



# SCSP

## Learning & Development Strategy

### Document Control

Owner of document	L&D Sub Group Chair
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## **1. Introduction**

1.1. Sandwell Childrens Safeguarding Partnership (SCSP) has a statutory responsibility to ensure that appropriate training on safeguarding and promoting welfare for children and young people is provided in Sandwell in order to meet local needs.

1.2. This covers both the training provided by single agencies to their own staff, and multi-agency training where staff from different agencies train together in line with statutory guidance: Working Together to Safeguard Children 2018.

*“the three safeguarding partners should consider what training is needed locally and how they will monitor and evaluate the effectiveness of any training they commission” WT18*

## **2. Purpose**

2.1. The purpose of this strategy is to provide a framework for safeguarding training in Sandwell to ensure that staff and volunteers working with children, young people and/or adults who are parents/carers are competent and confident to carry out their responsibilities for safeguarding and promoting the welfare of children.

2.2. The strategy describes how multi-agency training will be provided to enable staff and volunteers to work effectively across boundaries and organisations in order to safeguard children and young people.

2.3. These requirements will be delegated to the SCSP Learning and Development (L&D) sub group who will report to the Chairs Forum on a quarterly basis and provide an annual update to be included in the SCSP annual report.

2.4 The L&D group also have a direct line of reporting to the SCSP via the named Priority Lead for the sub group.

## **3. Principles of the Training Strategy**

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

- all training is child focussed so that the voice of the child and the child’s welfare remains paramount but will incorporate a whole family approach
- training will be delivered by trainers who are knowledgeable about safeguarding, child protection and promoting welfare
- trainers will have relevant specialist skills and knowledge when delivering on complex areas
- all Sandwell training will be delivered by trainers who have qualifications and/or significant experience in delivering training programmes to adults
- training will be informed by current research, SCSP priorities, lessons from reviews, learning from audits, child deaths, national and local policy and practice developments
- training will be underpinned by the values contained within WT18
- training will be regularly reviewed and evaluated to ensure that it meets the agreed learning outcomes and has a positive impact on practice
- training will be evaluated under three dimensions: evaluation of the course, impact on practice and audit of practice/impact on the service delivered to children and their families
- training respects diversity and is inclusive of the wide range of individuals and organisations that have responsibility for safeguarding and promoting the well-being of children

3.2. The strategy has been informed by:

- Working Together to Safeguard Children 2018 (Updated December 2020)
- Children Act 1989, 2004
- Every Child Matters – Change for Children (2004)
- Common Core of Skills and Knowledge for the Children’s Workforce (2010)
- Data Protection Act 2018
- Safeguarding Children and Young People: Roles and Competencies for Health Care Staff (Intercollegiate Document 2019)
- Sustaining Quality: Standards for Inter-Agency child Protection Training and Development (PIAT 2003)
- Serious Crimes Act (2015)
- SCSP Business Plan
- Learning from Serious Case Reviews/Child Safeguarding Practice Reviews
- Learning from Individual Management Reviews
- Learning from Domestic Homicide Reviews
- Information Sharing Guidance
- Children and Social Work Act 2017
- Domestic Abuse Act 2021
- Keeping Children Safe in Education 2022
- Early Help strategy 2022-2024
- Community Safety strategy 2022-2026

**4. Training and Development Needs**

4.1. In order to assist with the identification of training and development needs, WT18 outlines particular ‘target groups’ based on their level of contact with children and/or parents/carers and their levels of responsibility. The target groups include members of statutory, independent and voluntary and community organisations, SCSP defines the groups as follows:

Group	Description
1	<b>Infrequent contact with children, young people and families</b> <i>(Back office and administration staff – Front door Contact Centre Staff – Environmental Health Officers – Librarians – School Cleaners – Receptionists – Street Wardens – School Governors)</i>
2	<b>Regular contact, or period of intense but irregular contact, with children, young people and families</b> <i>(Counsellors – Nursery Nurses – Dentists – Probation Officers – Leisure Coaches – Neighbourhood Officers – General Nurses – Attendance Officers – Sessional Youth Workers – Play Groups – Community Group Workers – Teachers – LSP’s – Early Years Workers (with no specific safeguarding role – Children Health Care assistants)</i>
3	<b>Works predominately with children, young people and families and involved in assessing, planning, intervening and reviewing children and young people’s needs and parenting capacity</b> <i>(Police Officers – Family Nurse Partnership – Health Visitors – Sexual Health Staff – School Nurses – Speech and Language Therapists – Children’s Nurses - LAC residential Workers – Foster Carers – Family Support Workers – Staff working with children with disabilities – Play Leaders/sports club welfare officers – Social Work Assistants – Youth Justice Service– DECCA – CPN’s – GP’s – Integrated Services Workers– Staff in refuges – Paediatricians – Childminders** -Nursery Managers &amp; Early Years Workers with specific safeguarding role) **Childminders are exempt from the statutory requirement to access Core Working Together; however, attendance is recommended by SCSP as good practice</i>
4	<b>Specialist role with responsibility for conducting s47 enquiries or working with complex cases, professional advisors, named or</b>

	<b>designated safeguarding lead (this can be across the safeguarding team)</b>
5	<b>Supervisor or manager of groups 1-4 above (including recruitment of staff to above groups)</b>
6	<b>Supervisor or manager of groups 1-4 above (including recruitment of staff to above groups)</b>

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

## 5. Single Agency Training

5.1. In line with requirements under section 11 of the Children Act 2004 to safeguard and promote the welfare of children, all agencies should have systems in place to identify the training needs of their employees. Agencies should also have systems in place to identify any reasons for workers not completing training courses. A single agency training questionnaire will be developed and sent out across partners to gain assurance that this is taking place.

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

5.3. Also, as part of the SCSP's quality assurance process (see section 11 for further details), partner agencies of the SCSP will be requested to provide \*assurance of the single agency safeguarding training being provided within their organisation. This may include:

- outline of respective courses
- how the agency evaluates their single agency training
- numbers and percentage of staff who have completed relevant training

\* Please note that related training information will also be requested as part of section 11 and section 175/157 audits undertaken separately.

## 6. Multi-agency Training

*“local organisations and agencies to work together in a system where.....learning is promoted and embedded in a way that local services for children and families can become more reflective and implement changes to practice.” SCSP MASA*

6.1. The SCSP is responsible for developing policies for safeguarding and promoting the welfare of children in the area of the authority, in relation to multi-agency training of people working with children, or in services affecting the safety and welfare of children.

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

- a shared understanding of the tasks, processes, principles, roles and responsibilities outlined in national guidance and local arrangements for safeguarding children and promoting their welfare
- more effective and integrated services at both the strategic and individual case level

- improved communication and information sharing between professionals, including a common understanding of key terms, definitions and thresholds for action
- effective working relationships, with families and partner agencies, including an ability to work in multidisciplinary groups or teams
- sound child-focused assessments and decision-making; Learning from Serious Case Reviews (SCRs)/Child Safeguarding Practice Reviews (CSPRs), reviews of child deaths, Domestic Homicide Reviews and IMR's
- a shared understanding of the language we use when talking with children and young people and recording interventions and concerns

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

- development of effective practice when working with children, young people and families
- promoting the welfare of children and young people
- a commitment to capturing the voice of the child
- knowledge of what services are available locally for children and families
- effective collaboration with colleagues across organisational boundaries
- understanding of one another's roles and responsibilities
- share knowledge and expertise
- understanding of how different agencies operate
- recognition of the value of multi-disciplinary working in safeguarding

6.4. Multi Agency training will be delivered via blended learning offer, this will include:

- workshops
- learning events
- eLearning
- face to face training
- face to face virtual training
- briefings
- webinars
- dissemination of learning resources such as subject specific safeguarding videos and guides

## **7. Learning and Development Sub Group**

7.1. The L&D sub group is responsible, on behalf of SCSP, for ensuring that both single and multi-agency training is delivered to a consistently high standard, and that a process exists for evaluating the effectiveness of training. The terms of reference is attached as an appendix.

7.2. The L&D sub group will provide information to SCSP regarding training provision and the costs of the multi-agency training programme on an agreed timescale. This will indicate:

- multi-agency courses offered
- number of places available on each multi-agency course
- number of applicants/participants to multi-agency courses
- agency background of applicants/participants
- number of participants who successfully completed multi-agency courses
- number of non-attendance on each course and income generated through non-attendance charging
- costs of commissioning independent trainers for each multi-agency course provided by SCSP

- costs of training venues and refreshments for each multi-agency course provided by SCSP
- course evaluations, including impact evaluations to inform course development
- risks that may need to be mitigated
- sufficiency

## **8. SCSP Members' Responsibility as Employers**

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

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

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

- providing staff with relevant expertise to support SCSP by delivering training and/or contributing to the work of the L&D subgroup
- releasing staff to attend the appropriate multi-agency training courses- using the Training Guidance and Expectations Document as a guide
- ensuring that members of staff receive relevant single agency training which enables them to maximise the learning derived from multi-agency training, and have opportunities to put their learning into practice
- contributing to the planning, resourcing, delivery and evaluation of training

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

9.1. Employees also have responsibilities as below:

- to maintain and improve their professional knowledge and competence
- to identify their own learning and development needs
- to access the training provided
- to keep a record of training attended
- to download and retain attendance certificates following successful completion of training

## **10. Role of SCSP Training Pool**

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

10.2. Consistent with this, the SCSP will develop and maintain a pool of experienced practitioners from a range of member agencies who will deliver the training courses outlined in the SCSP training catalogue.

10.3. In order to maintain a sufficient amount of trainers in the Pool, a "Train the Trainer" course will be offered twice per year to support new training pool members and act as a refresh for existing members. Training Pool members will be familiar with the content of Sandwell referral pathways,

observe courses before delivering them and all courses will be co-delivered, so that less experienced trainers are mentored by more experienced ones and thereby maintain standards of delivery.

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

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

- deliver the equivalent of three days of training
- attend quarterly Training Pool meetings (maximum two hours per meeting)

## **11. Quality Assurance Process**

11.1 Through the L&D sub group, the SCSP is required to seek assurance that the quality of both single and multi-agency training meets minimum requirements (appendix ii) and that agencies are ensuring training is offered to relevant staff.

11.2 Single agency training - whilst single agency training is the responsibility of the particular agency and is carried out by the agency for its own staff, it is important that certain standards are adhered to. Therefore a minimum standard checklist (appendix ii) has been agreed by the SCSP L&D sub group for individual agencies to use as a check list.

11.3 As part of the assurance the SCSP L&D sub group will request that agencies take part in a training audit so that the SCSP can gain a better understanding of the single agency training available to staff and be assured of the impact that this is having on practice.

11.4 Multi-agency training - measuring the quality and effectiveness of training will be done at various stages, detailed in four stages below.

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

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

Trainers will receive up to date training materials which have been regularly reviewed to incorporate recent research, findings from training evaluation, local and national guidance, lessons learnt from serious case reviews/child safeguarding practice reviews and government reports. They must also have the opportunity to practise and develop their skills and confidence in delivering training.

Commissioned external specialist trainers will be required to attend a 'Lead Tutor' bi-annual review workshop to receive and give feedback on courses. To regularly provide and receive up to date training materials which have been reviewed to incorporate recent research, findings from training evaluation, local and national guidance, lessons learnt from reviews and government reports.

## **Stages Two & Three Monitoring and Evaluation of Training**

Appropriate evaluation of learning is critical to ensure that the training provided is the most suitable and of an excellent standard. Evaluation will take place at 3 levels:

- **Initial Evaluation:** is concerned with the standard and quality of the training in terms of content and delivery and the relevance of the training to learners' roles.
- **Impact Follow Up:** is concerned with the impact of the training in the workplace, particularly on individual or team behaviour. Evaluation at this level measures knowledge acquired, concepts and values understood, skills gained or improved, attitudes changed, or a mixture of all, which leads to changed practice in the workplace.
- Audit activity is undertaken that evidences the difference made to practice and service delivery to the child and their family. This could be QPPA audits, section 11 audit, thematic reviews, or other audit activity agreed by the partnership.

Initial evaluation will be undertaken at the end of each training course and each learner will be asked to complete an online evaluation form in order to gain their certificate. Follow up evaluation of impact will be carried out between 3-6 months after the training. All learners will be invited to complete further evaluation via an online survey, a dip sample of learners and their line managers will also be contacted via telephone/email to complete an evaluation form which will look for evidence of effects on working practice.

## **Stage Four Evaluation Report**

All evaluations will be collated and analysed and a report of the key findings will be presented to the SCSP L&D sub group. A quarterly report will also be submitted to partners for review. The findings from the evaluation process will be used to inform the review of the training materials (which will be amended if necessary) and to feedback to the pool of trainers.



## SCSP Learning and Development Sub Group TERMS OF REFERENCE



### Document Control

Owner of document	L&D Sub Group Chair
Document ratified by SCSP	Dec 22
Review Frequency	12 Months

**Chair:** Lisa Harvey    **Vice Chair:** Claire Henley

### Introduction

Sandwell Children Safeguarding Partnership (SCSP) Learning and Development (L&D) Sub Group, commission's and delivers multi-agency training to complement single agency training and support partner agencies in meeting their statutory responsibilities with regards to safeguarding training. This is in line with the requirements of Working Together 2018 and other local and national policies, procedures and practice guidelines.

### Purpose

SCSP L&D Sub Group co-ordinates actions to learn from experience and improve services to safeguard children, young people and families. It supports the delivery of Sandwell's Multi Agency Training Strategy.

The Sub Group's core objective is to support the Partnership to create a learning culture where **good practice becomes standard practice.**

**Key Priorities** (These will be reviewed annually and be directly linked to the Business Plan)

- Neglect
- Exploitation
- Early Help
- Application of Thresholds

### **Accountability, Responsibility and Reporting**

All members will be responsible for linking to their senior management teams within their agencies and will take on projects/tasks as appropriate to their role on behalf of the group.

The group is ultimately accountable to the SCSP, the group will report to the Chairs Consultation Forum (CCF).

The Chair will be responsible for the provision of bimonthly reports to the (CCF) detailing progress against the groups work plan and, in particular, highlighting any shortfall in addressing the SCSP priorities for that year.

The Chair will also be responsible for the group's contribution to the SCSP annual report, ensuring that contribution is submitted within the timescale set by the partnership.

### **Membership, Quoracy, Authority**

The chair of the sub-group will be a member of CCF and will automatically attend CCF meetings in that capacity. Professional advisers may be co-opted as necessary.

Permanent members of the L&D sub-group must be senior representatives from their organisation and have responsibility to advise their organisations on training opportunities and ensure engagement in impact evaluation processes. They must also be able to advise on their organisational training needs, priorities, and trends.

Members may nominate a deputy to attend on their behalf but must ensure that their deputy is briefed on their responsibilities and is able to respond and act on behalf of their organisation.

Members will be required to participate in the ongoing evaluation of the learning and development offer, to include professionals from partner organisations playing an active part in the Training Pool to lead and support learning events.

To be quorate all meetings of the sub-group must have at least five members from at least three agencies. Urgent decision making/agreement can be made via other communication means if necessary.

### **Frequency and Record of Meetings**

- The sub group will meet at least six times per year. Additional formal or informal meetings (including task and finish or project steering groups) may be arranged and convened by the Chair as necessary. Ongoing administrative support will be available to the Chair of the group
- A review of the frequency of meetings will take place at the annual review of the L&D Sub Group during quarter one of each year.
- Meeting papers must be sent out five working days in advance of the meeting

- The action log will be sent out within five working days of meeting
- Minutes will be distributed within 15 working days of the meeting, the Chair or their designated representative will be responsible for approving draft minutes and action sheets in advance of their distribution

**Function**

In developing, implementing and reviewing a comprehensive training strategy the sub group will:

- Recommend to the SCSP a multi-agency safeguarding training programme which is informed by regular training needs analysis, local trends, learning from, and priority areas
- Recommend to the SCSP a multi-agency safeguarding eLearning programme which is informed by regular training needs analysis, local trends, learning from, and priority areas
- Ensure training needs are identified and are met within the context of local and national policy and practice development
- Review SCSP's training policy and oversee its dissemination, implementation and evaluation
- Quality assure training to ensure the continuous improvement of multi-agency training programmes and ensure programmes meet the needs of multi-agency partners across the Borough
- Produce evaluation reports/reviews annually
- Issue guidance on the training pathway for multi-agency partners working with children and families across Sandwell
- Maintaining the learning and development booking platform with up to date training and development opportunities offered by SCSP and facilitate booking on this platform for SSAB, DA, and other organisations where it is deemed Sandwell Multi agency partners may benefit from the training offer
- Develop, monitor and review a learning and development strategy
- Develop and monitor an annual work plan for the group's activities in line with the SCSP Business Plan and the stated priorities
- Set up 'task and finish' groups as required to progress the groups work plan
- Utilise learning from business unit activities, such as audits and reviews to drive forward the safeguarding agenda

The Learning and Development Sub-Group is authorised by SCSP to undertake the activities described in these Terms of Reference.

## Appendix ii



### Minimum content checklist for statutory training

SCSP outlines suggested training content for safeguarding training below, partner agencies are asked to ensure that any in-house/commissioned training is delivered in line with these as a minimum.

<p>Level 1 Safeguarding Children</p>	<ul style="list-style-type: none"> <li>• Working Together (most recent published) is an essential feature of all training in safeguarding and promoting the welfare of children.</li> <li>• What is child abuse and neglect, the signs and indicators of abuse and neglect, normal child development, maintaining a child focus and how to report concerns.</li> <li>• All staff are clear that safeguarding is everyone’s responsibility and they have a duty of care to report concerns</li> <li>• The training will equip staff for working with, communicating and sharing information with others.</li> <li>• Training will reflect anti-oppressive, non-judgemental and anti-discriminatory practice.</li> <li>• Awareness of the organisation’s basic safeguarding children procedures.</li> <li>• Awareness of who within the organisation should be contacted regarding any concern about a child’s safety or welfare (including who to contact if that person is unavailable).</li> <li>• Awareness of who within the organisation should be contacted regarding any concern about a Colleague’s behaviour towards a child or potential risk that they may present.</li> </ul>
<p>Prevent</p>	<ul style="list-style-type: none"> <li>• To provide an overview of the PREVENT Duty/Strategy</li> <li>• Legislative framework and duty to report</li> <li>• What is extremism and Radicalisation</li> <li>• How are people radicalised</li> <li>• Indicators</li> <li>• What is Channel</li> <li>• How to respond, report, record</li> <li>• How to offer support</li> <li>• Resources and signposting</li> </ul>
<p>FGM</p>	<p>NHS England and government Guidance</p> <ul style="list-style-type: none"> <li>• What is FGM – types of FGM, Gender based violence, how common, where is it practiced</li> <li>• Legal status, Legal duty to report and Human rights context</li> <li>• Safeguarding and abusive practice</li> <li>• identifying when a girl or young woman may be at risk of FGM and responding appropriately; (risks)</li> <li>• identifying when a girl or woman has had FGM and responding appropriately; and (indicators)</li> <li>• implementing measures that can prevent and ultimately help end the practice of FGM</li> <li>• Instructions on how and where to get help (signposting) including within staff member’s own organisation and structure</li> </ul>

	<ul style="list-style-type: none"> <li>• How to report concerns.</li> <li>• Key agencies, contacts and sources of support</li> </ul>
Lead Professional	Role and skills required to be a competent Lead Professional including dealing with difficult situations and accountabilities.
Introduction to EH in Sandwell	Introduction to Early Help in Sandwell. Understand when, why and how they should share information so that they can do so confidently and appropriately as part of their day-to-day practice.
Core Working Together	<ul style="list-style-type: none"> <li>• Working together to identify, assess and meet the needs of children where there are safeguarding concerns</li> <li>• Raise awareness of current legislation and Government guidance regarding their responsibility to co-operate with the local authority and other agencies where there are safeguarding concerns</li> <li>• Improve competence to identify, assess and articulate the impact of risk on the child</li> <li>• To evidence how the child's voice, wishes and feelings are visible throughout the safeguarding process.</li> <li>• To recognise barriers and challenges posed within the multi-agency safeguarding arena and respond appropriately with strategies to overcome them.</li> <li>• Raise awareness of the processes that are activated following referral to the Local Authority under s17/s47 of The Children Act 1989 and their contribution to these processes in terms of: <ul style="list-style-type: none"> <li>• Providing information and professional opinion;</li> <li>• Carrying out any necessary specialist assessment;</li> <li>• Providing reports;</li> <li>• Attending meetings;</li> <li>• Contributing to decision making;</li> <li>• Contributing to plans;</li> <li>• Managing disagreements or conflict with other organisations.</li> </ul> </li> </ul>

Training programmes should be continually revised to include SCSP priorities, lessons from local reviews and audits, national SCRs/CSPRs, research, policy change and other inquiries.

It remains the responsibility of all organisations to ensure their staff (and volunteers) have the appropriate training to meet the safeguarding competencies required for their job role.

