



LSCB

Bath & North East Somerset
Local Safeguarding Children Board

Bath and North East Somerset Local Safeguarding Children Board

TRAINING STRATEGY 2014 – 2017
(Now extended to 2018 as work will
continue and the Strategy will be
reviewed in line with Workforce
Strategy and Children and Young
Person Plan)

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1. Introduction

The Local Safeguarding Children Board (LSCB) is responsible for ensuring that people who work with children are appropriately trained to understand normal childhood development and to recognise and act on potential signs of abuse and neglect at the earliest opportunity. The LSCB also needs to review and evaluate the quality, scope and effectiveness of single and inter-agency training to ensure it is meeting local needs.

Training for inter-agency work in safeguarding and protecting children and young people is intended to promote better outcomes by fostering:

- More effective and integrated services at both the strategic and individual case level;
- Improved communication and information sharing between professionals, including a common understanding of key terms, definitions and thresholds for action;
- Effective working relationships, including an ability to work in multi-disciplinary groups or teams;
- Sound child focused assessments and decision-making; and
- Learning from Serious Case Reviews (SCRs) and reviews of child deaths

Research undertaken in 2009 for the Department of Children, Schools and Families and the Department of Health indicates that professionals have found that inter-agency training is highly effective in helping them to understand their respective roles and responsibilities, the procedures of agencies when safeguarding children, and in promoting a shared understanding of assessment and decisions-making in practice. Participants also valued the shared learning environment and experienced an increase in confidence when working with other agencies and a greater respect for such colleagues **(Carpenter et al, 2009)**

2. Context

Whilst the Training Strategy's primary purpose is to meet the relevant statutory responsibilities of the LSCB, it also provides a route through which the workforce development requirements of the following complementary work streams can be advanced.

The LSCB Annual Report 2013/14 and Work Programme 2014/5 identifies the priorities for the year ahead and sets them out as a work programme which the various Sub-groups use to develop their annual plans. The T&WD Sub-group will use this plan to determine which learning opportunities need to be provided in addition to the core offer. The Report and Work Programme are available from: <http://www.bathnes.gov.uk/services/children-young-people-and-families/child-protection/local-safeguarding-children-board>

The Learning & Improvement Framework is the strategic document as required in chapter 4 of [Working Together to Safeguard Children 2013](#). It describes the way that professionals and organisations that work to protect children need to reflect on the quality of their services and learn from their own practice and that of others. The framework will support the work of the LSCB and its partners so that:

- reviews are conducted regularly, not only on cases which meet statutory criteria, but also on other cases which can provide useful insights into the way organisations are working together to safeguard and protect the welfare of children;
- reviews look at what happened in a case, and why, and what action will be taken to learn from the review findings;
- action results in lasting improvements to services which safeguard and promote the welfare of children and help protect them from harm; and
- there is transparency about the issues arising from individual cases and the actions which organisations are taking in response to them, including sharing the final reports of Serious Case Reviews (SCRs) with the public.

Safeguarding Children and Young people: roles and competences for health care staff (2014) sets out the expectation that all health staff must have the competences to recognise child maltreatment and to take effective action as appropriate to their role.

While the responsibility of ensuring staff have access to appropriate safeguarding training and learning opportunities rests with healthcare organisations, the emphasis in the framework continues to be upon maximising flexible learning opportunities to acquire and maintain knowledge and skills, drawing upon lessons from research, case studies and serious case reviews.

The Children and Young People’s Plan (CYPP) 2014/17 vision is that:

“All children and young people will enjoy childhood and be well prepared for adult life”

The Plan sets out the work that organizations represented on Bath and North East Somerset’s Children’s Trust Board will undertake to support children, young people and their families and is structured around three key priorities:

- Children and Young People are Safe
- Children and Young People are Healthy
- Children and Young People have Equal Life Chances

Bath & North East Somerset’s Early Help Offer recognises that most children and young people have a number of basic additional needs that can be supported through a range of universal services including education, early years, health, housing, youth services, leisure facilities, local community and faith groups, as well as services provided by voluntary organisations. The role of parents as experts on their children is also recognised and supported through the provision of a range of parenting support measures.

The LSCB Training Strategy supports the principle of early help by incorporating within its training programme opportunities for the children’s workforce to:

- ☐ learn about the early help offer and the integrated working practices that support the early identification of children and families that would benefit from early help;
- ☐ develop the skills and knowledge needed to undertake a comprehensive assessment of the need for early help; and,
- ☐ understand the processes that support an effective multi-agency response.

3. Legislation and Guidance

Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (March 2013) emphasises the importance of early help in safeguarding and promoting the welfare of children and young people and reinforces the importance of high quality inter-agency safeguarding and child protection training. The guidance refers to existing legislation as follows:

Section 10 of the Children Act 2004 requires each local authority to make arrangements to promote cooperation between the authority, each of the authority's relevant partners and such other persons or bodies working with children in the local authority's area as the authority considers appropriate. The arrangements are to be made with a view to improving the wellbeing of all children in the authority's area, which includes protection from harm and neglect.

Section 11 of the Children Act 2004 places duties on a range of organisations and individuals to ensure their functions, and any services that they contract out to others, are discharged having regard to the need to safeguard and promote the welfare of children.

This includes a duty on organisations that requires them to have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children, including:

- ▣ appropriate supervision and support for staff, including undertaking safeguarding training;
- ▣ a responsibility 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;
- mandatory induction for staff, 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,
- ▣ all professionals should have regular reviews of their own practice to ensure they improve over time.

Section 14 of the Children Act 2004 sets out the objectives of LSCBs, which are:

- a) to coordinate what is done by each person or body represented on the Board for the purposes of safeguarding and promoting the welfare of children in the area; and,
- b) to ensure the effectiveness of what is done by each such person or body for those purposes.

Regulation 5 of the Local Safeguarding Children Boards Regulations 2006 sets out that the functions of the LSCB, in relation to the above objectives. The function relating to training requires LSCBs to develop policies and procedures for the training of persons who work with children or in services affecting the safety and welfare of children. In order to fulfil its statutory function under regulation 5 an LSCB should use data and, as a minimum, should monitor and evaluate the effectiveness of training, including multi-agency training, to safeguard and promote the welfare of children

4. Training and Workforce Development Sub-group (T&WD S-g)

The T&WD S-g is responsible for ensuring that single agency and inter-agency training on safeguarding and promoting the welfare of children is provided in order to meet local needs. The group also considers any safeguarding workforce development issues that might adversely affect an organisations capacity to meet their safeguarding obligations. Current Terms of Reference are at Appendix A

The T&WD S-g membership is comprised of people with sufficient knowledge of the training needs and processes within and across agencies that will enable them to make informed contributions to the development and evaluation of a training strategy.

Programme Development

The T&WD S-g is responsible for identifying the training and development opportunities that should be made available in order to meet the LSCB's statutory functions and to respond to national and local issues. The programme will comprise four elements:

- **Support for single-agency training** – The LSCB will set minimum standards and required learning outcomes (Appendix C) for single agency training in Bath & North East Somerset. The T&WD Sub-group will develop its provision for the training of Designated/Lead Child Protection staff to support them in delivering training within their organisations that meets the standards. The provision of single agency training within organisations will be monitored through the annual Section 11 return
- **Core offer of Inter-agency training** – The LSCB will provide the following courses on multiple occasions throughout the year. These courses are for those 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.
 - a. **Early Help & Integrated Working** – Comprising sessions on the Common Assessment Framework, Team around the Family and Lead Professional, this training promotes integrated working as the most appropriate way of identifying children with additional needs at the earliest opportunity. The training helps delegates to make use of integrated processes such as the Common Assessment Framework, Team around the Family and Lead Professional.
 - b. **Standard Inter-agency Child Protection** - This one day course aims to promote and improve the inter-agency approach and response to Child Protection issues. Delegates have the opportunity to develop their knowledge around child protection issues and the processes involved. They will explore with colleagues from other organisations the challenges and benefits of working in a multi-agency system. The course includes identifying child protection concerns, understanding how to make a referral, the process of information sharing and understanding roles and responsibilities in relation to safeguarding children. There is also a half day refresher course for staff that need to keep their training up to date but who do not need to undertake the Advanced level course. (Learning Outcomes at Appendix C)

- c. **Advanced Inter-agency Child Protection** - This course is for staff with particular responsibilities in relation to safeguarding children and young people and will be contributing to section 47 enquiries, taking part in child protection conferences and core groups and/or working with complex cases.

The course covers:

- Assessment;
- Investigations and enquiries;
- Preparation for child protection conferences;
- The role of the various agencies in these processes;
- Achieving positive outcomes for children;
- Working with complex families where there may be issues of non-compliance, disguised compliance or hostile and aggressive behaviour; and,
- Input from the Police and Health in relation to their role and working together.

(Learning Outcomes at Appendix C)

- **Specialist Inter-agency Training** – these courses are run throughout the year and are aimed at those members of the workforce who have completed the Advanced Inter-agency Child protection course or who have a specific role within their agency related to the course subject. Further information about the courses below can be found at:

www.bathnes.gov.uk/childprotectiontraining

- Lead Professional - 'early help'
- ☒ Domestic Abuse
- ☒ Substance Abuse
- ☒ Toxic Trio
- ☒ Neglect
- ☒ E-Safety
- ☒ Questioning Skills
- ☒ Child Sexual Exploitation

- **Additional Training** – Some capacity will be maintained for the development of additional courses identified by the T&WD S-g. These will typically be those arising from national or local Serious Case Reviews, changes in legislation and issues identified through local audits etc.

The T&WD Sub-group will consider additional training needs and allocate resources as appropriate. Requests/suggestions for additional training should be made to the Sub-group via the request form (Appendix H)

Currently the following topics are listed for development for the training year 2014/15:

- ☒ Conferences & Core Groups
- ☒ Disabled Children
- ☒ Parental Mental Illness
- ☒ Working with Hostile and Aggressive Service Users (skills based)
- ☒ Fabricated and Induced Illness
- ☒ Inter-agency supervision training for safeguarding supervisors.
- ☒ Child Sexual Abuse
- Child Sexual Exploitation – skills for practice

Training Delivery

The LSCB employs a Training Coordinator who is managed by B&NES Children's Services Training & Development Manager. By agreement, the Training & Development Manager oversees the development and delivery of the LSCB training programme and makes provision for the effective administration, evaluation and quality assurance of the programmes courses. The LSCB Training Coordinator is responsible for the development, and in many cases the delivery, of courses. Where there is a need for specialist input the Training Coordinator will work with colleagues from other agencies (e.g. Domestic Violence & Child Protection) or commission external providers (e.g. Questioning Skills for Professional Outcomes). The LSCB is committed to continuing to develop a sustainable and experienced training pool which is representative of the children's workforce. The current training pool consists of 24 individual facilitators from 7 different agencies.

The Training & Workforce Development Sub-group are to develop the training skills of the current interagency facilitator pool through an annual development day which will focus on Training the Trainer and the evaluating and quality assurance of course content and delivery. This programme will also provide opportunities for the identification and support of additional inter-agency training facilitators.

5. Training Standards

All Local Safeguarding Children Board training will be delivered against the following principles:

- **Child Centred** All training reflects that the welfare of the child is paramount and that it incorporates and actively promotes 'children's rights', 'children's voice' and their 'needs'
- **Partnership with Parents and Carers** All training recognises and actively promotes the need for working in partnership and engaging with parents and carers. The training recognises the 'family' as a whole when safeguarding children and young people.
- **Diversity** All training is informed and governed by equal opportunities and reflects the diversity and cultural needs of the individuals and organisations, within Bath & North East Somerset, that have responsibilities for safeguarding and promoting the wellbeing of children
- **Accessibility** All individuals who work with children, young people and/or their carers in the statutory, voluntary and independent sectors have access to the training
- **Interagency Collaboration** All training promotes the need for interagency working, bringing together people and organisations, to effectively safeguard children from harm
- **Evidence Based** All training will be 'evidence based' containing the latest research, reflective practice and the 'lessons learned' on a local and a national level. Wherever possible the training will incorporate the views of service users.
- **Evaluation** All training is responsive to identified local needs and will be subject to regular rigorous review and evaluation

Adapted from PIAT Sustaining quality: Standards for Interagency Child Protection Training and Developments (updated 2013)

6. Training Administration

Allocation and Application

Agencies and organisations will want to ensure that their staff have an appropriate level of safeguarding training. The guide to workforce groups and training matrix at appendix D & E will assist in identifying which staff need to do which courses. All LSCB partner agencies are required to complete an annual Section 11 return which will now ask for workforce data (Appendix B) showing the number of staff at each work group and the percentage that have received up to date and relevant training.

Applications for places on all LSCB training courses must be made through the Children's Workforce Learning Zone – an online training portal that allows users to view courses and book places on a self-serve basis. The Learning Zone can be accessed at <http://bathnes.learningpool.com> Further information about this system and all other LSCB training matters should be directed to the training team at childrensworkforce_training@bathnes.gov.uk in the first instance.

Places will normally be allocated on a first come first served basis so that applicants can plan their work commitments with some degree of confidence. However, it is important that there is good multi-agency representation on each course so it may be that applicants are offered places on subsequent dates.

Most LSCB courses will accommodate a maximum of 25 places. The Advanced Child Protection course is more effectively delivered to groups of 18 so where the number of applications exceed this it may be that delegates are asked to change course dates so that numbers are spread evenly across the available sessions. Other events such as E-safety Awareness can accommodate greater numbers.

Contributions to the training strategy and the training programme

LSCB Partners and other organisations can contribute to the training strategy and programme in the following ways:

- Financial support to the LSCB Training Budget,
Contributions for 2014/15:

Police	£ 5,668
B&NES Clinical Commissioning Group	£ 9,069
B&NES People & Communities	£45,494
Total	£60,231

- Provision of a minimum of 4 days training delivery as part of the LSCB training programme
- Provision of free training venues and facilities for inter-agency training events.

Charges for attendance on LSCB inter-agency training

Training is free of charge for staff of organisations that **contribute** to the training strategy and programme as outlined above.

Training is free of charge for staff of organisations that are formally commissioned to deliver services to children & young people in B&NES by organisations that contribute to the funding of the training strategy and programme.

All other individuals and employees of other organisations will be charged the appropriate course fee.

Charging Policy

The Early Help training and the Standard Inter-agency Child Protection courses are free to anyone who works with children and young people (or the adults who care for them) in B&NES. The Advanced Inter-agency Child Protection and most of the Awareness/Specialist courses will be charged as follows:

Organisation/Agency	Full day course	Half day course
LSCB contributing member B&NES Clinical Commissioning Group B&NES People & Communities (inc. maintained schools) Police Staff of services formally commissioned by the above	£0	£0
Small local groups Charities with an annual turnover of less than £100,000 (Charity Commission figures indicate that this covers 75% of all charities) Small Voluntary Community Groups Early Years Providers (Hub Members)	£35.00	£17.50
B&NES Academy Schools Early Years Providers	£70.00	£35.00
All Other Organisation	£100.00	£50.00

Cancellations

Cancellations made fewer than 6 working days before the course date will incur a charge of **£50** per person. This charge applies to all agencies including those that contribute to the LSCB training budget. If it is possible and appropriate for another member of staff from the same team/service to attend, then this charge would not be applicable.

Non-Attendance

Failure to attend a course will incur a charge of **£65** per person. This charge applies to all agencies including those that contribute to the LSCB budget. If there is an exceptional operational situation, supported by the relevant line manager, this charge may be waived.

7. Evaluation & Quality Assurance

Through its Training & Workforce Development Sub-group, the LSCB is required to evaluate the provision and 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.

Monitoring and Evaluation of Single agency training

Partner organisations are required to submit a Section 11 audit to the LSCB on an annual basis. Amongst other performance measures, partners are asked to complete sections dealing with their provision and take up of safeguarding and child protection training. They are also asked to provide information on the extent to which their workforce has taken part in inter-agency training relevant to their role in working with children and young people (see Appendix B)

As part of this developing work stream the LSCB will be looking at its role in respect of quality assuring single-agency training.

Monitoring and Evaluation of Inter-agency training

In order to evaluate the effectiveness of multi-agency training in Bath and North East Somerset, a variety of methods are employed to achieve four goals:

- Ensure the learning outcomes for each course are met, and reflect evidence based ‘best practice’ that keeps the child or young person in focus.
- Ensure the continual evaluation by LSCB Training Manager to ensure courses are meeting the needs of staff, with transparent overview and accountability to the LSCB training and workforce development sub group.
- Ensure that evaluations inform the planning and development of future training
- Ensure that messages from training are being embedded in practice.

Methods of Evaluation

All courses advertise the learning outcomes expected from participants by the end of the course. As recommended in the DCSF Research Report *‘Outcomes of Interagency Training to Safeguarding Children: Final Report*, evaluation forms used in B&NES on half day, full day or two day courses remind attendees of those learning outcomes and delegates are asked to scale pre and post course their confidence in these areas to assess the effectiveness of the training in addressing the identified aims and objectives on the day, with space for additional comments. If a common theme emerges around objectives not being met this will trigger a review of the course content/ delivery style so that adjustments can be made (Appendix F shows an example feedback form).

Research into the effectiveness of inter-agency training suggests that for participants to gain the most from training they need to be able to make direct links to their own practice, and consider how the knowledge gained in training can improve their practice (*Research in Practice (2012) Training Transfer: - getting learning into practice. Darlington Trust*). It is recognised that there can be a number of barriers for delegates in making his training transfer, including their organisational structure, their leadership ethos and other practical considerations such as workload. It is therefore recognised that delegate’s managers play an important role in promoting positive professional practice, and in imbedding knowledge from training. All delegates are therefore invited at the end of training to consider an action plan for changing their behaviour in the workplace, and thinking through the impact that this change will have on the children and young people that they work with. For selected courses these feedback forms will be sent out to delegates 3 months after the course has been completed, and this feedback will be used to influence the design and delivery of future training.

Course evaluations are used on an on-going basis to improve existing courses and to assist in the development of new training and learning opportunities.

Quality Assurance – External Observation.

Over the course of the year, the LSCB training and workforce development group will take part in a ‘deep dive’ quality assurance process, on one Standard, one advanced and one specialist course. This will involve in addition to the participants feedback sheets, an external observer, ensuring that the teaching style meets with the high standards of anti-discriminatory and anti-oppressive practice of the LSCB. It will ensure that facilitators provide accurate information that is reflective of local practice, and the delivery style is inclusive to all delegates.

As part of the ‘deep dive’ quality assurance, course delivery will be independently observed (see Appendix G), with the feedback used to develop future courses.

Conclusion & Review Process

This strategy will be used to inform an annual work plan for the Training and Workforce Development Sub-group and the annual training programme.

The Chair of the sub-group will report to the LSCB on a 6 monthly basis. The report will include the following:

- A progress report against the relevant areas of the LSCB work programme
- A progress report against the Training and Workforce Development Sub-group work programme and
- Details of the training delivered over the previous 6 months to include evaluations.

The Strategy will be monitored annually to ensure that it remains up to date with legislation, guidance and structures and reviewed in its entirety every 3 years. The next review will be scheduled for 2017.



**Bath and North East Somerset
Local Safeguarding Children Board**

Training and Workforce Development Group

Terms of Reference

This group builds on the work of the existing Training Management Committee and is responsible for ensuring that single agency and inter agency training on safeguarding and promoting the welfare of children is provided in order to meet local needs. The group will also examine safeguarding workforce development issues across agencies.

Membership

The training and development sub-group should include people with sufficient knowledge of training needs and processes to enable them to make informed contributions to the development and evaluation of a training strategy. It is proposed that the existing membership of the Training Management Committee form the membership of this sub-group and review if any additional members are required.

Frequency of meetings

It is proposed that the group continue the meeting pattern of the TMC and that the sub-group review if this frequency meets requirements.

Terms of Reference

The sub-group is asked to review the current terms of reference and assures that the following elements are contained within them:

To develop and evaluate a safeguarding training strategy for the local area

To identify the local need and develop suitable learning opportunities to ensure that single agency and inter agency training on safeguarding and promoting the welfare of children is provided.

To identify priorities for both inter agency and single agency safeguarding training and to ensure that these priorities are fed into the local workforce strategy.

To ensure mechanisms for the delivery of effective training provision is in place.

To evaluate the quality of single agency and interagency safeguarding training to ensure that training is delivered to a consistently high standard and that a process exists for evaluating the effectiveness of training

To ensure there are effective monitoring systems in place to confirm that appropriate training is reaching the relevant staff within organisations

To ensure that the training strategy and delivery takes account of national and local lessons from Serious Case Reviews, CDOP and multi-agency audits and reviews.

To examine workforce development issues across agencies such as staff vacancies, resource issues, and safe recruitment.

All sub groups

Each sub-group to produce an annual work plan which reflects the LSCB Annual Plan and Work Programme

Minutes are kept and draft minutes forwarded to Chair of LSCB following each meeting

A written report from each sub-group on progress against the annual work plan and key points to be presented to each LSCB

Sub- group chairs to meet with the Chair of the LSCB on a quarterly basis at a time to inform the agenda setting process for the next LSCB and to review the risk register and communication strategy.

All members of sub-groups to be responsible for maintaining a regular dialogue between the sub-group and their agency, to ensure that key staff are actively involved in and committed to the process of safeguarding in the area.

SECTION 11 - WORKFORCE DATA RETURN					
Organisation					
Name				Email Address	
Designation				Date	
Using the chart overleaf please complete the table below to indicate the number of staff (not FTE) that your organisation employs at each of the levels. Health agencies should refer to the Intercollegiate levels. All other organisations should use the WT 2010 levels.					
WT 2010 Level	Intercollegiate Level	Required Level of CP Training	Number of staff at this level (A)	Number of staff that have been trained (B)	% of staff that have been trained (B/Ax100)
1	1	Induction & Single-agency			
2	2	Induction & Single-agency			
3	3	Induction, Single-agency & Standard Inter-agency			
4					
5	4, 5 & 6	Induction, Single-agency, Standard Inter-agency, Advanced Inter-agency & Specialist CP			
6		Induction, Single-agency, Standard Inter-agency, Advanced Inter-agency & Specialist CP			
7		Induction, Single-agency & role appropriate training			
8		Induction, Single-agency & role appropriate training			
TOTALS					

Single agency training Advised Content:

Learning Outcomes	
Laws, policies and Procedures	<ul style="list-style-type: none"> • To have an awareness of key statutory and non-statutory guidance and legislation to safeguard children, including the UN Convention on the Rights of the Child and Human Rights Act. • To be able to access workplace policies and procedures on helping children and young people who are at risk, or have been abused. • Clear about own and colleagues’ roles, responsibilities, and professional boundaries
Providing a safe environment	<ul style="list-style-type: none"> • Have an awareness of what contributes towards a safe environment for the children and young people they work with (Statutory duty to promote the welfare of children in accordance with the Children’s Act 1989 & 2004)
Recognising and responding to abuse	<ul style="list-style-type: none"> • Understand the different ways in which children and young people can be harmed by adults including <ul style="list-style-type: none"> ○ Physical Abuse ○ Sexual Abuse ○ Emotional Abuse ○ Neglect ○ Domestic Abuse • Recognising the potential impact of a parent/carers physical and mental health on the well-being of a child or young person • Understand the importance of documenting safeguarding/child protection concerns in order to be able to inform the relevant staff and agencies as necessary, maintains appropriate record keeping, and differentiates between fact and opinion.
Working with other agencies	<ul style="list-style-type: none"> • Understand what ‘inter-agency’ working means for you and your work environment
Whistle blowing (reporting failures in duty)	<ul style="list-style-type: none"> • Know when and how to refer a concern you have about a child protection concern. • Know what to do if you have followed your own workplace policies and local procedures on reporting concerns, and you are not satisfied with the response.

*** Individual Agencies will want to make sure that in addition to these generic learning outcomes their single -agency training includes any learning that is specific to their organisation.**

LSCB Inter-agency ‘early help’ training – advised content:

Staff required to complete this level, should have already completed single agency training. This training includes the learning outcomes highlighted in the single agency training. This includes Intercollegiate Level 3 (4 & 5), and children’s workforce group 2 (3-5)

	Learning Outcomes
Laws, policies and Procedures	<ul style="list-style-type: none"> To understand the role of ‘early help’ (Working together 2013, Intercollegiate 2014), and how this is the responsibility of all members for the workforce to safeguard children and young people (Children’s Act 1989, 2004)
Providing a safe environment	<ul style="list-style-type: none"> To understand the interface between early help and child protection work
Recognising and responding to abuse	<ul style="list-style-type: none"> To understand when ‘early help’ assessments are needed and proportionate to risk
Working with other agencies	<ul style="list-style-type: none"> To understand how good integrated working across agencies can involve families and lead to timely information sharing and planning.
Whistle blowing (reporting failures in duty)	<ul style="list-style-type: none"> As in single agency training – bespoke to each agency

LSCB Standard Inter-agency Child Protection Training:

Staff required to complete this level, should have already completed single agency training. This training includes the learning outcomes highlighted in the single agency training. This includes Intercollegiate Level 3 (4 & 5), and children’s workforce group 3 (4 & 5).

	Learning Outcomes
Laws, policies and Procedures	<ul style="list-style-type: none"> • Have awareness and basic working knowledge, where appropriate of the laws and policy areas relevant to your role that relate to safeguarding children and young people, including in the online world. • Demonstrate knowledge of the function of LSCBs • Demonstrate understanding of appropriate information sharing in relation to child protection and children in need • Be aware of local procedures and inter-agency arrangements for safeguarding children and young people, including the role of adult services.
Providing a safe environment	<ul style="list-style-type: none"> • Understand what is meant by safeguarding and the different ways in which children and young people can be harmed. This includes by other children or young people, by a single event or on-going maltreatment, through the internet and other media, or their own risk taking behaviour. • Know the boundaries of personal competence and responsibility, when to involve peers, managers, supervisors or professional bodies, and where to get advice and support. • Working with children and family members, including addressing lack of co-operation and superficial compliance within the context of your role
Recognising and responding to abuse	<ul style="list-style-type: none"> • Identify signs of sexual (including CSE), physical, or emotional abuse or neglect • Demonstrates knowledge of patterns and indicators of child maltreatment, including harm from the internet or a child or young person’s own risk-taking behaviour • Understand that signs of abuse or neglect can be subtle and can be expressed through play, artwork on online activities as well as behaviour and the way children and young people approach relationships with other children and adults. • Understand the impact of parenting issues such as domestic abuse, substance misuse and poor mental health. • Demonstrates an ability to assess risk and need and instigates processes for appropriate interventions • Understand the local process for ‘early help’ offers, this can include Common Assessment Framework
Working with other agencies	<ul style="list-style-type: none"> • Understand the crucial role that information sharing plays in maintaining the safety and wellbeing of children and young people
Whistle blowing (reporting failures in duty)	<ul style="list-style-type: none"> • As in single agency training – bespoke to each agency

LSCB Advanced Inter-agency Child Protection Training

Staff required to complete this level, should have already completed single agency training and the Standard Inter-agency child protection. This training includes the learning outcomes highlighted in both the single agency training and the Standard child protection. This includes Intercollegiate Level 3 (4 & 5), and children's workforce group 4 (& 5)

	Learning Outcomes
Laws, policies and Procedures	<ul style="list-style-type: none"> • Understand roles, responsibilities and collaborative practice required in S.47 investigations • Advanced knowledge of child-care legislation, information sharing, information governance, confidentiality and consent. • Be aware of local procedures and inter-agency arrangements for safeguarding children and young people, including the role of adult services.
Providing a safe environment	<ul style="list-style-type: none"> • As in Standard Child Protection
Recognising and responding to abuse	<ul style="list-style-type: none"> • Understand best practice in safeguarding/ child protection • Understand the process of using professional judgements to make decision as to whether a child is suffering, or is likely to suffer significant harm • Understand how to take emergency action • To have an understand of the challenges of working with complexity • Communicating with children in line with interviewing vulnerable witness guidance.
Working with other agencies	<ul style="list-style-type: none"> • To understand the importance of professional challenge as appropriate.
Whistle blowing (reporting failures in duty)	<ul style="list-style-type: none"> • As in Standard child protection

WORKFORCE GROUPS AND TRAINING

Working together (2010), produced a guide to identifying the level of training required for different staff, calling them groups 1-8. A comparable document was produced by health (Intercollegiate document 2014) outlining the training requirements for different staffing levels, calling them Level 1-5 and including 'Board Level for Chief Executive Officers, Trust and Health Board Executive and non-executive directors/members, commissioning body Directors'. The chart below outlines the levels and groups.

WT (2010) Groups	Description & Examples	Intercollegiate 2014 Levels
1	<p>All staff working in health care settings</p> <p>This includes, for example, Board level Executives and non-executives, lay members, receptionists, administrative, caterers, domestics, transport, porters, community pharmacist counter staff and maintenance staff, including those non clinical staff working for independent contractors within the NHS such as GPs, optometrists, contact lens and dispensing opticians, dentists and pharmacists, as well as volunteers across health care settings and service provision.</p> <p>Staff in infrequent contact with children, young people and/or parents/carers who may become aware of possible abuse or neglect.</p> <p>For example, librarians, GP receptionists, community advice centre staff, grounds staff, recreation assistants, environmental health officers.</p>	Level 1
2	<p>All Clinical Staff who have any contact with Children, Young People and/ or parents/ carers</p> <p>This includes administrators for looked after children and safeguarding teams, health care students, clinical laboratory staff, phlebotomists, pharmacists, ambulance staff, orthodontists, dentists, dental care professionals, audiologists, optometrists, contact lens and dispensing opticians, adult physicians, surgeons, anaesthetists, radiologists, nurses working in adult acute/community services (including practice nurses), allied health care practitioners and all other adult orientated secondary care health care professionals, including technicians.</p> <p>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.</p>	Level 2

3	<p>All clinical staff working 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 or young person and parenting capacity where there are safeguarding/ child protection concerns.</p> <p>This includes GPs, forensic physicians, forensic nurses, paramedics, urgent and unscheduled care staff, all mental health staff (adult and CAMHS), child psychologists, child psychotherapists, adult learning disability staff, learning disability nurses, specialist nurses for safeguarding, looked after children's nurses, health professionals working in substance misuse services, youth offending team staff, paediatric allied health professionals, sexual health staff, school nurses, health visitors, all children's nurses, midwives, obstetricians, all paediatricians, paediatric radiologists, paediatric surgeons, lead anaesthetists for safeguarding and child protection paediatric intensivists, paediatric orthodontists and dentists with a lead role in child protection.</p> <p>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. For example, 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.</p>	Level 3
4	<p>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>	
5	<p>Specialist roles - named professionals. This includes named doctors, named nurses, named health visitors, named midwives (in organisations delivering maternity services), named health professionals in ambulance organisations and named GPs for Organisations commissioning Primary Care.</p> <p>Professional advisors named and designated lead professionals.</p> <p>Specialist roles - designated professionals This applies to designated doctors and nurses, lead paediatricians, consultant/lead nurses, Child Protection Nurse Advisers (Scotland)</p>	Level 4+ 5
6	<p>Operational managers at all levels including: practice supervisors; front line managers and managers of child protection units</p>	
7	<p>Senior managers responsible for the strategic management of services; NHS board members.</p> <p>Board Level for Chief Executive Officers, Trust and Health Board Executive and non-executive directors/members, commissioning body Directors</p>	
8	<p>Members of the LSCB including: board members; independent chairs; directors of children's services; elected members; lay members; members of executive and sub/task groups; business support team; inter-agency trainers.</p>	

Training Matrix

All the groups are required to undertake some level of child protection training in relation to their role. Below is a guide to the minimum level of early help and child protection training that each group is expected to undertake.

Workforce Group	Induction	Single-agency	Inter-agency Early Help	Standard Inter-agency CP	Advanced Inter-agency CP	Specialist CP	Intercollegiate
1	✓	✓					1
2	✓	✓	✓				2
3	✓	✓	✓	✓			3
4	✓	✓	✓	✓	✓	✓	
5	✓	✓	✓	✓	✓	✓	4, 5
6	✓	✓	✓	✓	✓	✓	
7	✓	✓	✓	✓	✓	✓	Board Level for Chief Executive Officers, Trust and Health Board Executive and non-executive directors/members, commissioning body Directors
8	✓	✓	✓	✓	✓	✓	

*Individual organisations/agencies will want to determine which staff in Groups 2 are required to attend the Inter-agency Early Help training.

** Child Protection training must be undertaken at regular intervals. For most this will be a minimum of every 3 years; however, staff with designated or lead safeguarding roles should undertake child protection training every 2 years.

**Advanced Inter-Agency
Child Protection: Evaluation**
20th – 21st March 2014

Appendix F

Name		EXAMPLE
Job Title		
Managers Name		
Work Postal Address		

	Before Course:				Please complete this evaluation form before and after participating in the LSCB Advanced level child protection course, this will enable us to measure the effectiveness of our training approach.	After Course:			
	Not Sure	Knowledge		Confident		Not Sure	Knowledge		Confident
		↔					↔		
1					I am aware of the “early help” offer in B&NES and the importance of consent based, multi-agency planning and the thresholds for referral to social care				
2					I understand the process by which enquires and investigations (S.47) are made when there are concerns about significant harm, and how agencies work together to address and manage such concerns.				
3					Talking with a child or young person who is making a disclosure, and respond appropriately.				
4					To work with partner agencies as well as children and families to understand children, young people, and families daily life experiences.				
5					I am able to recognise ‘families who are resistant to change’, the potential impact on practice, and consider interventions for work and strategies to support practitioners when working with such families.				
6					I understand what is expected of professionals and their agency in relation to child protection conferences and the importance of inter-agency communication				
7					I am confident in using evidence based practice, and the assessment framework, in exercising their professional judgement regarding a child's needs, parental capacity to meet those needs and the impact of family and environmental factors.				

Learning into Practice: LSCB Advanced Child Protection

(This will be returned to delegates & their managers 3 months after the course has been completed, when you will be invited to comment on how you have incorporated the training into your professional practice)

What did you gain most from this training session?	
How are you going to use this knowledge to improve your practice?	
How will you know that your practice has improved?	
How will the children & young people you are working with know?	

Any additional comments about today's training

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Independent Observation Form

Observation of Teaching

Please complete this page **before** the session begins. Attach additional pages if necessary

Name of facilitator:	Date
Name of observer	Location
Type of session	No. of students
	Length of Observation

Facilitator Comments:

Aim(s)
What are the course aims for the session?

Were there any particular factors/problems taken into account when planning the session?

Are there any aspects of this session which are *new* to you?

What *particular aspects* of your session delivery would you like feedback on? *You may wish to consider feedback from previous sessions or any outstanding development plans.*

Observer's Comments

To be completed by the observer *during or immediately after* the teaching session. Attach additional pages if necessary.

The breakdown of each category (in italics) is a *guide* to the observer as to aspects for comment and discussion. ***They are not intended to be comprehensive or that each has to be covered in every case.*** Different disciplines may have additional aspects to consider.

Teaching characteristics – Comments

1. Planning and start of session

Communication of course aims to delegates. Continuity with other sessions and delegates prior knowledge made explicit. Coping with any unexpected occurrences, e.g. latecomers, missing equipment.

2. Presentation

Structure. Relevance and organisation of content. Attitude to subject matter. Clarity of presentation. Emphasis of key points. Pace of session (time management). Tone, volume, clarity of speech. Links made to other aspects of course. Summary (end and/or interim).

3. Student participation

Question and answer technique. Exercises/activities. Class management (appropriate level of control and authority). Instructions to students. General class atmosphere. Level of participation between students (excessive? lacking?). Attention and interest. Attitude to students. Awareness of individual needs. Student-teacher rapport.

Observer's Comments (continued)

Teaching characteristics – Comments

4. **Methods and approaches**

Choice/variety of teaching/learning methods. Use and design of instructional materials (OHP, handouts etc.) Use of appropriate reinforcement. Examples and analogies. References and links to research, other resources. Dealing with problems/disruptions.

5. **General**

Were the aims and outcomes achieved? Appropriateness of teaching/learning methods. Was effective communication achieved? Awareness of needs of learners and differences in approach.

6. **Aspects to improve**

Comment in terms of both teaching style and content (if possible). In particular, refer back to the areas identified for focus by the teacher on the bottom of page 1 of this form.

7. **Strengths**

Again, comment in terms of both teaching style and content (if possible) and refer back to the areas identified for focus by the teacher before the session.

Signed by observer:

Date:

Facilitators reflections: Please complete this section *after* your teaching session. Attach additional pages if necessary.

What did you feel went well in this session?

What would you like to change about this session if you had to teach it again?

In the light of the observer's comments, what aspects of your teaching approach will you look at changing in the future? How will you go about doing this?

What have you found useful/not so useful about the observation process?

Signed by facilitator

Date:

Training Need Development Pro-forma

Course working title	
Aim of the course:	
Target group/audience:	
Learning outcomes/objectives:	
What will the learners be able to do on completion of the course?	
What evidence can you provide to demonstrate the need to develop this course?	
Can any existing materials or resources be utilised for this course?	
Do you know of anyone who can deliver this training?	
How will you know that the need has been met?	
Additional comments:	
Name	
Designation	
Contact Details	