



# 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

# Updates

- Changes to SCCIF
- Ofsted has released the **2026 update to the Social Care Common Inspection Framework (SCCIF)** for Children's Homes, along with refreshed inspection documents in **Annex A**.
- The main change this year is a strengthened section on **how inspectors assess children's experiences and progress**. The updated framework places a clearer focus on:
  - What daily life feels like for children living in the home
  - how well staff understand each child, their needs, identity, communication, and what helps them feel safe
  - the quality of relationships and the overall feel of the home
  - how children's progress is recognised and supported over time
  - how well the home promotes stability and prevents unnecessary moves
- How we understand this in practice, this update reinforces the heart of good residential care:
  - **It's about the child's lived experience**, not the list of things we offer.
  - **It's about really knowing the child**, how they communicate ( ALL methods of communication), what matters to them, and what helps them settle.
  - **It's about relationships**, warmth, boundaries that feel safe, and adults who show up with consistency and care.
  - **It's about noticing the small steps** and understanding the story behind them.
  - **It's about stability**, thoughtful leadership that protects children from disruption.
- In short, this shifts the focus of inspection from describing activity to demonstrating **what has genuinely changed and mattered for the child**.
- Full Documents [SCCIF: Children's Homes](#) & [Annex A: Children's Homes Inspection Documents](#)

**The updated Working Together to Safeguard Children 2026 guidance is now live.**

It brings clearer national expectations, stronger multi-agency standards, and a sharper focus on prevention and whole-family working.

**National Centre of Excellence for Residential Child Care**



# 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 a few minutes identifying issues from an RI perspective which would make you investigate further in relation to safeguarding in the home or provision.



# Low level concerns

- A low-level or lower-level concern is any concern, doubt, or worry that a member of staff or volunteer may have acted in a way that conflicts with the standards and values of your organisation. It includes any behaviour which does not meet the expectations set out in your organisation's code of conduct.
- Concerns or allegations can relate to behaviour inside or outside of work and do not have to directly involve children.
- These worries might not be considered serious enough to meet the "harm threshold" whereby concerns should be referred to the police or children's services. However they still require a response.



# Examples of LLC

- Low-level concerns might include:
- inadvertent or thoughtless behaviour
- behaviour that might be considered inappropriate depending on the circumstances
- behaviour which is intended to enable abuse.
- Examples of such behaviour could include:
- being over-friendly with children
- having favourites
- adults taking photographs of children on their mobile phone
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- humiliating children.

NSPCC 2026




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.*
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# 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 .....

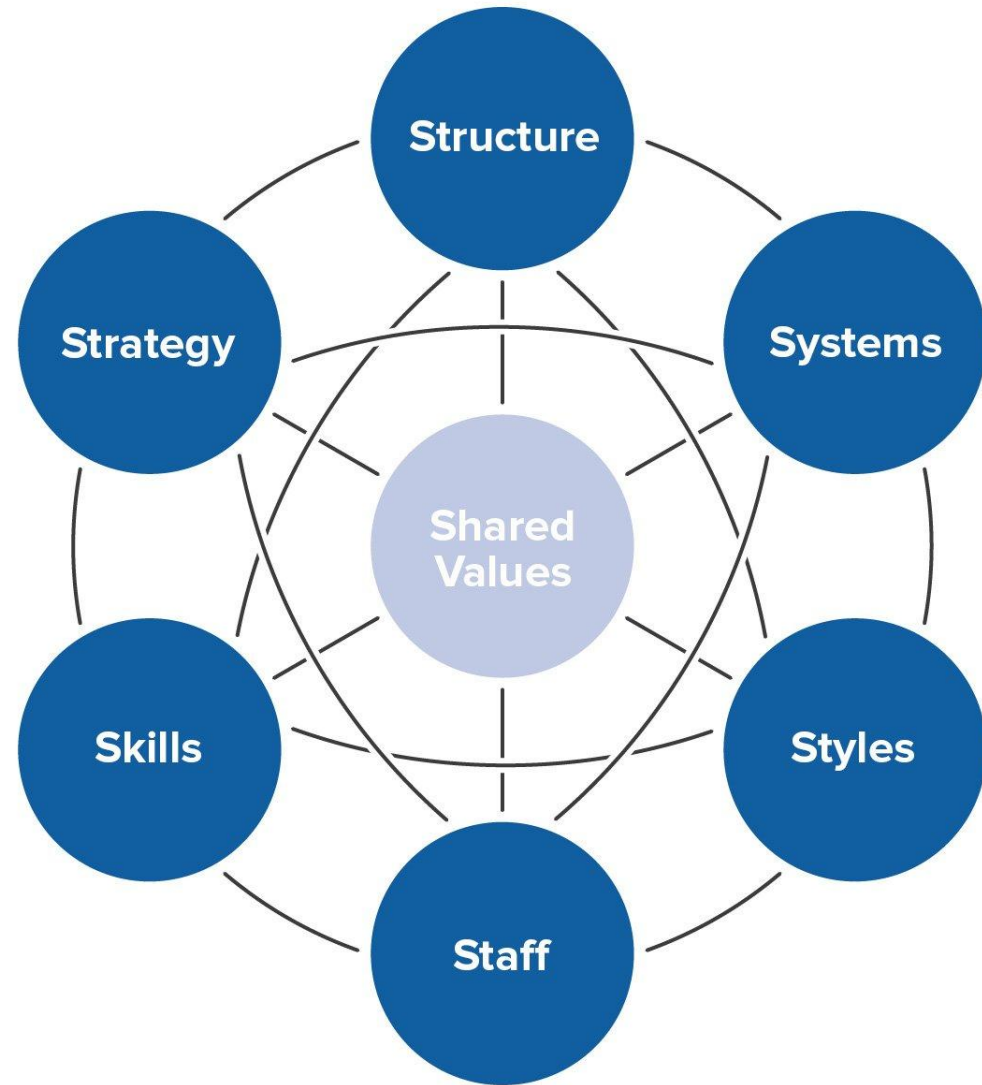


# What is workplace culture

- 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...?

