

# Draft Children's Homes Quality Assurance Framework

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# Introduction

The vision for our children's homes is to help transform our children's lives through developing meaningful nurturing relationships, consistently providing high-quality personalised care and enabling our children to flourish.

This quality assurance framework is designed to help us achieve this vision by ensuring that we are focussing on the things that matter most to impact positively on our children's experiences, progress, and outcomes.

This quality assurance framework also sets out how we will ensure we are fulfilling our key responsibilities in accordance with [The Children's Homes \(England\) Regulations 2015](#) and [Guide to the Children's Homes Regulations including the quality standards \(2015\)](#).

We have a relentless commitment to embedding a culture of continuous learning as part of our aspiration to achieve the best possible outcomes for our children. This includes recognising and celebrating what's working well as well as applying learning where we identify we can do even better for our children.

This quality assurance framework helps us achieve this and includes a range of methods to assess our quality, incorporating both internal and external mechanisms as part of providing high support and challenge.

Southwark 2030 sets the goal for children and young people to have a great childhood that builds a very solid foundation for adult life. Underneath that there is a commitment to improve outcomes for children who face disadvantage. This quality assurance framework aligns fully behind that goal to support its delivery.

# Values

Everything that we do as a council is to work towards a fairer, safer and greener Southwark. Our values inform how we do this, guide our decisions and determine how we deliver on the commitments that we have made.

Since 2010, when we first stated our vision, many of the challenges have changed and some of the solutions have too, but our values remain as strong as ever. We remain committed to supporting, standing up for and empowering residents. Our residents are still at the heart of everything we do and they have helped us form the values that underpin the work of the council.

We will:

- Treat residents as if they were a valued member of our own family
- Be open, honest and accountable
- Work for everyone to realise their own potential
- Spend money as if it were from our own pocket
- Make Southwark a place to be proud of
- Always work to make Southwark more equal and just
- Stand against all forms of discrimination and racism

For our children this means:

- **Putting Children First** - prioritising and actively supporting all children and young people's right to grow up safe, healthy and happy, in their own families and communities, when it is safe to do so.

and;

- **Keeping Families Strong** - working together with parents and carers, and the networks and services around them, to enable their families to be safe, healthy and happy.

# Principles

We are guided in all of our work by our commitment to the principles of our Southwark 2030 strategy. Everything we do will be focused on reducing inequality, empowering people and investing in prevention. For the children living in our homes, this means:

- **Reducing inequality:** too many of our care experienced young people faced having to live in places that break their connection to the communities they most identify with. Our homes will work to ensure our children remain connected to their culture, their community and their identity.
- **Empowering people:** our approach to ensuring our homes is providing the right quality of environment and quality of care is to place the voice of our children at the forefront of our assurance activity and making sure that our children are always heard.
- **Investing in prevention:** we will wrap around our children and the team in our home to make sure our children have nationally leading resources, to ensure they can safely return home where possible, or effectively transition into a safe and stable adulthood.

Our quality assurance framework incorporates our values across Southwark children's services.

- **Child-centred:** Hearing and championing the voice of our children by understanding their lived experience and responding to this with active listening and participation at its heart;
- **Family-minded:** Providing children with the opportunities and tools they need to set goals together, create plans and achieve those goals;
- **Relationship based:** Working with our children, not doing things to them, developing and supporting meaningful relationships, with compassion and respect;
- **Outcome focused:** Working with purpose to achieve the aspiration, goals and priorities of our children while safeguarding and promoting their welfare;
- **Strengths-based:** Considering first what people can do with their skills and resources, and what those around them offer in their families and communities;
- **Evidence informed:** Using the views and experiences of our children and their own expertise alongside that of our practitioners, and what research of all forms tell us, to guide what we do;
- **Fairness:** Working in an open and transparent way, understanding the difficulties our children and families face, promoting a just culture based on rights and accountability;
- **Reflective:** Thinking about what we do and have done, what we know and need to know, questioning our understanding and assumptions, and those of others, and continually learning;

# Our commitment to outstanding care

Our approach to quality assurance aims to support and challenge our teams to always deliver the foundations of the best quality of care for all our children, we commit too:

- **Consistent high quality personalised care:** We will always understand and respect the individuality and individual needs of our children. We will ensure that the care they receive is of the highest quality and is responsive to them and their expressed wishes. Care and support will always be provided in collaboration with our children, the people they care about and the right partners who can best meet their needs;
- **A secure base:** We will ensure that all of our children live in, and tell us that they feel secure and safe in their environment, that they are surrounded by trusted and respectful carers, providing them with a secure base from which to explore the world and themselves safely;
- **Trauma informed:** We will recognise, respond and tailor our care to the individual experiences of our children. Ensuring our care and support recognises traumatic experiences and our practice is responsive to children's needs;
- **Culturally sensitive:** We will celebrate diversity in all its forms and support our children to appreciate and respect themselves and each other, through enjoying and engaging in difference and different experiences.

# Children's Services Quality Assurance

Our approach to achieving excellence through quality assurance is termed Learningfest. This views all quality assurance work as a learning activity through a continuous and seamless process of appreciative **celebration, learning, improving** and **sharing**.

Quality assurance is a 360-degree activity from celebrating **good practice**, undertaking learning activities through using **data, audit and feedback**, to make improvements on **what we are getting wrong, or could do better**, and finally sharing the outcomes with each other **so we learn together**.



- ✓ **Celebration:** Involves activities of learning that recognises and celebrates good practice, achievements and successes.
- ✓ **Learning:** Examining our practice and feedback from our children, families and partners to learn about ourselves from other perspectives.
- ✓ **Improvement:** How we continuously develop ourselves including developing meaningful action plans designed to further improve standards and outcomes for our children.
- ✓ **Sharing:** Closing the learning loop through disseminating outcomes of quality assurance activities. This is achieved through a range of methods including our leadership and management meetings, team meetings, supervisions (one-to-one and group) and in writing.

Through a Learningfest approach, learning is a dedicated activity where the whole of Children Services and our partners engage in learning together on different topics during a week of learning opportunities. Because we know that it can be difficult to set time aside for learning and quality assurance activities while delivering services, we run quarterly learning events during a Learningfest Week. learn. During this time, audits take place, and there are practice workshops on themed topics.

# Children's Homes Quality Assurance

Our approach to achieving excellence through quality assurance includes a range of activities specific to our children's homes, which involves participation from all levels of management, alongside external and peer support and scrutiny.

Children's home staff will join the rest of the Children's Services workforce in learning activities during Learningfest Week. This will ensure seamless learning across the whole workforce. Through each of our Learningfests we will have a broad thematic program that connects our children's home workforce to wider learning but that also includes specialised learning opportunities for children's home staff and for wider staff to develop their understanding of our children's homes and how they can ensure a joined-up approach in our wider services.

An Audit and Learning Lead from the Quality Assurance and Practice Development Service, will provide dedicated support with audit and learning activities to our children's homes, supporting an integrated approach to quality assurance.

The Lead Member, Director of Children's Services, Assistant Director, Head of Service, Registered Manager, and their deputies will all form a key part of the quality assurance process. We will seek to develop the breadth of our quality assurance arrangements to include engagement from the wider council Cabinet and Corporate Management Team, to include multi-disciplinary expertise and wider perspectives into our support and challenge, and further embed council wide corporate parenting.

This quality assurance framework anticipates risks associated with running our own children's homes and has a wide range of activities that touch on all areas of the [The Children's Homes \(England\) Regulations 2015](#). It is also geared towards ensuring that children have the best outcomes in line with the key principles for residential children's homes ([QS Stat Guidance \(Consultation version - Formatted for Pub\)](#)).



## Framework activity

Theme	Activity	Descriptor
Learning	<b>The voice of children and young people</b>	The views of children and young people who live in our homes will come first in all our quality assurance activity. Everything will begin with through conversations with them to explore their feelings and experiences of the care they receive. We will create pathways for them to raise any issues they choose to at any time, openly or anonymously. We will ensure every child has access to an advocate that is independent of the services caring for them. This includes ensuring all of our children fully understand their rights and entitlements to advocacy and how to raise a complaint about their care. All feedback will feed into development and learning activity.
	<b>Data and intelligence</b>	Our outcomes framework will give leaders and managers live access to all key performance indicators. Ensuring a transparent and honest approach to support and challenge. Quarterly performance meetings chaired by the Assistant Director for Quality Assurance, will routinely provide formal oversight of performance and quality within our children's home, and hold the management and leadership to account for performance as well as offering support for improvement, and celebrating achievements.
	<b>Individual children's audit</b>	The quality of care for each of our children will be individually audited on a bi-monthly basis by the Registered Manager and Deputy Manager and moderated by a professional independent of the home team. Starting with a conversation with the child, these audits will have an emphasis on assessing the quality of practice in relation to children's lived experiences, progress and outcomes. Feedback from these audits will be discussed with children's key work teams as part of recognising achievements and identifying actions for further improvement. Progress with identified actions will be monitored by the Responsible Individual.
	<b>Leadership &amp; management audit</b>	The Responsible Individual, supported by the Audit and Learning Lead, will complete a bi-monthly leadership and management audit that reviews a range of factors related to our wider responsibilities. Feedback from these audits will be shared with the children's home team as part of recognising achievements and identifying

		actions for further improvement. Progress with identified actions will be monitored by the Responsible Individual.
	<b>Regulation 45</b>	In line with regulatory requirements our registered managers will have a system in place which allows them to monitor the matters set out in the regulation. At least once every six months a formal review of quality of care (Regulation 45) will be completed by the Registered Manager and submitted to OFSTED. The Assistant Director for Safeguarding and Corporate Parenting will have oversight of all submissions.
	<b>Dip-Sample Audits</b>	Will be alert and responsive to any key line of enquiry coming from our wider quality assurance activities and where necessary thematic audits and dip-sampling will be mobilise by drawing in additional capacity from across our services and partners to better understand and respond to understand and respond to issues or concerns promptly quality.
	<b>Regulation 44 Visits</b>	We have commissioned specialist and experienced Regulation 44 visitors to provide independent and objective oversight of our homes. Reports will be reviewed by the Registered Manager and the Responsible Individual, and findings reported into quarterly performance meetings for further oversight.
	<b>Young Inspectors</b>	Our care experienced Young Inspectors will be matched to the children in our homes and will provide an additional avenue for escalation of any individual concerns, as well as undertaking regular assurance visits and leading a young scrutineer panel, which will review all our reports and assurance activity, as well as our action plans.
	<b>Peer review and challenge</b>	As members of the London children's home network, we will work with our peers and other external professionals to bring in at least bi-annual peer reviews of our homes, as well as supporting networks of best practice and shared learning between our leadership, managers, and staff groups.
<b>Leadership</b>	<b>Corporate Parenting Committee</b>	Our corporate parenting committee members will be provided with a quarterly digest of the findings of all our quality assurance learning and improvement activity and provide the opportunity for scrutiny and challenge to management and leadership of the service.
	<b>Policy and procedure</b>	All our key policies and procedures, such as the Statement of Purpose and Location Assessment will be renewed on an annual basis and signed off by the Children's Services Leadership Team chaired by the Director of Children's Services.
	<b>Senior Leadership Visits</b>	The Director of Children's Services and Assistant Director for Safeguarding and Corporate Parenting will undertake formal review visits to our homes at least twice a year to meet our children, see and hear from them and their experience of their care. We will work with the council Cabinet and Corporate Management Team to as part of our work to embed cross-council corporate parenting to expand the range of senior leadership connections to our homes and our children.

	<b>Children's Services Leadership Team</b>	The Children's Services Leadership Team will receive a quarterly digest of the findings of all our quality assurance learning and improvement activity and provide the opportunity for scrutiny and challenge to management and leadership of the service. The Leadership Team members will have live access to performance dashboards with the ability to review key performance indicators at any time.
<b>Sharing</b>	<b>Group supervision</b>	A dedicated Clinical Practitioner will support reflective group supervision for the staff in our homes monthly to support staff and managers to explore the quality of care and individual needs of our children.
	<b>Best practice repository</b>	We will build a repository of best practice and learning from our quality assurance activity. Made available to all staff in our homes, the Registered Manager will routinely share new examples of best practice in team meetings and individual supervision with staff
	<b>Practice briefings</b>	All findings from quality assurance activity will be disseminated to all staff in our homes, through email communications, team and individual briefings facilitated by the Audit and Learning Lead.
	<b>Co-produced actions plans</b>	Action plans for any identified areas for improvement or issues for resolution will be led by the management team and co-produced by the staff team to ensure shared ownership of development and improvement activity within our homes
<b>Improvement</b>	<b>Learning and development</b>	We will invest in an industry leading learning and development, and career progression offer for the staff in our home, including support all staff to pursue relevant specialisms pathways and qualifications to increase the professional and multi-disciplinary capacity of our network of homes and to grow our own future leaders.
	<b>Action planning</b>	All our learning activities will contribute to our iterative continuous improvement plan for our homes, and individual learning plans for our staff. Leaders and managers will be responsible for delivering our plans with progress scrutinised at the bi-monthly performance meetings.
	<b>Supervision and appraisal</b>	All our staff and managers will receive annual work and learning plans and these will be reviewed through monthly supervision with line managers, and an annual performance appraisal.
<b>Celebrating</b>	<b>Award and recognition</b>	Individual best practice and achievements will be promoted across children's services in the monthly Directors Blog
	<b>Learningfest promotions</b>	Outstanding practice will be promoted at our quarterly learningfest celebrations
	<b>Career progression</b>	We will offer a strong developmental offer to promote career progression for our staff, identifying talented individuals early and ensuring they are guided into leadership roles, or to specialist positions within our network of homes.

## Summary: Primary activity frequency

Frequency	Quality Assurance Activity
As necessary	<ul style="list-style-type: none"> <li>• Dip-sample and thematic audits</li> </ul>
Monthly	<ul style="list-style-type: none"> <li>• Regulation 44 visits and Report to Ofsted</li> </ul>
Bi-Monthly	<ul style="list-style-type: none"> <li>• Individual child audit</li> <li>• Leadership and management audit</li> </ul>
Quarterly	<ul style="list-style-type: none"> <li>• Performance meetings</li> <li>• Corporate parenting committee update</li> <li>• Children's Services leadership team update</li> </ul>
Six monthly	<ul style="list-style-type: none"> <li>• Regulation 45 Report</li> <li>• Young inspector visit and panel</li> </ul>
Annually	<ul style="list-style-type: none"> <li>• Children's Services leadership team policy and procedure review</li> <li>• Corporate Parenting Annual Report</li> <li>• Senior leadership visit</li> </ul>
Bi-annually	<ul style="list-style-type: none"> <li>• Peer review</li> </ul>

## Key performance indicators

Our key performance indicators capture both qualitative and quantitative measures to ensure a robust body of evidence to provide assurance on the quality and effectiveness of care provided in our homes, and our children's lived experience and views on the quality of care and their environment.

Area	Measure
Management and delivery	Occupancy rate
	Staff turnover
	Timeliness of staff supervision
	Participation in continuous professional development
	Financial performance
	Ofsted rating
	Placement stability
Quality of care	Rate of children reporting feeling supported to settle into the home
	Rate of children reporting feeling safe and happy in the home
	Rate of children reporting they understand their rights, entitlements, how to make a complaint, and the rules within the home
	Number of complaints and compliments
	Number of injury incidents
Procedure	Rate of use of sanctions
	Rate of strategy meetings relating to children in the home
	Rate of health appointments kept
Outcomes	Number and rate of children with a missing episode, and total missing episodes
	Number and rate of children subject to exploitation or serious violence
	Rate of school attendance for children in the home
	Hours of positive extra-curricular activity
	Hours of physical activity
	Rate of children participating in active travel

## Appendix A – Child Audit

Area	Compliant (yes or no)	Analysis of quality including strengths and areas of development	Action(s) Required
<b>1. Quality and purpose of care</b>			
<p><b>Transitions into home</b></p> <p><b>Children are effectively supported to settle into the home.</b></p> <p><b>Areas for consideration:</b></p> <p>Children's guide has been discussed and utilized with the child, key work sessions meaningfully focused on the child settling</p>			

<p>period, initial check list discussed with the child.</p>			
<p><b>Placement plans.</b></p> <p><b>Children’s holistic needs are being planned, met and reviewed effectively in collaboration with children, their families and multiagency partners.</b></p> <p><b>Areas for consideration:</b></p> <p>Are the primary goals and support identified effective?</p> <p>What progress is being made?</p> <p>Any action plans identified and shared with the professional network? i.e. if the placement is not meeting the needs of the child or there is a lack of progress.</p> <p>Children’s cultural and diversity needs are being met.</p>			
<p><b>Risk assessments.</b></p>			

<p><b>Risk assessments effectively identify, and address known and potential risks.</b></p> <p><b>Areas for consideration:</b></p> <p>Are the main risks identified in the risk assessment?</p> <p>Has the risk assessment been reviewed and updated?</p> <p>Children are proactively supported to understand risks and safety.</p>			
<p><b>Children going missing</b></p> <p><b>Children who go missing experience effective multiagency response that safeguards them and contributes towards reducing further missing.</b></p> <p><b>Areas for consideration:</b></p>			



<p>Are they chronologies in place for the risks identified? i.e. missing chronology in place, independent return home interviews have been offered to young people, local authority is being challenged when the RHI don't take place. Family are being kept up to date when children go missing. Staff look for children when they go missing.</p> <p>Children are supported to take risks appropriate to their age and understanding and are supported to learn from things that don't go to plan.</p>			
<p><b>Multiagency working</b></p> <p><b>Multiagency partners are working together effectively to reduce risks and safeguard young people.</b></p> <p><b>Areas for consideration:</b></p>			

<p>Strategy meetings, placement review meetings, conversations with LADO, evidence of multi-agency work.</p>			
<p><b>Behavioural support plan</b></p> <p><b>Children are being effectively supported to manage and understand their behaviour in both short term and longer term.</b></p> <p><b>Areas for consideration:</b></p> <p>Is the behavioural support plan up to date and are the strategies identified effective?</p> <p>Evidence of multiagency work in creating and developing the behavioural support plan.</p>			
<p><b>Children in Care reports.</b></p> <p><b>Children are supported to understand their individual care plans, pathway</b></p>			

<p><b>plans and children are able to express their views.</b></p> <p><b>Areas for consideration:</b></p> <p>What is the current care plan arrangements? Is the Care plan up to date?</p> <p>What was the date of the last child looked after (CLA) review?</p> <p>(should take place every 6 months)</p> <p>Is there a copy of the plan and the CLA review minutes on child's file?</p> <p>Does the plan include the child's views, wishes and feelings?</p>			
<p><b>2. Health and wellbeing</b></p>			
<p><b>Children are supported with their holistic health needs (oral, physical, sexual and mental health needs) and key work teams effectively liaise with relevant health partners to ensure to</b></p>			

**ensure children health needs are being met.**

**Areas for consideration:**

Is the child registered with the optician, dentist and GP?

Has the child attended any health appointments this month?

When was the last children in care medical appointment? Any actions from the children in care medical appointment?

Is the child receiving any therapeutic support around his mental health or general wellbeing?

Is there a copy of the Child and Adolescent Needs and Strengths (CANS) assessment on the child's file?

If there are barriers to the child engaging and/or accessing support around their health, how is the key work team proactively supporting the child to have their health needs met?

<b>3. Education</b>			
<p><b>Key workers are ambitious for their children’s educational progress and outcomes. They effectively liaise with multi-agency partners involved in supporting the child’s education goals.</b></p> <p><b>Areas for consideration:</b></p> <p>What are the education plans for the child?</p> <p>What was the date of the last Personal Education Plan (PEP) review?</p> <p>(should take place every 6 months)</p> <p>Is there a copy of the PEP review minutes on child's file?</p> <p>Does the plan include the child's views, wishes and feelings?</p>			

<p>How do we support informal and formal learning at the home?</p> <p>Does the child have an Education Health Care Plan (EHCP)? When was last updated/?</p> <p>Is there a copy of the EHCP review minutes on the child's file?</p> <p>Regular meeting with the virtual school and/or additional support available for children.</p> <p>Are there any barriers that impact on the child attending and/ or engaging in full time education?</p>			
<b>4. Young people wishes and feelings</b>			
<p><b>Children are supported to and involved in the decisions about their lives as appropriate.</b></p> <p><b>Areas for consideration:</b></p>			

<p>Are the wishes and feelings of the children and their views being included in their reports?</p> <p>Are the children's view's being captured in their key work sessions?</p> <p>Are the children receiving debriefs following incidents? Are their views being captured following incidents or/and missing?</p> <p>Are children participating in the decoration of the home and their bedrooms?</p>			
<p><b>Children are supported to raise complaints (formal and informal) and understand what has happened in response to this.</b></p> <p><b>Areas for consideration:</b></p>			

<p>Are children being updated through the complaint process? Have they received an outcome following their complaint?</p> <p>Are children being supported to access Barnardo's advocacy service?</p>			
<p><b>5. Enjoyment and achievement</b></p>			
<p><b>Children participate in positive activities where their interests are explored, and key work team promote new experiences for young people.</b></p> <p><b>Areas for consideration:</b></p> <p><b>Key work sessions</b></p> <p>Are the key work sessions linked to the child's individual care plan and reflect their progress?</p> <p>What is the quality of the recording?</p>			



<p>Are children taking part in their individual weekly planners?</p> <p>Are children attending any youth clubs or interested in sports or activities out in the community?</p> <p><b>Children's birthdays, children's cultural and religious celebrations</b></p> <p><b>Areas for consideration:</b></p> <p>Are we supporting children to explore their own culture and to celebrate their festivities?</p>			
<p><b>6. Care planning</b></p>			
<p><b>Key work team are effectively supporting children to develop their independence according to their individual needs and supporting transitions in line with the child's individual pathway plans.</b></p>			

<p><b>Areas for consideration:</b></p> <p>Life skills, budgeting, cooking, health appointments and education.</p> <p>Is the key work team fulfilling the identified actions as well as working to support and challenge the pathway plans?</p> <p>Are the children's views included on their Pathway plans?</p>			
<p><b>7. Positive relationships</b></p>			
<p><b>Children are enabled to build positive relationships based on mutual trust and respect with our staff members, other peers in the home.</b></p> <p><b>Areas of consideration:</b></p> <p>Are children engaging in activities with the key work team and other peers in the home?</p> <p>Where there are relationship issues, these are being proactively addressed.</p>			

<p><b>Family and friends</b></p> <p><b>Children are enabled to build positive relationships based on mutual trust and respect with their friends, family and important people to them.</b></p> <p><b>Areas for consideration:</b></p> <p>Are children having regular communication with friends and family?          Are they being supported to have supervised or unsupervised contact? Is the placement providing their families with regular updates about their care and progress?</p>			
<p><b>Professional network</b></p> <p><b>Children are enabled to build positive relationships based on mutual trust and respect with their professional</b></p>			

<p><b>network and agencies involved in their care.</b></p> <p><b>Areas for consideration:</b></p> <p>Is the professional network visiting the child at the placement or outside in the community?</p> <p>Has the child participated in meetings like multiagency meetings?</p>			
<p><b>Feedback from external agencies involved in the care of the children.</b> *When completing the form, please select a partner each month.</p> <p>What are your views on the experience, progress, and outcomes for your child? (e.g. what is working well and what can be better?)</p> <p>What is your experience of partnership working with the home? (e. g what is working well and what can be better)</p> <p>*When completing the form, please select a partner each month.</p> <ul style="list-style-type: none"> <li>• Education</li> <li>• Health professionals</li> <li>• SW, IROs, team managers</li> <li>• YOS</li> <li>• Neighbours</li> <li>• Police</li> <li>• Visitors</li> <li>• Youth workers</li> </ul>			

**Feedback from children living at the home**

What do you feel is working well?

If things were to be better, what would need to happen?

**Feedback from friends and family**

What are your views on the experience, progress, and outcomes for your child? (e.g. what is working well and what can be better?)

What is your experience of the relationship and communication with the home? (e. g what is working well and what can be better)

## Appendix B – Leadership & Management Audit

Area	Compliant (yes or no)	Analysis of quality including strengths and areas of development		Action(s) Required
<p><b>1. Supervision</b></p> <p>All staff are provided with monthly one-one-to supervision to enable them to understand and manage their own feelings and responses to the behaviour and emotions of children as well as holistically supporting staff.</p>				
All members of staff have received supervision this month evidenced by a record of supervision on Clearcare.				
<p><b>2. Appraisal</b></p> <p>Staff have their performance and fitness to perform their roles appraised annually. The appraisal should take into account, where reasonable and practical, the views of other professionals who have worked with the staff member over the year and our children's views.</p>				
Members of staff requiring an appraisal this month have been met with evidenced by a record of appraisal.				
<p><b>3. Recruitment</b></p> <p>The recruitment and selection process safeguards young people and minimises potential risks to them.</p>				
Staff members have been recruited in accordance with safer recruitment arrangements.				
Vacant posts are being promptly recruited to and the staff/children ratio is maintained.				

#### 4. Induction

Each new member of staff completes an appropriate induction relevant to their role. Children receive care from staff who understand the homes statement of purpose.

Member of staff has completed induction plan.

#### 5. Probation

Each new member of permanent staff appointed is subject to the satisfactory completion of a period of probation.

Initial objectives have been set and probation reviews take place at the 12 and 20 week stages.

#### 6. Training

Care is delivered by staff who have the experience, knowledge and skills to deliver care and is under the supervision of a person who is appropriately skilled and qualified to supervise that care.

Staff have completed their initial 12 month training plan.

Identified training needs arising from staff supervisions, staff team meetings and audits.

Individuals have the appropriate qualification (the Level 3 Diploma) by the relevant date (2 years after the date on which the individual started working).

At all times, at least one person on duty at the home has a suitable first aid qualification.

At all times, at least one person on duty at the home has a suitable fire marshal qualification.

### 7. Managing Attendance and Performance

To ensure consistent and robust management of attendance and performance. To monitor frequency, themes and to identify actions/support required.

Staff sickness is being appropriately and effectively managed.				
Return to work meetings have taken place on the date staff return to work following a period of sickness absence.				
Where necessary referrals have been made to occupational health and recommendations reviewed and implemented where appropriate.				
Identified themes in staff absence.				
Performance is being appropriately and effectively managed in relation to staff performance.				

### 8. Damage and Repairs

Our child live in a comfortable and homely environment. Where there are concerns with damage and repairs these are promptly addressed.

Details of any damage caused, by whom and when.				
Any damage to the home has been recorded in the maintenance log and robust action(s) are being taken to repair damage and/or replace items.				

### 9. Complaints

Demonstrate that practice in the home is informed and improved by taking into account and acting on feedback on the experiences of our children.

We want to empower our children to voice their concerns and ensure that each children is confident to provide feedback with a relevant person about the support and care they receive.



Total number of complaints made.				
Children who have made complaints.				
Nature of complaints made including any themes.				
A record is made of any complaint, the action taken in response, and the outcome of any investigation is recorded on Clearcare.				
Details of any issue-based advocacy offered/provided in relation to internal/external complaints from young people.				

### 10. Restraint

Restraint in relation to a young person is only permitted to prevent significant injury to any person and/or serious damage to the property of any person.

Total number of restraints.				
Children involved in restraints.				
Any injuries to children and/or staff.				
Staff member(s) involved in restraints.				
Themes of behaviours leading to use of restraint.				
Themes in days, timings, location and duration of restrains occurring.				
Incident reports are completed on Clearcare within 24 hours in accordance with the policy.				
Staff debrief has taken place and completed on Clearcare within 24 hours in accordance with the policy.				

Children's debrief has taken place and completed on Clearcare within 48 hours (maximum of 72 hours) in accordance with the policy.				
Management oversight and sign off is completed on Clearcare within the relevant timescale in accordance with the policy.				
Relevant plans (i.e. risk assessment and behaviour management plan reviewed/updated).				
<b>11. Behaviour Management (sanctions)</b>				
Total number of sanctions.				
Children involved in sanctions.				
Staff members involved in sanctions.				
Themes of behaviours leading to use of sanctions.				
Themes in days, timings, location and duration of sanctions occurring.	-			
Sanctions used are proportionate to behaviour displayed. Details of restorative practice and reparation.				
A record is completed on Clearcare within 24 hours in accordance with the policy.				
Staff debrief has taken place and completed on Clearcare within 48 hours in accordance with the policy.				
Any child who has been subject to a sanction should be given the opportunity to express feelings about their experience of the measure as soon as is practicable				

within 48 hours (maximum of 72 hours) in accordance with the policy.				
Relevant plans (i.e. risk assessment and behaviour management plan reviewed/updated).				
<b>12. Missing</b>				
Themes in days, timings, location and duration of missing occurring.				
The Philomena protocol has been followed/evidenced in relation to missing children in accordance with the homes missing child policy.				
A missing report is completed on Clearcare within 24 hours in accordance with the policy.				
The child has been offered an independent return home interview and relevant feedback from this has been provided to the home to inform risk assessment.				
Relevant plans i.e. risk assessment and missing safeguarding plan reviewed/updated.				
<b>13. Incident Reports (excluding restraint)</b>				
Total number of incident reports.				
Children involved in incidents.				
Staff members involved in incidents.				
Themes of behaviours leading to incidents.				

Themes in days, timings, location and duration of incidents occurring.				
Incident reports are completed on Clearcare within 24 hours in accordance with the policy.				
Staff debrief has taken place and completed on Clearcare within 48 hours in accordance with the policy.				
Children's debrief has taken place and completed on Clearcare within 48 hours (maximum of 72 hours) in accordance with the policy.				
Management oversight and sign off is completed on Clearcare within the relevant timescale in accordance with the policy.				
Relevant plans i.e. risk assessment and behaviour management plan reviewed/updated.				
<b>14. Allegations of Abuse or Neglect</b>				
Staff take effective action whenever there is a serious concern about a child's welfare and are familiar with, and act in accordance with, the home's safeguarding policies.				
The correct procedure has been followed in the event of an allegation of abuse or neglect in accordance with the homes safeguarding policy.				
Records kept of an allegation of abuse or neglect, and the action taken in response.				
<b>15. Bullying</b>				
Staff have the skills to recognise incidents or indications of bullying and how to deal with them. Staff protect and promote each child's welfare.				

Total number of bullying incidents.				
Children involved in bullying incidents (e.g. harmer and harmed).				
Themes of behaviours leading to bullying.				
Themes in days, timings, location and duration of sanctions occurring.				
Actions taken and outcomes achieved in relation to incidents of bullying.				
The correct procedure has been followed in the event of an allegation of bullying in accordance with the homes prevention of bullying policy				
Relevant plans i.e. risk assessment and behaviour management plan reviewed/updated.				
<b>16. Home Meetings</b>				
Children are able to express their views, wishes and feelings and these are taken into account in relation to matters affecting their care, welfare and their lives. Children are also encouraged to provide feedback as part of weekly home meetings.				
House meetings are held weekly.				
Names of children at weekly house meeting and themes of non-participation.				
The minutes clearly record the matters raised and the agreed outcomes so our children are able to see the results of their views being listened to and acted upon.				
<b>17. Medication</b>				
The registered person must make arrangements for the handling, recording, safekeeping, safe administration and disposal of medicines received into the children's home.				

Medicines kept in the home are stored in a secure place to prevent any child from having unsupervised access to them.				
Medicine, which is prescribed for a child, is administered as prescribed to the child for whom it is prescribed and to no other child.				
A record is kept of the administration of medicine to each child.				
Members of staff have completed the appropriate safe handling of medication training.				
A risk assessment has been completed and reviewed in relation to medication which may be safely self-administered by a child.				
Medication, which is self-administered by children is stored in a way that other persons are prevented from using it.				
<b>18. Ofsted Notifications (Regulation 40)</b>				
Where required, Ofsted notifications have been completed within the relevant timescale and themes in notifications.				
<b>19. Visitors</b>				
A record of all visitors to the home and to children including the names of visitors and the reasons for the visit.				
<b>20. Health and Safety</b>				
First Aid Box maintained/replenished monthly.				

Accidents				
A record of a fire drill conducted monthly with details of any deficiency in either the procedure or the equipment concerned, together with details of the steps taken to remedy that deficiency				
A record of fire alarm test conducted weekly.				
A record of fire blanket conducted weekly.				
A record of water temperature conducted weekly.				
A record of vehicle check conducted monthly.				
<b>21. Independent Visitor (Regulation 44)</b>				
Independent Visitor visits the home at least once each month.				
The independent visitor produces a report about the visit and identified actions are being progressed or completed.				
<b>22. Staff Team Meetings &amp; Group Supervision</b>				
Staff team meetings held weekly and minutes of meetings have been produced and circulated to the staff team.				
Group supervision held monthly and minutes of meetings have been produced and circulated to the staff team.				
<b>23. Meals</b>				

Children provided with nutritious meals suitable for each child's needs.				
<p><b>24. Searches</b></p> <p>For compliance with policy (including frequency) and recording requirements, evidence of risk led searching and effectiveness.</p>				
Record of searches provided on Clearcare and themes.				