



Self Assessment Form Secure Accommodation Services

Guidance Note

You are advised to use the accompanying guidance when completing the self assessment.

When you complete the self assessment, it is important that you take consideration of the National Care Standards. To help you to do this, you will find **examples** of sources of evidence and questions to ask about the service, matched to National Care sub Standards (in brackets) by clicking on the **help icon** next to the Quality Statement. Some examples may not apply to your service so it is important that you take time to look at these and use those most applicable. It is not meant to be used simply as a checklist. For some services there may be other legislation or best practice which will inform how you work. This is included under the heading 'Legislation and Best Practice Signposting below:

NB: The term "service users and carers" is used throughout this document for ease of reference, but is also taken to include family members and other representatives e.g. guardians, advocates etc. The term "carer" is used to mean people who look after a partner, husband or wife, son or daughter, relative or friend with a disability or illness. Many carers live with the person they care for, but many look after someone who lives independently, in supported accommodation, in hospital, or in a care home.

Section 115 of the Public Services Reform (Scotland) Act 2010 states that Social Care and Social Work Improvement Scotland (SCSWIS) and Her Majesty's inspectors of schools shall, at the request of Scottish Ministers, conduct a joint inspection of children's services. To fulfil this requirement, SCSWIS and Her Majesty's inspectors of schools have undertaken a commitment to inspect services, where relevant, in an integrated manner using National Care Standards and Her Majesty's inspectors of schools self evaluation tools.

Legislation

When completing the self-assessment you should be aware of the provisions of the Public Services Reform (Scotland) Act 2010 and associated regulations; and, where appropriate, the Regulation of Care (Scotland) Act 2001.

Public Services Reform (Scotland) Act 2010, section 115
The Public Services Reform (Joint Inspections) (Scotland) Regulations 2011
Social Work (Scotland) Act 1968 5B
Health and Safety at Work, etc. Act 1974
Age of Legal Capacity (Scotland) Act 1991
The Children (Scotland) Act 1995 Regulations and guidance – Volume 2
Chapter 1 and Section 90
The Support and Assistance of Young People Leaving Care (Scotland) Regulations 2003/608
Code of Practice for Social Service Workers (Scottish Social Services Council) (SSSC) 2007

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Publications

It's everyone's job to make sure I'm alright (Scottish Executive 2002)

'Protecting Children and Young Children and young people – The Charter' (Scottish Executive 2004)

Framework for Standards for professionals for child protection (Scottish Executive 2004)

Holding Safely: A guide for Residential Child Care Practitioners and Managers about Physically Restraining Children and Young Minimising the use of physical restraint – amend 'Holding safely' (this has still to be published and it will be added as an annex to NCS for this service type)

Children and young people (Scottish Institute for Residential Child Care (SIRCC) 2005)

Code of Practice for Social Service Workers (Scottish Social Services Council (SSSC) 2007)

Secure in the knowledge (SIRCC 2005)

Extraordinary Lives (Social Work Inspection Agency (SWIA) 2006)

"How good is our team? – Evaluating the performance of a social work team" (Scottish Executive 2006)

Quality Improvement Framework for Integrated Services for Children, Young Children and young people and Their Families (Scottish Executive 2006)

Designing with care – Interior Design in Residential Child Care (Scottish Executive 2006)

Children's Rights Impact Assessment: The SCCYP Model (SCCYP 2006)

Changing Lives – report of the 21st Century Social Work Review (Scottish Executive 2006)

How good is your through care and after care services? (Scottish Through Care and After Care Forum 2006)

No Time to Lose – a Manifesto for Children and Young Children and young people Looked After Away from Home (SIRCC 2006)

Getting it Right – Guidance on the child or young persons care plan (Scottish Executive 2007)

Looked after Children and young people: We Can and Must Do Better (Scottish Executive 2007)

Delivering a Healthy Future: An Action Framework for Children and Young people's Health in Scotland (Scottish Executive 2007)

Respect me – anti-bullying service (Scottish Executive 2007)

Safer recruitment through better recruitment (Scottish Executive 2007)

A Guide to Evaluating Services For children and young people Using Quality Indicators (HM Inspectorate of Education (HMIE) 2007)

Allegations against Residential Workers: Interim Guidance on How Agencies Should Respond

National Guidance for Child Protection in Scotland 2010

The Inspection Focus Areas (IFAs)

Please see the SCSWIS website at www.scswis.com

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Quality Theme 1: Quality of Care and Support

Quality Statement 1.1

We ensure that service users and carers participate in assessing and improving the quality of care and support provided by the service.

Sources of Evidence

Some questions to ask yourself. You may wish to record your responses as part of the evidence you submit to us.

- Do you consider it important to know the views of children/young people and their carers? (7.9)
- Have you sought views of other stakeholders and used the information to inform the development of the service? (1.6, 7.6, 7.9, 18.3)
- Did the stakeholders' grade reflect that of you and your staff?
- How regularly do you review your Aims and Functions statement and associated policies – who do you involve? (7.9)

Service provider evidence of strengths

Areas of improvement identified by the service provider:

Other issues

Please provide information about any other issues you feel are relevant when making the quality assessment.

Target action date

Please provide a target date by when you will complete any improvement actions you have mentioned above.

Service provider grading

Please provide a grade for your service under this Quality Statement. Please tick one box below.

- | | | |
|--|--|---|
| <input type="checkbox"/> 6 – Excellent | <input type="checkbox"/> 5 – Very good | <input type="checkbox"/> 4 – Good |
| <input type="checkbox"/> 3 – Adequate | <input type="checkbox"/> 2 – Weak | <input type="checkbox"/> 1 – Unsatisfactory |

Quality Statement 1.2

We enable service users to make individual choices and ensure that every service user can be supported to achieve their potential.

Sources of Evidence

Some questions to ask yourself. You may wish to record your responses as part of the evidence you submit to us.

- Are children/young people encouraged to develop their own identity, for example are they able to choose their own clothing and hairstyles? (1.1, 8.1 – 8.4)
- What are the child/young person's ambitions –and do staff share these? What have you put into place to assist the child in achieving these? (6.1 – 6.5, 8.4, 16.2)
- Are you aware of the publication? "How Good is your Through care & Aftercare Service?" and how is this implemented? Do you use the Quality Indicators? (6.1 – 6.5, 16.1 – 16.7)
- Staff are aware of children's rights in law, for example consent to medical treatment, and the home has a statement on rights and responsibilities to ensure there are rules on behaviour, rewards and consequences? (1.1, 3.1 – 3.13, 8.1, 9.1 – 9.8)
- Do children/young people have access to a responsive and effective complaints procedure and are all complaints and concerns treated seriously? (1.1, 1.5, 3.4, 3.6, 5.8, 7.1, 7.4, 7.6, 7.9, 9.1, 10.1 – 10.4, 16.1, 17.1 – 17.8, 18.1 – 18.3)
- Where individual choices are not able to be met, how do you communicate this in an open and transparent manner which is understandable to the child? (10.1 – 10. 4, 17.1, 17.2)
- How do you support children/young people in education? (14.1 – 14.6)

Service provider evidence of strengths

Areas of improvement identified by the service provider:

Other issues

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Quality Statement 1.3

We ensure that service user's health and wellbeing needs are met.

Sources of Evidence

Some questions to ask yourself. You may wish to record your responses as part of the evidence you submit to us.

- How does the service understand and address child protection issues? (3.3)
- How do you manage and encourage children/young people to be responsible for their own medication. (13.1 -13.9)
- How do you involve external health professionals in meeting the physical and mental health and wellbeing of children/young people and does this reflect up to date best practice and research? (2.1 – 2.7, 5.10, 6.1 -6.5, 7.2, 7.8, 7.10, 8.4, 9.6, 10.1 – 10.4, 11.1 – 11.7, 12.1 – 12.14, 13.1 – 13.9, 16.2)
- How is the promotion of a healthy lifestyle promoted on a daily basis in your school and are staff good role models for children/young people? (5.10, 10, 11,1 2)
- How effective is your smoking policy – for staff and children? (7.9)
- Where you have children/young people who require intimate care – how do you resource this to ensure dignity and privacy are maintained. (7.10)
- How do you know that staff are applying their training in moving and assisting, infection control, medication? (13.7)

Service provider evidence of strengths

Areas of improvement identified by the service provider:

Other issues

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Quality Statement 1.4

We use a range of communication methods to ensure we meet the needs of service users.

Sources of Evidence

Some questions to ask yourself. You may wish to record your responses as part of the evidence you submit to us.

- How do you involve children/young people, families and others in the provision of care? (1.1 – 1.6, 2.1 – 2.7, 6.1, 7.9, 10.1 -10.4, 17.1 – 17.8)
- What expectations do you place on the child/young person’s social worker (where relevant) – do you follow these through? (1.1, 2.1, 6.1)
- What are the opportunities you give for children/young people to feedback/raise issues on their experience? (1.5, 10.1 – 10.4, 15.5, 17.1 - 17.8)
- Are parents/guardians and friends of children able to visit freely and where appropriate participate in the care of the child? (2.1 – 2.7)
- What advocacy groups are involved with children/young people? (18.1 – 18.3)
- Do staff/guardians attend parent’s nights and other “family” activities for the child/young person at school and in the wider community? (2.6, 9.7, 16.6)
- Are young adults and children/young people who no longer live in the service able to visit for support and maintenance of relationships? (16.7)
- How do staff in the school contribute at a local and national level to the debates and developments in school care accommodation services? (7.9)
- How are children/young people involved in the recruitment process of staff? (7.7 10.3)
- How do staff know/ find out about children/young people’s interests and build on these? How do you ensure there is shared understanding? And do children/young people feel fairly treated? (1.16.1 – 6.5, 9.5, 10.2, 10.4)

Service provider evidence of strengths

Areas of improvement identified by the service provider:

Other issues

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Quality Statement 1.5

We respond to service users' care and support needs using person centred values.

Sources of Evidence

Some questions to ask yourself. You may wish to record your responses as part of the evidence you submit to us.

- Do you understand the purpose of placement for each child/young person in the care of your establishment? (1.1, 1.2, 2.1, 2.4, 2.5, 2.6, 2.7, 3.1, 6.1, 6.2, 6.3, 6.4, 6.5, 11.1, 12.1, 14.1, 14.2)
- How do staff establish appropriate, supportive relationships with children and young people? (2.1, 2.2, 2.3, 3.1, 3.5, 3.8, 3.9, 4.5, 4.6, 6.1, 6.2, 6.3, 6.4, 6.5, 7.3, 8.1, 8.2, 8.3, 8.4, 9.5, 10.1, 10.3, 11.1, 11.3, 11.6, 11.7, 12.1, 12.8, 12.13, 13.1, 13.3, 13.5, 14.1, 14.6, 15.1, 15.5, 16.2, 16.3, 16.4)
- Has each child/young person got a care plan to which they have contributed (where relevant)? (1.6, 6.3, 8.2, 10.3, 10.4, 11.7, 14.1, 15.5, 17.1, 18.3)
- Does the child/young person attend and contribute to reviews, including Children's Hearings? (1.5, 3.6, 9.1, 9.3, 9.6, 17.1, 17.2, 18.1, 18.2, 18.3)
- For children/young people without capacity or with communication problems are they assisted through advocacy to have an independent voice? (1.1, 4.5, 4.6, 6.1, 6.4, 6.5, 7.10, 11.6, 11.7, 12.4, 12.8, 12.12, 12.13, 13.7, 14.2, 14.6, 15.2, 17.5, 18.2)
- For children/young people with special needs how do you ensure they have the necessary resources to meet their needs? (1.1, 2.3, 3., 6.1, 8.1, 8.4, 9.5, 9.7, 10.3, 12.1 – 12.14, 16.2)
- How are children/young people encouraged and supported to develop as individuals – do they take part in community & leisure facilities; how are they encouraged and supported to make friends within the wider community, including their own community? (7.2, 7.4, 7.9)
- What have been the new and varied experiences you have given each child/young person in your care in the last 3 months? (3.1, 3.5, 3.9, 7.1, 7.9)
- How do you assess and report on a child/young person's progress – is it based on how they are dealing with life in a group living situation or other? (1.6, 2.3, 7.9)
- How do your staff describe in supervision their direct work with children/young people and do you sample records to ensure that staff are following through on a daily basis the care plan? (1.6, 2.3, 7.9)
- When dealing with children/young people's needs does risk assessment become risk aversion? (7.8)
- Are children/young people, and families and other stakeholders consulted in the drafting of policies that affect them? (7.9)
- Are Impact assessments considered / used in formulating policies? (7.1)

Service provider evidence of strengths

Areas of improvement identified by the service provider:

Other issues

Please provide information about any other issues you feel are relevant when making the quality assessment.

Target action date

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Service provider grading

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Quality Statement 1.6

People who use, or would like to use the service, and those who are ceasing the service, are fully informed as to what the service provides

Sources of Evidence

Some questions to ask yourself. You may wish to record your responses as part of the evidence you submit to us.

- How informative, reader friendly and accurate is the handbook for parents and placing social workers? When did you last review it? Is it available in different communication formats? (1.1, 2.4)
- Do you have written procedures which clarify the admissions policy? (1.1)
- How robust are your arrangements to ensure all parties have the necessary information if the admission is made on an emergency basis? (1.1, 2.4)
- Do staff contact parents/guardians to discuss the progress of children/young people? (1.6, 2.6, 6.1 -6.5, 7.9)
- Does the information booklet have the information that children/young people and parents say would be helpful? (7.9)

Service provider evidence of strengths**Areas of improvement identified by the service provider:**

Other issues

Please provide information about any other issues you feel are relevant when making the quality assessment.

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Service provider grading

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Quality Theme 2: Quality of Environment

Quality Statement 2.1

We ensure that service users and carers participate in assessing and improving the quality of the environment within the service.

Sources of Evidence

Some questions to ask yourself. You may wish to record your responses as part of the evidence you submit to us.

- What do stakeholders think of the environment? (7.9)
- Does the information booklet reflect reality? (1.1, 7.9)
- What do children/young people think of the environment? (7.9, 17.1)
- Do children/young people feel valued and respected? (17.1)
- Do staff feel valued and respected? (17.1)

Service provider evidence of strengths

Areas of improvement identified by the service provider:

Other issues

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Target action date

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Service provider grading

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Quality Statement 2.2

We make sure that the environment is safe and service users are protected.

Sources of Evidence

Some questions to ask yourself. You may wish to record your responses as part of the evidence you submit to us.

- Do children/young people feel safe living in the service? (3.1 – 3.8, 5.1 – 5.10, 7.6, 7.9)
- Do you have a safe recruitment procedure in place – when did you last audit or review it? (7.7, 7.8)
- How do you ensure children/young people feel safe, protected and valued in a strong, sustained and committed relationship with at least one carer? (1.5, 7.3)
- Do you have sufficient staff to support activities, develop relationships with children and families and to actively listen to children/young people? (3.2, 5.7, 7.3)
- How do you ensure staff are fully conversant with child protection policy and procedures? (3.3, 7.1, 7.2, 7.9)
- In what ways does the service protect children/young people without restricting them inappropriately? (5.7, 7.1, 7.10)
- Are appropriate security arrangements in place? (5.3)
- What security is in place to ensure safe internet access? When was it last reviewed? (3.13)
- How do you ensure that the quality of the furnishings, equipment and decoration are safe and well maintained? (5.1, 5.2)
- How have you built positive relationships with the community/juvenile liaison police officers? (3.5)
- Is your service reliant on the police in intervening with children/young people with challenging behaviours? (3.1 – 3.13)
- Do you have systems internal and external to audit incident records to ensure appropriate interventions have taken place? (7.4, 7.6, 7.9)
- Who counsels children/young people after a serious incident? Is it the same staff who were involved in the incident?
- Who counsels staff after a serious incident? (3.8, 7.1, 7.2, 7.4, 7.8, 7.9)
- What advocacy services are available to children/young people – when was the last visit? (18.1, 18.2)
- Do children/young people feel protected from bullying? (3.1 – 3.13)
- Who ensures staff have an awareness and understanding of the importance of infection control in all the tasks and activities they carry out. (7.1, 7.8, 7.9, 12.1 – 12.14)
- How often do you check the contents of records and make comments to staff as part of your own quality assurance system? (7.6, 7.9)
- How often are vehicles maintained? (5.9)

Service provider evidence of strengths

Areas of improvement identified by the service provider:

Other issues

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Quality Statement 2.3

The environment allows service users to have as positive a quality of life as possible.

Sources of Evidence

Some questions to ask yourself. You may wish to record your responses as part of the evidence you submit to us.

- How homely is the accommodation? (4.1 – 4.8, 5.1, 5.2)
- In what ways are children/ young people able to personalise the living space? (5.2)
- Does the environment, furnishings and resources encourage the child/young person to continue with learning academic and social life? (4.1 – 4.8, 14.3,)
- Do children/young people and staff feel valued? (7.9)
- What financial investment do you make to ensure that the service is maintained in good standard? (7.6, 7.9)

Service provider evidence of strengths

Areas of improvement identified by the service provider:

Other issues

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Quality Statement 2.4

The accommodation we provide ensures that the privacy of service users is respected.

Sources of Evidence

Some questions to ask yourself. You may wish to record your responses as part of the evidence you submit to us.

- Do children/young people have a choice of a single room if they want one or if their identified needs indicate this need? (4.1, 4.4)
- Do children/young people have access to a lockable space for their personal belongings? (4.3)
- Does the information booklet outline the facilities and policies of the home? (1.1)
- Have children/young people, their families and other stakeholders been consulted in the drafting of policies that affect them? (1.6, 7.6, 7.9, 18.3)
- How do you ensure children/young people's personal information is stored safely (3.7)

Service provider evidence of strengths**Areas of improvement identified by the service provider:**

Other issues

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Quality Theme 3: Quality of Staffing

Quality Statement 3.1

We ensure that service users and carers participate in assessing and improving the quality of staffing in the service.

Sources of Evidence

- Participation strategy (7.9)
- Service user questionnaires, minutes of consultation meetings etc. (7.9)
- Recruitment and retention policies (7.7)
- Training plans (7.8)

Some questions to ask yourself. You may wish to record your responses as part of the evidence you submit to us.

- Do you have a participation strategy which reflects the way in which you engage with service users and carers? (7.9)
- How has the service user and carer participation led to service improvements in respect of staffing? (7.9)
- How does your service take into account the views of service users about staffing in your service (e.g. questionnaires, group or individual consultation meetings)? (7.9)
- To what extent do you involve service users and carers in the recruitment and selection of staff? (7.7)
- To what extent do you involve service users and carers in the development of staff training plans? (7.8)
- How do you take the views of carers into account in determining the strengths and areas of development of the service in respect of staffing? (7.9)
- What recent service improvements have you made, in respect of staffing, as a result of taking into account service users and carers' views? (7.9)
- How has service user/carer feedback helped to grade this Quality Theme related to staffing?

Service provider evidence of strengths

Areas of improvement identified by the service provider:

Other issues

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Quality Statement 3.2

We are confident that our staff have been recruited, and inducted, in a safe and robust manner to protect service users and staff.

Sources of Evidence

- Recruitment and retention policies (7.7)
- Staff files (7.4)
- Adult and child protection policies (1.1, 7.1)
- Induction programme (7.7, 7.8)
- Disclosure Scotland and/or PVG scheme checks (7.1)
- Checks with professional bodies (e.g. SSSC, NMC, GMC) (7.1)
- Staffing arrangements including rotas (7.3)

Some questions to ask yourself. You may wish to record your responses as part of the evidence you submit to us.

- Do you operate an effective, safe and transparent recruitment and retention policy and procedures? (7.7)
- Do you have an equal opportunities policy which you monitor to ensure equality and fairness for staff including race, religion, ethnicity, disability and gender? (1.1, 7.1)
- Do your staff files reflect that you have followed robust procedures and the appropriate checks have been undertaken (e.g. Disclosure Scotland and/or PVG scheme checks, SSSC, GMC, NMC) for all staff grades and volunteers? (7.7)
- Have you recruited staff in appropriate numbers and skill mix to meet the aims and objectives of the service and the needs of service users? (7.8)
- Are your staff registered with the relevant professional body (e.g. SSSC, GMC, NMC)? (7.7, 7.9)
- Do your staff undergo a comprehensive induction programme? What does this cover? (7.8)
- How does your service promote an open and transparent environment such that your staff are confident in reporting poor practice? Do your staff view feedback with defensiveness or as an opportunity? (7.6, 7.8)
- How do you ensure that your staff have a good knowledge of your adult and child protection policies and a clear understanding of their roles and responsibilities in respect of adult and child protection? (7.8)

Service provider evidence of strengths

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Quality Statement 3.3

We have a professional, trained and motivated workforce which operates to National Care Standards, legislation and best practice.

Sources of Evidence

- Policies and procedures e.g. recruitment, whistleblowing, service user protection (1.1, 7.1)
- Induction programme (7.8)
- Staff development strategy/Annual training plan (7.8)
- Staff records including professional development, education and training (7.1, 7.8)
- Records of communication with staff, service users and carers, other agencies (7.1, 7.6, 7.9)
- Exit interviews (7.1)

Some questions to ask yourself. You may wish to record your responses as part of the evidence you submit to us.

- What relevant policies do you have in place to support this Quality Statement e.g. recruitment, whistleblowing, confidentiality, protection of vulnerable adults and child protection? How do you ensure that staff are aware of these policies and procedures and can implement them appropriately? (1.1, 7.1)
- How does individual staff development link into your staff development strategy, e.g. framework for staff supervision, continuous professional development, education and training programmes which ensures that staff are adequately trained to meet the needs of the service users? Do your staff records reflect this? (7.8)
- How do your staff work to relevant professional Codes of Practice (e.g. SSSC, NMC, GMC)? (7.7)
- How do you ensure that your staff are aware of the National Care Standards, research and best practice and how do they use these to inform their, and others', day to day practice? (7.8)
- How do you ensure that your staff work in effective teams which deliver good outcomes for service users? (7.3, 7.6)
- Can your staff demonstrate a knowledge of the needs of the service users and do they plan service users' care accordingly? (6.1, 6.3)
- How do your staffing arrangements promote continuity of care? (7.2, 7.3)
- Are your staff clear about lines of communication and accountability? e.g. would staff state that engagement with management and other staff is positive? What is the communication network across departments and between management and other staff? (7.2, 7.6, 7.8)
- What mechanisms are in place which support your staff to liaise appropriately with other professionals and agencies? (7.9)
- Does your service/organisation have an open and transparent environment such that your staff are confident in reporting poor practice? (7.2, 7.6)
- Do your policies and practice support staff retention? (7.7)

Service provider evidence of strengths

Areas of improvement identified by the service provider:

Other issues

Please provide information about any other issues you feel are relevant when making the quality assessment.

Target action date

Please provide a target date by when you will complete any improvement actions you have mentioned above.

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Service provider grading

Please provide a grade for your service under this Quality Statement. Please tick one box below.

 6 – Excellent 5 – Very good 4 – Good 3 – Adequate 2 – Weak 1 – Unsatisfactory

Quality Statement 3.4

We ensure that everyone working in the service has an ethos of respect towards service users and each other.

Sources of Evidence

- Policies and procedures (7.1)
- Participation strategy, minutes of meetings etc. (7.9)
- Staff training records (7.4, 7.8)

Some questions to ask yourself. You may wish to record your responses as part of the evidence you submit to us.

- How do you ensure that there are clear procedures for setting standards of conduct, care and welfare? (7.1)
- How would your staff demonstrate that they have a good knowledge of the National Care Standards (NCS) and the principles, including how these have had a direct impact on their work with service users? (7.2, 7.8, 7.9)
- How do your policies and procedures reflect the NCS and principles? (7.9)
- Staff and carers can describe a culture of the service which reflects good values and your staff can be observed putting these values into practice, interacting positively with service users and being responsive to service users' needs? (7.6, 7.9)
- Are your staff trained in the promotion of the principles of equality and diversity and what evidence do you have that they operate in accordance with these principles? (6.4, 7.8)
- How do your staff encourage service users to express their views and ask questions? (17.1, 18.3)
- What opportunities do you provide for both your staff and service users to discuss matters in confidence? (7.8)
- If asked, would your service users report that staff are respectful and caring and treat them with dignity? (7.9)

Service provider evidence of strengths

Areas of improvement identified by the service provider:

Other issues

Please provide information about any other issues you feel are relevant when making the quality assessment.

Target action date

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Service provider grading

Please provide a grade for your service under this Quality Statement. Please tick one box below.

- | | | |
|--|--|---|
| <input type="checkbox"/> 6 – Excellent | <input type="checkbox"/> 5 – Very good | <input type="checkbox"/> 4 – Good |
| <input type="checkbox"/> 3 – Adequate | <input type="checkbox"/> 2 – Weak | <input type="checkbox"/> 1 – Unsatisfactory |

DOCUMENT FOR INFORMATION ONLY – DO NOT USE TO SUBMIT TO CARE INSPECTORATE

Quality Theme 4: Quality of Management and Leadership

Quality Statement 4.1

We ensure that service users and carers participate in assessing and improving the quality of the management and leadership of the service.

Sources of Evidence

- Participation strategy (7.9)
- Service user questionnaires, minutes of consultation meetings etc. (7.9)
- Corporate plan/annual report/statement of aims and objectives (7.9)

Some questions to ask yourself. You may wish to record your responses as part of the evidence you submit to us.

- Do you have a participation strategy which reflects the way in which you engage with service users and carers? (7.9)
- How has service user and carer participation influenced the strategic direction of your service? (7.9)
- How do you take into account the views of service users in respect of development of the strategic direction of your service (e.g. questionnaires, group or individual consultation meetings)? (7.9, 17.1, 18.3)
- How have you involved service users in undertaking this self assessment process? (7.9)

Service provider evidence of strengths

Areas of improvement identified by the service provider:

Other issues

Please provide information about any other issues you feel are relevant when making the quality assessment.

Target action date

Please provide a target date by when you will complete any improvement actions you have mentioned above.

Service provider grading

Please provide a grade for your service under this Quality Statement. Please tick one box below.

- | | | |
|--|--|---|
| <input type="checkbox"/> 6 – Excellent | <input type="checkbox"/> 5 – Very good | <input type="checkbox"/> 4 – Good |
| <input type="checkbox"/> 3 – Adequate | <input type="checkbox"/> 2 – Weak | <input type="checkbox"/> 1 – Unsatisfactory |

Quality Statement 4.2

We involve our workforce in determining the direction and future objectives of the service.

Sources of Evidence

- Communication records with staff (e.g. minutes of team meetings, staff questionnaires) (7.2, 7.6)
- Staff supervision/appraisal records (7.1)
- Staff professional development and training records (7.8)

Some questions to ask yourself. You may wish to record your responses as part of the evidence you submit to us.

- Are your staff knowledgeable about the strategic plan, and aims and objectives of the service, and are consulted when aims and objectives are developed? How are staff offered the opportunity to influence the strategic direction of your service? (7.1, 7.9)
- How would staff describe the culture of leadership and management in your service? (7.6, 7.9)
- How do you encourage your staff to bring new ideas and learning into the service? (7.9)
- Do you consult your staff about how their time and skills are deployed in the service? What influence do your staff have on staffing/staff management issues? (7.3, 7.9)
- How do you promote an effective learning culture for your service/organisation, including providing access to resources to enable staff to keep up to date about the care sector in which your service operates (e.g. websites, journals, magazines and reports)? (7.8)

Service provider evidence of strengths

Areas of improvement identified by the service provider:

Other issues

Please provide information about any other issues you feel are relevant when making the quality assessment.

Target action date

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Service provider grading

Please provide a grade for your service under this Quality Statement. Please tick one box below.

- | | | |
|--|--|---|
| <input type="checkbox"/> 6 – Excellent | <input type="checkbox"/> 5 – Very good | <input type="checkbox"/> 4 – Good |
| <input type="checkbox"/> 3 – Adequate | <input type="checkbox"/> 2 – Weak | <input type="checkbox"/> 1 – Unsatisfactory |

DOCUMENT FOR INFORMATION ONLY – DO NOT USE TO SUBMIT TO CARE INSPECTORATE

Quality Statement 4.3

To encourage good quality care, we promote leadership values throughout our workforce.

Sources of Evidence

- Training records (7.1)
- Appraisal/supervision records (7.4, 7.6)
- Staff surveys (7.9)
- Corporate plan/annual report/statement of aims and objectives (7.1, 7.9)

NB References to "Managers" means owners, managers, a board etc. as appropriate.

Some questions to ask yourself. You may wish to record your responses as part of the evidence you submit to us.

- Is it clearly defined who is responsible for planning within your service and updating your service's strategic aims and objectives, including updating policies, staff management structure and staff training to deliver new strategic developments? (7.1, 7.6)
- How do you ensure that your staff understand the aims and objectives contained in your corporate plan/annual report/statement of aims and objectives, and are they committed to them? (7.8)
- Do your managers have aims and objectives which clearly define their leadership responsibilities? (7.2, 7.6)
- Do your staff demonstrate effective leadership qualities and communication skills which foster effective working relationships between staff and service users? (7.2, 17.1, 17.2)
- How do you motivate your managers and staff to become leaders? What evidence do you have that you have achieved this outcome? (7.2, 7.8)
- What systems do you have in place to support staff to develop their leadership skills and management of change? (7.8)
- Do you make leadership training accessible to all staff? (7.8)
- What evidence do you have that staff success is recognised and celebrated? (7.9)
- Do you promote staff autonomy and decision making in a supportive environment? (7.2, 7.6)
- How do the leadership values in your service ensure that staff are continually striving towards achieving high quality evidence-based relationship centred care? (7.6, 7.9)

Service provider evidence of strengths

Areas of improvement identified by the service provider:

Other issues

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Target action date

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Service provider grading

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Quality Statement 4.4

We use quality assurance systems and processes which involve service users, carers, staff and stakeholders to assess the quality of service we provide.

Sources of Evidence

- Corporate plan/annual report/statement of aims and objectives (7.1, 7.9)
- Quality assessment policies, methods and records of reviews and updates (7.9)
- Quality assurance models (7.9)
- Best value review (7.9)
- Self evaluation process (7.9)
- Records of consultation with stakeholders including service users and carers (7.1, 7.9, 18.1, 18.2)
- Quality Assurance Awards (7.9)
- Complaints procedure including access to advocacy (1.1, 17.6, 18.0)

Some questions to ask yourself. You may wish to record your responses as part of the evidence you submit to us.

- How do you assure quality in your service? (7.9)
- What quality assurance models do you use/participate in(e.g. Scottish Government Self Evaluation document "How good is our team", Investors in People, scrutiny from external bodies)? (7.9)
- How often do you review the quality systems you have in place? (7.9)
- How are service users involved with your quality assurance and self evaluation process? (7.9, 18.1, 18.2)
- What methods have you developed to encourage feedback from stakeholders e.g. service users and carers, social workers and external regulators and agencies? (7.9, 18.1, 18.2)
- What action have you taken in response to feedback from service users and carers and other stakeholders and how has this improved the service? (7.9)
- Have you developed, submitted and implemented an action plan to take account of any requirements and recommendations from regulatory activity? (7.9)
- How does quality assurance inform staff supervision? (7.2, 7.9)
- Do you make notifications to stakeholders, SCSWIS, SSSC and other professional bodies? (7.9)

Service provider evidence of strengths

Areas of improvement identified by the service provider:

Other issues

Please provide information about any other issues you feel are relevant when making the quality assessment.

Target action date

Please provide a target date by when you will complete any improvement actions you have mentioned above.

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Service provider grading

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