



Lancashire Safeguarding Children Board (LSCB) Learning Strategy, 2015 - 16

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1. Introduction and context:

Effective safeguarding requires a workforce that is appropriately trained, supported and managed and responsive to the needs of children, young people and their families.

The statutory responsibilities of the LSCB are detailed in 'Working Together to Safeguard Children' (HM Government 2015).

This strategy is designed to be read in conjunction with the Lancashire Safeguarding Children Board (LSCB) Learning & Improvement Framework.

The strategic priorities of the LSCB (appendix 1) are supported by the Learning and Development sub-group and the activities commissioned through this sub group. The

main priorities for the strategy have been agreed by L&D Group and confirmed by LSCB

A key priority for Lancashire's Safeguarding Children Board (LSCB) is the training and development of staff working with children and families. This priority is outlined in the LSCB Business Plan 2014/15. The LSCB supports the view that single and inter – agency learning underpins best practice in safeguarding and promoting the welfare of children and young people and that it can help promote better outcomes for children and young people in Lancashire.

'Working Together to Safeguard Children' (H.M. Government 2015) emphasises the need for a skilled and knowledgeable workforce to work with children and families and recognises the importance of single and inter – agency training in achieving that goal.

" Research has shown that multi-agency training in particular is useful and valued by professionals in developing a shared understanding of child protection and decision making" (WT 2013:67 footnote)

2. Aim and Purpose of the Strategy

The aim of this strategy is to support Lancashire Safeguarding Children Board (LSCB) in fulfilling one of its key responsibilities – to ensure both single- and inter-agency learning activities are delivered to a consistently high standard and that a process exists for evaluating the effectiveness of training and learning.

The purpose of this strategy is to outline a framework for delivering the multi-agency safeguarding learning as well as evaluating the quality of single- and multi-agency learning.

3. Values and Principles

The LSCB believes that multi-agency learning and development is particularly effective as a method of supporting the workforce to safeguard children. Some of the key skills in safeguarding children are about working effectively with professionals from other agencies, and this skill requires interagency fora to develop.

All learning in safeguarding and promoting the welfare of children and their families should create an ethos which

- Puts the safety and wellbeing of the child first
- Values working collaboratively with others, using the combined skills, knowledge experience of everyone
- Respects diversity
- Encourages and promotes the participation of children and families in the safeguarding processes.
- Assists the workforce in safeguarding children

All LSCB learning and development activities are informed by the following principles:

- Child Centred
- Focussed on the outcomes for children
- Inter-agency collaboration
- Participation and constructive challenge
- Respect to other learners
- Evidence based
- Care and support for the workforce
- Positive communication

LSCB inter-agency learning activities are designed to complement that provided by individual agencies and is an effective way of promoting shared understanding of roles and responsibilities of each agency and professional.

4. Learning opportunities

The LSCB offers a wide range of learning opportunities aimed at professionals working with both children and adults. The courses range from level one to level six, level descriptors below:

Course Level	Target group (from all organisations)	Description of examples of target group
One (single agency)	Staff in infrequent contact with children, young people and/or parents/carers who may become aware of possible abuse or neglect.	Librarians, administrators/receptionists, community advice centre staff, groundsmen, recreation assistants, environmental health officers.
Two (single agency)	Those in regular contact or have a period of intense but irregular contact, with children, young people and/or parents/carers including all health clinical staff, who may be in a position to identify concerns about maltreatment, including those that may arise from the use of CAF.	For example, housing, hospital staff, YOT staff and staff in secure settings, the police other than those in specialist child protection roles, sports development officers, disability specialists, faith groups, community youth groups, play scheme volunteers, welfare assistants, lollipop people
Three	Members of the workforce who work predominantly with children, young people and/or their parents/carers and who could potentially contribute to assessing, planning, intervening and reviewing the needs of a child and parenting capacity where there are safeguarding	Paediatricians, GPs, youth workers, those working in the early years sector, residential staff, midwives, school nurses, health visitors, sexual health staff, teachers, probation staff, sports club welfare officers, those working with adults in, for example, learning disability, mental health, alcohol and drug misuse services, those working in community play schemes.

	concerns	
Four	Members of the workforce who have particular responsibilities in relation to undertaking section 47 enquiries.	Professionals from health, education, police and children's social care; those who work with complex cases and social work staff responsible for co-ordinating assessments of children in need, practitioner-trainers, DSPs in schools, safeguarding leads
Five	Professional advisors, named and designated lead professionals, operational managers at all levels	Designated doctors, nurses, practice supervisors and line managers
Six	Managers responsible for the strategic management of services	NHS board members. Executive leads, Members of the LSCB including and sub groups, LSCB business support team

The LSCB does not provide face to face training at levels 1 and 2, as these are agreed to be single agency responsibilities. However, we do provide e-learning for staff that do not have level one or two in-house training, as well as standard courses which organisations can customise. The courses provided, and their levels are in appendix 5

Training needs

Inter-agency training will take into account the needs identified at local and national level by:

- a) Discussion of training and development needs within LSCB sub groups, fed back to L&D sub which decides major priorities annually
- b) Feedback from courses
- c) Research about training needs within agencies
- d) National guidance as it is issued
- e) Lessons from local practice reviews

Training Pool

Many of the LSCB courses are delivered by the LSCB training pool members, who are practitioner-trainers from all the LSCB agencies. They are released for training by their agencies and generally train in inter-agency pairs or groups.

Training pool members are nominated by their agency on the basis of set competencies. Currently; (January 2015) there are 50 members of the LSCB training pool.

Commissioning

Due to the breadth and complexity of some of the topics covered during safeguarding training, there will be a need to commission some training either from external or internal providers. This will be done within the LSCB values to ensure the training supports our aims and objectives

5. Roles and Responsibilities

The LSCB is responsible for the strategic overview and direction of inter-agency safeguarding training and development. The LSCB provides:

- a) Safeguarding courses
- b) E-learning (Level 1, Level 2, CSE & CDOP) through its website
- c) Learning and Improvement framework
- d) Training standards for level one and two
- e) Financial resources for learning opportunities for training pool members
- f) An annual programme of inter-agency training that gives choice to professionals at all levels
- g) An effective method of nominating participants for all inter-agency training and development activities

Employing agencies are responsible for

- Ensuring that their workforce is suitably recruited, qualified and enabled to safeguard children
- Providing appropriate supervision and support for staff, including undertaking safeguarding training
- Ensuring that their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role;
- Offering their staff mandatory induction, which includes familiarisation with safeguarding children responsibilities and procedures to be followed if anyone has any concerns about a child's safety or welfare (level one/two training)
- Ensuring that all professionals have regular reviews of their own practice to ensure they improve over time.
- Providing staff to assist in delivering multi-agency learning as well as attending multi-agency learning

6. Quality Assurance

L&D Sub has a robust quality assurance system which is reviewed annually and adapted as required. Currently, the plan is that single agency level one and two courses are quality assured using the LSCB framework (appendix 8) to ensure they meet the LSCB standards (below).

Standard learning outcomes for level 1 Safeguarding Children training
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By the end of the course, participants should be able to
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|--|
| <ol style="list-style-type: none">1. Describe what child abuse and neglect are2. List the signs and indicators of abuse and neglect3. Describe normal child development4. Know what do if they are concerned about the welfare of a child5. Maintain a child focus |
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Standard learning outcomes for level 2 Safeguarding Children training
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By the end of the course, participants should be able to
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- | |
|---|
| <ol style="list-style-type: none">1. Describe what child abuse and neglect are2. List the signs and indicators of abuse and neglect3. Describe normal child development4. Know what do if they are concerned about the welfare of a child5. Maintain a child focus6. Describe their agency's recording policy for concerns regarding safeguarding children7. Describe their agency procedure for sharing information regarding safeguarding concerns8. Use the framework for assessment of children in Need and their Families9. Describe own role and responsibilities for safeguarding Children |
|---|

LSCB training is quality assured by a number of methods:

- a) Course evaluation from participants after the course
- b) Quantitative means such as numbers, agencies and geographical area
- c) Feedback from trainers
- d) Follow-up on the action plans devised by course participants on courses
- e) Quality assurance interviews by LSCB Learning & Development Group members of certain courses
- f) External quality assurance scheme with North West Inter-Agency Training Group

The purpose of the quality assurance programme is to ascertain

- a) The quality of training in terms of content and delivery
- b) The relevance of training to agency objectives and participant's roles
- c) The impact of training on practice in terms of the skills and knowledge of practitioners, the development of their practice, and the impact on service delivery

Training delivery/package/course standards

Seven standards have been identified which support good practice in the design and delivery of courses, which ultimately optimise the chances that training will be effective. These are:

Standard 1: Links are made to relevant training and development strategy/training plan

Standard 2: Target groups are clearly identified and links are made to the course aim/s, learning outcome/s

Standard 3: Course design and content meet the requirements of the aim/s and learning outcome/s and are fit for purpose

Standard 4: There is a clear selection and monitoring process for trainers

Standard 5: A transparent evaluation process is in place

Standard 6: There are post course administration and evaluation processes in place

Standard 7: There is a process to review the course

7. Delivery arrangements

All information about learning opportunities is on the LSCB website, together with instructions on how to apply for a place. In addition, information about individual courses is circulated electronically to member agencies.

All events are multi-agency, and each agency is generally allocated a certain amount of places on each course. If an agency does not use all its places, they are distributed to other agencies which might need them.

Participation in e-learning is free to everyone. Places on events are free at the point of delivery to agencies which contribute to the LSCB budget. Other agencies may have to pay for places.

Appendices

Appendix 1: LSCB Strategic Priorities

Strategic Priority 1. *We will improve the way we work by listening to and responding to the views and experiences of children and young people*

Strategic Priority 2. *We will make sure that services work well together, taking and sharing responsibility, to keep children and young people safe*

Strategic Priority 3. *We will make sure that the agencies recruit, train and supervise those who work with children and young people keep children and young people as safe as possible*

Strategic Priority 4. *We will make sure that everybody who works with children and young people knows that keeping them safe is an important part of their job*

Strategic Priority 5. *We will assist children, young people, their families and communities to keep themselves safe and know how to get help*

Strategic Priority 6. *We will continue to make sure that people who work with children and young people are doing their jobs well, and will challenge them when they don't*

Strategic Priority 7. *We will make sure that we use LSCB money and staff to give the best results in promoting the safeguarding and protection of children and young people*

Strategic Priority 8. *We will make changes that come from research, serious case reviews and any national policy guidelines.*

Appendix 2: Learning & Development Sub-Group purpose and aims

1. Purpose

The principal purpose of LSCB Learning & Development sub-group is to promote learning and development which leads to:

- Improved practice in safeguarding Children
- Reduced incidence of harm to children
- Better outcomes for children

The Learning & Development sub group is accountable to the LSCB and contributes to the aims of the LSCB and supports its business plan through the development of staff and organisations on a multi-agency basis

2. Aims

Identifying training and development needs for Inter-agency learning

Commissioning, quality assuring and evaluating Inter-agency learning opportunities. To enable staff and agencies to access appropriate learning in line with current National guidance:

That promotes a shared understanding of the tasks, processes, principles, roles and responsibilities and local arrangements for safeguarding children and young people and promoting their welfare.

Improves communications between professionals, including developing a common understanding of key terms, definitions and thresholds for action

Promotes effective working relationships and effective working relationships, based on respect and an understanding of the role and contribution of different disciplines, including an ability to work in multi-disciplinary groups or teams

Promotes sound child focussed assessments and decision making

Promotes learning from Serious Case Reviews, Other Reviews and Reviews of Child Deaths

Uses the available resources in the most effective way

Appendix 3: LSCB policy for charging cancellation fees for courses

1. Any place which is cancelled more than one week (5 working days, Monday to Friday) prior to the course will not be charged for. It will be recorded as a cancellation.
2. Any place which is cancelled with less than one week (5 working days) notice or where the participant does not show up on the day of the course will be charged for. It will be recorded as non-attendance. The fee for non-attendance is £100 per person, regardless of the length of the course.
3. If an appropriate replacement is sent for the absent course participant, no charge will be made.
4. There will be no exceptions to the charge

Appendix 4: Standard learning agreement for LSCB learning events

We have a standard learning agreement for all LSCB courses. The rationale for drawing up a learning agreement is to ensure that any training event that occurs under the auspices of the LSCB fully meets the expectations and requirements of the course participants, the event/training provider/facilitator, and the participant's line manager

Responsibilities of Trainers

- To arrive promptly and be well prepared
- To model positive inter-agency collaboration
- To establish, where appropriate, the 'learning agreement' pertinent to the course content with participants at the beginning of each course
- To emphasise the confidential nature of information about service users and the sensitive nature of child protection work
- To be sensitive and responsive to individual needs – which could include individual learning difficulties

- To challenge thinking and practice constructively and with sensitivity
- To ensure that training addresses diversity and equality issues
- To discuss any concerns about a participant's contribution on the course initially with the individual and then, if appropriate, with their line manager
- To raise issues of policy and practice with the LSCB where necessary
- To complete the on-line evaluation from their point of view

Responsibilities of Participants

- To inform the LSCB Training Unit if unable to take up a place which has been offered and to give a reason for this
- To be present for the duration of the course
- To arrive promptly and be well prepared
- To be attentive, alert and willing to extend the skills and knowledge base
- To be open and receptive to new ideas and to discuss established thinking and practice
- To contribute to the learning environment in a positive way
- To be sensitive to the needs and views of other participants
- To complete the evaluation and action plan online at the end of the event
- To provide feedback on the content and usefulness of the course to her/his line manager and to other staff if required

Responsibilities of the Participant's Line Manager

- To use the supervision process to identify staff training and developmental needs
- To be familiar with the aims and objectives of the learning event and understand how these relate to the needs of staff selected for training
- To ensure participants are given the opportunities to put into practise any new learning skills and/or techniques, which have been acquired on the training event
- To discuss and monitor, through supervision, any action plans which participants might have drawn up as a result of training, and to feed back on the actions to the LSCB
- To discuss during supervision any difficulties participants might have in applying their learning to the practice situation
- To feedback via the LSCB Learning & Development Sub-Group any relevant issues, which have arisen as a result of any LSCB event
- Ensure that non-attendance fees are paid in accordance with the cancellation policy

Appendix 5: LSCB Training programme 2015 - 2016 by Level

Level 1	<p>7 minute briefings</p> <ul style="list-style-type: none"> • principles of Good assessment • safer sleeping • Missing from home • Information Sharing • Human trafficking • Radicalisation (Prevent agenda) • FASD (extra) • Bruising on non-mobile babies • CSE • DV <p>e-learning course level 1 Level 1 course for in-house use</p>
Level 2	<p>e-learning course level 2 CSE e-learning CDOP learning Human Trafficking e-learning</p>
Level 3	<p>substance misuse and safeguarding children SCR Learning Missing from home event accurate assessment skills Attachment, Child Development & Resilience police investigation FII seminar Police PPU Role Young people and drug misuse Bullying, self harm, suicide Domestic Abuse/violence Fabricated & Induced Illness Safeguarding disabled children Safeguarding Young People Sexual exploitation SUDC Protocol Briefings The Toxic Trio Working together Understanding hostile and uncooperative families YP & Substance misuse Safer sleep</p>
Level 4	<p>Neglect Practitioner Forums study group on neglect Professional Dangerousness action Learning Set</p>

	Training Pool Development
Level 5	Supervision Skills Managing: Risky Business
Level 6	Courses for Senior managers <ul style="list-style-type: none"> • Supervision • record keeping • Governance Dev't day for training sub NWAT residential NWAT development day

Appendix 6: Levels and Target Groups

Course Level	Target group (from all organisations)	Description of examples of target group	Suggested training content	Required prior learning
1	Staff in infrequent contact with children, young people and/or parents/carers who may become aware of possible abuse or neglect.	Librarians, GP receptionists, community advice centre staff, groundsmen, recreation assistants, environmental health officers.	<ul style="list-style-type: none"> • What is child abuse and neglect? • Signs and indicators of abuse and neglect. • Normal child development. • Maintaining a child focus. • What to do in response to concerns. 	Nothing
2	Those in regular contact or have a period of intense but irregular contact, with children, young people and/or parents/carers including all health clinical staff, who may be in a position to identify concerns about maltreatment, including those that may arise from the use of CAF.	For example, housing, hospital staff, YOT staff and staff in secure settings, the police other than those in specialist child protection roles, sports development officers, disability specialists, faith groups, community youth groups, play scheme volunteers.	<p>The above plus:</p> <ul style="list-style-type: none"> • Documentation and sharing of information regarding concerns. • Using the Framework for the Assessment of Children in Need and their Families • Own safeguarding roles and responsibilities. 	Level 1 training
3	Members of the workforce who work predominantly with children, young people and/or their parents/carers and who could potentially contribute to assessing, planning, intervening and reviewing the needs of a child and parenting capacity where there are safeguarding concerns	Paediatricians, GPs, youth workers, those working in the early years sector, residential staff, midwives, school nurses, health visitors, sexual health staff, teachers, probation staff, sports club welfare officers, those working with adults in, for example, learning disability, mental health,	<p>The above plus:</p> <ul style="list-style-type: none"> • Working together to identify, assess and meet the needs of children where there are safeguarding concerns. • The impact of parenting issues, such as domestic abuse, substance misuse on parenting capacity. 	Level 1 and 2 training

		alcohol and drug misuse services, those working in community play schemes.	<ul style="list-style-type: none"> Recognising the importance of family history and functioning. Working with children and family members, including addressing lack of co-operation and superficial compliance within the context of role. 	
4	Members of the workforce who have particular responsibilities in relation to undertaking section 47 enquiries, including professionals from health, education, police and children's social care; those who work with complex cases and social work staff responsible for co-ordinating assessments of children in need.		<p>The above plus:</p> <ul style="list-style-type: none"> Section 47 enquiries, roles, responsibilities and collaborative practice. Using professional judgements to make decisions as to whether a child is suffering, or is likely to suffer, significant harm. Taking emergency action. Working with complexity Communicating with children in line with interviewing vulnerable witness guidance. 	Level 1 and 2 training. Attendance at one level 3 course
5	Professional advisors, named and designated lead professionals, operational managers at all levels including: practice supervisors; frontline managers and managers of child protection units.		<p>The above plus:</p> <ul style="list-style-type: none"> Promoting effective professional practice. Advising others. Supervising child protection cases. Managing performance to promote effective inter-agency practice Specialist training to undertake key 	Relevant learning from previous levels

			management and/or supervisory roles	
6	Senior managers responsible for the strategic management of services;	NHS board members. Members of the LSCB including: Board members, Independent chair, Directors of Children's Services, Elected member, Lay members, Members of executive and sub/task groups, Business support team, Inter-agency trainers	Content as for levels 1, 2 and 3 and: <ul style="list-style-type: none"> • Roles, responsibilities and accountabilities. • Expectations on members in order to promote effective co-operation that improves effectiveness. • Current policy, research and practice developments. • Lessons from Serious Case Reviews. • Specialist training to undertake specific roles 	Relevant learning from previous levels

Appendix 7: Single agency responsibilities:

- Employing agencies are responsible for ensuring that their workforce is suitably recruited, qualified and enabled to safeguard children
- Employing agencies are responsible for providing appropriate supervision and support for staff, including undertaking safeguarding training
- Employing agencies are responsible for ensuring that their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role;
- Employing agencies are responsible for offering their staff mandatory induction, which includes familiarisation with child protection responsibilities and procedures to be followed if anyone has any concerns about a child's safety or welfare; and
- Employing agencies are responsible for ensuring that all professionals have regular reviews of their own practice to ensure they improve over time.
- Employing agencies are responsible for releasing staff to assist in delivering multi-agency learning as well as attending multi-agency learning
- Employing agencies are responsible for ensuring that all staff have evidence suitable basic safeguarding training. They are also responsible for ensuring evidence of updated safeguarding learning every three years
- Agencies are responsible for responding to audits under section 11 of the Children Act 2004.
- Agencies are responsible for reporting on their compliance and quality of single agency work

Appendix 8: Quality Assurance of single agency training

In order to assure the LSCB and single agencies, the Learning and Development Sub Group has designed an audit scheme for single agency level one and two training. This will be in addition to the audit carried out under the regulations of section 11 audits on an annual basis.

The process is set out below

Sequence	Action	Reasoning
1	Decide which agencies need their level 1 and 2 courses quality assured	Not all agencies training can be quality assured annually. Many have no in-house face to face level 1 courses
2	LSCB either send a member from a different agency to sit in on the course or complete the e-course. Alternatively, the LSCB may pay for an independent observer to do so	It may be that there is not the capacity within LSCB L&D sub group, in which case the possibility of buying in will be used
3	Results are brought to L&D sub group for review	Overview is necessary
4	L&D makes recommendations for agencies if needed	
5	L&D check the progress of any changes via single agency representatives	Ensure improvements are made

Appendix 9: Involving young people in getting outcome feedback from training

In order to ensure that the voices of children and young people are heard in our courses, we work with young advisors on three courses per year to ensure that we get their advice on course content and objectives.

The young people also design the feedback form for service users of course participants, which can then be sent to clients of course attenders, two months after the course, asking for their service user's feedback. This will be done electronically and anonymously.

This year, we will look at 3 courses:

1. Safeguarding Young People
2. CSE
3. Toxic Trio

The young people will comment on:

1. What young people want professionals to get out of courses
2. How training materials can be improved
3. Training activities they would like to suggest
4. Case studies to ensure realism and relevance
5. How to set questions for the questionnaire for young people

Questions for the electronic feedback:

Questions	Answer choices		
Has the course (your worker attended) made any difference?	Yes	No	Maybe
How do you know?	Their behaviour is different	they know something more	Nothing is different
How safe does this staff member make me feel	10 very safe - to - 0 very unsafe		
Any other comments?			