



INDEPENDENT INQUIRY CHILD SEXUAL ABUSE

EFFECTIVE LEADERSHIP OF CHILD PROTECTION

An investigation into institutional leadership in the context of protecting children from sexual abuse

UPDATE NOTE

1. The Inquiry is investigating effective leadership in child protection. As explained in the Inquiry's [update note](#) of October 2019, this investigation will be a thematic investigation which will build on its findings on leadership in the interim and investigation reports, and consider further evidence; it will not be focusing on any individual case studies or institutions.
2. The investigation's themes were set out in the [Definition of Scope](#) which was published alongside the update note. This note is intended to amplify that document by providing further (but not exhaustive) detail on the contents of each of the themes, in red text below.
3. The Inquiry also wishes to clarify that the investigation will not be assessing whether the witnesses and/or institutions participating in the investigation are good and effective leaders. Instead, it is hoped that it will generate an evidence base that can be used by the Inquiry to make overall findings and observations about the leadership of particular institutions in its final report.
 - a. **Embedding ethics and values so they align with policy and practice.** What ethics and values are important for ensuring child protection and how can these (or ethics and values in general) be embedded into an organisation? **How do leaders promote a positive culture for tackling child abuse?**
 - b. **Ensuring organisations are safe, and effective at being safe.** What does organisational safety look like? How can this be achieved, and what systems need to be put in place to monitor and record safety? **What is the role of governance frameworks and how do leaders ensure that these support their strategy for tackling child sexual abuse? How do leaders ensure that they have clear policies and processes in place to deliver these strategies?**
 - c. **Achieving openness, transparency and good communication.** What does an organisation that is open and transparent about child protection look like and how can an organisation manage the tension between the need to protect the identity of victims of child sexual abuse, whilst at the same time ensuring that it is open and transparent about any potential risks that it identifies? **To what extent do leaders engage with children when tackling child abuse?**



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- d. **Ensuring good communication, escalation of issues and concerns with clear lines of accountability, and good leadership in scenarios where there is no direct line management structure.**
- e. **Embedding and ensuring a culture of continuous learning.** What does such a culture look like and how can it be bedded into an organisation?
- f. **Using management and audit information to understand the institution, its systems and its performance, so that systemic warning signs can be identified early.** We will examine evidence from a range of different organisations about their management of information and data, including outside the child protection context.
- g. **Responding appropriately to internal and external pressures, for example from politicians, community leaders, parents, funders and other key stakeholders so that child welfare and protection is prioritised.** We will consider what the sources of external and internal pressure within organisations are, and how they can be managed and harnessed most effectively. **We will consider how leaders work in partnership with others agencies and bodies to tackle child sexual abuse.**
- h. **Responding to the evidence of “whistleblowers” and recommendations from inspectorates, Serious Case Reviews and similar reports.** How can organisations create an environment in which “whistleblowers” feel free and able to raise concerns internally? How can organisations ensure that the evidence of “whistleblowers” and recommendations from inspectorates, serious case reviews and similar reports are implemented - and implemented by staff at all levels, not just senior management?
- i. **Learning from past institutional failures, including from adverse events, including embedding a ‘learning’ not a ‘blaming’ culture.** How can past failures be harnessed to produce positive future outcomes? How does leadership contribute to this?
- j. **Exercising good judgment with respect to strategic priorities and risks.** What are the strategic priorities and risks for organisations involved in child protection? How can leaders and organisations ensure that they exercise good judgment in relation to them?
- k. **The relevance of leadership style and how leaders act as positive role models.** How much difference does leadership style make to the culture and practice of organisations? Which styles have positive impacts and which have negative impacts? How influential can leaders be as role models? How can this drive child protection? **How do leaders motivate and develop their staff?**



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- I. **Effective leadership, change and improvement.** How can leaders most effectively manage and ensure **continuous improvement and innovation, and how is this change implemented?**

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