

# CHILDREN'S HOMES OUTCOMES FRAMEWORK

## Section 1: Individual Outcomes for Children in Care

**Overall Goal:** To commission high quality residential care children who are looked after by Dorset Council under the Children Act 1989. Children's homes will provide care and support to children and young people to meet their individual needs and enable them to be safe, healthy, happy and confident in their future, through the achievement of the following positive outcomes:

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| <ul style="list-style-type: none"> <li>1. Safety</li> <li>2. Physical Health</li> <li>3. Resilience</li> <li>4. Self-Esteem</li> <li>5. Emotional Intelligence</li> <li>6. Control</li> </ul> | <ul style="list-style-type: none"> <li>7. Relationships</li> <li>8. Achievement</li> <li>9. Identity and Social Presentation</li> <li>10. Transitions &amp; Preparation for Adulthood</li> </ul> |
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<b>Outcome</b>	<b>1. Safety</b> - The child is protected and safe, and reports feeling safe.
<b>Outputs</b>	<ul style="list-style-type: none"> <li>1.1 The child does not experience and is not at risk of experiencing significant harm.</li> <li>1.2 The child is not at risk of criminal or sexual exploitation.</li> <li>1.3 The child does not go missing from care.</li> <li>1.4 The child is able to demonstrate the knowledge and skills that will enable them to adopt safe practices in situations at home, at school or in the community.</li> <li>1.5 The child does not experience bullying, nor are they involved in the bullying of others.</li> <li>1.6 The child is emotionally attached to their primary carer</li> <li>1.7 The child is able to use a computer and other forms of electrical communication effectively and safely.</li> </ul>

<b>Outcome</b>	<b>2. Physical health</b> - The child experiences the highest attainable standards of physical health.
<b>Outputs</b>	<ul style="list-style-type: none"> <li>2.1. The child accesses suitable healthcare, and support in learning to make healthy and safe choices.</li> <li>2.2. The child attends routine appointments with health professionals and receive appropriate treatment where required. This ensures that they experience good eyesight, hearing, oral health, sexual health, and mental health.</li> </ul>

	2.3. Where the child has a disability or degenerative condition, their specific needs arising from this are addressed to enable them to achieve the best quality of life possible.
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<b>Outcome</b>	<b>3. Resilience</b> - The child has the ability to deal with life's difficulties. They are able to process and cope with failure and disappointment, and still feel a sense of optimism about the future.
<b>Outputs</b>	3.1 The child demonstrates knowledge and use of coping strategies to address adverse life events.

<b>Outcome</b>	<b>4. Self-esteem</b> - The child feels good about themselves, places value on their own opinions and ideas, and is generally positive about their personality and abilities.
<b>Outputs</b>	4.1 The child can identify their strengths or good qualities and are encouraged to try new things.

<b>Outcome</b>	<b>5. Emotional intelligence</b> – Emotional intelligence is a persons' ability to: perceive emotion in oneself and others; integrate emotion into thought; understand emotion in oneself and others; and manage or regulate emotion in oneself and others.
<b>Outputs</b>	5.1 The child is supported in understanding his/her emotions and the emotions of others. 5.2 The child is taught to manage and resolve conflicts in constructive ways. 5.3 The child demonstrates positive emotional wellbeing and good mental health, being supported to access services when needed.

<b>Outcome</b>	<b>6. Control</b> - The child has sufficient control of their own life.
<b>Outputs</b>	6.1 The child is allowed and encouraged to take responsibility (age appropriately) for themselves and others. 6.2 The child feels included in important day to day decisions that affect them, has the opportunity to ask questions about their plan and is encouraged to give their view. 6.3 The child has knowledge of and access to independent advocacy services. 6.4 The child develops a level of independence appropriate for their age or stage.

<b>Outcome</b>	<b>7. Relationships</b> - The child builds and sustains supportive relationships with family, friends, peers and others.
<b>Outputs</b>	7.1 The child knows that people care about them, and they feel close to others.

	7.2 The child is supported to develop skills to interact with other people, form friendships and sustain good relationships with family/carers and others.
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<b>Outcome</b>	<b>8. Achievement</b> - The child is growing in their learning and in the development of their skills.
<b>Outputs</b>	<p>8.1 The child participates in education and experiences achievement in their learning, and in all other aspects of their lives.</p> <p>8.2 The child has a variety of hobbies and interests and opportunities to develop these.</p> <p>8.3 The child takes part in household tasks appropriate to their age and ability and receives recognition to the contribution they make to the day-to-day running of the children's home.</p>

<b>Outcome</b>	<b>9. Identity and Social Presentation</b> – The child has a strong and positive sense of self and is comfortable with their identity.
<b>Outputs</b>	<p>9.1 The child has a positive sense of his/her ethnicity in the family as a black or minority ethnic child.</p> <p>9.2 Religious, spiritual and or culturally specific needs are taken into consideration and links with the religious and cultural practices of their birth family are strengthened.</p> <p>9.3 The child is comfortable with their identity as a child in care, and where appropriate, undertakes life story work.</p>

<b>Outcome</b>	<b>10. Transitions &amp; Preparation for Adulthood</b> – As they grow older, children and young people are able to maximise their independence and self-determination and are ready to move to independent adult life.
<b>Outputs</b>	<p>10.1 The child experiences, and is involved in decisions about, planned changes to their care, education or health arrangements that are focused on their needs and timeframe. The child does not experience unplanned changes to arrangements.</p> <p>10.2 The child or young person engages in further education, employment or training when they leave school</p> <p>10.3 The child or young person has a reasonable understanding of how financial institutions work and how to manage money properly</p> <p>10.4 The child or young person has access to and takes part in a variety of social, sporting and cultural activities (outside of the care setting), appropriate to their individual needs</p> <p>10.5 The child or young person progressively gains independent living skills in areas of essential daily living activities appropriate to their age and level of development as they grow older</p> <p>10.6 The child or young person positively participates in, and contributes to, community life.</p>

## Service Outcomes

The following service qualities/outcomes describe expectations regarding the approach providers will take in achieving these outcomes with children. The contract will not over-subscribe how providers will work, but commissioners will expect providers to working in a way which meets the following service qualities:

<b>Outcome</b>	<b>11. Co-production</b>
<b>Outputs</b>	Providers will work with children and young people in order to co-design and co-deliver their activities. Providers will also facilitate children's attendance and participation at local consultation, engagement, participation and advocacy forums.
<b>Outcome</b>	<b>12. Value for money</b>
<b>Outputs</b>	Providers use appropriate levels of resource for each child. It is anticipated that support provided to children will reduce in intensity as the independence of the child grows over time. There should therefore be ongoing review of resource levels and these should be set appropriately.
<b>Outcome</b>	<b>13. Work experience</b>
<b>Outputs</b>	Providers will consider opportunities to create 'apprenticeships', helping our children to access different types of work experience complementing education, employment and training plans.
<b>Outcome</b>	<b>14. Connecting with the local community</b>
<b>Outputs</b>	Providers make links with local communities which support the integration of children into the world beyond school and care, and allow provides to make use of local assets such as community groups, clubs and events, green spaces, and cultural and sporting facilities to support the delivery of outcomes.
<b>Outcome</b>	<b>15. Promoting Inclusion</b>
<b>Outputs</b>	Providers play an active role in promoting the inclusion of children in their care in society and challenge barriers to inclusion in the community or at a national level.
<b>Outcome</b>	<b>16. Working in partnership with other services</b>
<b>Outputs</b>	Providers build relationships and seek partnerships with other local services, including relevant child, adolescent and adult services provided by local authorities and clinical commissioning groups, and services offered by the charitable and voluntary sector.
<b>Outcome</b>	<b>17. Collaborating with other providers</b>

<b>Outputs</b>	Innovations are developed collaboratively between groups of providers, rather than separately. Providers share best practice with each other and coordinate trainings so it can be shared rather than duplicated.
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<b>Outcome</b>	<b>18. Contributing social value</b>
<b>Outputs</b>	Providers deliver their services in ways which provide additional value to the local area: through careful and sustainable use of environmental resources, and by being good employers, thereby contributing to economic outcomes for local people.

<b>Outcome</b>	<b>19. Ensuring financial sustainability</b>
<b>Outputs</b>	Providers take responsibility for their financial viability and demonstrate that their organisation is financially sound and has a sustainable funding model.