

Safeguarding for **Leaders**



Introductions

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- Associate trainer for Dialogue
- Who are you?
- Role, experience and desired outcomes.



working together...

confidentiality

respect

diversity of opinion can be enriching

look for the benefits of an alternative opinion

positive challenge

naïve questions are valuable

ask for support if you want it

take responsibility for your own learning

enjoy ourselves

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What is a **designated safeguarding lead**?

Where is it defined?

What does it say in the Guide to Children's Homes Regulations?

What's in the role?

Authority

Available

Referrals

Coordinate

Recording

**Raise
awareness**

Policy

Training

**Identify
need**

Assessment

**Information
sharing**

**Online
safety**

Culture

**Support
staff**

**Listening to
children**

**Look after
yourself**

Current changes and legislation

Why is it important?

What is on our radar?



Children's wellbeing and school's
bill

Mental Health Bill

Independent inquiry into child
sexual abuse

Online safety Bill



Regulation 12 – Protection of Children

What is the task?

“

The protection of children standard is that children are **protected** from harm and **enabled** to keep themselves **safe**

”



What are we worried about?

“

Current threats and
concerns

”



registered person's **duties**

ensure staff...

- assess and reduce risk to **each child**
- help each child understand how to **keep safe**
- **identify signs and act** effectively
- manage relationships **between children**
- understand roles/responsibilities for children they are **keyworker** for
- know and act on child protection **policies;**

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Regulation 12 continued...

- day-to-day care is arranged and delivered so as to keep each child safe and to protect each child effectively from harm;
- premises used for the purposes of the home are located so that children are effectively safeguarded
- premises used for the purposes of the home are designed, furnished and maintained so as to protect each child from avoidable hazards to the child's health;
- effectiveness of the home's child protection policies is monitored regularly



Social Care Common Inspection Framework (SCCIF)

[Social care common inspection framework \(SCCIF\):
children's homes - GOV.UK](#)



risk assessment

What are the actual risks?

Risk assessment

- Dynamic
- Captured in placement plan, care plan, risk assessments
- Communicated with others, e.g. school
- Take reasonable precautions
- Know when to talk to the LA
- Involve the young person to understand the risks and manage their own risk taking behaviour

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Templates

- Risk assessment
- Impact assessment
- Locality assessment
- Are we clearly identifying risks in line with national trends and changes?



safeguarding **culture**

What do we build, how do we build it?

Culture

- [Panorama - Undercover School: Cruelty in the Classroom - BBC iPlayer](#)
- This is a difficult watch; children are physically and emotionally abused by staff in this film.
- How many safeguarding concerns do you see - keep count and we will reflect together afterwards.
- What do you think has happened to the DSL in this setting?
- What informs the culture of the setting?

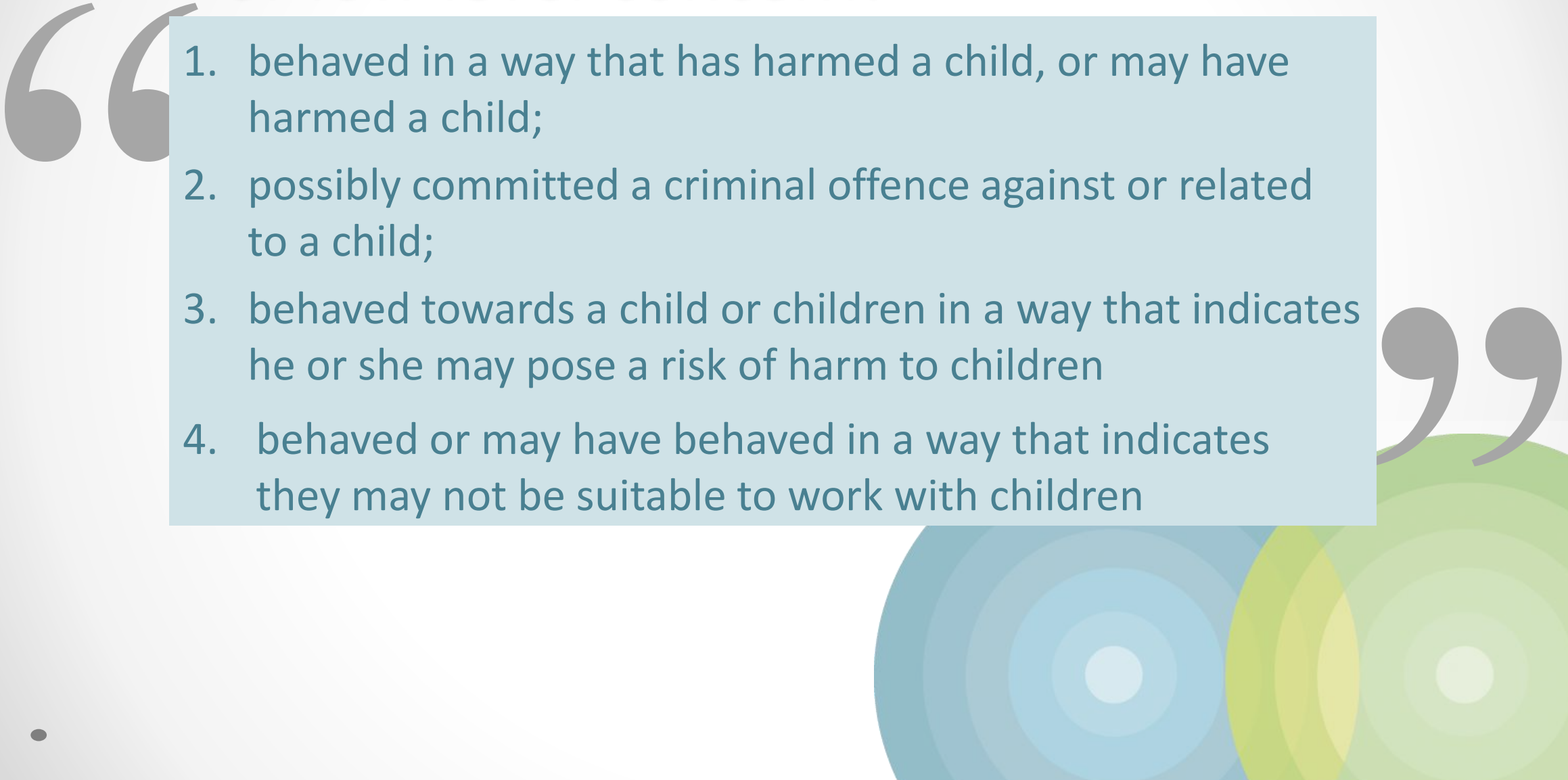


risk from **staff** in residential care

- 10-12 allegations per 100 children across the UK
- 2-3 allegations per 100 substantiated
- $\frac{1}{4}$ (7/28) of substantiated allegations related to 2 residential units
- $\frac{1}{2}$ allegations physical abuse or excessive physical restraint – 75% about men
- heightened risk of neglect for disabled children



When is it an allegation? or low level concern?

- 
- A decorative graphic featuring large, stylized quotation marks on the left and right sides. At the bottom right, there are two overlapping sets of concentric circles in shades of blue and green.
1. behaved in a way that has harmed a child, or may have harmed a child;
 2. possibly committed a criminal offence against or related to a child;
 3. behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children
 4. behaved or may have behaved in a way that indicates they may not be suitable to work with children

Local Authority Designated Officer

- Culture
- Low level concerns
- Allegations

Do you know
your own
processes? And
conflict
resolution?

Closed cultures

The risks and the pitfalls

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

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

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

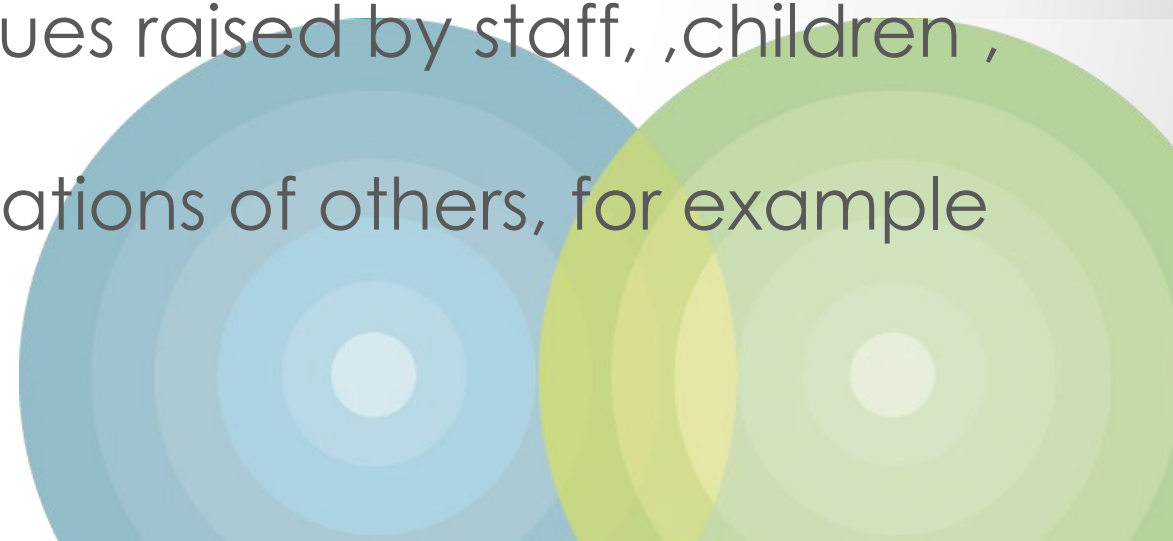
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Closed cultures

- 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.

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Closed cultures

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

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.



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



Hesley phase 2

- This wide-ranging report highlights significant factors which contributed to the culture which developed, and which led to children experiencing:
- significant neglect, abuse and harm
- not having local support and services options to meet their needs
- having their individual cultural needs and dignity violated
- failure by and of the multiple systems and safeguards that should have been in place to protect them

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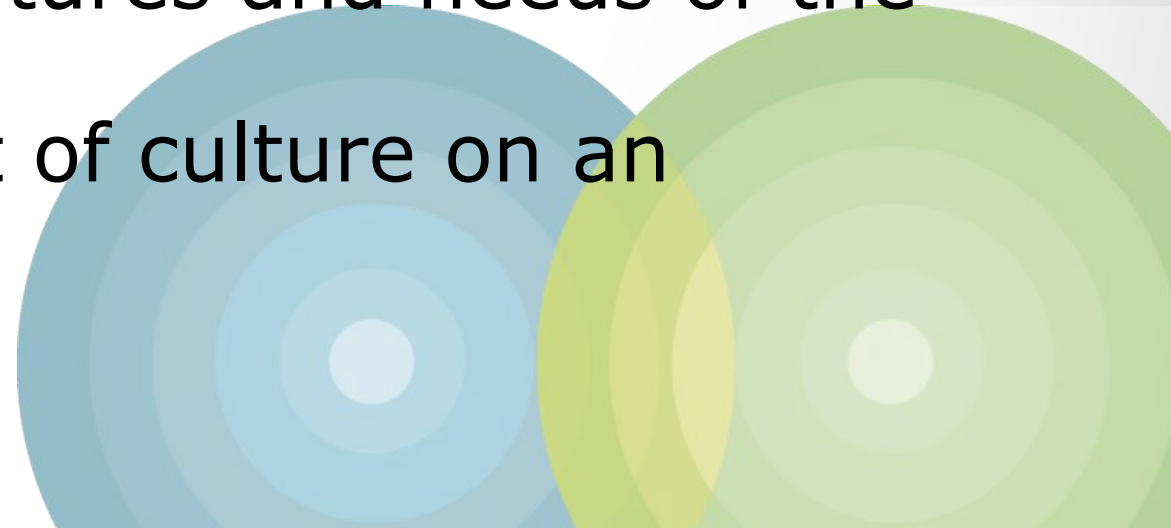
Hesley Phase 2

- The report also notes the way in which the cultural backgrounds of children in the care of the Hesley Group in these homes , were ignored and their dignity and rights violated.
e.g.
 - black female children had their hair shaved short when they were placed in the homes.
 - children's cultural needs were marginalised
 - children of differing cultures experienced unacceptable and degrading practices
 - human rights were violated



Group discussion

- Are you ensuring that the cultural needs of children are fully met ?
- Does your SoP reflect your skills ?
- Does your workforce development plan reflect appropriate training?
- Are you listening to the views and wishes of children and their families ?
- Do your team respect the cultures and needs of the children ?
- Are they aware of the impact of culture on an individual's well being ?



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.



Culture:

How can information show

- Accidents / incidents
- First aid
- Physical Interventions
- Regulation 40 notifications
- Regulation 27 notifications (SA)
- LADO
- Staff turnover
- Pandemic learning/preparedness
- Complaints
- Health and safety



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



features of a **protective culture**

- strong leadership
- positive staff culture
- close inclusive relationships
- high quality supervision
- effective monitoring and placement review good interagency communication
- use of LADO
- child centred rights based approach
- calm, authoritative staff, with strategies to respond
- anger management work with young people

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evidencing culture

- Key focus areas – staffing, incidents, complaints, progress on risk, missing incidents, mix of the group
- Examine localities, staff working at the time, patterns for other young people
- Explore openness, partnership with young people, families and other agencies, supervision, , notifications to Ofsted
- Opportunity for challenge – do staff raise issues? Do young people? What does this tell you?

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evidencing culture

Captured within a broad culture arc including:

- **Recruitment** processes/safer recruitment processes. Safer recruitment training? When? Do you apply it ? What are the core principles ?
- **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?

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Schein's 'iceberg model' of culture



child protection **process**

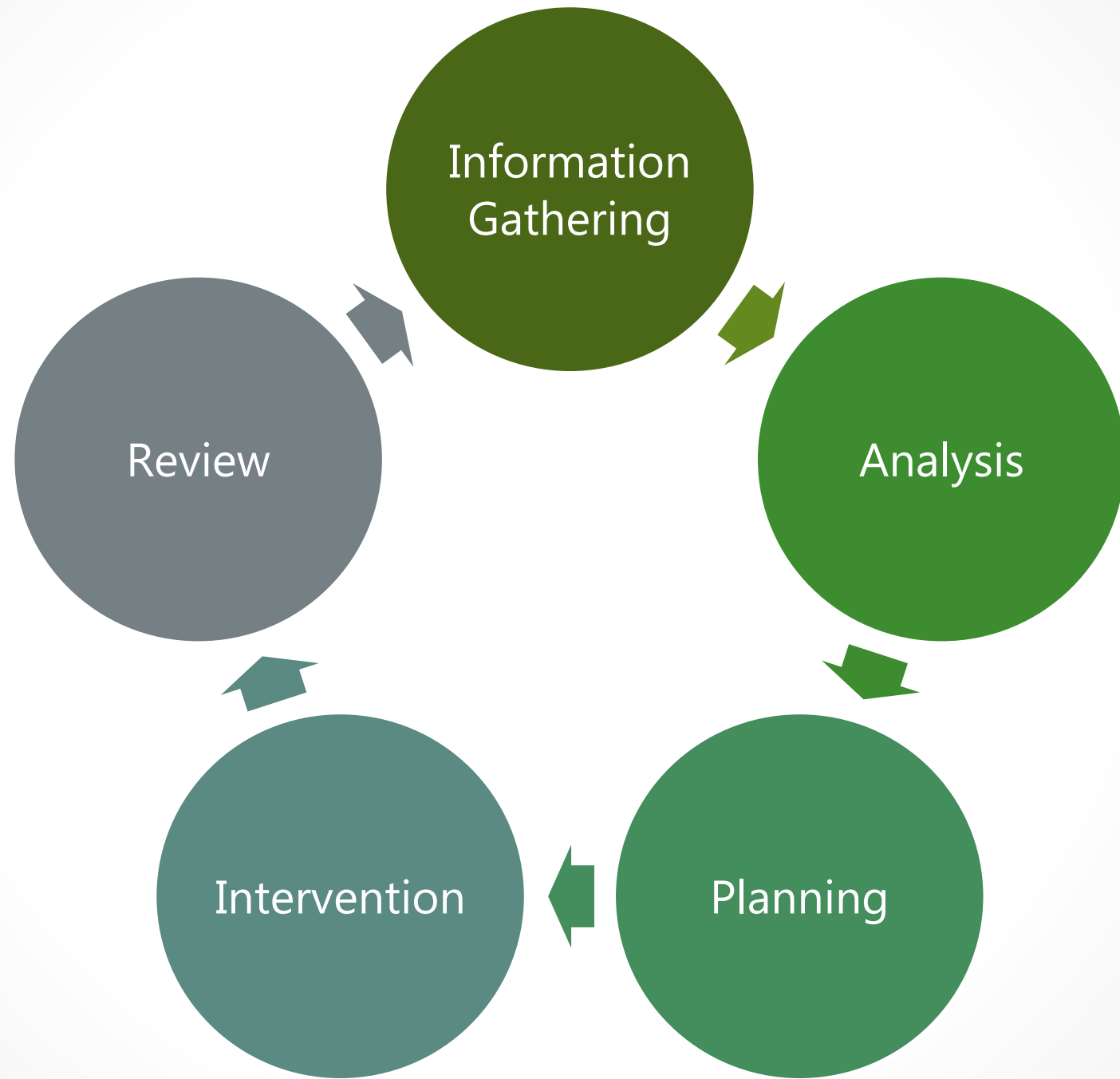
Leadership approach

analysis, analysis, analysis...

- what do we **know**?
- what do we **think**?
- what should we **do**?

(then make sure it happens!)





what do we **know**

- summarise **risks**
- avoid **assumptions**
- link to **plans** (e.g. positive behaviour management, risk assessments, care plans)
- link to **policies** (e.g. CSE, lifting & handling, child protection)
- what is **missing**?

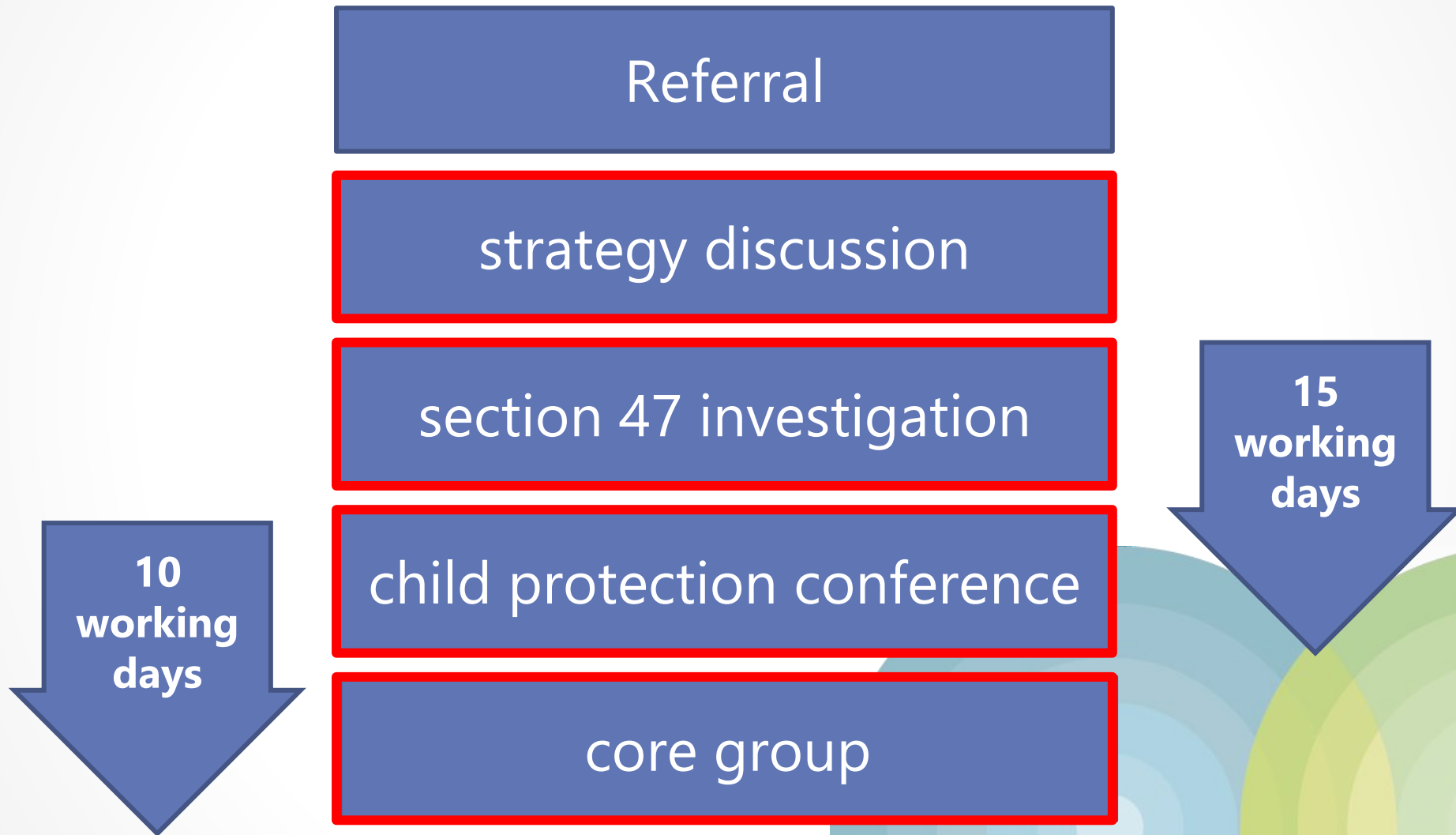


what do we **think**

- Hypothesising
- What intervention would we suggest?
- What is the plan?



the process



Risks and disagreements

- Child safeguarding reviews of children in care highlight risk in not following child protection processes (CLA review process is **not** the same)
- Difference is healthy – explore and understand different agency perspectives
- Sharing information does not pass your responsibility over... you remain accountable until you are clear the child is safe
- Escalation process
-



Regulation 40

Notifications to the Regulator

Criteria

- child deaths
- involvement in child sexual exploitation
- child protection enquiries
- the police being called out to the provider
- child self-harming
- allegations of abuse, complaints, or referrals against people working for the provider
- Incidents the provider considers to be serious

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What is **serious**?

- a child being the victim or perpetrator of a **serious assault**;
- a **serious illness or accident**;
- a **serious incident of self-harm**, or serious concerns over a young person's **missing behaviour**, particularly where the young person is considered to be at grave risk due to age or vulnerability or where they have been missing for a considerable period of time and their whereabouts is unknown.
- Registered persons should also consider the frequency of incidents and judge whether their **cumulative effect** makes notification appropriate even if in isolation each event would not warrant this.
- An event is serious if it has a **significant and direct adverse impact** on the protection, safeguarding or welfare of children and/or adults, or entails significant damage to property

Serious **illness or accident would include matters such as broken bones, when a child loses consciousness** or situations that require admittance to **hospital for more than 24 hours**.

Ofsted have previously received the highest volume of notifications when:

- an incident requiring police involvement occurs in relation to a child which the registered person considers to be serious
- there is any other incident relating to a child which the registered person considers to be serious

Police involvement does not mean police have been informed of an incident.

Involvement implies that they are **actively doing something** concerning the incident, for example making an arrest or taking witness statements.

Ofsted do not need to be notified, for example, that police have been informed that a child has gone missing, even if the police are helping staff look for the child.

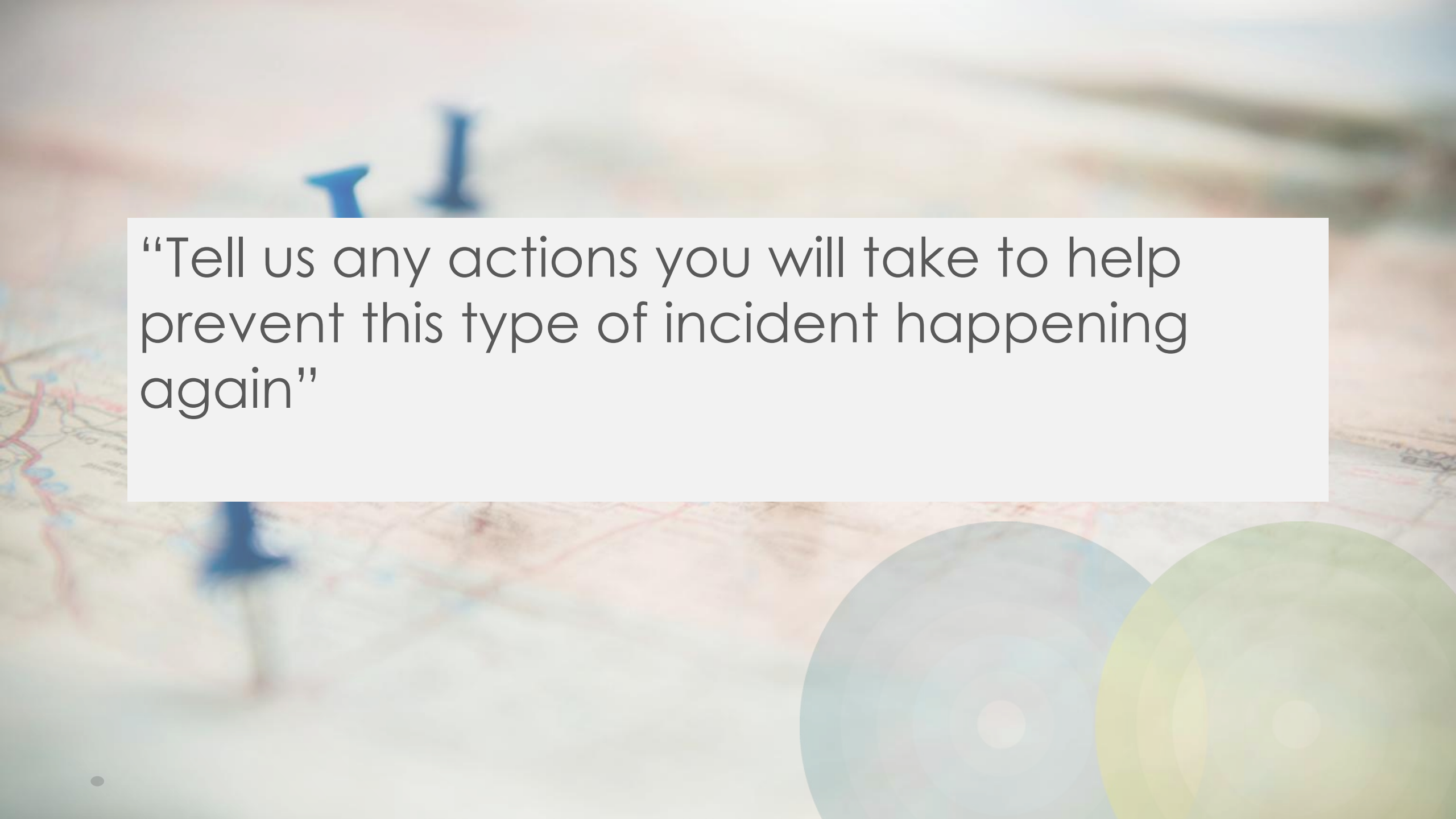


An inspector needs to know:

Your report needs to be more than a list of times and events.

- the type of incident and a summary of what happened
- when and where the incident happened
- your contact details and the details for your service and members of staff
- what other organisations have been told
- details of any children involved
- initials and job titles of any staff and people involved
- actions taken by staff and managers at the time and planned prevention measures





“Tell us any actions you will take to help prevent this type of incident happening again”

Matching young people to your setting

Prevention better than cure

Matching assessment

- Initial identification of risk in tender/care plan docs
- What do we know? What don't we know?
- Pre-placement assessment
 - Social work reports
 - Voice of young person, family, significant others
 - Previous carers – what makes you so different?
 - Interagency contribution



Matching assessment

- Initial identification of risk in tender/care plan docs
- What do we know? What don't we know?
- Pre-placement assessment
- Level of risk, nature of risk
- Impact in your home
 - Other young people
 - Locality
 - Staff
 - Physical environment



Matching Assessment

- Skills of the team
 - Training
 - Experience
 - Access to services
 - Supervision, support, clinical
- Is this a match?? Whose decision is this?



Is it working? Do young people feel safe?

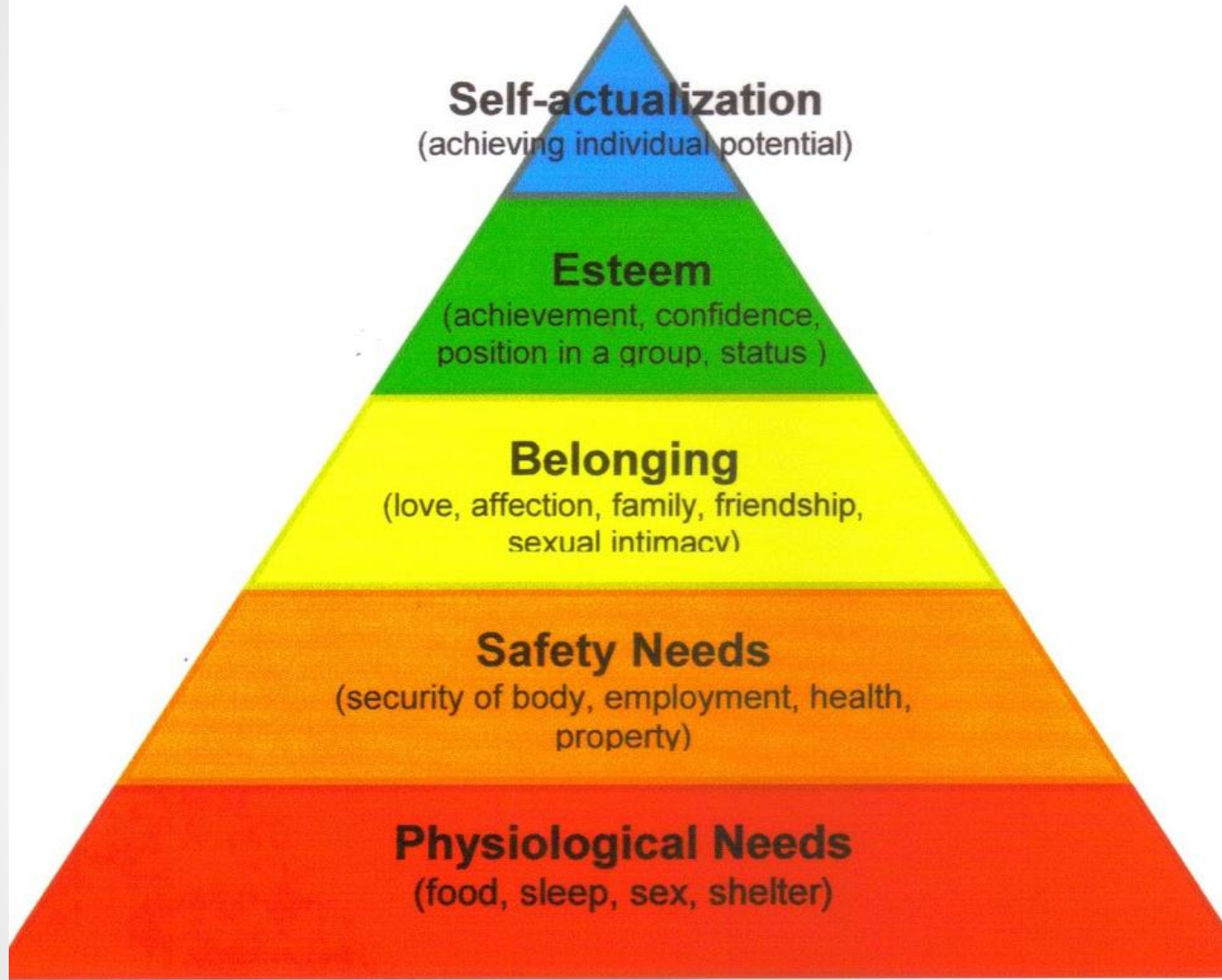
Young people are the best gauge of the success of your safeguarding culture...

What children want from us

- Vigilance
- Understanding and action
- Stability
- Respect
- Information and engagement
- Explanation
- Support
- Advocacy
- Protection

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Maslow

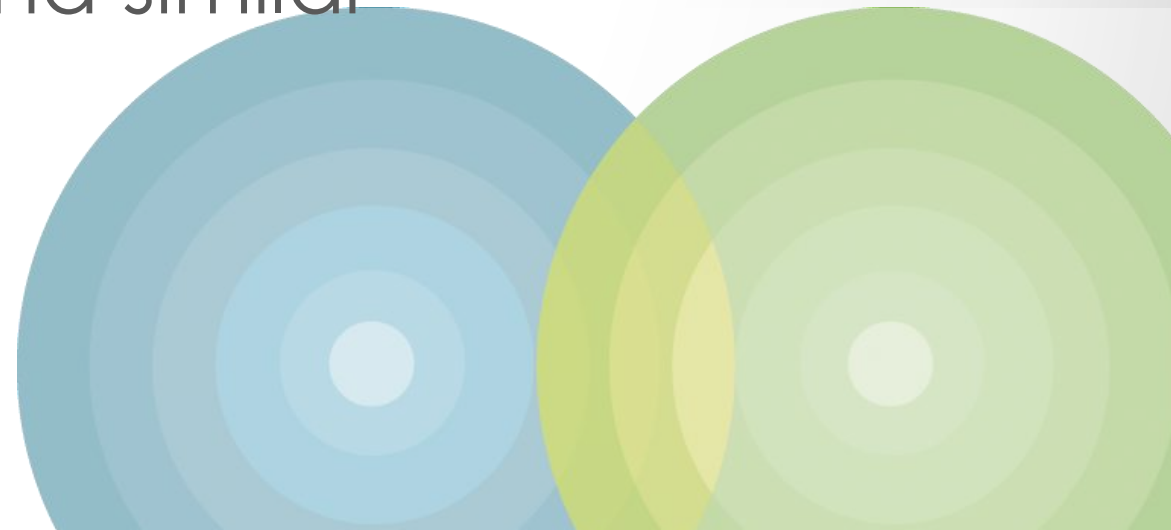


Summing up...

What have you learned? What do you continue to learn?

Developing a safeguarding action plan

- Set out your vision
- Gather your evidence base
- Analyse your position
- Set out your actions
- Draw in actions from quality review, R44, Ofsted/commissioner visits and similar
- Plan, act, review



What issues might you take from the course...?

- Roles
- Regulations
- Risk
- Process
- Culture
- Escalation
- Notification
- Matching
- Voice
-

