

Cultural competence for safeguarding professionals

CHRISTINA CHANNER

SOCIAL WORKER, LEADERSHIP AND DEVELOPMENT COACH, TRAINER

PHONE:

07379 996 293

EMAIL:

info@christinachanner.com

WEBSITE:

www.christinachanner.com

Course outline

Cultural competence, cultural awareness, cultural sensitivity and cultural humility enhance our understanding of children's / adult's lived experiences within the context of their family.

Culturally competent professionals communicate more effectively with children and their families / adults with an understanding of diverse cultures leading to better outcomes for children and families / adults.

This interactive workshop provides an opportunity to share knowledge, experience and perspectives across agencies/sectors while developing an understanding of cultural competence and the critiques of cultural competence.

Christina
CHANNER

Session aims

01

Develop your understanding of cultural competence, cultural awareness, cultural sensitivity and cultural humility in safeguarding practice.

Explore the critiques of cultural competence.

02

Increase the self awareness of values and beliefs, biases and stereotypes on family dynamics (children and families / adults).

03

Develop an action plan to implement learning.

Values and beliefs

Values

VALUES

Values are deeply held principles or standards that guide behaviour and decision making.

They represent what is important to an individual or group.

BELIEFS

Beliefs are convictions or acceptances that certain things are true or real.

They are often influenced by cultural, religious, personal and professional experiences.

Christina
CHANNER

Culture

Culture

- **Culture is the shared values, beliefs, norms, customs, behaviours and artifacts** that characterise a group or society.
- Culture includes **language, religion, cuisine, social habits, music and arts**. Language involves the nuances of meaning, gestures and tone. Failing to understand cultural differences can lead to miscommunication.
- Culture is evident in the way people **interact and organise their community**.
- Culture shapes how individuals **perceive the world** and influences their actions and interactions.
- Culture shapes how members of the group perceive **right and wrong**.
- Culture is fluid and **slowly changes over time** when interacting with other cultures. Culture cannot be generalised.
- Multi generational cultures adhere to different cultural practices. Each generation bring their own unique experiences, values, beliefs and perspectives.
- Cultures have subcultures.

Christina
CHANNER

Sub cultures

Subcultures are smaller groups within a larger culture that share distinct values, behaviours, beliefs or interests that differentiate them from the mainstream culture, but still exist within the broader societal context. Subcultures maintain their identity while interacting with the larger society. Their **characteristics may be related to age, ethnicity, geographic location, interests or other factors.**

Subcultures emerge when a group within a larger culture develops **distinct values, practices, or identities**, often as a response to social, economic, or political influences.

Subcultures offer a rich variety of ways people create meaning and build communities within the larger society.

Christina
CHANNER

Cultural iceberg

Iceberg (Visible culture)

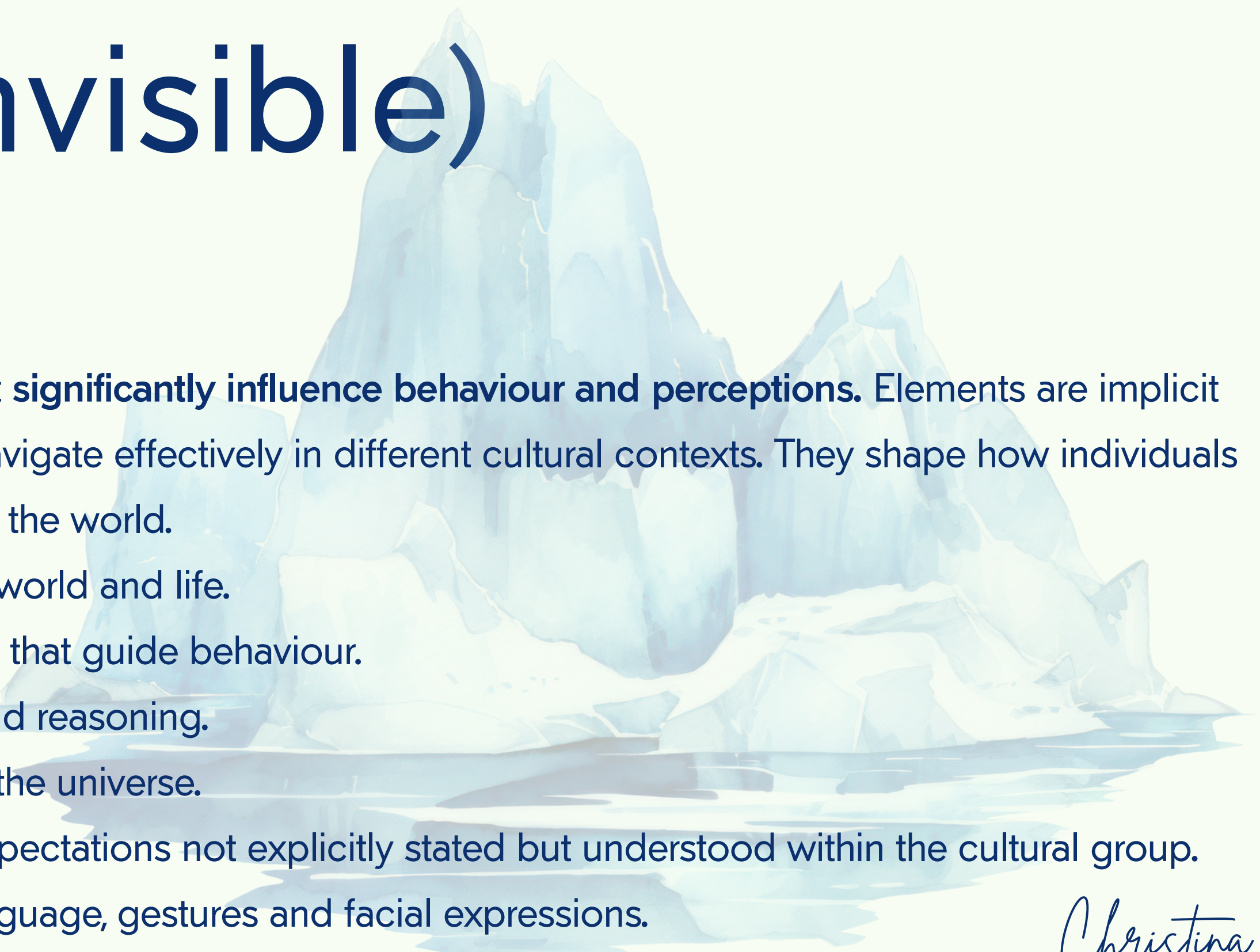


Aspects of culture that are easily observed and recognised. Elements are explicit and first noticed when encountering a new culture. **They represent only a small part of the entire cultural system.**

- **Language:** The spoken and written forms of communication.
- **Dress:** Traditional clothing and fashion.
- **Food:** Cuisine and dietary habits.
- **Customs:** Rituals, celebrations and social practices.
- **Art and music:** Cultural expressions through visual and performing arts.
- **Observable behaviours:** Manners, greetings and other visible actions.

Christina
CHANNER

Iceberg (Invisible)



Deeper, less visible aspects of culture that **significantly influence behaviour and perceptions**. Elements are implicit and require a deeper understanding to navigate effectively in different cultural contexts. They shape how individuals within a culture perceive and interact with the world.

- **Beliefs:** Fundamental ideas about the world and life.
- **Values:** Core principles and standards that guide behaviour.
- **Thought patterns:** Ways of thinking and reasoning.
- **Worldviews:** Perspectives on life and the universe.
- **Unspoken rules:** Social norms and expectations not explicitly stated but understood within the cultural group.
- **Non verbal communication:** Body language, gestures and facial expressions.
- **Concepts of personal space:** Cultural norms regarding physical proximity and boundaries.

Iceberg (Assessments)



UNDERSTANDING THE FAMILY'S CULTURE

Understanding both visible and invisible aspects of culture is crucial working with children and families / adults.

ASSESSMENT QUESTIONS

- **Cultural background:** Can you tell me about your cultural background and any traditions that are important to your family?
- **Beliefs and values:** What are some of the core beliefs and values that guide your daily life?
- **Communication:** How do you prefer to communicate with professionals? Are there any cultural considerations we should be aware of?
- **Support systems:** Who are the key people in your community or family that you rely on for support?

Communication self assessment

Scale 1 to 5 (1 = I have no knowledge or understanding / 5 = I understand cultural competence and can apply my knowledge or understanding to my practice).

- I recognise cultural verbal and non verbal communication.
- I adapt my communication style when discussing sensitive topics across cultures.
- I effectively use interpreters when working with children and families / adults.
- I explain child protection and safeguarding processes in culturally sensitive ways.

Cultural competence

Cultural competence

CULTURAL COMPETENCE

Understanding the differences and similarities between cultures.

CULTURAL AWARENESS

Recognition of the differences and similarities between cultures.

CULTURAL SENSITIVITY

The ability to understand and appreciate cultural differences.

CULTURAL HUMILITY

The willingness to acknowledge you don't know what it is like to live in another culture other than your own.

Christina
CHANNER

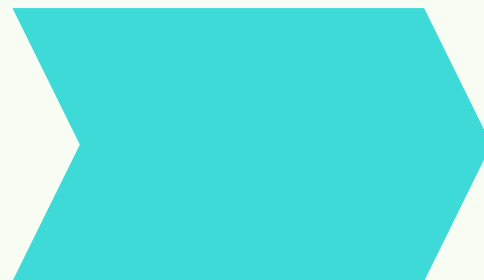
Cultural competency continuum

CULTURAL
DESTRUCTIVENESS



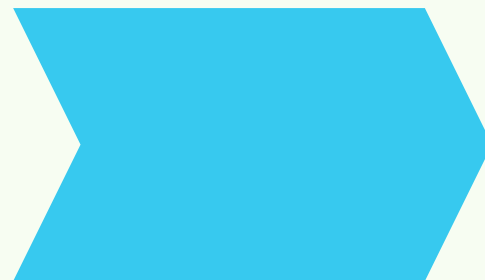
Attitudes, policies, structures and practices within a system or organisation that are destructive to a cultural group.

CULTURAL
INCAPACITY



Lack of capacity to help minority clients or communities due to biases and stereotypes.

CULTURAL
BLINDNESS



The belief that cultural differences do not matter and that all people are the same.

CULTURAL PRE-
COMPETENCE



Recognition of cultural differences and weaknesses and areas for growth in one's own skills and practices.

CULTURAL
COMPETENCE



Understanding the differences and similarities between cultures.

CULTURAL
PROFICIENCY



Developing culturally competent organisational practice.

Christina
CHANNER

Cultural competence critiques

- **Reductionism:** Cultural competence **reduces culture to race and ethnicity**, ignoring other important aspects of identity such as gender, socioeconomic status and religion.
- **Static view of culture:** Presenting culture as **static and unchanging**, which can lead to **stereotyping and oversimplification**.
- **Power dynamics:** Overlook the **power dynamics and structural inequalities** that affect interactions between different cultural groups. It tends to **place the responsibility for cultural competence on individuals rather than addressing systemic issues**.
- **Professional assumptions:** Cultural competence often assumes that professionals belong to dominant cultural groups, which can render Global majority professionals invisible and perpetuates existing biases and stereotypes.

Christina
CHANNER

The term Global majority was introduced in 2003 by Rosemary Campbell-Stephens in 2003. The term aims to challenge the normativity of a White majority or Eurocentric perspective by emphasising the significant global presence and contributions of people of Indigenous, African, Asian or Latin American descent (Campbell-Stephens, 2020. Global Majority; Decolonising the Language and Reframing the Conversation about Race. Leeds Beckett University).

Cultural competence critiques

Measurement issues: Competence is sometimes measured by the comfort and confidence of the learner, which may not correlate with actual effectiveness in cross cultural interactions.

Cultural humility: Cultural humility involves continuous self reflection and lifelong learning, is a more effective approach. It emphasises understanding one's own biases and the power dynamics.

These critiques highlight the need for a more nuanced and dynamic approach to cultural interactions.

Biases and stereotypes

Biases and stereotypes

BIAS

Bias is a tendency or preference towards a particular perspective, ideology which can interfere with impartiality and objectivity. It can manifest in various forms, such as cognitive biases, social biases, and cultural biases, and can influence our judgments, decisions and interactions with others.

STEREOTYPES

Stereotypes are fixed, generalised beliefs or assumptions about a group of people and ignores individual differences. These beliefs are based on limited information and can lead to unfair judgments and expectations. For example, assuming all members of a certain ethnic group share the behaviours is a stereotype. These generalised beliefs can influence how we perceive and interact with others, often leading to prejudice and discrimination.

Christina
CHANNER

Biases exercise

EXERCISE

Imagine a safeguarding professional who believes that a particular cultural group is less likely to seek help from services.

When interacting with clients from this group, they unconsciously looks for signs that confirm this belief, such as clients being hesitant or not following through with appointments.

As a result, the professional may overlook or misinterpret signs that the clients want help but face barriers such as language (non native speaker) or mistrust of authorities.

Christina
CHANNER

Biases exercise

DISCUSSION QUESTIONS

- **Identify the bias:** How does confirmation bias manifest in this scenario?
- **Impact:** What are the potential consequences of this bias on the children and family / adult and the quality of service they receive?
- **Challenge the bias:** What steps can the safeguarding professional take to recognise and overcome their confirmation bias?
- **Alternative perspectives:** How can the safeguarding professional ensure they are considering alternative explanations for the clients' behaviour?
- **Improving practice:** What strategies can be implemented to reduce the impact of confirmation bias in their work?

Biases

STRATEGIES TO OVERCOME CONFIRMATION BIAS

- **Seek diverse perspectives:** Actively seek out and consider information and viewpoints that challenge your existing beliefs.
- **Reflective practice:** Regularly reflect on your decisions and interactions to identify any biases that may have influenced them.
- **Training and education:** Participate in cultural competence training to increase awareness of biases and learn strategies to mitigate them.
- **Feedback mechanisms:** Encourage feedback from colleagues and clients to gain insights into how biases may be affecting your practice.

Christina
CHANNER

What is unconscious bias?

Unconscious bias

WHAT IS UNCONSCIOUS BIAS?

- The automatic, unintentional judgments or attitudes that individuals hold about people from different cultural backgrounds.
- Addressing unconscious bias is an essential part of developing cultural competence, which involves recognising and understanding one's own biases, seeking to minimise their influence.

Christina
CHANNER

Unconscious bias critiques

IMPACT ON PRACTICE

- **Oversimplification of complex social issues:** Unconscious bias training often focuses on individual level biases and oversimplify systemic and structural issues of discrimination and inequality.
- The focus on **unconscious** or **implicit** bias might shift attention away from examining larger societal factors like historical inequalities, policies and institutional discrimination that create or sustain disparities.
- **Overemphasis on individual responsibility:** Focusing on unconscious bias fails to address the root causes of such attitudes or behaviours and systemic changes in policies, organisational structures and broader social reforms to achieve meaningful progress in diversity and inclusion.
- **Overwhelm:** Individuals can feel overwhelmed or disengaged by the issue and feel personally attacked or defensive rather than motivated to learn and change.

Summary

01

Developed an understanding of cultural competence, cultural awareness, cultural sensitivity and cultural humility in safeguarding practice.

Explored the critiques of cultural competence.

02

Developed an understanding of the impact of cultural competence on family dynamics (children and families / adults).

03

Developed an understanding of the impact of values and beliefs / biases / unconscious bias and stereotypes on interactions with children and families / adults and in assessments.

Explored the critiques of unconscious bias.

Christina
CHANNER

Summary

04

Visible: Aspects of culture that are easily observed and recognised and represent a small part of the entire cultural system.

Invisible: Deeper aspects of culture that significantly influence behaviour and perceptions and shape how individuals within a culture perceive and interact with the world.

05

Values: Deeply held principles or standards that guide behaviour and decision making. They represent what is important to an individual or group.

Beliefs: Convictions or acceptances that certain things are true or real. They are often influenced by cultural, religious and personal experiences.

06

Cultural biases and stereotypes can significantly impact our interactions and perceptions.

07

Developed an action plan to implement learning.

Christina
CHANNER

Training

- Introduction to safeguarding
- Reporting and responding to safeguarding concerns
- Recognising signs of abuse
- Multi agency working
- Cultural competence for safeguarding professionals
- Cultural competence in risk assessments
- The impact of prejudice, discrimination and racism
- Tackling racism and inequalities in safeguarding children and young people

Bespoke training courses designed to meet the needs of your organisation



Individual coaching and mentoring

01

One off session

60 minute session for support, clarity and actionable solutions to a specific challenge or decision. Ideal for quick problem solving.

02

3 Session coaching or mentoring package

Three one to one sessions focused on achieving targeted goals.

03

6 Session coaching package

Six in depth sessions for sustained support and development.



Group coaching and mentoring

COACHING

The 10 week group coaching course is specifically designed for safeguarding professionals. Through a series of interactive sessions, you will gain practical knowledge and skills, develop a professional network and build confidence to successfully navigate your career.

GROUP COACHING COURSE

The group coaching course is for final year Black social work students and newly qualified social workers looking to bridge the gap between education and practice. The resources are designed to navigate the unique barriers and challenges that they face in social work education and social work practice.



Feedback



Phone

07379 996 293

Email

info@christinachanner.com

Website

www.christinachanner.com

Christina
CHANNER

Thank you for listening.

CHRISTINA CHANNER

SOCIAL WORKER, LEADERSHIP AND DEVELOPMENT COACH, TRAINER

Phone

07379 996 293

Email

info@christinachanner.com

Website

www.christinachanner.com