

Training & Learning Strategy 2014-2016

Working Together states the 'Employers are responsible for ensuring that their staff are competent to carry out their responsibilities for safeguarding -and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role'.

The Luton LSCB supports employers by ensuring that their workforce are trained to a competency level according to the role and meeting their safeguarding responsibilities.

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1. Introduction

The Luton Local Safeguarding Children Board Training and Learning Strategy supports the Luton workforce in protecting children and young people from harm, to recognise child maltreatment and to take effective action as appropriate to their role. Therefore, all Luton employers have a responsibility to ensure their workforce is sufficiently trained and competent in carrying out their statutory duties as outlined in Section 11 Children Act 2004.

The Luton Safeguarding Children Board (LSCB) Training and Learning Strategy has been updated to reflect updated guidance and the publication of Working Together to Safeguard Children 2013, which states that:

Safeguarding children - the action we take to promote the welfare of children and protect them from harm - is everyone's responsibility. Everyone who comes into contact with children and families has a role to play (WT2013 page7)

Working Together 2013 defines Safeguarding and promoting the welfare of children as:

- protecting children from maltreatment;
- preventing impairment of Childrens health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes

The Strategy is reflective of the Munro Review of Child Protection, *A child-centred system*, published in 2011, where Professor Munro set out the importance of Local Safeguarding Children Boards monitoring the effectiveness of partner agencies and recognised that they are key to improving multi-agency working, to support and enable partner organisations to adapt their practice and become more effective in safeguarding children and states:

‘...well placed to identify emerging problems through learning from practice and to oversee efforts to improve services in response.’¹

¹ The Munro Review of Child Protection, Department of Education 2011

2. LSCB Standard Competency Framework

Multi-agency training provides a forum to identify a robust learning and improvement competency framework which enables practitioners to identify and clarify the strengths and challenges to agencies, working and strives to build sound networks that are the basis for effective and co-ordinated child protection practice. Luton LSCB seeks to promote a culture of learning through reflective practice and across the Childrens and Adults Workforce.

This strategy will set out the framework to ensure staff at all levels meet the competencies in accordance with their role.

Safeguarding competences are a set of abilities that enable staff to effectively safeguard, protect and promote the welfare of children and young people. Competencies are a combination of skills, knowledge, attitudes and values that are required for safe and effective practice and positive outcomes for the children and young people of Luton.

All staff employed or volunteering at organisations who work with children, young people and their families must receive safeguarding training that is appropriate for their role and responsibilities.

The competency framework identifies 3 tiers of staff.

Tier 1 - includes paid or unpaid workers or volunteers in any role. These members of staff are not employed to work directly with children and their families but may come into contact with them through their work.

For example; **Librarians, Receptionists, Community/ Leisure Centre staff, Refuse Collectors, Housing staff, Fire-fighters, Police Officers, School Caretakers etc**

Tier 2 - staff in regular contact with children, young people and/or adults with parental responsibilities and who are employed to work directly with them.

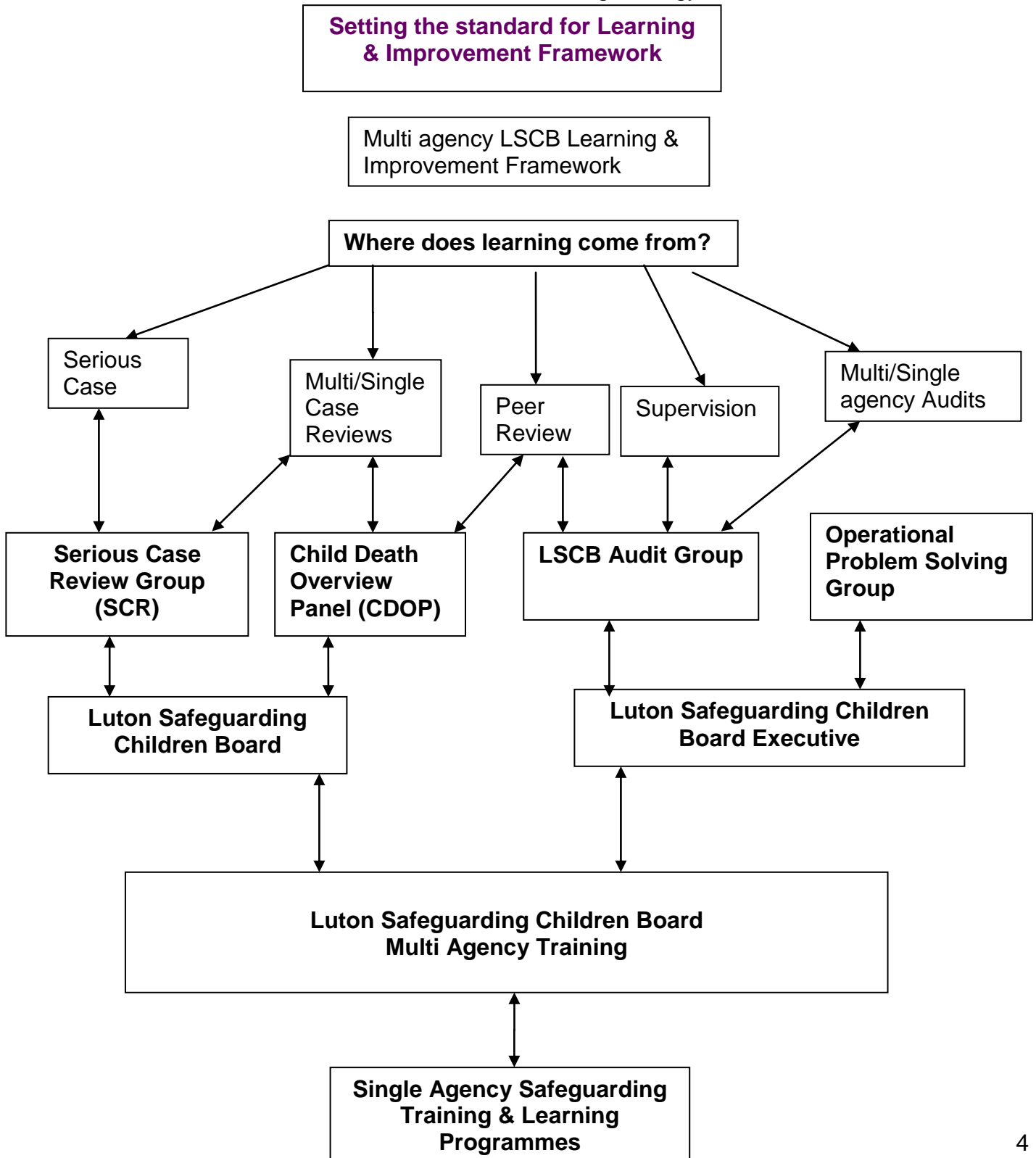
For example; **Doctors, Youth Workers, Social Workers, Midwives, Youth Offending staff, Teachers & those employed to work with adults who have children.**

Tier 3 - includes managers of those identified as part of tier 2 and those in designated safeguarding positions.

For example; **Safeguarding Social Workers, Identified Health Professionals, Members of the LSCB Executive and LSCB approved trainers etc.**

3. Standard for LSCB Learning & Improvement Framework

Individuals organisations are responsible for implementing single agency safeguarding children training, to consider the implications of this strategy in relation to the 'single agency safeguarding children training' they provide, and ensure that *single agency safeguarding children training strategies* produced for their own organisations are consistent with the Luton LSCB training strategy.



4. LSCB Business plan

The LSCB Business Plan is reviewed on an annual basis and priorities are agreed and reflect both national and local issues, which the Training and Learning Strategy supports in relation to planning, delivery and impact evaluation of safeguarding training. However, all agencies have a shared responsibility for delivering on these priorities in addition to their single agency responsibilities.

The strategic priorities are:

1. To maintain robust governance arrangements ensuring the independent authority of the LSCB as a statutory body is recognised
2. To continue to promote participation, communication and consultation with children and young people, parents and carers
3. To continue to ensure effective safeguarding policies and procedures are in place to support the work of professionals and review existing policies and procedures (in line with Working Together 2013) to enable professional judgment and collaborative working
4. To further improve the quality and effectiveness of safeguarding practice through effective oversight, challenge and measuring of impact
5. To ensure the Childrens workforce is supported by the provision of relevant and high quality single agency and multi agency Safeguarding training
6. To learn from child deaths and other serious incidents

5. LSCB Training Values

Luton LSCB seeks to promote the following training values:

- Children and young people have the right to be protected from abuse, neglect and exploitation
- Recognising and valuing the cultural and racial diversity of Luton's many communities and extending this commitment by incorporating anti-discriminatory practice in respect of gender, race, religion, ethnicity, disability and sexual orientation into both the planning and delivery of safeguarding children training
- The needs of the child regardless of age, gender, sexuality, race, religion, ethnicity, disability or background are placed at the centre of the training agenda
- The shared nature of agencies' safeguarding responsibilities and the importance of effective multi-agency working in discharging these responsibilities

- The value of multi-agency training to promote collaborative working and good information sharing practice
- The importance of reviewing, monitoring the impact of training within a quality assurance process is imperative, as it will demonstrate continuous professional development-
- The importance of single/multi agency training will ensure the workforce are competent to promote with well being and safeguards for both children and young people of Luton-

6. Statutory Responsibilities of the LSCB

The LSCB has a statutory function to monitor and evaluate the effectiveness of training, including multi-agency training, to safeguard and promote the welfare of children. Training is the one service that LSCBs can either commission or deliver (*Working Together 2013*, Regulation 5 of the *Local Safeguarding Childrens Boards Regulations 2006* and Section 14 of the *Childrens Act*)².

The LSCB Ofsted framework states that a high performing LSCB ensures that:

- sufficient, high-quality multi-agency training is available-
- all LSCB members support access to the training opportunities in their agencies.
- there is a comprehensive range of training for managers and practitioners that is directly related to multi-agency improvement priorities-
- it evaluates its effectiveness and impact on improving front-line practice and the experiences of children, young people, families and carers-

The training programme is reflective of a collaborative workforce needs analysis of all agencies, building on learning improvements which are identified through partnership agency reviews and audits of safeguarding children practice.

Organisation and delivery of training is not identified as part of the core requirement for LSCBs. However, previous research undertaken for DCSF and DH '*Safeguarding Children Initiative*' (*Carpenter, J., Szillassy, E., Patsios, D., and Hackett, S., University of Bristol, unpublished*), found positive outcomes for inter-agency training provided by LSCBs in terms of 'substantial gains in knowledge of the substantive topic and self confidence regarding safeguarding policies and procedures'³.

'The LSCB should review and evaluate the quality, scope and effectiveness of single and inter-agency training to ensure it is meeting local needs, and should report on this annually to the Childrens Trust Board' (4.20 *Working Together 2010*).

All training should:

"Place the child at the centre and....create an ethos which values working collaboratively with others (valuing different roles, knowledge and skills), respects diversity (including culture, race, religion and disability), promotes equality, and encourages the participation of children and families in the safeguarding process" (4.25; 26 *Working Together 2010*)

7. Responsibilities of individual Agencies

Section 11 of the Children Act 2004 places a duty on key people and bodies to make arrangements to ensure that their functions are discharged with regard to the need to safeguard and promote the welfare of children. The application of this duty will vary according to the nature of each agency and its functions.

Both Common induction standards and the Common Core of Skills and Knowledge specifically highlight what is required for Safeguarding Children, enabling integrated multi-disciplinary teams and individuals including volunteers, to work together more effectively in the interests of the child. The skills and knowledge are described under six main headings and include:

- *safeguarding and promoting the welfare of the child*
- *inter-agency working and information sharing*

Working Together 2013 outlines the roles & responsibilities of agencies regarding training and states:

- *Employers are responsible for ensuring that their staff are competent and confident in carrying out their responsibilities for safeguarding and promoting Childrens and young people's welfare*
- *Employers should ensure that all those in contact or working with children and young people and/or with adults who are parents or carers have a mandatory induction, which includes familiarisation with their child protection responsibilities and the policies and procedures to be followed if they have concerns about a child's safety or welfare.*

8. Workforce Development provision & Resources

a) Single Agency Training

All staff, as a minimum, should have some input regarding Safeguarding children as part of their induction. This should include the definitions of the 4 types of abuse, main signs and indicators, staff obligations to safeguard children and the procedures to be followed if any individual worker has concerns. This induction should then be followed by a Level 1 Minimum of a one day course for those staff who will have contact with children & young people and/or their parents/carers.

Each agency should ensure sufficient resources are available for single agency training to be delivered on a regular and timely basis.

Working Together (2013) outlines the knowledge and expertise staff require before embarking on inter-agency training. The LSCB will continue to monitor and evaluate the

delivery of single agency training and ensure that LSCB minimum standards for single agency training are met. (Appendix 1)

An LSCB standardised package is available as a baseline for all single agency training. Updates and refresher training / learning opportunities should be made available at least every 3 years (2 yearly for designated teachers)

b) Multi-agency training

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

- providing staff who have the relevant expertise to support the LSCB allocating the time required to complete inter-agency training tasks effectively
- releasing staff to attend the appropriate inter-agency training courses
- ensuring that staff receive relevant single-agency training that enables them to maximise the learning derived from inter-agency training, and have opportunities to consolidate learning from inter-agency training; and
- contributing to the planning, delivery and evaluation of training.

The purpose of multi agency training is to achieve better outcomes for children and young people through:

- a shared understanding of the tasks, processes, principles, roles and responsibilities as outlined in national and local guidance for safeguarding children and promoting their welfare;
- improved communication between all members of the Childrens and Adults Workforce including a common understanding of key terms, definitions and thresholds for action;
- effective working relationships, including an ability to work in multiagency-disciplinary groups or teams;
- sound decision making based on information sharing, thorough assessment, critical analysis and professional judgement.

Inter agency training will complement that available on a single agency basis and will be linked to clear values, standards or practice, policies and procedures, current research and practice experience. It will aim to promote a common & shared understanding of the respective roles and responsibilities of different professions.

Training will be provided at a number of levels to address the learning needs of different staff. Staff will be defined as belonging to a particular 'group' dependent on their particular roles and responsibilities in relation to safeguarding children (Appendix 2).

c) E-Learning

LSCB will continue to utilise e-learning packages available for all staff working with Children and their parents/carers. Luton LSCB provides e-learning through Virtual College Safeguarding Children e-academy to deliver a range of eLearning modules from basic awareness to more targeted modules such as;

Information Sharing, Child Sexual Exploitation, Children with Disabilities, Culture Awareness and Safer Working Practices. Each agency needs to have a clear strategy to ensure that e-learning is implemented appropriately and staff are supported with the use of and limitations of e-learning, and where applicable a 'blended learning approach' may be required.

9. Continuing Professional Development

Supporting employees with their continuing professional development is as important in the area of safeguarding as it is in any other area of professional practice and competence. CPD activities need to consolidate and build on existing skills and knowledge, to ensure that professional practice is improved, and methods of delivery will be flexible and appropriate for different learning styles.

10. Working in Partnership

10.1 The University of Bedfordshire

Whilst 'accrediting' learning events is important, it is equally important that learning events provide a pathway to an award based on continuous professional development. Such pathways may be linked to both professional and higher educational awards and these awards would be available to LSCB approved trainers and delegates where appropriate.

Luton Borough Council's Corporate Learning & Development Team, which manages the multi agency training programme for Luton LSCB, already works closely with representatives of the University of Bedfordshire and will continue to forge further working relationships as part of this process.

10.2 Luton Domestic Abuse Forum

As part of the Luton Crime and Disorder Partnership Domestic Abuse strategy, a programme of domestic abuse training has been developed for adults and Children's services, in close collaboration with the Luton Community Safety Partnership. The programme is promoted as part of the wider Safeguarding programme.

10.3 Neighbouring Safeguarding Children Boards

Collaborative working practices are in situ with neighbouring LSCBs where appropriate. Stronger links have been formed with agencies across Bedfordshire, including the Police, Probation, Health and Mental Health Partnership Trust (SEPT). LSCB training leads have been identified across Luton, who act as a representative of their agency to disseminate messages from Serious Case Reviews (SCR) and Independent Management Review (IMR), training events and Training Needs Analysis (TNA) to ensure that any future training/learning opportunities are identified and commissioned where appropriate.

10.4 Public Health Unit

Collaborative working between Corporate Learning & Development and Luton's Public Health Unit, ensures the development of relevant courses that complement those delivered within the LSCB multi-agency training programme.

10.5 Safeguarding Adults at Risk

Whilst it is recognised that there are distinct operational differences between the safeguarding of children and safeguarding adults at risk, the multi-agency Safeguarding programme is designed to meet the development needs of practitioners working in both services, where children, young people and adults are at the centre of the service being provided. This includes joint training, in relation to e.g. transition arrangements; families being supported by both Adults and Childrens Services; joint protocols; assessment skills. Single agency safeguarding Awareness training is delivered as a joint briefing covering Adults and Children safeguarding requirements.

11. Quality Standards and Evaluation

Sustaining Quality: Standards for Inter-Agency Child Protection Training and Development (published by PIAT, 2003) provides guidance about standards of inter-agency child protection training and guidance about developing sound quality assurance processes.

These standards have been adopted in principle and a refined version of the standards has been developed and adopted as Inter-Agency 'Training Code of Practice' (Appendix 1)

Specifically the training will seek to:

- Reflect that the welfare of the child is paramount
- Encompass Anti-Oppressive Practice and challenge discrimination
- Validate inter-agency working and reach a wide inter-agency audience
- Relate clearly to legislation, local policy and procedures
- Be up to date, rooted in best practice, and informed by Serious Case Reviews (SCRs) and Independent Management Reviews (IMRs)
- Take account of different adult learning styles
- Be responsive to local needs and subject to evaluation and review

11.1 Facilitator competence

Those responsible for delivering multi-agency training and development will work to an agreed level of competence and will have access to development opportunities to enhance their own knowledge and skills.

Luton Borough Council's Corporate Learning & Development Team launched a new Quality Assurance Procedure in April 2013. This is designed to:

- a) Ensure trainer delivery skills are of an agreed and appropriate standard
- b) Evaluate all training events to levels 3 and 4 of Kirkpatrick's model
- c) Continually monitor the suitability of both internal and external training providers

11.2 Impact evaluation

The Corporate Learning & Development team is committed to ensuring that all learning events are impact-evaluated, to measure the difference training has on service delivery and performance. This is reflected in the Service Level Agreement in place with the LSCB.

The LSCB also recommends that all individual agency training leads promote the development of robust systems for measuring the impact of safeguarding training and staff competence through existing supervision and professional development appraisal/review processes including the use of peer review as part of their own Single Agency and report back to the on an annual basis with quarterly updates being submitted to the LSCB Executive meetings.

12. Standardisation of Training

The Senior Learning & Development Officer within Luton Borough Council's Corporate Learning & Development Team works in partnership with the safeguarding children training lead from each member organisation to ensure the effective implementation of level 1 foundation training and, in particular, to ensure a consistent approach across all agencies.

Each agency has developed their own package of training/learning activity with endorsement from the LSCB and validation panel as a programme that meets minimum standards.

Training Code of Practice for Trainers

Training Principles

LSCB & DA approved Training seeks to ensure that the training offered, from planning through to delivery and evaluation, is based on sound principles and standards.

Specifically, the training should seek to:

- *Reflect that the welfare of the child is paramount*
- *Encompass Anti-Oppressive Practice and challenge discrimination.*
- *Validate inter-agency working and reach a wide inter-agency audience*
- *Relate clearly to legislation, local policy and procedures*
- *Be up to date and rooted in best practice*
- *Take account of adult learning styles*
- *Be responsive to local needs and subject to evaluation and review.*

We are committed to providing training on the following basis:

- *Courses that are relevant, informative, stimulating and enjoyable*
- *A supportive and emotionally safe learning environment*
- *Trainers who are professionally competent*
- *Efficient and courteous administration of all course applications*
- *High quality pre-course information and handouts.*

Minimum Standards:

- *Courses will generally have no more than 20 and no less than 12 participants unless otherwise stated.*
- *Where possible, courses will be facilitated by two trainers with an experienced facilitator leading the course.*
- *A group agreement will be negotiated at the beginning of each course and will include clarity with regard to discussing issues of a confidential nature, and that such information will not be used or discussed outside the scope of the training. Naturally this position is superseded by any disclosure of a child protection issue, which will be handled by usual procedures.*
- *Wherever possible, venues will be fully accessible and every effort will be made to meet the individual requirements of all delegates.*
- *Delegates will be expected to attend all necessary elements of a course before receiving a certificate of completion.*
- *Courses will start and finish no later than is stated on course programmes.*
- *All courses will incorporate appropriate breaks for refreshment and comfort.*

- *Delivery will utilise a variety of methods according to the principles of participatory & adult learning.*
- *Courses will be evaluated and reviewed regularly and participant's feedback will be taken into account in course development.*
- *Courses will be delivered within an 'equal opportunities' framework. Facilitators will be expected to challenge prejudice and actively encourage an awareness of anti-oppressive practice.*
- *Any delegate behaving in a manner that is disruptive to the group, may be asked to leave the course.*
- *Course content will be supplemented by high quality reading materials as required.*
- *Any complaints about training will be dealt with in the first instance by the Senior Lead Officer, Corporate Learning & Development Team and relevant Training Lead.*

All LSCB/DA Approved Trainers can expect to be:

- given adequate information about venues and delegates, relevant course materials and trainers notes at least 3 weeks before the course date.
- provided with adequate opportunities to observe relevant training before course delivery. No trainer should be expected to deliver training without adequate support and preparation.

All LSCB/DA Approved Trainers will be expected to:

- commit approx 10 days a year to their development as trainers, to include trainer's meetings, preparation, learning and development opportunities and training delivery. This will need to be discussed and agreed by the trainer's line manager.
- be available to deliver a minimum of two courses a year, as negotiated.
- confirm their availability for allocated dates within 7 working days of receiving notification.
- honour their commitment to an agreed course date and not withdraw their involvement unless absolutely unavoidable
- respect 'reserve trainer' allocations and note that as a 'reserve' they may not be called upon until the morning of the course itself.
- access a minimum of two safeguarding/domestic abuse professional development opportunities a year including 'train the trainers' courses where appropriate. *If they do not access the LSCB professional development programme, they will be expected to provide evidence of their attendance at alternative learning and development opportunities. This may be in the form of an attendance certificate.*
- 'mentor' new trainers before and during course delivery.
- meet with their co-trainer to prepare for delivery, at least two weeks before the course begins.
- observe delivery of relevant courses in preparation for their role.
- contact the relevant training administrator at least two weeks before the course date to negotiate collection of materials.
- arrive at venues at-least 30 minutes before the start of the course to prepare the room as necessary and greet delegates.
- complete a brief 'Trainer's report form' at the end of each course and return to the relevant training administrator within 5 days of course completion.
- take responsibility for tidying all venues as necessary at the end of delivery, leaving the room in an acceptable state.

- organise the return of materials, delegate lists and evaluations to the relevant training administrator within one week of completion.
- promote the 'Training Principles' outlined on the previous pages. In particular, trainers should demonstrate a positive approach to inter-agency working and anti-oppressive practice.

In the event of a complaint - about an individual trainer the relevant Training Lead & LBC Senior Learning & Development Officer will discuss the complaint with the trainer and, if necessary, notify the trainer's line manager. The trainer's line manager will then be responsible for deciding whether or not their complaints/disciplinary procedure should be engaged.

If any trainer is unable to maintain the required minimum standards outlined in this document, the LBC Senior Learning & Development Officer/Domestic Abuse Co-ordinator reserves the right to discontinue their involvement in the delivery of safeguarding training.

LSCB: Updated April 2013

On behalf of the Luton Safeguarding Children Board: