



**Cheshire West and Chester
Local Safeguarding Children Board
Multi-Agency Safeguarding Children**

**Learning & Development Strategy
2015 - 2018**

Introduction

Cheshire West and Chester Local Safeguarding Children Board (LSCB) is a multi-agency partnership established under the Children Act 2004. The LSCB, in line with Working Together to Safeguard Children 2015 and the 2006 LSCB Regulations operates to coordinate and ensure the effectiveness of safeguarding activity of all agencies within Cheshire West and Chester.

Alongside its core objectives the LSCB has specific functions in respect of training which include:

1. Developing policies and procedures for safeguarding children in relation to training of persons who work with children or in services affecting the safety and welfare of children¹; and
2. Monitoring and evaluation of the effectiveness of training, including multi-agency training, to safeguard and promote the welfare of children².

Chapter 4 of Working Together to Safeguard Children 2015, notes that staff and organisations need to reflect on the quality of their services and learn from their own practice and that of others. Learning should be shared. In order to underpin this LSCBs are required to have a Learning and Improvement Framework in place. This strategy supports the Cheshire West and Chester LSCB's Learning and Improvement Framework.

The purpose of this strategy is to outline the LSCB strategic vision and priorities around training for the next 3 years. This strategy sits alongside the LSCB Business Plan and aims to support its achievement.

The current LSCB priorities are:

1. To be assured that there is efficient, effective and co-ordinated responses to the identified needs of children, across the 'continuum of need' that results in improved outcomes for those children. (Improving Outcomes)
2. To demonstrate that the voice of the child is central to our work and that the views of young people, their families and frontline practitioners inform practices and shape services. (Engagement)
3. To be assured that we know our most vulnerable children and effectively safeguard them. (Knowledge)
4. To continually develop and improve the way we work so that outcomes for children improve. (Learning)
5. To provide strategic leadership across the partnership in relation to safeguarding. (Leadership)

¹ Regulation 5 of the Local Safeguarding Children Boards Regulations 2006.

² Working Together to Safeguard Children: A Guide to inter-agency working to safeguard and promote the welfare of children March 2015, p60

Within these priorities the LSCB has also identified the need to focus upon particular vulnerable groups including: Children in Care & Care Leavers, children with disabilities, Young Carers, Missing children, children at risk of sexual exploitation, children at risk of radicalisation and children who experience domestic abuse.

This strategy aims to support these priorities by ensuring that all agencies, staff, volunteers and the community have an understanding of safeguarding and how they can play their part to ensure the well-being and safety of children and young people in Cheshire West and Chester. This will be achieved through provision of effective learning and development opportunities developed from best practice guidance.

In line with the LSCB multi-agency structure this strategy will be reviewed and updated by the Learning & Development Sub Group of the LSCB which consists of representatives from:

- Health Sector
- Police
- Local Authority
- Voluntary, Community and Faith Sector
- Early Years Sector
- Education
- LSCB Support Staff

The Sub Group will monitor progress made against the strategic priorities and ensure challenge is made where progress is not taking place as planned. The multi-agency shared ownership will also ensure that LSCB training continues to meet the needs of the multi-agency workforce.

Framework for Learning

The broad framework for effective safeguarding children training is outlined in Working Together to Safeguard Children 2010³. (Note that Working Together to Safeguard Children 2015 does not contain reference to safeguarding children training levels, and therefore does not supersede the 2010 guidance). This identifies:

- A shared understanding of the tasks, processes, principles, roles and responsibilities and local arrangements for safeguarding children and promoting their welfare;
- More effective and integrated services at both the strategic and individual case level;

³ Working Together to Safeguard Children: A Guide to inter-agency working to safeguard and promote the welfare of children. DCSF March 2010.

- Improved communication between professionals including a common understanding of key terms, definitions and thresholds for action.
- Effective working relationships, based on respect and an understanding of the role and contribution of different disciplines.
- Sound child focused assessments and decision-making
- Learning from Serious Case Reviews (SCRs) and reviews of child deaths.

In order to support development of these core competencies and meet the learning needs of a range of groups across the workforce, the LSCB has developed 4 levels of training that support development of such skills:

Level 1 – LSCB Introduction to Safeguarding Children and Vulnerable Adult course and LSCB Safeguarding Children Induction Booklet – Suitable for staff in groups 1 – 6.

Level 2 – Basic Awareness to Safeguard Children – Suitable for staff in groups 2 – 6.

Level 3 – LSCB Training (e.g. Working Together to Safeguard Children) – Suitable for staff in groups 2 – 6.

Level 4 – LSCB Advanced and Specialist courses – Suitable for staff in groups 2 - 6.

Group 1

Staff in infrequent contact with children, young people and/or parents/carers who may become aware of possible abuse or neglect. For example, librarians, GP receptionists, community advice centre, groundsmen, school crossing patrol, recreation assistants, environmental health officers.

Group 2

Those in regular contact or 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 the Team around the Family Assessment (Taf). For example, housing, hospital staff, the police other than those in specialist child protection roles, sports development officers, allied health professionals, disability specialists, faith groups, community youth groups, play scheme volunteers.

Group 3

Members of the workforce who work predominantly with children, young people and/or their parents/carers and who could potentially contribute to assessing, planning, intervening and evaluating 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.

Group 4

Members of the workforce who have particular responsibilities in relation to undertaking section 47 (child abuse) enquiries, including professionals from health, education, police and children’s social work service; those who work with complex cases and social work staff responsible for co-ordinating assessments of children in need.

Group 5

Professional advisors named and designated lead professionals.

Group 6

Operational managers at all levels to include practice supervisors, front line managers, managers of child protection units, those considered experts within this field, managers actively involved via oversight or direct management of safeguarding cases.

Learning & Development Opportunities

The LSCB Learning & Development Programme is reviewed and updated on an annual basis from data gathered from monitoring and evaluation and Training Needs Analysis. Below represents the core areas of training provided.

<p>Level 4</p> <p>Advanced and specialist courses and briefings</p>	<p>Level 3</p> <p>Working Together to Safeguard Children Courses</p> <p>LSCB Topic Specific Courses</p>	<p>Level 2</p> <p>Basic Awareness (provided by own employer)</p> <p>LSCB Basic Awareness Courses</p> <p>E-learning packages</p>	<p>Level 1</p> <p>Safeguarding Children Induction Booklet</p> <p>Joint Safeguarding Adult and Children Introduction to Safeguarding Workshop</p>
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Each Level is relevant to a different staff group as outlined in Working Together 2010 to ensure core knowledge and skills training are available to all.

Alongside these core courses the LSCB also seeks to provide topic specific learning that is relevant for priority issues, such as Domestic Abuse. A series of briefings are also delivered to ensure that staff can receive prompt updates about safeguarding, for instance learning from local practice reviews (PLRs) and Serious Case Reviews. The LSCB also promotes access to any nationally available e-learning that is of assured quality such as that provide by ECPAT UK and the Forced Marriage Unit.

Some courses are joint Safeguarding Adult and Children initiatives developed between the Cheshire West and Chester Safeguarding Adult Board (LSAB) and LSCB to bring the adult and children workforce together to foster mutual learning and understanding, such as the Introduction to Safeguarding Workshop and Domestic Abuse courses and Alerter Basic Awareness.

In future it is envisaged that the Learning and Development Strategy for the LSAB will be revised with a view to co-ordinating further the work of both boards and placing greater emphasis on the need for all staff working with children and families to adopt a 'think family' approach and seek assurance that there is a skilled workforce that is alert to the needs of children and vulnerable adults.

Throughout the year the LSCB endeavours to be responsive to emerging issues and need. For example, by providing specialist conferences and events, bite size sessions and briefings open to multi-agencies. These are provided on an ad hoc basis identified through the LSCB Learning & Improvement Framework.

Monitoring & Evaluation

The LSCB will be conducting a Training Need Analysis on an annual basis which will ensure we are able to monitor training needs across the multi-agency partnership to;

- Identify training gaps for priority groups across agencies
- Identify capacity issues
- Identify agencies in need of targeted support to meet learning & development needs of their workforce
- Collate feedback from the multi-agency on current training provision
- Identify single agency training in need of Quality Assurance

This data is used to identify the level of delivery required across the 4 training levels, any organisation in need of prioritisation for places on LSCB courses and any gaps in learning and knowledge that need to be addressed and to ensure appropriate and sufficient training is available and being accessed in Cheshire West and Chester.

In relation to monitoring of the impact of the courses a number of processes are currently in place:

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- **Post Course Evaluation Forms** provide immediate insight into remaining gaps in knowledge, plans to implement into practice, development points for the course and additional training needs not currently available. They also enable us to quality assure the delivery of the course by members of our training pool, in addition to observation.
- **Pre and Post Course quizzes** provide quantitative evidence of immediate learning from the input to validate the impact of content on practitioner knowledge base. Any courses unable to maintain an average knowledge increase of 2 are considered to need significant re-development to ensure they are sufficiently challenging.
- **Post course Outcomes questionnaires** require the supervision process to review the impact of learning and evidence the impact on learner practice.
- **Post course telephone interviews** with a sample of learners to explore the impact of learning on outcomes for children and families.

The LSCB also has a duty to evaluate the outcomes of training on the children, young people and families it aims to safeguard. Two processes are in place to monitor and gather evidence in this area. Firstly, the post course outcomes questionnaire requires supervisors to explore and provide specific examples where application of learning has created a positive outcome for the service user.

Secondly to explore outcomes on a wider scale requiring all participating agencies to provide examples of the impact on children, families and vulnerable adults from application of learning. The latter two processes will provide individual examples of learning leading to safeguarding action and support.

Alongside this the LSCB also has to be assured that Level 2 training provided by individual agencies is operating within Working Together framework and is likely to meet the needs of the workforce. The LSCB Learning & Development Sub Group undertake a verification process on submitted single agency Level 2 training packages. This is done through development of a small Task and Finish group chaired by the LSCB Training Officer to review submitted course materials against an agreed content framework. Agencies are required to make any recommended amendments and re-submit materials at which point the package can be validated for a maximum of 3 years. Targets for this process are identified from the annual Training Needs Analysis.

Training Data

In order to monitor training a range of measures are recorded: places available, courses delivered, applications received, and attendance and utilisation. This data is

reported on a quarterly basis to the Learning & Development Sub Group and Main Board. This enables concerns to be flagged and addressed in a timely way.

LSCB maintains a training database for all of its courses. LSCB partner organisations are provided with data from course attendance on a quarterly basis in order to maintain their own training records.

Funding

All LSCB training is currently funded through allocation of partner agencies' contributions to a ring fenced training budget.

This ensures the sustainability of the training and provides for additional commissioned packages that may be required due to emerging needs within the training period

To further support training the LSCB also operates a charging policy. This is limited to private sector organisations, those that do not contribute to the LSCB, large charities with training budgets, and profit making organisations. A charge can also be levied for failure to attend a session without providing sufficient notice (7 working days). These charges assist to generate funds to supplement those made available already.

For any further information relating to Safeguarding Children Training provided by the LSCB:

Visit - www.cheshirewestlscb.org.uk

Email – LSCBTrainingandEvents@cheshirewestandchester.gov.uk

Call – LSCB Administration 0151 35 66819