

Regulation 44



Session 2- what do you bring to the visit and planning



working together...

confidentiality

respect

diversity of opinion can be enriching

look for the benefits of an alternative opinion

positive challenge

naïve questions are valuable

take responsibility for your own learning

create your network

enjoy ourselves

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44(b)

- inspect the premises of the home and such of the home's records (except for a child's case records, unless the child and the child's placing authority consent) as the independent person requires.
- "case records" means the records maintained under regulation 36 about a child
- —(1) The registered person must maintain records ("case records") for each child which— (a) include the information and documents listed in Schedule 3 in relation to each child; (b) are kept up to date; and (c) are signed and dated by the author of each entry
- Sch 3: Personal details; contact details of people related to the child; plans or reports on the child; information relating to care protection or safety; health;



Updates January 2024

- [The state of children and young people's advocacy services in England | Children's Commissioner for England \(childrenscommissioner.gov.uk\)](https://www.childrenscommissioner.gov.uk)
- [National Standards for the Provision of Children and Young People's Advocacy Services \(education.gov.uk\) Provisional](https://www.education.gov.uk)
- [The Big Ambition | Children's Commissioner for England \(childrenscommissioner.gov.uk\)](https://www.childrenscommissioner.gov.uk)
- [Safeguarding children with disabilities in residential settings: government response - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- [Prevent duty guidance: England and Wales \(2023\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- [Educate Against Hate - Prevent Radicalisation & Extremism](https://www.gov.uk)
- [Channel and Prevent Multi-Agency Panel \(PMAP\) guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- [Prevent duty training - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- [ACT Early | Prevent radicalisation](https://www.gov.uk) Dedicated counter terrorism site
- [How to protect children from online extremism | SWGfL](https://www.gov.uk)
- [Addressing misogyny, toxic masculinity and social media influence in PSHE education \(pshe-association.org.uk\)](https://www.pshe-association.org.uk)
- [Children in supported accommodation not protected against corporal punishment, DfE admits | CYP Now](https://www.gov.uk)
- [Children's social care: national framework - GOV.UK \(www.gov.uk\)](https://www.gov.uk)



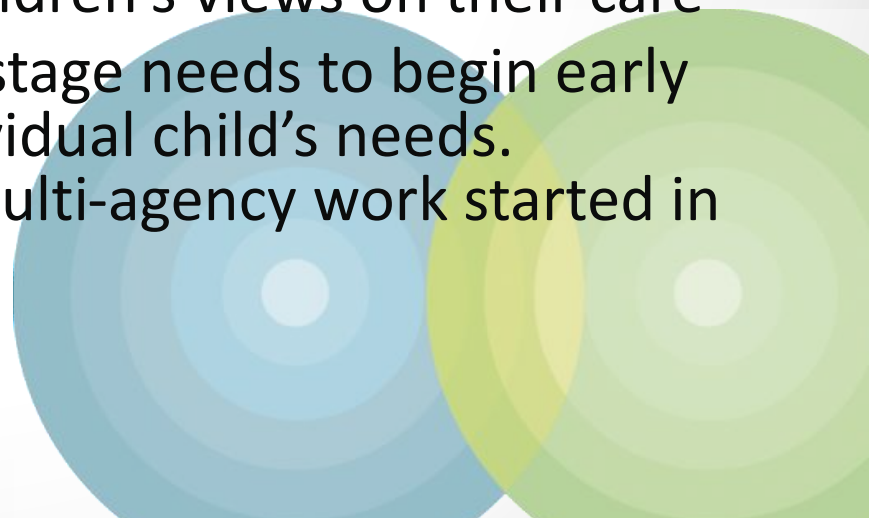
Ofsted publication on complex needs

- Published 16.01.24
- Social care workers definition of complex needs: “typically children with severe mental health difficulties, or whose needs manifest in behaviours that place the child or others at risk.”
- LA def: ‘complex needs’ relates to the combination of multiple, different types of needs, rather than to the severity of any one type.
- Therapeutic and secure homes are often the preferred option for children with complex needs. A lack of these homes contributes to the problem.
- Children with complex needs are frequently placed out of area, experience unplanned placement moves, have referrals rejected by homes and/or are served notice by their setting.
- Increasingly, children who are seen as a risk to themselves or others are deprived of their liberty. Sometimes, these children are placed in unregistered homes because no registered alternatives are available.
- The most reported contributor to children’s stability is the commitment and consistency of staff around the child.
- Education is important: mainstream is rarely appropriate



10 case studies findings

- well-planned moves into the home, at a suitable pace for the child
- providing consistency, through relationships, education and other activities
- getting children access to the specialist services they needed
- facilitating a sense of belonging for children, through knowing staff would not give up on them and that this is their long-term home
- capturing and implementing children's views on their care
- Preparing children for the next stage needs to begin early and at a pace suited to the individual child's needs. Professionals struggled to get multi-agency work started in this area.



Welcome to the second of six sessions-



The visit to the house forms the framework for your decision making about whether young people are safeguarded , their welfare maintained, and all aspects of their development promoted- this within the context of the regulations and standards



Updates for your drop box.....

- Office for National Statistics
ONS@public.govdelivery.com
- Great link for more detailed information

- Other links to also consider:
 - NICE
 - SCIE
 - Ofsted
 - DFE
 - www.gov.uk
 - NHS
 - NHS digital
 - <https://www.researchinpractice.org.uk/>
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Visits

- When?
- Challenges in seeing children consistently? What do you do if you cannot see/ sight children?
- Thinking about focus and content
- We will break into small groups to look at this in detail defining key elements required?
- Overall impact on the role.....
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Visits/ reflections

- Key elements to plan in?
- Any blocks in the current situation re. C19, 'flu and ongoing?
- How do you overcome any blocks?
- Any additional concerns to take into account e.g. R40 you have received copies of ?



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Checklist for planning a visit

- Remote – face to face ? Rationale ...
- Announced , unannounced? Covid 19- protective measures may still be in place
- Focus areas
- Follow up from previous visits
- Children and young people
- Adults in the home
- Families / carers
- Inspection been carried out



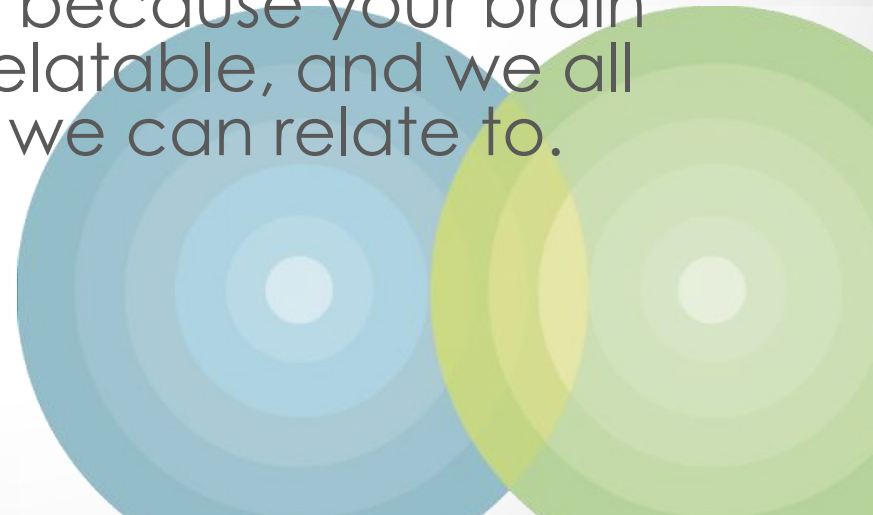
Looking at ourselves in the role:

- It is useful to reflect at this point on what we bring to the role , particularly in terms of bias – unconscious or otherwise
- Take a few minutes to define 4 key aspects of your personality you bring to the role of the Independent Regulation 44 Visitor?
- What do we need to be aware of?



Unconscious bias

- **Unconscious biases** are social stereotypes about certain groups of people that individuals form outside their own conscious awareness. Everyone holds **unconscious** beliefs about various social and identity groups, and these **biases** stem from our tendency to organise social worlds by categorising.
- **Affinity bias** refers to when you unconsciously prefer people who share qualities with you or someone you like. It occurs because your brain sees them as familiar and relatable, and we all want to be around people we can relate to.
- Issue for the Visitor?



Unconscious bias continued:

- **Attribution bias** refers to how you perceive your actions and those of others. It stems from our brain's flawed ability to assess the reasons for certain behaviours – particularly those that lead to success and failure.

We generally attribute our own accomplishments to our skill and personality, and our failures to external factors – to hindrances that we believe are beyond our control. We are less likely to blame and find fault in ourselves

Issue for the Visitor?

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Examples of unconscious bias- recognise any?

- **Conformity bias** happens when your views are swayed too much by those of other people. It occurs because we all seek acceptance from others – we want to hold opinions and views that our community accepts.
- **Confirmation bias** refers to how people primarily search for bits of evidence that back up their opinions, rather than looking at the whole picture. It leads to selective observation, meaning you overlook other information and instead focus on things that fit your view. You may even reject new information that contradicts your initial evidence.
- Issues for the Visitor?



Examples of unconscious bias – recognise any?

- **Contrast effect**
- This type of bias occurs when you assess two or more similar things and compare them with one another, rather than looking at each based on their own merits.
- **Gender bias** is simply a preference for one gender over the other. It often stems from our deep-seated beliefs about gender roles and stereotypes.
- **Halo and horns effects**, you focus on either a positive or negative feature to the exclusion of all else
- Issue for the Visitor?
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Risks within visits re. unconscious bias

- We will break out into small groups and identify when and how during visits to the homes and with follow up processes ,this could impact on our reactions , how we write and phrase a report and recommended actions.
- Riskiest areas?
- Feedback



Pause for thought before the next session

- Review our discussions – any gaps any actions to take or develop
- Thoughts , ideas to bring back next time

