

dialogue

Leading supported
accommodation
Session 4

Today's session will focus on safeguarding cultures

Today

- The focus today is on developing a healthy safeguarding culture.



- **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

- Can you describe your culture?
- Do you test this ?
- Do you have the evidence ?
- The Regulator tests this

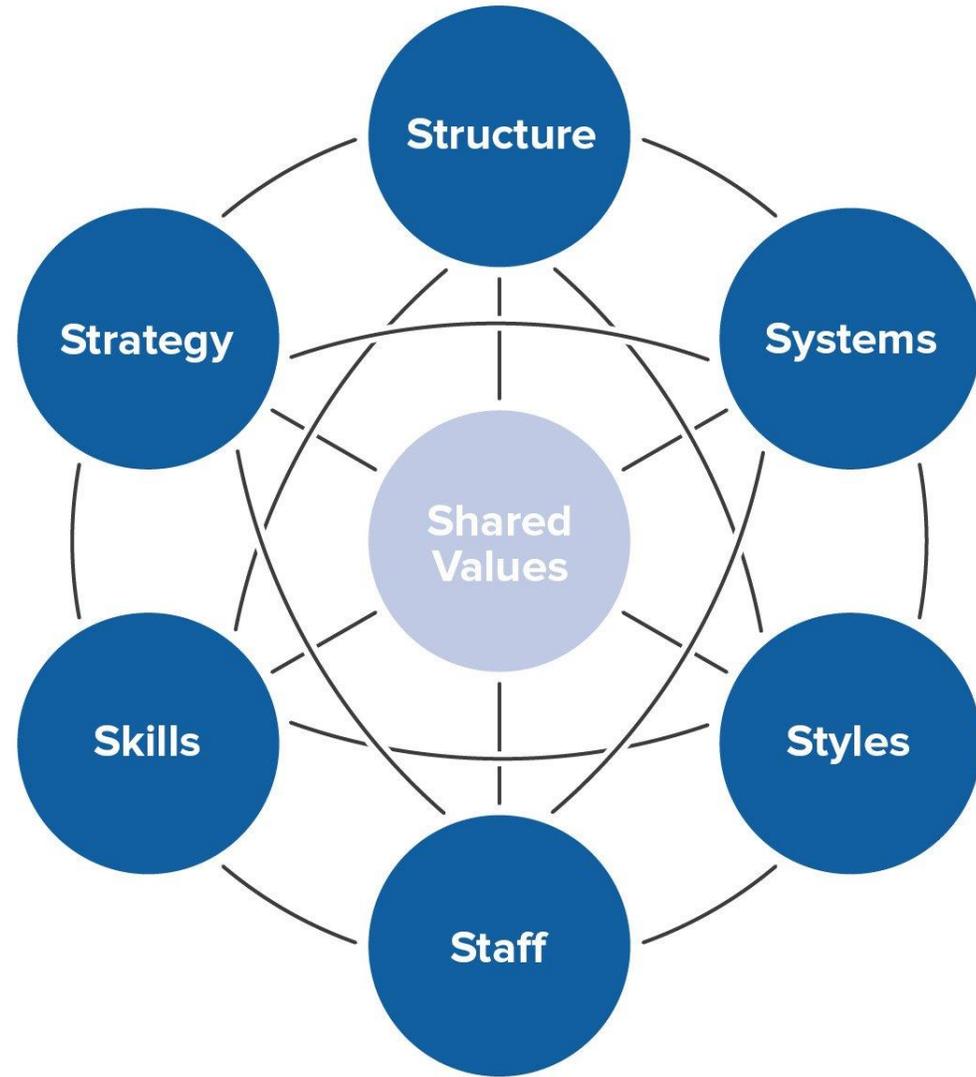


cultural and systemic dangers

- regression therapy (Leicestershire)
 - pindown (Staffordshire)
 - confrontational restraint (Aycliffe)
 - Winterbourne View
 - findings of IICSA reports 2022 in particular
 - Hesley (2022 report s)
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- In “thinking the unthinkable”, could there be a cultural shift in your home or service that could lead to it becoming unsafehow would you know ?



Culture
structure-
McKinsey 2016-
do you have a
clear culture
model in place ?



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)



Culture of high aspiration

- How do you support children to be the lead in their care?
- How do children influence the operation of the service?



Safeguarding culture

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 care and support looks like for your Home. Understanding safe relationships within your sphere of operation

Nurture in a 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?



Defining the constituent parts of a safeguarding culture- what will you see and test?

- Small group work:
- What do you think constitutes a robust and secure safeguarding culture in a Children's Service?
- Testing this and evidencing it, is important and identified within Working Together, SA Regs and Standards
- You will have 10 minutes to complete this . Please nominate one person from your group to feedback 3-4 key items.



risk from staff in residential care-culture and practice

- 10-12 allegations per 100 children living in residential care across the UK
- 1,100-2,500 allegations(UK) per year
- 2-3 allegations per 100 substantiated
- ½ allegations physical abuse or excessive physical restraint – 75% about men
- heightened risk of neglect for disabled children
- If your staff work solo, how will you assure yourself that young people are safe?
- What is your threshold for incidents and physical interventions?



Culture - constituents and protective features:

- Leadership
- Safer recruitment
- Training / knowledge base
- Accountability
- Environment
- Performance management. Appraisal , supervision
- Observation
- Quality assurance/ monitoring
- child centred, rights-based approach
- calm, authoritative staff, with strategies to respond
- open , transparent culture with confidence to challenge
- Safeguarding as a key and embedded thread
- Code of conduct/HR
- Policies/processes/procedures
- Record keeping
- Focus on vulnerability
- Healthy challenge
- Whistleblowing
- close, inclusive relationships with young people
- effective monitoring and placement review
- good interagency communication
- Introduction booklet



Data:

- Data
- Accidents / incidents
- Interventions
- Regulation 27 notifications
- Reg 31 complaints and representations
- Attendance at education
- Complaints
- Health and safety
- **ANYTHING ELSE?**



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

designated officer (LADO)- criteria

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they **may not be suitable to work with** children.



Next week

- What are your skills that mean you can do this?
- What will your focus be?
- What will alert you to concerns?
- What monitoring do you consider essential?



Relevant reports/Inquiries

- [NHS England Report Template 7 - no photo](#)
- [Safeguarding children with disabilities in residential settings - GOV.UK \(www.gov.uk\)](#)
- [The Independent Inquiry into Child Sexual Abuse | IICSA](#)
[Independent Inquiry into Child Sexual Abuse](#)
- [Winterbourne report Easy read \(publishing.service.gov.uk\)](#)
- [The Leicestershire Inquiry 1992:by Andrew Kirkwood - The Therapeutic Care Journal \(thetcj.org\)](#)



What next?

- Review your role and how you monitor , review and comment on safeguarding in the home or service.
- Does this form a key element of your supervision and meetings with the Manager?
- Do you hold a **strategic** view and are secure in how safeguarding is managed and will be managed in all elements in the service?
- Anything else...?
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