Leadership for Influence: Leading Safeguarding Children Practice.

Appendix 1

Care Services Improvement Partnership (CSIP)

Children Young People and Families Programme

LEADERSHIP FOR INFLUENCE: LEADING SAFEGUARDING CHILDREN PRACTICE

Programme Outline

Background
Following the publication in 2003 of the government’s formal response to the Victoria Climbie Inquiry (2003)\(^1\) and its Green Paper “Every Child Matters” (2003)\(^2\) the Children Act 2004\(^3\) and the National Service Framework for Children, Young People and Maternity Services (2004)\(^4\) were published. Both of these set out agencies’ responsibilities to safeguard and promote the welfare of children and young people. Both also state that Senior Management in all agencies need to demonstrate leadership, be informed about, and take responsibility for the actions of their staff in providing services to children, young people and families. At a national conference organised by CSIP in November 2005 Designated and Named Professionals identified a need to develop leadership, influencing and negotiating skills. This programme has been designed to meet the needs of individuals as well help organisations meet their statutory duties.

Programme Outline
This is a modular programme consisting of 4 modules covering broad areas. Modules are not discrete and the themes within them overlap. As such, all four modules must be completed and no modules are viewed as ‘stand-alone’.
The delivery of the programme will take place within six months, 8 days of which will be ‘taught’ and 2 half days for introduction and evaluation. Materials, guidance and tips will be made available on the dedicated programme webpage.

After a half day induction and introduction to the programme, the modules all follow a similar structure and all of the activities highlighted below contribute to the outline syllabus of each module.

- 2 taught days
- Action learning sets

---

\(^1\) The Victoria Climbie Inquiry - Lord Laming. Presented to Parliament by the Secretary of State for Health and the Secretary of State for the Home Department by command of Her Majesty – (January 2003)


\(^3\) National Service Framework for Children, Young People and Maternity Services (DfES, DH Gateway ref: 3779 4 October 2004)

Leadership for Influence: Leading Safeguarding Children Practice.  

Appendix 1

- Self assessment/self audit of levels of competency.
- Process of individual learning plan development and mentorship
- Work-based practice development

**Taught Days**
The Programme will begin with a half day welcome and introduction and end with a half day consolidation and evaluation. It will include taught lectures from experts in the field, practice-simulation, facilitated group work, presentation from action learning sets. Each module will begin with an introduction, review of previous module (apart from Mod. 1) and consolidation of current module.

**Action Learning Sets**
Action learning sets will be defined during the taught days and will continue in between delivery of the taught component of the programme. Presentation of the outcomes of the action learning sets will take place at the beginning of each module, serving as a review of the previous module themes and focus.

**Self assessment/self audit of levels of competency**
Use of part of the Inter-collegiate Competencies and the NSCAN Professional Core Competency Framework self audit tool will run throughout the programme and serve as the basis for the development of individual learning plans and mentorship support.

In addition, multiple choice questionnaires will be available on the webpage for practitioners to self assess their knowledge.

**Process of individual learning plan development and mentorship**
All participants will identify a mentor. This can either be someone from within their own organisation, or can be accessed from a list of mentors across the country held by the Programme Co-ordinator. Between the taught components of the programme, participants will complete the self audit tool and reflect on their learning and practice with their mentor. The outcome of this process is the development of an individual learning and development plan where the participant can enhance the opportunities provided by the Programme, by identifying further opportunities within their workplace. The individual learning and development plan will be reviewed and evaluated at regular intervals throughout the programme. It may be accompanied by a reflective learning journal which will serve as an addition to the participant’s Professional Practice Portfolio.

**Work-based practice development**
Participants will identify a work-based practice development task which will be developed between the taught components of each module. This will essentially be something that is ‘real’ and will add value to the team/organisation, but not be something regarded as ‘critical’. Participants may choose a task that suits their learning style and may choose one task to run through the course of the whole programme, or
several tasks that reflect the learning from each module. Examples and ideas will be available on the webpage.

**Modules**

1. *Personal Development of Leadership Styles*
2. *Political Awareness and Leadership*
3. *Quality, Performance and Organisation*
4. *Managing Change, Sustaining Development and Service Development*

**Programme Suitability**

This programme has been designed in consultation with and for named and designated professionals. However, among those professionals are vastly different levels of knowledge. Each module, therefore, contains a recommendation for prior training/education/experience. These are summarised below:

- training and experience in supervision/reflective practice and have taken the lead or joint lead at board/sub-board level in practice development initiatives;
- actively involved in audit, writing and reporting recommendations and performance management in relation to safeguarding children practice and strategic development;
- prior knowledge of the national developments in patient-led commissioning, have some insight into own organisation’s response and are also up-to-date with other current national policy developments beyond those that pertain to the safeguarding children agenda.
- experience of implementing and evaluating recommendations and action plans at an organisational and team level in relation to safeguarding children practice development.

These recommendations are not intended to exclude, but rather to maximise potential benefit and focus for participants.

**Knowledge and Skills Framework**

This programme will enable practitioners to progress through levels 1 – 4 on the following KSF domains:

**Core Dimensions:**

1. Communication
2. Personal and People development
3. Health, safety and security
4. Service improvement
5. Quality
6. Equality and diversity

**General:**
1. **Module Level**: Participants will be required to complete a questionnaire at the end of each module by means of reactive/impact evaluation.

2. **Programme Level**: Participants will also be required to submit a brief reflective account on completion of the whole programme and participate in a focus group discussion on the half day evaluation event the results of which will be anonymised.

3. **Multi programme, behavioural level**: An in-depth evaluation study will be commissioned to consider the longer term, behavioural impact of the programme across several sites.

The results of these ongoing levels of evaluation will be considered as part of the quality monitoring function of the National Programme Co-ordinator, who will also recommend and action appropriate changes where necessary and where feasible within given budget constraints.
Module One

*Personal Development of Leadership Styles*

**Module Synopsis**
This module enables and empowers named and designated professionals in safeguarding children, to explore different theories and styles in leadership whilst allowing for reflection on the existence and development of personal qualities to in order to become a successful leader in this field.

**Outline Syllabus**
- Defining Management, defining leadership.
- Developments in management & leadership thinking and styles
- Personal qualities in leadership
- Putting leadership skills into safeguarding children practice at different levels from practitioner to Board.
- Power of reflection
- Impact of gender issues - male & female constructs of management and leadership.
- Emotional intelligence and creative thinking
- Prevention and awareness of stress within teams dealing with safeguarding children issues.
- Motivational skills - how to inspire
- Skills of Negotiation and challenge in safeguarding children practice
- Utilisation of competency frameworks for professionals involved with safeguarding children.
- Decision making

**Learning Outcomes**
1. Gain depth of understanding of the leadership theories and styles and the attributes that contribute to successful leadership in field of safeguarding children.
2. Identify personal qualities that hinder or help development of leadership attributes
3. Identify individual learning action plan through use of competency frameworks and reflection.
4. Synthesise theories of leadership with practice issues relating to Safeguarding Children.

**Learning Methods**
- Taught sessions
- Action learning sets
- Self directed work
- Mentoring and reflective practice

**Recommended Prior Training/Education/Experience**
It is recommended that participants have had some training and experience in child protection supervision/reflective practice and have taken the lead or joint lead at board/sub-board level in safeguarding children/child protection practice development initiatives.
Module Two

Political Awareness and Leadership

Module Synopsis
This module provides a focus on effective leadership through political awareness and ‘know how’ enabling participants to further develop their skills whilst gaining a deeper awareness of the impact political change and culture has on leadership practice particularly in relation to safeguarding children/child protection practice.

Outline Syllabus
- Political awareness and leadership for Named & Designated professionals in child protection/safeguarding children.
- Understanding and using political climate
- Politics of social policy – examples of practice
- Dealing with the media
- Understanding and influencing the commissioning process
- Factors that determine the organisational environment & culture, and its impact on leadership & management practice relating to safeguarding children.
- Economics of health & social care - the bigger picture
- Getting the safeguarding children message out there.

Learning Outcomes
1. Develop critical understanding of the impact of political climate and current national and local policy drivers particularly in relation to children.
2. Enhance Named and Designated professional’s knowledge and competency in political influence and leadership by working and communicating across organisational and professional boundaries at different levels.
3. Gain deeper awareness of utilising political climate to bring about change within the arena of safeguarding children.
4. Develop greater awareness and ability to influence current safeguarding children policy development e.g. the commissioning process.

Learning Methods
- Taught sessions
- Action learning sets
- Self directed work
- Mentoring and reflective practice

Recommended Prior Training/Education/Experience
It is recommended that participants have prior knowledge of the national developments in patient-led commissioning, have some insight into own organisation’s response and are also up-to-date with other current national policy developments including and beyond those that pertain to the safeguarding children agenda.

Module Three
Quality, Performance and Organisation

Module Synopsis
This module provides participants with a critical insight into current quality assurance models and initiatives within the NHS as a whole and specifically, the safeguarding children arena in order to maximise opportunities for effective Named and Designated professional leadership across professional boundaries and organisational hierarchy.

Outline Syllabus
- Quality Assurance/Clinical Governance/audit
- Assessing performance
- Organisational risk assessment
- Ethics
- Human Resources
- Evaluation

Learning Outcomes
1. Gain deeper understanding of organisational quality and performance management.
2. Enhance skills in quality assurance within the context of safeguarding children practice and initiative development.
3. Communicate issues relating to safeguarding children within the organisational framework of quality assurance and risk management.
4. Enhance competency in empowering and developing safeguarding children workforce.

Learning Methods
- Taught sessions
- Action learning sets
- Self directed work
- Mentoring and reflective practice

Recommended Prior Training/Education/Experience
It is recommended that participants have been actively involved in audit writing and reporting recommendations and performance management in relation to safeguarding children practice and strategic development.
Module Four
*Managing Change, Sustaining Development & Service Improvement*

**Module Synopsis**
This module focuses on the concepts and realities of change management allowing Named and Designated professionals in child protection/safeguarding children to gain a deeper knowledge and develop competency in initiating, leading, managing and responding to change without increasing risk and losing focus on the welfare of the child.

**Outline Syllabus**
- Managing & evaluating the impact of organisational change
- Change Management theories and practice
- Implementing change
- Moving with change – staying informed, keeping in touch
- Improving effectiveness – individual & organisational
- Organisational memory and impact on safeguarding children agenda.
- Business planning
- Leading and sustaining practice development
- Managing yourself through change

**Learning Outcomes**
1. Have a critical awareness of challenges and potential of change management particularly in relation to safeguarding children.
2. Enhance competency in strategic planning at micro and macro levels.
3. Develop deeper knowledge and understanding relating to leading and sustaining practice development initiatives.
4. Critically Assess models of evaluation and measurement of change

**Learning Methods**
- Taught sessions
- Action learning sets
- Self directed work
- Mentoring and reflective practice

**Recommended Prior Training/Education/Experience**
It is recommended that participants have experience of implementing and evaluating recommendations and action plans at an organisational and team level in relation to safeguarding children practice development.