



LSCB Learning and Development Strategy

2016-19

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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 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 2015.
- 1.3. Specifically, Working Together (2015) 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.”
- 1.4. Working Together (2015) also states that, “Professionals working in universal services have a responsibility to identify the symptoms and triggers of abuse and neglect, to share that information and work together to provide children and young people with the help they need. Practitioners need to continue to develop their knowledge and skills in this area. They should have access to training to identify and respond early to abuse and neglect, and to the latest research showing which types of interventions are the most effective.”
- 1.5 Working Together (2015) also identifies the need for LSCBs to develop and maintain a local [Learning and Improvement Framework](#) (LIF) to enable professionals and organisations protecting children to reflect on the quality of their service and learn from their practice and that of others.

2. Purpose

- 2.1. The purpose of this strategy is to provide a framework for safeguarding training in Brighton & Hove 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 Brighton & Hove LSCB will fulfil its requirements to monitor single agency training.

- 2.4. These requirements are delegated to the LSCB Learning & Development subcommittee who annually report to the LSCB and also provide a narrative update within the LSCB annual report.

3. The strategy has been informed by:

- Working Together to Safeguard Children (2015)
- Children Act 1989, 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 (2010).
- Common Core of Skills and Knowledge for the Children's Workforce (2009)
- Munro: Progress report: moving towards a child centred system (2012)

4. Principles of the LSCB Learning & Development Strategy

- 4.1. This Learning & Development Strategy of the LSCB is based upon the following principles that underpin all multi-agency training events to ensure that:

- Training is **child focussed** so that the voice of the child and the child's welfare remain paramount.
- Training promotes the importance of understanding the child's daily life experience.
- Training is delivered by trainers who are knowledgeable about safeguarding, child protection and promoting welfare. When delivering on complex areas trainers have relevant specialist skills and knowledge.
- Training is delivered by trainers who have completed a train the trainer programme or professional equivalent or are appropriately experienced/trained tutors.
- Training is informed by current and evolving research, is evidenced based and include lessons from serious case reviews and child deaths and national and local policy and practice developments.
- Training is underpinned by the values contained within Working Together 2015.
- Training materials are clear, accurate, relevant and up-to- date.
- Training is delivered in an environment which is conducive with learning and ensures all appropriate staff are given opportunity to attend.

- Training creates an ethos that values working collaboratively with others, respects diversity (including culture, race, religion and disability) and promotes equality and appropriate challenge.
- Training is 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 Practitioners require safeguarding training at differing levels dependent upon their roles and responsibilities. It is the responsibilities of individual agencies and organisations to identify the training needs of their staff, and where possible provide either in-house, or identify opportunities to access, appropriate training.
- 5.2 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.**
- 5.3 It is expected that individual agencies and organisations will train their staff who are in target groups 1 & 2 by induction and single agency training.
- 5.4 For staff in target groups 2, 3, 4, 5, 6, 7 & 8 staff training can also 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, Chapter 2 of *Working Together (2015)* clearly outlines individual organisational 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 Brighton & Hove LSCB on an annual 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 12 for further details), partner agencies will be requested to provide details of what single agency safeguarding training is being provided within their organisation¹. 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

7. Multi-agency Learning & Development

- 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 sexual exploitation, 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

¹ Please note that related training information will also be requested as part of section 11 audits undertaken separately by the LSCB.

deaths.

- 7.3. In addition, multi-agency training should help those practitioners working with children, young people and/or their parents/carers to:
- 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. Learning & Development Subcommittee

- 8.1. The Learning & Development Subcommittee 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 D.
- 8.2. The Learning & Development Subcommittee provides 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 includes 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
 - 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
 - Evaluation/feedback on each multi-agency course

9. LSCB Members' Responsibility as Employers

- 9.1. 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.
- 9.2. 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.

9.3. 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 Learning & Development Subcommittee
- 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.

10. Role of Employees Regarding their Professional Development

10.1. 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.

11. Role of the LSCB Training Pool

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

11.2. Consistent with this, Brighton & Hove LSCB have developed 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 Learning & Development Officer.

11.3. In order to maintain a sufficient amount of trainers in the Pool, the LSCB Learning & Development Officer will organise an annual “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.

- 11.4. Trainers with specialist skills and knowledge will be commissioned to support the delivery of the programme as necessary.
- 11.5. LSCB Member organisations will support the training programme by releasing Pool members from their usual place of work for a minimum of four 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

12. Quality Assurance Process

- 12.1 Through the Learning & Development Subcommittee, 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.
- 12.2 It is important to note that learning from any multi-agency quality assurance activity is shared with partners primarily through the Learning & Development, Case Review and Monitoring & Evaluation Subcommittees and used meaningfully to change practice and improve outcomes for children, young people and their families. See the Brighton & Hove LSCB [Quality Assurance Framework](#).
- 12.3 **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 Learning & Development Subcommittee for individual agencies to use as a check list.
- 12.4 In addition, the LSCB Learning & Development Subcommittee 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. **This exercise will be carried out every two years.**
- 12.5 **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 Train the Trainer course, a subsequent annual Trainer Development Workshop to update their knowledge and skills and attend quarterly Training Pool meetings.

The Learning & Development Officer 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, and team behaviour, and on outcomes for children, young people and their families. 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 an evaluation form.

Follow up evaluation will be carried out 3 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. Follow up conversations with practitioners to further ascertain impact on practice and outcomes for children, young people and their families.

Stage 4 Evaluation Report

All type of evaluation will be collated and analysed and a report of the key findings will be presented to the LSCB Learning & Development Subcommittee.

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 has in place a current individual training strategy.
2. All training has explicit aims and objectives outlined.
3. Training is delivered in an environment which is conducive with learning and ensures all appropriate staff are given opportunity to attend.
4. Training is delivered by trainers who are knowledgeable about safeguarding, child protection and promoting welfare
5. At each training course, candidate information is recorded by the agency.
6. Training records are kept up to date and made available to the LSCB, when required.
7. Training is **child focussed** so that the voice of the child and the child's welfare remain paramount.
8. Training promotes the importance of understanding the child's daily life experience.
9. Training is underpinned by the values contained within Working Together 2015
10. Training creates an ethos that values working collaboratively with others, respect diversity (including culture, race, religion and disability) and promotes equality and appropriate challenge
11. Training equips staff for working with, communicating and sharing information with others.
12. 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.
13. All training is evaluated using a standard evaluation form.
14. Training is regularly reviewed and evaluated to ensure that it meets the agreed learning outcomes and has a positive impact on practice.

Brighton & Hove Local Safeguarding Children Board Single Agency Training Evaluation Questionnaire

In line with Working Together to Safeguard Children 2015, the LSCB is required to review and evaluate the quality, scope and effectiveness of single agency training. To help facilitate this requirement, the Brighton & Hove LSCB Learning & Development Subcommittee 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 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 tables 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:

Name	
Role	
Organisation	
LSCB Representative	
Number of staff, including volunteers	
(LSCB use) % of staff attending LSCB training	

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 tables as required.

Name of training course (Please attach outline of course)	
Who delivers the training? In-house trainer / external trainers	
Who attends? i.e. staff groups	
How frequently do staff need to undertake this training?	
Is it a part of your induction process?	
Is this training mandatory?	
What is the overall percentage of staff who have completed this training?	
How is the quality of the training course(s) assured?	
How are outcomes of this training are monitored ?	

Name of training course (Please attach outline of course)	
Who delivers the training? In-house trainer / external trainers	
Who attends? i.e. staff groups	
How frequently do staff need to undertake this training?	
Is it a part of your induction process?	
Is this training mandatory?	
What is the overall percentage of staff who have completed this training?	
How is the quality of the training course(s) assured?	
How is the quality of the training course(s) assured?	

How are outcomes of this training are monitored ?	
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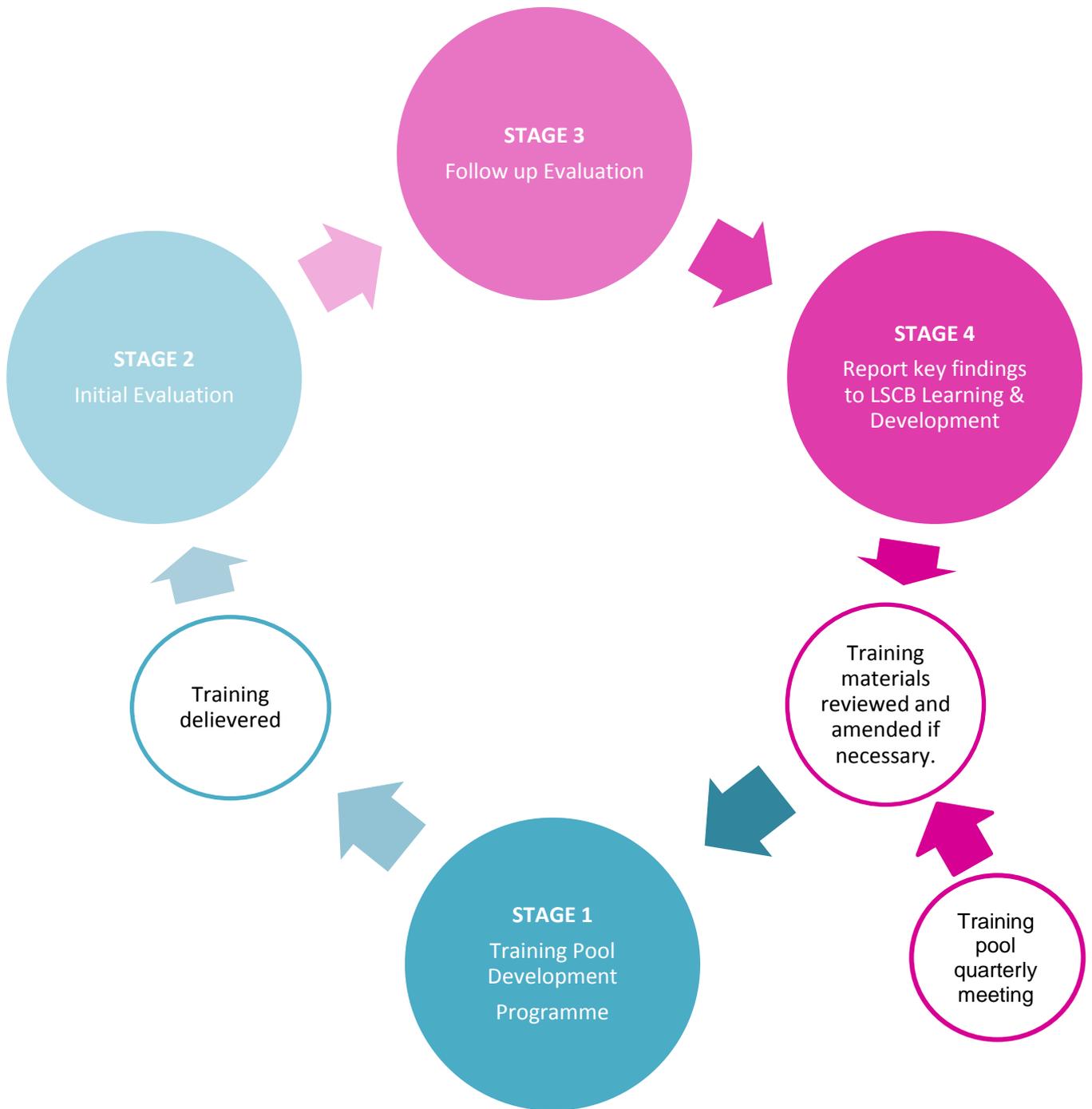
Name of training course (Please attach outline of course)	
Who delivers the training? In-house trainer / external trainers	
Who attends? i.e. staff groups	
How frequently do staff need to undertake this training?	
Is it a part of your induction process?	
Is this training mandatory?	
What is the overall percentage of staff who have completed this training?	
How is the quality of the training course(s) assured?	
How is the quality of the training course(s) assured?	
How are outcomes of this training are monitored ?	

PART B: Views on current safeguarding training

Please provide brief statements against each question. This survey is sent electronically annually via Survey Monkey

Questions	Response
1. Does your organisation have particular policies/guidance/competencies as a framework for training? Please attach. If not, please comment.	
2. How many safeguarding children trainers are there in your organisation & how are they updated in safeguarding children matters?	
3. What training on equality & diversity, in the context of safeguarding and child protection, does your organisation provide?	
4. What do you think are the barriers to staff undertaking the training they need to effectively meet their safeguarding roles and responsibilities?	
5. 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.	
6. What other safeguarding professional development opportunities are available to staff in your organisation? Please specify which staff groups they relate to	
7. Do you have any further comments?	

Quality Assurance Cycle for Multiagency Training



LSCB Learning & Development Subcommittee	
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**Terms of Reference
August 2015**

Background

Working Together to Safeguard Children 2015 outlines that effective safeguarding arrangements in every area should be underpinned by 2 key principles:

“Safeguarding is everyone’s responsibility: for services to be effective each professional and organisation should play their full part; and

A child- centred approach: for services to be effective they should be based on a clear understanding of the needs and views of children”.

In accordance with Working Together 2015, LSCBs should monitor and evaluate the effectiveness of training, including multi-agency training, for all professionals in the area.

The LSCB Learning & Development subcommittee is responsible for ensuring that both single agency and multi-agency training on safeguarding and promoting welfare for children and young people is provided at a number of different levels in order to meet local needs.

The group will support the LSCB Learning & Development Officer in reviewing and evaluating the quality, scope and effectiveness of single agency and multi-agency training to ensure all those coming into contact/working with children are competent and up to date with current legislation.

The LSCB Learning & Development subcommittee will support the Brighton & Hove Learning & Improvement Framework to strengthen and support a learning culture across partner agencies in Brighton & Hove to safeguard and promote the welfare of children in the city.

The subcommittee will work closely with other LSCB subcommittees, notably the Participation & Engagement, Monitoring & Evaluation and Case Review subcommittees, so as the output of one subcommittee informs the input to another.

Purpose

- Identify LSCB area wide training needs, gaps and priorities in order to help inform planning and commissioning of training.
- To seek assurances that both single agency training, including the Community & Voluntary Sector, and multi-agency training, meets local needs, and to identify the degree to which staff have received required training.
- Monitor and evaluate the effectiveness of training, including multi- agency training, to safeguard and promote the welfare of children

- Monitor and evaluate the LSCB's multi-agency training programme and ensure it reflects LSCB policy, procedure and practice.
- Commission multi-agency training which reflects priorities of the LSCB business plan and which complements the training provided by each agency to their own staff.
- To be responsive to new initiatives, research and local need as expressed by member agencies including recommendations from Serious Case Reviews and local Learning Reviews.
- Ensure best value of the available resources allocated to the training budget.
- Be steered by priorities of the LSCB and provide guidance to the LSCB as necessary.
- To provide or commission multi-agency training as appropriate to meet the requirements of the LSCB Training & Development Strategy
- To plan and produce a yearly Training Programme in conjunction with LSCB Learning & Development Officer that is based upon the Training Workplan, Brighton & Hove LSCB Business Plan and the multi-agency training needs analysis.
- To disseminate information concerning training, relating to specialist or emerging areas in safeguarding and promoting the welfare of children.
- To audit and monitor single agency training provided by agencies and organisations in respect of safeguarding, and multi-agency training provided by Brighton & Hove LSCB.
- To contribute to the effective resolution of any difficulties either from within, or external to the group, that impact on the successful delivery of the Training Programme and to achieving the outcomes of the Training and Communications Group Workplan.
- To develop and promote the multi-agency training programme and encourage agencies/teams to access training opportunities.

Membership as at January 2016

Chairperson	June Hopkins
POLICE	Eddie Hick
HEALTH COMMISSIONING & PARTNER AGENCIES	Debi Fillery (Nurse Consultant for Safeguarding Children & Young People BSUH) Yvette Queffurus, (Named Nurse Safeguarding Children Sussex Community Trust) Sue Kelly (Named Nurse SPFT)
LSCB BUSINESS MANAGER	Mia Brown
LSCB LEARNING & DEVELOPMENT OFFICER	Dave Hunt
LSCB LAY MEMBER	Ella Richardson
EDUCATION	Dion Page-Hammond
BRIGHTON & HOVE CITY COUNCIL CHILDREN'S SERVICES	Tom Stibbs (Principal Social Worker)
NATIONAL PROBATION SERVICE	TBC
KENT, SURREY & SUSSEX	TBC

COMMUNITY REHABILITATION COMPANY	
SAFETY NET	Lisa Mathews
AMBULANCE SERVICE	Circulation of Minutes only
VIOLENCE AGAINST WOMEN & GIRLS PROGRAMME BOARD	Luke Mathews
RISE	Jane Griffiths
BRIGHTON & HOVE CITY COUNCIL WORKFORCE DEVELOPMENT TEAM	Andrew Parfitt

The LSCB Administrator will provide dedicated admin support to the Subcommittee.

Chairperson

The Subcommittee will be chaired by June Hopkins

Frequency of Meetings

The Learning & Development Subcommittee will meet bi-monthly to undertake the core business and may convene separately to undertake further work. Meetings are to be of 2 hour duration

Quoracy

In order for the group to be quorate, 3 members of separate agencies must be in attendance or decisions/actions will be deferred to the next meeting.

Accountability

The Subcommittee is accountable to the LSCB and will agree an annual work programme with the Board as part of the business planning process. An annual report will be submitted to the LSCB.

Review

The terms of reference will be reviewed annually. Any changes must be agreed by the Board.