Responsible Individual training - Welcome back!

Session 3
Today's session will focus on safeguarding
Safeguarding is the underpinning standard and core practice for the RI role

The RI standard-safeguarding (SW standards)

For the RI this is seen as the standard which underpins the practice for every child within the regulatory framework defined within the context of local safeguarding processes, Working Together to Safeguard Children, Keeping Children Safe in Education and other frameworks

It is also recognised that the RI must take a balanced approach to those roles/tasks which sit within the RM role, the RI role being to support , monitor , review and test the leadership of the RM and the running of the home in order to ensure that the standards and regulations are met.

The RI should ensure that the RM has sufficient capacity to ensure that the quality standards are met for each child in the home.

The RI should support the RM and team in ensuring that children are protected from harm and enabled to keep themselves safe within a secure safeguarding culture

Cross references to: leadership and management, quality of care, education, views, wishes and feelings, enjoy and achieve, , health and well-being, care planning, positive relationships

The RI Standard potential evidence base….anything else?

- Reg 44 & 45 evidence - patterns and trends
- Standard 3 residential special schools
- Reg 25 independent review – family assessment centres
- Care plans and other documents including policies
- EHCPs, EP/SLT/OT reports
- Observation of relationships, positive behaviour management, safeguarding culture
- Evidence of consent from LA
- Children's views/feedback- formal and informal
- RM supervision and appraisal
- Supervision /appraisal records

Potential evidence base- anything else?

- RM meetings with RI
- Team meetings
- Ofsted & LA monitoring reports
- Staff views & training records
- Formal records related to intervention, safeguarding issues.

- Reg 40, incidents , interventions, accidents etc

- Records of meetings with professionals

What would ring alarm bells?

- Spend 10 minutes identifying at least four issues from an RI perspective ,which would make you investigate further in relation to safeguarding in the home or provision.

risk from **staff** in residential care- culture and practice

- 10-12 allegations per 100 children living in residential care across the UK
- 1,100-2,500 allegations(UK) per year
- 2-3 allegations per 100 substantiated
- ½ allegations physical abuse or excessive physical restraint – 75% about men
- heightened risk of neglect for disabled children

designated officer (LADO)- criteria

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they **may not be suitable to work with** children.
- *NB. LADO function under review as a result of Hesley reports.*

Relevant reports/Inquiries

- NHS England Report Template 7 - no photo
- Safeguarding children with disabilities in residential settings - GOV.UK (www.gov.uk)
- The Independent Inquiry into Child Sexual Abuse | IICSA Independent Inquiry into Child Sexual Abuse
- Winterbourne report Easy read (publishing.service.gov.uk)
- The Leicestershire Inquiry 1992:by Andrew Kirkwood - The Therapeutic Care Journal (thetcj.org)
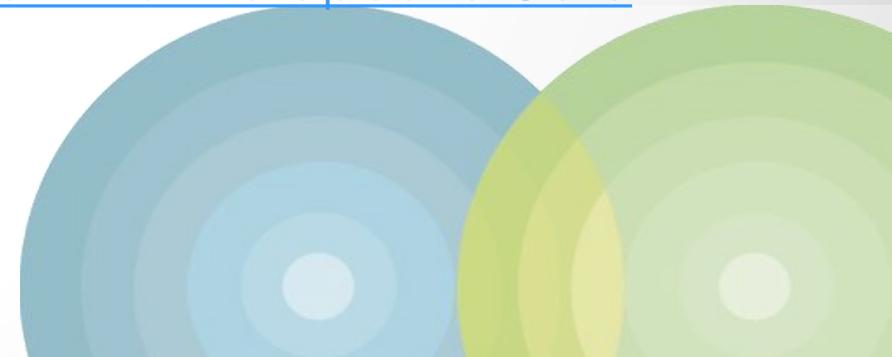
Defining the constituent parts of a safeguarding culture- what will you see and test?

- Small group work:

What do you think constitutes a robust and secure safeguarding culture in a Children's Service?

Testing this and evidencing it, is important and identified within Working Together, CH Regs and Standards and KCSIE 2022 (2023)

You will have 10 minutes to complete this . Please nominate one person from your group to feedback 3-4 key items.

The culture ?

Can staff describe the home's culture?

How can you test this ?

Do you have the evidence ?

The Regulator tests this ……..

What is workplace culture

- *Research evidence highlights that the attitudes and behaviours of leaders, managers and staff in a residential setting are essential for creating an organisational culture in which good quality care and effective safeguarding flourish. A range of studies characterise that culture as reflective and progressive, with opportunities for staff to develop and learn. Managers lead by example and treat staff and the children with warmth, respect and value. Staff take opportunities to share good practice with colleagues. They are open in their interactions with children and young people and responsive to their needs.* ***Safeguarding children with disabilities and complex health needs in residential settings October 2022***

Culture structure-
McKinsey 2016-
do you have a
clear culture
model in place ?
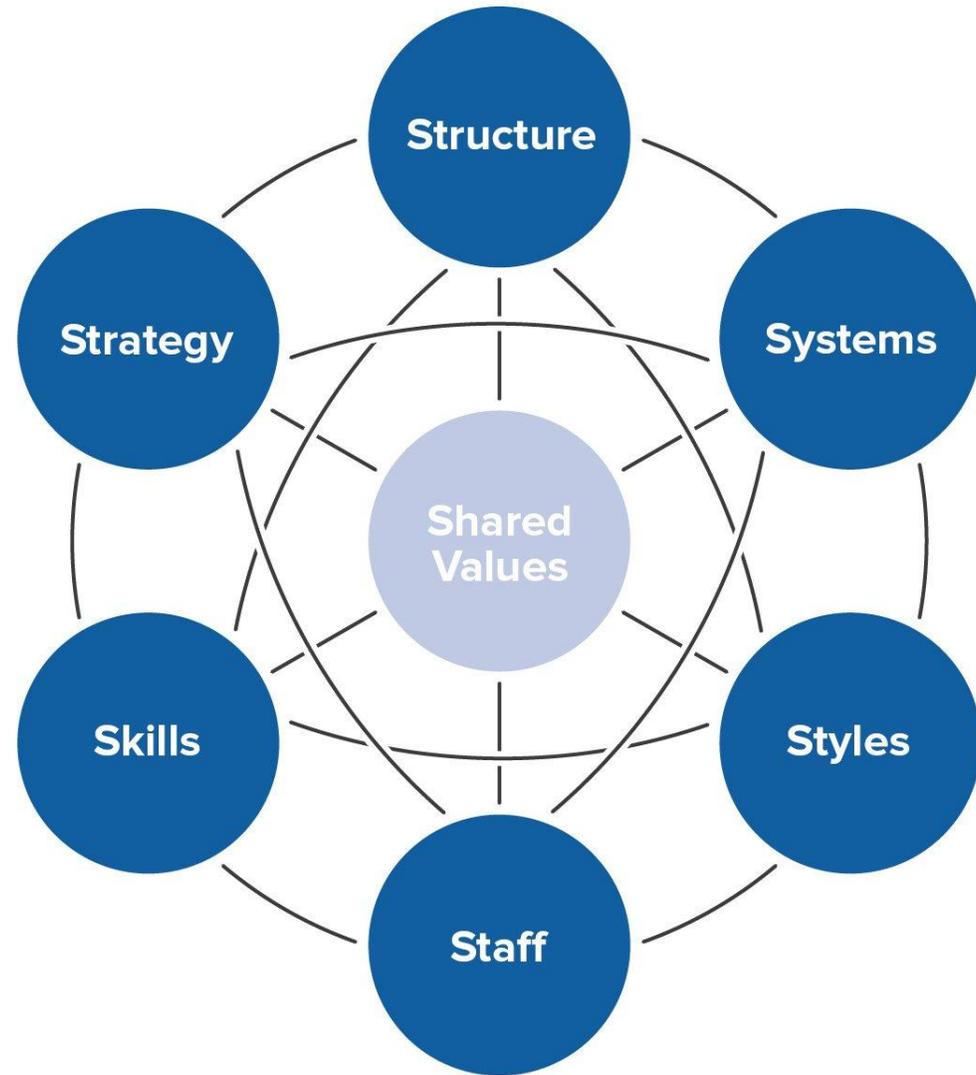
Culture - constituents and protective features:

- Leadership
- Safer recruitment
- Training / knowledge base
- Accountability
- Environment
- Covid / coronavirus response?
- Performance management. Appraisal, supervision
- Observation
- Quality assurance/ monitoring

- Safeguarding as a key and embedded thread
- Code of conduct/HR
- Policies/processes/procedures
- Record keeping
- Focus on vulnerable children
- SEND
- Looked after children
- Healthy challenge
- Whistleblowing

Culture-constituents and protective features

- positive staff culture
- close, inclusive relationships with young people
- effective monitoring and placement review
- good interagency communication

- child centred, rights-based approach
- calm, authoritative staff, with strategies to respond
- open , transparent culture with confidence to challenge
- *How would you know if the culture in the home was becoming "closed "?*

Don't forget the environmental influence…

- The location of your workplace
- structure of the building , grounds and amenities
- accessibility
- atmosphere, such as lighting, noise levels, personal space and temperature
- décor, such as displaying photographs, shared experiences, achievements and values
- Appropriate office space, sleep in facilities.

Staff spend lots of time at work so it's important to have a pleasant environment that's energetic and fun – this can improve people's moods and make them happier. Where organisations are also people's homes, physical settings are important to their health, wellbeing and happiness.

Culture:

- Data
- Accidents / incidents
- Interventions
- Regulation 40 notifications
- Attendance at school / education
- Complaints
- Health and safety
- **ANYTHING ELSE?**

The VOICE of the child……

Culture and leadership

The SCIFF looks for leaders to be:

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.**

How does this translate into your practice? How do you know if this is-or isn't-you?

Good children's homes

- Put children and young people at the heart of everything they do
- Respect other's views, experiences and opinions but has parameters for practice and acceptable norms
- Are open and transparent so staff and young people are not afraid to challenge or bring concerns to management.
- Have accessible and approachable managers who listen and respond.
- Have Managers who are confident, inspiring, inclusive and pro-active.
- Have owners who are involved, interested and supportive
- Have a knowledgeable workforce who know what is expected of them (policies and procedures)
- Are outward looking
- Welcome outside scrutiny and challenge.
- Accept that mistakes may happen but learns from them and does not repeat them.
- Are reflective and take action
- Have high expectations but support staff and young people to meet them.
- Create good places to live and work-reduce stress and sickness and improve outcomes across the board
- Are solution focused-

What next?

- Review your role and how you monitor , review and comment on safeguarding in the home or service.

- Does this form a key element of your supervision and meetings with the Manager?

- Do you hold a **strategic** view and are secure in how safeguarding is managed and will be managed in all elements in the service?

- Anything else…?