Developing outstanding care for children with disability

Session 1.

It starts with you……..

working **together**…

confidentiality

respect

diversity of opinion can be enriching

look for the benefits of an alternative opinion.

positive challenge

naïve questions are valuable

networking

please keep your cameras on

enjoy ourselves

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aims

“to define the role that leadership plays in developing outstanding care for children with difference / disability.”

Focus areas

- To consider the role of your leadership in shaping the culture
- To consider how leadership informs outstanding care
- Group work and opportunities to discuss and reflect

Outstanding home? Outstanding leader ?

Is this you ?

What makes you outstanding…..

As a leader ?

Often difficult for us to define and explain.

In small groups thinks about this and identify at least 6 points of outstanding leadership.

Nominate one person to feedback.

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As a Manager- are you at this point ?

- Culture- clear and established / embedded ?
- Aspirational
- Up to date
- Leadership skills- clear and understood?
- Vision / values / ethos – sharing
- Knowledgeable / strong followership
- Works well with the RI and other professionals
- Uses the Regulation 44 Visitor effectively as an external source
- **CHILD CENTRED- absolute clarity in hearing the voices of the young people-needs a real focus post Hesley/CSPR 1&2..**
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Registered Manager

- Planning – all aspects
- Dealing with the positive and the not so positive
- Role of resilience across the board – staff , young people and you. Clear links to culture and practice
- Role of emotional intelligence.
- Role of being a reflective practitioner….not just reflective
- Your ongoing CPD…….
- Using all sources of evidence so you know the areas of focus beforehand . e.g. Reg 40 notifications , rapid staff turnover etc
- Managing the inspection- have your evidence , confidence , managing challenge- if you have evidence of being outstanding show it! Sometimes gets missed in the moment !

What is the difference ?

What is needed from you in terms of managing your service that may differ from other children's homes and services ?

OPEN DISCUSSION

You “think “ you are outstanding …

“ Anecdotal or real evidence ? You have a feeling you are ….. What evidence do you have?”

SCCIF……

revised and

tightened focus

on leadership ,

management

and what it is like

for the child to

live in your

home….

Always a good step to review the requirements and assessed elements of the SCIFF

Action plan any gaps in relation to other grades----- good ---- evidence base ?

Have the evidence of your mapping to hand for any challenge

Triangulation of evidence

What does the SCCIF say ?

- 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.
- **Is this you ? Note that the language is more descriptive and leadership led …..**

What does the SCCIF say ?

Safeguarding

- Professional practice results in sustained improvement to the lives of children. Highly effective planning manages and minimises risks inside and outside of the home. When children are new to the home, any risks are well understood and are significantly reducing.
- Proactive and creative safeguarding practice means that all children, including the most vulnerable, have a strong sense of safety and well-being and they are unlikely to be missing from the home on a regular basis. Children are involved in creating ways to de-escalate situations and finding creative alternative strategies that are effective.
- Research-informed practice, some of which may be innovative, continues to develop from a strong and confident base, making an exceptional difference to the lives and experiences of children
- **Is this you ?**

What does the SCCIF say ?

The overall experience of the child

- Professional practice consistently exceeds the standard of good and results in sustained improvement to the lives of children, even when they have complex or challenging needs.
- There is significant evidence of change and improvement because of the excellent quality of care provided. The progress of children is exceptional, taking into account their starting points.
- The experience of living in the home enhances children's life chances. For children with the most complex needs, staff are able to evidence the sustained benefit to the lives of children in their care. There are examples of excellent practice that are worthy of wider dissemination.

Overall experience continued…..

- Research-informed practice, some of which may be innovative, continues to develop from a strong and confident base, making an exceptional difference to the lives and experiences of children.
- In short break services, exceptional consistent care adds considerably to children's experiences, progress and development; this is achieved through the provision of a wide range of additional experiences and care, including interaction with their peers, opportunities to develop their independence and being able to participate in local community provision.

Don't forget…..

- You have to evidence the "good" criteria too.
- The good criteria has a focus on management, the outstanding criteria are definitely about leadership. The change in language is clear…..
- Is this you ?
- https://www.gov.uk/government/publications/social-care-common-inspection-framework-sccif-childrens-homes/social-care-common-inspection-framework-sccif-childrens-homes#evaluation-criteria
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Focussing on the work….

- What are the key challenges disabled children and our staff face when caring for the children in residential care?
- Small group work – discuss and provide 4-6 points.
- One person to feedback
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Challenges identified….

1. The wide network of staff and other professionals involved can be complex and comes with heightened risk.
2. Communication issues and potential barriers
3. Hearing the child's voice – with integrity
4. Safeguarding – more likely to be abused or neglected- between x3 and x7 more likely for this to happen
5. Maintaining relationships with families if in full residential care , especially some distance from home
6. Fragmentation of care when short breaks are in place.
7. Developing a team that has both emotional resilience and emotional warmth
8. Putting in a robust and bespoke / tailored workforce development plan.

Challenges identified

9. Staffing appropriately – especially difficult at present.

10. Funding – care , education and health . Current context for LA's is worrying.

11. Stepping into adulthood / interface with adults services / lack of provision/ change in service structure / cost.

12. Impact of the findings of CSPR 1 and 2…..has this been taken on board ?

13. Creating a homely (non – institutionalised) environment/ balancing medical need and homely.

14. Is inspection itself a challenge ?

Any thoughts ?

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Have you considered the role of emotional intelligence and resilience ?

- Open group discussion- what is this ?

- Feedback……

- Useful in terms of :
- - personal
- - team
- - young people
- - adults

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Thinking about EI……

- Emotions , emotional responses etc are consistently referenced within social care / education frameworks and regulations.

- Awareness of EI
- How do you control your emotions ?
- What levels of control and direction do you knowingly or unknowingly put in place ?

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Emotional Intelligence is

- " Is the ability to manage
- ourselves and our
- relationships with others so
- that we can live our
- intentions and reach our
- goals"
- (A.Lynn . 2004

what is EI?

Emotional Intelligence (EI) is utilizing your emotions to determine the:

- right response
- right time
- right person

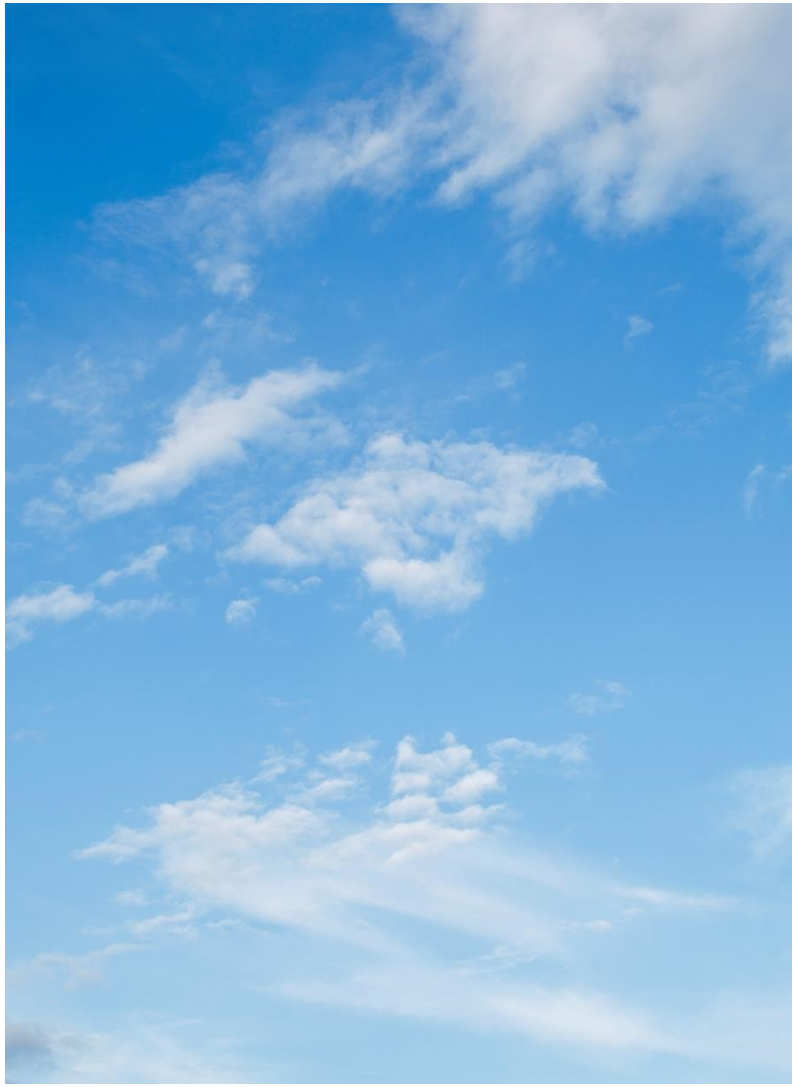
Emotional Intelligence (EI) is NOT:

- just being nice
- suppressing emotions
- giving free rein to emotions
- attempting to be a robot
- being passive

What are the domains involved?

- The domains are :
- INTERPERSONAL – SOCIAL
- -empathy
- -managing relationships

- INTRAPERSONAL – SELF
- - self awareness
- - self management
- - self motivation



SELF AWARENESS- vital !

Is about understanding what it is that drives us and seeing ourselves as others see us.

Knowing our goals and what it is that we want to achieve in life, whilst also being aware of our limiting beliefs and how we can adapt them to progress.

Self-awareness underpins all that Emotional Intelligence is about. You must be aware of your habitual patterns and personal emotions if you are going to be able to do anything about them. It is also true to say that if you cannot recognise your own emotions you will be unlikely to spot them in others.

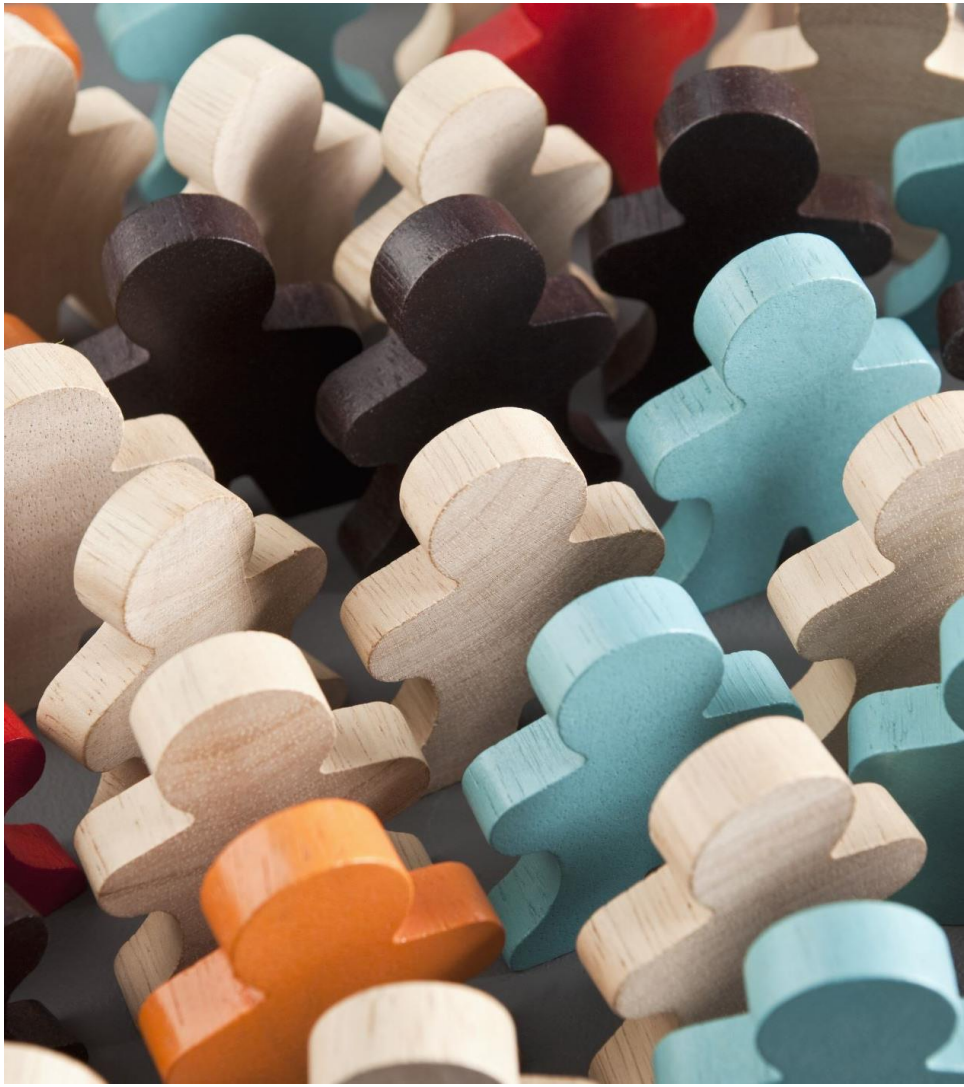
Seven ways to improve your emotional intelligence……

Seven ways to improve emotional intelligence- is this you ?

- 1. Practice observing how you feel
- 2. Pay attention to how you behave
- 3. Take responsibility for your feelings and behaviour
- 4. Practice responding, rather than reacting
- 5. Practice empathising with yourself and others
- 6. Create a positive environment
- 7. Remember emotional intelligence is a lifetime process

How does this link to behaviour?

- There is a clear link to kindness arising from EI and self awareness.



Links….

Kindness: loaning someone your strength instead of reminding them of their weakness

Kindness presents as an action between two or more people. One person extends a kindness action, and one or more people receive it. The action reflects kindness when it is done in order to support the welfare of another person as an end in itself

Three of the Emotional Intelligence qualities focus on the interaction between people and therefore influence kindness

Feeds into:

- use of mindfulness
- working with the team
- developing a clear reflective practitioner / reflective culture
- working with young people
- understanding your own boundaries
-increasing your awareness of burnout.

Any thoughts?

Lots to think about and take away…

- Any queries or questions.
- Next session we will focus on hearing what the child has to say……within the context of their difference.
- Thank you.
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