



Kirklees Safeguarding Children Board

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Multi-agency Learning and Development Strategy

April 2011 - March 2014

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1. Introduction

The overall purpose of this strategy is to provide the framework for safeguarding learning and development events in Kirklees so that those working with children, adults and families are appropriately skilled and competent.

Working Together 2010 states that the purpose of training for inter-agency work is to promote:

- A shared understanding of the tasks, processes, principles and roles and responsibilities outlined in national guidance and local arrangements for safeguarding children and promoting their welfare;
- More effective and integrated services at strategic and individual case level;
- Improved communication 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.

Professor Eileen Munro has been commissioned by the government to review child protection services and in her interim report (January 2011) she stated that:

“The LSCB has the key role in promoting and supporting learning. Consequently, the review is considering how the LSCBs’, remit for multi-agency training and learning can be strengthened to maximise shared understanding of each agency’s roles and areas of expertise, identify good and problematic practice issues”

It is the purpose of this strategy to provide the framework to meet these goals and support Kirklees Safeguarding Children Board (KSCB) objectives.

The strategy is intended to add value rather than replace workforce strategies in partner organisations. This is a live document which will respond to changes in local and national policy and legislation and during the period of April 2011 to March 2014 will be refined and re-focused as a result of ongoing processes of monitoring and evaluation.

2. Business Plan Objectives 2011-2014 in relation to training

Objective 6 of the KSCB Business Plan 2011-2014 is to: Develop the skills and knowledge of workers in relation to safeguarding children.

Within this objective there are 7 key actions, these are reproduced below and form the basis of this training strategy.

	Key Action	Work Required	Lead Person / Group	Time Scale
6.1	Deliver the core objectives of the training strategy	Action plan devised and implemented to deliver training strategy Provide an annual report to the Board	Learning and development Workstream and learning and development officers Learning and development officers	February 2011 June 2011
6.2	Evaluate the impact of training courses on individual participants	Analyse information from evaluation forms and the evaluation project	Learning and development workstream	July 2011
6.3	Ensure the interagency training plan meets the requirements of Working Together and local needs as a result of SCRs	Develop an annual training plan and programme to meet these needs. Identify agencies and groups, give support and advice relating to the need for single agency training and the levels required for staff within that organisation	Learning and development workstream Learning and development officers	December 2010 January 2011

6.4	Determine the annual budget to undertake the training plan	Review KSCB training priorities in light of current partner agencies financial constraints	Learning and development officers	January 2011
6.5	Ensure partner agency delivery regarding single agency responsibility for safeguarding training	Maintain the support and advice to the training pool for new and existing trainers. Receive information from the S11 Audits	Learning and development officers	March 2011
6.6	Make provision for the delivery of Level 1 awareness training to all school staff including the independent schools, Sixth Form and FE colleges	Contact to be made with each establishment to follow up on previous communication to ensure this is taking place	Safeguarding in education and learning workstream and safeguarding in schools officers	June 2011
6.7	Ensure training support and advice is provided for all new designated safeguarding staff in schools and colleges to enable them to fulfil their statutory requirements	Deliver new and refresher training to designated senior persons (DSPs)	Safeguarding in education and learning workstream and safeguarding officers	

3. The Context for Safeguarding Learning and Development

a. National agenda

In March 2010 an updated edition of the Working Together to Safeguard Children interagency guidance was published.

The government changed in May 2010 and early indications are that there will be a tightening of focus from safeguarding to a child protection agenda.

On the other hand, high profile research by Action For Children in respect of child neglect published in October 2010 supports more early intervention. We are also awaiting the outcome of the Munro Review of Child Protection Services which is due to report in 2011.

The country is currently in recession and in the light of the Comprehensive Spending Review of October 2010 there is pressure on all agencies to deliver more for less. This will put pressure on the workforce which may mean that it becomes more difficult to take time to access training opportunities. The budget for learning and development activities has been scaled back and learning and development officers will be keeping a close eye on spending to ensure value for money.

b. National competencies and standards

In recent years a range of competencies and standards have been developed for workers in various settings in relation to safeguarding children. These include:

- The Children's Workforce Development Council (CWDC) Induction Standards for Children's Services
- The Common Core of Skills and Knowledge for the Children's Workforce
- Safeguarding children and young people: roles and competencies for health care staff

In addition the Social Work Taskforce has recommended the establishment of a Social Work College which is likely to set out further the required standards for workers within Children and Families' Services.

In order to provide clarity to workers it is important that as far as possible the core principles of the KSCB learning and development events reflect and are compatible with these standards and competencies.

c. Local Context: The role and responsibilities of the Kirklees Safeguarding Children Board

KSCB learning and development activities have a key role to play in promoting local guidance, procedures and processes and in providing feedback from practitioners on what works well and what needs to improve in inter – agency work.

Over recent years inter-agency training on Common Assessment Framework (CAF) has also been rolled out. In Kirklees this is delivered by the CAF team however, strong links between the KSCB learning and development workstream and the CAF team will be necessary in order to ensure that each others work is supported and workers are clear about the new interface between CAF and safeguarding processes. All KSCB training courses now incorporate training on the role, purpose and processes of CAF and links to the CAF training programme.

Partnership working is the key principle that underpins the work of the KSCB and its member organisations. This means not only that agencies work in partnership with each other, but also that agencies develop good partnerships with families.

This is reflected in KSCB learning and development activity that raises awareness of local and national developments, local organisations and the roles and responsibilities of colleagues in other agencies.

d. Kirklees Safeguarding Children Board Learning and Development Structure

Roles and Responsibilities of the Board

The Board will take a strategic overview of inter-agency learning and development to promote and safeguard the welfare of children. Where necessary the Board will challenge and hold agencies to account for their learning and development provision.

Board members will designate a professional with delegated responsibility from their organisation to sit on the learning and development workstream.

e. Terms of reference and roles and responsibilities of the learning and development workstream

The learning and development workstream will carry out training responsibilities on the Board's behalf. The responsibilities of the workstream in accordance with the following terms of reference.

Terms of reference

- Contribute to and work in accordance with the Board's business plan. Highlight issues encountered with implementing actions to the Business Planning Group.

- Workstream members should take a lead role in the identification, planning / delivery and evaluation of safeguarding children training (including arrangements for induction) within their own agency and highlight difficulties encountered to the workstream.
- To undertake an annual training needs analysis (and other actions as appropriate) to identify multi-agency safeguarding children needs, to inform the annual training plan and the overall training strategy.
- To produce a three yearly training strategy with reference to the latest research, serious case and child death reviews, local and national developments and a review of recent training needs analyses.
- To produce an annual report for the board detailing single agency training, multi-agency training, activities of the workstream over the year and projects planned for the upcoming year.
- To contribute to the development of the annual training plan produced by the learning and development officers.
- To promote the KSCB training plan and encourage agencies to access both single and multi-agency training opportunities. To promote the relevance of ongoing professional development in the work of safeguarding children and monitor that the training is reaching the relevant staff.
- To quality assure and evaluate the impact of single and multi-agency training (including e-learning packages).
- Responding to KSCB and other workstreams where specific training needs have been identified and liaising with other workstreams as appropriate and in particular responding to actions related to training from serious case review action plans.

Roles and responsibilities of workstream members

- Workstream members should have the necessary skills, expertise and knowledge to enable them to make informed contributions to the development and evaluation of a training strategy and training plan.
- Those delivering training to feedback issues / concerns raised on training events from participants and the workstream to agree a strategy for dealing with this.
- Each agency representative will be responsible for maintaining a regular dialogue between the learning and development workstream in relation to learning and development issues.
- Each member will submit up-to-date information on staff / agency changes to ensure that training information is distributed accordingly.

The design, development, delivery and evaluation of learning and development events will be the responsibility of the KSCB learning and development officers with support from the learning and development workstream.

The learning and development workstream previously met on a bi-monthly basis however this meeting schedule has recently been reviewed. Regular meetings are timetabled to fit in with the completion of key pieces of work such as; annual training needs analysis, training plan, and the annual report to KSCB. Additional meetings are scheduled as and when required.

f. Training pool

A training pool has been developed which ensures that Level 1 training i.e. Awareness of Child Abuse and Neglect will be delivered by single agencies in-house. Agencies need to remain committed to providing appropriate trainers to deliver this course. Trainers will be required to attend meetings which are held twice yearly to quality assure the courses being delivered and provide updates in relation to latest guidance, research and local issues (including action plans from serious case reviews).

KSCB learning and development officers will no longer provide Awareness of Child Abuse and Neglect taught courses as this will continue to be provided by single agencies. Requests for one off taught courses from agencies will be considered however agencies will be encouraged to take over the delivery of this course following support from the learning and development officers and training pool.

4. Core Values in Learning and Development

All learning and development events in safeguarding and promoting the welfare of children should create an ethos which:

- Values working collaboratively
- Respects diversity
- Promotes equality
- Is child - centred
- Promotes the participation of children and families in safeguarding processes.

These core values will be integrated into the planning, delivery and evaluation of KSCB learning and development activity.

a. KSCB commitment to equality and valuing diversity

KSCB is committed to valuing diversity and securing genuine equal opportunities in the provision of our training. KSCB recognises and welcomes the diversity of the community of Kirklees and opposes discrimination and oppression on any basis including age, race, ethnic and national origin, religion, gender, sexual orientation, disability and learning ability. KSCB will endeavour to promote anti-oppressive practice and welcome feedback to help with the continuing review of our policies and practice. Wherever possible the KSCB will use fully accessible

venues and learning materials and aim to meet any other individual requirements. The KSCB commitment to equality also extends to reducing stereotyping and negative views of different professions and encouraging collaborative working across the agencies. Negative and offensive comments made about other agencies will be challenged and addressed.

5. Strategic objectives

a. Core business

The core business for the KSCB learning and development officers is the design, development, delivery and evaluation of learning concerning safeguarding and promoting the welfare of children for staff working with or in contact with children and families. (Children Act 2004 S11 and National Service Framework)

This includes, in partnership with the KSCB learning and development workstream ensuring that:

- Organisations have induction processes for staff and volunteers that include with familiarisation with their own policy and procedures.
- Staff and volunteers who work with or have contact with children and families receive training on their professional roles and responsibilities and those of their organisation.
- Staff are trained to recognise signs of the different types of abuse including physical, sexual, emotional and neglect.
- Single agency training at Level 1 meets the standards, aims and objectives specified by the KSCB learning and development officers.
- Multi-agency training is provided on key areas of safeguarding children including issues affecting parental capacity, the impact of abuse on children and core skills affecting the abilities of staff to competently work with children and families
- Gaps in provision are identified and passed on to the board for consideration

b. Competent workforce

Two key elements of effective safeguarding and promoting of children's welfare are that all staff:

- Have a clear understanding of their individual and their agency's roles and responsibilities in relation to safeguarding children and are competent to undertake these in an effective manner
- Have a clear understanding of the roles and responsibilities of the staff and agencies they need to work collaboratively with, and are competent to engage effectively with them

Depending on their role, staff working with children, adults and families may also need additional more detailed training. This may be provided through KSCB

multi-agency training or it may be appropriate for individual agencies to develop their own specific training.

Individual agencies are responsible for ensuring that their workers are competent and confident in carrying out their responsibilities for safeguarding and promoting children's welfare.

The aim is to safeguard and promote the welfare of children and young people by ensuring that people working with children have the best possible training, (within resources available), qualifications, support and advice, and a clear framework for continuing professional development. The KSCB want a confident and competent workforce that keeps children safe and at the centre of all our services.

6. Identification of Training Needs

a. Training needs analysis

KSCB's first annual training needs analysis was undertaken in December 2009. It highlighted a number of key issues that are being addressed through the work of the learning and development officers and the learning and development workstream namely:

- Need for clarity within agencies about the level of training required for individual members of staff
- Need for agencies to keep records of training activity undertaken
- Large numbers of staff still requiring Level 2 training
- Time away from work is a barrier to accessing training courses

The first two issues have had an impact on the ability of agencies to complete their training needs analyses accurately. As the process of undertaking this is new it is hoped that subsequent training needs analysis' will be more accurately completed and contain more meaningful information.

The training needs analysis will play a critical role in planning the use of available training and development resources. Critically it ensures that money is spent on essential learning and development that will help drive the safeguarding agenda forward to meet the KSCB objectives. It may also help highlight occasions where training might not be appropriate but require alternative actions such as adapting current practice or methods of working.

The learning and development workstream members play a key role in ensuring the accurate and timely response to the annual questionnaire in order that it can inform the training plan.

b. Serious case reviews, Section 11 and child death review processes

Close working relationships between the learning and development officers and their colleagues in the KSCB unit who have responsibility for serious case reviews,

section 11 audit and child death reviews ensures that lessons learnt from these three processes inform existing training courses and also highlight gaps in training provision.

It is also incumbent on the learning and development workstream to bring any local or national developments including findings from single agency audits, inspections or joint area reviews to the attention of the learning and development officers to ensure that this information is fed into the training activity.

Key themes from recent serious case reviews in Kirklees are; neglect, importance of analysis, family history and fathers or significant males in assessments, inter-agency working and keeping the focus in the child. These themes will therefore be important in developing training plans in the coming years.

c. Practice reviews

KSCB now undertakes practice reviews which look at cases which have had positive outcomes and works back to identify key themes which can be replicated across agencies in other cases. These will continue to be undertaken and the learning from practice reviews will continue to be fed into training and examples of good practice will be gathered from workers attending training courses and fed back up to the Board so that the learning from good practice is a two way process.

d. Individual service needs requests

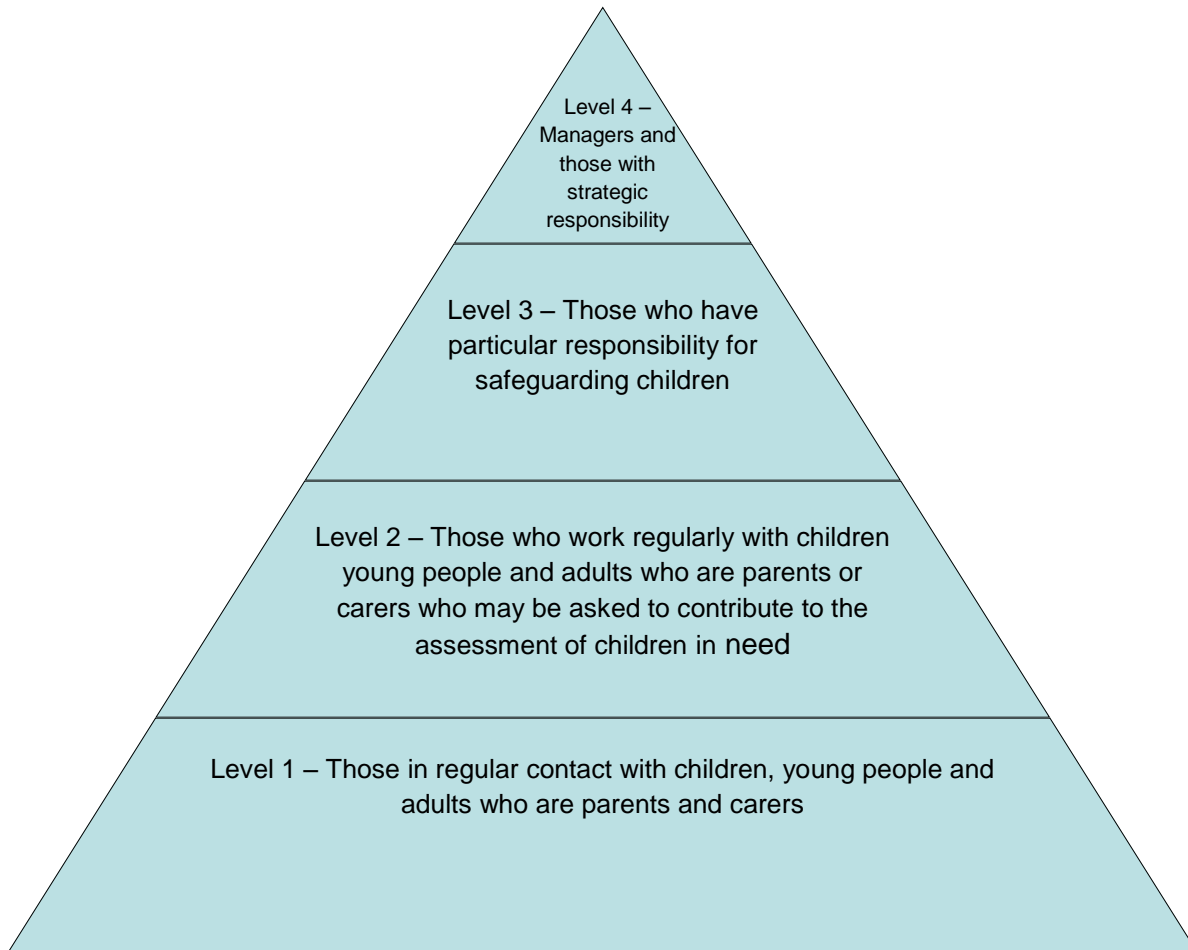
Individual services may request specialist training not currently provided by the training plan. Learning and development officers, in conjunction with the learning and development workstream will consider these requests and whether it is appropriate to develop something where there is a multi-agency need or provide support to single agencies for them to develop an event in-house.

e. Service user feedback

The KSCB is currently looking at increasing the participation of the children, young people and families who use the member agency services and gaining feedback on their experiences. The lessons learned from this work will be fed into training.

7. Core Training for Target Groups

KSCB currently offers four levels of training these are as follows:



However, the latest edition of *Working Together* (2010) identifies eight target groups. The following table shows how KSCB training fits with this new definition.

a. Target Audiences

Target Groups to include members of statutory, voluntary, independent and community organisations (Definitions from Working Together 2010)	KSCB training level	Training courses	Training methods
<p>Group 1 Staff with infrequent contact with children, young people and/or parents/carers who may become aware of possible abuse of neglect e.g. Librarians, GP receptionists, community advice centre staff, groundsman, recreation assistants, environmental health officers</p>	Level 1	<p>Awareness of Child Abuse and Neglect Awareness of own agencies policies and where to find local procedures</p>	<p>KSCB e-learning Single agency in-house training / induction programme Training must be refreshed every 3 years</p>
<p>Group 2 Those in regular contact or who have a period of intense but irregular contact with children, young people and/or parents/carers who may be in a position to identify concerns about maltreatment, including those that may arise from the use of CAF. e.g. Housing, hospital staff, YOTs in secure and community settings, teachers other than those with specific safeguarding responsibilities, the police other than those in a child protection specialist role, sports development officers, faith groups, community youth groups, play scheme volunteers</p>	Level1/2	<p>Awareness of Child Abuse and Neglect Working Together Awareness of own agencies policies and where to find local procedures</p>	<p>KSCB e-learning Single agency in-house training/ induction programme Multi-agency KSCB training course Training must be refreshed every 3 years</p>
<p>Group 3 Those who work predominantly with children, young people and/or their parents/carers and who could potentially contribute to assessing, planning, intervening and evaluating the needs of a child and parenting capacity where there are safeguarding concerns. e.g. Paediatricians, GPs, youth workers, those working in the early years sector, residential staff, midwives, school nurses, health visitors, sexual health staff, teachers with designated safeguarding responsibility (DSP's), 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</p>	Level 2/3	<p>Awareness of Child Abuse and Neglect Awareness of own agencies policies and where to find local procedures Working Together Making Positive Contributions to Child Protection Conferences and Core Groups Level 3 courses as appropriate e.g. Impact of Parental Substance Misuse, Impact of Domestic Violence, Neglect etc.</p>	<p>Single agency in house training / induction programme Multi-agency KSCB training courses Awareness of Child Abuse and Neglect to be refreshed every 3 years (this can be done via e-learning) Working Together to be refreshed every 3 years (this can be via the refresher course) unless staff have attended at least one level 3 course in the interim</p>

<p>Group 4 Those 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>	Level 3	As Group 3 plus: Single agency training and professional development related to their specific role	As Group 3 although expectation that at least one level 3 course should be undertaken each year
<p>Group 5 Professional advisors, Named and Designated Lead Professionals</p>	Level 3/4	As Groups 3 and 4 if advising staff in those groups plus: Child Death Review Process Briefing Sessions Lessons Learned from SCR's Master classes as appropriate Conferences as appropriate	As Group 4 plus: Masterclasses, briefings and conferences as appropriate
<p>Group 6 Operational managers at all levels including: practice supervisors; frontline managers and managers of child protection units</p>	Level 4	As Group 5 plus: Managing Allegations against People who work with Children In house specialist training specific to role Briefing Sessions for Individual Management Reviews (if appropriate)	As Group 5
<p>Group 7 Senior managers responsible for the strategic management of services; NHS Board Members</p>	Level 4	As Group 6 plus: Awareness of guidance in completing section 11 audit	Familiarisation of s.11 guidance notes with support from members of evaluation and effectiveness work Local and National Conferences
<p>Group 8 Members of KSCB including: Board Members Independent Chair Directors of Children's Services Elected member Lay members Members of work streams Business support team Interagency trainers</p>	Level 4	All available, relevant KSCB training courses and awareness events	In house training specific to own role within agency Multi-agency KSCB training courses KSCB masterclasses, briefings and conferences KSCB development days Local and National Conferences as appropriate

b. E-learning

The Kirklees Safeguarding Children Board website has an e-learning training module in Awareness of Child Abuse and Neglect. It is the main delivery route for Awareness of Child Abuse and Neglect. It is the responsibility of individual agencies to meet the training needs of those who do not have access to the internet through other single agency training events.

The course is designed for anyone who comes into contact with children, young people, their parents or carers, through work or voluntary work in Kirklees. It is therefore a Level 1 course which is endorsed and certificated by the Kirklees Safeguarding Children Board.

The KSCB also has an e-learning course on the issue of Private Fostering. This course is for everyone, including members of the public, who need a basic awareness of private fostering. The course explains what a private fostering arrangement is, the regulations, and the responsibility to inform the local council about children who are looked after by someone else in a private fostering arrangement.

As with all training that the KSCB provides, both courses are regularly reviewed by the KSCB learning and development officers.

c. Robust nominations and selection process

Applications will be monitored by the learning and development officers to ensure that these are in line with the target audiences outlined earlier in this document and that learners access the courses in the recommended order. The learning and development officers will also monitor all attendance registers to ensure that the correct people are attending the course and that there is a good inter-agency mix.

There is a need to maintain the interagency makeup of the events to ensure that people from the member organisations of the KSCB receive training that is interagency both in design and attendance allowing delegates to network and to learn from people from different organisations about their role in relation to safeguarding children.

d. Performance management

Performance management should remain firmly within the member organisations and organisations that apply for places on the KSCB training events and courses. It is the responsibility of individual agencies to ensure that their staff and volunteers are appropriately trained to undertake their roles. However the learning and development workstream will have as a standing on its agenda a break down of agencies attending the multi-agency training and the learning and development

officers will collate annual information on the levels of staff and volunteers from the member agencies accessing inter-agency training events and courses. Where appropriate the learning and development workstream will, through the Board, challenge individual agencies in relation to their access of inter-agency training. This information will also be used in order to set priorities for the annual training plan.

The KSCB recommends that all staff and volunteers working with children, their parents or carers should on a mandatory basis be provided with the appropriate level of safeguarding children training. This can be provided through the methods described in the training framework.

8. Regional and National Links

It is important that the KSCB learning and development officers maintain strong working relationships with colleagues from across the region in order to share learning, reduce duplication of work, provide support to each other and reduce costs by hosting joint events. Ideas, resources and advice will often be shared through an email group rather than physical attendance at meetings.

As some agencies work across districts (West Yorkshire Police and West Yorkshire Probation and health authorities span two or more local authorities) there are opportunities to harmonise training materials.

9. Event Evaluation

The previous training strategy (2008-2011) noted the need to have a rigorous evaluation process for all KSCB training activities. A project plan has been developed. The objectives of the evaluation project are:

- To improve the evaluation of KSCB multi-agency training courses
- To improve the impact training has on learning, practice and outcomes
- To establish a methodology for evaluating multi-agency courses in terms of impact on the individual learner and changes to practice

The project will evaluate two multi-agency courses in 2010 – 11 as a pilot to establish the methodology to be used on other courses in future years.

Evaluation of the impact and effectiveness of training activity on staff practice and the overall outcome of safeguarding the welfare of children is a major area of development. It is likely that the next three years will see a piloting and then refining of the methodology required to get this crucial piece of work right.

10. Conclusion

This strategy has outlined the framework for multi-agency safeguarding training in Kirklees. This is based on government guidance, local need and feedback from local agencies, for example through training needs analyses.

There are difficulties associated with writing a three year training strategy at this time as a new government has recently come to power and is implementing change to address a sizeable budget deficit which is resulting in significant cuts to services across the board. It is also reviewing guidance and legislation in relation to safeguarding. It is important therefore that the strategy is a live document which responds to changing local and national priorities, information fed back from local agencies about their training needs and their ability to access training.

The annual training plan always strives to provide best value for money but this is even more important in the current climate of reduced budgets in the agencies contributing to the Board. We have already reduced our expenditure by reducing our reliance on external trainers. The vast majority of KSCB courses are now delivered by the learning and development officers or by colleagues from local agencies.

We are aware anecdotally that KSCB multi-agency training is seen as a powerful tool to improve practice and ultimately, outcomes for vulnerable children and their families. The period of this strategy will see this evidenced through the implementation of rigorous, evaluation, quality assurance and audit exercises.

The ultimate aim of the training strategy is to ensure that the local workforce from the new volunteer to the experienced senior manager is appropriately equipped to undertake the challenging role of safeguarding children.