

## Responsible Individual – session 4. Welcome back!

- Today's session will focus on quality assurance across the breadth of the provision and will include the involvement of children and their influence on the home.



# The RI standard- feedback from children

For the RI this is seen as the standard which captures the views of children and can give a clear picture of the child's voice in the home, if it is heard and acted upon in their home and lives. The RI has clear examples of children being heard and their wishes being acted upon. If not they are offered a clear explanation as to why it cannot happen.

The RI should support the RM and team in the practice of listening to children taking their views, wishes and feelings into account when planning and undertaking their care as well as in the further development of the service in the short, medium and long term.

***Cross references to : leadership and management, quality of care, education, health and well being, enjoy and achieve, PROTECTION OF CHILDREN, health and well being, positive relationships, care planning***

# Voice of the child.....

- Very much a point of focus after the various reports e.g. sexually harmful behaviour , Hesley phase 1.
- Point of review / check for RI's are you happy that this active and reactive listening is in place?

# The RI Standard feedback from children-evidence base

## Potential evidence :

- Reg 44 & 45 evidence-patterns and trends
- Children's Guide
- Care plans, transition plans & other documents
- EHCP/PEP /IEP documents / plans
- Observation-positive relationships , advocacy.
- Children's views- formal and informal
- RM supervision and appraisal, meetings with RI
- Team meetings
- Home Development plan
- Ofsted reports
- LA monitoring reports
- Staff views

# The RI standard-quality assurance

The RI must satisfy themselves that the RM oversees the welfare of each child in their care through observation and direct engagement with each child, each member of staff, family /carers for each child (if appropriate), professionals involved in the care or protection of each child i.e. SW, IRO, teachers, clinicians, other health professionals.

The RI should ensure that the Reg 44 and Reg 45 are fit for the purpose of ensuring continuous development of the home. The RI should test out the skill of the RM in anticipating difficulties, reviewing incidents, learning from placement breakdown, implementing lessons learned and sustaining good practice

*Cross references to quality and purpose of care, children's views, wishes and feelings, education, health and well-being, enjoy and achieve, PROTECTION OF CHILDREN, health and well-being, positive relationships, care planning*

# The RI standard-quality assurance evidence base

## **Potential evidence:**

- Reg 44 & 45 evidence-patterns and trends
- RM meetings, supervision and appraisal
- Home Development plan, Statement of Purpose/contents
- Children's views, response to grumps/grumbles/complaints
- Ofsted reports & LA monitoring reports
- Care plans and supporting documents
- Staff views/stakeholder views
- Regular visits to the home, observations
- Approachable – evidence by direct communication with staff and observation of relationships in the home.
- Supervision/appraisal records for staff

Root cause analysis and findings

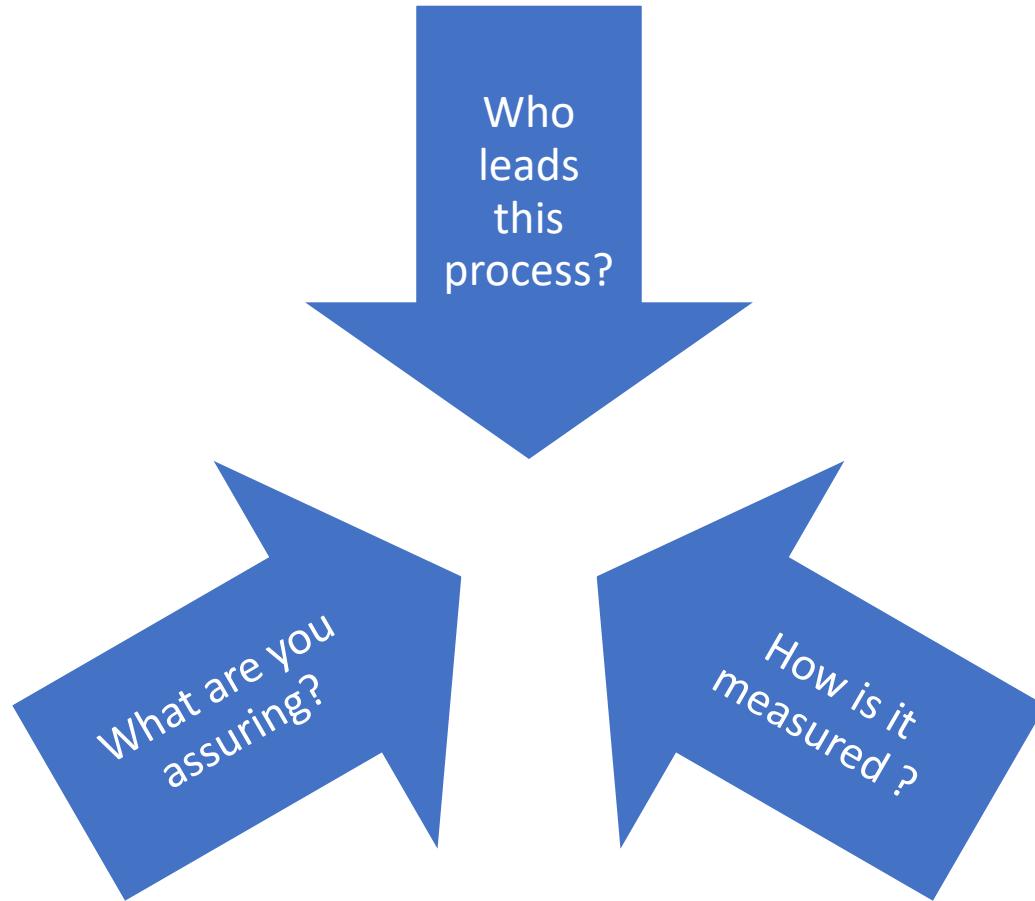


# What do the words “quality” and “assurance “ mean to you?

---

- Qualities are defined as the features or characteristics of a person or thing. Examples of qualities are charisma, intelligence and responsiveness.
- Assurance- a promise , confidence
- Quality, attribute, meaning a particular characteristic (of a person or thing). A quality is a characteristic, innate or acquired, that, in some particular, determines the nature and behavior of a person or thing: naturalness as a quality; the quality of a product.
- Assure- to confirm the quality of .....
- **So how does this apply to the RI?**

# What do the words “quality” and “assurance” mean to you?



- Whose responsibility is this process?
- Why does it have to be “checked out”?
- What do you do with the findings?
- To whom are you giving feedback?



What is QA and where does it come from?

It comes from the manufacturing sector originally particularly manufacturing such as Toyota , Nissan and has been adapted to fit all sectors – industrial , service , professional etc.

**Kaizen** -is the Japanese word for "efficiency". In business, **kaizen** refers to activities that continuously improve all functions and involve all employees from the CEO to the assembly line workers.

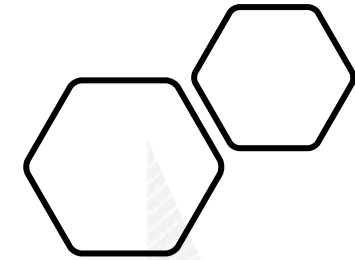
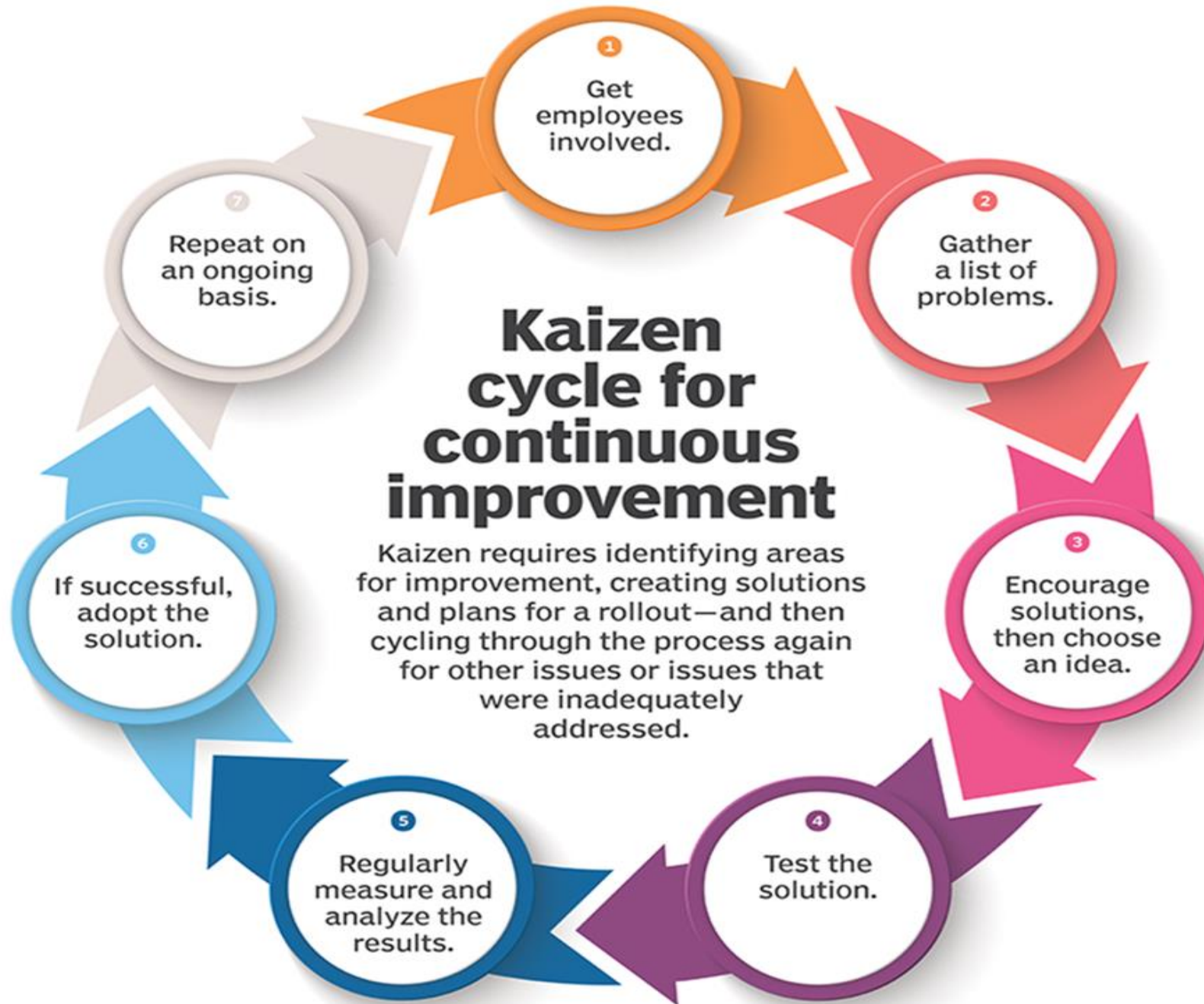
- Kaizen is an approach to creating continuous improvement based on the idea that small, ongoing positive changes can reap major improvements. Typically, it is based on cooperation and commitment and stands in contrast to approaches that use radical changes or top-down edicts to achieve transformation.
- Total Quality Management ([TQM](#)), a management framework that enlists workers at all levels to focus on quality improvements

# Ten principles of Kaizen

- Let go of assumptions.
  - Be proactive about solving problems.
- 
- Don't accept the status quo.
  - Let go of perfectionism and take an attitude of iterative, adaptive change.
  - Look for solutions as you find mistakes.
  - Create an environment in which everyone feels empowered to contribute.
  - Don't accept the obvious issue; instead, ask "why" five times to get to the root cause.
  - Cull information and opinions from multiple people.
  - Use creativity to find low-cost, small improvements.
  - Never stop improving.

# Kaizen cont'd

- Kaizen is based on the belief that everything can be improved and nothing is status quo. It also rests on a [Respect for People principle](#). Kaizen involves identifying issues and opportunities, creating solutions and rolling them out -- and then cycling through the process again for other issues or problems that were inadequately addressed. The next slide shows the seven steps to create a cycle for continuous improvement and give a systematic method for executing this process.
- KEY UNDERPINNING PRINCIPLES:
- RESPECT: We respect others, make every effort to understand each other, take responsibility and do our best to build mutual trust.
- TEAMWORK: We stimulate personal and professional growth, share the opportunities of development and maximize individual and team performance.”



# Quality Management principles as based on ISO 9000/9001

- The seven quality management principles are:
  - QMP 1 – Customer focus
  - QMP 2 – Leadership
  - QMP 3 – Engagement of people
  - QMP 4 – Process approach
  - QMP 5 – Improvement
  - QMP 6 – Evidence-based decision making
  - QMP 7 – Relationship management
- 
- *n.b. There is no hierarchy. Which would be your starting point ?*

# Quality Management cycle continued

In each of the principles the four following statements are defined and described:-

- Statement: Description of the principle
- Rationale : Explanation of why the principle is important for the organisation
- Key benefits: Examples of benefits associated with the principle
- Actions you can take: Examples of typical actions to improve the organisation's performance when applying the principle

QA and the  
team- how do  
you quality  
assure the  
Manager/  
team/ culture/  
practice?

- Small groups to look at how you capture and assure some of the most difficult to pin down and hold / evidence?



# As the RI how does quality assurance .....

- Inform your feedback to the Manager?
- Inform the supervision and appraisal for the Manager?
- Support the development of the home?
- Sustain good practice in the home?

- Improve outcomes for children and young people?

SO :-

- Is your model clear? Is it too focussed / narrow?
- Are you assuring a broad range of topics/ issues?
- Are you capturing the right evidence?
- Are your findings being applied or blocked?

# Feedback from children? Are we asking the right questions ? Are we listening?

Areas that children and young people reflect upon:

- *Coming into care and what that feels like*
- *Wanting to feel safe*
- *Honesty about families and siblings*
- *Honesty about placement changes*
- *Don't give me a "survey" .....*
- *Don't just ask me what I want- listen to me ?*
- *Being made to feel different. Stigma education , home ....*
- *Being surrounded by "care " language and processes*
- *Needing people to be honest about their past and help them fill in the gaps*
- *Ask me what I want to talk about- don't assume*

# Quotes- pauses for thought.....

- *“we just want to be treated like normal kids”* – do we do this? Do we ask them?
- *“telling someone you are being removed is like telling someone you have cancer”* –young person reflecting on coming into care
- *“in care children should be given the best education and the best environment”*
- *“... be there, be consistent and available”*



pause for thought....revisit these challenges

- How would you describe the culture of hearing children in your service?
- Have you tested it yourself?
- Do your findings align with what the children and team say, as well as records, observation, conversation?
- Do you need to make any changes, speak with the team / RI about change?
- Most importantly do you need to speak with the young people about their views and ideas? Are they core to this process?

Consistent  
messages  
from  
serious  
case  
reviews

- Pause for thought:
- There are five main messages with regard to the voice of the child. In too many cases:
  - the child was not seen frequently enough by the professionals/adults involved, or was not asked about their views and feelings
  - agencies did not listen to adults who tried to speak on behalf of the child and who had important information to contribute
  - parents and carers, prevented professionals from seeing and listening to the child
  - practitioners focused too much on the needs of the parents, especially on vulnerable parents, and overlooked the implications for the child
  - agencies did not interpret their findings well enough to protect the child.

# What next?

- Review your role and how you monitor , review and comment on the home or service using a quality assurance process.
- Does this form a key element of your supervision and meetings with the Manager?
- Do you hold a developmental view with the Manager on the progress in the home?
- Anything else...?