



Responsible Individual training - Welcome back!

Session 6

What are your expectations of an outstanding service.

How can research inform that development

OR

What are the indicators for you of when things may be going wrong ?

Research and development

- The RI should support the RM and team in developing practice within the home which demonstrates that practice in the home is informed and improved by taking into account and acting upon:

- research and developments in relation to the ways in which the needs of children are best met.

- *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*



Research and development

- the systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions.
- investigate systematically



The RI Standard research and development- evidence base

- Reg 44 & 45 evidence-patterns and trends
- RM supervision and appraisal, meetings with RI
- Team meetings and Staff views
- Home Development plan
- Children's views
- Ofsted and LA monitoring reports
- Published research material
- RI undertaking own research project
- Care plans and supporting documents
- Observation
- Outcomes and impact longer term for young people and adults



Thoughts for areas of research/ development going forward – starting point:

- Small groups – what areas of research can you identify which is already consolidated into your practice?
 - This is a valuable area for discussion because there is probably a lot going on which just “is “ and has not been definitively captured and identified or linked to research which is already established.

Learning from the pandemic so far:

- This is an area which is now established in terms of research and what we need to identify going forward – we continue to see from education key strands related to safeguarding and vulnerability being reported and recorded in greater volume :
 - Domestic abuse
 - Emotional and mental health issues
 - Compromised well being
 - Being overwhelmed by exposure to social media
 - Self-harm / suicidal ideation.....
 - [Learning during the pandemic: review of research from England - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/research-data-and-analysis/learning-during-the-pandemic-review-of-research-from-england)



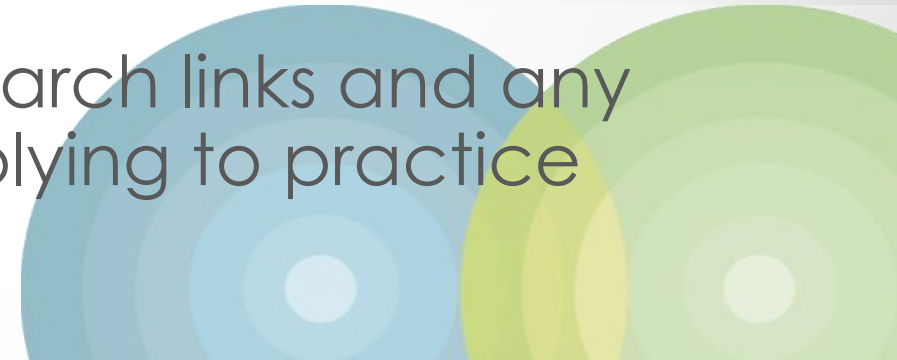
External Research

- National Inquiries
- Government publications
- Research In Practice
- Speciality specific organisations: The Mulberry Bush (TCC) National Autistic Society
- NICE
- Social Care Institute for Excellence (SCIE)
- Research from the pandemic
- Mind
- CYP Now



Let's think longer term:

- There are longer term issues and patterns which will arise.
- Local Authorities are modelling for an increase in looked after children and early help etc. Possibly over 102K children by 2025 will be LAC
- The likely issues arising (some of which are already indicated) are all likely to impact in some way on many of your services- keep a watch for relevant research to apply to practice in these areas.
- Keep a log of research links and any areas you are applying to practice



Thoughts:

- Poverty
- Accommodation
- Free school meal indicator
- Domestic abuse
- Disruption of support networks(relatives shielding , death from Covid 19)
- Increase in parental substance misuse-especially alcohol
- Neglect
- Complex Needs
- Ruth Perry
- Increase in the number of children with additional needs
- Impact on young carers- have they become a young carer because of Covid 19?
- Impact of social isolation
- Regression
- Mental health issues- emotional / social resilience, self harm , behaviour
- Digital poverty
- Check for research coming out re. these issues / any of your own?

Thoughts:

- Increased levels of vulnerability in relation to CE/Everyone's Invited/KCSIE 2023
- Impact of increased social media exposure
- Potential increase in looked after children
- Impact on speech and language development
- Impact on resilience
- Developing / return of skills following the pandemic
- Some small inhouse projects :
- Impact of increased social media exposure?
- Access to education post 16 and apprenticeships ?

Is this the outstanding home ?

- Leaders who are **hands-on**, who unite their staff behind a **shared purpose**, and who are **transparent and open in their expectations and pursuit of excellence**
- **Clarity of vision**, which is absolutely focused on the experience of children and young people and **uncompromising in its ambition**
- A **commitment to continual improvement**, always being willing to learn and ask 'what could we do better?'
- The **passion and energy of staff who are deeply committed to their work**, and the recruitment, training and management systems which identify these staff and support them to grow and develop
- Understanding which young people will benefit from living in the home and creating the conditions, from their first contact with the young person, which are **most likely to make the placement a success**



Is this the outstanding home?

- **Meticulous planning** that engages young people and responds in detail to their individual needs so that their experience of care is **highly personalised, combined with a commitment to never 'give up' on a child or young person and to do everything possible to maintain the placement**
- Time spent with the children and young people individually and in groups so that they are able to develop **meaningful secure relationships** with the adults in the home, and with each other
- **Absolute consistency** in the management of behaviour ,so that young people understand and respect the boundaries that are set and respond positively to encouragement, rewards and meaningful sanctions



Is this the outstanding home ?

- **An unwavering commitment to support children and young people to succeed**, and a **belief** in their ability to do so, translated into active support for their education both in the homes and in their partnerships with schools and other professionals
- **Working with each child or young person to build their emotional resilience and self-confidence**, to prepare them for independence and enable them to withstand difficulties and set-backs in the future.

HAVE YOU A SECURE , WELL TRIANGULATED EVIDENCE BASE ?

HAVE YOU USED THE SCCIF TO EVIDENCE PROGRESS ?



Thoughts for in house/ cross organisation pieces of work:

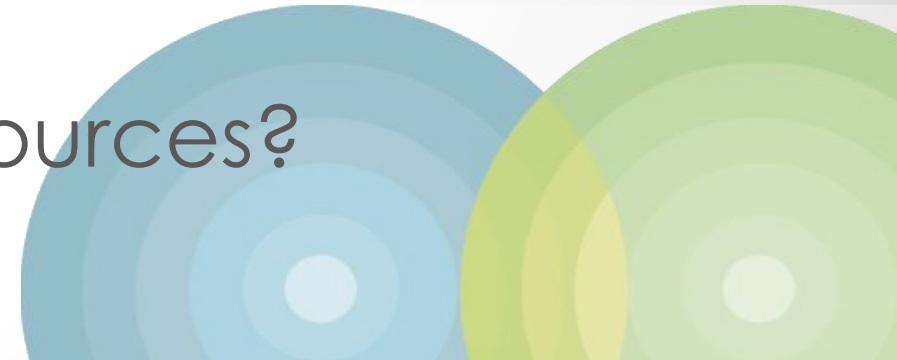
- Challenges in adolescent safeguarding
- Transitional safeguarding
- [Full article: Transitional Safeguarding: Opportunities to Improve Safeguarding Practices with Young People \(tandfonline.com\)](https://www.tandfonline.com)
- Language
- Your own learning from the pandemic and taking it forward
- Evidencing improvements in resilience – how?
- Any other thoughts?
- Team role ?
- Manager role?
- Partnerships with others?
- Taking existing research and embedding it in practice?
- Developing an enabling culture.e.g for courageous conversations

It's all about leadership and management....

- Leaders and managers are inspirational, confident and ambitious for children and influential in changing the lives of those in their care.
- Leaders and managers create a culture of high aspiration and positivity. They have high expectations of their staff to change and improve the lives of the children they are responsible for.
- Leaders and managers lead by example, innovate and generate creative ideas to sustain the highest quality care for children.
- Leaders and managers know their strengths and weaknesses well and can provide evidence of improvement over a sustained period.
- Leaders and managers have working relationships with partner agencies and schools that ensure the best possible care, experiences and futures for children.

Group work

- In your view as the RI what are the features of your outstanding home?
- Are any of these supported by current research / research in practice?
- Can you / have you supported the implementation of any practice/research based changes?
- Have you evidence of this – sources?



Pause for thought....

- Are you secure in your knowledge , monitoring and support for the Registered Manager in developing outstanding practice.
- Any actions you need to take or areas to develop?
- Are you getting the information you need from a breadth of evidence sources to inform the development of the home?



Pause for thought....


- There is a flip side – as the RI what evidence , concerns , worries would lead you to think RI would be a grade?
- What would be the early indicators ?
- What would you do ?



What next?

- Review your role and how you monitor , review, comment and feedback
- Are you happy that you are capturing a true view of the practice in the home?
- Is it underpinned with established practice / research models ?
- Is it making a positive change for children and young people ?
- Can you say how ? Give examples?





Thank you- let me know of
any queries.

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Take good care of yourselves