



Strategic safeguarding leadership cultures and closed cultures - an analysis

Cambian
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What does the law/guidance require?:

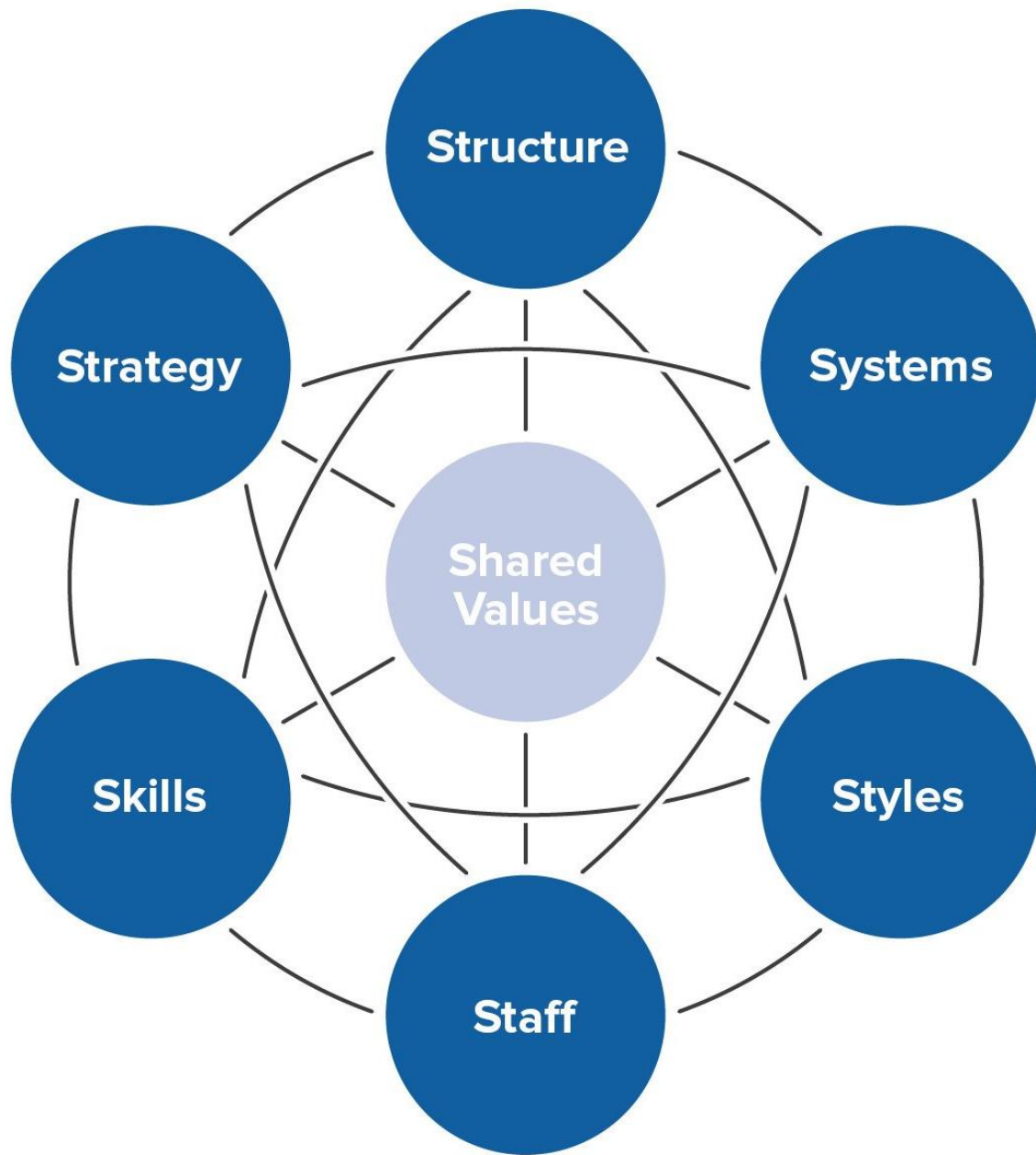
- Every organisation, which works with children needs to have someone who takes the lead on safeguarding and child protection.
- We refer to them as a nominated child protection lead but they may also be known as: Designated Safeguarding Officer (DSO) **Designated Safeguarding Lead** (DSL)- initially 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.

A SAFEGUARDING CULTURE ALSO SITS WITH THE FOSTER CARERS AND THEIR FAMILY

Culture is key.....

- the set of shared attitudes, values, goals, and practices that characterises an institution or organisation, community , family
- 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.
- How would you define the safeguarding culture of your provision ? Would the team define it in the same way ? How would you know?





CULTURE STRUCTURE- MCKINSEY 2016/17



Working in small groups:

- Take 20 minutes to draw a culture map of your provision using McKinsey.
- Where are the pinch points , issues , concerns?
- Feedback



Safeguarding culture - constituents and protective features:

- Leadership- the keel of the culture. YOU!
- Safer recruitment
- Training / knowledge base
- Accountability
- Environment
- Observations
- Performance management. Appraisal , supervision
- Safeguarding as a key/baseline thread embedded throughout
- Code of conduct
- Policies/processes/procedures
- Record keeping
- Robust and embedded application of regs, guidance and safe practice
- Healthy challenge
- Whistleblowing
- QA and monitoring

Culture:

Data e.g.

- Accidents / incidents
- Meds errors
- Never incidents
- Complaints
- Referrals
- Low level grumps and grumbles
- H&S
- RIDDOR
- Staff turnover
- Legals re. international students
- **ANYTHING ELSE?**

- The voices of the young people should be at the heart of safeguarding.
- Is this happening ?

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

- What is this?
- Open discussion



WHAT HAPPENS WHEN A CULTURE “CLOSES?”

- So called – closed cultures can lead to serious safeguarding failures and significant harm.
- We will look at some of the indicators- bear in mind- could this be / is this your service, foster carers/ family ? Are there alarm bells ?
- This is currently a key issue for discussion after the CSPR / Hesley reports and is applicable across health , all education settings and social care

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Closed cultures...

One of the biggest risks and can/does lead to serious and significant harm for children and young people.

Can be a problem across the board or in a single area of provision.

- As a safeguarding leader what should you look out for ?
 - ❖ Poor experience of young people who should be safeguarded and their well being supported and promoted
 - ❖ Weak leadership and management
 - ❖ Limited or no external input , review , alignment

Closed cultures.....

• Features:

- Young people are at risk of deliberate or unintentional harm-what would be the indicators of this ? How may unintentional harm occur ?
- Leaders / staff stop seeing or have never seen the true situation re. safeguarding in the setting-how can this happen ?
- Young people /families / staff are unable or afraid to speak up for themselves and are not listened to if they do -why?
- There may be high levels of dependence on some staff -risks?
- There may be breaches of human rights and equality law
- Sub-cultures of concern develop in staff or student groups-how do you spot this happening ?

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-what is yours currently ?
- High frequency of staff absence / leadership & SLT absence / illness
- Cliques-why are these so dangerous?
- Staff are not supported or encouraged to raise concerns.
- Senior leaders fail to monitor, and address issues raised by staff, young people , families and others
- Senior leaders 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 crucial . Is this in place ? If not , why not ?

- 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 young people
- complaints by young people using the service, their family and friends, including those that are withdrawn subsequently.
- Anything else ?

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 and skills of carers ?
- Stability of the staff team?
- Skills base of the staff team?
- Skills of leaders and managers ?
- Any thoughts- open discussion....

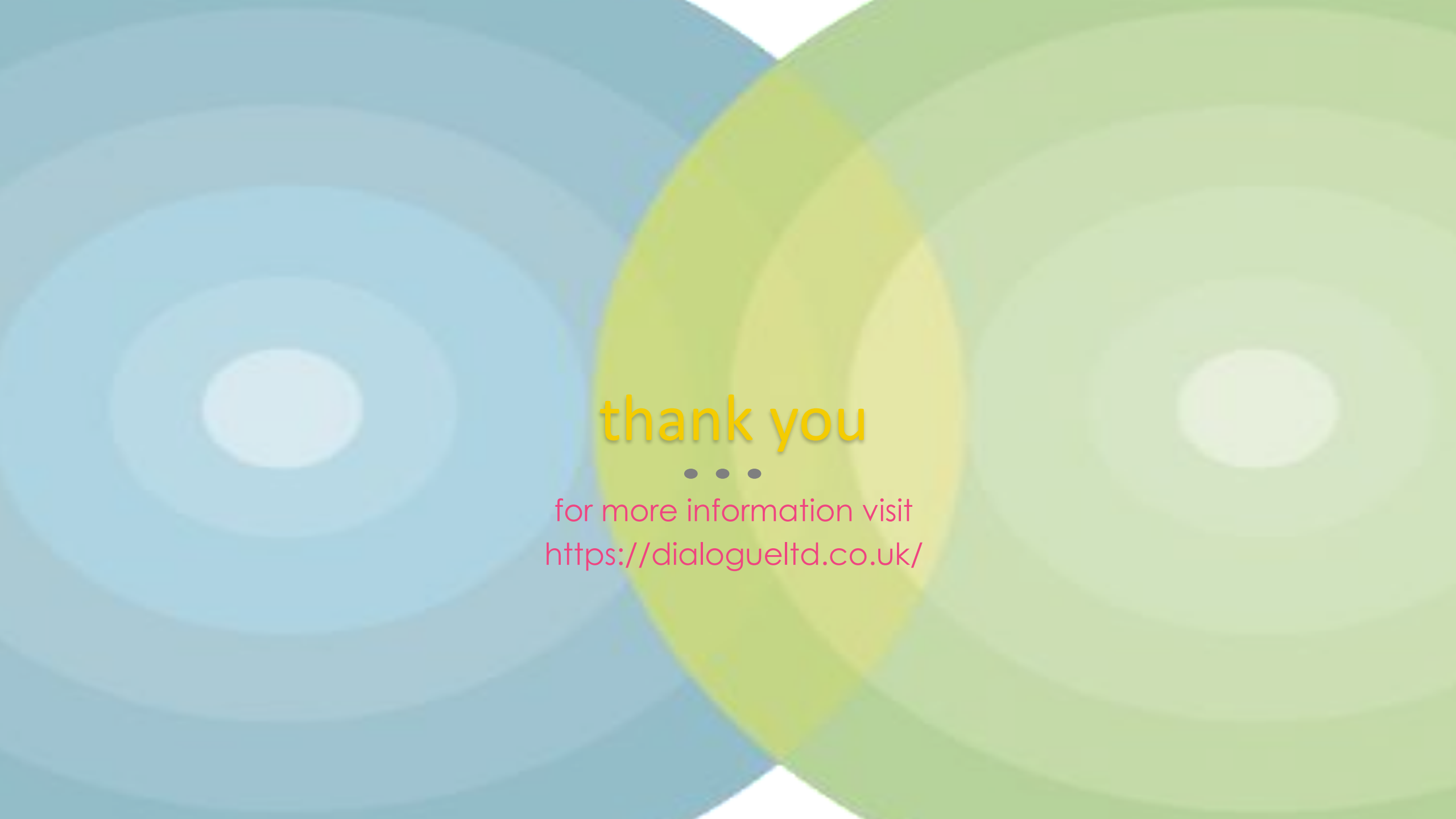
Any:

- Follow up?
- Thoughts?
- Queries?





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thank you

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