



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 ?

In a Workforce Plan :

1. narrative around the vision , ethos , values of the home and the strategic link to all aspects of development.
2. ensure that the plan reflects the young people – skills , training , SoP, need, etc. Capturing their voices within it
3. training opportunities for staff from induction and onwards/ expected impact of training
4. staff , quals and skills profile (link to SoP)
5. CPD opportunities – link to R45, development plan- strategic and operational

SKILLS GAP ANALYSIS- useful to carry out



Workforce
Plan

The diagram features a blue rectangular box with the text 'Workforce Plan' centered inside. This box is positioned on top of a green pyramid. The pyramid is labeled 'PURPOSE' at its base. Two thin blue lines extend from the top corners of the blue box towards the top corners of the image, creating a wide 'V' shape.

PURPOSE

Reg13(2)(g)(i)

The Registered Person must demonstrate that practice in the home is informed and improved by taking into account and acting on research and developments in relation to the ways in which the needs of children are best met;

PURPOSE

HOME

Experience & qualifications
Management/staffing structure,
Supervision arrangements
Include your consultants and
other professionals
Induction & probation
Core training (and timescales,
such as safeguarding, H&S &
mandatory qualifications)
Performance/capability
New training
Training **needs** (link from
appraisal)

Workforce Plan

PURPOSE

HOME

Workforce Plan

Analysis of events
Appraisal
New research
New young people
Regulation 44
Commissioners visits
Ofsted inspections
Regulation 45

LEARNING

PURPOSE

LEADERSHIP

HOME

Workforce
Plan

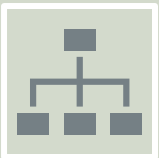
LEARNING

PURPOSE

Issues....



Not matching staff profiles to the needs of the young people and the Statement of Purpose



So a key document which indicates your grasp of a strategic approach, weaving the development plan through all aspects of the service / organisation.

What else? Are you sure about the effectiveness of these processes / practice from an RI perspective and from the perspective of the workforce?

- Induction / training - when were these last reviewed and linked to the needs of the home as expressed in the Statement of Purpose, workforce planning
- What does induction include?
- Policies; care planning; modelling.....what else?
- Shadowing- is it really shadowing or “in at the deep end” quite quickly?
- How do you measure its impact?
- Supervision- does it work , are you hearing about issues (good and bad) when you speak with the Manager, are you sure it is up to date , robust , reflective and has challenge/learning?
- Culture
- Communication
- Relationships with young people
- Statement of purpose, policies , procedures including “whistleblowing.”.
- Anything else?



The RI standard- the child's voice

For the RI this is seen as the standard which captures the views of children and can give a clear picture of the child's voice in the home, if it is heard and acted upon in their home and lives. The RI has clear examples of children being heard and their wishes being acted upon. If not they are offered a clear explanation as to why it cannot happen.

The RI should support the RM and team in the practice of listening to children taking their views , wishes and feelings into account when planning and undertaking their care as well as in the further development of the service in the short , medium and long term.

Cross references to : leadership and management, quality of care , education , health and well being , enjoy and achieve, PROTECTION OF CHILDREN, health and well being, positive relationships, care planning



We say we
hear the
voice of
children, but
do we?

- discuss in your groups how we say we hear the voice of children
- Ask yourself:
does this really give us a true picture?
do we hear what we want to ?
do we represent what we find honestly?
what do we do with the information?
do children and adults really influence
change in their homes?



Principles of practice

- Giving **children a voices** promotes self esteem and self worth
- Giving **children a voice**- choice, opinion, feelings and emotions can be expressed
- **Giving children a voice** keeps them safe
- **Children** can develop and learn that they are **important** and valued.
- Feeling valued plays a large role in how a **child** develops and relates to others



Feedback from children? Are we asking the right questions ? Are we listening/hearing?

Areas that children and young people reflect upon:

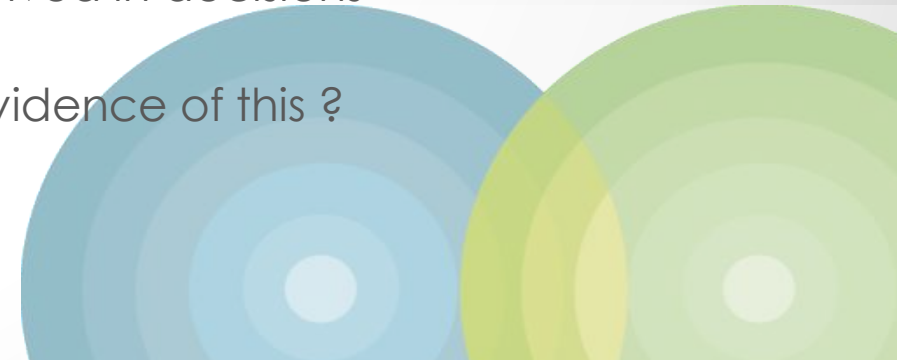
- *Coming into care and what that feels like*
- *Wanting to feel safe*
- *Honesty about families and siblings*
- *Honesty about placement changes*
- *Don't give me a "survey"*
- *Don't just ask me what I want- listen to me ?*
- *Being made to feel different. Stigma education , home*
- *Being surrounded by "care " language and processes*
- *Needing people to be honest about their past and help them fill in the gaps*
- *Ask me what I want to talk about- don't assume*

Voice of the child.....

Very much a point of focus after the various reports e.g. sexually harmful behaviour , Hesley /CSPR 1 and 2.

Not hearing children's voices has played a major part in most (if not all) major inquiries (pindown/ leicestershire, Jimmy Saville, Catholic Church)

- Point of review / RI's are you happy that this active and reactive listening is in place?
- Do children influence change in the home ?
- Are they actively involved in decisions about their care?
- Have you seen the evidence of this ?



Group work

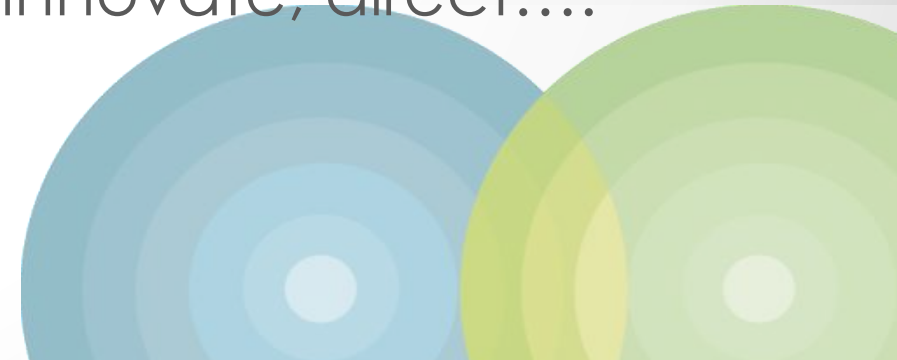
- From the sessions we have conducted, what do you consider to be your main responsibilities going forwards?



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

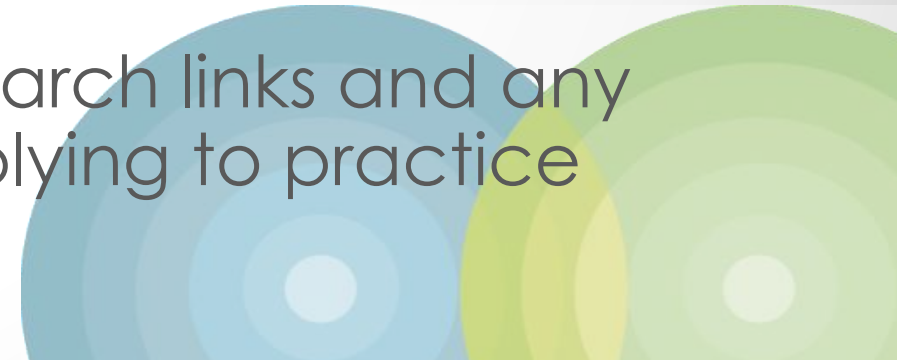
- Risk and need are two sides of the same coin
- Risk and the right to take risk are normal part of life and can be positive
- Assessing and managing risk are part of the same system
- Risk has to be understood broadly in relation to all aspects of children's (and arguable staff and business) well-being
- 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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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
- The Children's Commissioner
- 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](#)
- [Resources Archive | Children's Commissioner for England](#), Current review of the Big Listen impact on Ofsted site
- Everyone's invited report 2024/25: [EI REPORT 2024 2025.pdf](#) [Everyone's Invited](#)



Current issues in the sector

- Extended waiting times for registration/changes in processing-impact?
- Staffing-quality, quantity, relevant experience
- Increase in the number of homes-private and local authority
- Increase in unregistered homes?
- Lack of fostering and kinship care-higher numbers of young children
- Lack of early intervention
- ?increase in need/complex needs
- ?Increase in expectation from LA/Ofsted
- ?increase in DOLs
- Imperative to drive down costs from commissioners
- Decrease in local services/frontline services/early intervention
- What else?



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?



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