



Peterborough Safeguarding Children Board

**Training Strategy
April 2014- March 2015**

Introduction and Scope

'Local Safeguarding Children Boards (LSCBs) should monitor and evaluate the effectiveness of training, including multi-agency training, for all professionals in the area. Training should cover how to identify and respond early to the needs of all vulnerable children...'

'Professionals working in universal services... should have access to training to identify and respond early to abuse and neglect, and to the latest research showing what types of interventions are the most effective.'

Working Together to Safeguard Children 2013

Local Safeguarding Children Boards are responsible for safeguarding and promoting the welfare of children: this includes ensuring that there are appropriate training and learning opportunities for people who work with children and families.

The purpose of this document is to provide a framework to support safeguarding training in Peterborough, so that those who work with children, young people and families – including managers, practitioners and volunteers – are appropriately skilled, competent and confident in carrying out their responsibilities in regard to safeguarding. This strategy is aligned with both Working Together 2013 Guidance and the Peterborough Safeguarding Children Board's Business Priorities.

This strategy will detail the following:

- How the PSCB, along with partner agencies, will support this year's Business Plan objectives;
- The responsibilities of partner agencies with regard to safeguarding training offered to their staff, and support for PSCB multi agency training and events;
- The role of the PSCB in quality assuring training delivered by partner agencies;
- The responsibilities of the PSCB with regard to ensuring there is sufficient high quality training available – including multi-agency training provided by the PSCB – and identify gaps in order to develop and provide required training;
- Best practice required minimum training recommended for all staff;
- The PSCB's strategy for monitoring the effectiveness of single and multi-agency training, and demonstrating the impact of training and the difference it is making to improve the lives of children and families;
- The role of the Training and Improvement Group.

(See Appendix 1 for the PSCB Training Principles, agreed by all partner agencies)

As part of the strategy, alongside the PSCB Business Priorities, we need to consider the following questions, and review our responses to them at regular intervals:

- How does our training link to issues and gaps identified through monitoring, auditing and quality assurance activity?
- Are we clear about the benefits to be gained from multi-agency rather than single agency training and how do we make sure we realise those benefits?
- How is the impact of training measured?
- How does the training align with audit activity and gaps identified through this?
- How do we ensure that practice improves as a result of training activity?

This strategy needs to be flexible enough to respond to emerging issues, and regular review is essential to take account of changes both locally and nationally, thus the strategy will be refreshed on an annual basis.

PSCB Business Plan 2014-2015

This strategy is closely aligned with the Peterborough Safeguarding Children Board Business Priorities. Training and learning activity provided by partner agencies will need to take account, and be supportive of the PSCB Business priorities and this will be monitored by the PSCB Strategic Learning & Development Group (– see Appendix 2 for SLDG Terms of Reference).

The Peterborough Safeguarding Children Board Business Plan 2014-15 has seven key priorities:

- Early help and prevention
- Agencies are making a significant and meaningful contribution to safeguarding
- Workforce has the right skills, knowledge and capacity to safeguard children
- Understanding the needs of all sectors of our community and are able to identify safeguarding issues within them
- Children are fully protected from the effects of domestic abuse and neglect
- Children are fully protected from child sexual exploitation

All partner agencies are required to consider and provide details of how training and learning activity within their agency will support the PSCB priorities.

Responsibilities of Partner Agencies

'Principles for learning and improvement

The following principle should be applied by LSCBs and their partner organisations to all reviews:

- *There should be a culture of continuous **learning and improvement** across the organisations that work together to safeguard and promote the welfare of children, identifying opportunities to draw on what works and promote good practice...*

'In order to fulfil its statutory function under regulation 5 the LSCB should...:

...monitor and evaluate the effectiveness of training, including multi-agency training, to safeguard and promote the welfare of children.

(Research has shown that multi-agency training in particular is useful and valued by professionals in developing a shared understanding of child protection and decision making. Carpenter et al (2009)'

Working Together to Safeguarding Children 2013

There is an expectation that agencies are responsible for the organisation and delivery of basic/ introductory and refresher training for all relevant staff.

- In Peterborough the PSCB takes responsibility for the delivery of a rolling programme of multi-agency training and events and employers are responsible for releasing staff to attend as appropriate.
- Agencies are required to identify a Safeguarding Training Lead who will attend the Strategic Learning & Development Group and will ensure that training issues are followed through within their organisation.
- Agencies are also required to commit resources to support multi-agency training: for example, by providing venues and staff who contribute to the planning, delivery and evaluation of training.
- PSCB is responsible for monitoring and quality assuring single agency training and ensuring it meets minimum quality standards (See Appendix 3: minimum standards for single agency basic safeguarding training).
- Employers must have training plans in place, and systems to record the attendance of their staff on safeguarding children training so that they can provide assurance that they are making the right provision and can provide monitoring evidence to the Board when required.

Minimum Recommended Training for All Staff

As good practice guidance, the PSCB would recommend the following:

- All staff and managers in partner agencies to receive basic safeguarding children training within their own agency
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- All staff working directly with children, young people and families, or managers of those staff, undertake the one-day multi-agency course 'Working Together: An introduction to safeguarding children' course
- All practitioners to attend conferences, lunchtime seminars or workshops which are either targeted at them or where they have an interest owing to their client group.
- All staff will in addition be aware of and comply with their own organisations training needs analysis and safeguarding children training pathways.
- All partner agencies to be responsible for ensuring staff are kept up-to-date with new developments and to access multi-agency events on emerging issues/changes to guidance or legislation etc., where appropriate.

Multi-Agency Training Provided by the PSCB

The PSCB provides a comprehensive programme of multi-agency training covering a range of issues. Participant evaluation of multi-agency training evidences that they very much value the opportunity to train with colleagues from other agencies, and appreciate the benefits of multi-agency training. The key aims are enabling participants to achieve:

- A shared understanding of the tasks, processes, principles, roles and responsibilities 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, including an ability to work in multi-disciplinary groups or teams
- Sound and child focused assessments and decision-making
- Learning from Serious Case Reviews (SCRs) and reviews of child deaths

Details of all courses including aims and learning outcomes are available on: www.peterboroughscb.org.uk.

A variety of training and awareness-raising methods are employed to maximise attendance, e.g. lunchtime seminars, two-hour awareness raising seminars, both single and multi-agency, half and full day courses and an annual themed conference. The training programme is regularly reviewed to ensure it is both responsive to training needs and sufficient to meet demand.

Strategic Learning & Development Group

The Strategic Learning & Development Group is a sub group of the Peterborough Safeguarding Children Board and partner agencies will identify a lead person for safeguarding training to attend this group.

The SLDG will:

- Ensure that the PSCB Training Strategy, as agreed by the Board, is implemented effectively across all partner agencies so that all workers in Peterborough in contact with children/young people and/or their parents and carers receive appropriate training in Safeguarding children.
- Agree effective quality assurance processes in order to ensure that the safeguarding children training provided by all member agencies meets agreed standards. (See Appendix 3: Minimum Standards for Single Agency Basic Safeguarding Training).
- Provide feedback to the PSCB on areas requiring development or presenting challenge
- Consider the questions highlighted in the introduction and make changes in the light of any identified gaps in training or resulting from national and local findings of SCRs/CRs, research, new or revised legislation and guidance.

(See Appendix 2: Terms of Reference for the Training Strategy Group).

Evaluation and Impact of Training

All single and multi-agency training is subject to rigorous evaluation that aims to measure the effectiveness of training. It is however widely recognised that measuring the impact of training, i.e. what actual changes to professional practice have occurred as a result of the training, and has this made a demonstrable improvement in outcomes for children and families, presents a significant challenge for all agencies. However, the PSCB and all partner agencies will have arrangements in place that contribute to impact measurement and will include:

- All agencies will ensure staff attend training and learning events appropriate to their role and PSCB will monitor attendance by partner agency staff. Where there are gaps, this will be addressed by PSCB Business Manager with the agency concerned;

- All training event details will be available on the PSCB website and agency representatives will be given notice of training by way of regular reminders and updates on the training programme available. All agencies will have mechanisms in place to effectively disseminate this information
- SLDG agency representatives will alert the PSCB Business Manager to emerging issues which require a training response;
- All training events will have a focus on children and young people in order that outcomes will reflect the impact on improving the lives of children and their families;
- A variety of evaluation methods will be used in order to effectively measure the impact of training on knowledge, confidence levels and practice, e.g. by way of Action Planning activity and follow-up back at the workplace post training
- Courses will be modified in the light of participant feedback and evaluation as appropriate, e.g. to ensure learning outcomes are effectively met or need revising in the light of new information;

Appendix 1

PETERBOROUGH SAFEGUARDING CHILDREN BOARD

TRAINING PRINCIPLES



- Training reflects that the welfare of the child is paramount. It incorporates and promotes children's rights and needs.
- Training is informed and governed by equal opportunities and reflects the diversity of the Peterborough community.
- The training promotes and recognises the need for children and families to participate in the safeguarding process.
- Resources and materials used are accessible, clear, accurate and up-to-date.
- Training promotes the need for multi agency working to effectively safeguard children from harm.
- All individuals who work with children and/ or their carers in the statutory, voluntary and independent sectors have access to the training.
- All PSCB training will maintain a child-centred focus, will promote the importance of ascertaining their wishes and feelings
- All PSCB training is responsive to local need and is subject to regular review.

Appendix 2

PETERBOROUGH SAFEGUARDING CHILDREN BOARD

STRATEGIC LEARNING AND DEVELOPMENT (SLDG)

Terms of Reference

1. Purpose

- a) The Strategic Learning & Development Group is a sub group of Peterborough Safeguarding Children Board (PSCB).
- b) The overall purpose of the group is to take responsibility for ensuring that relevant, good quality single agency and inter agency training on safeguarding and promoting the welfare of children is provided to meet local need and is reaching the relevant staff across all organisations in Peterborough.

2. Terms of Reference

The Strategic Learning & Development Group will deliver the following objectives:

- a) Develop and implement a PSCB Training & Improvement Framework and supporting Training Strategy
- b) Monitor, evaluate and validate single agency training programmes and ensure that they are fit for purpose.
- c) Develop specific training in response to local issues arising from serious case review recommendations and the Child Death Overview Panel.
- d) Recruit, train, support and evaluate the performance of the PSCB Training Pool to deliver safeguarding training
- e) Produce an annual training report for the for the PSCB Board
- f) Contribute to the PSCB annual report and work programme

3. Structure

The Chair will be a member of the PSCB Chairs group.

The Chair may set up time limited task and finish groups as required to deliver its objectives.

The SLDG work plan will be reviewed at each meeting.

4. Membership

The Strategic Learning & Development Group will include membership from;

Health

Children's Services

Police

Probation

Voluntary Sector

Children's Services

Members will take responsibility for attending meetings, fully contributing by bringing expertise to the meeting and informing their respective agencies of issues and developments.

Members should nominate a deputy to attend if they are unable to do so.

5. Accountability

The Strategic Learning & Development group is directly accountable to PSCB.

6. Frequency of meetings

Strategic Learning & Development group will meet bi monthly.

7. Review of terms of reference

The terms of reference will be reviewed annually.

The role of the Chair and the Vice Chair will be reviewed on annual basis.

Appendix 3

MINIMUM STANDARDS FOR SINGLE AGENCY BASIC SAFEGUARDING TRAINING

Name of Training Course:

Date of Review:

Level of Training Course/who aimed at:

NB: PLEASE ATTACH COURSE AIMS AND OBJECTIVES/PROGRAMME

Standards	Evidenced by:
<u>Standard one:</u> All safeguarding children training is linked to current and evolving local, regional and national standards	
<u>Standard Two:</u> The training has clear aims and objectives (attached) and meets agreed learning outcomes – and has a positive impact in practice.	
<u>Standard Three:</u> The course is informed by current research, is evidence based, and includes lessons from SCRs/Case Reviews + local and national policy and practice developments.	
<u>Standard Four:</u> Training materials are clear, accurate, relevant and up-to-date	
<u>Standard Five:</u> The training will be delivered by trainers who have knowledge and experience of safeguarding and who have completed a 'training the trainers' programme/ professional equivalent (or have relevant training experience).	
<u>Standard Six:</u> Training will be delivered in an environment which is conducive with learning and ensures all appropriate staff are given opportunity to attend	
<u>Standard Seven:</u> All training creates an ethos that values working collaboratively with others, respects diversity (including culture, race, religion and disability) and promotes equality	
<u>Standard Eight:</u> All training will be evaluated to ensure that standards are being maintained and that it enhances practice in the long and short term.	
<u>Standard Nine:</u> All training places the child at the centre and promotes the importance of understanding the child's daily life experiences.	