



dialogue

Regulation 44 – Session 5

Practice, challenge, service development



working together...

confidentiality

respect

diversity of opinion can be enriching

look for the benefits of an alternative opinion

positive challenge

naïve questions are valuable

take responsibility for your own learning

create your network

enjoy ourselves

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Welcome to the fifth of our sessions-



This session will focus on challenge- a key role in terms of supporting the development of the service.



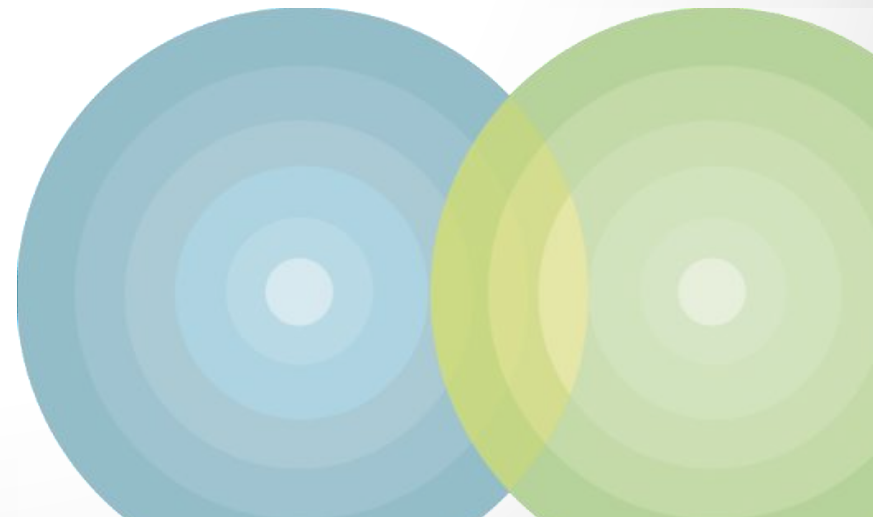
The regulations:

- (a) children are effectively safeguarded; and
- (b) the conduct of the home promotes children's well-being.
- 'The registered Person should actively seek independent scrutiny of the home and make best use of information from independent and internal monitoring to ensure continuous improvement'
- Guide
- 15.5 Any individual appointed to carry out visits to the home as an independent person must make a rigorous and impartial assessment of the home's arrangements for safeguarding and promoting the welfare of the children in the home's care.



Maintaining independence

- General discussion on how we do this :
- Contract/agreement
- Clarity
- Professional boundaries
- Regular professional feedback meetings with RP?
- CPD/Knowledge share?
- What else?



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Making recommendations

- Short statement made to make a recommendation that may strengthen and improve quality of care provided
- Ensures a regulation is met fully
- Represents views or requests from YP
- Advocates for a young person rights
- The recommendation needs to link to the regulation/guide or legislation to be effective



Example Recommendations

- It is recommended the registered manager consider challenge and escalation with the local authority, with the support of commissioning, to ensure the children receive what is needed from the local authority (Regulation 5).
- To continue further escalation with CAMHS, CYPS and the wider care team due to the lack of support provided to a young person with such complex, diagnosed needs (Regulation 10, ongoing).
- It is recommended that the team engage the young people in developmental plans – to manager their own budgets, and managing their own meals needs to be part of their development (Regulation 6; Quality Standard 3.27 page 17).

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Continued

- It is recommended that the template used to record the meetings of young people be updated to include a section that records the response of the registered manager or senior staff to their requests (regulation 7; one month).
- It is recommended that the children be offered independent advocacy (regulation 7; one month).
- The children's guide should be developed to ensure it is age appropriate, provided in an accessible format and explained to each child to make sure they understand it (Quality Standard 4.21, p24).
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Continued

- It is recommended that the current PEP documentation be received from the virtual school (regulation 8; one month).
- Staff to receive the bespoke commissioned training around language that cares and recording standards (Regulation 11).
- 4. Staff to receive the bespoke commissioned training around language that cares and recording standards (Regulation 11)



Small group work:

- Each group will have a short opening scenario and from this will define the key lines / processes they would plan for a visit
- In your groups define the primary information you will seek and secondary and future follow up.
- Can you identify potential development areas for the home?
- Identify one member of the group to feed back.....



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Groups scenario:

- Group 1.

An inspection outcome for a home has been an “inadequate” finding- this was unexpected.

Plan for a first visit after the inspection outcome

- Group 2

A young person aged 17 years is moving on to semi – supported living in three months time.

He is still having his phone , tablet, PC “taken in “ every night at 10pm when the Wi-Fi goes off.

This is a home which has been resistant at times to your recommendations



Group scenarios

- Group 3

The home has placed a 14 year old on an inherent jurisdiction order with a requirement for the front , back and kitchen doors to be locked.

Two other young people live in the home aged 10 and 14 years

- Group 4

The longstanding RM (6years) resigned their post , the next RM resigned after 6 months and the organisation have “bought in “ an interim RM role . The RI is new to the role and has been in post for 5 months.



What are the limits of the Regulation 44 role ?

- In terms of
 - the organisation
 - Local authority
 - Ofsted /CSIW/CQC
 - safeguarding
 - education
 - escalation processes



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Managing challenge is a key element

- Communicate.
- Be organised .
- Be precise.
- Be honest.
- Have your evidence clearly set out. TRIANGULATE!
- Stick to any given timescale.
- Recognise the signs of challenge
- Always aim to resolve conflict.



Managing challenge is a key element at times.....

- Be aware of how you are reacting physically.
- Be aware of how others are reacting.
- STAY CALM.
- Give yourself time to stop and think.
- Meet challenge with evidence.
- Acknowledge there is an action to be carried out. Don't blame..... advise
- Make sure you have eaten- silly I know but it has an impact! Don't rush .



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4 responses to fear



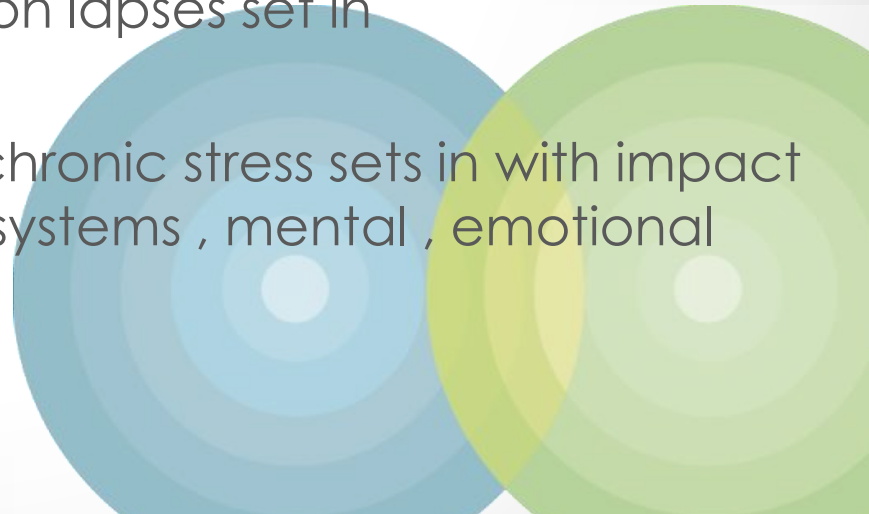
Alarm response-the fight or flight mechanism that prepares you for immediate action-heartrate up , breathing rate up, blood supply diverted to muscles and core , pupils dilated, blood pressure up , increased mental alertness

How do you respond?

How do they respond?

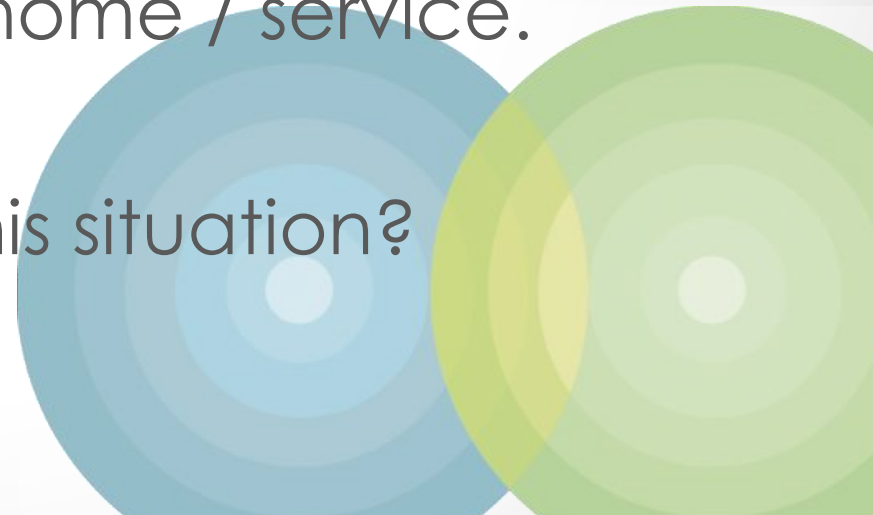
Adaptation phase- when stress/stressor is prolonged. Sugars are released. Not harmful but you must have some relaxation and rest to counterbalance this. If it becomes negative: sleeplessness , irritability , fatigue , concentration lapses set in

Exhaustion-chronic stress sets in with impact on all body systems , mental , emotional health



Group work

- The Regulation 44 reports and visits are sometimes reviewed in a negative or passive / aggressive manner by the RI / RM even though the RM may have agreed with feedback at the time of the visit.
- They will sometimes not accept recommendations they perceive to be overtly “critical” of the home / service.
- How do you manage this situation?
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What next

- Review ., reflect on any issues or learning.
- Any queries for the next session

- See you then

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