



LEADERSHIP PLEDGE

Vision and culture: Make things better for children

Leaders need to develop with others a clear vision and culture for the organisation. A vision that excites, motivates and engages everyone, which is used, reinforced and lived on a daily basis to make things better for them, with a clear focus on making things better for children and young people.

High support, constructive challenge: Developing and empowering our workforce

Leaders need to ensure that our workforce feels supported and empowered to deliver the best quality service possible, working with and not doing to children and young people and their families. We need to develop a culture of learning in which we fully support our staff, recognising and acknowledging good practice and providing constructive challenge to continually reflect on and improve the effectiveness of our services. This challenge is two way and we as leaders should encourage and respond positively to challenge from our staff, and partners about the quality of our work.

Accountability not blame:

We aim to develop staff who are confident and can work autonomously and be accountable for the quality of their work with appropriate management support, challenge and decision making. We must ensure that our workforce receive the right training and development opportunities to support the effectiveness of their work.

Risk sensible not risk averse:

Our work can never be risk free. We want to encourage a risk sensible approach where we as an organisation make every effort to support families at the lowest appropriate level of intervention, keeping children and young people with their families wherever possible. This involves all staff making considered and balanced risk judgements, taking into account all risk and protective factors which underpin proportionate responses. Staff should ensure that a clear plan is in place to mitigate risk

Good bureaucracy: clear rationale for decision making.

To further support the risk sensible approach, responsibility for decisions should be located at the appropriate level of management and the rationale for any management decisions and subsequent actions should be clearly and contemporaneously recorded.

Positive but not naive

In challenging times more than ever, we need to be positive about how we can make things better for children and seize the opportunities to think and act differently in ways that can create further opportunities to improve children's lives. Change is constant and we need to be able to adapt our leadership and recognise the need to apply different leadership styles to different situations.

Confident with humility: authoritative but not authoritarian

Leaders need to be confident in their leadership, ability and knowledge, but with sufficient

humility to recognise, value, and facilitate the contributions of others to ensure the best possible outcomes for children. Leadership is not the prerogative or role of a single individual and the leadership talents of all levels of the organisation and across partnerships are needed if real sustainable progress is to be made. We need to create space for leadership, time for communication about leadership and delegated authority without any loss or blurring of lines of clear and strong accountability.

Visible leadership

As leaders we need to be known, accessible and active across the organisation and have a clear line of sight to front line practice. Effective performance management and quality assurance processes are key parts of this. Leaders need to be authentic, knowing where to “put their fingerprints” and why.

The only way is partnership: internal and external:

We will only be able to meet the needs of our children and young people if we recognise the importance of and work positively and effectively with our colleagues and our partner agencies. As leaders we must model this, creating those relationships, modelling coordinated and integrated working approaches and evidencing constructive challenge and problem solving where there are barriers and challenges.

It's all about relationships: Honesty and transparency

It is through constructive and professional relationships, underpinned by honesty and transparency that we will work most effectively. As leaders we need to model this, being clear on what we are doing and why, how we will work with rather than do to our staff, partner agency colleagues and most importantly where we can with children young people and families. We are all human, we may not always get it right and we are working in an increasingly complex and challenging world. Respect and understanding of that in dialogue with each other is continually needed.

Back to making things better for children

Develop constructive, respectful and honest relationships with children and families. It is through these relationships that the skills and knowledge of our staff can be used

The effectiveness of our services and how we make a difference for children and young people are crucially underpinned by how well our front-line staff engage and to ensure we make things safer and better for children and young people. We, as leaders must support and model this.

Doing and being the very best we can with and for our children and young people

We must challenge ourselves relentlessly to keep improving the quality and effectiveness of our services, developing these with and listening to our children and young people. We must be aspirational for children and young people and do everything we can to make things safer and better for them.