



Self-evaluation tool

Name of service: A secure accommodation service

Date of self-evaluation: September/October 2023

Quality indicator: 1.1: Children and young people experience compassion, dignity and respect

How are we doing?

Children and young people feel loved, valued and secure and have positive relationships

Unsatisfactory	Weak	Adequate	Good	Very good	Excellent
			x		

Children and young people have their rights respected and experience dignity and a life free from discrimination

Unsatisfactory	Weak	Adequate	Good	Very good	Excellent
			x		

Children and young people have their views and wishes taken into account.

Unsatisfactory	Weak	Adequate	Good	Very good	Excellent
			x		

How do we know?

What did we do?

Gathered the views of 15 young people through a range of methods including discussions at key times, young people's meetings and at reviews/multi-agency meetings attended by young people. We asked about their involvement in their care planning and whether they felt valued. All young people were given the option to participate and two declined.

Observations of staff and young people across a two-week period – focusing on the quality of interactions and relationships between young people and staff.

Reviewed our daily records – checking language used and the quality of information recorded.

Standing agenda items at staff meetings focusing on the key areas of quality indicator 1.1.

Reviewed our policies relating to children’s rights and anti-discriminatory practice. Observed staff practice and role modelling in these areas.

Reviewed a sample of 40% of staff training records and their learning records from training.

Telephone discussions with four advocacy partners – establishing our effectiveness in partnership working and referral processes.

What did we find?

Almost all young people (90%) felt staff listened to them and were available to discuss any concerns. However, only 40% of young people agreed that they knew how their views had been used to develop the service.

Most young people (75%) agreed that staff challenged discrimination and that all children and young people were treated equally, although this was not consistent across the service with some houses seeing higher levels of agreement. Staff training records showed some gaps as a small number of staff (10%) had not completed equality and diversity training, although those who had were able to clearly describe positive impacts on their practice.

Observations of staff practice across all staff teams showed respectful interactions with young people were happening consistently. On two occasions where minor issues with practice meant this was not in line with expectations, leaders took appropriate actions to address this. During observations, there were no instances where discriminatory practice was evident.

Our review of paperwork found some examples of institutional language that did not reflect children’s rights.

The majority of staff (60%) told us that young people’s rights were not always prioritised at team meetings due to other priorities, and meetings were not always regular enough to support improvement.

What are we going to do now?

Increase our monitoring of feedback to children and young people through regular discussions at management meetings and random check-ins to ensure feedback is being provided regularly.

Managers will review how team meetings can inform discussions about children's rights – considering how cross-house support can allow for more opportunities and speak to staff about how to maximise attendance and other ways they can be involved. The standing agenda will be reviewed to ensure discussion on children's rights is prioritised.

Carry out further work to understand the gaps in staff training, ensuring all staff have access to the same level of training. This will include improving consistency of approaches to promoting equality and challenging discrimination.

Introduce peer reviews of young people's documentation to check for institutional language. We will develop more examples for staff to demonstrate the appropriate language to use. This will include consulting young people on language that is meaningful to them.

Next steps: developing your improvement plan

The manager retains overall responsibility for completing and reviewing the improvement plan. This should be in a format that can be shared. Aim to review this plan regularly, and make the information accessible so you can share it with the people who experience your care, their families, staff and others involved with your service. It is essential that they are part of the review process and feel some ownership of the plan.

Outcome What do we want to achieve?	Actions How are we going to do it?	Timeframe When do we want this to be completed or next reviewed?	Person responsible Who is doing each action or responsible for ensuring it gets completed?	Where are we now? What have we achieved and what has prevented us from doing what we wanted?
<p>Improve how we share with children and young people how their views have helped improve the service.</p> <p>Aim to have at least 90% of young people agree that they know how their views are used to inform the development of the service.</p>	<p>Standing item on management agenda to consider feedback to children and young people.</p> <p>Managers will check-in with children and young people to ensure they are receiving feedback.</p>	<p>Review after three months – revisit discussions with children and young people.</p>	<p>Management team – monitoring.</p> <p>Staff – sharing feedback with children and young people.</p>	
<p>Ensure children’s rights are prioritised within development activity.</p> <p>Aim to have at least 90% of staff agree that</p>	<p>All team meetings will have children’s rights as the priority agenda item.</p>	<p>Update meeting agendas for next planned meetings.</p> <p>Introduce more cross-house meetings for</p>	<p>Management team – meeting arrangements, identifying resources, revisiting consultation.</p>	<p>Agendas updated, cross-house meetings planned.</p> <p>Some difficulty identifying resources,</p>

<p>children's rights are prioritised for discussion.</p>	<p>Seek resources that can support discussions and engagement with all stakeholders regarding children's rights.</p> <p>Share resources across staff team including per-work between houses.</p>	<p>staff within three months.</p> <p>Resources identified and shared with staff for discussion within six months.</p> <p>Revisit consultation with staff in 12 months – checking if aim met.</p>	<p>Staff – contributions to meetings and professional dialogue.</p>	<p>may need to extend timescales.</p>
<p>Improve consistency of approaches to equality and challenging discrimination.</p> <p>Aim to have 90% of children and young people in all houses agree that they are treated equally, and discrimination is challenged.</p>	<p>Training needs analysis for all staff – address gaps.</p> <p>Identify suitable training provider/courses for these topics.</p> <p>Arrange training for staff supported by professional reflection.</p>	<p>Analysis within three months</p> <p>Training provider/courses identified within six months</p> <p>Training and professional reflection carried out within 12 months</p>	<p>Management team – analysis</p> <p>Training lead – identifying provider/courses</p> <p>Staff – participation and personal reflection.</p>	<p>Analysis of staff training underway.</p>
<p>Reduce and minimise the use of institutional language.</p>	<p>Ask children and young people for their views on the language they prefer to be used.</p> <p>Develop practice examples for staff.</p>	<p>Consultation within three months.</p> <p>Practice examples within five months.</p>	<p>Management, staff and children and young people – consultation.</p> <p>Management – practice examples.</p>	

	Introduce peer audits for staff to review colleagues' work.	Peer audits in place within nine months.	Staff – peer audits.	