

# GYO. PROGRAMME DIALOGUE CHRIS FREESTONE

Module 4 part 1.  
Leadership and  
culture



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# MODULE 4 DAY 1.

The focus of the session today is to :-

- identify the leadership skills required in establishing a secure and robust safeguarding culture and the way in which risk management sits within this
- The day will include small group work and peer discussions

# Working together

- Sharing experiences
- Confidential to the room
- Ask naïve questions- they are always helpful.
- Manage your other devices so that you have this time for the session
- If you have to leave/ answer a call / please send me a message on chat / let me know
- Remember to unmute yourself in order to speak ....
- Leave your camera on if possible.....
- The opportunity to network
- Enjoy!

# The current DSL role :

Every organisation, which works with children needs to have someone who takes the lead on safeguarding and child protection.

We refer to them as a nominated child protection lead but they may also be known as: Designated Safeguarding Officer (DSO) **Designated Safeguarding Lead (DSL)**- initially came out of education as a defined role

What do you do ? Key aspects ?

They will apply this knowledge to

- help implement and maintain safeguarding procedures and policies
- be alert to safeguarding issues on a day-to-day basis.
- ensuring that staff have received appropriate training
- that their own training is up to date
- safe recruitment practices are sufficient, and all actions are within the best interest of safeguarding children.

**We are going to look at the strategic view of safeguarding which you as leaders hold .....this leads to a much wider remit for you.....**

# Culture is key.....

the set of shared attitudes, values, goals, and practices that characterises an institution or organisation

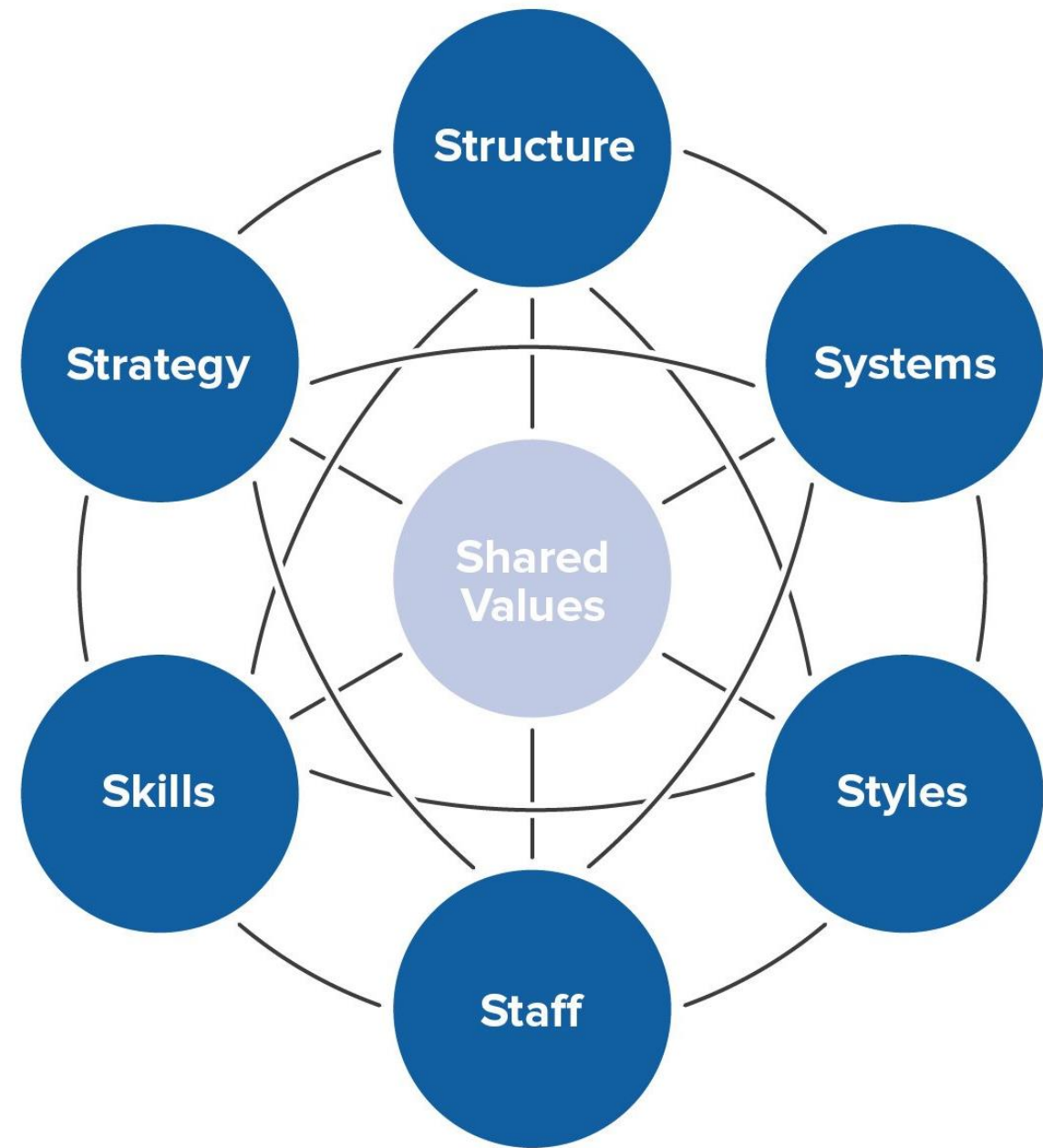
the set of values, conventions, or social practices associated with a particular field, activity, or societal characteristic

creating a culture of safety means embedding safeguarding into everything an organisation does.

Embedding a culture of safety starts at the very top of the organisation with the senior managers pledging absolute commitment and support, including ensuring the resources are available to make it happen.

DO YOU RECOGNISE THIS? IS this your organisation?  
Can you explain and evidence this ?





CULTURE  
STRUCTURE-  
MCKINSEY  
2016/17



Culture - constituents and protective features:

- Leadership- RM and RI
- Safer recruitment
- Training / knowledge base
- Accountability
- Environment
- Learning walks as an RM /observations
- Performance management. Appraisal , supervision
- Safeguarding as a key thread
- Code of conduct
- Policies/processes/procedures
- Record keeping
- Focus on vulnerable children
- SEND
- Looked after children
- Healthy challenge
- Whistleblowing

# Culture:

## Data e.g.

- Accidents / incidents
- Interventions
- Attendance at school
- Regulation 40 notifications
- MASH
- LADO
- Census data( education)
- Exclusions from school
- Complaints
- Health and safety
- **ANYTHING ELSE?**



**The VOICE  
of the  
child.....**



Safeguarding should sit within a contextual culture and it is your role to see that this is in place.

- What is this?
- Captured within a broad culture arc including:
- Recruitment processes/safer recruitment processes. As the Manager have you received this training? When?
- Training. Is staff training up to date and current? How are you sure of this?
- Supervision /Appraisal- up to date , reflective . Current , fits with the development plan for the Home.  
*(supervision issues remains a key theme in Ofsted findings)*
- Day to day information to staff- handovers in place? Sufficiently detailed? Focus on the young people ?

# Safeguarding culture continued....

- Breadth of experience within the team?
- Rapid staff changeover – why? If this is happening – get it into your monitoring with a rationale and action plan.
- Static staff team – good for continuity but what problems could arise?
- Do staff work within an “Arena of Safety” . e.g, no personal details given to young people of families/no details of their own home given out.
- No discussion re. their workplace or potential identification- social media in particular. Is this built into your HR policy?
- Boundaries around relationships – - - defining what “love” looks like for your Home.
- - nurture in a school
- Policies , procedures , processes- staff awareness
- Record keeping – staff awareness and competence. ANY document could end up in the legal arena
- Healthy challenge- do staff feel safe enough to do this? Do you know ? If not , why not?

# Safeguarding culture- children and young people.....

- Placement-assessment, matching , transition , role of the Registered Manager / RI in placing, meeting , transition , preparation for arrival, arrival in the Home- are all these process secure and underpinned by safeguarding at ALL times?
- Conflict with income needs for the business?
- Is the environment right- school , house , their room, outside space , location?
- What is “homely?” Is your Home /service like this?

# Safeguarding culture...data? Can you use it and prove what you do? Using language .....

- Data can play a part within your reviews of the quality of care / safeguarding/school reports provided, as well as shape reviews of risk , location, activities etc.
- Missing incidents- numbers , impact , outcomes, risks.
- Incidents- what is an incident? What do you class as an incident?

Do you categorise them, check for peaks and troughs, explain why they have occurred , feed that in to potential patterns and issues , feedback to staff ,amend plans, amend risk assessments all as a result!

- Physical Intervention- what is a PI? Training for staff- up to date and current practice? Why? When? Patterns ? Triggers?
- NB. Children reported that staff need to be able to avoid problems building up to a danger level and should only use restraint as a last resort. They accepted that restraint is sometimes necessary but only when someone is likely to get hurt or property is likely to get seriously damaged. They were clear that restraint should never involve pain and stressed the importance of staff training in how to restrain without hurting (Morgan, 2005,Longfield 2018)

# Safeguarding culture.....data continued.

- Regulation 40 notifications
- Accidents
- First Aid
- Complaints or lower level grumps and grumbles
- Health and safety issues or RIDDOR notifications
- Staff turnover
- MASH/LADO
- Issues from the pandemic and restrictions

Data can give evidence in a quantitative format of issues which may arise and how you have monitored , tracked , recognised , assessed, planned and put actions in place. It should be balanced by your narrative (qualitative) understanding of what the safeguarding culture is in your home.

- Can staff articulate what that culture is ?  
If not why not?
- Research shows that staff can quote policy and process and often little else- this across all settings .

# Group work:

- ▶ What do children need from us to be kept safe ? What do children say they want ?
  - ▶ What is your evidence base for this ?
- Discuss the key areas we need to consider.
  - Are these incorporated into your strategic safeguarding plan ?
  - Do you consult with children and young people about their safety ?
  - 15 minutes to discuss . One person to feedback from each group please.



# What should a secure safeguarding culture mean for individual children and young people?

- Their individual needs are assessed, recognised and met within the school / home
- There is support for them to develop resilience- social, emotional, mental, physical.
- Their well being is core to practice
- There is a recognition of the impact of the last two years for them
- There is the opportunity to develop an improved level of self esteem
- There is involvement of all professionals and support which can help and support (social pedagogy model)
- They feel SAFE- each young person will define that word differently? Have you ever asked them what they need to feel "safe?"
- They can demonstrate progress at their own pace and level.
- They are listened to and know this.
- They learn to settle, they choose to leave out their possessions, they move more confidently around the school, they choose to move more freely around the house, they develop a greater sense of belonging and ownership
- IS THIS YOUR SERVICE ?

# WHAT HAPPENS WHEN A CULTURE “CLOSES?”

- So called – closed cultures can lead to serious safeguarding failures.
- We will look at some of the indicators- bear in mind- could this be , is this your service ? Are there alarm bells ?

# Closed cultures...

- One of the biggest risks and as recently seen in the Hesley phase 1 report (October 2022) can lead to serious and significant harm for children and young people.
- As a senior leader what should you look out for ?
  - ❖ Poor experience of children who should be safeguarded and their well being supported and promoted
  - ❖ Weak leadership and management
  - ❖ Limited or no external input , review , alignment

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# Closed cultures.....

## Features:

- Children are at risk of deliberate or unintentional harm
- Leaders / staff stop seeing or have never seen the true situation re. safeguarding in the setting
- Children / staff are unable or afraid to speak up for themselves and are not listened to if they do
- There may be high levels of dependence on some staff/ RM/others
- There may be breaches of human rights and equality law



# Closed cultures.....

- Poor skills, experience and training of staff / leaders
- There are regular changes in leadership roles
- There is a high staff turnover- across the board
- High frequency of staff absence / leadership & SLT absence / illness
- Cliques
- Staff are not supported or encouraged to raise concerns.
- SLT fail to monitor, and address issues raised by staff, ,children , families and others
- SLT fail to respond to recommendations of others, for example professionals and regulators.



# Closed cultures

- There is a high use of agency/cover staff
- There is a lack of suitable induction, training, monitoring and supervision of staff.





# Closed cultures.....

External oversight..

- Is there a high or increasing number of safeguarding incidents, complaints or other notifications?  
Especially concerning if they involve:
- any form of inappropriate behaviour by staff towards children / young people
- complaints by children / young people using the service, their family and friends, including those that are withdrawn subsequently.
- Anything else ?
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# Lots to review and reflection is key...

- What gives you cause for concern ?
- Are any of these issue causing you concern in terms of governance ?
- Stability of the staff team?
- Skills base of the staff team?
- Skills of leaders and managers ?
- Any thoughts- open discussion....
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Any:

- Follow up?
- Thoughts?
- Queries?



Many thanks and  
see you next  
time.

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Chris .