

**TÚSLA**

An Ghníomhaireacht um  
Leanaí agus an Teaghlach  
Child and Family Agency

# **ALTERNATIVE CARE INSPECTION & MONITORING**

## **INSPECTION GUIDANCE SUPPORT FRAMEWORK**

### **Theme 3: Safe Care and Support**



# Children's Residential Centres

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## 1.0 Introduction

The Alternative Care Inspection and Monitoring Service is part of Children's Service Regulation and is a component of the Quality Assurance Directorate of the Child and Family Agency. The inspectorate which was originally established in 1998 under the former Health Boards was created under legislation purveyed by the 1991 Child Care Act, to fulfil two statutory regulatory functions:

1. To establish and maintain a register of children's residential centres in its functional area (see Part VIII, Article 61 (1)). A children's centre being defined by Part VIII, Article 59.
2. To inspect premises in which centres are being carried on or are proposed to be carried on and otherwise for the enforcement and execution of the regulations by the appropriate officers as per the relevant framework formulated by the minister for Health and Children to ensure proper standards and conduct of centres (see part VIII, Article 63, (1)-(3)); the Child Care (Placement of Children in Residential Care) Regulations 1995, the Child Care (Standards in Children's Residential Centres) Regulations, 1996 and the Health Information and Quality Authority (HIQA) National Standards for Children's Residential Centres, 2018, which replace the 2001, Department of Health and Children, National Standards for Children's Residential Services.

The Child Care (Standards in Children's in Residential Centres) Regulations, 1996 provide the framework against which registration decisions of children's residential centres are primarily made. The HIQA, National Standards for Children's Residential Centres, 2018 provide the framework against which inspections are carried out and provide the criteria against which centres structures and care practices are examined.

The Alternative Care Inspection and Monitoring Service is committed to carry out its duties in an even handed, fair and rigorous manner. The inspection of centres is carried out to safeguard the wellbeing and interests of children and young people living in them.

## 2.0 Purpose

The Alternative Care and Monitoring Service, Inspection Guidance Support Framework has been developed as a guidance document to assist inspectors in understanding the process of inspection, complying with the Child Care (Placement of Children in Residential Care) Regulations 1995, the Child Care (Standards in Children's Residential Centres) Regulations, 1996 and the National Standards for Children's Residential Centres, 2018 (HIQA).

Whilst the importance of professional judgment remains paramount during the inspection process it is the purpose of this Inspection Guidance Support Framework to promote:

- A standardised approach amongst inspectors in relation to the process of inspection, complying with regulations and standards.
- A structured framework to identify to registered providers and persons who participate in the management of designated centres what is required in ensuring they are delivering a safe and effective service that complies with the regulations and standards and any other legislation.



### 3.0 Structure of the Inspection Guidance Support Framework

The Inspection Guidance Support Framework provides detailed guidance to assist TUSLA inspectors and approved centres to improve the quality of services provided to each child/young person.

For each Theme of the National Standards for Children's Residential Centres, 2018 (HIQA), the Inspection Guidance Support Framework shall outline the specific standard and examples of information/evidence in relation to observation and documentation reviewed as part of the inspection. Interviews with senior management, centre management, staff, child/young person and observations are also used as part of the process.

The Inspection Guidance Support Framework aims to promote the continuous improvement of the quality of services provided to children/young people residing in non-statutory children residential centres.

### 4.0 Glossary of Terms

**Care plan** – A document generated from an assessment of the child, setting out their goals, needs, aims and objectives of the placement and how the centre proposes to address them. (The child's care plan, supervision and child in care reviews are requirements for the social work department under the Child Care (Placement of Children in Residential Care) Regulations 1995.

**Child** – a person under the age of 18 years. (Child Care Act, 2001)

**Child safeguarding** – ensuring safe practice and appropriate responses by staff and to concerns about the safety or welfare of children/young people, should these arise. Child safeguarding is about protecting the child/young person from harm, promoting their welfare and in doing so creating an environment which enables children and young people to grow, develop and achieve their full potential. (TUSLA, 2019)

**Child Safeguarding Statement** – a written statement that specifies the service being provided and the principles and procedures to be observed in order to ensure, as far as practicable, that a child/young person availing of the service is safe from harm. (TUSLA, 2019)

**Incident** – an event or circumstance which could have (near miss) or did lead to harm. Incidents can be practice related or non-practice related and includes incidents associated with harm to or impact on:

- Children/young people.
- Staff or visitors.
- Non-compliance with standards or regulations. (TUSLA, 2017)

**Leadership, governance and management** – the arrangements put in place by a children's residential centre for accountability, decision-making and risk management as well meeting their strategic, statutory and financial obligations. (HIQA, 2018)

**Mandated person** – as defined in the Children First Act 2015, mandated persons have a statutory obligation to report concerns which meet or exceed a particular threshold to TUSLA and to cooperate with TUSLA in the assessment of mandated reports, where requested to do so. (TUSLA, 2019)



**Person in charge** – in relation to a registered children's residential centre, means the person whose name is entered in the register as the person in charge of the centre - Child Care (Placement of Children in Residential Care) Regulations 1995. The person in charge's duties include overseeing the day-to-day running of the centre, managing the training and development of staff and ensuring the management of records, incidents and investigations in the centre. From time to time, some or all of these duties may be delegated to one or more suitably qualified staff members in the centre as appropriate. (HIQA, 2018)

**Placement plan** – outlines the needs and goals of the placement for the child for the duration of their placement. In the context of children's residential centres, the placement plan is informed by the care plan. (HIQA, 2018)

**Registered provider** – means the person whose name is entered in the register as the person carrying on the centre - Child Care (Placement of Children in Residential Care) Regulations 1995. The registered provider's responsibilities includes overseeing the management of the centre's care practices, operational policies and procedures; ensuring the centre has sufficient resources, facilities and access to services in line with the centre's statement of purpose and ensuring each child/young person in the centre is suitably placed, receives effective care and support and is assisted in preparations for leaving care, in line with their individual needs. (HIQA, 2018)

**Risk** – The probability/likelihood of an adverse event, outcome, danger, loss or injury within the healthcare system. (HIQA, 2014)

**Risk register** – a tool commonly used to manage the risks identified throughout a service. It is a means of identifying, assessing, managing and monitoring all significant risks coherently. For each risk, it includes:

- a description of the risk.
- the person responsible for the risk.
- the likelihood, impact and rating for the risk.
- a summary of the controls (the arrangements in place to reduce the likelihood and/or impact of the event).
- a summary of the planned actions to further reduce the risk. (HIQA, 2014)

**Safe care and support** – how children's residential centres protect children and promote their welfare. Safe services also avoid, prevent and minimise harm, and learn when things go wrong (HIQA, 2018).

**Serious Event Review Group** – multidisciplinary fora concerned with serious incidents involving children/young people placed in Children's Residential Services. The aims of the SERG is to:

- review a serious incident/a number of interrelated serious incidents.
- identify opportunities for learning about the causes of that incident/those incidents and about care practice at centre level.
- to ensure that learning is operationalised in respect of that incident/those incidents i.e. that risk is managed, underlying issues are addressed and future occurrences of same are prevented wherever possible. (TUSLA, 2017)



## 5.0 THEME 3: SAFE CARE AND SUPPORT

### Standards 3.1 – Each child is safeguarded from abuse and neglect and their care and welfare is protected and promoted

Every child and/or young person has the right to feel protected and safe from all forms of abuse. Children's residential centres must promote the safety of children and young people through assessing risk, learning from adverse events and implementing policies and procedures designated to protect children. (HIQA, 2018)

As outlined in the UN Convention on the Rights of the Child:

- **Article 19** states that children/young people are protected from all forms of violence, abuse, neglect and mistreatment by their parent(s)/legal guardian(s) or anyone else who looks after them.
- **Article 33** states that children/young people are protected from drug abuse.
- **Article 34** states that children/young people are protected from sexual exploitation.
- **Article 39** states that children/young people who are neglected, abused, exploited, tortured or who are victims of war shall receive special help to help them recover their health, dignity and self – respect.  
(TUSLA, 2014; UN, 2010).

Children's residential centres shall provide safe care and support with staff members being aware of situations where the safety and/or welfare of any child/young person may be at risk or compromised.

Care practices, policies and procedures shall promote and protect the safety and welfare of all children and young people. In order to provide safe care and support, children's residential centres must follow policy and procedures as outlined in Children First: National Guidance for the Protection and Welfare of Children, 2017.

Policies and procedures developed and implemented in the children's residential centre must adhere to international human rights, relevant legislation, regulations, national policies and evidence based best practice. It is imperative that policies developed are implemented, communicated to staff and amended as deemed required.

Staff shall have received appropriate education and training regarding recognising and responding to allegations of abuse at induction and on an on-going basis thereafter. Staff must be knowledgeable in relation to their role as a mandated person and in taking the immediate actions required to safeguard children and/or young people at immediate risk of harm, including reporting child protection concerns.

Centres must be fully compliant with the Children First Act, 2015 and with Children First: National Guidance for the Protection and Welfare of Children, 2017.



Regular audits shall be undertaken to determine compliance with Standard 3.1. The person in charge shall complete these via a review of relevant records, including incident reports, through observation and by utilising the appropriate audit tools developed and approved.

### **Examples of information/evidence that will be reviewed and how this will be done**

Standard 3.1: *Each child is safeguarded from abuse and neglect and their care and welfare is protected and promoted.*

#### **Document review**

Inspectors will review documents including (but not limited to):

- Children/young person questionnaires received prior to and during the inspection.
- Written policies and procedures on safeguarding a child/young person from abuse in line with the Children First Act (2015) and relevant legislation, regulation and evidenced based best practice.
- Written policies and procedures or overarching child protection policy and procedure to ensure that children/young people are protected and safeguarded from all forms of abuse, including:
  - Staff recruitment, selection and appointment.
  - Staff induction, orientation and supervision.
  - Supervision of students and volunteers.
  - Protected disclosures.
  - Prevention of bullying and harassment.
  - Children/young person's safety with social media.
  - Visitors to the centre.
  - Children/young people's access to information.
  - Lone working.
  - Complaints.
  - Use of CCTV.
- Child Safeguarding Statement with due regard to Children's First, National Guidance for the Protection and Welfare for Children and all child protection guidelines.
- Staff training records available in staff/training file, including specifically, "An introduction to Children's First" and centre child protection policies and procedures.
- Individual children/young person risk assessments and risk management plans.
- Up to date centre's child protection register, including specifically: notifications; actions; management and close out status of any investigations.
- Child Protection and Welfare Reporting forms, including acknowledgement of receipt and evidence of social worker involvement where available.
- Child/young person booklet outlining specific child/young person's rights. Rights documented include the child/young person's right to:
  - have a social worker.
  - be visited by their allocated social worker.
  - have contact with their family (unless there is a reason not to).
  - have a statutory care plan.
  - attend their statutory review meeting.



- contribute to their statutory review if they do not wish to attend.
- have an advocate present at their statutory review.
- have privacy.
- know the reason why they are in care.
- have information about their family and background.
- be consulted in decisions made about them.
- be listened to.
- make a complaint if they are not happy about something.
- access information held on them.
- feel safe and not to be bullied.
- ask questions about their care.
- expect that the place where they live is safe and promotes their health.
- be treated the same as young people who do not live in care.
- have their personal information treated with respect and confidence.
- Minutes of meetings, including management meetings, strategy meetings, team meetings, Serious Event Group Review (SERG) meetings reflect discussions on child protection discussion and child protection allegation or concerns.
- Children/young people's records:
  - Statutory care plan (reviewed accordingly in line with the Child Care (Placement of Children in Residential Care) Regulations 1995.
  - Individual placement plans.
  - Social history or referral documentations.
  - Risk planning documents.
- Evidence of key working sessions focusing on individual areas of vulnerability and identified risks.
- Child safeguarding and protection concerns/investigations.
- Safeguarding and child protection audit records.

## Observation

Inspectors will observe:

- How the centre's written policies and procedures on safeguarding a child/young person from abuse in line with the Children's First Act (2015), and additional policies and procedures are implemented in practice.
- Appropriateness of management and staff interaction and communication with children/young people.
- Appropriateness of management interaction and communication with staff.
- Appropriateness of staff interaction and communication with colleagues.
- Appropriateness of management and staff interaction and communication with external professionals (social worker's) and external bodies (TUSLA).
- Appropriateness of staff presentation and dress.
- Appropriateness of child/young person's appearance in line with the child/young person's choice, preferences, age and stage of development.
- If children/young people are provided with the opportunity to lock their bedroom where appropriate.
- If children/young people are provided with the opportunity to lock away their valuables where they are not permitted within their room.



- If care is provided in line with specific safeguarding plans.
- Where the child's behaviour deviates from their plan there is evidence of key working sessions to provide information and support to the child regarding their decision making.
- If children/young people are encouraged and involved in making choices regarding the risks associated with their care.
- If the physical environment promotes safeguarding of children/young people.
- Appropriateness of child/young person supervision.
- Staff handover meetings include discussion of risk identified where required and safety planning for children/young people.
- Children/young person's access to information technology.
- Displayed Child Safeguarding Statement.
- Displayed advocacy information.

## Interview

Inspectors will communicate with children/young people:

- To determine if they feel safe within the centre
- To determine if they are supported in their day-to-day care.
- To determine if they feel listened to.
- To determine if they feel they have someone they can talk to.
- To explore their understanding of safeguarding and what they would do if they had a concern in relation to their safety.
- To determine if they have raised any safeguarding concern in the centre and how this was responded to.
- To determine if they are aware of their rights and responsibilities.
- To determine if they have received appropriate information in line with their age and stage of development in relation to safeguarding and staying safe.
- To determine their awareness of access to advocacy services.
- To determine if they can receive visitors.
- To determine if they are involved in decision making regarding their care.
- To explore their awareness of maintaining their safety while outside of the centre.

Inspectors will communicate with the staff:

- To determine their knowledge of safeguarding each child/young person in line with the Children's First Act, (2015) and all relevant legislation, regulations and standards.
- To determine their knowledge of written policies and procedures on safeguarding a child/young person from abuse.
- To determine their knowledge of their role as a mandated person.
- To determine if they have received appropriate training including "An introduction to Children First" and in centre child protection policies and how this training safeguards children/young people in the centre.
- To determine their knowledge of individual children/young person's risk in relation to safeguarding and the appropriate management of these identified risks.
- To explore if they have ever reported a safeguarding concern.



- To determine if there are appropriate supports available in response to child safeguarding concerns.

Inspectors will communicate with the person in charge or designated other:

- To determine their knowledge of safeguarding each child/young person in line with the Children First Act, (2015) and all relevant legislation, regulations and standards.
- To determine their knowledge of written policies and procedures on safeguarding a child/young person from abuse.
- To explore how all written policies and procedures on safeguarding are communicated to front line staff.
- To determine their knowledge in relation to the identification of safeguarding risks through the completion of the pre-admission risk assessment and on-going risk assessments.
- To determine their knowledge of their role as a mandated person.
- To determine if there is an appropriate, appointed Designated Liaison Person with clear roles and responsibilities.
- To determine if they have received appropriate training including “An introduction to Children First” and in centre child protection policies and how this training safeguards children/young people in the centre.
- To determine their knowledge on the appropriate management of any child protection concern.
- To determine if there are appropriate supports available in response to child safeguarding concerns.
- To explore their oversight in relation to evaluation and adherence to safeguarding processes.

Inspectors will communicate with the registered provider or designated other:

- To explore their role in safeguarding all children/young people in the centre.
- To determine their knowledge of safeguarding each child/young person in line with the Children’s First Act, (2015) and all relevant legislation, regulations and standards.
- To explore the mechanisms in place to ensure all staff are completing their duties in line with the centres, mission, vision, policies and procedures, legislation, regulation, standards and evidenced based best practice.
- To explore their involvement in any safeguarding investigations and identified actions.
- To explore their oversight in relation to evaluation and adherence to the centre’s safeguarding processes.

Inspectors will communicate with social workers/relevant professionals:

- To determine if they are satisfied that they are kept promptly informed of any safeguarding concerns and investigations.



## Standards 3.2 – Each child experiences care and support that promotes positive behaviours

The provision of positive influences and relationships is promoted in the centre. Children and young people experience care that promotes consistency, dignity, positive reinforcement and structure (HIQA, 2018).

Each child/young person shall be positively supported to manage their behaviour by providing an environment of routine, stability, security and consistency. The centre ensures that a positive approach is adopted in responding to individual children/young people's behaviours that promotes positive outcomes for them.

The centre ensures where possible the inclusion of children/young people's family members/significant others and social workers in the promotion of positive behaviours. The centre recognises that behaviour is a form of communication therefore all evidence based specialised and therapeutic interventions appropriate to the needs of the children are implemented, in line with the centres model of care.

The centre ensures that care practices relating to positive behavioural:

- Prohibit corporal punishment or any form of physical aggression.
- Prohibit deprivation of food and drink.
- Prohibit treatment that could reasonably be expected to be detrimental to physical, psychological or emotional well-being.
- Prohibit treatment that is cruel, inhumane or degrading.
- Provide restraint only in accordance with policy and procedure.
- Prohibit the removal of access with family members.

Staff shall have received appropriate education and training regarding the promotion of positive behaviour and the use of approved intervention including restraint. Staff shall have up to date knowledge and skills on the identification and escalation of certain behaviours and implement appropriate action in order to de-escalate the situation where appropriate and safe to do so. Staff shall provide behavioural support to children and young people that promotes a positive approach and strict adherence to, international human rights instruments, legalisation, regulations, national policy and evidence-based practice guidelines.

Regular audits shall be undertaken to determine compliance with Standard 3.2. These shall be completed via a review of relevant records, including incident reports, through observation and by utilising the appropriate audit tools developed and approved.

### Examples of information/evidence that will be reviewed and how this will be done

Standard 3.2: *Each child experiences care and support that promotes positive behaviour.*

#### Documentation Review

Inspectors will review documents including (but not limited to):

- Children/young person's questionnaires received prior to and during the inspection.



- The centres policy and procedure on the promotion of positive behaviour in line with the centres individual model of care, relevant legislation, regulation, standards and evidenced based best practice.
- The centres policy and procedure on the use of restrictive procedures incorporating where appropriate physical, chemical and environmental restraints.
- Purpose, duration and review timeframe of restrictive practice agreed by social worker.
- Risk assessments.
- Recommendations approved by social worker in supporting appropriate management of behaviours in individual children/young person records, including:
  - Positive behavioural support plans.
  - Individual crisis management plans
  - Risk management plans.
  - Absence management plans.
  - Safety plans
  - Placement plans.
  - Care plans.
- Evidence of child/young person active involvement in individual plans developed and reviewed.
- Evidence of parents/significant other active involvement in individual plans developed and reviewed.
- Staff training records including specific training relating to the model utilised within the centre for the management of challenging behaviours.
- Physical intervention forms.
- Physical intervention register.
- Life space interviews completed following episodes of challenging behaviour.
- Key working session in relation to each child/young person's rights and responsibilities.
- Staff handover reports.
- Significant event notifications.
- Team meeting minutes.
- Debriefing reports.
- Audit reports, action plans and learning outcomes in relation to managing challenging behaviours.
- Significant event notifications.

## Observation

Inspectors will observe:

- If staff interactions with children/young positively supports appropriate management of behaviours in line with centres model of care.
- If staff engage positively with children/young people.
- If the centre promotes and maintains a positive physical environment.
- If there are appropriate supervision levels present based on the identified needs of the children/young people.
- Responses to difficult behaviours are in line with the centres identified policy and procedure.



- Appropriate maintenance of the physical environment.
- Use of physical, chemical and environmental restraints.

## Interview

Inspectors will communicate with children/young people:

- To determine if they are aware of acceptable levels of behaviour.
- To determine if they are supported to recognise and manage their behaviours.
- To determine if they are aware of consequences which are permitted and not permitted in response to challenging behaviours.
- To determine if they have been subjected to a restrictive practice.
- To determine their awareness of restrictive practices.
- To determine their involvement in debriefing session following the implementation of a restrictive practice.
- To determine their satisfaction with opportunities for positive physical contact.

Inspectors will communicate with staff:

- To determine their knowledge and understanding of the centres policy and procedure on the promotion of positive behaviour in line with the centres individual model of care, relevant legislation, regulation, standards and evidenced based best practice.
- To determine their knowledge and understanding of promoting positive behaviours, supporting each child/young person with challenging behaviour and restrictive procedures.
- To explore what training they have received in relation to the management of challenging behaviour.
- To determine their knowledge of physical, chemical and/or environmental restrictive practices.
- To determine the level of use of physical, chemical and/or environmental restrictive practices in the centre.

Inspectors will communicate with the person in charge or designated other:

- To determine their knowledge and understanding of the centres policy and procedure on the promotion of positive behaviour.
- To determine their knowledge and understanding of promoting positive behaviours, supporting each child/young person with challenging behaviour and restrictive procedures.
- To explore what training they have received in relation to the management of challenging behaviour.
- To determine their knowledge of physical, chemical and/or environmental restrictive practices.
- To determine the level of use of physical, chemical and/or environmental restrictive practices in the centre.
- To determine if they are informed promptly following the use of a restrictive practice.
- To determine their satisfaction in relation to staff's knowledge of promoting positive behaviours and use of restrictive procedures.



- To explore the mechanisms in place to ensure all staff are completing their duties in line with the centres, mission, vision, policies and procedures, legislation, regulation, standards and evidenced based best practice.
- To explore their oversight in relation to evaluation and adherence to managing challenging behaviours and use of restrictive practices.

Inspectors will communicate with the registered provider or designated other:

- To explore their role in the management of challenging behaviour and the use of restrictive practices in line with the centres individual model of care, relevant legislation, regulation, standards and evidenced based best practice.
- To determine their satisfaction in relation to staff's knowledge of promoting positive behaviours and restrictive procedures.
- To determine if they are informed promptly following the use of a restrictive practice.
- To explore their understanding of how a positive environment is provided and maintained.
- To explore the mechanisms in place to ensure all staff are completing their duties in line with the centres, mission, vision, policies and procedures, legislation, regulation, standards and evidenced based best practice.
- To explore their oversight in relation to evaluation and adherence to managing challenging behaviours and use of restrictive practices.

Inspectors will communicate with social workers/relevant professionals:

- To determine if they are satisfied that they receive notification of all physical intervention and restrictive practice interventions and are kept promptly informed.

### **Standards 3.3 – Incidents are effectively identified, managed and reviewed in a timely manner and outcomes inform future practice**

All incidents, or potential incidents, occurring in the centre are identified, documented, rectified, reviewed and appropriately communicated. The centre promotes a positive and open culture of reporting incidents or potential incidents.

The centre keeps the children/young people, family members and significant others informed of any related incident or potential incident, provide feedback on any investigations completed and the steps taken to prevent a reoccurrence of the incident or potential incident.

The centre complies with all requirements relating to notifications of serious incidents.

Incidents which occur are reviewed and trended. Appropriate learning outcomes are provided to all staff, children and young people, social workers and significant others where appropriate.

Regular audits shall be undertaken to determine compliance with Standard 3.3. These shall be completed via a review of relevant records, including incident reports, through observation and by utilising the appropriate audit tools developed and approved.



## Examples of information/evidence that will be reviewed and how this will be done

Standard 3.3: *Incidents are effectively identified, managed and reviewed in a timely manner and outcomes inform future practice.*

Documentation review
<p>Inspectors will review documents including (but not limited to):</p> <ul style="list-style-type: none"><li>• Children/young person questionnaires received prior to and during the inspection.</li><li>• The centres policy and procedure on incident reporting and management in line with relevant legislation, regulation, standards and evidenced based best practice.</li><li>• Incident and accident records, including serious incident notifications.</li><li>• Incident report register.</li><li>• Data monitoring, analysis and trending reports.</li><li>• Serious event review group meeting minutes.</li><li>• Team meeting minutes.</li><li>• Supervision minutes and reports.</li><li>• Key working and house meeting minutes.</li><li>• Daily logs.</li><li>• Shared learning outcomes.</li><li>• Quality improvement plans and actions.</li></ul>
Observation
<p>Inspectors will observe:</p> <ul style="list-style-type: none"><li>• Appropriate management of incidents where it occurs when inspectors are present.</li><li>• Positive and open culture of reporting incidents or potential incidents.</li><li>• Implementation of appropriate actions following incidents.</li><li>• Evidence of shared learning following incidents with the team.</li></ul>
Interview
<p>Inspectors will communicate with children/young people:</p> <ul style="list-style-type: none"><li>• To determine their awareness of incident reporting and management.</li><li>• To explore their involvement in the incident reporting and management processes.</li><li>• To explore if they are aware of their right to be involved in the writing and review of the incident.</li><li>• To determine if they feel safe within the centre.</li><li>• To determine if they feel they can freely express and issue of concern.</li><li>• To explore if they have ever been involved in an incident in the centre.</li><li>• To determine if incidents which have occurred have had a negative impact on the quality of care provided.</li><li>• To determine their involvement in quality improvement plans.</li></ul>



Inspectors will communicate with staff:

- To determine their knowledge and understanding of the centres policy and procedure on incident reporting in line with, relevant legislation, regulation, standards and evidenced based best practice.
- To determine their knowledge and understanding of the mechanisms in place to ensure that incidents are reported and recorded in a timely manner.
- To determine their responsibility in reporting incidents.
- To explore the level of consistency in the centre in relation to the reporting of incidents.
- To determine if they have received appropriate guidance in relation to incident reporting.
- To explore their role in the review and learning outcomes of serious incidents.
- To determine their knowledge in relation to the escalation of incidents to senior management.
- To explore if learning outcomes are discussed and addressed at supervision.

Inspectors will communicate with the registered provider and person in charge or designated other:

- To determine their knowledge and understanding of the centre's policy and procedure on incident reporting in line with, relevant legislation, regulation, standards and evidenced based best practice.
- To determine their knowledge and understanding of the mechanisms in place to ensure that incidents are reported and recorded in a timely manner.
- To determine their responsibility in reviewing incidents.
- To explore their role in the review and learning outcomes of serious incident notifications.
- To determine their knowledge in relation to the escalation of serious incidents.
- To explore their involvement in learning outcomes for staff and children/young people.
- To explore their satisfaction with social work involvement and response to incidents.
- To determine their satisfaction with staff responses and management of incidents.
- To explore how incidents and serious incident data is monitored, trended and analysed.
- To explore their oversight in relation to evaluation and adherence to incident reporting.

Inspectors will communicate with social workers/relevant professionals:

- To determine if they are satisfied that serious incidents are reported promptly and are reported in accordance with TUSLA policy to NIMS and NPR.
- To confirm their satisfaction with the quality of serious incident reports received.



## 6.0 References

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