

SAFEGUARDING FOR LEADERS . DIALOGUE LIZ COOPER

Part 1. Leadership
and culture



LEARNING FOCUS

The focus of the first 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 session 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 holdthis leads to a much wider remit for you.....

Culture is key.....

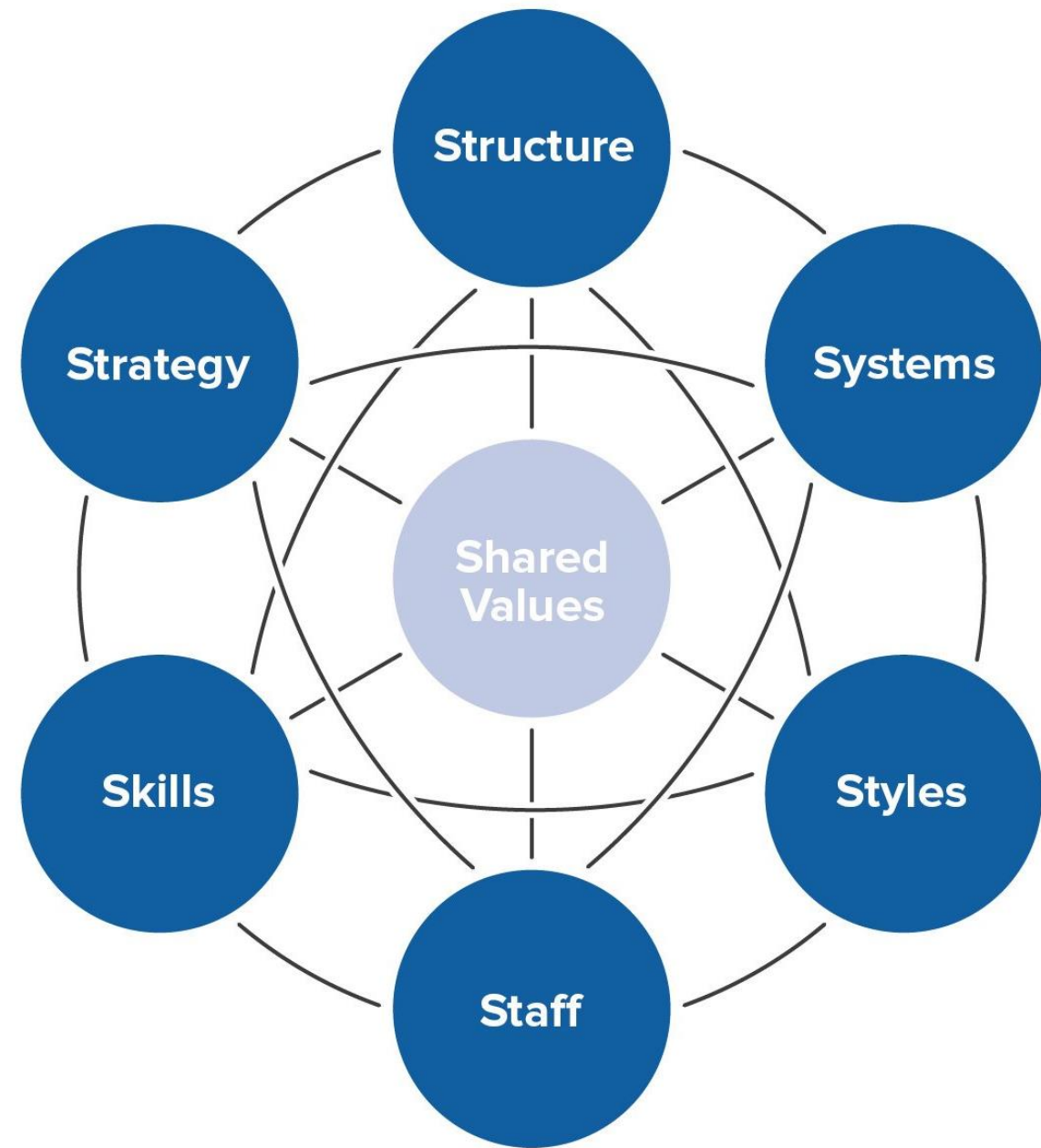
the set of shared attitudes, values, goals, and practices that characterises an institution or organisation

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

Guide to the CH Regulations 9.8 : The registered person should build a strong safeguarding culture in the home where children are listened to, respected and involved in both the development of the home and decisions about the home.

Guide to SA Regulations: L&M Standard: The registered person should play a key role in shaping the ethos of the settings they oversee through developing a culture of high aspiration for young people which is demonstrated through the support, resources and opportunities offered to the young people.

The Protection standard: The registered person should build a strong safeguarding culture in settings across the service where young people are listened to, respected and involved in both the development of the service and decisions about the setting, taking into consideration any impact on young people of settings that also accommodate adults.

Culture - constituents and protective features:

- Leadership- Head/RI/RM/Dept Head
- Safer recruitment
- Training / knowledge base
- Accountability
- Environment
- Learning walks as a leader /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
- Contingency plan policy (Reg 23)

Culture:

Data e.g.

- Accidents / incidents
- First aid
- Interventions
- Attendance at school
- Regulation 40 notifications
- Regulation 27 notifications (SA)
- MASH
- LADO
- Staff turnover
- ?Pandemic learning/preparedness
- Census data(education)
- Exclusions from school/college
- Complaints
- Health and safety
- **ANYTHING ELSE?**



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?
- What do you class as a serious event requiring notification?

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? Language ? Labelling ? If you don't use PI, how do you assess management of extreme challenge?
- 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.

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 is across all settings .

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 Service Manager have you received this training? When? Do you apply it? What are its' core principles?
- Training. Is staff training up to date and current? How are you sure of this? Cross ref. to SoP and workforce plan?
- 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?

Contextual cultures

- Contextual cultures are in each area of our lives, personal, business, recreational.....
- Made up of the attitudes within that culture-are they shared, are they tangible..
- The way we dress-does your home have unspoken dress codes-what are they, what do they convey?
- What are the shared beliefs? Can you articulate them-how do you know they're shared?
- Language-how do you communicate? What is acceptable? Is it inclusive, does it exclude? From verbal to body language..
- Conveyance of status within your organisation/home. Use of titles? Hierarchical? Know your place? Wielding authority?
- Open and inclusive-messages are direct and precise, can challenge without fear (low context)
- Messages nuanced and indirect, difficult to challenge, (high context)

Safeguarding culture continued....

- Breadth of experience within the team? Current recruitment issues ? How could this pressure compromise safeguarding ?
- Rapid staff changeover – why? If this is happening what are you doing about it ?
- Static staff team – good for continuity but what problems could arise?
- Do staff work within an “Arena of Safety” . Do they understand what this is ?
- 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. Understanding safe relationships within your sphere of operation
- Nurture in a school/college – is it happening? Is access to education an issue ? Do you know who the DSL is ?
- Policies , procedures , processes- staff awareness
- Record keeping – staff awareness and competence. Terminology and language. 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/NI/RSM 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?
- Tensions within recruitment and retention ?
- Adventure/activity establishments- how do you prepare to manage assumptions and fears re: physical challenges/fear of failure?
- Is the environment right- school , house , their room, outside space , location?
- What is “homely?” What is welcoming? Is your Home /service like this?

Group work:

- ▶ What do children and young people 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.

WTTSC 2023 what children want from us

- vigilance: to have adults notice when things are troubling them
- understanding and action: to understand what is happening; to be heard and understood; and to have that understanding acted upon
- stability: to be able to develop an ongoing stable relationship of trust with those helping them
- respect: to be treated with the expectation that they are competent rather than not
- information and engagement: to be informed about and involved in procedures, decisions, concerns and plans
- explanation: to be informed of the outcome of assessments and decisions and reasons when their views have not met with a positive response
- support: to be provided with support in their own right as well as a member of their family
- advocacy: to be provided with advocacy to assist them in putting forward their views
- protection: to be protected against all forms of abuse and discrimination and the right to special protection and help if a refugee

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 ?
- This is currently a key issue for discussion following the Hesley Phase report(s).

Closed cultures...

- One of the biggest risks and as recently seen in the Hesley phase reports (October 2022 & April 2023) 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

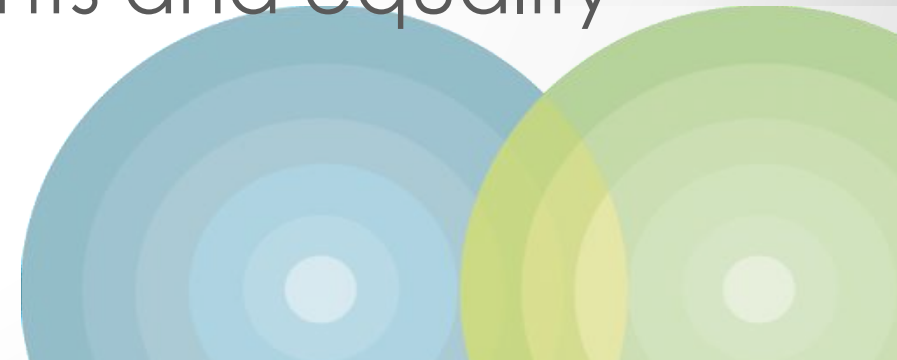
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Closed cultures.....

Features:

- Children and young people 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/ managers/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:
- Is there an absence of complaints/grumbles....
- 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 ?



Hesley

- “Safeguarding children with disabilities and complex health needs in residential settings”: Pt1 and Pt 2-released April 2023. Gov response now out

Closed culture caused /exacerbated by:

- Lack of oversight
- Poor (weak) leadership-poor accountability
- Lack of external oversight/involvement
- Covid (although first report on issues made in 2010)

Findings:

- No children’s voice
- Lack of cultural promotion/respect
- Systemic abuse

Other issues:

- Ofsted not recognising patterns across homes
- Reg 44 not identifying issues

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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?



Part 2 to follow in
terms of risk

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