



# Responsible Individual training - Welcome back!

## Session 5

Today's session will focus on issues related to the workforce, safer recruitment and safeguarding

# The RI standard- the workforce

The RI must satisfy themselves that both they, and the RM are visible and accessible to staff, that a workforce plan is in place and represented as required in the Statement of Purpose, internal whistleblowing process in place and known to staff, training in place, relevant qualifications within the appropriate timescales, staffing in place which promotes consistency and continuity, agency use as per regs, emergency plan in place, appropriate use of policies and procedures, appropriate management cover and mixed gender staffing profiles ( unless legal exceptions apply.) The RI promotes openness and accountability from staff

*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 the workforce-evidence base

## Potential evidence :

- Reg 44 & 45 evidence-patterns and trends
- Ofsted reports, LA monitoring reports
- Staff views. Supervision/appraisal records
- Direct staff communication & observing RM relationship
- Regular visits to the home.
- On call support out of hours
- Statement of Purpose / contents, emergency plan
- Recruitment processes
- Retention rates



# The RI standard – the workforce – evidence base

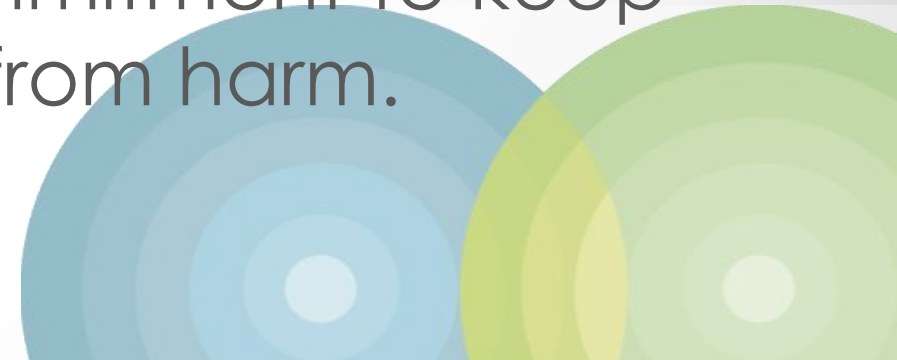
- Rotas, agency (budget, % on rota)
- Training and attendance lists-impact analysis
- Induction/probation retention
- Up to date workforce plan
- Children's views, grumps, grumbles or complaints and links to staff ?
- Involvement in whistleblowing processes when they occur
- Change in culture , led from staff view and feedback?
- Investigation / disciplinary processes and outcomes
- Root cause analysis and findings
- Supervision and appraisal
- Staff morale , motivation etc
- Track progress of qualification achievement- remember the timescales!



## Safer recruitment....

What is safer recruitment?

Safer recruitment is a set of practices to help make sure your staff and volunteers are suitable to work with children and young people. It's a vital part of creating a safe and positive environment and making a commitment to keep children safe from harm.



# As the RI how do you quality assure the safer recruitment processes?

- Work in small groups to identify all aspects of safer recruitment

How do you QA these processes and assure yourselves , challenge that they are in place? Are robust? Are effective?

What do you do if you find gaps or processes NOT followed?

What protective features are in place to check safer recruitment apart from you?

# Framework around staff

*Basics*

*Regulations – Schedule 2.*

*Regs 26, 28 and 32*

*Standards- protection of children  
standard is core BUT this one runs  
through virtually every standard .*

*Workforce development plan-  
strategic/ operational forward  
planning? In place , secure?*

*Health and safety*

*DDA(Disability Discrimination Act)*

*Equality Act*



Workforce  
Plan

The diagram features a central blue rectangular box with the text 'Workforce Plan' in white. This box is positioned on top of a large green pyramid. The pyramid is labeled 'PURPOSE' in white capital letters at its base. Two thin blue lines extend from the top corners of the blue box towards the top corners of the image, creating a wide 'V' shape.

**PURPOSE**

## **Reg13(2)(g)(i)**

The Registered Person must demonstrate that practice in the home is informed and improved by taking into account and acting on research and developments in relation to the ways in which the needs of children are best met;

**PURPOSE**

HOME

Experience & qualifications  
Management/staffing structure,  
Supervision arrangements  
Include your consultants and  
other professionals  
Induction & probation  
Core training (and timescales,  
such as safeguarding, H&S &  
mandatory qualifications)  
Performance/capability  
New training  
Training **needs** (link from  
appraisal)

## Workforce Plan

PURPOSE

HOME

# Workforce Plan

Analysis of events  
Appraisal  
New research  
New young people  
Regulation 44  
Commissioners visits  
Ofsted inspections  
**Regulation 45**

LEARNING

PURPOSE

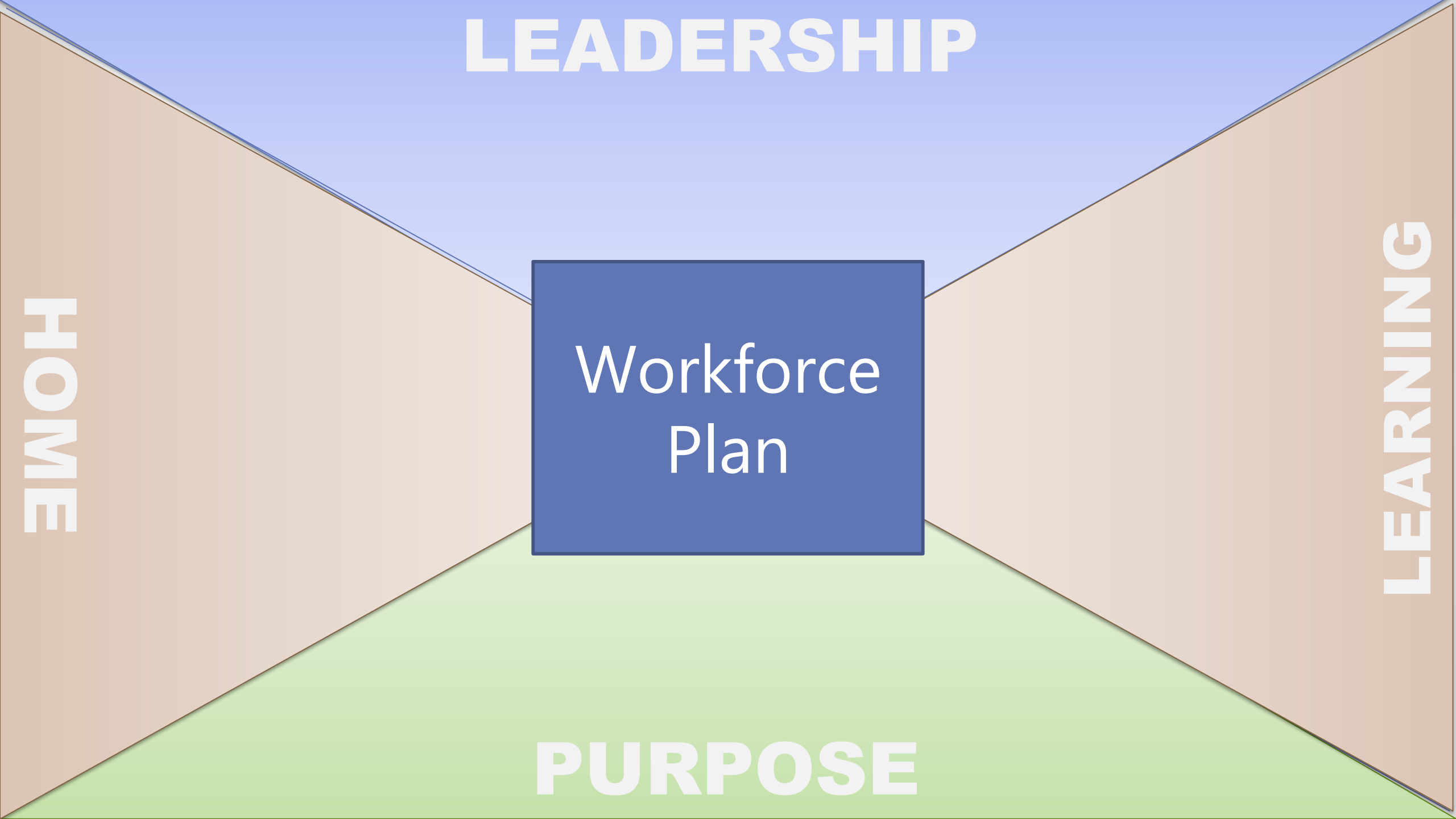
**LEADERSHIP**

**HOME**

Workforce  
Plan

**LEARNING**

**PURPOSE**



# Issues...

Regulatory breach

Should link to the overall strategic plan for the home / organisation- lacking one gives the message that you do not hold a strategic view

Absent or incomplete plan shows that you are not making explicit links to your Statement of Purpose

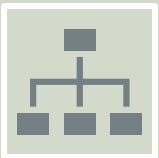
Indicates that you do not have a “joined up approach “ and are being reactive, especially around training

Can show that you are not making consistent links to recruitment – risk of not recruiting a breadth of skills / experience to your team

# Issues....



Not matching staff profiles to the needs of the young people and the Statement of Purpose



So a key document which indicates your grasp of a strategic approach, weaving the development plan through all aspects of the service / organisation.

# SCIE definition

- What is workforce development in social care?
- Workforce development helps to identify current trends and forecast future workforce structures that can help to meet service delivery requirements. This in turn can lead to the development and implementation of skills sets to raise labour productivity and increase social inclusion
- How else may you define it ?



# The five core workforce planning steps

- Deciding strategic direction and goals: workforce planning is a top down process requiring clear organisational direction and defined strategic goals to guide and inform strategic decisions
- Analyse existing workforce
- Develop your plan
- Implement workforce planning
- Monitor results and keep monitoring



## Plan for :

1. narrative around the vision , ethos , values of the home and the strategic link to all aspects of development.
2. ensure that the plan reflects the young people – skills , training , SoP, need, etc. Capturing their voices within it
3. training opportunities for staff from induction and onwards/ expected impact of training
4. staff , quals and skills profile (link to SoP)
5. CPD opportunities – link to R45, development plan- strategic and operational

SKILLS GAP ANALYSIS- useful to carry out



# Barriers to effective workforce development planning –

- recruitment
- finance
- cost of living
- training and additional costs

anything else?

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## - pause for thought....

- How would you describe the culture of recruitment in your service / home / organisation?
- Do you review the processes carrying out the “think the unthinkable” test---- where are the gaps, do I have all the information I need, could the process let an abuser into this home? (think Ian Huntley (2003)– there had been approximately nine allegations of sexual misconduct made against him, Soham police had not been told this – hence the creation of what is now the DBS)
- Can you say you have reasonably mitigated risk ?
- Do Zoom interviews give you a complete picture? Are you still doing them – why ?
- Are you doing social media checks ? What is your identified protocol and process for doing this ?
- Having gone back to face to face – what is the difference?
- How are you managing the difficulties with recruitment/ balance with safeguarding requirements

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# What else? Are you sure about the effectiveness of these processes / practice from an RI perspective and from the perspective of the workforce?

- Induction / training - when were these last reviewed and linked to the needs of the home as expressed in the Statement of Purpose, workforce planning
- What does induction include?
- Policies; care planning; modelling.....what else?
- Shadowing- is it really shadowing or “in at the deep end” quite quickly?
- How do you measure its impact?
- Supervision- does it work , are you hearing about issues ( good and bad) when you speak with the Manager, are you sure it is up to date , robust , reflective and has challenge/learning?
- Culture
- Communication
- Relationships with young people
- Statement of purpose, policies , procedures including “whistleblowing.”.
- Anything else?



# Pause for thought and review

## Whistleblowing

- **Whistleblowing** is the term used when a worker passes on information concerning wrongdoing. In the guidance, we call that “making a disclosure” or “blowing the whistle”. The wrongdoing will typically (although not necessarily) be something they have witnessed at work.
- There are two types of whistleblowing. The first type is internal whistleblowing. This means that the whistleblower reports misconduct to another person within the organization. The second type is external whistleblowing.



# Whistleblowing continued- links:

- <https://www.gov.uk/whistleblowing/who-to-tell-what-to-expect>
- <https://www.equalityhumanrights.com/en/whistleblowing> if you are concerned there are breaches of equality and human rights law taking place
- <https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/whistleblowing-advice-line/>
- The Whistleblowing Advice Line was commissioned by the Home Office. It is a direct response to the recommendation for "a new whistleblowing national portal for child abuse related reports" set out in the Government's Tackling child sexual exploitation report (HM Government, 2015).
- The Whistleblowing Advice Line isn't intended to replace any current practices or responsibilities of organisations working with children. We encourage professionals to raise any concerns about a child to their own employer in the first instance(NSPCC)



## Whistleblowing :

- A CHALLENGE OR A THREAT?
- In small groups/ or a group discussion identify and discuss how a whistleblowing incident could impact the RI role-
- How can you develop a positive culture which could prevent ( is this what you want to do ?) the need for whistleblowing?



# Pause for thought....

- Are you secure in your knowledge , monitoring and input / fact finding in relation to all aspects of the workforce – policies , procedures , recruitment etc
- Any actions you need to take or areas to develop?
- Are you getting the information you need to inform your “supervision of the management of the home”?



# What next?

- Review your role and how you monitor , review and comment on the framework around the workforce
- Does this form a key element of your supervision and meetings with the Manager?
- Do you hold a developmental view with the Manager on workforce issues – strategic and operational?
- Anything else...?
- See you next time.

