

## EASTERN COLLABORATIVE CHILDREN'S RESIDENTIAL NETWORK SUMMER READING RECOMMENDATIONS



Welcome to our summer book recommendations! We asked our close colleagues, “What's the best thing you've read about children, care, in the last 12 months?” We asked for fact or fiction, a report, research, newer or older. Nothing was ruled out. And here's what we received. It's a diverse list – representing interests across the sector and delving into the needs and experiences of children in care.

We would love to hear your suggestions. Send them to us and we will do another list. After all the ECCRN aim is to be “by you and for you”.

### A COUPLE OF CLASSICS

[Deprivation and Delinquency](#) by Donald Winnicott

Though written some time ago the explanation of the relationship between antisocial behaviour and childhood experiences of deprivation still rings true today. It is packed with ideas about practical management of children who present us with challenges to our understanding and response.



[A Child's Journey Through Placement](#) by Vera Fahlberg

Covers everything from attachment, bonding, child development, separation, and loss, minimising the trauma of moves, behaviour problems and life story work. You do not have to read this book from beginning to end, as the various sections are useful to you throughout your career. The book provides a great link between case studies, theories, and practical approaches in caring for children who are in our care.

## GOOD INTRODUCTIONS



**The Book You Wish Your Parents Had Read  
(and Your Children Will Be Glad That You Did)**

by Philippa Perry

A great read for people considering a career in Residential Child Care.

Two important lessons:

- Understanding our own upbringing and its impact on our parenting style
- Understand that all behaviour is communication



**Children in care: needs, challenges,  
evidence.**

Edited by Terry Philpott

Written by leading children's services experts and clinical researchers, this book is for anyone interested in up-to-date, evidence-based approaches to working with children in care. Drawing on modern research, the book offers practical guidance on how to plan and deliver round-the-clock care and education to children who have experienced traumatic events and disruptions to their attachments.

## CARE EXPERIENCED

**Embracing the Dual-Perspective - Learned and Lived Experience as a Lens for Transformative Practice and 10 key professionals you can learn from today**

A dual-perspective in the context of Children's Social Care is the ability to bring forward a combined insight of professional/learned experience of working within a given field such as Social Work, Commissioning or Care Delivery, alongside being able to draw on personal/lived experience of that system, such as someone who has experienced Fostering, Residential Care or Adoption first-hand.

Also by Ashleigh John-Baptiste: [\*\*Looked After: A childhood in care\*\*](#). A memoir of Ashley's experiences of care in England from the age of two to 18 years old. His reflections seem relevant for understanding care experience in many contexts.

**Split Up in Care: Life without Siblings - BBC iPlayer**

Ashley John-Baptiste is a BBC reporter who grew up in foster care and spent most of his life believing he was an only child. That is until his mid-20s, when he received a life-changing message. A man contacted him on social media telling him that he was his brother.

As it was with Ashley, some children in care grow up completely unaware of their siblings. More common, however, are cases where looked-after children know about their siblings – but are split up once in care. The law says they should stay together if it's safe and appropriate to do so, but around half of sibling groups in care in the UK are separated.

## PERSONAL EXPERIENCES



### [Fifty-One Moves](#) by Ben Ashcroft

This book is a heart-rending account of abandonment, loneliness and rejection in his family life. Ben entered the care system aged 9 and faced such challenges as crime, drugs, absconding and being in custody. 10 years on he now motivates young people from similar backgrounds to believe that they can turn their lives around in the same manner he has accomplished. This really is a good read and a fantastic insight into the life of a young person in care.



### [Hackney Child Hackney Child](#) by Hope Daniels

Hope spent most of her childhood in care, where her experience was broadly positive. She is very proud to refer to herself as a 'care leaver in recovery'. Under her real name, Jenny Molloy, she is called on by government bodies to advise on the care and fostering of children. Her mission is to reach out to care leavers and associated professionals to inspire hope and to remind us that all care leavers have ability.

## RESEARCH

### [Relational Wellbeing Amongst Care-Experienced Young People in Transition in the Context of Covid 19](#) - Published July 2025.

Maybe, just maybe this will be the game changer needed for transition in or out of a COVID

### [Risk vulnerability among children living in residential care in England](#) - Published June 2025.

This study aimed to investigate the patterns of vulnerability to harm from external risk and risk to self among children living in residential care in England. Conclusions: certain groups of children in residential care are vulnerable to different types of risk. Routine assessment of children's risk, alongside training for residential staff, is essential to identify, monitor and safeguard against potential harms.

### ["It's Silent": Race, racism and safeguarding children – Panel Briefing 4](#) – Published March 2025

This report highlights that some progress has been made in understanding how race, ethnicity and culture can inform practice responses to children and families. However, analysis reveals too few examples of these issues being considered in any depth or specificity, indicating that there is a need to surface and challenge why there is such systemic silence and reticence in addressing and confronting these issues. It is clear too that more work is urgently needed so that safeguarding leaders and practitioners consistently consider, understand and take account of children's identity and heritage.

This review indicates that there is an imperative need to secure changes in safeguarding practice and policy, including when undertaking learning reviews following serious incidents when children have died or been seriously harmed. It is essential that these changes are secured to protect children from harm, both inside and outside their families. Leaders have a pivotal role in addressing discrimination and bias, and in creating the climate and conditions that supports active, conscious, and consistent anti-racist practice. This necessarily involves multi-agency leaders and practitioners recognising and confronting racism, biases, stereotypes and discriminatory practices so that the importance of these issues is recognised and addressed. Importantly, this involves naming and identifying racism as an issue when it occurs or has been a consideration.

**Supervision as a dispersed practice: Exploring the creation of supervisor spaces in day to day social work practice** - Published May 2024

Supervision is integral to social work practice; however, how it operates in day-to-day practice remains poorly understood. Existing research mainly comprises quantitative and qualitative accounts of social workers' and supervisors' experiences of supervision. More recently, a small number of studies examining the content of supervision have added to our understanding of what happens in supervision. However, supervisory interactions outside formal supervision have received scant empirical attention. This paper draws on an ethnographic study of four social work teams in England, exploring how formal and informal case discussion supports social workers' sensemaking.

Supervisory spaces involve the interaction of physical, thinking and emotional spaces to create spaces that are supportive, task-focused and reflective. Moreover, these supervisory spaces are not confined to formal one-to-one supervision or to the dyadic supervisor–supervisee relationship. This raises questions for how child protection social workers can be best supported, across diverse supervisory spaces and relationships, to ensure their practice is effective.

## GOVERNMENT

**Main findings: children's social care in England 2024** – Updated July 2024

This release contains:

- The number of providers of children's social care, and the number of places they are registered for, as of 31 March 2024
- The most recent inspections and outcomes for all regulated and inspected children's social care provision, as of 31 March 2024, and published by 30 April 2024
- Outcomes for all regulated and inspected children's social care provision inspections carried out between 1 April 2023 and 31 March 2024 and published by 30 April 2024
- The number of providers of supported accommodation registrations, and the number of places they are registered for, as of 31 March 2024

And includes:

- The number of new children's homes of all types in England continues to rise across all regions: there are now just under 3,500.
- As of 31 March 2024, the number of children's homes of all types had increased by 12% and the number of places had increased by 7% compared with 31 March 2023. This continues the long-standing trend of the number of new homes rising faster than the number of new places. Although the number of children's homes increased in all regions this year, homes are still not evenly distributed across England. Similar to last year, the Northwest accounts for a quarter of all children's homes and almost a quarter of all places.
- This year, a higher proportion of children's homes that received a full inspection judgement were rated as outstanding or good compared to last year.
- As at March 2024, over 80% of all children's homes had an inspection judgement of outstanding or good compared with just under 80% as at March 2023. Between April 2023 and March 2024, 80% of children's homes received an outstanding or good judgement in their inspection compared with just over 70% last year.

**HAPPY READING FOLKS!**

Thank you for reading our newsletter, your feedback would be very welcome. If you wish to be removed from the distribution or wish to add a colleague, please email us:

SLI Programme mailbox: [EasternRegionCIB@norfolk.gov.uk](mailto:EasternRegionCIB@norfolk.gov.uk)

SLI website: [Commission East – Improvement East](#)

Linked In: <https://www.linkedin.com/company/improvement-east/>

The next ECCRN meeting is being held on Teams on Thursday, 2 October – 10.30 – 12.30

