



COMMISSION EAST

**Eastern Collaborative Childrens
Residential Network (ECCRN) Meeting
10.30 – 12.00**

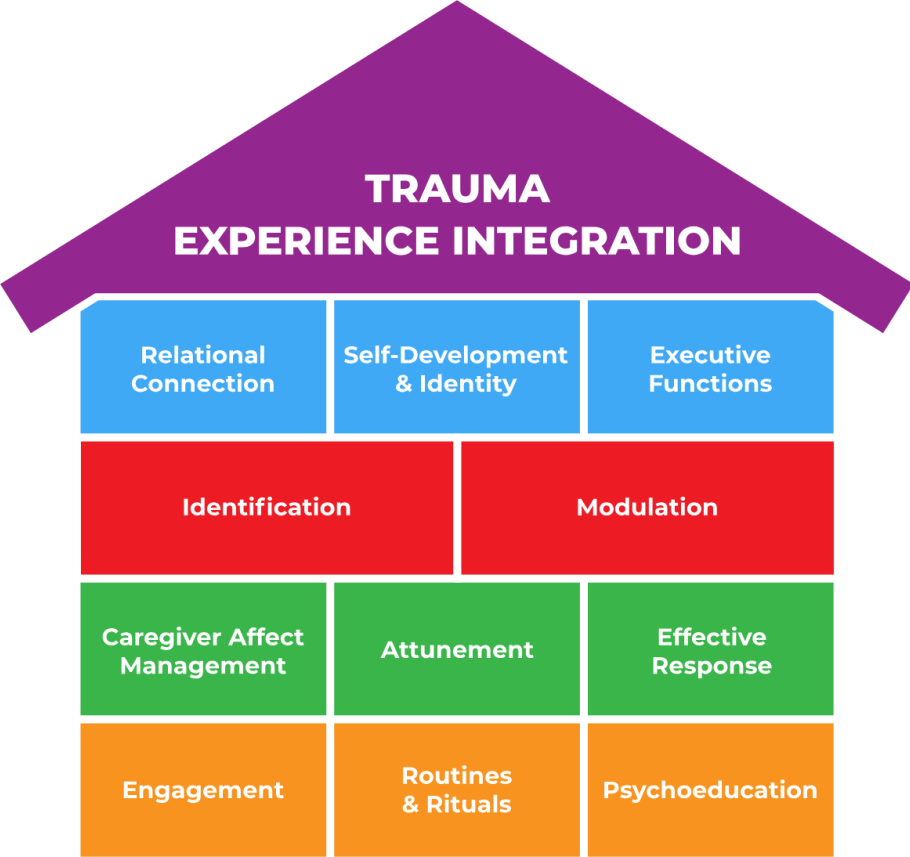
Essex
Luton
Suffolk
Thurrock
Cambridgeshire
Bedford Borough
Central Bedfordshire
Peterborough
Hertfordshire
Southend
Norfolk





What do we do?

The ARC framework



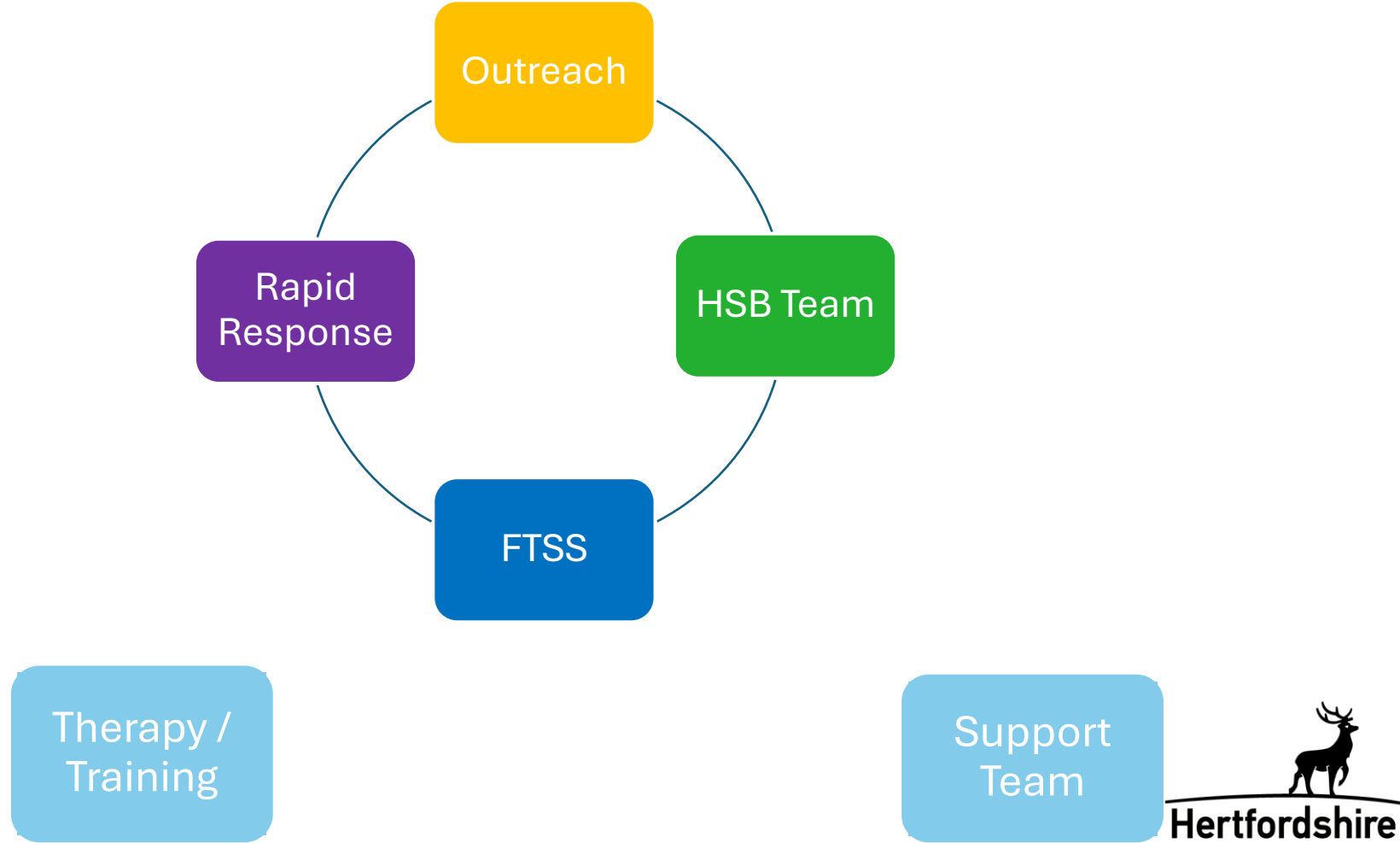
Attachment **R**egulation **C**ompetency



Our criteria

- At risk of family breakdown – Edge of Care
- Identified trauma
- All lower tier services have been exhausted
- They reside in Hertfordshire
- Family are in agreement for support as non-statutory service.
- Age restrictions to access some parts of the service
- They have or will have (RR) an allocated social worker.

What Services do we offer?



Families Together SHORT STAYS

- 4 bedded home (3 beds for FTSS)
- Tailored package of support for young people aged 10-17 who are at risk of family breakdown
- Young people are admitted under Section 17 or 20
- It is a voluntary programme which involves the whole family.
- Programme includes:
 - Individual Sessions
 - Family Sessions
 - Sibling Sessions
 - Family Therapy
 - Education support / tutoring
 - Family Links / NVR (parents course)
 - Family Woodland Days – building trust and communication)



RAPID RESPONSE

- ⦿ Out of Hours Crisis Response Team – 17:30-00:00 Mon-Fri and 10:00-00:00 Weekends and Bank Holidays.
- ⦿ Open 365 days of the year
- ⦿ Based in WGC – cover whole of Hertfordshire.
- ⦿ Access to RR bed within our residential home
- ⦿ Offer Mentoring service
- ⦿ Calls come in via:
 - SOOSH,
 - Direct from families that already know of RR,
 - Social Workers
 - Police / Ambulance
 - NHS - Children's Crisis Assessment and Treatment Team

Successes

- Young people remained at home
- Prevented emergency admissions into care
- Prevented PPO's / arrests
- Prevented / reduced hospital admissions or presentations



Eastern Region Home Finding Request form pilot

- Feedback from Providers listened to and implemented new Home Finding Form
- Launched pilot form in 2 local authorities
- 3 month review next week for feedback
- Feedback to all 11 Local Authorities to implement changes
- Ideal is all 11 adapt the Eastern Region Home Finding Form for ease and consistency

Purpose

- To ensure regional awareness
- To ensure regional responsibility
- To ensure regional response
- To ensure regional resilience
- To ensure regional outcomes

Outcome

Decreased Unnecessary
criminalisation of children in care

Recent Ofsted inspections



EXPERIENCE
AND OUTCOMES



WHAT STAYED
THE SAME



WHAT WAS
DIFFERENT

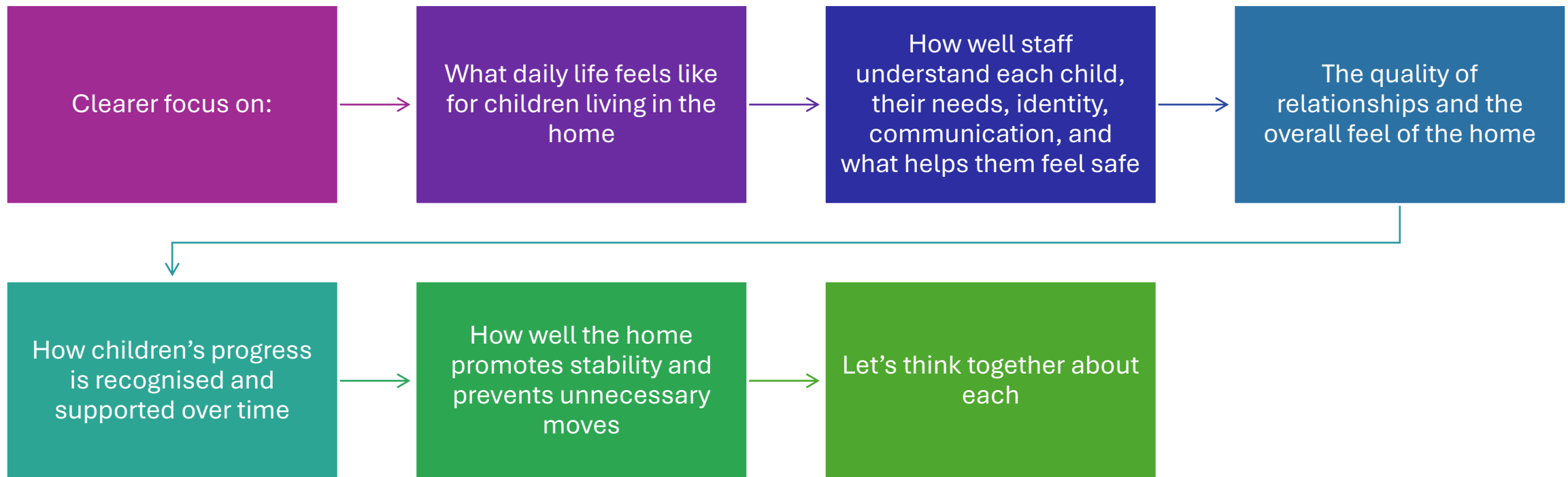


LEARNING FROM
THE EXPERIENCE

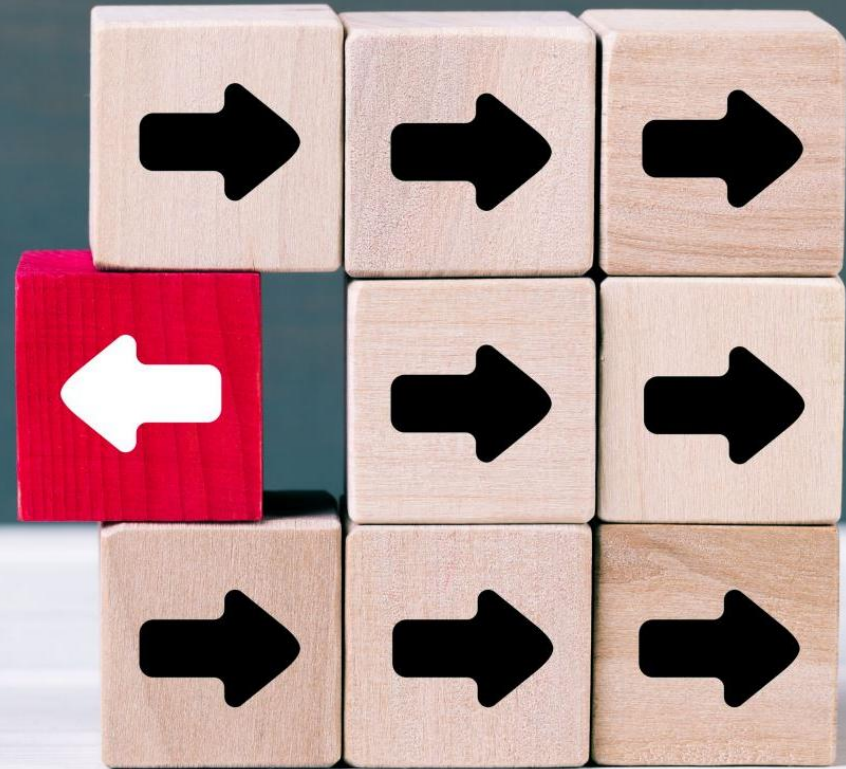
Notable changes observed

How have you responded?

The main change this year is a strengthened section on **how inspectors assess children's experiences and progress**



**Meaningful
Outcomes &
how we
demonstrate
them**



What daily life feels like for children living in the home

How do you collect this?

What do you do with the information? How do you feedback?

How do you involve the children?

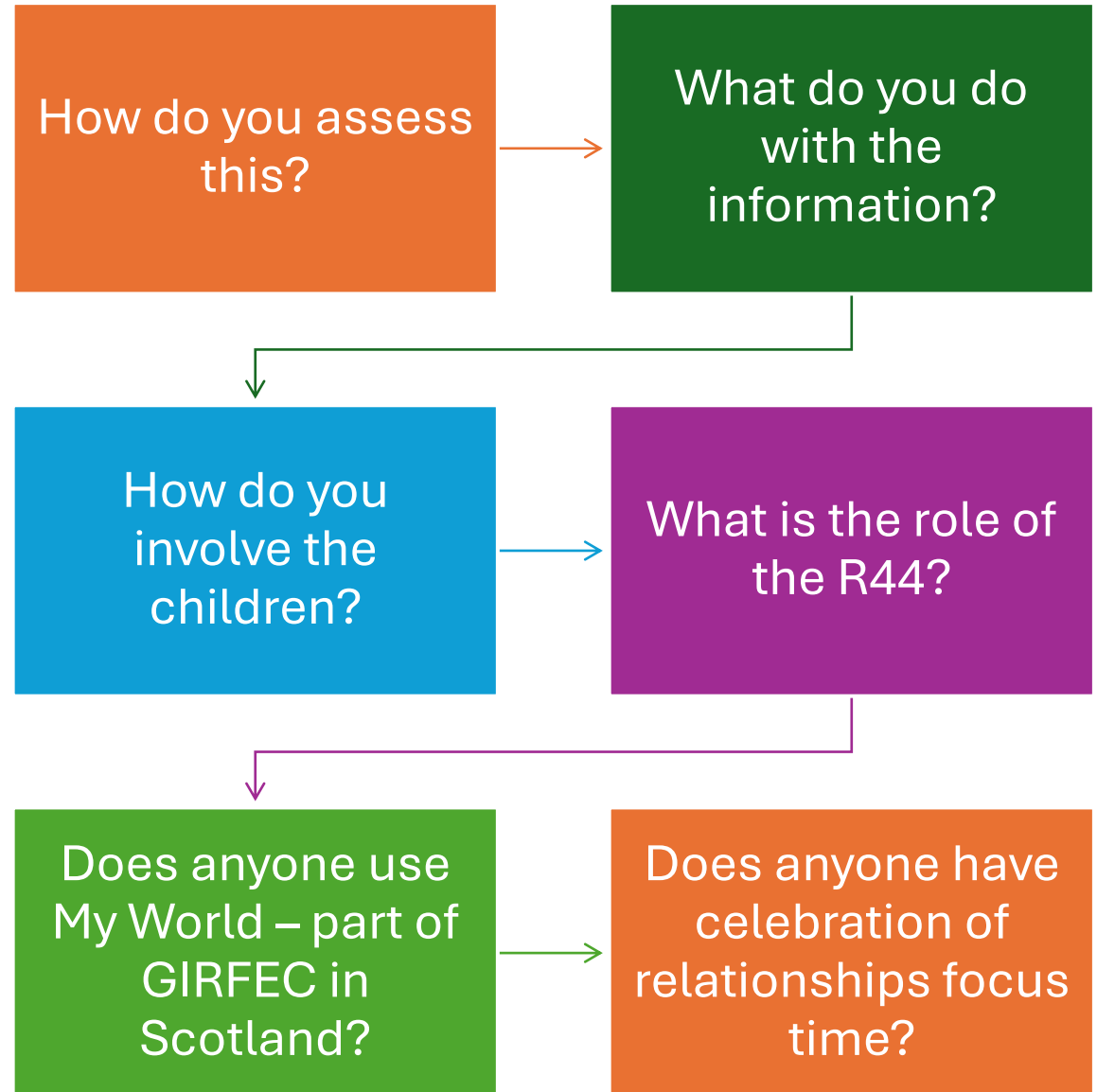
How is it integrated into the home's development plan?



How well staff understand each child, their needs, identity, communication, and what helps them feel safe



The quality of relationships and the overall feel of the home





How children's progress is recognised and supported over time

It's about noticing the small steps and understanding the story behind them.

Objective assessment usually by the grown-ups as a team

How do you assess this?

What assessments do you use?

Purpose to identify needs on admission, at reviews, and provides an objective basis for decision making for moving on

Individually shows progress and outcomes

Collated shows effectiveness of home – the outcome

SIRCC journal article = BERRI + ACA (NCERCC suggests + Boxall)

Qualitative – descriptive – collecting vignettes/memories

Assessing education – i) Readiness ii) potential for integration in school

How well the
home promotes
stability and
prevents
unnecessary
moves

It's about really knowing the child, how they communicate (ALL methods of communication), what matters to them, and what helps them settle.

It's about really knowing who is involved in the life of the child

Clear multiagency roles, information sharing and escalation
Strong emphasis on relational systemic practice
Seeing residential settings as active partners in early help

Child

Increased 3 R's – regulate, relate, reflect = increased relationships

Belonging

Purposeful

Team

Discussions – being thoughtful about a child

Involving others

Recording discussions with social worker

Evaluation of social worker

Vocabulary used – e.g. attunement, attentiveness

Food for thought

BEFORE
BEHIND
BENEATH
BEYOND

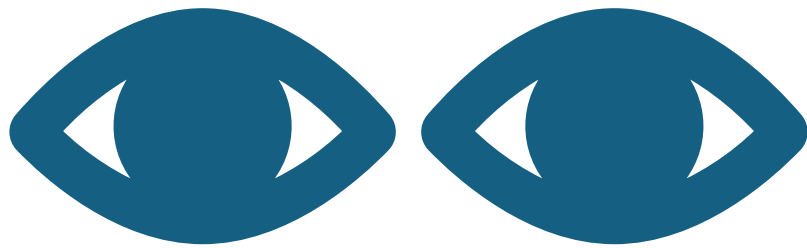


Before: This acknowledges the trauma, abuse, or neglect a child experienced before entering the home. The public may only see a "troubled" child, but care providers see a history of repeated broken trust in family-based settings, that shapes a child's current worldview.

Behind: This looks at the underlying unmet needs or emotions driving a child's actions. While the public might see "defiance," a practitioner sees the fear for survival *behind* the mask. Effective care addresses these root causes.

Beyond: This focuses on the child's future and their untapped potential. It means looking *beyond* their current struggles and providing the unconditional care and boundaries needed for long-term emotional and psychological stability. It is about preparing them for an adulthood where they can thrive, which is the ultimate goal the public "didn't know it wanted".

Beneath: Completes this framework by addressing the internal, often unconscious, landscape of the child. While "Behind" looks at the immediate drivers of an action, "Beneath" focuses on the foundational identity and physiological state of the child, the core-belief of the child, the deeply rooted 'wiring and firing' as a result of past experiences.



Future Look & Close



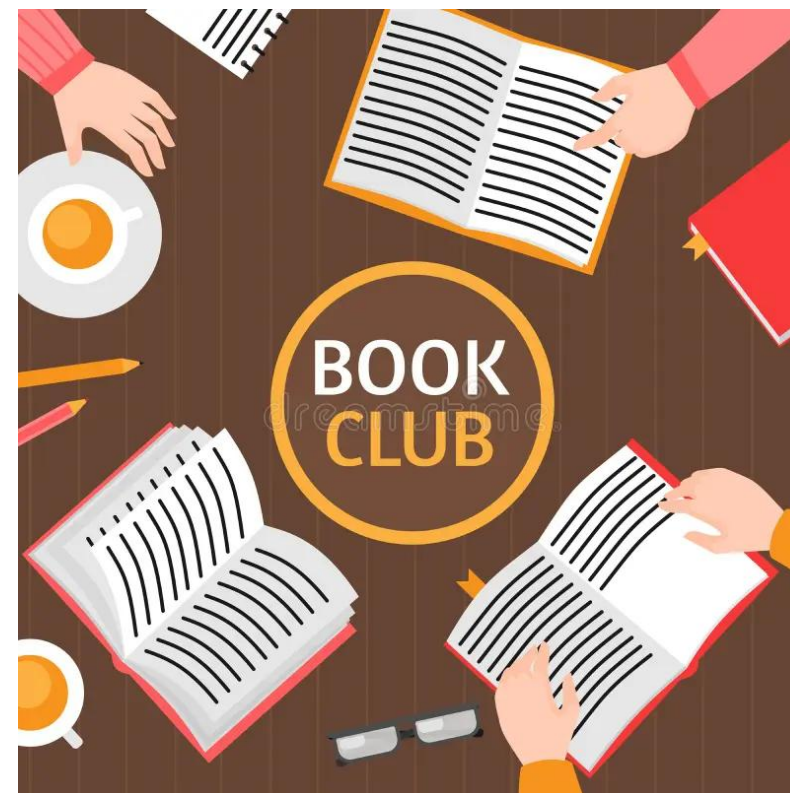
ECCRN RESI READS BOOK CLUB THURSDAY, 21 MAY 2026 – 17:30 – 18:45 - TEAMS FOR THE EASTERN REGION BY THE EASTERN REGION

This month's topic –
Defining Therapeutic
Child Care

Come join us to discuss *What
a Therapeutic model is and
why it is important to have
one.*

WHAT A THERAPEUTIC
MODEL IS AND WHY IT IS
IMPORTANT TO HAVE
ONE - PATRICK
TOMLINSON (2019,
revised 2025)

Book your free
space here [ticket
link](#)





What's coming up?

- ECCRN Study and Development Group – let us know if you wish to work together easternregioncib@norfolk.gov.uk
- Topics for next meeting
- Next meeting: 9 October 2026