Tree does not tolerate bullying of any kind and always takes steps to a) prevent bullying from occurring b) deal with issues that may lead to, or regretfully resulted in, bullying taking place. The ethos and culture of the home is continually managed and monitored to ensure unambiguous messages are made that bullying is unacceptable and only respect, consideration and care for others is.

Pear Tree has detailed and comprehensive Policies to deal with disclosures of abuse and to ensure bullying does not take place. These Policies are robustly enforced and Pear Tree ensures that in every event it liaises with the Local Authority, either the home Authority from where the young person has come from or, the host Authority in the area in which the home resides and recommendations acted upon. Ofsted are also notified of any safeguarding incidents.

In the event that a child protection issue is identified this is always brought to the attention of the House Manager and Head of Service. In the event that the issue includes the House Manager or Head of Service, the staff are instructed to notify the child's Social Worker and the Local Safeguarding Children's Board directly. In every event the Local Safeguarding Children's Board and the Local Authorities Social Worker are to be notified.

Unauthorised absences is not tolerated within Pear Tree. The culture of the home sets out to make it quite clear that this is an unacceptable level of behaviour for which there are consequences for the young person, in terms of strategies to try and manage their behaviour and educate them to behave better.

We also endeavour to educate our young people in terms of the risks that they present during such occasions and risk assessments are carefully considered when young people are identified as maybe being vulnerable to others, or they represent risks which may affect others.

In the event that young people are missing / absent without leave, a detailed procedure is in place which members of staff follow and to ensure that all relevant people are notified of their absence and, where necessary, the police are advised to look out and return, whenever possible. On return, the young person is always visited by somebody independent of the staff team, to try and ascertain the reasons why they were missing / absent without leave. A safe and well check will also be carried out, this is undertaken by the police.

To access the home's child protection policies please contact Steven Sturman, Registered Manager 01325 350660 or Pear Tree Head Office 01388 776799.

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

Pear Tree primarily cares for children that fall within three categories:

- Survivors of sexual abuse.
- Sexually reactive children, who are responding with sexualised behaviour without understanding why.
- Young people with sexually harmful behaviour.

Of course, this range of children present varying needs and degrees of risk and it must be noted from the beginning that we can offer places in a number of different homes.

Emergency admissions.

Whilst it is regretful that we are unable to take emergency admissions as we can only take children and young people in a planned way after thorough assessment. However on occasions this can be done promptly, in some circumstances within 24 hours.

12. The arrangements for dealing with complaints.

Pear Tree operates a very clear Complaints Procedure where young people, other Agencies and members of the public are encouraged to make complaints, where appropriate, which can be dealt with either formally or informally. In every event it is the organisations policy to record these complaints and take action when required. Staff are to encourage young

people to make complaints when there is good reason and help them to record their feelings, concerns or anxieties. When necessary an investigation will be carried out and recorded with the findings and outcome explained to those concerned.

Pear Tree takes all complaints seriously and endeavours to provide a robust system to ensure that complaints are dealt with effectively and actions taken, where necessary.

In the first instance the Registered Manager, Steven Sturman or the Managing Director, David Bartlett may take steps to try to resolve the complaint at an early stage.

If the person is the manager of the home and is the subject of the complaint the issue should be referred to a colleague of the same management level or higher.

In the event that you wish to make a complaint regarding the Head of Service, this should be referred to Ofsted and LADO.

The address for Ofsted is:

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

Telephone No: 0300 123 1231

Details for the LADO can be provided upon request from Pear Tree Head office.

Pear Tree full complaints policy if applicable can be requested from Pear Tree head office:
Contact details - Head office: 01388 776799 info@peartreeprojects.co.uk

Children's Behaviour

13. A description of the children's home's approach to the surveillance and monitoring of the children accommodated there.

In homes that care for children who display sexualised behaviour or present a risk to other children, a specific risk assessment for the use of a sensor on the landing between the children's bedrooms or individual bedroom door alarms is carried out. It is explained to children at the point of admission that:

- It is there to reassure children that no-one will be able to enter their bedrooms without a member of staff being made aware,
- As some of our children have been victims of malicious allegations, that they cannot be accused of entering another child's room without a member of staff being made aware of this fact, and
- The measures taken are by no means there to inhibit any child's movement. Children may come and go freely to use the toilet etc. and be encouraged not to feel inhibited by the noise of the sensor. The sensor should only be used on an evening or at a time when it is felt that a child or children may be particularly vulnerable.

Members of staff should also be reminded that young people are not permitted to frequent other children's rooms for any reason.

A consent form signed by the Local Authority Social Worker is to be in place for each young person.

14. Details of the children's home's approach to behavior support, including information about –

- a) the children's home's approach to the use of restraint with respect to children accommodated there;**
- b) how persons working in the children's home are trained in the use of restraint and how their competence is assessed.**

Whilst the organisation has high expectations in terms of behaviour and expects staff to enforce boundaries, control and physical restraint of young people is only used as a last resort. All staff within the home have been trained in the 'TEAM TEACH' system of holding young people when necessary. In all occasions it is expected that staff will use the minimum amount of force necessary and only when necessary. Team Teach training is refreshed every 2 years.

Following every restraint, a review of the incident takes place by the Registered Manager and Managing Director.

To access the home's behaviour management policies please contact Steven Sturman, Registered Manager 01325 350660 or Pear Tree Head Office 01388 776799.

Contact Details

15. The name and work address of-

- a) the registered provider (including details of the company owning the children's home);**
- b) if nominated, the responsible individual;**
- c) if applicable; the registered manager.**

The home is run by Pear Tree Projects Ltd under the guidance of David Bartlett, Managing Director, Toy Top Farm, Houghton Bank Heighington, Darlington, DL2 2UQ, and the House Manager Steven Sturman 40 Stanhope Road, Darlington. DL3 7SQ

Education

16. Details of provision to support children with special education needs.

Please see Pear Tree's Policy for Special Education needs and Pear Tree School curriculum.

17. Where the children's home is dually registered as a school, details of the curriculum provided by the children's home and the management and structure of the arrangements for education.

N/A. - Please see 18.

18. Where the children's home is not dually registered as a school, the arrangements for the children to attend local schools and the provision made by the children's home to promote the education attainment of children.

On admission, in liaison with other agencies an assessment of a young person's educational needs takes place, this also includes and is dependant on the young person's individual risk assessment and in some cases their current school provision. In the event that they are able to attend mainstream school or college a suitable place is sort in liaison with the local education authorities looked after young person's advisor. In the event that a young person's risk assessment considers this unsuitable then an admission into Pear Tree School is automatically provided.

Young people above school age, who can't attend independent work or training, are provided with on-going education and training as part of the Pear Tree School Curriculum.

In September 2005 our school was registered and the overall Ofsted Award was 'Outstanding'. Since then the school has maintained this rating.

In addition, within the home there is a quiet room set aside for reading, homework etc and computer facilities are also available.

Health

19. Details of any health care or therapy provided, including –

a) details of the qualifications and clinical supervision of the staff involved.

b) information about –

i) how the children's home measures the effectiveness of its approach; and

ii) the evidence referred to by the children's home to demonstrate the effectiveness of its approach, and how this information can be accessed.

The Recovery Programme described earlier demonstrates a "Therapeutic Approach". We do not provide any therapeutic techniques and try to keep our approach as simple as possible. We have a long lasting and well-established working relationship with the Child and Adolescent Community Forensic Service (formerly known as Kolvin Unit), part of Newcastle N.H.S Trust, where children are regularly referred for help and good working relationships with the local CAMHS team.

- All of the children within the first month of admission are registered with the local G.P, which is Blacketts Medical Centre, Bondgate, Darlington, 01325 380640.
- Their eyes are tested by the opticians McGuiness, Newton Aycliffe, Co Durham, 01325 316600
- They are registered with the dentist Lance Robson Dentist, Woodland's Road, Darlington, 01325 462268
- In every case children have a care plan agreed with other agencies and work is undertaken to comply with this.

Regular check ups are always maintained.

The effectiveness of this approach is monitored in each young person's Care Plan and Looked After Review Form.

Staffing Matters

20. Details of the experience and qualifications of the staff working at the children's home, including any staff commissioned to provide education and health care.

All staff have either completed or are working towards the following mandatory qualifications:

Advanced Safeguarding Children Level 2
Safeguarding Children - Internet Safety
Prevent Duty
Child Sexual Exploitation Awareness
HSE Emergency First Aid
QCF Unit - Administration of Medication Control & Administration of Medication
Food Hygiene Level 2
Health & Safety - Including Manual Handling in a Care Setting
Fire Safety Awareness in a Care Setting
Team Teach
GDPR

Pear Tree Training

Managing Sexually Harmful Behaviour
Safeguarding
Who Care's Training
Recovery & Intervention
Pear Tree School Curriculum
Join Up
Care Plans and Risk Assessments

The introduction gives an outline of Pear Tree's history; the Managing Director is David Bartlett.

In 1986, David Bartlett, like many other young people, through circumstances, was forced to make his own way in the world, and as such, with the help of the Princes Trust, and Enterprise Allowance Scheme, became self employed as a professional painter and sculpture. Although only 20 years of age, this occupation brought him to the attention of a number of establishments and David began teaching as a lecturer within Darlington Arts centre, Bishop Auckland Technical College, and then later, for Further Education in Cleveland, which also included St Luke's Psychiatric Hospital in Middlesbrough, and the regional secure Unit. Although unqualified, David became a full time lecturer in Art 3-D Design at Bishop Auckland Technical College in 1988, and later as a result of successful workshops operated by Northern Arts, was recruited by Aycliffe Young People's Centre, where he was to spend 2 ½ years within the secure unit. In 1989 – 1990 he completed his first year Certificate of Education.

Although teaching began to provide a regular income, David also continued to run a successful business and in 1989 he purchased a number of properties that were later to be

used by the organisation to become known as Pear Tree. During his time at Aycliffe Young People's Centre, it became abundantly clear that there were many young people for whom it was felt institutional settings were not the most positive and productive. The staff room was full of ideas from teachers who had been involved for years, wishing that they could start their own organisation. It was of a direct result of these experiences and working with a number of children in particular, at Aycliffe Young People's Centre, that the idea of developing a school on a farm where therapeutic activities coupled with sensitive caring environment could be most productive. This idea was floated by David and taken up by a number of people with contacts within the Local Social Services Department. Subsequently, the first Summer schemes were started in the summer of 1990 as described within the introduction, and in the spring of 1991, at the age of 24, David Bartlett left Aycliffe Young People's centre to work full time on developing the organisation, that would become known as Pear Tree and has been 'on duty' ever since.

Fixed Staff Team

STEVEN STURMAN

Position: Registered Manager

Date of employment: 22.09.06

After leaving School in 1989 I went straight into employment and spent the next 7 years in hairdressing. I then took a complete change in career direction and started working for Orange, the telecommunication company.

I left Orange aged 30 to pursue my dream of travelling the world, spending the next year visiting numerous countries and learning about their cultures along the way. Upon my return I then started working for a local gift company called "Simply Thank You", working my way up to Office/Call Centre Manager. Whilst here a friend asked if I had ever thought of working with young people, to which "no" was my reply. They had always known me to be a sports mad, outdoors person and believed I could offer much more to young people, rather than be stuck in an office forevermore.

After giving this some thought, I enrolled on a course as a Youth Worker, working in Branksome and Firth Moor youth clubs in Darlington for experience. I had a fantastic time here, coaching football, ping pong etc and getting the chance to communicate with teenagers again and to be able to offer help and advice should they come to me with any problems. This experience then helped me to gain employment within Pear Tree in 2006, and have progressed to Duty Manager and Deputy Manager.

My previous roles have helped to develop my communication skills, giving me the ability to deal with many situations. Problem solving, adaptability and teamwork have also been gained along the way. A keen, mischievous sense of humour has helped develop my character, and I find can come in very useful for defusing awkward situations or to cheer people up with.

Sport is what I'm probably best know for within Pear Tree as I simply can't get enough of it. Running, swimming, football, biking, climbing etc, anything physical and challenging then I'm your man! I have an unquenchable passion for sport, and this is ideal in a house full of

enthusiastic boys. With my sport background this gives me the ideal opportunity to not only help teach young people new skills within sport, to give them the chance of trying sports that they might never have tried before, and can also provide great opportunities in building trust and strengthening relationships (getting someone to the top of a climbing wall who is petrified of heights breaks down many barriers!). Another passion of mine is cooking, especially cakes! I believe this is important as it proves to the boys that it doesn't just have to be a female in the kitchen preparing food, we men are more than capable of it too. The most important things, however, that I bring to the organisation were instilled in me from a very young age from my parents; manners, respect, discipline, standards, hard work ethics, and if something is worth doing, it's worth doing right. In a job where nurturing and guidance are paramount, it's these strong morals that I too can hopefully pass on, to help develop the young people within our care they way they helped develop me.

Certificates:

Child Protection Level 1

Lifting and Moving Things

Managing Anger and Challenging Behaviour

Safeguarding Children from Abuse by Sexual Exploitation

Nov 17 2014 - Attended a seminar delivered by Dr Bruce Perry - The impact of trauma and neglect on the developing child

Understanding Child Attachment

Safer Recruitment

Introduction to Epilepsy & Administering Buccal Midazolam

Multi - agency Awareness Raising - Child Sexual Exploitation

Workshop raising awareness of prevent

QCF Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (Children and Young People's Residential Management)

Keeping Children Safe Online

Understanding Pathways to Extremism and the Prevent Programme

Awareness raising session - Attachment difficulties

Reflective Practice Training

Radicalisation, Grooming and Exploitation session

Safeguarding in a Digital World Masterclass

Lateral Flow Testing Training

Prevent Covid-19

Child criminal exploitation and county lines

Equality and Diversity

JOHN CAMBRIDGE

Position: Senior RSCW

Date of Employment: 01.09.10

After leaving college in 1986 I worked in a number of roles in different factories and security work. I realised I wasn't satisfied with what I was doing and decided to go to University to improve any future work prospects.

At the time I didn't realise I needed good A-level grades to even have a shot at getting into University and so I was disappointed after talking to one of the senior lecturers to find out that I'd needed to do my A levels to go any further. Not one to be put off, I immediately started phoning colleges to find appropriate courses. I found a Foundation Course to Higher Education, at Stockton and Billingham Technical College. After a year I had the qualifications to gain entry to University. I spent three years at Teesside University on a BEng Hons Instrumentation and Control Engineering Degree. After University I worked for a company called ICAAD as a system engineer. Programming and building the control systems for a wide variety machines for companies, some of which were well known international companies.

Unfortunately ICAAD had financial difficulties and went bankrupt. So while I was between work, I decided to get some qualifications in electrical installation. Having gained those qualifications I was able to find work with a number of electrical engineering firms. I worked all over the UK and spent a number of years in this trade. The hours were long and I would get a week end -off every three weeks or so and started to question if this was the life I wanted for myself. My youngest sister suggested I try for a job in mental health where she was working, which I did and have worked In medium secure mental health units, forensic secure and high dependency units. The work was quite demanding and sometimes dangerous but was also rewarding, knowing that I was able to help people, deal with a difficult illness. I worked in mental health for seven years before, I decided I needed a career change, which has brought me to Pear Tree. I have been working here for a while now and thoroughly enjoy the challenge of working with young people.

Certificates:

Adult Literacy

Health and Safety

Protection of Vulnerable Adults

HSE First Aid at Work

Care of medicines (foundation module)

Drug awareness studies and their applications

Health and Social Care (Adults)

Risk Assessment

Level 3 certificate for the inspection and testing of electrical equipment

Safeguarding Children from Abuse by Sexual Exploitation

Mental Health and Wellbeing

LFD Training

Equality and Diversity Training

Anaphylaxis Awareness

VICKY CUMMINGS

Position: Senior RSCW

Date of employment: 4.7.11

After leaving school in 1984 I always had a desire to work, trying various types of jobs, but never found the right one for me.

Having had my family at a young age and enjoying the special moments which you can't replace, I then decided to go back to work part time which took me in a new direction. I became a carer looking after vulnerable adults. I went on to become an activities facilitator for six years which was my last job prior to Pear Tree, this was looking after people who had learning difficulties. This was very challenging in managing their daily life. My job role was to assist, motivate and encourage them into the community and it would be very rewarding to see their confidence grow. I would take them to events and places that they had never been before which broadened their horizons and outlook on life.

I have become a stronger person, gaining confidence and an extrovert approach to life and can see the funny side of things. The satisfaction of being part of a team and helping others to gain their full potential.

I have a dry sense of humour which has helped me throughout my previous employment; this enables me to communicate in a non-judgemental way.

Now my family are older I have set myself new goals and it has made me realise my full potential. This is where it has got me to this present day, if I hadn't had all these experiences I wouldn't have been at Pear Tree. I would like to be able to share my skills with the young people in my care.

I am looking forward to a very positive, rewarding and long career at Pear Tree.

Certificates:

Safeguarding Adults

Moving and Handling

Managing Challenging Behaviour

Non Violent Crisis Intervention

NCFE 2 Cert in Nutrition and Health

NVQ 2 Health and Social Care Adults

NVQ 3 Health and Social Care Adults

Safeguarding Children from Abuse by Sexual Exploitation

Awareness session - Anxiety, worries and fears

Awareness session - Eating Difficulties

Lateral Flow Testing Training

Prevent Covid-19

Child criminal exploitation and county lines

STEPHANIE BOWERS

Position Senior RSCW, Date of employment 11.7.18

I left School at the age of 16 with 11 GCSE'S, I was a little unsure of what I wanted to do, growing up I always wanted to be a vet however completing my work experience in a veterinary Surgery (with an unpleasant vet) this made me change my mind, which now thinking back I should never have allowed this, but then I would not be where I am today.

I went onto to study English Language and Literature, Human Physiology and Health and Travel and Tourism at college, completing these courses in 2004, it came to the big decision of what to do next, I decided that I'd had enough of studying and I was going to go and work

overseas as a Holiday Rep. This soon became a reality and in April 2004 there I was with my suitcase packed ready for a Season in Mallorca with Thomas Cook as a Children's Representative. Whilst working in Mallorca my then manager was telling me all about how she worked winter seasons in a ski resort in France and then there I was in November with a winter suitcase packed ready for 6 months in the French Alps working as a Nanny, what I thought would have only lasted a year lasted 12. I worked my way up the ladder Starting as a children's Rep/ Nanny and progressing to Resort Childcare Manager. I have been very lucky to have been to as many places as I have and worked with many different cultures.

I then decided in 2013 it was time to come back to the UK and get a "Proper Job". Whilst being overseas I completed my NVQ Level 3 and various other courses in management, First Aid and Safe Guarding.

I stated working for a company called MAIN this was supporting young children with Autism, supporting them at school, in their own home or at the clubs we ran, I soon became a facilitator for MAIN and I managed Redcar and Cleveland, Middlesbrough and Stockton Weekend clubs, planning and organizing the club activities, I felt this was the path for me, and I then found myself doing some transition work at a Mental Health, Learning Disability Hospital, and next thing I know I became a member of the team and I worked there for 4 years, during this time, I supported males with Mental Health, Learning Disabilities, Challenging behaviour and Autism. I was very proud of the work I achieved here. To further my career I then went on to manage a Youth Home for 16-18 year old's preparing them ready for independence, I then found myself at Pear Tree Projects to continue with my childcare career.

Certificates

Mental Health Awareness (April 2018)

Learning Disability Awareness

Level 2 Diploma in Health and Social Care (Adults)

NVQ Level 3 in Playwork

Drug and Alcohol Awareness

Lateral Flow Testing Training

Prevent Covid-19

Child criminal exploitation and county lines

Equality and Diversity

Mobile Staff Team

The following members of staff cover holidays and sickness absence throughout all Pear Tree homes.

JASMINE KENNION

Position: Senior RSCW, Date of Employment: 2.1.17

Before I started at Pear Tree I spent some time in the Army after leaving school which involved an intense training course involving high levels of physical training, high standards of cleaning with daily inspections, combat based first aid, high levels of discipline, respect

for others, team work, motivation and attention to detail. My job role in the Army was going to be a combat medical technician but unfortunately due to injury, I had to leave.

I then went on to do some voluntary work in a primary school where I assisted the teachers throughout the different age groups and learning levels, helping and assessing the children with their education, organised activities and supervising them at all times. This required high levels of tolerance and enthusiasm along with a willingness to help others.

With this experience I then moved on to become a Residential Care Worker. In this role I supported young people's needs, rights and views. I made certain that each young person's individuality, difference and diversity were always appreciated and that the young people were provided with equal opportunities and are not discriminated against.

Through a consistent approach to care, the young people acquired self-esteem and resilience, as well as self-awareness and improved general well-being. I also worked with each young person's parents and families, when appropriate, recognising that they are the young person's first and most enduring carers and that my role was as a partner in each young person's care.

Through the experience and skills I have built up throughout my previous roles I wanted to progress in my career and join Pear Tree Projects. I believe in the therapeutic approach to care and the company's five values. I want to learn and develop my skills further by working with Pear Tree staff and progress through the company, becoming a positive influential member of the Pear Tree family. I look forward to sharing experiences with the children and young people for many years to come.

Certificates:

Counter Bullying training

Behaviour Management

Level 2 BTEC First Diploma in Public Services

Level 2 Certificate in Adult Numeracy

Level 2 certificate for IT users

Self harm and suicidal thoughts in children and young people

Anaphylaxis training

Introduction to GDPR

JANICE TOMLIN

Position: RSCW

Date of Employment: 16.06.08

I left school at 16 years and started work with Rediffusion which produced TV's. Whilst the job was not that interesting I did make many friends and was sad to leave after I was made redundant after 8 years.

Needing to work to provide an income for my family I took a job at a printing firm Silverscreen as a quality control inspector.

I left there to have my first child and then went to work on an evening in a supermarket. I really enjoyed the time I had at home looking after my child and felt I had aptitude for it.

I then decided to become a registered child minder running local playgroups in my area.

I have always enjoyed trying new things and so joined the local college on an evening to study hair and beauty, after 4 years I was fully qualified.

Now having a second child I felt I wanted to move away from looking after children in my own home. I decided to return to college on an evening and undertook the NVQ children and young people.

I began at Pear Tree in June 08 and have found the job challenging but enjoyable and rewarding.

I see myself as the homemaker and enjoying caring for the young people, a role which I feel I have made my own within the houses.

I also enjoy taking the young people out on lots of activities and seeing them being happy and enjoying themselves.

Certificates:

Food Safety in Catering

Child Protection Level 1

CACHE Level 3 NVQ in Children's Care

Learning and Development

Initial Training for Classroom Assistants' certificate (Stage 1 & 2)

CACHE Level 1 Award in Getting Started in a Pre-School Setting

Lifting and Moving Things

Safeguarding Adults

Tackling Bullying

Safeguarding Children level 2

In house - Complaints and Whistle Blowing Procedures

Equality and Diversity

Report Writing and Record Keeping

Safeguarding Children from Abuse by Sexual Exploitation

Awareness raising session - Attachment difficulties

Allergywise - Anaphylaxis Training

An Introduction to GDPR

HANNAH WILLIAMSON

Position: RSCW, Date of employment: 21.5.19

I left secondary school in 2009 and started my journey through college studying childcare and early years education knowing I was passionate about caring for young children. Despite enjoying the course at the time, and those around me were planning to apply for university I knew I wasn't as set on spending another 3 years in a classroom environment studying, I was more hands on and loved the outdoors and being active.

My heart was set on joining the army as military police something that had always been in the back of my mind. Once I completed and passed my child care course at college, I started my application for the army, followed by me returning home from a 2-day selection process in Glencorse full of elation. I had to wait a year for a date to start due to my job choice as

military police. Unfortunately, a year later I was unable to go ahead with my start date, due to me needing an operation. Everything changed for me from that point.

In January 2013 not long after my operation I found out I was expecting my first child. I knew this hadn't been in my plans, but with a very supportive partner and family I welcomed my son into the world later that year. I enjoyed family life and nurturing my child came natural to me, I felt very lucky to be able to be at home full time with my son and in 2015 my daughter was born completing my family.

In 2016 I started a job as a nursery practitioner in a local nursey. I stayed there a year before moving on and landing a job as a support worker for young women with mental health. This job taught me so much, not just work related but about myself too. I believe and have also been told that my personality is what is needed to be a great support worker. Friendly, fun, bubbly, emphatic, caring and compassionate.

I found during my time working as a support worker that just by someone else being there, it can make a big difference to a person's life and their well-being, just by being around to talk to and support with a friendly face.

I was told about Pear Tree projects and immediately found myself interested in the organisation and in May 2019, I started my role as RSCW. I feel this has been the best decision for me, I feel I can bring a range of transferable skills and my up for anything attitude to the young individuals that are a part of Pear Tree.

My own personal hobbies include running, horse riding, military boot camp, which I have introduced to a few young people at Pear Tree. I also often take part in assault course events for my own personal achievements. Alongside working and being a mum of two, I also go out with a Paramedic crew every three months, where I'm able to do an observation shift and get to experience their line of work and what's involved which I thoroughly enjoy.

MILLICENT BAINES

Position: RSCW, Date of Employment: 1.9.2021

After leaving college I attended The University of Salford to study Counselling and Psychotherapy. I did my placement as a children's counsellor in a secondary school and here discovered I wanted to work with children long term.

Alongside my studies, I ran a small cleaning and dog walking company. This enabled me to carry out two of my hobbies on a regular basis - being with animals and out in nature. I was also employed in an outdoors activity centre for children as a cleaner and cook, giving me experience of working in a childcare setting.

I then spent a year working within the police in a victim support role, building up experience of working with vulnerable and traumatised individuals. It was during this role that I came across Pear Tree Projects and discovered a way of encompassing my passions of working with children, animals and the great outdoors.

I enjoy spending time with any animal, but particularly my 5 ferrets. I love having something unique to teach the children at Pear Tree all about. I also enjoy hiking, biking, sailing and music. I predominantly play the clarinet, but also have varying skills in chanter, bagpipes, Northumbrian pipes, saxophone and keyboard.

Certificates

Mental Health Awareness

Suicide Awareness training

Domestic abuse awareness

Sexual violence awareness

Equality and Diversity Training

Anaphylaxis Awareness

NASIRA HUSSAIN

Position: RSCW, Date of employment: 4.10.2021

I have always been keen to enhance my personal performance within various roles I have embarked on. I have many years' experience of working with children and young people with SEND and children from disadvantaged areas. As a teaching assistant at Beaumont Hill Academy (BHA), I have supported pupils and parents to engage in face to face and/or remote learning during the lockdown period. I successfully use suitable strategies, resources to support pupils learning and understanding.

Likewise, my role as a play worker at Dash during lockdown, I identified the need to reach out to our Dash family and suggested a video to send to our children and young people that showed we were thinking of them. This was received positively by both parents, children and young people. It is important to cultivate a sense of belonging and acceptance as this fosters the ability to fit in and accept who they are as individuals. Many Dash staff were involved, and the videos were really appreciated by families.

Furthermore, I volunteered with Middlesbrough and Teesside Philanthropic Foundation as a Mentor to support a mentee who had recently lost her mother, by taking her out, exploring her emotions and supporting her grandmother to get further support, such as counselling. Both young people developed positive strategies and learned how to clearly communicate their needs and desires.

I am a family orientated individual. I love spending time with my children, we have fortnightly date nights that I have with both of my daughters that consist of challenging activities from weightlifting with my 16-year-old, climbing with my 14-year-old to baking cookies and cupcakes and watching Disney movies at home. Each week, I accompany my eldest daughter to her football training and matches and cheer her on from the side-lines. We enjoy outdoor activities, such as walking, bouldering and visits to Go Ape. My children have also picked up my interest in crime documentaries and we spend hours on unsolved case files and putting together puzzles. As a family we love challenging ourselves and creating new memories together.

Self-care is an integral part of me, this can consist of reading my favourite books or going on my daily walks whilst listening to audio books. I also enjoy cooking and currently introduced yoga within my weightlifting routine.

I am very passionate about mental health and have supported colleagues and friends during lockdown. Within my school, I was an active mental health advocate and supported individuals one to one to create a supported environment. Last lockdown, I was instrumental in creating a wellbeing letter that was sent to all staff who were isolated and are currently isolated. It is so important to make sure, individuals do not feel alone and are supported in this difficult time. I am a caring and approachable individual and feel these qualities will enhance Pear Trees' team. I am hardworking and resilient and always strive to ensure my team members are always supported.

My area of interest is understanding and supporting disadvantaged children and recognising how the impact of adversity and childhood trauma on children's physical and mental health has on their learning. Through Teesside University, I have taken part in summer courses to learn how to build resilience and become trauma and ACEs informed. These trainings have informed the way I approach children; the importance of creating healing environments and therapeutic activities such as yoga, sensory and breathing exercises. Moreover, it is important for the children to have a stable, caring and empathetic adults in their life.

I heard about Pear Tree through a friend who is currently working within Pear Tree, I heard how they did things differently and supported the young people holistically. When opportunity arose, I applied and was successful as a RSCW.

I've now worked at Pear Tree since October 2021. I enjoy all aspects of the job but feel that accompanying the young people outdoor, including working at Toy Top and Manor farm, and supporting them experience outdoor life, something I feel I am good at. In addition, I also enjoy cooking with the young people, teaching them how to prepare nutritious meals using fresh ingredients; introducing and teaching about Pakistani cuisines that supports their understanding of different cultures and on whole their independence.

Certificates:

Anaphylaxis Awareness

Introduction to GDPR

STEVEN ALDERSON

Position: RSCW, Date of Employment: 1.12.2021

I left school in 2005 and found it difficult to know what I wanted to do in my life. After a lot of deliberating, I decided to go to Six Form to study History and some other subjects in which I was a little unsure on. After one full year of studying, I decided that it wasn't for me so I decided I would like a job in support. I left Durham Sixth form to do a BTEC Diploma in Sport at Bishop Auckland college. I completed this course, but with a reluctance to go to university, again I had to look for a different pursuit. Luckily, I started a Business Administration apprenticeship whilst at a work placement for an Off-Road Running brand. I

completed multiple levels in a BTEC Diploma. This then allowed me to stay on full time for this company. I stayed there working for 13 and a half years learning many different roles in a small business, ranging from Key Customer accounts all the way through to Personal Assistant for the director of the company. The job however had run its course with no more room for my personal development. I decided to take a risk and completely go out of my comfort zone and apply for Pear Tree. A decision which I can say was a great one based on the experience I have had here so far!

For the last 20 years I have played cricket for the same team since I was 18/19 years old, I have contributed massively to the academy there, coaching children. Which gave me a foundation of working with children and young people. I also did my community sports leadership award at Six Form, which required going out to local primary schools and taking PE lessons. Both of the above I enjoyed thoroughly. I gained the respect of all the young people in these areas and the relationships I built were very positive ones. I am naturally an empathetic person so this will help massively with my Pear Tree journey. My love of the outdoors will go hand in hand with Pear Tree, hopefully being a good role model encouraging the young people to follow suit.

My hobbies consist of many sports, Football, Golf, Cricket, Horse Racing etc. I also enjoy walking in the countryside. I enjoy spending time socialising with friends and family and building positive relationships with all people in my life whether they be new or lifelong.

Certificates:

BETHANY REEVE

Position: RSCW, Start date: 17.1.2022

Upon leaving college in 2012, I took on an apprenticeship at a residential centre for school trips, which was the first time I'd seriously thought about working with children. After being inspired by the fantastic teachers I met along the way, one of them suggested I take on teaching myself which gave me the confidence to apply to Northumbria University. I completed a degree in Early Primary Education and went on to teach in KS2 for four years. During this time I had opportunities to study French and Spanish abroad with my colleagues, which I found life-changing. I also enjoyed utilising my love of arts and crafts via after-school clubs and art lessons, and will always jump at an opportunity to learn a new craft.

Interested in developing myself further, and seeking a way to support people in a way that was more holistic, and less data-focused, I began working with adults with learning disabilities. Unfortunately, due to the COVID-19 pandemic, I was eventually made redundant and so had to look for new opportunities in the rocky working climate. This happened to lead me to working in Compliance and Administration in residential care homes. Although I loved working with the residents and carers, I knew that I wanted to return to a more hands-on role and work with children again. Having more spare time than in the past, I reluctantly attended a Couch-2-5k club with a friend, ultimately and unexpectedly finding a passion for running. I felt it did wonders for both mental and physical health, and I now attend weekly 5k Parkrun events whenever I can - dragging others along with me as much as possible! Over the last few years I have completed a number of hikes, climbs and walking challenges, which I thoroughly enjoyed, so I am now focusing on

running. My 2022 goal is to have completed 50 Parkruns by the summer. I also achieved my first 10k run in the new year and am building towards a half-marathon.

Having heard about Pear Tree Projects via an existing employee, who was also an ex-teacher, I successfully applied for the RSCW role and am incredibly excited to work with children again. Despite being new to the organisation, I feel lucky to be a part of the team, facilities, and support Pear Tree offers, and feel it is the person-centered role I was looking for. I feel my varied experience, the skills I have developed, and my personal interests all play their part to contribute to Pear Tree's goal of providing the highest quality of care.

Certificates:

BA Hons in Early Primary Education

Qualified Teacher Status

Your Child and Epilepsy

Introducing GDPR

ADAM SWAN

Position RSCW, Date of employment 7.3.22

During my time at school studying my GCSEs, I decided I wanted to step up onto the employment ladder. I applied to work at Lightwater Valley Theme Park as a seasonal worker on weekends and school holidays. I believed it was important to experience working life as soon as possible as it gave me the knowledge of how things would be in employment. The days were long and the transport wasn't the best but it gave me the early skills I required. I left school with all of my GCSEs and went on to study A-Levels at college.

Whilst studying I didn't want to lose the independence of having my own job and money supply so I looked for another part-time job. I worked in a supermarket stacking shelves, serving on the checkout, and developing my customer service skills. This allowed me to gain more experience working in a different role as well as gaining my A-Level qualifications in PE and Leisure Studies.

After this, my plan was to venture off to university and gain a degree in sports coaching. However, at the time leaving to go to university just didn't seem right. I deferred my place for a year and gained a full-time role at the supermarket. During this time my Mum was working as a Teaching Assistant and had told me that I would really enjoy it. It wasn't something I had ever considered previously but when visiting her school and hearing how much she enjoyed it, I decided to complete my level 3 qualification allowing me to become a TA.

The school I qualified in then took me on as a full-time TA working with children with ASD and other learning issues. I took to the role really well and enjoyed it thoroughly. Building positive relationships with children who previously found school a real struggle was very rewarding. Seeing the progress they were making and watching them blossom was amazing. This led me to study further completing a level 4 qualification in childhood and adolescent

mental health. Doing this allowed me to have a deeper understanding and helped me develop in my role and become the school's mental health first aider.

After doing this role for 9 years I began to not enjoy it as much as I used to. I felt the changes in the curriculum were making it very difficult for the children in my care. A family member was working for Pear Tree and had told me they were advertising for a Residential Social Care Worker. After viewing the role and completing my interview and looking around I thought that this job looked a fantastic opportunity. The team were brilliant and helpful during my induction and I just felt like I had been here the whole time.

During my spare time, I enjoy playing many different sports. However, golf is my favourite. I follow football and support Liverpool F.C. I love going for long walks, especially along the beach. I have a strong interest in mindset and enjoy trying to be a positive influence in other people.

I look forward to developing my role within PearTree and working here for many years.

Certificates

Level 2 Award in Community Sports Leadership
CACHE Level 3 Certificate in Supporting Teaching and Learning in Schools
LSCB Workshop on Prevent Awareness (WRAP)
Sensory Processing - Think Sensory, not Behaviour
Level 2 developing good autism practice
Certificate in Child and Adolescent Mental Health and Well Being
Introduction to LGBT
Fire Warden
LSCB Child Neglect Workshop
LSCB Domestic Abuse Awareness Level 3
Female Genital Mutilation: Recognising and Preventing
NSPCC Managing Sexualised Behaviour in Primary Schools
Psychological First Aid: Supporting Children and Young People
Pediatric First Aid and Defibrillation

REBEKAH HARRISON

Position RSCW, Date of employment 7.3.2022

I left school after my A levels and went on to do a degree in Law. While working for my degree I started to work for Ladbrokes, and I eventually became a deputy manager. I had my son and due to his needs, I stopped working when he made the transition to senior school as we were not sure how he would handle the change from a very small school to a large one.

While caring for him I also signed up for a master's degree in psychology and started to volunteer at Durham Prison. Both these experiences have considerably widened my skill base.

I have helped to run numerous support groups for parents with children who have complex needs and these helped me to decide that when the time was right, I wanted to work with children and to be able to help.

I am an enthusiastic (rather than good) golfer and I love to bake, especially sweet things. I am an avid reader and there is always at least 3 books tucked away in my car somewhere.

Certificates

LUCY CORNER

Position RSCW, Date of Employment 1.4.2022

When I left school in 2011, I went on to study A-Levels in applied science, PE and Maths. I then went Askham Bryan Agricultural College to study a degree in Agriculture with Land Management.

While studying for my degree I worked behind the bar at the Three Horseshoes in Durham. Once I'd completed my degree I worked on the farm at home until October 2016 when I started working for Genus ABS this a company that specialises in bovine genetics. I worked for 2 and a half years and thoroughly enjoyed my time there as I have always been interested in cattle genetics especially breeding my own herd of pedigree British blondes. Due to a change in Genus company policy I left to work at a local Dairy Farm taking on the care of the young stock on the farm. Making sure all the calves were looked after and fed. I left the farm and moved to work at Houghall to teach agriculture, unfortunately due to Covid this did not work out, so I applied to work at Pear Tree in November 2020 as an instructor to teach BTEC Land Based Studies. In April 2022 I moved over to working in the homes at Pear Tree to develop my skills further.

Certificates

RUTH APPLEBY

Position RSW, Date of Employment 4.4.2022

I went to school in Richmond, North Yorkshire until 1980. I then went to York college for two years and did a Business Studies course. I completed the course, but knew it wasn't for me. I went to live in Spain for a year which turned into 24 years. I taught English as a Foreign Language to all ages ranging from 2 years old to 78 in many settings; one-to-one in business environments, private language academies, primary schools, nursery schools and on summer camps with 120 children. I loved my time in Spain and did so many different things. I have always enjoyed doing voluntary work so whilst in Spain, I volunteered at a local residential children's home for Looked After Children to support Spanish children with their English homework and schoolwork.

I moved back to the United Kingdom in 2006. I spent the first few months supporting my own two children to adjust to life in a new country. In October 2006, I started volunteering as a teaching assistant at a local primary school – Colburn Community Primary School. This

soon turned into a paid position, and I became a Higher-Level Teaching Assistant in 2008 working with children both in and outside the classroom providing additional support with Literacy, Numeracy and Emotional Learning. I was well known within the school for thinking outside the box and often took a bit of a 'whacky' approach to learning as more conventional approaches had not worked for many of the children I worked with. I also provided English as a second Language support for the pupils who were from Poland and Nepal. I brought in things such as an easy read weekly newsletter and did English classes for parents/carers on an evening on a voluntary basis.

Due to a couple of life events in 2012, I needed a change of career. I worked in Admin in County Hall for North Yorkshire County Council, but this only lasted 8 months as I missed being outside and working directly with people. I moved into a caring role and worked as a Reablement Worker for NYCC in the community. I then, by chance, saw a job advertised with the Council for a Support, Time & Recovery Worker with the Mental Health Team. I was successful at interview and did this role until February 2022. I gained invaluable experience and understanding of so many different aspects of supporting people with Mental Health. I loved this post, but now I am with Pear Tree it feels as if all the different areas I have worked in over the last years have all been for a reason. I believe I have transferable skills from all the areas I am experienced in. I am also excited about developing my skills in further ways and feel really privileged to be doing this in such a caring environment. I love gardening, walking my dog and wild swimming – even at 6o'clock in the morning!

Certificates

Domestic Abuse – Basic awareness

GDPR and Cyber Awareness

Appropriate Adult Training

Self-Harm

Introduction to Communication Disorder

Higher Level Teaching Assistant Status

Adult mental health First Aid

Safeguarding Children online – Basic awareness

Elle Howard

Position: RSCW, Date of employment: 25.4.2022

21. Details of the management and staffing structure of the children's home, including arrangements for the professional supervision of staff employed at the children's home, including staff that provide education and health care.

The Organisational structure of the children's home

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Pear Tree achieved its Investors in People Award in February 2002, and as such, has had to demonstrate not only to the Care Standards Commission, but also to other professionals the systems that were in place to support staff. At our review in April 2007, the assessor could find no areas to advise on, renewing our status. Subsequently in March 2010 we achieved the coveted Investors in People Gold Award.

Each member of staff has a Staff Development Programme linked to Appraisal and regular Supervision. Supervision takes places formally written once per month, informally fortnightly. Appraisals are conducted on an annual basis.

The list demonstrates the supervision team under Steven Sturman, House Manager. Steven is under the direct supervision of David Bartlett, Managing Director. Details of the Staff Development Programme and support structure are evident in Guidance and Good Practice and can be provided separately.

22. If the staff working at the children's home are all of one sex, or mainly of one sex, a description of how the children's home promotes appropriate role models of both sexes.

Whenever possible Pear Tree will endeavor to ensure that the home has both male and female role models. However, there maybe times when the home's staff will be mainly one sex, due to the structure of the organisation we will ensure that the young people have regular contact with members of staff of both sexes, through structured activites, our duty manager system and education.

Appendix 1 – Corporate History

Pear Tree began in the summer of 1990 at the request of the Local Social Services Department to try and provide a service for children in care in the local area. Whilst its origins stem from humble beginnings, the organisation was built on a complete desire of those involved to try and create a new kind of organisation that would take a fresh look at the way services were provided and endeavour to create opportunities in the best possible way for a small group of children.

Over the years Pear Tree has developed to be an organisation of some size and standing due to the strength of its workforce. Pear Tree has always benefited from consistent like-minded individuals who have firm beliefs in the type of care that was to be provided, having made a commitment, not only to the organisation but to the children in their care and, as a result, forming an ethos that would be appealing to future recruits. Building on the strength of early successes, the team of like-minded individuals has been able to grow and consistently maintain these key elements. Pear Tree, therefore, benefits from having the abilities of the same individuals from its early days and, year after year, has been able to add to and maintain key individuals who continue to add strength to the organisation.

Pear Tree's development has been satisfying to watch for all those involved. From its beginnings, with a summer scheme in the summer of 1990 (which was repeated for three consecutive years) to its first home for young people, to be prepared for independent living, which was opened that same year. In 1991, again as a result of this fresh approach in thinking, our Community Support Services were established and have remained consistent to date, looking after around 7 people in the community on a daily basis.

The organisation became a Limited Company on 31st October 1992 and, as the demand for Community Support Services for local children began to fall, increased demand for residential places resulted in Pear Tree opening its second home in September 1994, followed by its third in April 1995. In this year also, Pear Tree, due to the increased complexity of the needs of the children who were being referred, and the demand for specialised placements, formalised its links with the Child and Adolescent Community Forensic Service (formerly known as Kolvin Unit), obtaining a contract for psychological and psychiatric support to Pear Tree, based on the previously mutually enjoyed links that it had held for a number of years. Due to the retirement of key individuals within the Child and Adolescent Community Forensic Service and restructuring, formal arrangements have lapsed. However a close working relationship still exists.

In September of 1995, South Tyneside Educational Authority was the first LEA to recognise the work that was being undertaken by Pear Tree staff, acknowledging not only the work of the Home Tutors who had been employed by Pear Tree, in an attempt to try and provide some education until other resources could be identified, but also the remainder of the entire staff team. As a result of this formal acknowledgement, and being named as an appropriate education facility, Pear Tree developed its Learning Programme to run alongside its Recovery Programme developed with the help of the Child and Adolescent Community Forensic Service, earlier in the same year. In July 2004 we applied for Registration as a small independent school.

In the spring of 1997, Pear Tree opened its fourth home; its fifth followed in January 1998 and, in August 1999, its sixth home opened as the demand for placements continued to increase. Historically, all of the homes have always worked on the basis of never looking after more than three children or young people, subsequently falling short of the requirements of the Registration and Inspection Unit. At no point in time was this ever the intention. The desire was simply to work with small groups of children trying to create a much more normal and homely living environment. Pear Tree has encouraged those in a position of authority to find ways of registering such facilities, continually feeling uncomfortable with the term 'unregistered home'.

The dawn of the new millennium brought a likelihood of these ambitions being fulfilled with the announcement that such homes would require registration and, early absence of clear information as to how this would be implemented, caused us to pause for thought and review the services we were providing. Some of the homes which we had opened, looked after only two young people. Increased demands for specialised placements in the most unpredictable of circumstances would, later in that year, cause us to open up our seventh home, adding to the need for reflection. The Directors of Pear Tree subsequently took the view that a period of consolidation was necessary whilst, at the same time, reviewing the services that we provide.

In Easter of the year 2001, Pear Tree opened its first registered home, looking after four children, bringing an end to the culmination of some 18 months planning and development work, and adding an alternative to the current portfolio homes on offer. However, the philosophy of ordinary homes in ordinary streets and the desire to give children with complex and difficult needs the opportunity to live in as normal a home environment as possible is still very much the heart and soul of what Pear Tree is trying to achieve.

On 14th October 1991, with the implementation of the Children Act 1989, Pear Tree was the first organisation to apply for Registration of a small 'un-registerable' home in the full knowledge that it would not be allowed to do so. The subsequent development of some of the most homely yet highest quality homes in the country, with a sophisticated programme of events around the care of the children who would live there, has continued to be the strategy. Indeed, whilst Pear Tree was the first to come forward with this idea, this way of working has been adopted by many local authorities, charitable and private organisations since. There would be a 10-year gap and a great deal of hard work and dedication by all those concerned, until June of the year 2001, when the Registration and Inspection Units of Darlington and Durham County Council formally registered five Pear Tree homes, the period of consolidation allowing for the smaller homes, that often looked after one or two children, to be withdrawn.

During the Registration process, it became clear that Pear Tree had grown as an organisation and required an independent base that could be used for administration purposes, away from any of the existing homes. The search then began to try to find appropriate accommodation for our office staff, at the same time acknowledging the need to have somewhere, where meetings could take place, and even better, informal gatherings. With every office viewed, it became apparent that quite a sizable place was required to

cater for everyone's needs, and then in the true spirit of Pear Tree history, we took advantage of opportunities that presented and in August 2001, Pear Tree head quarters moved to Toy Top Farm. The farm house provides a base for our administration staff, a meeting place and a focal point for the whole organisation, the rest of the farm providing numerous opportunities for activities, work experience and further training.

Pear Tree continues to pride itself on not only the quality and material standards of the homes it provides but also of the quality of the people it has been able to recruit. These individuals encompass a wide age range and equally wide spectrum of previous occupations, skills and abilities that all come together to form quite a unique multi-disciplinary team, all of whom have at the forefront of their minds, not only commitment to the organisation, but more importantly to the individual children they are involved in looking after ensuring, on a daily basis, that their complex needs and the repeatedly testing scenarios that children often present, are never too much. Pear Tree continues to promote high quality of care and understanding in a most positive environment, which is full of activities and learning experiences on a daily basis that will continue to benefit the children now and well into the future.

To date, Pear Tree provides six homes in Darlington and Bishop Auckland, a small school on a farm, Community Support Services to approximately 7 people living within the community, along with a small housing project. On behalf of the Pear Tree organisation, our most sincere hope is that your involvement with us, in whatever capacity, is as positive an experience for yourselves as it has been for all of us.

David Bartlett
Managing Director
October 2002
Reviewed May 2010
Reviewed September 2011
Reviewed March 2014

Updates

Date / Section / Amendment

September 2015 - Document reviewed

05/11/15 / Staffing / Qualifications and positions

6.1.16 - All staff new emails updated

4.2.16 - caring for children - no 11 - info added re: emergency placements.

9.3.16 - updated training

12.4.16 - Updated training

8.8.16 - Staff Updates

20.10.16 - Staff Updates

02.11.16 - new member of staff added

10.11.16 - Personal statement added.

7.12.16 - Staff changes

11.12.16 - member of staff removed - GH

6.1.17 - Training updates and new member of staff added

19.1.17 - Staff changes

26.1.17 - staff added

8.2.17 - Personal statement added

3.4.17 - staff changes

25.5.17 - Personal statement added

30.8.17 - new staff added

25.9.17 - info added - no 10 - safeguarding

29.12.17 - Staff changes

2.3.18 - new mos added

14.3.18 - new mos added

13.6.18 - personal statement added -Amy Bulmer

26.6.18 - staff changes

4.8.18 - staff changes

22.10.18 - staff changes

10.1.19 - new staff added

15.4.19 - personal statement added

9.5.19 - new staff added

2.7.19 - staff changes

23.7.19 - staff changes

12.9.19 - new staff added

14.10.19 - staff changes

27.2.2020 - member of staff removed

April 2020 - new staff added

May 2020 - new staff added and personal statement added

26.6.20 - staff changes

5.8.2020 - member of staff removed

9.9.2020 - staff changes

9.10.20 - staff changes

24.11.20 - Management changes

6.1.2021 - Management changes (removed proposed)

March 21 - new staff added

April 21 - staff changes

May 21 - staff changes
June 2021 - new staff and personal statement added
2.7.21 - Member of staff removed
9.9.2021 - New staff added
5.10.21 - staff changes
14.10.21 - member of staff removed
23.11.21 - new staff added
3.2.22 - new staff added and staff removed
7.3.22 - new staff added
24.3.22 – Training info within Staff matters section
8.4.22 – Staff changes, and personal statements added
11.5.2022 – New staff added and personal statements added

Revision dates

September 2016

October 2016

December 2017

January 2019

31st January 2020

29th January 2021

3rd February 2022

22nd February 2022 - Review of entire document - changes to the following sections: caring for children, children's behaviour, and education.