

CHILDREN'S HOMES

Well-being

By Well-being for children and young people we mean – Children and young people are happy, healthy and safe. They know and understand what care, support and opportunities are available to them and they get the help they need, when they need it, in the way they want it. Their rights are protected, they have a voice and as far as practicable control in making decisions about their lives.

NOTE: There is no SOFI column included in this framework but SOFI should be used where inspectors feel it appropriate.

Outcomes <i>Supporting Well-being</i>	Some examples of what good may look like	Inspectors should evaluate to what extent children and young people:
<p>I am safe and protected from abuse, exploitation and neglect.</p> <p>I am as healthy and active as I can be.</p> <p>I have a voice and am able to express my views and opinions.</p> <p>I feel I belong and have safe and healthy relationships</p> <p>I have good relationships with the</p>	<p>Children and young people feel safe, are protected from harm, bullying, neglect and exploitation.</p> <p>Children and young people feel valued because they experience responsive care which takes into account their wishes and feelings.</p> <p>Children and young people are encouraged to speak out and are listened to. They have access to an advocate with an ** active offer being made.</p> <p>Children and young people are treated with dignity and respect and have their individual identities / cultures recognised and valued.</p>	<ul style="list-style-type: none"> • are safe and protected from abuse, bullying, neglect and all exploitation. • are encouraged to keep fit and well • benefit from a healthy diet and lifestyle • are supported to look after themselves • are encouraged and supported to make choices and decisions • are listened to and all attempts at communication are valued • are encouraged to speak and express themselves • are confident that staff understand their needs • have their individual identities / cultures recognised and valued • are settled and comfortable with staff who know them well and give them consistent and continuous care which fosters confidence and positive self-esteem • experience warmth, attachment and belonging • are supported to cope with difficult

<p>staff who care for me.</p> <p>I can be involved, participate and feel valued.</p> <p>I can learn and develop to my full potential.</p> <p>I am content/ happy.</p> <p>I can do things that matter to me.</p> <p>I have encouragement and support in maximising my independence.</p> <p>I can receive a service in Welsh.</p>	<p>Children and young people live and thrive in safe and stable placements, in which they develop secure and sound relationships with their family, friends and staff as appropriate.</p> <p>Children and young people's best interests are understood and promoted. Their independence is maximised by positive risk taking.</p> <p>Children and young people are given support regarding their physical, emotional and psychological health needs. They are supported to develop positive self esteem.</p> <p>Children and young people are helped to develop an understanding of their past and deal with feelings and issues that arise.</p> <p>Children and young people are encouraged to make choices and supported to take responsibility.</p> <p>Children and young people are being encouraged to be creative, to follow their interests, exploring new challenges and experiencing a sense of achievement. They have access to the arts, sports and recreational activities. Strong emphasis</p>	<p>transitions, difficult events and situations</p> <ul style="list-style-type: none"> • feel secure, happy and comfortable and their rights are respected • know who to talk to if they are unhappy or worried about something • experience enhanced Well-being because their needs are understood and catered for • their earlier experiences of attachment and trauma are understood
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<p>I can learn and develop to my full potential</p> <p>I engage and make contributions to my community</p> <p>I get the help I need to grow up and be independent</p>	<p>on individual as well as group activities.</p> <p>Children and young people feel valued because they experience responsive care where their verbal and non verbal communication is listened to and acted on.</p> <p>Children and young people are encouraged to do things for themselves and develop their individual skills, including life skills.</p> <p>Children and young people fulfil their educational potential; taking into account both their attainment and progress from the beginning of their placement.</p> <p>Children and young people develop social networks and appropriate links with the community.</p> <p>Children and young people are actively involved in planning for their future, planning for leaving care and being independent.</p>	
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Outcomes: Quality of Care and Support	Some examples of what good may look like	Inspectors should evaluate to what extent children and young people:
<p>I receive the right care, at the right time in the way I want it.</p> <p>I am involved in making decisions that affect my life.</p> <p>I am supported to be as healthy and active as I can be.</p> <p>I have good relationships with staff.</p> <p>I am treated with dignity and respect.</p> <p>I am able to communicate with staff caring for me in Welsh.</p> <p>My individual needs are understood.</p>	<p>Children and young people are encouraged to be involved in their individual placement plans and their looked after children reviews. Their views are reflected and where appropriate acted upon.</p> <p>Children and young people are engaged in making decisions about the day to day running of the home.</p> <p>Children and young people are fully involved in making decisions about the care they receive and the way they spend their time.</p> <p>Children and young people receive proactive, preventative care and their wide range of needs is anticipated. Diversity issues are considered.</p> <p>Children and young people lead a healthy life, receive advice on healthy living and when needed, are offered effective emotional, physical, psychological and therapeutic help.</p>	<ul style="list-style-type: none"> • Have pre assessments undertaken to ensure that the setting and local specialist services are able to meet their individual needs • have placement plans which begin prior to moving into the home to minimise distress and anxiety at the point of admission and during the transition period • are treated with dignity and respect • are involved in making decisions about their care • receive timely, appropriate person centred care • have regular reviews which are recorded, actioned and communicated to relevant people involved in their lives • have the involvement of relatives and carers in assessments and reviews as appropriate <p>Inspectors should evaluate the extent to which staff promote Well-being and safeguarding and are able to:</p> <ul style="list-style-type: none"> • recognise signs and symptoms of abuse • work in line with the setting’s safeguarding policy • understand health and safety • administer first aid • manage behaviour positively; including physical

	<p>Staff promote the education and training of children and young people through good communication with the school, attendance at parent’s evenings and support with homework, encouraging children to be ambitious.</p> <p>Children and young people feel they matter, that staff listen to them, talk to them appropriately and in a way they can understand. They are communicated with in their language of choice.</p> <p>Children are able to receive a service in Welsh. There is evidence of an ‘active offer’.*</p> <p>Children and young people are encouraged to have a healthy and nutritious diet.</p> <p>Children and young people are offered warmth, encouragement and emotional support.</p> <p>Children and young people are supported to develop positive relationships with peers and adults.</p>	<p>intervention</p> <ul style="list-style-type: none"> • identify risks to vulnerable children and young people <p>Inspectors should evaluate how well staff:</p> <ul style="list-style-type: none"> • know, understand and are able to meet the individual needs and abilities of children and young people • provide a caring atmosphere/environment • provide responsive care • promote equality and diversity • consider how all language and communication needs are met and ensure that there has been an ‘active offer’* of Welsh language • promote the Well-being of children and young people, for example how they provide appropriate opportunities for physical, emotional, social, education and leisure needs • treat children and young people with dignity, and respect • ensure children and young people’s privacy is respected • provide for people to use and experience the Welsh language • provide care in a language other than English
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	<p>Children and young people are aware that staff are consistently concerned for their Well-being. There are proactive relationships with all relevant agencies concerning safeguarding.</p> <p>Children and young people are supported to develop skills in expressing their emotions and developing positive relationships, irrespective of their background and previous experiences.</p> <p>The provider and staff have a clear understanding and effective practice in relation to safeguarding children and young people including disclosure of abuse and the impact of this on the child / young person's development and behaviour.</p> <p>When children and young people go missing, steps are taken to ensure their safety. Staff are aware of the factors that may trigger children and young people going missing and take action to minimise risk.</p>	
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Outcomes: <i>Leadership and management</i>	Some examples of what good may look like:	Inspectors should evaluate to what extent leaders and managers:
<p>I know and understand the care, support and opportunities which are available to me.</p> <p>I receive high quality care from a service which sets high standards for itself, is committed to quality assurance and constant improvement.</p> <p>I am able to express my concerns.</p> <p>I am able to contribute to the development of improvement of the service.</p>	<p>There are robust, transparent monitoring systems in place to assess the quality of the service in relation to the outcomes for children and young people which includes feedback from children and young people using the service and their representatives.</p> <p>The needs of children and young people living at the home are compatible. The vision and purpose of the service are clear and actively implemented.</p> <p>There is evidence of driving continuous improvement and a willingness to learn from best practice, complaints lodged by children and young people, incidents and feedback from those using the service.</p> <p>There is evidence that children and young people living at, working in or visiting the home know how to raise concerns and are supported to do so and that these are acted upon.</p>	<ul style="list-style-type: none"> • comply with all required regulations and procedures • have a clear and comprehensive statement of purpose that provides an accurate picture of the setting and includes their position regarding an “Active Offer in relation to the Welsh language and advocacy. • communicate their vision for the setting well and collaborate with others to achieve positive outcomes for children and young people • keep staff well informed about developments • promote safe practices and a culture of safety • create a positive ethos and culture whereby people and staff feel valued • set high and ambitious expectations • develop a sense of purpose that promotes and sustains improvements • set clear aims and policies that are focused on children and young people’s needs which are understood and implemented by all staff

<p>I benefit from an efficient service where best use is made of resources.</p> <p>I benefit from a service where the Well-being of staff is given priority and staff are well led, supported and trained.</p>	<p>Children and young people are aware of lines of accountability and leadership and the registered manager is visible, approachable and responds to concerns.</p> <p>Leadership and management demonstrate that they consistently act with due diligence and care, have clear delegation of responsibilities and effective administration systems.</p> <p>Providers recruit, vet, induct, support and train staff in a way that assists progress and improves outcomes for children and young people.</p> <p>Children and young people are working towards positive outcomes because the home works proactively and positively with other agencies and professionals.</p> <p>Impact assessments are undertaken in an attempt to ensure compatibility within the home resulting in stable placements and the retention of staff.</p> <p>Leaders and managers are ambitious for children and young people regarding their education / training.</p>	<p>The effectiveness of quality care review and planning for driving improvement</p> <p>Inspectors should consider whether the setting's quality care review process:</p> <ul style="list-style-type: none"> • is embedded in strategic and operational planning and draws on regular quality assurance procedures • involves all staff in assessing outcomes and their own performance, such as reflecting on what they do on a daily basis • takes account of the views of children and young people, staff, parents (where appropriate) placing authorities/commissioners and produces a report that is shared with all contributors • draws upon reviews, advice and feedback from external professionals and agencies • monitors and evaluates outcomes for children and young people • results in development plans / strategies that are monitored against clear targets and success criteria • prioritises the matters they wish to improve • take account of whether concerns / complaints have been appropriately addressed and considers how to implement any necessary learning / improvements from these.
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	<p>Staff receive training in specific areas in line with the statement of purpose and show a good understanding of the range of needs of children and young people; such as self harm and sexual exploitation.</p> <p>Leaders and managers take a multi-agency approach, involving others in reviews and making decisions about children and young people's Well-being.</p> <p>Staff are valued and supported, are given clear direction and their potential is developed.</p> <p>Leaders and managers ensure that children and young people are provided with opportunities to have fun and engage in their community.</p> <p>Leaders and managers regularly monitor, review and track the progress of individual children and young people to assess the quality of the service and experiences of children and young people. Action is taken if progress is not being made or children are unhappy or unsafe.</p>	<p>The effectiveness of management of staff and resources</p> <p>Inspectors should evaluate how leaders and managers:</p> <ul style="list-style-type: none"> • follow safe, robust and timely recruitment processes • define roles and responsibilities • have an effective system of staff supervision and appraisal that leads to agreed targets • ensure that there are sufficient staff who have relevant and appropriate qualifications, training and experience in working with children and young people • ensure that staff understand and fulfil their roles in relation to the setting's strategic aims, plans and responsibilities • manage their own time and prioritise activities responsively • agree and achieve challenging and realistic targets for themselves and others • negotiate and co-operate well with staff and outside agencies • ensure that there are sufficient staff numbers and that they are deployed appropriately • develop contingency staffing plans • have a clear line of sight on service delivery • support the active engagement of all staff in increasing their professional knowledge, understanding and skills, including participation in whole-setting professional learning experiences
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		<p>The effectiveness of partnerships</p> <p>Inspectors should consider whether the service is clear about its role and responsibilities to establish trust and clear communication between partners.</p> <p>Inspectors should evaluate how well the setting:</p> <ul style="list-style-type: none">• works with staff and representatives to improve the care and Well-being of children and young people• involves others in reviews and making decisions about children and young people's Well-being• assesses the impact of partners, e.g. the local authority, local health boards, the community, advocacy agencies, training providers, police and voluntary organisations
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Outcomes: <i>Environment</i>	Some examples of what good may look like:	Inspectors should evaluate to what extent:
<p>I live in accommodation which meets my needs and best supports me to achieve my well-being</p>	<p>Children and young people feel uplifted and valued because they are cared for in a comfortable, clean, homely and personalised environment.</p> <p>Children and young people are able to do things for themselves because the layout and facilities promote accessibility (e.g. food preparation, accessing the kitchen). The building is suitable for children's and young people's individual needs and risks are managed.</p> <p>Children and young people's move towards independent living is supported by the physical environment. (e.g. laundry and cooking facilities).</p> <p>Relationships of children and young people are enhanced by an environment that encourages them to meet either communally or privately.</p> <p>Children and young people's Well-being is enhanced by having access to safe, pleasant and interesting outdoor space which is easily accessible.</p>	<p><i>safety of the premises:</i></p> <ul style="list-style-type: none"> • children and young people are cared for in a safe, clean and secure environment • unnecessary risks to children and young people have been identified and as far as possible eliminated. <p><i>suitability of the premises:</i></p> <ul style="list-style-type: none"> • the premises are welcoming, comfortable, clean homely and personalised • there is sufficient internal and external space and facilities to meet the needs of children and young people • there is sufficient space for private meetings when required • the premises are well maintained and decorated. <p><i>quality of resources and equipment:</i></p> <ul style="list-style-type: none"> • children and young people have access to furniture, equipment and materials that are clean and appropriate and suitable for their needs • resources are of a suitable design and condition, well maintained and conform to relevant safety standards.

	<p>Children and young people benefit from the use of innovative, modern equipment and facilities which open up opportunities and enrich their lives.</p> <p>Children and young people are able to influence the facilities provided to support them.</p> <p>Children and young people are cared for in safe, secure and well maintained surroundings. The need for privacy and confidentiality is anticipated and respected.</p> <p>The home is appropriately designed and maintained (including in the case of a secure children's home, providing appropriate security).</p>	
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These themes are closely aligned with the Social Services and Well-being (Wales) Act and the [National Outcomes Framework](#), which place an expectation on us to assess the impact services have on people's "Well-being".

Welsh Language: * One of the key principles of 'More than just words' is the 'Active Offer'. An 'Active Offer' simply means providing a service in Welsh without having to ask for it. It means creating a change of culture that takes the responsibility away from the service user and places the responsibility on service providers. In improving the quality of care it is important to recognise the concept of language need. Although the Welsh language is an integral element in the care and support of many Welsh speakers, for certain priority groups, the Welsh language should be viewed as an even more fundamental element of service provision. Children and young people are classed as a priority group.

Advocacy: Social Services & Well-being Act (Wales) 2014 Chapter 20 - Advocacy** - ** Active offer states that "Entitled children **must**, wherever possible, be given be given the opportunity to meet an agreed advocate and agree the arrangements before that advocate's appointment is confirmed and any information shared with them.

Appendix one

THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD

Article 1:

Everyone under 18 years of age has all the rights in this Convention.

Article 2:

The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say and whatever type of family they come from.

Article 3:

All organisations concerned with children should work towards what is best for each child.

Article 4:

Governments should make these rights available to children.

Article 5:

Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly.

Article 6:

All children have the right of life. Governments should ensure that children survive and develop healthily.

Article 7:

All children have the right to a legally registered name, the right to a nationality and the right to know and, as far as possible, to be cared for by their parents.

Article 8:

Governments should respect children's right to a name, a nationality and family ties.

Article 9:

Children should not be separated from their parents unless it is for their own good, for example if a parent is mistreating or neglecting a child. Children whose parents have separated have the right to stay in contact with both parents, unless this might hurt the child.

Article 10:

Families who live in different countries should be allowed to move between those countries so that parents and children can stay in contact or get back together as a family.

Article 11:

Governments should take steps to stop children being taken out of their own country illegally.

Article 12:

Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.

Article 13:

Children have the right to get and to share information as long as the information is not damaging to them or to others.

Article 14:

Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.

Article 15:

Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 16:

Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.

Article 17:

Children have the right to reliable information from the mass media. Television, radio and newspapers should provide information that children can understand, and should not promote materials that could harm children.

Article 18:

Both parents share responsibility for bringing up their children, and should always consider what is best for each child. Governments should help parents by providing services to support them, especially if both parents work.

Article 19:

Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents or anyone else who looks after them.

Article 20:

Children who cannot be looked after by their own family must be looked after properly, by people who respect their religion, culture and language.

Article 21:

When children are adopted the first concern must be what is best for them. The same rules should apply whether the children are adopted in the country where they were born or taken to live in another country.

Article 22:

Children who come into a country as refugees should have the same rights as children born in that country.

Article 23:

Children who have any kind of disability should have special care and support so that they can lead full and independent lives.

Article 24:

Children have the right to good quality health care and to clean water, nutritious food and a clean environment so that they will stay healthy. Rich countries should help poorer countries achieve this.

Article 25:

Children who are looked after by their local authority rather than their parents should have their situation reviewed regularly.

Article 26:

The Government should provide extra money for the children of families in need.

Article 27:

Children have a right to a standard of living that is good enough to meet their physical and mental needs. The Government should help families who cannot afford to provide this.

Article 28:

Children have a right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthy countries should help poorer countries achieve this.

Article 29:

Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures.

Article 30:

Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.

Article 31:

All children have a right to relax and play, and to join a wide range of activities.

Article 32:

The Government should protect children from work that is dangerous or might harm their health or their education.

Article 33:

The Government should provide ways of protecting children from dangerous drugs.

Article 34:

The Government should protect children from sexual abuse.

Article 35:

The Government should make sure that children are not abducted or sold.

Article 36:

Children should be protected from any activities that could harm their development.

Article 37:

Children who break the law should not be treated cruelly. They should not be put in prison with adults and should be able to keep in contact with their families.

Article 38:

Governments should not allow children under 15 to join the army. Children in war zones should receive special protection.

Article 39:

Children who have been neglected or abused should receive special help to restore their self respect.

Article 40

Children who are accused of breaking the law should receive legal help. Prison sentences for children should only be used for the most serious offences.

Article 41:

If the laws of a particular country protect children better than the articles of the Convention, then those laws should apply.

Article 42:

The Government should make the Convention known to all parents and children.

Appendix Two

POTENTIAL SOURCES OF EVIDENCE Children's Homes

Wellbeing	Quality of Care and Support	Leadership and Management	Environment
<ul style="list-style-type: none"> • pre assessment plans / information / referrals • statement of purpose (SOP) • what children and young people tell us • discussions with staff. • observation of staff interactions with children and young people. How do staff work with behaviour that challenges? Do they practice positive reinforcement when 	<ul style="list-style-type: none"> • assessments pre admission regarding whether a placement is appropriate. • compatibility impact assessment • talking to children and young people who live at the home and their representatives • SOFI • gathering information from relatives (if appropriate). • talking to staff • minutes of staff meetings • care service documentation 	<ul style="list-style-type: none"> • compatibility risk assessments • checking of registration certificate • review whether statutory notifications are being submitted as required • review of safeguarding incidents and action required/taken. • talking to staff re support, supervision, training, culture. • comprehensive statement of purpose (active offer of Welsh included) • children's guide • quality of care review 	<ul style="list-style-type: none"> • talking to children and young people who live at the home and their representatives for their views about how the layout/setting meets their needs, affects their day-to-day lives • talking to staff: discussing with them their thoughts on the premises, are they appropriate for the care, treatment and support provided. Are there any changes that could be made to improve children and young people's day to day lives • observation / tour of premises. Looking around – consideration of how the

<p>dealing with difficult situations</p> <ul style="list-style-type: none"> • discussion with social workers and other external agencies • minutes of children's / young people's meetings. • placement plans – progress made / outcomes achieved since admission • behaviour management plans • health plans • care plans • safeguarding policy and practice • policy regarding sexual health, drugs and alcohol and how this is implemented in practice • food policy • advocacy arrangements - how independent are these? • independent visitors 	<ul style="list-style-type: none"> • what care managers and other visiting professionals tell us • observation of interaction between staff and young children and young people • consideration of how language/communication needs are met. Evidence that Active offer* is provided (link to strategy) • consideration of how the UNCRC are featured and implemented within the home. • records of physical interventions • records of incidents, including episodes of children going missing • missing policy & procedure and how this is implemented in practice. Involvement of the home in multi-agency working 	<p>and report</p> <ul style="list-style-type: none"> • recruitment records • supervision records • appraisal records. • training records • records of DBS • regulation 32 reports • safeguarding records • complaints records • staff rosters – are staffing levels regularly assessed and monitored to make sure that they meet children's and young persons needs • talking to children and young people re: staffing levels • staffing structures including skills development log which takes into consideration the Welsh language skills of staff • discussion or written evidence regarding management cover on the occasions where the registered 	<p>layout, access, design, adaptations taking into account the needs and dependency of Children and young people living there – specifically for those with a physical disability, sensory impairment based upon current guidance and research</p> <ul style="list-style-type: none"> • provision of Welsh language signage • examination of any certificates for hoists / adaptations • examination of health and safety records – including fire safety and food hygiene ratings • evidence of timely repairs to any damage to the home.
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<ul style="list-style-type: none"> • key worker meeting notes (evidence of discussions re health and education) • evidence of discussions with children / young people and explanations / rationale given where it may not be possible to act on their wishes in all cases • complaints • missing children policy and practice • incident records • pathway plans. • transition plans involvement of LAC nurse • PEPs • regulation 32 visits • quality assurance documents, including provider's own analysis of quality of care • observation of meal 	<p>regarding missing children</p> <ul style="list-style-type: none"> • any of the home's quality assurance data which shows analysis and action regarding issues identified • medication records • accident / incident reports • statement of purpose 	<p>manager is away from the home.</p> <ul style="list-style-type: none"> • minutes of multi-agency meetings (eg police and health board) • Welsh language needs are reviewed and as part of the quality of care review and commented on in the report 	
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times • menus • activity programmes • SOFI observations • physical intervention records. • sanction records. risk assessments			
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