



Leadership- the RM/RI and developing / assessing  
the impact of tolerance in the home.

June 2024 Chris Freestone

# Tolerance...

- A word it is assumed that everyone understands – but do they ? Do the adults ? Do the young people ?
- Do we ask or do we just assume that equality training etc will be enough?
- Tolerance sits in the triangle of equality and non- discriminatory practice  
.....**what does it mean to you ? What does it mean to the adults and the children ?**



# Small group – starting point.....

- At your tables reflect upon what tolerance means in your service?
- Any issues ?
- Any concerns?



# Definitions

- *the ability or willingness to tolerate the existence of opinions or behaviour that one dislikes or disagrees with*
- *the ability to deal with something unpleasant or annoying, or to continue existing despite bad or difficult conditions*
- *the act of allowing something*
- *capacity to endure pain or hardship*
- 



## Why is tolerance so important within children's services ?

- Tolerance is not passive. It demands an active choice to reach out on the basis of mutual understanding and respect, especially where disagreement exists.
- **Is this what you see in your services , if not , why not ?**



## How do adults maintain/demonstrate tolerance to young people ?

- **Confront outdated beliefs.** They might begin by reflecting on their own childhood upbringing. To take time to think how they might be projecting out of date ideas onto the child, then make a conscious attempt to temper them so that they don't unintentionally taint their views.
- **Encourage open and accepting minds.** Firstly , find out what the child/ young person understands about tolerance. Open discussions , reflection, don't make the child the "bad object" in terms of the beliefs / tolerance they may have developed with their family
- **Is this what you are seeing ?**

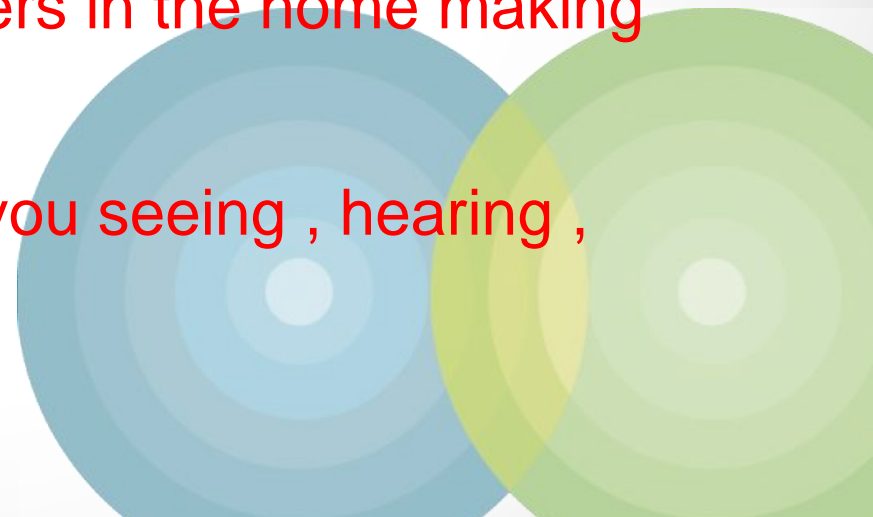
# Continued....

- **Cultivate pride in their own culture and that of the child-** they may be different – modelling tolerance allows for the child to see that difference is okay. This may be a difficult process and experience for the child
- **Disallow discriminatory comments-** from the adults and the young people. **What example/ modelling do you want to consistently see?**

**Are the RM and other Managers in the home making sure that this is in place ?**

- **Embrace diversity-**what are you seeing , hearing , being recorded ?

- 



# Continued....

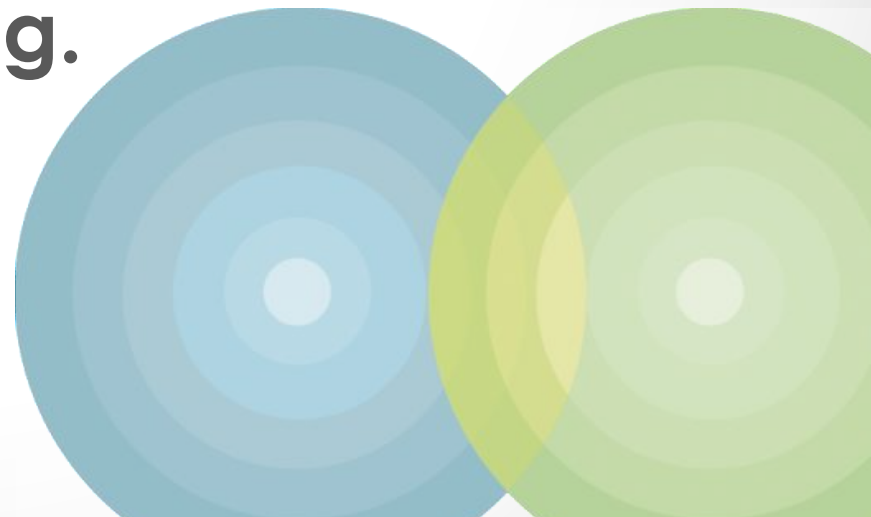
- Are you seeing the emphasis on WE, not ME? Or are you seeing "me"? Is the child experiencing a clear delineation in terms of relationships ? Is this especially so when the child has experienced a period of heightened responses , Challenges etc? What happens to adult tolerance ?





# Continued .....

- **Counter biased beliefs.** When you hear a child / adult make a prejudicial comment, find out why they feel the way they do. It may be appropriate to follow up with challenge.
- **Model tolerance.**
- **Nurture understanding.**



# Pause for thought

- Is this what you are seeing , is it embedded in your culture?
- If not , why not?
- What is being done about it?
- Role of supervision , training , appraisal , HR, day to day management- do these processes give you assurance ?
- What may be the barriers to embedding tolerance in the culture of the home as your starting point in supporting / modelling for the child ?

## Small group work

- What may be the issues you may encounter and how will you manage any issues that arise ?
- Have you already got this in place ? Does it work for you ?





# Q&A

...

any other issues and thoughts ?