

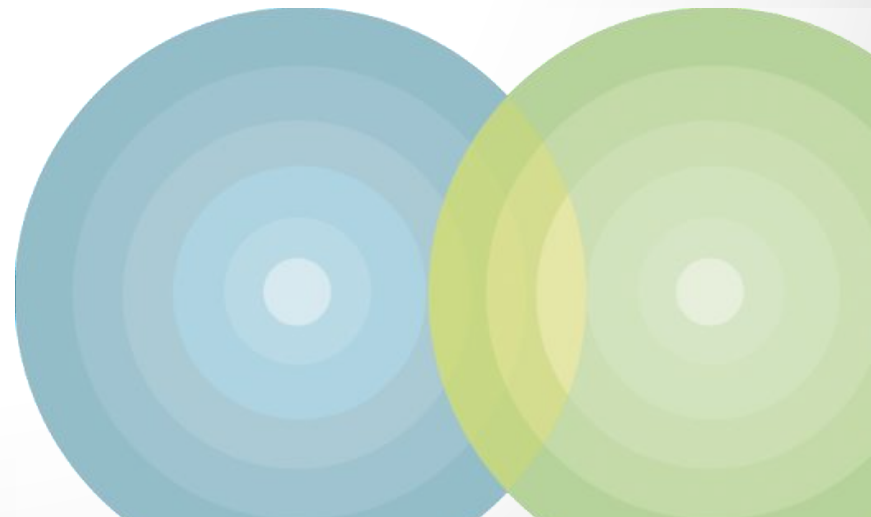


Regulation 44 – Session 6

Developments and looking ahead.....

Today

- Review
- Workforce plan
- What do you need to do moving forwards
- Common themes from inquiries to hold in mind



-

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

•



Welcome to the last session!

- Group
- What are the things that cause you concern moving forwards?
- What areas do you think you will need to have a clear focus on?



•

Eg: Workforce Plan

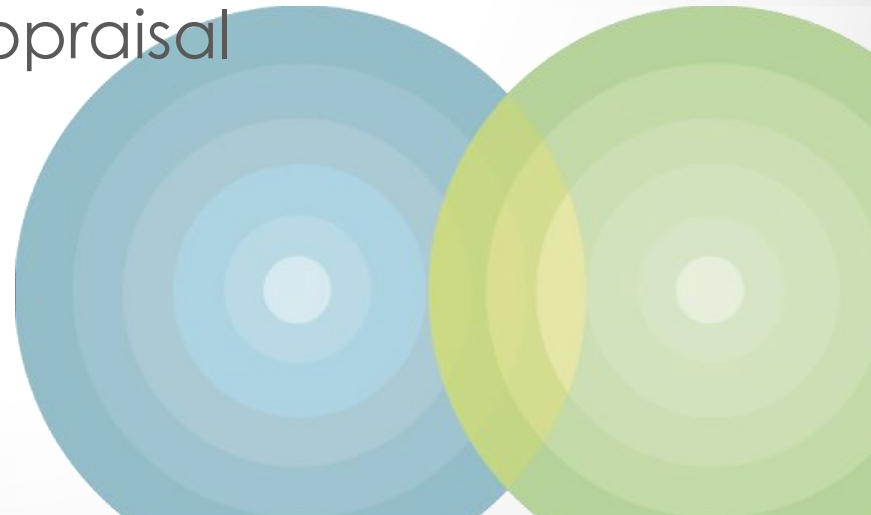
10.8 The registered person should have a workforce plan which can fulfil the workforce related requirements of regulation 16, schedule 1 (paragraphs 19 and 20) The plan should:

- Detail the necessary management and staffing structure, (including any staff commissioned to provide health and education), the experience and qualifications of staff currently working within the staffing structure and any further training required for those staff , to enable the delivery of the homes Statement of Purpose;
 - Detail the processes and agreed timescales for staff to achieve induction, probation and any core training (such as safeguarding and health and safety and mandatory qualifications);
 - Detail the process for managing and improving poor performance; • Detail the process and timescales for supervision of practice (see regulation 33 (4) (b)) and keep appropriate records for staff in the home. The plan should be updated to include any new training and qualifications completed by staff while working at the home, and used to record the ongoing training and continuing professional development needs of staff – including the home's manager
- Guide to the Regulations



The Home element

- Experience & qualifications
- Management/staffing structure,
- Supervision arrangements Include your consultants and other professionals
- Include external staff Induction & probation
- Core training (and timescales, such as safeguarding, H&S & mandatory qualifications)
- Performance/capability
- New training
- Training needs (link from appraisal
- Statement of Purpose
- Culture
- Model... What else?
-



The Learning element

- Analysis of events
- Appraisal
- New research
- New young people
- Commissioners visits
- Ofsted inspections
- External scrutiny
- Reg 44
-



Leadership element

- Ensure staff are fit to work with young people
- Relevant skills, qualifications and recent experience to meet needs
- Staff (inc external partners) work together to meet the needs of children
- Identify gaps (skills analysis) and arrange for any essential training to be satisfactorily completed in a timely manner
- Ensure that staff understand their role and specific responsibilities •
- Staff know how they contribute to the service delivering against its Statement of Purpose
- Understand where they sit in the provider's organisational structure and what arrangements are in place to support their training and professional development



Questions about Workforce Plans

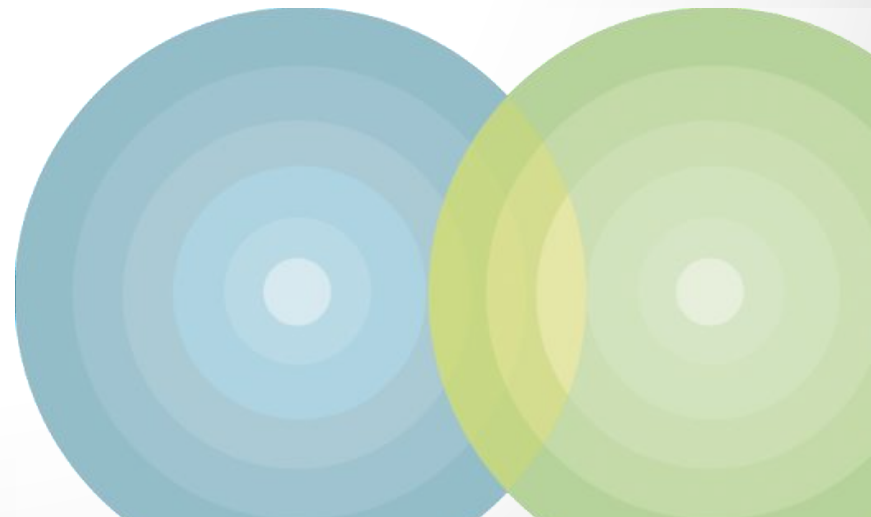
- Includes the management and staffing structure?
- Includes the experience and qualifications required for staff and managers?
- Includes the necessary training required for staff and managers?
- Details staff induction, probation and core training processes and timescales, including safeguarding and health and safety training?
- Includes the process for managing and addressing poor performance?
- Details the process and timescales for the supervision and monitoring of staff
- Is kept under review and revised as necessary?
- Is available on request to Ofsted?

-



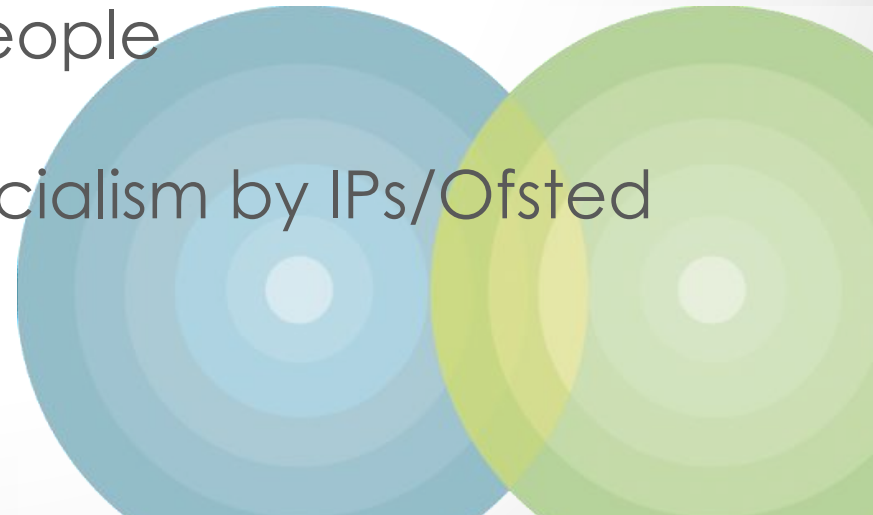
The regulations:

- 4) The independent person must produce a report about a visit (“the independent person’s report”) which sets out, in particular, the independent person’s opinion as to whether—
 - (a) children are effectively safeguarded; and
 - (b) the conduct of the home promotes children’s well-being.



common-themes and findings of inquiries

- No procedures or inadequate procedures for staff allegations
- No staff code of conduct or missing areas
- Failure to make or keep records
- Staff failure to report allegations or concerns
- Leaders failing to report allegations
- Whistleblowing not understood or used
- Failure to take internal action
- Responding to issues of harmful sexual behaviour between pupils / young people
- Poor external oversight
- Poor understanding of specialism by IPs/Ofsted
- No child's voice

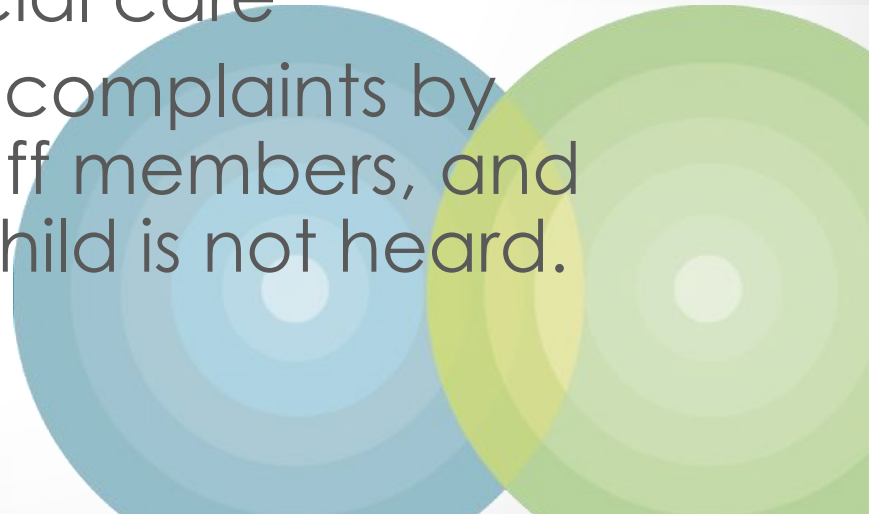


Common Key requirements

- “Leadership matters”
- Positive culture of safeguarding
- Awareness of heightened vulnerability in specific educational settings/other children’s services settings
- ‘It could happen here’
- Awareness of statutory guidance & role
- Protecting children above reputation of school/organisation
- Checking suitability of staff & volunteers
- Inspection reports are not a good guide
- **Are we seeing any of these issues ?**
-

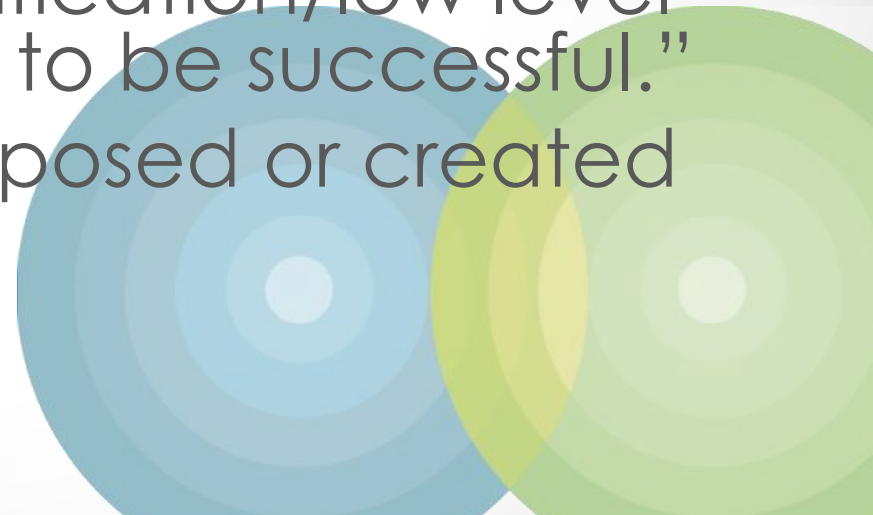
Talking to young people- key thread going forward

- “autism acted as a barrier to him disclosing sexual abuse because the questions he was asked by a concerned member of staff were not literal or explicit enough to enable him to disclose the abuse”
- leaders sometimes discredit children who complain of sexual abuse by staff and undermine their credibility in discussions with police and children’s social care
- cultures that discourage complaints by parents, children and staff members, and where the voice of the child is not heard.



Building staff confidence to share worries

- “neutral notifications “what **might these be or look like ?**”
- “a healthy organisational culture with an open, shared value base, that doesn’t lose sight of its goals, that has a clear moral code and a reflective but challenging ethos would have to be present or capable of being present in order for a neutral notification/low level notification approach to be successful.”
- “culture cannot be imposed or created by edict”



Learning- indicators ?

- This is not about historical sexual abuse, but about a societal attitude towards children, particularly girls and aligns to Ofsted findings in 2021 (from the Everyone's Invited follow up / review)
- How do we explore safeguarding culture
- How do we explore whether staff, volunteers and senior leaders understand their responsibilities
- Checking proper checks have been undertaken
- Checking the work done on low level concerns and allegations.
- Inadequate staff training in safeguarding
- What is the role and activity of governors? RI's?
- Insular and inward looking settings
- **Are we looking for all of these ?**



Indicators? Challenges?

- Not just the guidance, but staff should have a clear understanding of the safeguarding risks which could arise in their school and how to be alert to signs of abuse and tailored to their roles- children's homes too ?
- Governance, RI , DSL training – generally people feel there is a need for more, but DfE keen to keep this as a local decision on what is appropriate
- Some, but by no means all, residential special schools have developed excellent resources to teach their pupils about appropriate sexual behaviour- have children's homes?

-



The background of the slide is a photograph of a person's hands writing in a spiral notebook. The person is wearing a light-colored shirt and blue jeans. The image is overlaid with a semi-transparent blue and green filter. At the top and bottom of the slide, there are decorative curved shapes in shades of teal and light green.

dialogue

how might this change or
influence
your practice?

group discussion

Stable homes built on love

“We want love and stable relationships to be at the heart of what children’s social care does. Where children are unable to grow up in loving, safe and stable families, care should provide the same foundations.”

[Guide for children and young people:
Stable Homes, Built on Love - GOV.UK
\(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/guide-for-children-and-young-people-stable-homes-built-on-love.pdf)

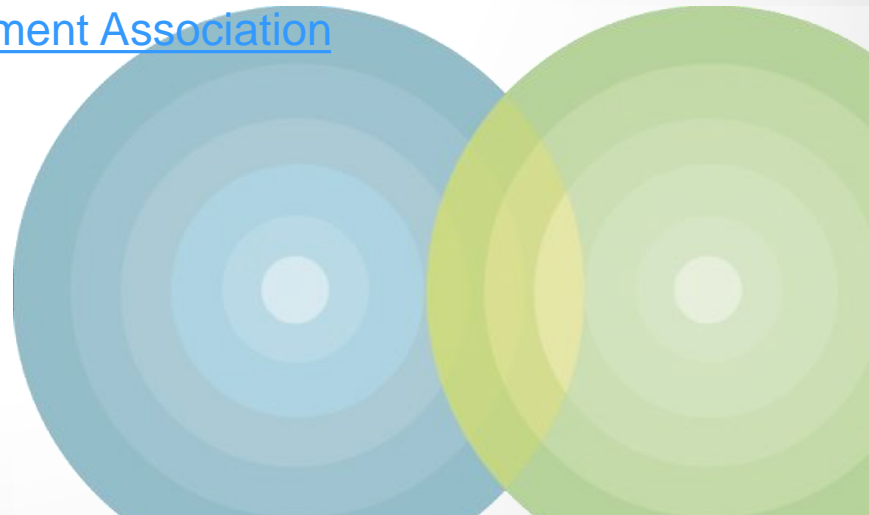


Small group work or whole group conversation and feedback

- What do you see as being some of the key themes going forward?
- What do you think will be some of the major challenges going forward?
- Role of the R44?

Drop box

- [Subscribe - Ofsted: social care \(blog.gov.uk\)](https://blog.gov.uk/subscribe-ofsted-social-care)
- [Children's social care: stable homes, built on love - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/childrens-social-care-stable-homes-built-on-love)
- [HSE: Latest news on health and safety at work](https://www.hse.gov.uk/news/)
- [NICE newsletters and alerts | News | NICE](https://www.nice.org.uk/news/)
- [childrens social care - News and communications - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/childrens-social-care-news-and-communications)
- [Homepage | Children's Commissioner for England \(childrenscommissioner.gov.uk\)](https://www.childrenscommissioner.gov.uk/)
- [Home - Office for National Statistics \(ons.gov.uk\)](https://ons.gov.uk/)
- [Welcome to the Parliamentary and Health Service Ombudsman | Parliamentary and Health Service Ombudsman \(PHSO\)](https://www.parliamentaryombudsman.org.uk/)
- [Children and young people | Local Government Association](https://www.local.gov.uk/children-and-young-people)
- [Social Care Institute for Excellence \(SCIE\)](https://www.scie.ac.uk/)
- [Care Quality Commission \(cqc.org.uk\)](https://www.cqc.org.uk/)
- What else?



Research on the go / other information so far:

[Independent review of children's social care: final report - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Children's social care market study final report - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Safeguarding children with disabilities in residential settings - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Children and young people with severe complex needs require coordinated health, social and education services, says NICE in draft guideline | News | News | NICE](#)

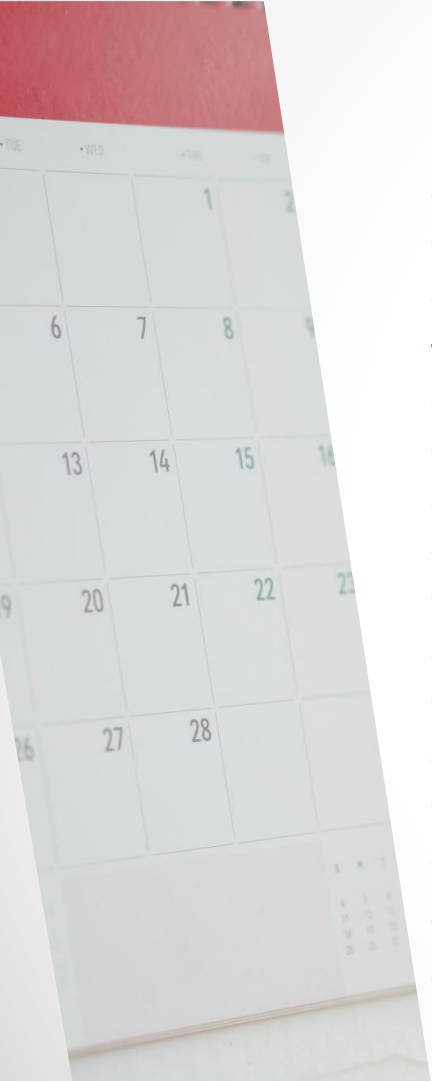
[Children with complex needs in children's homes - Ofsted: social care \(blog.gov.uk\)](http://blog.gov.uk)

[Looked after children who are not in school | Children's Commissioner for England \(childrenscommissioner.gov.uk\)](http://childrenscommissioner.gov.uk)

[Keeping children safe in education - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Everyone's Invited \(everyonesinvited.uk\)](http://everyonesinvited.uk)

[Mental Health Foundation | Good mental health for all](#)



Looking ahead-

- Any queries or questions ?
- Thank you for your company .Liz

