

Questioning framework

Safeguarding Policy

What procedures will staff be required to follow if a concern of harm or abuse is raised, including key personnel for concerns to be reported to?

What recording system is in place for staff to record concerns of harm or abuse including actions taken?

How can young people report concerns for themselves or others?

What are the procedures to be followed for reporting current, ongoing or historic concerns to the accommodating authority?

What are the local procedures to be followed for reporting current, ongoing or historic concerns to the Local Authority?

How will the registered person liaise and co-operate with Local Authorities when there are child protection enquiries?

What procedures are in place for managing allegations or concerns involving staff?

What measures are in place to protect young people following allegations?

What safeguarding and child protection training will staff be required to undertake at induction that will meet the requirements set out in the guidance under the Protection standard, and how often will this be refreshed?

How will you ensure that staff are knowledgeable, confident, and competent in following your safeguarding procedures as set out within the policy?

How will young people be provided with appropriate guidance to help keep themselves safe, understand healthy and nurturing relationships and make informed decisions?

How will young people be involved in decision making including expressing views about their own safety and be provided with clear information on who to contact if they have concerns for their safety?

What measures are in place to protect young people online, including staff awareness and advice and signposting for young people?

How will young people who self-harm be supported?

What records are kept of self-harming incidents, including procedures for information sharing with relevant others?

What procedures are in place for whistleblowing?

Missing Child Policy

What are the roles and responsibilities of staff when young person goes missing?

What records will be kept when a young person goes missing?

What should be considered as part of a risk assessment when a young person goes missing?

What initial actions should be taken to locate the young person?

What are the procedures for reporting the young person missing to the Police?

Who else should be contacted when a young person is missing?

Who should be contacted when a young person is found?

How will staff engage with the Independent return interview?

How will staff take account of information provided during Independent return interviews to assess risk and put appropriate protections in place?

What work will be undertaken with young people to support them to understand the risks associated with going missing and support available to them?

How will the setting engage with risk management meetings when a young person is frequently missing?

How will missing incidents be monitored and evaluated to record and retain evidence of what worked well and identify changes that need to be made (e.g. staff knowledge, procedures, support offered to young people)?

Behaviour Management Policy

What are the settings expectations for behaviour and how will they be communicated to young people and promoted?

What will happen if behaviour expectations are not met?

How will the setting promote strong and trusted relationships between staff and young people?

How will young people be supported to maintain a reasonable standard of behaviour?

How will staff manage challenging behaviour, including methods of de-escalation?

What are the exceptional circumstances in which restraint may be used?

What procedures will be followed should restraint be used, including reporting and recording?

What measures of restraint can be used in exceptional circumstances?

How will incidents of restraint be reviewed and monitored in order to consider the impact on the young person, learn lessons, and manage consequences?

What support will be offered to a young person following an incident of restraint?

What training will staff receive to support them in managing behaviour including techniques designed to prevent and deescalate situations and to prevent the need for restraint?

Statement of Purpose

What categories of supported accommodation does the service deliver?

How does the registered person and service demonstrate that they have the capacity, appropriate experience, and skills to manage the service?

If more than one category is delivered, then how will each of these be addressed?

How would you describe the accommodation?

How could the accommodation be adapted to meet the individual needs of young people?

What are the security arrangements in place?

What are the characteristics of young people that the service provides accommodation and support to? (including age, numbers of young people and whether it is a mixed or single sex provision)

What level of support does the service offer?

What arrangements are in place for young people with SEND, health, and mental health needs?

What are the staffing levels?

How can staffing levels respond to unexpected events or opportunities?

If staff are not onsite 24 hours a day, what safety and support arrangements are in place including on-call support being available 24/7?

What degree of staff involvement is in place?

How will staff work effectively as a team to meet young people's needs?

How will you ensure staff have the right level of experience and skills to support young people and meet their needs?

What mechanisms are in place for reviewing and updating the Statement of Purpose?

How will reviews take into account feedback and complaints from young people?

How will you ensure that young people's rights and views are at the centre of the support, service delivery and planning?

How will you ensure young people are fully aware of their entitlements, including the provision and their entitlements as Looked after children or Care leavers and entitlements to education, training, or employment?

What are the positive outcomes that you seek to achieve for young people and what is your service's approach to achieving them?

How will you support the development of independent living skills?

Young People's Case Records

What records will be kept?

How and where will case records be kept, including secure storage?

How will you ensure that only those who have reason to do so will access case records?

What are your record retention procedures?

What will happen to case records should the setting close or be taken over by another provider?

How will you ensure that young people's case records represent an accurate account of that period in a young person's life?

How will you ensure staff understand their important role in keeping accurate case records?

How will you ensure staff are familiar with your policies and procedures for record keeping and information sharing requirements?

How will you ensure young people are supported to understand the type of records kept and how to access them now or in the future?

How will young people be supported to read their records and add further information to them?

How will young people be supported to reflect on and understand their history?

How will you ensure compliance with local information sharing policy and procedures specified by safeguarding partners?

How will quality assure records be undertaken to ensure they are accurate, distinguish between fact, opinion and third party information, and do not stigmatise young people?

What is the protocol for information Ofsted of serious incidents?