



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 ?

Group work

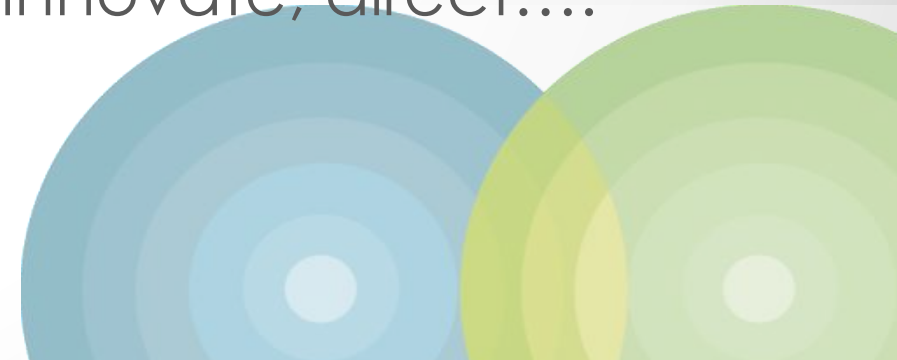
- From the sessions we have conducted, what do you consider to be your main responsibilities going forwards?



Key responsibilities

- Manage the manager
- Identify 'pinch points' and prevent catastrophes!
- Manage risk
- QA and monitor
- Learn and develop-R&D
- Cultivate the culture
- Create capacity in the service
- Identify opportunities
- Financial viability
- Develop and share your knowledge
- Lead-set expectations, motivate, invigorate, innovate, direct....
- What else?

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Managing risk and safeguarding “reasonably”

- **Uncertainty and risk** are features of child social care and business...Risk management **cannot** eradicate risk: it can only try to reduce the **probability of harm**....
- Those involved in child social care must be “**risk sensible**”.
- There is no option of being **risk averse** since there is **no** absolutely safe option



Risks

- What influences our reactions to risk?
- Our own previous experiences- personal and professional
- Our knowledge/ training/ formal understanding of risk
- Bias / unconscious bias
- Competing issues e.g. financial
- Assumptive risk/ assumptions
- Any other factors?
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Principles : Risk and the RI

- Risk and need are two sides of the same coin
- Risk and the right to take risk are normal part of life and can be positive
- Assessing and managing risk are part of the same system
- Risk has to be understood broadly in relation to all aspects of children's (and arguable staff and business) well-being
- Risk includes looking at current risks and the long-term impact of those risks
- Risk involves looking at the consequences of failing to meet needs and the impact on the child/staff/business.

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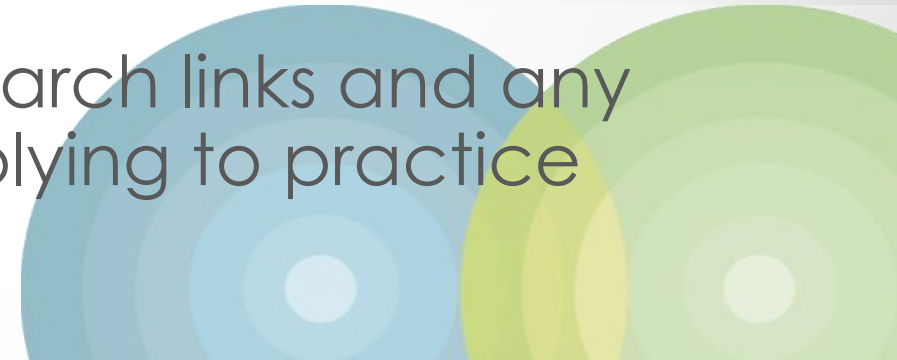


Thoughts for areas of research/ development going forward – starting point:

- 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.

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



External Research

- National Inquiries: [The Independent Inquiry into Child Sexual Abuse | IICSA Independent Inquiry into Child Sexual Abuse](#); [Safeguarding children with disabilities in residential settings - GOV.UK](#)
- Government publications
- Research In Practice
- Speciality specific organisations: The Mulberry Bush (TCC) National Autistic Society
- NICE: [Overview | Looked-after children and young people | Guidance | NICE](#)
- Social Care Institute for Excellence (SCIE)
- Research from the pandemic
- Mind
- CYP Now
- NSPCC: CASPAR
- LinkedIn
- The Children's Society
- The Big Listen: [Ofsted Big Listen - GOV.UK](#)



Group work

- What makes an outstanding home?
- Based on these sessions, is there anything you have done/want to do to improve your service?



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 ?



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.

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 Requires Improvement 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