






Creating a Positive Safeguarding Culture

Please feel free to introduce yourself in the chat!



Housekeeping

-  Cameras on if possible
-  Mics on mute
-  1-hour session followed by open Q&A
-  Questions in the chat
-  Slides and Resources Padlet



Your Wellbeing

Learning needs / preferences?

Please feel free to

- Situate yourself in a comfortable position and space that allows focus
- Use any 'fidgets' or tools that support attention and learning



Aims / Objectives

This **1-hour session** focusses on ensuring your setting / organisation has a **positive safeguarding culture** by looking at the ways you can **fully embed safeguarding** into every facet of your day-to-day operation.



Safeguarding Terminology

Understanding what terms mean in Wales



Wales Safeguarding Procedures

- **Primary resource** for all safeguarding in Wales.
- Detailed **procedural information**
- Should be basis for **your setting's** safeguarding policies and procedures
- All staff and volunteers are expected to have **quick access** and be **able to use** in a practical way



Safeguarding is an umbrella term

Includes all actions taken to

- **promote** someone's welfare, good health, **well-being** and human rights through **safe and effective care**
- **prevent** harm and improve their **safety** on a daily basis
- **protect** those identified as **at risk**



Well-being

Anyone who has contact with children and/or adults at risk has a duty of care to **promote and ensure their wellbeing**.

It means **different things to different people**, so it depends on the individual, their circumstances and their priorities.

What does it mean for your organisation?

- enabling and empowering** people to contribute to their own well-being (with appropriate support)
- promoting** their welfare / enabling best outcomes
- preventing** development of care & support needs
- preventing** impairment of health & development
- ensuring their right** to live in safety, free from maltreatment



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Prevention:

Working *with* people to **prevent situations** arising that are **likely to lead to** them experiencing abuse, neglect or harm.

People who are **informed**, **in control** of their lives, and **empowered** to assert their views are **less likely to be victims** of abuse and neglect and will be in a better position to speak out should it happen.



Early Intervention: prevent, reduce, delay

Identifying and addressing **emerging concerns** that if *not* resolved could result in a child or adult experiencing abuse or neglect should be **offered whenever possible** to

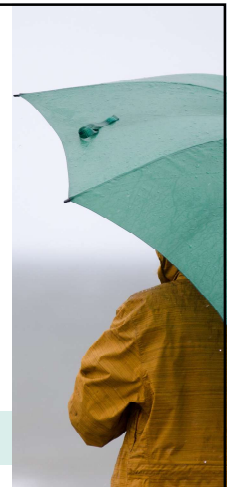
- **avoid escalation** of problems
- **reduce** the need for safeguarding
- **provide** long-term benefits



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Protection includes...

- **Protecting** an individual identified as suffering or likely to suffer significant harm
- **Following procedures on how to respond** to concerns about individual at risk

“If you think someone might be hurting a child or an adult, or not looking after or caring for them properly, **this could be a safeguarding issue.**”

-Social Care Wales



Children and Young People

A person **under 18** years old.



Child At Risk

A child under the age of 18 years who is experiencing or is at risk of abuse, neglect or other kinds of harm;

and who has needs for care and support (whether or not the authority is meeting any of those needs)



What is meant by the term Harm?

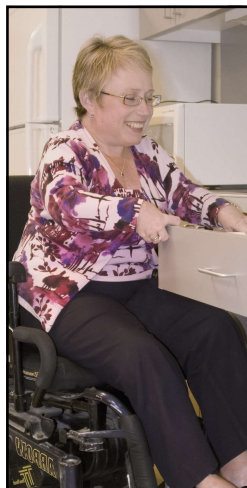
Harmful Treatment
(abuse and neglect)

Impairment of Health
physical or mental (including seeing or hearing another person suffer abuse)

Impairment of Development
physical, intellectual, emotional, social or behavioural (including seeing or hearing another person suffer abuse)

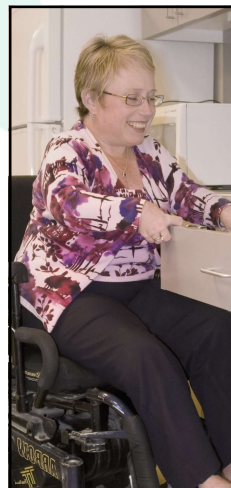
[vol 5 Working Together to Safeguard People: Volume 5 – Handling Individual Cases to Protect Children at Risk](#)





Adults

A person 18 years old and **over**.



Adult At Risk

The Wales Safeguarding Procedures marked a **big change** in the way we safeguard adults – both in **who** and **when**.

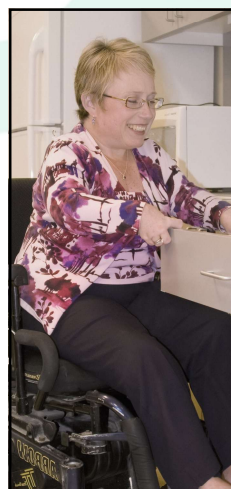


Previously: 'Wales Interim Policy & Procedures for the Protection of **Vulnerable Adults** from Abuse' focused on:

Vulnerable Adult

~~“a person over 18 years of age who is or may be **in need of community care** services **by reason of mental or other disability, age or illness** and who is or may be **unable to take care of** himself or herself, or **unable to protect** himself or herself against significant harm or serious exploitation.”~~

- learning disabilities
- mental health problems, including dementia
- older with support/care needs
- physically frail or chronic illness
- physical or sensory disability
- misused drugs or alcohol
- social or emotional problems
- autistic spectrum disorder



Adult At Risk

“**anyone** over 18 years of age who is **experiencing** or is **at risk of abuse or neglect** and has needs for **care and support** (whether or not the authority is meeting any of those needs), and as a result of those needs is **unable to protect** himself or herself against the abuse or neglect or the risk of it.”





Next, let's look at what culture is:

Every organisation/setting **has its own culture** that

- is shaped by its **values, attitudes, beliefs** and **ways of working**
- runs through **everything** it does
- guides everyone's **daily behaviours**
- is reflected in every **interaction**



What does
'safeguarding
culture'
mean?



Safeguarding Culture?

A setting with a **positive safeguarding culture** is one where doing what's best for the **service user** is **at the heart** of all its daily behaviours, interactions, attitudes and ways of working.

In other words, it **fully embeds safeguarding** into every facet of its **day-to-day operation**.



How do we
create a
positive
safeguarding
culture?





- ☐ Recruitment & Hiring
- ☐ Training & Support & Reflection
- ☐ Policy and Procedures
- ☐ Relationships & Voice
- ☐ Curiosity & Challenge
- ☐ Vigilance
- ☐ Management
- ☐ Action Plan



- ☒ **Recruitment & Hiring**
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Ensure the right people by **setting and keeping standards high** with a
Safer Recruitment Policy

- sets out your setting's **commitment** to recruiting staff suitable to work with children
- sends a **clear message** to potential applicants that your setting prioritises safeguarding duties and attitudes
- may prioritise **attitude and values** over experience



Safer Recruitment

Recruitment includes

About Us

highlight your organisation's commitment to creating a safe environment for children/adults

Job Description

include specific mentions of any safeguarding aspects of the role

Person Specification

ensure that safeguarding competence is listed as essential

The Application Process:

- state appointments are subject to satisfactory references and an enhanced DBS check with barred list
- state interview questions will explore the applicant's suitability to work with children, young people, adults at risk



Safer Recruitment

Hiring includes

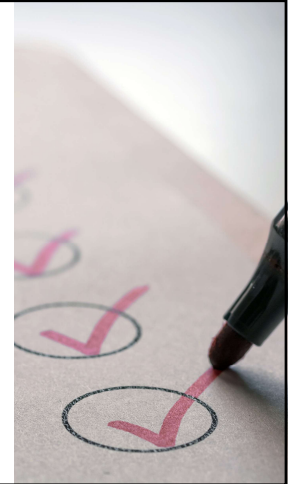
- ☐ **Checking** all references
- ☐ **Confirming** qualifications and registrations
- ☐ **Confirming** enhanced DBS clearance
- ☐ **Exploring** gaps in employment
- ☐ **Challenging** any concerns
- ☐ **Including** safeguarding questions and attitudes in the interview



Safer Recruitment

Job descriptions, codes of conduct and contracts include

- ☐ **safeguarding** procedures, expectations and responsibilities
- ☐ the **duty to report**, including concerns about the behaviour of other practitioners
- ☐ **accountability** for how they embody the culture as part of reviews



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Training:

Induction of new staff

implement an induction process that

- ensures new hires are **fully trained** on your **safeguarding** policies, procedures and culture as priority
- **reflects** your safeguarding vision, values and behaviour expectations
- **requires** completion of Group A course within first days, and Group B as soon as possible (if applicable)

Expect all staff to:

- **continually improve** safeguarding knowledge, skills and practice through training, CPD and independent learning
- **stay up to date** with safeguarding legislation, codes of practice, and your safeguarding policies and procedures

Training

Ongoing safeguarding training and CPD

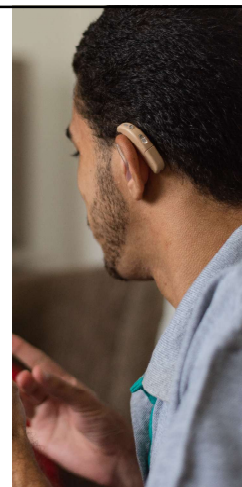
- Prioritise as fundamental and **non-negotiable**
- Ensure sufficient **resources and time** are allocated
- Ensure it's **meaningful** and goes beyond 'tick box' exercises
- Ensure learning is **embedded and demonstrated** by all
- Put safeguarding **routinely** on the agenda for team meetings
- Champion meaningful safeguarding learning and development by **leading by example**



Safeguarding Supervision

At its core, **safeguarding supervision** is

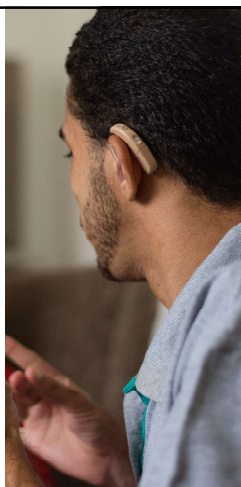
- about **improving** the lives of the people we work with, the **experience** of our staff and volunteers, and the **quality and purpose** of the work of the organisation
- an opportunity for **support, challenge and learning** around **safeguarding cases**
- both **informal** (a conversation with a colleague at the end of a busy day) and **formal** (a discussion in a team meeting or 1-to-1 meeting)



Safeguarding Supervision

adds to a positive safeguarding culture by:

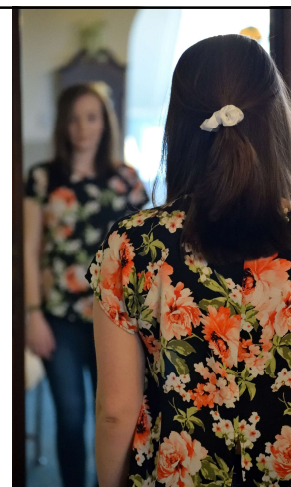
- ensuring staff receive **support, coaching and training**
- **promoting** the interests of service users
- fostering a culture of mutual support, teamwork and **continuous improvement**
- providing a **safe space** and protected time to slow down, think, and talk through any questions/doubts
- **encouraging** the confidential discussion of sensitive issues



Reflective Practice

Using different methods and techniques of **reflection** and **personal inquiry** help staff

- **recognise** how their thinking and actions are shaped by their assumptions, frameworks and patterns of thought and behaviour
- nurture greater **self-awareness**, imagination and creativity
- encourage learning in a way that is **constructive** and not blame-focused



Routine use of reflective practice helps staff

- reflect upon and **overcome any barriers** that may prevent them from reporting a concern
- **explore any subjective factors** that may influence reporting
- **recognise and challenge** practitioner bias, values, beliefs

Reflective Safeguarding Supervision

is characterised by **active listening** and **thoughtful questioning** by both parties. The supervisor helps the supervisee answer their own questions and provides the support and knowledge necessary to guide decision-making while providing an **empathetic, non-judgmental ear**.



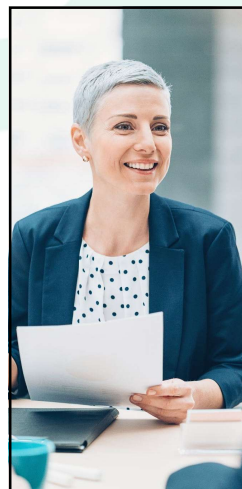
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- ☒ Training & Support & Reflection
- ☒ **Policy and Procedures**
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- ☐ Curiosity & Challenge
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Safeguarding Policy & Procedures

All of your policies, procedures and practices should **reflect and support** your safeguarding culture and be

- **robust and detailed**, clearly stating staff responsibilities for reporting
- **shared** with service users
- **transparent** about how you ensure people's safety, how decisions are made and what checks and balances are in place
- kept **up to date** and **reviewed regularly** by all staff



- Ensure everyone is **supported, able and willing** to put the policy into practice **and to implement** the procedures.
- Provide and proactively share **accessible** and child-friendly/easy-read versions of your safeguarding policy
- **Hold discussions** within your setting on how to ensure **consistent good practice**
- Spend time with staff to ensure they have a **solid understanding** of how your safeguarding policy is applied in practice, especially to difficult decisions





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Relationships

Establishing and modelling effective relationships helps **create and communicate** a culture of safeguarding.

These include:

- Relationships between staff
- Relationships with other agencies or professionals
- Relationships with service users
- Relationships with parents/carers
- Relationships with you


Note:

While nurturing positive relationships with people assists in safeguarding, it should **never** prevent staff from having an 'it could happen here' mentality.

Prioritise Voice

Ensure a culture that **prioritises active listening** to the views and experiences of service users and staff.

Co-production with service users / parents / carers

- invite them to be **actively involved** in reviewing your policies
 - ensure conversations are **honest and meaningful**
 - give them **opportunities to provide feedback** about your safeguarding processes
 - encourage **suggestions for improvement**
- 



- ☒ Recruitment & Hiring
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Professional Curiosity

Make sure **everyone** is using professional curiosity **every day** to explore, empathise and have better understanding:

Be wonder-ful – anytime we encounter something unusual, wonder about it - I wonder why she said that? I wonder why they did that? I wonder what he meant by that?

Be inquisitive – ask questions, **strive to understand**

Connect and compare – triangulate information from different sources to verify, clarify and challenge perceptions

Model – daily demonstrate asking open, broad questions that allow for any kind of answer

Practice – Be curious with ourselves and each other... use reflection and team meetings to be curious.

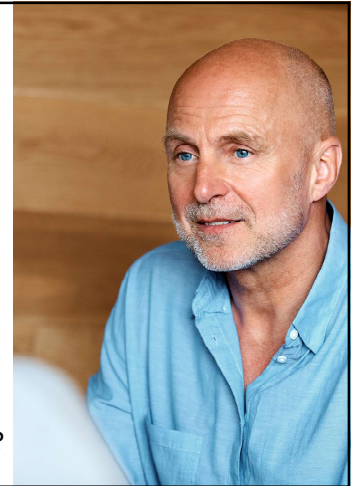


Professional Challenge

Professional challenge is not about questioning someone's judgement.

Professional challenge means using professional curiosity to **explore someone's perceptions** with questions like

- **Why** do you think that?
- What's your **reasoning**?
- **What else** have you thought about?
- **What else** could it mean?
- **What else** could it be?
- Is **anything else** impacting the situation?



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Pay Attention - *Always*

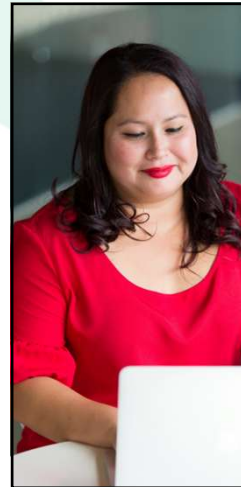
Everyone needs to accept that issues can occur anywhere and to commit to being vigilant

- keep an '**it could happen here**' attitude
- **notice** early clues and signs that preventive or early intervention action may be needed
- encourage and maintain **open communication**
- voice and address issues **promptly**
- **routinely** use professional curiosity and professional challenge





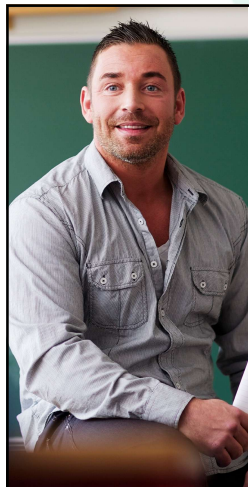
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Management

A positive, effective safeguarding culture **starts at the top** with managers, deputy managers and team leaders who work together to **create and support** an environment where safeguarding is:

- a holistic, **whole setting** approach
- an attitude of **positive intent**
- actively **encouraged**
- at the **forefront** of the setting
- seen as the **first priority** and **everyone's** responsibility



Actively Champion

As with any work culture, **you need to set the example** with your own actions **Purposefully and visibly:**

- set the **example and tone** for how everyone should behave
- act in accordance with your desired safeguarding culture **at all times**
- keep safeguarding a **priority** on a day-to-day basis
- make tough decisions to **preserve that culture**



- ☒ Recruitment & Hiring
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- ☒ **Action Plan**



Creating a safeguarding culture

What is your **vision** for your setting?

- What **core values** are important?
- What kind of **environment** do you want to create?
- What kinds of **experiences** do you want service users/clients and staff to have?
- What types of **interactions** do you want everyone to have with each other?
- What will make your setting **stand out for its culture** of ensuring people's physical, emotional and psychological safety?



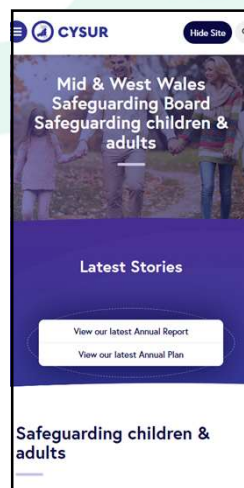
Creating a safeguarding culture

How will you make it **a reality**?

- How will you **embody** and model it?
- How will you **communicate** it to your staff?
- How will you **demonstrate** it to service users?
- How will you hold everyone **accountable** to it?
- How will you **continuously** improve and develop it?



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Mid & West Wales Safeguarding Board www.cysur.wales

- New Developments in Safeguarding, including Corporate Safeguarding
- Resource Hub
- Report Forms and Resources
- Regional Policies & Procedures
- Welsh Govt Codes of Practice & Statutory Guidance



Creating a Positive Safeguarding Culture

November 2025

Carmarthenshire

Ceredigion

Pembrokeshire

Powys

Dyfed-Powys Police



Hywel Dda University Health Board

Powys Teaching Health Board

Public Health Wales

National Probation Service

Welsh Ambulance Service Trust

CYSUR

- Mid & West Wales Regional **Safeguarding Children** Board
- acronym for Child and Youth Safeguarding: Unifying the Region
- the Welsh word for reassurance
- a multi-agency strategic partnership

CWMPAS

- Mid & West Wales Regional **Safeguarding Adults** Board
- acronym for Collaborative Working and Maintaining Partnership in Adult Safeguarding
- the Welsh word for scope or remit
- a multi-agency strategic partnership



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The largest sexual violence support provider in Wales.

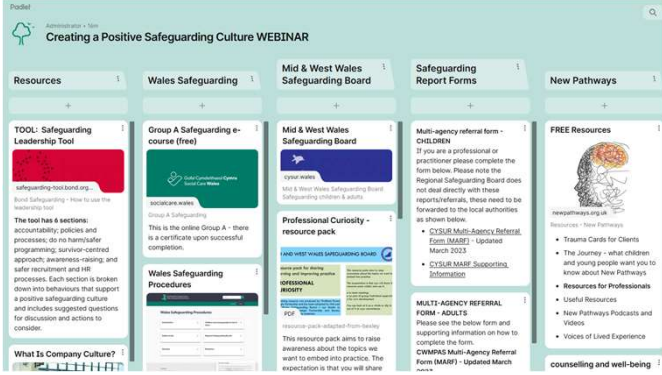

Over 30 years' experience of delivering **specialist therapeutic support** to adults and children affected by complex trauma.

All services free to service user – all ages, all genders, all sexualities.

TRAINING: Over 20 years of delivering expert courses on topics, including Safeguarding, Trauma Informed Practice, and related CPDs.

www.newpathways.org.uk

Padlet of resources



Questions?

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07436 220559 training@newpathways.org.uk

