



Effective Supervision & Risk Management in Child Protection/Safeguarding

Participant's Workbook Day 3

HANDOUTS

Exercise in three's:

My Role as Designated Lead Person

Key issues identified or observed

Then review comments above & reflect on:

KCSIE (DfE); April 2015 (updated version- Sept 2016):

Annex B: Role of the designated safeguarding lead

Governing bodies and proprietors should ensure that the school or college designates an appropriate senior member of staff to take lead responsibility for child protection. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

The broad areas of responsibility for the designated safeguarding lead are:

Managing referrals

Refer all cases of suspected abuse to the local authority children's social care and:

The local authority designated officer (LADO) for child protection concerns (all cases which concern a staff member);

Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or

Police (cases where a crime may have been committed).

Liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations

Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies

Training

The designated safeguarding lead should receive appropriate training carried out every two years in order to:

Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments

Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so

Ensure each member of staff has access to and understands the school's or college's child protection policy and procedures, especially new and part time staff

Be alert to the specific needs of children in need,49 those with special educational needs and young carers

Be able to keep detailed, accurate, secure written records of concerns and referrals

Obtain access to resources and attend any relevant or refresher training courses

Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the

school or college may put in place to protect them

Raising Awareness

- The designated safeguarding lead should ensure the school or college's policies are known and used appropriately:
- Ensure the school or college's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this

- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this

- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding

- Where children leave the school or college ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file

Statutory Guidance: EYFS (2017) states:

Re Designated Lead Person:

Child protection

3.4. Providers must be alert to any issues of concern in the child's life at home or elsewhere. Providers must have and implement a policy, and procedures, to safeguard children. These should be in line with the guidance and procedures of the relevant Local Safeguarding Children Board (LSCB). The safeguarding policy and procedures must include an explanation of the action to be taken when there are safeguarding concerns about a child and in the event of an allegation being made against a member of staff, and cover the use of mobile phones and cameras in the setting.

3.5. A practitioner must be designated to take lead responsibility for safeguarding children in every setting. Childminders must take the lead responsibility themselves. The lead practitioner is responsible for liaison with local statutory children's services agencies, and with the LSCB. They must provide support, advice and guidance to any other staff on an ongoing basis, and on any specific safeguarding issue as required. The lead practitioner must attend a child

protection training course that enables them to identify, understand and respond appropriately to signs of possible abuse and neglect (as described at paragraph 3.6).

3.6. Providers must train all staff to understand their safeguarding policy and procedures, and ensure that all staff have up to date knowledge of safeguarding issues. Training made available by the provider must enable staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way. These may include:

- significant changes in children's behaviour
- deterioration in children's general well-being
- unexplained bruising, marks or signs of possible abuse or neglect
- children's comments which give cause for concern
- any reasons to suspect neglect or abuse outside the setting, for example in the child's home or that a girl may have been subjected to (or is at risk of) female genital mutilation¹³ and/or
- inappropriate behaviour displayed by other members of staff, or any other person working with the children, for example: inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images

¹² Taking account of any advice from the LSCB or local authority on appropriate training course

Providers may also find 'What to do if you're worried a child is being abused: Advice for practitioners'¹⁴ helpful.

3.7. Providers must have regard to the government's statutory guidance 'Working Together to Safeguard Children 2015' revised by DfE 2018 ¹⁵ and to the 'Prevent duty guidance for England and Wales 2015'¹⁶. All schools are required to have regard¹⁷ to the government's 'Keeping Children Safe in Education'¹⁸ statutory guidance, and other childcare providers may also find it helpful to refer to this guidance. If providers have concerns about children's safety or welfare, they must notify agencies with statutory responsibilities without delay. This means the local children's social care services and, in emergencies, the police.

Some Specific Issues

Female Genital Mutilation:

- Is all procedures which include the partial or total removal of the external female genital organs for non-medical or therapeutic reasons.
- Has severe significant physical and mental health consequences both short and long term.
- Can take place from birth to adolescence to just before marriage or during the first pregnancy. The most common age group is between 5 and 8 years.

Gang activity:

- A group of 3 or more people, who have a distinct identity (e.g. a name, badge or emblem), which commits general criminal or anti-social behaviour as part of that identity, and uses (or is reasonably suspected of using) firearms or knives in the commission of offences.

Forced Marriage:

- Affects mainly girls and young women, although 15% of victims are males.
- Force can be in the form of emotional pressure by close family members and the extended family
- May include threatening behaviour, abduction, imprisonment, physical violence, and/or rape
- In some extreme cases may result in murder

Substance misuse: Safeguarding concerns arise when:

- The substance use is unusual in view of the age of the young person
- The misuse is becoming chaotic and risky
- The misuse is leading to crime or exploitation by others, including sexual exploitation
- The misuse is a serious danger to health
- The young person is caring for another child/young person and using substances
- An adult is involved in facilitating the misuse
- The mothers/fathers/carers are misusing substances

Domestic Abuse:

- Young people are at risk of suffering long term psychological and emotional damage from domestic abuse as a result of:
 - Witnessing the abuse perpetrated against a mothers/fathers or carer, usually their mother
 - Experiencing the fear and anxiety of living in an environment where abuse occurs
 - Becoming actual victims of abuse and neglect
 - Taking on the role of the abuser, against a mothers/fathers or other sibling/s
 - Witnessing physical abuse against their pets.
- **Also consider the possibility of the domestic abuse being between teenage partners.**

Young Carers:

- A young carer is a child or young person up to the age of 18 (or 21) who provides substantial care for a family member (or members) that has a chronic illness, mental health issues, a disability, and/or substance misuse issues. Caring responsibilities can include:

- Cooking, cleaning, shopping, self/sibling care, paying bills, making appointments, writing letters
- Washing, moving, dressing, giving medication
- Listening to problems, keeping company, calming & reassuring,
- First aid, phoning ambulance, taking to hospital, making arrangements

Self-harm/suicide:

- Any young person who self-harms or expresses thoughts about this or about suicide has to be taken seriously
- Deliberate self-harm is a common precursor to suicide and young people who deliberately self-harm may kill themselves by accident.

Prevent:

- Prevent Agenda - The Counter Terrorism and Security Act 2015 became operational on 1st July 15 (supersedes 2011 guidance) re duty to Prevent under section 26.
- Radicalisation - from 1 July 2015 all schools, registered early years childcare providers and registered later years child care providers must have “due regard to the need to prevent people from being drawn into terrorism” – This duty is known as the Prevent Duty.

Sexual Exploitation:

- Receiving ‘something’ (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of young person performing, and/or another or others performing on them, sexual activities.
- Can occur through use of technology without the young person's immediate recognition; for example the persuasion to post sexual images on the internet / mobile phones with no immediate payment or gain.

A Government Consultation led to re developing the definition of CSE; the new (Feb 17) definition is:

“Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator.

“The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.”

<http://www.communitycare.co.uk/2017/02/16/government-changes-statutory-definition-child-sexual-exploitation/>

Children's Services Quarterly Performance Reviews

Overview

The objective of the Quarterly Performance Review is to enable managers to actively review and reflect on the performance of a locality or business line operational delivery area, with a view to:

- Identifying areas of achievement and impact
- Identifying any issues and prioritising areas for improvement both operationally and in managing any issues of risk
- Ensuring that the locality/operational delivery area maintains strategic focus and is delivering against the Business Plan and the Barnardo's Corporate Strategy

The Performance Review is an assessment process that supports self-evaluation and continuous improvement as part of on-going performance and quality management arrangements.

Conducting the Review

The review should be conducted by ADCS/AHoB/Head of Ops, working with other key colleagues, as appropriate. The Director is not required to be involved in every review, but should as a minimum lead the October review process in preparation for the business planning and budget round. Involvement in the other reviews should be on an exception basis, for example, if there are particular issues within a Locality or operational delivery area. The findings of the QPR process should, however, be shared with the Director/Head of Business and any issues discussed as part of supervision sessions.

To facilitate the review process, a Quarterly Performance Review Template has been developed (see below). This provides suggested areas of focus and poses open-ended questions as prompts. The review is intended to be a meaningful process that enables managers to reflect on a whole range of performance information from the last quarter and consider action that needs to be taken in the coming quarter. The analysis of evidence and recording of findings should therefore be proportionate and focussed on issues of significance. Please ensure that areas relating to Safeguarding, People and Risk are completed to a good standard on each occasion as the information contained is used to complete key areas of the Safeguarding Dashboard.

The review should be carried out on a quarterly basis following the broad timetable outlined in the Children's Services Business Planning timetable. Please note, that Locality dashboards are just one source of evidence to be used during the review process and should be supplemented with other local data and intelligence. Examples of other sources of evidence are provided below.

Sources of evidence

The review process should leverage existing performance and quality information and should not lead to duplication of process/effort. Existing sources of evidence might include:

- Business Plans and associated Action Plans and Delivery Plans
- Risk Registers
- Performance Management Reports including: performance dashboards, HR reports and performance/management information collected at a locality/R/N level
- Information from the Contract Performance Tool
- Information from quality assurance activity/checks
- Serious Safeguarding Incident reports
- Allegation against staff or volunteers reports
- Internal and External Inspection reports and action plans
- Complaints and Representations
- Financial reports
- Health and Safety Reports
- Commissioner reports/contract monitoring reports
- Feedback from commissioners
- Feedback from children and young people

Guidance Reviewed January 2018

Quarterly Performance Review Template (Reviewed November 2017)

	Suggested areas of focus	Evidence	Audience	Input	What does that person or process need to do or need from the form?
Progress against Locality/ Operational Business Plan	<ul style="list-style-type: none"> • <i>What progress has been made against the objectives in the business plan?</i> • <i>Key achievements so far?</i> • <i>Are there any areas where progress is not as it should be? What action needs to be taken to address any issues?</i> 	<ul style="list-style-type: none"> • <i>Business Plans and associated Action Logs/Plans</i> • <i>KPIs and Performance Management reports</i> • <i>Dashboards</i> 	Region/Nation Director	ADCS CSMs Volunteer Coord.	Clear articulation of how the Locality/ Service is performing in Objectives set in their Regional Plan
Impact	<ul style="list-style-type: none"> • <i>How are services in the locality/operational delivery area performing against current contracts? Are there services that are performing particularly well? Are there services that are not performing as they should be? If so, what are the issues?</i> • <i>Do the performance reports for the locality/operational delivery area highlight any areas for improvement?</i> • <i>How satisfied are commissioners with the services delivered?</i> 	<ul style="list-style-type: none"> • <i>Contract monitoring reports</i> • <i>Contract performance tool</i> • <i>Commissioner feedback</i> • <i>Inspection Reports</i> • <i>Discussions with CSMs</i> • <i>Service user feedback and participation</i> • <i>Complaints and compliments</i> • <i>Monitoring and evaluation reports</i> 	BDU Region/ Nation Director ADF	ADCS CSMs External/ Internal Inspectors Contract Management Reports MIO	Assurance that we are achieving against contract or that appropriate action is taking place to address performance and positive engagement with funders to manage the message ADF to assess how we are performing or otherwise as a Region
Safeguarding	<ul style="list-style-type: none"> • <i>Have there been any Serious Safeguarding Incident Reports in the last quarter?</i> • <i>Are these being reviewed and managed</i> 	<ul style="list-style-type: none"> • <i>Serious Safeguarding Incident Reports</i> • <i>Allegations against staff and volunteers</i> 	Head of Corporate Safeguarding	ADCS CSMs	All of these questions appear in the Safeguarding Quarterly return so need to be

	Suggested areas of focus	Evidence	Audience	Input	What does that person or process need to do or need from the form?
	<p><i>effectively?</i></p> <ul style="list-style-type: none"> • <i>Has the analysis of these identified any key learning?</i> • <i>Have there been any allegations against staff or volunteers?</i> • <i>Are these being reviewed and managed effectively?</i> • <i>Has the analysis of these identified any key learning?</i> • <i>Have there been any changes in the levels of safeguarding activity in services?</i> • <i>Are there any safeguarding risks? Are these being managed?</i> • <i>Is there evidence of appropriate safeguarding referrals to the Local Authority?</i> • <i>Has there been appropriate management and escalation of safeguarding issues both internally and externally?</i> • <i>Is there any evidence of over or under reporting of Safeguarding concerns</i> • <i>Is the Locality engaged with the LSCB?</i> • <i>Is there any current SCR or equivalent review activity?</i> • <i>Does this highlight any practice deficiencies or organisational risk?</i> 	<ul style="list-style-type: none"> • <i>Inspection reports</i> • <i>External Review Reports</i> • <i>Case Recording and Supervision Records</i> 	<p>Region/ Nation Safeguarding Lead</p> <p>CLT Safeguarding Lead</p> <p>Trustees</p> <p>Region/ Nation Director</p> <p>ADP</p> <p>MIO</p>	ADP	<p>individually answered, even if a nil return. In some instances specific numbers required so they can be checked against received returns, etc, in others robust commentary as the aggregate report goes to Trustees. These answers will be copied from or into the Safeguarding Quarterly return.</p> <p>Provides double check for AD People that they are aware of any recruitment breaches</p> <p>MIO may need to track learning and recommendations from SCRs</p>

	Suggested areas of focus	Evidence	Audience	Input	What does that person or process need to do or need from the form?
	<ul style="list-style-type: none"> • <i>Have there been any recruitment breaches?</i> • <i>Have internal/external inspection reports highlighted any issues with safeguarding practice?</i> • <i>Are the requirements and recommendations relating to ALL inspections being rigorously managed?</i> 				
Operational quality	<p>Please see Children's Services Operational Quality Assurance Guidance for full details of quality standards and expectations in relation to quality assurance</p> <p>Recording:</p> <ul style="list-style-type: none"> • <i>Have CSMs and the AD undertaken quarterly case file sampling, as per quality assurance guidance (CSMs four cases, ADs one file per service)?</i> • <i>Is recording practice of the required standard?</i> • <i>Are Safeguarding concerns being appropriately recorded and clear supervision decisions highlighted?</i> <p>Data protection:</p> <ul style="list-style-type: none"> • <i>Have all services received DPA training?</i> • <i>Has service user consent been sought and recorded within the</i> 	<ul style="list-style-type: none"> • <i>QA activity/checks – case file sampling, auditing, and sampling of supervision files.</i> • <i>Inspection feedback (internal & external)</i> 	CLT Safeguarding Lead Region/ Nation Safeguarding Lead Head of Corporate Safeguarding Trustees Region/ Nation Director	ADCS CSMs MIO – data report Regulatory Inspection Reports CAIU Inspections	<p>All questions appear in the Safeguarding Quarterly return need to be individually answered, even if nil return. In some instances specific numbers are required so can be checked against received returns, etc. In others robust commentary as aggregate report goes to Trustees. These will be fed from or into the Locality Safeguarding return and in turn to the Region/ National Quarterly Safeguarding Return.</p> <p>Significant QA element here and therefore a need for sampling to inform</p>

	Suggested areas of focus	Evidence	Audience	Input	What does that person or process need to do or need from the form?
	<p><i>required timescales. Please provide figures for the quarter</i></p> <ul style="list-style-type: none"> • <i>Have DPA audits been undertaken for all services?</i> <p>Supervision:</p> <ul style="list-style-type: none"> • <i>Have all staff received supervision at the required frequency?</i> • <i>Is there clear evidence that cases where there are Safeguarding concerns are discussed and clear decisions recorded?</i> • <i>Have CSMs and the AD undertaken sampling of supervision files (2/3 on 6 monthly basis) as per quality assurance guidance?</i> • <i>Is the quality and content of supervision in line with the Supervision Policy?</i> <p>General</p> <ul style="list-style-type: none"> • <i>Has operational quality assurance activity highlighted any issues?</i> • <i>Have the standards and requirements of regulatory bodies been met (if applicable)</i> • <i>Have any CAIU audits or inspections taken place? If so, what did the findings show?</i> 				statements/ judgements

	Suggested areas of focus	Evidence	Audience	Input	What does that person or process need to do or need from the form?
	<ul style="list-style-type: none"> Is there evidence that inspection Requirements and Recommendations are being followed up? 				
Finance	<ul style="list-style-type: none"> Are we on track to achieve growth/financial targets for the Locality/operational delivery area? Are income projections realistic? Do financial reports highlight any issues that need to be addressed? 	<ul style="list-style-type: none"> MR001s/Financial reports Meetings with Business Finance Manager Contract Performance Tool Business plan 	ADF BDU CLT Safeguarding Lead Region/ Nation Director	ADCS CSMs Finance Manager Pipeline	Narrative of ongoing financial management and how Locality is contributing to growth target, increasing business, etc. What is the Tender Activity in terms of Tendering, Awaiting Outcome, Qualified Out, Gains and Losses. Also, there should be an account of significant shifts in income and expenditure.

	Suggested areas of focus	Evidence	Audience	Input	What does that person or process need to do or need from the form?
People and innovation	<ul style="list-style-type: none"> • <i>Have new starters completed the required e-learning within 6 month probationary period?</i> • <i>Are PDR's completed for all staff-subject to the quarter of the review?</i> • <i>Are there any staff performance issues? In particular when Safeguarding and/or performance is the key area of concern.</i> • <i>Are these being rigorously managed with clear audit trails?</i> • <i>Are there any concerns as to how Safeguarding issues or cases of high risk are being managed?</i> • <i>How is the locality/operational delivery area performing against sickness targets?</i> • <i>Volunteering position against targets</i> • <i>Equality and diversity - do staff and volunteers reflect the diversity of the community?</i> 	<ul style="list-style-type: none"> • <i>HR performance data/reports</i> • <i>Supervision Records</i> • <i>PDR's</i> • <i>Quality checks</i> • <i>Census/local data and intelligence around E+D</i> • <i>EIAs</i> 	<p>Region/ Nation Safeguarding Lead</p> <p>Head of Corporate Safeguarding</p> <p>CLT Safeguarding Lead</p> <p>Trustees</p> <p>Region/ Nation Volunteer Lead</p> <p>Region/ Nation Director</p>	<p>ADCS</p> <p>CSMs</p> <p>ADP</p> <p>Locality Volunteer Coordinator</p>	<p>Heavy People emphasis with statements of assurance needed in terms of compliance and commentary about areas of concern.</p> <p>There are elements that feed into the Safeguarding Lead quarterly report so all questions need to be answered as it will inform the Region/ Nation Safeguarding Return and that in turn is compiled by the Head of Corporate Safeguarding for a Trustees report. A specific question about how the Locality is performing against any volunteer targets set. Some commentary required about staffing reflecting local community in around diversity.</p>

	Suggested areas of focus	Evidence	Audience	Input	What does that person or process need to do or need from the form?
Service user satisfaction and Participation	<ul style="list-style-type: none"> • <i>How satisfied are service users with the services delivered</i> • <i>Have service users been involved in the development and delivery of services, business development etc? How have their views influenced the development and delivery of services?</i> • <i>Is there a Locality Participation Forum in place?</i> • <i>Are there any areas where service user participation needs further development?</i> 	<ul style="list-style-type: none"> • <i>Service user feedback and participation</i> • <i>Reports from participation activity</i> • <i>Participation strategies/plans</i> 	CLT Safeguarding Lead Region/ Nation Safeguarding Lead Head of Corporate Safeguarding Trustees Region/ Nation Participation Worker Region/ Nation Director	ADCS CSMs	Intended to tell the story of satisfaction and participation in the Locality – looking for assurance around satisfaction, but also progress on participation approaches. Also some bits feed into the Quarterly Safeguarding Return with reporting as outlined above.
Risk	<ul style="list-style-type: none"> • <i>Are there any contract associated risks, for e.g. around renewal, finance etc?</i> • <i>Are there any safeguarding concerns arising from contractual risk. For example, do the demands of a contract mean that we are delivering a risky service or during contract delivery has there been a higher level of risk/need than expected?</i> 	<ul style="list-style-type: none"> • <i>Risk registers</i> • <i>Contract reporting tool</i> • <i>Performance and quality information</i> • <i>Analysis of risk assessments</i> • <i>Feedback from commissioners</i> • <i>Internal and external</i> 	CLT Safeguarding Lead Region/ Nation Safeguarding Lead Head of	ADCS CSMs	Number of these questions are on the Quarterly Safeguarding return so need to be individually answered as it feeds into or out to the Locality Safeguarding return and then into the Regional and national

	Suggested areas of focus	Evidence	Audience	Input	What does that person or process need to do or need from the form?
	<ul style="list-style-type: none"> • <i>Are there any emerging concerns relating to areas of risk or safeguarding not being appropriately managed?</i> • <i>Have any other risks been identified, for e.g. reputational?</i> • <i>Are platforms of communication (e.g. webpages, leaflets, campaign materials etc) to/about children signed off to ensure they are appropriate and take proper account of safeguarding issues?</i> • <i>Are individual risk assessments being undertaken and signed off?</i> • <i>Are risk assessments undertaken for activities/projects where consideration of risk factors is needed?</i> • <i>Has there been any reporting of Health and Safety Issues?</i> • <i>Is there any learning from Health and Safety reporting?</i> 	<ul style="list-style-type: none"> • <i>inspections</i> • <i>BIRF Forms</i> • <i>External H&S Reporting</i> 	<p>Corporate Safeguarding</p> <p>Trustees</p> <p>Region/ Nation Health and Safety Lead</p> <p>Region/ Nation Risk Register Holder(s)</p> <p>Region/ Nation Director</p>		<p>lead and Trustees report.</p> <p>There is also some assurance needed around risk identification and management</p> <p>There is some assurance required that the Locality is managing Health and Safety</p> <p>The major Risks identified here should also make their way into the Regional Risk Register</p>

QPR:

(Replaced QAF: for the purpose of training for CP Core 3)

Exercise- Part A:

Using the QPR to complete an audit of safeguarding practice in your service & within your role as a manager. For the purpose of the exercise, we are only using the following section:

- Safeguarding
- Operational Quality re Recording, Data Protection, Supervision & Risk

Then complete next two parts of the exercise (B & C)

Exercise- Part B:

After completing the QPR audit on the three areas above and having reflected on the CP3 course to date. Complete the following in pairs:

Gaps & Assets:

In regard to the QPR audit & core learning from the course so far, what are presently doing in terms of compliance & good practice (assets) and what needs improving (gaps) as a manager in regards to managing risk & safeguarding in your service role. Draw up a list below & discuss identify what learning you have gained from CP Core 3 that can be put into practice to address the gaps.

Complete as a reflective exercise with your partner & share learning gained:

GAPS	ASSETS	LEARNING GAINED ON CP CORE 3 TO SUPPORT ADDRESSING OF GAPS	IMPROVEMENT PLAN: <ul style="list-style-type: none">• Timescales for implementing change• Who will complete this change• Any further learning needs in the workplace to enable the change to occur

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Exercise- Part C:

Using Barnardo's 'Leadership & Management Framework'. Reflect on the work completed in part a & b of this exercise. Look at the three heading of the framework:

- Thinks Strategically
- Leading & Engaging
- Driven to Deliver

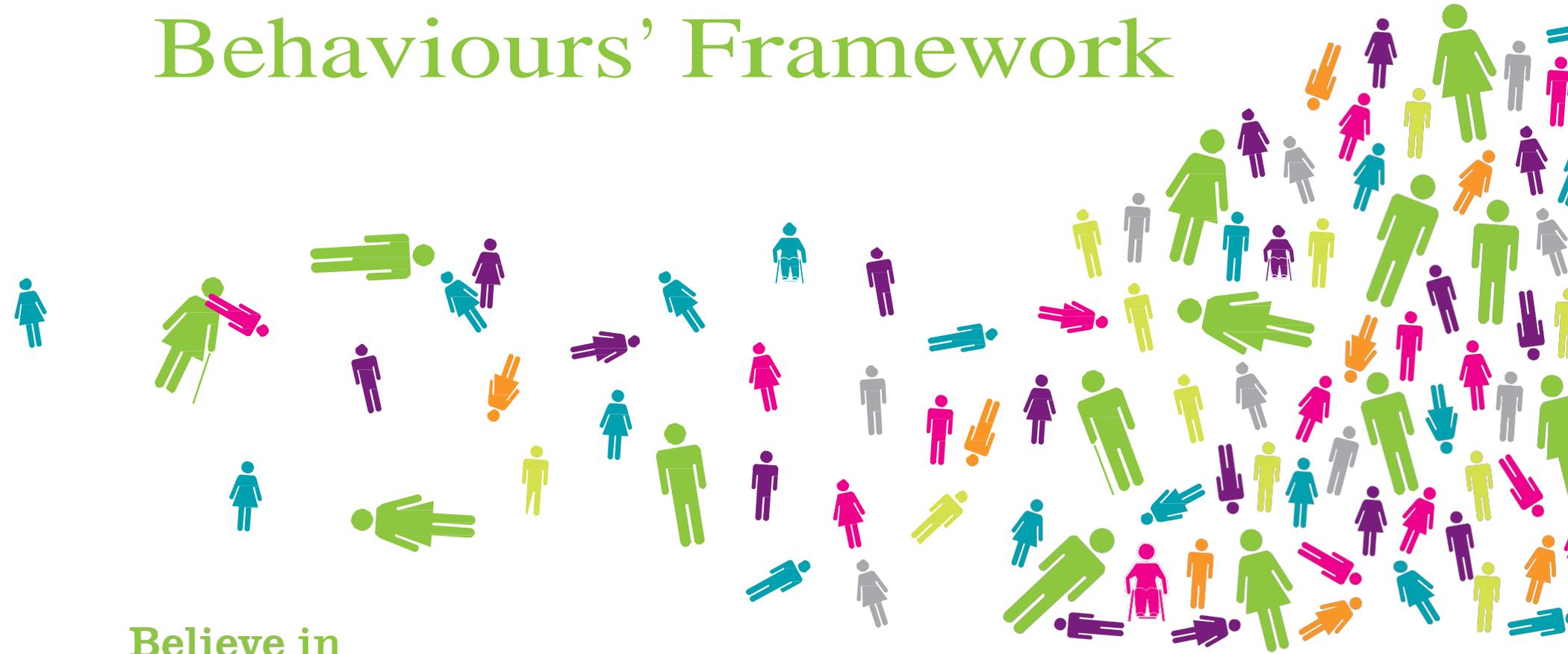
Then identify any behaviours that are effective (that promote good practice around managing risk & safeguarding as identified in part a & b and with CP Core 3) and any behaviours that ineffective and need addressing in order to promote good practice in managing risk and safeguarding in your service.

Thinks Strategically	Leading & Engaging	Driven to Deliver	Effective Behaviours Identified	Ineffective Behaviours Identified

Discuss & reflect with your partner and look at any actions you have identified from part a, b or c from the exercise to take back as practice improvement areas or workforce development needs (skills or knowledge) for your- self or your staff/volunteers:

Practice Areas	Workforce Development Needs

Leadership and Management Behaviours' Framework



Believe in
children
 Barnardo's

Thinks Strategically

Our leaders and managers help us as an organisation to balance what needs to be done today with preparing for the future. They look to the future and see opportunities we should respond to.

They use their knowledge and insight to make our organisation better. This could be through developing

new products, approaches or services that support the achievement of our work.

They recognise that changes to the way we do things impacts many groups of people (Children, young people and their families, employees and volunteers, supporters and corporate partners, commissioners and regulatory bodies). They consider these groups when developing plans or making changes.

Effective Behaviours

	Level 1: Manager	Level 2: Assistant Director	Level 3: CLG
:	<ul style="list-style-type: none"> „ Nurture positive relationships with my internal and external customers OR stakeholders „ Stay up to date and share knowledge of local issues and trends which might impact or benefit my area of work „ Encourage team members to use their knowledge of their customers and work to identify more effective and impactful ways of doing things „ Use a variety of approaches to support others to accept the need for change 	<ul style="list-style-type: none"> „ Proactively seek and respond to internal and external feedback about how we're doing „ Create and adapt direction based on my knowledge of the opportunities and challenges my area of work faces „ Facilitate and enable others to turn creative ideas and innovative thoughts into concrete solutions which will bring benefits to those we work with and for the organisation „ Champion and lead change happening at all levels in the organisation within my area of responsibility 	<ul style="list-style-type: none"> „ Listen to, engage and work with all stakeholders to determine the organisation's future strategy and direction „ Shape the direction of the sector; tell decision and policy makers what the opportunities and challenges the sector is facing are and work with them to develop solutions „ Establish a place where creativity and innovation is the norm by removing unnecessary bureaucracy and actively encouraging others to challenge the way we do things here „ Display decisive behaviour and take calculated risks to change things for the better „ Enable others to think strategically through effective questioning and constructive challenge

Ineffective Behaviours

	Level 1: Manager	Level 2: Assistant Director	Level 3: CLG
I:	<ul style="list-style-type: none"> „ Ignore changes in my local area which may have implications for Barnardo’s „ Commit to actions without consideration of the impact on the bigger picture „ Maintain a narrow perspective – adopt a silo approach „ Actively work to maintain the status quo 	<ul style="list-style-type: none"> „ Have limited insight into changes and developments in my own area and beyond „ Develop strategies and plans that do not reflect or show reference to future corporate direction „ Display a narrow range of vision; miss important developments which could benefit my area of work and beyond „ Actively resist new ideas and approaches „ Am uncomfortable dealing with ambiguity and supporting others through uncertainty 	<ul style="list-style-type: none"> „ Adopt a short term view and neglect long term thinking about evolving and future issues for the organisation and the sector „ Operate independently, without reference to the wider knowledge and experience around me „ Fail to think about the consequences of decisions for the future of the organisation „ Fail to implement change or implement change for change’s sake „ Stick rigidly to tried and tested approaches „ Fail to learn from the past; keep repeating the same mistakes

Leading and Engaging

A Barnardo's leader creates, inspires and promotes a shared understanding and sense of pride around our work. They listen to what others have to say and are open to new ideas including those that may challenge their own assumptions and expectations. Collaboration is actively promoted and encouraged by identifying opportunities internally and externally for people to work together, share and learn. When things get in the way that might impact team work or collaboration they act to remove the obstacles.

Effective Behaviours

They develop individuals and teams to be the best they can be by providing opportunities for others to reach their potential, ensuring successes are celebrated but also reflecting and learning from set-backs.

They inspire trust by behaving in a manner which is consistent with acting as a role model to others, always doing what they say they will do and being honest.

They value difference; treating all team members with equal respect, promoting ways of working that actively develop and facilitate diversity in teams. They work well with people and treat them fairly and consistently.

	Level 1: Manager	Level 2: Assistant Director	Level 3: CLG
	<ul style="list-style-type: none"> „ Give regular feedback; praising and rewarding good work and highlighting opportunity for improvement „ Listen to, understand, respect and accept the value of different views, ideas and ways of working „ Invest time to generate a common focus and genuine team spirit „ Devote time to supporting and developing people through coaching, mentoring and providing other opportunities to learn and grow 	<ul style="list-style-type: none"> „ Celebrate individual and team success; providing time and space to reflect and learn from set-backs „ Take personal responsibility for ensuring that diversity is respected and that there is genuine equality of opportunity in my team „ Build a strong network of collaborative relationships and partnerships across the organisation and beyond „ Identify the skills and knowledge needed to deliver our current and future plans and ensure opportunities are in place for our people to learn and grow 	<ul style="list-style-type: none"> „ Create clarity and direction, lead others with energy and personal drive to achieve the vision, goals and objectives of the organisation „ Create a workplace where individual and team contribution is appreciated, recognised and rewarded „ Operate with complete awareness of equality and diversity and implement strategies to ensure there is genuine equality of opportunity „ Drive a diverse and collaborative working environment which encourages transparency and open communication „ Champion the importance of people development and talent management, building a strong culture of continuous learning and sharing of knowledge

Effective Behaviours cont...

	Level 1: Manager	Level 2: Assistant Director	Level 3: CLG
I:	<ul style="list-style-type: none"> „ Regularly communicate with my team; taking organisation wide messages and making them meaningful for my team’s daily work 	<ul style="list-style-type: none"> „ Am visible through regular, engaging and positive communications with our employees and volunteers 	<ul style="list-style-type: none"> „ Am visible across the organisation and beyond; regularly undertaking activities to understand the work we do, listen, engage and build trust

Ineffective Behaviours

	Level 1: Manager	Level 2: Assistant Director	Level 3: CLG
I:	<ul style="list-style-type: none"> „ Need to display more appreciation of the value of different perspectives and contributions „ Support individual or silo ways of working and find excuses for why resources and support cannot be shared „ Inhibit others in reaching their full potential by providing limited or no feedback or opportunities for development „ Dismiss organisation wide communications as unimportant or irrelevant for my team 	<ul style="list-style-type: none"> „ Disregard the need to consistently promote good equality and diversity practice „ Can be overly protective of own initiatives and miss opportunities to work collaboratively across the organisation and beyond „ Regularly ignore or miss opportunities to develop my team and myself to enhance knowledge and expertise „ Only communicate with employees and volunteers in a face to face environment when pressurised to do so „ Avoid activities which increases my understanding of our operational activities and to build my profile within or outside the organisation 	<ul style="list-style-type: none"> „ Allow unacceptable or disrespectful behaviours to persist across the organisation „ Encourage a working approach which protects own resources and satisfies own interests at the expense of organisational priorities „ Place low priority on people management and development „ Can be resistant to or dismissive of feedback from others and see personal growth and development as not relevant to my level

Driven to Deliver

A Barnardo’s leader creates engaged and high-performing teams who strive to achieve excellence for those we work with. They empower others by encouraging their contribution and giving them autonomy, support and freedom to deliver their objectives.

Our leaders will encourage and always seek to get the best out of the people they lead through setting appropriate objectives and having regular discussions about performance. Our leaders display confidence in handling the more difficult side of leadership if necessary from difficult conversations about individual performance through to reflecting and learning from set-backs.

Effective Behaviours

	Level 1: Manager	Level 2: Assistant Director	Level 3: CLG
I:	<ul style="list-style-type: none"> „ Get the best out of others by providing positive and encouraging messages about their priorities, objectives and expectations „ Manage, support and stretch myself and my team to deliver agreed goals and objectives „ Create regular opportunities for our people and those we work with to help improve the way we do things „ Provide encouragement and make myself available for support „ Create plans and take action to improve performance „ Lead by example in following processes and standards for managing performance 	<ul style="list-style-type: none"> „ Turn strategic objectives into clear outcome-focused objectives and plans for my team „ Act as a role model in motivating individuals and teams to deliver impact and results „ Identify and implement new ways of improving the quality of our work by involving a diverse range of stakeholders „ Empower and coach others to take action and solution focused approaches „ Maintain a strong focus on our priorities holding others to account 	<ul style="list-style-type: none"> „ Set a direction for the organisation with highly focused and clear priorities and objectives „ Promote a culture that focuses on priorities, performance and impact „ Drive and deliver a workplace that emphasises continuous improvement and excellence, responsible stewardship and innovation „ Empower others by pushing decision making to the right level and holding me and others to account for their performance

Ineffective Behaviours

	Level 1: Manager	Level 2: Assistant Director	Level 3: CLG
I:	<ul style="list-style-type: none"> „ Fail to appreciate different working styles and perspectives when setting individual objectives and development plans „ Lose focus, leading to a sense of confusion in relation to priorities „ Highlight problems but rarely suggest a solution „ Allow poor performance to persist without challenge or action „ Fail to acknowledge the contribution of others 	<ul style="list-style-type: none"> „ Create, unrealistic, vague or uninspiring plans and a lack of clarity about what I expect from others „ Fail to plan effectively, leading to pressure on deadlines and resources „ Avoid making decisions that lie within own remit; I continually push decisions up „ Show intolerance of mistakes 	<ul style="list-style-type: none"> „ Feel uncomfortable in letting others take measured risks „ Display indecisiveness in creating and providing organisation direction „ Lack confidence in making decisions without full and proper consultation „ Continue with ineffective approaches; repeating mistakes and overlooking lessons learned from previous change

EXERCISES

End of day 2 Exercise:

At the end of day 2 you were given this exercise:

Using the Barnardo's Leadership & Management Framework (July 14) three sub headings:

- *Think Strategically*
- *Leading & Engaging*
- *Driven to Deliver*

- Identify what effective behaviours you can demonstrate that promote your role as an effective manager in managing safeguarding
- Produce a case study of a supervisee where this has occurred
- Consider how you implemented Kolb to facilitate this & describe any strategies to unblock the supervisee if they got stuck

Case Study 1:

You are working with a family (mum & her partner) due to concerns about a series of incidents reported by the school regarding the child (who is 7 years of age; i.e. not being collected on time after school, always hungry and falls asleep in class).

Mum has not attended two appointments (arranged by letter), refuses to come to the phone when you call and almost ran away when you recently approached her outside of the school/centre.

You are about to meet with mum and her partner.

- Discuss your mindset, and your own [honest] assumptions
- Discuss how you will begin your conversation in an attempt to engage both partners?

Case Study 2

Mum is 27, with two children aged 9, 5 and 3. She has an on/off relationship with boyfriend who is aggressive and violent when drunk. The 9 year old has spoken at school about being frightened when 'Billy' comes to stay. Mum has eventually come into school after several requests but won't sit down saying she has to collect 3 year old from nursery.

You are about to meet with mum.

- Discuss your mindset, and your own [honest] assumptions
- Discuss how you will begin your conversation in an attempt to engage both partners?

Case Study 3:

You are working with a family where mum is 25 and dad is 26. Both have serious alcohol problems and have had two children already removed from their care. You and a colleague are visiting to discuss mum's forthcoming pregnancy and the couple have made it clear they wish to keep this baby as they have reduced their drinking considerably. The visit was pre-arranged.

You are about to meet with mum and her partner.

- Check your mindset, your own assumptions
- Discuss how you will begin your conversation in an attempt to engage both partners?

Case Study 4:

You are working with a mum and dad because of concerns about neglect of their three year old son. He has no language and is underweight. The home is a small two bedroomed house and the family have two dogs. Concerns have been shared with the parents about the state of the house and the fact that their son plays amidst dog faeces. He is always inadequately dressed and sleeps on a sofa at night. This is the third meeting in two weeks and despite the promise of a bed for their son, the parents have failed to clean up the house. Mum says little but Dad is usually hostile.

You are about to meet with the parents.

- Check your mindset, your own assumptions
- Discuss how you will begin your conversation in an attempt to engage both partners?

Case Study 5

Mum and dad are parents from BME community. Concerns have been raised about neglect of their 6 year old disabled child who attends special school. There are three siblings aged 5, 7 and 8. There are no significant concerns about these children. Father can be very temperamental and volatile. He is resistant to any workers being involved with the family. Mum speaks little or no English. A meeting has been called to discuss again with the parents the care of the 6 year old.

You are about to meet with the parents.

- Check your mindset, your own assumptions
- Discuss how you will begin your conversation in an attempt to engage both parents?

Safeguarding and Protection Audit Tools

What does good look like?

The following suggested Tools are to assist staff and managers in ensuring that every service has safeguarding and protection embedded in best practice from referral through to case closure. The tools are developed from a variety of sources to combine an approach that uses both qualitative and quantitative data.

Tool 1

This is for all managers of service who may be new into post, taking over a new service, or just wanting to assure effective safeguarding. The tool is a quick self- assessment of the key areas that inform the QPR.

Tool 2

Mini self audit for practitioners on quality of their own service user recordings on content server.

Tool 3

This is a useful checklist which will help you to ensure that safeguarding is embedded in your team's practice.

Tool 4

This is a suggested matrix to help you plan and keep track of what needs to be achieved.

Tool 1 - Checklist

Checklist	Safeguarding	Audit/inquiry
Field work	Evidence	Suggestions for further inquiry with managers
Referral, Assessment, Planning, Recording and Review		
Is there a clear referral process? Is this followed consistently?		
Is there recorded evidence of assessments being completed?		
Are risk assessments completed? Do risk assessments include safeguarding risks?		
Is there a clear effective plan recorded on Content Server? Are Service responsibilities, aims and desired outcomes clearly noted?		
Is there evidence of the plan being implemented and reviewed?		
Are safeguarding incidents/concerns clearly outlined and actions identified?		
Are CP referrals which are not accepted by the LA being recorded?		
Are decisions made in supervision recorded on case files?		
Is supervision regular and of good quality?		
Is Safeguarding a standard item on the agenda?		
Are safeguarding issues tracked in subsequent supervision?		
Is there a clear process for closing cases? Is this followed?		
Staff		
Have professional boundaries & code of conduct been discussed?		
Training logs – do they note dates of safeguarding training for all		

members of staff?		
Is there a lone working policy?		
Do managers have safeguarding/ supervision training?		
Check whether log includes e-learning/team events.		
Check team meeting minutes, is safeguarding a standard item?		
Are there opportunities to share learning from safeguarding during team meetings, case discussions, presentations, articles, new policies?		
Staff appraisals: are safeguarding targets/objectives identified for practice development?		
Is Safeguarding training identified?		
Service Business Plan – is safeguarding part of the plan?		
What was the QAF score and what evidence was provided for this assessment? Were there any actions specified?		
AD Sampling, what evidence of sampling taking place? Decision making & policy & practice compliance?		
Is data fed back to senior management team and the Director?		
Is the Service aware of any shortfall identified? Has it robust plans in place to address these		

Tool 2 – Mini Self Audit Tool for Staff

This tool is to assist staff do a mini assessment of the quality of their own Content Server SU recordings, or it could be used to conduct a mini cross team peer review.

Name of Staff Member: _____

Date: _____

	Area being Monitored	Evaluation
1	Referral information is complete and there is a clear assessment that identifies any risk areas	
2	Case work notes reflect the thought process behind work plan (why you're doing what you're doing) Outcomes identified and recorded	
3	Session plan clearly linked to current Action Plan (what you've agreed with your line manager about the direction of your work) Outcomes identified and recorded	
4	There is a clear link between the planning (see 2) and the recording of the session (what actually happened being related to the planned session) Outcomes identified and recorded	
5	There is a clear link between the recording of the session and the future plans for the next session (see 1 & 3) (how 3 will affect future planning of Work session(s) and possibly the Action Plan) Outcomes identified and recorded	
6	Any safeguarding concerns are noted and if a pattern develops, steps are taken to address this	

7	There is evidence of the young person being involved in the recording process	
8	How quickly are sessions recorded after they take place? (procedure: within 5 working days and safeguarding issues within 24 hours)	
9	Style/frequency of recording? Is it concise easy to understand?	
10	Child protection concerns are identified and acted upon and there is evidence that this has discussed with manager. And any decision noted.	
11	Any attendance at multi agency meetings are recorded any reports/mins meetings scanned into Content Server..	

What am I doing well?

What do I need to do more of or improve upon?

Action Plan

What changes am I going to make?

Date of Next Audit:

Manager: _____

Staff Member: _____

Peer Reviewer: _____

Tool 3

1. Supervision notes

- Does the frequency of supervision match Barnardo's policy?
- Is safeguarding a standard item?
- Are safeguarding issues tracked in subsequent supervisions?
- Are safeguarding incidents/concerns clearly outlined and actions identified?
- Have professional boundaries and code of conduct been discussed?

2. Recording

- Does recording tell the child's story?
- If adults are the primary service user is there due consideration to the safeguarding needs of any children in the household?
- Is it clear that a child has been seen?
- Is there a tension between needs of young adult parents and that of the child?
- How was the work plan devised and does it make reference to outcomes?
- Is referral information clear?
- Is all the core data there? Is it clear if a child is on a child protection or children in need plan?
- Is it clear what other agencies are involved and is any information missing?

3. Service culture and environment

- What would it feel like to come to this service?
- What does it feel like to be a member of staff, volunteer here?

- What is the ethos history of the service and how does this impact on the work?
- Are there any additional factors such as staff shortage, redundancies, sickness, management issues that may be affecting staff morale?

4. Training logs

- Have you recorded the dates of mandatory safeguarding training for all members of staff?
- Does the log includes e-learning and team events?

5. Team meetings

- Is safeguarding a standing item?
- Are there opportunities to share learning from safeguarding during team meetings: case discussions, presentations, articles, new policies?

6. Staff Appraisals: PDR (Performance & Development Review)

- Are safeguarding targets/objectives identified for practice development?
- Is safeguarding training identified?

7. Service Business Plan

- Is safeguarding part of the business plan?
- What evidence was provided for the QPR?

8. Use of Volunteers

- How are volunteers supported and managed?
- Do volunteers feedback on their work, is this recorded appropriately and is it part of the child/family plan of work?

Tool 4

Key Improvement Actions

What	Who	By when	Review date

Ranking Exercise:

For use in understanding local thresholds & making a referral exercises:

1. Darren is eight and is disruptive and difficult in class and has behaviour problems like wetting his pants. In a moment of frustration when he has been particularly naughty his teacher called him a 'dirty stinking boy' in front of the whole class and made him wear a pair of girl's pink shorts as a punishment.

2. Rita is fifteen and from a strictly religious family who have been very protective of her throughout her childhood. Today Rita's father found out she had gone to a pub with her friends when she said she was at a friend's house. He has forbidden her to go out after school again and says she must leave school as soon as she is sixteen.

3. Kelly is six and for the last couple of years her father has been persuading her to fondle his penis. Last night he got Kelly to masturbate him. When it was over he kissed Kelly lovingly told her she was a good girl and that he loved her and that this was her special way of showing her that she loved him.

4. Petra is almost two years old. Her Mum frequently leaves her alone at night while she goes down to the pub. Petra has frequent nightmares and wakes up screaming and frightened with nobody to comfort her.

5. Winston is ten months old. This morning his father was looking after him while his Mum was at work and got so frustrated with his constant crying that he snatched Winston from his cot and shook him until he stopped.

6. Emma is a single parent bringing up two teenage sons. Both are feeling terribly depressed because they are unemployed and there is no prospect of a job. Emma finds it hard enough to keep going and has reached the point of ignoring them, leaving them to watch TV in their room most of the day and night. This morning one of them took an overdose and is unlikely to survive.

7. Anita is three. Her Mum and Dad are both teenagers, unable to get work and they live in a very damp, cold, high-rise flat. Her Mum gets depressed and takes tranquilisers. Mum and Dad argue a lot and last night after a particularly bad row, Anita's Dad walked out saying he was never coming back. As her Mum lay sobbing on the bed, Anita managed to knock an electric fire on top of herself and she was badly burned.

8. Sukina is the only daughter of a family of 5 children. She has become the family drudge, always called 'Dumbo' and made to eat her meals in another room, never allowed to watch TV with the family or go out with them. She is always dirty, smelly and unkempt.

9. Carol is fifteen. She has had a steady boyfriend for two years. Yesterday Carol's father returned unexpectedly during the day and found Carol in bed with her boyfriend. The boyfriend was thrown out and Carol was given what her father called 'a sound hiding' with his belt. She has several large fresh bruises and some cuts even though she was fully clothed when the beating occurred.

10. Peter is thirteen and attends a minor public school. Although he says he is a pacifist, he is forced to join the school's Combined Cadet Force. His parents, despite his pleadings, refuse to take him away from the school or intervene, even though he is 'grounded' and exposed to public ridicule for refusing to wear his uniform and not joining in with CCF activities.

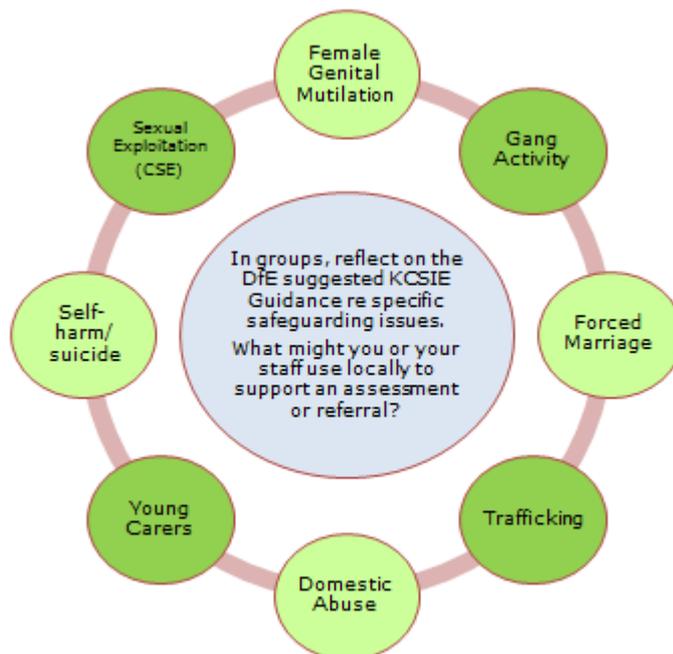
Exercise:

Considering specific safeguarding needs of children & young people (in line with KCSIE, DfE 2016 Guidance).

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the TES website and also on its own website www.nspcc.org.uk Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- · *child sexual exploitation (CSE) – see also below*
- · *bullying including cyberbullying*
- · *domestic violence*
- · *drugs*
- · *fabricated or induced illness*
- · *faith abuse*
- · *female genital mutilation (FGM) – see also below*
- · *forced marriage*
- · *gangs and youth violence*
- · *gender-based violence/violence against women and girls (VAWG)*
- · *mental health*
- · *private fostering*
- · *radicalisation*
- · *sexting*
- · *teenage relationship abuse*
- · *trafficking*

Using the slide below:



Complete the following exercise:

Specific Safeguarding issue; i.e. CSE	Local assessment tools etc; i.e LSCB CSE Screening tool	Referral pathway locally if you were worried about a child at risk	Local & National services & Resources

Summary & Reflections Exercise

- Identify the needs of your staff as a result of the training (using a SWOT analysis)
- Identify learning you wish to implement in your service (using SMART principles)

1.

- Identify the needs of your staff as a result of the training (using a SWOT analysis)

Strengths	Weaknesses
Opportunities	Threats

2.

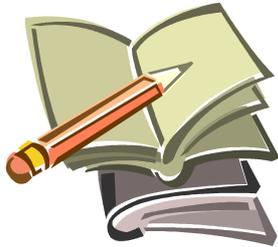
- Identify learning you wish to implement in your service (using SMART principles)

SMART	
MEASURABLE	
ACHIEVABLE	
REALISTIC	
TIMESCALES	

Learning Log

Name:

Session: Day 3 (am)



Key areas of learning from the session

-
-
-
-

What will I do to put this learning into my practice?

-
-
-
-



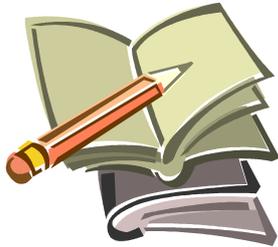
What are my ongoing learning needs from issues raised in this session:

-

Learning Log

Name:

Session: Day 3 (pm)



Key areas of learning from the session

-
-
-
-

What will I do to put this learning into my practice?

-
-
-
-



What are my ongoing learning needs from issues raised in this session:

-

