



# **LSCB Training and Development Strategy**

**2013-16**

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## **1. Introduction**

- 1.1. The Local Safeguarding Children Board (LSCB) has a statutory responsibility to ensure that appropriate training on safeguarding and promoting welfare for children and young people is provided in Brighton & Hove (B&H) in order to meet local needs.
- 1.2. This covers both the training provided by single agencies to their own staff, and multi-agency training where staff from different agencies train together in line with statutory guidance: Working Together to Safeguard Children 2013 (WT2013).
- 1.3. Section 10 of the Children Act 2004 requires each local authority to make arrangements to promote cooperation between the authority, each of the authority's relevant partners and such other persons or bodies working with children in the local authority's area as the authority considers appropriate. The arrangements are to be made with a view to improving the wellbeing of all children in the authority's area, which includes protection from harm and neglect. This Strategy will be implemented through these arrangements.
- 1.4. Specifically, Working Together (2013) states that, "Local Safeguarding Children Boards (LSCBs) should monitor and evaluate the effectiveness of training, including multi-agency training, for all professionals in the area. Training should cover how to identify and respond early to the needs of all vulnerable children, including: unborn children; babies; older children; young carers; disabled children; and those who are in secure settings."
- 1.5. The training organised through this strategy is linked to B&H's local workforce strategy which is known as the 'People Development Strategy' – see section 9.

## **2. Purpose**

- 2.1. The purpose of this strategy is to provide a framework for safeguarding training in B&H to ensure that staff and volunteers working with children, young people and/or adults who are parents/carers are competent and confident to carry out their responsibilities for safeguarding and promoting the welfare of children.
- 2.2. The strategy describes how multi-agency training will be provided to enable staff and volunteers to work effectively across boundaries and organisations in order to safeguard children and young people.
- 2.3. The strategy also sets out how B&H LSCB will fulfil its requirements to monitor single agency training.
- 2.4. These requirements will be delegated to the LSCB training sub-group who will report to the LSCB on a quarterly basis and provide an annual update to be included in the LSCB annual report.

### 3. The strategy has been informed by:

- Working Together to Safeguard Children (2013)
- Children Act 1989, 2004
- Every Child Matters – Change for Children (2004)
- The Organisation, Outcomes and Costs of Inter-agency Training to safeguard and promote the welfare of children. London: Department for Children, Schools and Families. Carpenter et al (2009).
- Common Core of Skills and Knowledge for the Children’s Workforce (2009)
- Munro Review Final Report (2012)

### 4. Principles of the LSCB Training Strategy

4.1. This training strategy of the LSCB is based upon the following principles that will underpin all training events to ensure that:

- All training is child focussed so that the voice of the child and the child’s welfare remain paramount.
- Training will be delivered by trainers who are knowledgeable about safeguarding, child protection and promoting welfare. When delivering on complex areas trainers will have relevant specialist skills and knowledge.
- Training will be delivered by trainers who have completed a train the trainer programme or professional equivalent.
- Training will be informed by current research, lessons from serious case reviews and child deaths and national and local policy and practice developments.
- Training will be underpinned by the values contained within Working Together 2013.
- Training will be regularly reviewed and evaluated to ensure that it meets the agreed learning outcomes and has a positive impact on practice.

### 5. Training and Development Needs

5.1. In order to assist with the identification of training and development needs, particular groups will be targeted for training based on their level of contact with children and/or parents/carers and their levels of responsibility. The target groups include members of statutory, independent and voluntary and community organisations as follows:

- 1) those who have **infrequent contact** with children, young people and/or parents/carers;

- 2) those in **regular or in intensive but irregular contact** with children, young people and/or parents/carers;
- 3) those who **work predominantly** with children, young people and/or parents/carers;
- 4) those who have particular **specialist** child protection responsibilities;
- 5) **professional advisers** and **designated leads** for child protection;
- 6) **operational managers** of services for children, young people and/or parents/ carers;
- 7) **senior managers** responsible for strategic management of services for children, young people and/or parents/carers;
- 8) **LSCB members.**

5.2. It is expected that organisations train their staff who are in target groups 1 & 2 within their organisation by induction and single agency training – see section 5.

5.3. For staff in target groups 2, 3, 4, 5, 6, 7 & 8 staff training will be facilitated via attending LSCB multi-agency training – see section 6.

## 6. Single Agency Training

6.1. In line with requirements under section 11 of the Children Act 2004 to safeguard and promote the welfare of children, all agencies should have systems in place to identify the training needs of their employees. Agencies should also have systems in place to identify any reasons for workers not completing training courses.

6.2. Furthermore, section 4 of WT10 clearly outlines employers' responsibilities regarding mandatory induction training and associated child protection training for all those in contact or working with children and young people and/or adults who are parents or carers.

6.3. All agencies should compile information on the single agency training staff have undertaken so that they can provide clear evidence to the B&H LSCB on a regular basis the numbers of employees who have/have not completed the single agency training requirements the agency has identified for its employees.

6.4. Also, as part of the LSCB's quality assurance process (see section 13 for further details), partner agencies of the LSCB will be requested to provide \*details of what single agency safeguarding training is being provided within their organisation. This should include:

- Outline of respective courses
- How the agency evaluates their single agency training
- Numbers and percentage of staff who have completed relevant training

\* Please note that related training information will also be requested as part of section 11 audits undertaken separately by the LSCB.

## **7. Multi-agency Training**

7.1. The LSCB is responsible for developing policies for safeguarding and promoting the welfare of children in the area of the authority, in relation to multi-agency training of people working with children, or in services affecting the safety and welfare of children. This includes training in relation to child death review processes and serious case reviews.

7.2. The purpose of multi-agency training, at both strategic and operational levels, is to achieve better outcomes for children and young people by fostering:

- a shared understanding of the tasks, processes, principles, roles and responsibilities outlined in national guidance and local arrangements for safeguarding children and promoting their welfare;
- more effective and integrated services at both the strategic and individual case level;
- improved communication and information sharing between professionals, including a common understanding of key terms, definitions and thresholds for action;
- effective working relationships, including an ability to work in multi-disciplinary groups or teams;
- sound child focused assessments and decision-making; and learning from Serious Case Reviews (SCRs) and reviews of child deaths.

7.3. In addition, multi-agency training should help those practitioners working with children, young people and/or their parents/carers achieve the following:

- collaborate effectively with colleagues across organisational boundaries;
- understand one another's roles and responsibilities
- know what services are available locally for children and families
- share knowledge and expertise
- understand how different agencies operate
- recognise the value of multi-disciplinary working in safeguarding and promoting the welfare of children.

## **8. Training sub-group**

8.1. The Training sub-group is responsible, on behalf of the LSCB, to ensure that both single and multi-agency training is delivered to a consistently high standard, and that a process exists for evaluating the effectiveness of training. The terms of reference is attached at appendix.

8.2. The B&H LSCB Training sub-group will provide information to the LSCB regarding training provision, the costs of the multi-agency training programme, an overview of the evaluation of each course and an evaluation of the impact of training on practice. This will include data on:

- Multi-agency courses offered in the last financial year
  - Number of places available on each multi-agency course
  - Number of applicants/participants to multi-agency courses
  - Agency background of applicants/participants
  - Agencies not accessing LSCB courses
  - Number of participants who successfully completed multi-agency courses
  - Costs of commissioning independent trainers for each multi-agency course provided by the LSCB
  - Costs of training venues and refreshments for each multi-agency course provided by the LSCB
- MORE

## **9. Local Workforce Strategy**

9.1. Objective 1.3 of the People Development Strategy is that “Children and young people are kept safe”. Two of the Key actions identified to achieve this are:

- “Review, design, deliver and evaluate a comprehensive multi-agency safeguarding children programme in line with Local Safeguarding Children Board’s requirements.”
- “Provide advice and guidance to specific organization/sectors about fulfilling their responsibilities relating to safeguarding children training (including induction) for their staff and volunteers.”

## **10. LSCB Members’ Responsibility as Employers**

10.1. Individual agencies are responsible for ensuring that their staff are competent and confident in carrying out their responsibilities for safeguarding and promoting the welfare of children.

10.2. Employers should ensure that their employees are aware of how to recognise and respond to safeguarding concerns, including signs of possible maltreatment. Employers should ensure that employees undertake single agency child protection training before they attend multi-agency training.

10.3. Employers also have a responsibility to identify adequate resources and support for multi-agency training by:

- Providing staff with relevant expertise to support the LSCB by delivering training and/or contributing to the work of the Training sub-group.
- Releasing staff to attend the appropriate multi-agency training courses.

- Ensuring that members of staff receive relevant single agency training which enables them to maximise the learning derived from multi-agency training, and have opportunities to put their learning into practice.
- Contributing to the planning, resourcing, delivery and evaluation of training.

## **11. Role of Employees Regarding their Professional Development**

11.1. Employees also have responsibilities as below:

- To maintain and improve their professional knowledge and competence.
- To identify their own learning and development needs.
- To access the training provided.
- To keep a record of training attended.

## **12. Role of the LSCB Training Pool**

12.1. Multi-agency training should be delivered by practitioners who are knowledgeable about safeguarding and promoting the welfare of children and who have completed a train for trainers programme.

12.2. Consistent with this, B&H LSCB will develop and maintain a pool of experienced practitioners from a range of member agencies who will deliver the training courses outlined in the LSCB multi-agency training programme. The training pool will be overseen and managed by the LSCB Training Manager.

12.3. In order to maintain a sufficient amount of trainers in the Pool, the LSCB Training Manager will organise an annual two day “Train the Trainer” course. Training Pool members will observe courses before delivering them and all courses will be co-delivered, so that less experienced trainers are mentored by more experienced ones and thereby maintain standards of delivery.

12.4. Trainers with specialist skills and knowledge will be commissioned to support the delivery of the programme as necessary.

12.5. LSCB Member organisations will support the training programme by releasing Pool members from their usual place of work for a minimum of five days per year. This will enable Pool members to:

- Deliver three one day training courses each year
- Attend quarterly Training Pool meetings (maximum two hours per meeting)

- Attend a one day Training Pool Team Development Day

### 13. Quality Assurance Process

- 13.1 Through the Training sub group, Brighton & Hove LSCB is required to evaluate the quality of both single and multi-agency training, ensuring that it is provided within individual organisations, and checking that training is reaching all relevant staff.
- 13.2 **Single agency training** - whilst single agency training is the responsibility of the particular agency and is carried out by the agency for its own staff, it is important that certain standards are adhered to. Therefore, a set of minimum standards, at appendix A, have been agreed by the LSCB Training sub group for individual agencies to use as a check list.
- 13.3 In addition, the LSCB training sub group will request that agencies complete and return the training questionnaire at appendix B so that the LSCB can gain a better understanding of the training available to staff and the impact that this is having on practice.
- 13.4 **Multi-agency training** - measuring the quality and effectiveness of training will be done at various stages. The agreed stages for multi-agency training are depicted in the quality assurance cycle at appendix C and outlined as follows:

#### **Stage One: Training Pool Team Development Programme**

The LSCB is keen to promote high quality training, and greatly values the contributions of all trainers drawn from local agencies. Consequently, as set out in section 12 above, all practitioners delivering LSCB training are expected to attend a two day Train the Trainer course, a subsequent annual Trainer Development Workshop to update their knowledge and skills and attend quarterly Training Pool meetings.

The training manager will use these forums to ensure that a) trainers receive up to date training materials which have been regularly reviewed to incorporate recent research, findings from training evaluation, local and national guidance, lessons learnt from serious case reviews and government reports and b) have the opportunity to practise and develop their skills and confidence in delivering training.

#### **Stages 2 & 3 Monitoring and Evaluation of Training**

Appropriate evaluation of learning is critical to ensure that the training provided is the most suitable and of an excellent standard.

Evaluation will take place at two levels:

- **Initial Evaluation:** is concerned with the standard and quality of the training in terms of content and delivery and the relevance of the training to learners' roles.

- **Follow Up:** is concerned with the impact of the training in the workplace, particularly on individual or team behaviour. Evaluation at this level measures knowledge acquired, concepts and values understood, skills gained or improved, attitudes changed, or a mixture of all, which leads to changed practice in the workplace.

Initial evaluation will be undertaken at the end of each training course and each learner will be asked to complete a paper evaluation form.

Follow up evaluation will be carried out 6 months after the training and a sample of 20% of learners will be invited to complete a further evaluation form (via Survey Monkey) which will look for evidence of effects on working practice.

#### **Stage 4 Evaluation Report**

Both evaluations will be collated and analysed and a report of the key findings will be presented to the LSCB Training sub group.

The findings from the evaluation process will also be used to inform the review of the training materials (which will be amended if necessary) and to feedback to the pool of trainers.

**Single Agency Training Minimum Standards**

1. The organisation will have in place a current individual training strategy.
2. All training will have explicit aims and objectives outlined.
3. All training will be evaluated using a standard evaluation form.
4. Training will be delivered in an environment conducive to learning.
5. At each training course, candidate information will be recorded by the agency.
6. Training records will be kept up to date and be made available to the LSCB, when required.
7. Training will reflect anti-oppressive, non-judgemental and anti-discriminatory practice.
8. Working Together 2013 is an essential feature of all training in safeguarding and promoting the welfare of children.
9. The training will equip staff for working with, communicating and sharing information with others.
10. The training covers: What is child abuse and neglect, the signs and indicators of abuse and neglect, normal child development, maintaining a child focus and what to do in response to concerns.

**BRIGHTON & HOVE LOCAL SAFEGUARDING CHILDREN BOARD –  
SINGLE AGENCY TRAINING EVALUATION QUESTIONNAIRE FOR TRAINING UNDERTAKEN DURING...**

In line with Working Together to Safeguard Children 2013, the LSCB is required to review and evaluate the quality, scope and effectiveness of single agency training. To help facilitate this requirement, the B&H LSCB Training Sub-Group has devised this questionnaire.

We would be grateful if you could take some time to fill in the following questions regarding Safeguarding Children and Young People and Child Protection training courses available to staff in your own organisation. Your answers will help us to gain a better understanding of the training opportunities available to your staff to improve their safeguarding skills and knowledge, as well as what needs to be done to better support staff to meet their safeguarding roles and responsibilities.

There are two parts to this questionnaire:

**Part A:** consists of a table you can fill in with details about specific safeguarding training courses available to your staff.

**Part B:** consists of questions seeking your substantive views on current training courses, support and what further action can be taken locally and nationally to meet the needs of your staff.

**PLEASE COMPLETE THE FOLLOWING DETAILS:**

Completed by .....Role.....

Name of Organisation:.....

LSCB Representative:.....

**PLEASE RETURN THIS QUESTIONNAIRE by email to..... by .....**

**PART A – Details of training courses within your organisation**

Please use the table below to briefly list the specifics of any safeguarding/child protection training courses delivered in your organisation. Please add further rows to the table if needed.

Name of training course	Who delivers the training? e.g. In – house Trainer external trainer	Who attends? i.e. staff groups	How long is the training and how is it delivered i.e. e-learning, study day, modular etc?	How frequently do staff need to undertake this training?	How is the quality of the training course(s) assured?	Do you keep up to date records of numbers of staff completing this training?	What is the overall percentage of staff who have completed this training and is it mandatory?

**PART B – Views on current safeguarding training**

Please provide brief statements against each question – you may wish to expand the table to accommodate your answers. .

Questions	Response
1. Does your organisation have particular policies/guidance/competencies as a framework for training? If not, please comment.	
2. What do you think are the barriers to staff undertaking the training they need to effectively meet their safeguarding roles and responsibilities?	
3. What further training needs to be in place locally/regionally/nationally to enable staff to fulfil their responsibilities to safeguard and protect children? E.g. supervision, networks etc.	
4. What other safeguarding professional development opportunities are available to staff in your organisation? Please specify which staff groups they relate to	
5. Do you have any further comments?	

### QUALITY ASSURANCE CYCLE FOR MULTI AGENCY TRAINING

