



*Hartlepool & Stockton-on-Tees LSCBs
Joint Training & Development Group*

Multi Agency Training Strategy 2016 / 2018

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| Agreed by: | Hartlepool LSCB | Stockton-on-Tees LSCB |
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1. INTRODUCTION

- 1.1 The purpose of the Hartlepool Safeguarding Children Board (HSCB) and Stockton Local Safeguarding Children Board (SLSCB) Training and Development Strategy (H&SJTG) is to support the national aspirations of the Children Act 2004 and Working Together to Safeguard Children 2015, which is to have a workforce that is competent and appropriately skilled to carry out their duty to safeguard and promote the welfare of children and young people. This strategy therefore aims to provide a framework for the training and development of all employees and volunteers who work with children young people, and families in Hartlepool and Stockton-on-Tees. This includes training provided by single agencies to their own staff and inter/multi-agency training and development where staff from more than one agency train together.
- 1.2 The Training and Development Strategy has been developed by the HSCB and SLSCB Training and Development Group and is in line with the current Working Together to Safeguard Children document. It supports and complies with the requirements of The Children Act 1989 and 2004; The Common Core of Skills and Knowledge 2010; RCN Intercollegiate Document; Keeping Children Safe in Education and other relevant legislation and complimentary plans.
- 1.3 It should be read alongside the; H&SJTG Service Level Agreement, Terms of Reference and Multi Agency Safeguarding Children Training Programme and Partners individual organisational Workforce Training Strategies.
- 1.4 The Strategy assists with ensuring that the children's workforce, including those in universal services and those providing services to adults with children in Hartlepool and Stockton are committed to, and work together to deliver services that improve the welfare and protection of all children and young people. HSCB and SLSCB will provide, experienced internal practitioners and, as required, commissioned inter-agency trainers.
- 1.5 It provides a framework for inter-agency safeguarding and child protection learning and improvement throughout the children's workforce. It will include training and development activities in relation to outcomes from all learning sources; Audits, Observations, Inspections, Reviews (Learning, Serious Case or Child Death Reviews) and these will also influence future training and development activities
- 1.6 Whilst the Strategy focuses on multi-agency training, Hartlepool & Stockton-on-Tees LSCBs will via Section 11 and Section 147 reports endeavour to ensure that any single agency training provided by organisations in relation to safeguarding and child protection, is of a suitable and high standard.
- 1.7 It is expected that the knowledge, skills and competence of all employees/volunteers will have been acquired within individual professional / LSCB partner agencies training and development programmes in accordance with statutory guidance and requirements i.e. 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 and development:
 - 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;
 - staff should be given a mandatory induction, 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.

1. WORKING TOGETHER TO SAFEGAURD CHILDREN

- 2.1 Working Together to Safeguard Children states that Professionals working in universal services have a responsibility to identify the symptoms and triggers of abuse and neglect, to share that information and work together to provide children and young people with the help they need. Practitioners need to continue to develop their knowledge and skills in this area. They 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.
- 2.2 Working Together to Safeguard Children 2015, *Chapter 3* states that Local Safeguarding Children Boards (LSCBs) should monitor and evaluate the effectiveness of training, including multi-agency training to safeguard and promote the welfare of children. It goes on to say that LSCBs do not commission or deliver direct frontline services though they may provide training.
- 2.3 The Training and Development Strategy supports the above, taking into account the need for:
- Adequate resources and capacity to deliver or commission training;
 - Policies, procedures and practice guidelines to inform and support training in line with the strategy;
 - Identification and periodic review of local training needs, taking in to account research, national developments, learning from experience e and Reviews;
 - Robust arrangements for organising and coordinating delivery;
 - Structures and processes for the delivery of inter/multi agency training that are not unduly dependant on a single individual; and
 - Quality assurance processes to be in place e.g. evaluation of training.

2. STRATEGIC OBJECTIVES

- 3.1 The Training and Development strategy aims to ensure:-
- A high standard of good quality, consistent safeguarding and child protection training and development is delivered on an inter-agency basis and meets local, regional and national requirements.
 - All safeguarding and child protection training and development complies with the principles of the Children Act 1989, Children Act 2004 and the Human Rights Act 1998 and all other legislation relevant to safeguarding and child protection.
 - All training and development incorporates the underpinning principles of Working Together to Safeguard Children and the Framework for the Assessment of Children in Need and their families, as well as any associated guidance.
 - All training and development incorporates learning from experience, Reviews, Observation, Performance and Quality Audits undertaken by HSCB and SLSCB as referred to in their respective Learning & Improvement Frameworks.
 - Key agencies are able to achieve partnership working and networking opportunities through multi agency shared attendance at training and development activities.
 - Equality and diversity are incorporated and promoted within all training and development, including awareness of race/ethnicity/culture/faith, gender, sexuality, age, disability, health, etc

3. LEARNING AND DEVELOPMENT PRINCIPLES

4.1 HSCB and SLSCB will continue to apply a culture of continuous learning and development that identifies opportunities to draw on what works and promote good practice across all organisations that work together to safeguard and promote the welfare of children, identifying opportunities to draw on what works and promote good practice.

4.2 Training and development typically takes place in two ways:

- **single-agency training and development, which is training carried out or commissioned by a particular agency for its own staff;**
- **Inter - (or multi-) agency training and development,** which is for employees of different agencies who either work together formally or come together for training or development.

4.3 HSCB and SLSCB believes and will ensure that the training it delivers which will predominantly be inter/multi - agency training complies with the following principles:

Child centred: incorporating and promoting children's rights and needs and ensuring their welfare is paramount.

Working with families: involving, communicating with, recognising and supporting families in responding to the needs of their children

Inclusion and accessibility: respect for diversity and inclusive of the wide range of individuals and disciplines that have responsibilities for safeguarding and promoting the welfare of children.

Equal rights: accessible safeguarding services; recognition of the impact of inequality and discrimination and the dangers of cultural relativism.

Inter/multi agency collaboration: placing value on people working collaboratively to safeguard and promote the welfare of children.

Evidence based: informed by the best available up-to-date evidence, including research into the experiences and views of children and young people.

Feelings, values and processes: and the emotional impact of the work are recognised and addressed.

(Safeguarding Children: a Shared Responsibility, HM Govt et al, 2007)

4.4 These principles underpin the Training and Development Strategy and are intrinsic to all courses.

4. TRAINING AND DEVELOPMENT PROGRAMME

5.1 The H&SJTG will plan and develop an annual multi-agency Safeguarding and Child Protection Training and Development Programme for recommendation and approval to the respective Local Safeguarding Children Boards.

5.2 They will request Board Partners to complete a Training Needs Analysis for their organisation, from which all responses will be collated to inform the annual multi-agency Safeguarding and Child Protection Training and Development Programme.

5.3 The programme will aim to achieve:

- Effective inter-agency working practices and understanding of working roles and responsibilities;
- A shared understanding of national guidance and local policies and procedures for safeguarding children and young people;
- Improved communication within the children's workforce;
- Support for organisations to ensure their employees are knowledgeable in all areas of safeguarding and child protection relevant to their role;

- Improvements in information sharing, assessment and decision making.

5.4 Training and Development provided by this annual programme will comply with National Standards which have been localised and detailed at Appendix 1.

6 QUALITY ASSURANCE

6.1 The respective LSCBs define the following:

- **Single agency training** -‘training carried out by a particular agency for its own staff’.
- **Inter/multi- agency Training** – ‘training for employees of different agencies who either work together formally or come together for training or development.

6.2 The respective LSCBs have a responsibility to monitor and evaluate the effectiveness of both single and multi-agency training, for all professionals in their local authority area. Training should cover how to identify and respond early to the needs of all vulnerable children, including: unborn children; babies; older children; young carers; disabled children and those who are in secure settings.

6.3 Appendix 2 outlines and details the Quality Assurance Cycle that will be applied in relation to the above.

7. FUNCTIONS OF / TERMS OF REFERENCE OF 2016 / 2018

7.1 Purpose of the group

7.1.1 The Training and Development group is a joint group which supports both Boards functions and responsibilities in respect of Regulation 5 of the Local Safeguarding Children Boards Regulations 2006, as stated in Working Together to Safeguard Children 2015, two of which are:

- The development and training of persons who work with children or in services affecting the safety and welfare of children.
- In addition the LSCB should monitor and evaluate the effectiveness of training and development, including both single and multi-agency safeguarding and child protection training and development, to safeguard and promote the welfare of children.

7.2 Objectives

7.2.1 The Training and Development group will deliver the following objectives:-

- To undertake a multi-agency Training Needs Analysis with all agencies in line with local and national policy to inform development of multi-agency training provision.
- Seek assurance around the quality of single agency safeguarding and child protection training to ensure its effectiveness in meeting local need.
- The group will produce an annual joint LSCB multi-agency training and development programme, informed by identified need and LSCB requirements.
- The group will ensure that learning from all local and key national reviews (i.e. Learning Reviews; Management Reviews; Serious Case Reviews and Child Death Reviews) is included in multi-agency safeguarding and child protection training.

- To develop a structure for an organised and coordinated approach to multi-agency safeguarding and child protection training and development.
- To maintain a collaborative approach across agencies in the review, development and delivery of training packages.
- To establish and maintain a pool of suitably skilled, knowledgeable and experienced practitioners / managers to deliver training and development activities on behalf of both Boards.
- To develop and monitor the effectiveness of the Training and Development Strategy's.
- To ensure that all training and development within the agreed programme is evaluated and recommendations for improvement are acted upon.
- To identify and engage in opportunities to develop training and development initiatives across the Tees Valley area.
- Training provided by the joint Boards Training and Development group will be cognisant of and complementary to training delivered in all other agencies across child and adult services.

7.3 Membership

7.3.1 The group should include representation from:

LSCB

- HSCB & SLSCB Business Managers
- HSCB Training and Development Co-ordinator
- Local Community / Voluntary Sector Representative

Local Authority Representative

- Children's Services Safeguarding Unit (one from both Hartlepool and Stockton)
- Workforce Development Manager
- Public Health
- Housing

School/Education settings

- Designated/Head Teacher for Schools
- Safeguarding Officer for Colleges

Health

- North Tees & Hartlepool Trust -1
- TEWV Foundation Trust -1
- Clinical Commissioning Group -1

Police

- Safeguarding and Child Protection Officer -1

CAFCASS

- Service Manager -1

Fire Brigade

- Safeguarding Officer -1

Probation

- Probation Manager – 1

7.3.2 Additional Members from within partner agencies may be co-opted on to the group or associated Task Group if particular expertise is required.

7.3.3 Any work that is required from external providers will be commissioned by this group.

7.4 Responsibility and Attendance of Members

7.4.1 There is an expectation members' attendance at the Training and Development group meetings will be at least 80% of meetings annually. Wherever possible a deputy with the appropriate level of authority should attend in the absence of a group member. Information about attendance will be submitted to both LSCB's every 6 months.

7.4.2 If a member of the group misses three consecutive meetings without sending an appropriate deputy the Chair will write to the agency concerned requesting an explanation as to why there has not been attendance, if necessary, the Chair will request that the agency reviews their representation and identifies an appropriate representative.

7.4.3 Individual members are responsible for ensuring that all work for which they are named as having responsibility for is completed in the agreed time-scale.

7.5 Quoracy

7.5.1 To enable decision making to be undertaken, all meetings should be quorate (at least 50% of the above membership agencies should have at least one member in attendance).

7.6 Frequency of Meetings

7.6.1 The group will meet on a regular basis at a frequency sufficient to ensure that there is effective information exchange and action taken to support the delivery of an effective training programme. The group will monitor membership to ensure the work plan is progressing effectively.

7 Reporting Arrangements

7.1 The group will provide a report and updated action plan to both LSCB's on a 6 monthly basis on these objectives, reflecting on local issues which will include references to any identified gaps in training provision.

7.8 Meeting Arrangements

7.8.1 Meetings will be Chaired by a Chair nominated by both Boards (subject to an annual review) and in his / her absence the Vice-Chair.

7.8.2 The nominated Chair will ensure the administrative arrangements are in place.

7.8.3 Agendas and associated documents for all groups will be sent out electronically seven working days before the meeting and members will be expected to bring their papers with them.

7.8.4 The minutes of meetings will be circulated within 14 working days of the meeting taking place.

7.9. Review Date for Terms of Reference

7.9.1 Review of the Terms of Reference will take place within a time frame that allows them to be presented to both LSCBs for consideration, leading to implementation in April 2018.

Appendix 1: Standards

Standard 1: Equality of Access

All inter/multi agency training and development will promote equality of access to learning opportunities.

Standard 2: Participant Learning

To support positive outcome of participant learners our Inter/multi agency training and development is based on adult learning theories and accommodates different learning styles of participants. The training methods and materials will be based on adult learning theories and will recognise the diversity of participants. Any materials / resources will be clear, accurate and relevant and accommodate anyone who has special needs. A variety of training methods will be used to facilitate all training.

Standard 3: Good Practice in Training Delivery

Training will include:

- Objectives for training expressed in terms of outcome for course participants.
- Material which is research based.
- Theory relating to practice, e.g. via case studies.
- Examples with current practical relevance from agency practitioners.
- Attitudes and core values of safeguarding work.
- Multi-agency perspective: recognising role boundaries and service objectives.
- Awareness of:
 - Stressful nature of safeguarding training and work.
 - Potential of disclosure of childhood abuse from course participants.
 - The need of contingency support and referral if requested or required.
 - The potential of action from trainers if there is a conflict between course content and its translation into practice.
- The possibility of disclosure and the stressful nature of the subject which has implications for the number of participants on courses, generally speaking 25 people is a maximum size for a plenary group other than a lecture-style format.
- It is recognised that co-delivery is optimal, but understand that this is not always possible, and consideration needs to be taken into account of available resources.

Standard 4: Quality Assured Courses

All inter/multi agency courses developed in house will undergo a rigorous quality assurance process both pre and post delivery via the Training and Development Group Sharing the Learning process to ensure that it is:

- Fit for purpose,
- Meets the needs of the audience,
- Appropriate, including meeting Royal College Paediatrics and Child Health et al (2010) *Safeguarding Children and Young people: Roles and Competencies for Health Care Staff*. Intercollegiate Document supported by the Department of Health. For brevity this document is referred to as the Health Intercollegiate document throughout this strategy.
- Contains up to date information and is
- Reflective of the requirements of this Training Strategy.

Appendix 2: Training Quality Assurance Cycle

Measuring the quality and effectiveness of the training will be done at various stages. The agreed stages for courses that are commissioned from and presented by the LSCBs are depicted in the “Quality Assurance Cycle” Fig 1.

You will notice from the Cycle that the first stage of the Quality Assurance is to take the draft training material to a “QA Sharing the Learning meeting”.

Each time a course is delivered learners and trainers will be asked to complete a course evaluation form which will be analysed and form part of the review process. Fig 2 shows an example of the Evaluation Form.

The results of the Evaluation are collated and the findings are reported. An example of the report is shown in Fig 3.

A sample (10%) of learners and their managers will be contacted three months after course delivery by a member of HSJTG and asked a few questions as part of the post course evaluation process which looks particularly for evidence of effects on working practice. The asked are shown in Fig 4 & 5. All this feeds into the **course review** process.

Members of the HSJTG also undertake observation of some of the courses to ensure Training Standards are being complied with.

Figure 1 - HSCB & SLSCB - Quality Assurance of Training Cycle Diagram

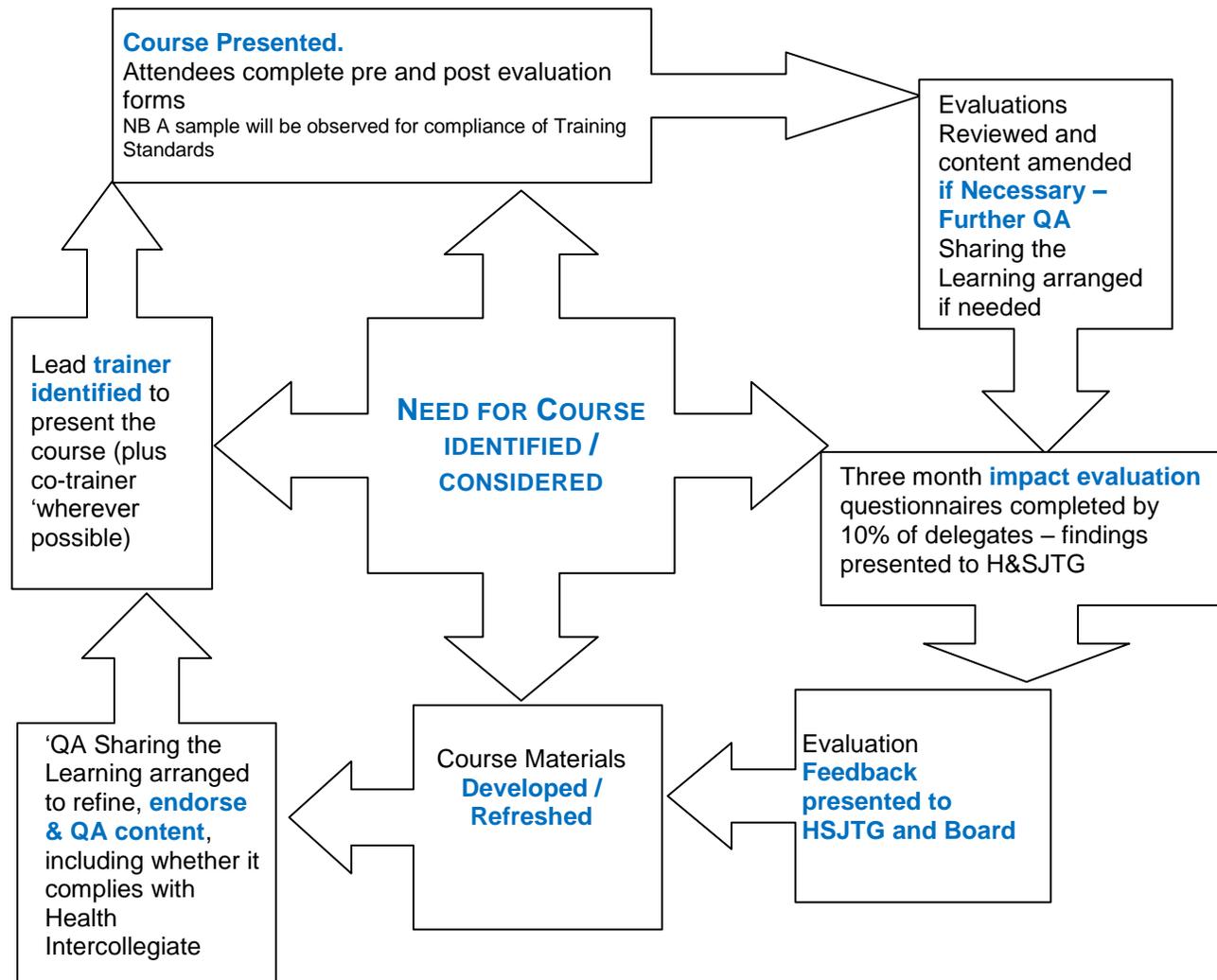


Figure 2: H&S LSCBs Participants Training Evaluation Questionnaire

Please complete this form as fully as possible. It is an important aspect of our quality assurance process, and will help us to ensure our courses meet the needs of those who attend.

| | |
|-------------------------|--|
| Name: | |
| Title of Course: | |
| Date: | |
| Location: | |
| Trainers: | |

| Please circle your response on a scale of 1 – 5, where; | | | | | |
|--|--|---|---|---|---|
| | 1 = poor / never / no and 5 = excellent / daily / definitely | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| Perceived knowledge of subject before the course | | | | | |
| Relevance of course to your work | | | | | |
| Knowledge of subject having attended the course | | | | | |
| How often will you use this knowledge | | | | | |
| Will you change your practice having been on this course | | | | | |
| Facilitation and presentation of the training | | | | | |
| Would you recommend this training to a colleague | | | | | |

LESSONS TO BE LEARNT
 It would help us if you provided us with some further information.

Is there one thing you will do differently having attended this course? Please provide a reason for your answer.

What worked well and what could be changed / improved? Please explain why.

What other courses / topics would you like Hartlepool & Stockton LSCBs to provide?

Other comments.

Thank you for taking time to complete this form, your comment makes a difference and we will try to take them into account when organising the next training even.

Figure 3; HSJTG Course Evaluation Report Example

Course Title

Date:
Venue:
Facilitators:

Aim of the Report

The aim of this report is to look at the Evaluation sheets completed by delegates and see what can be learned from them. This will enable the HSCB and SLSCB to identify areas for improvement and assure quality of courses that are developed by the Board.

The report will look at individual evaluations, and take an average of the scores. An attempt will be made to analyse the results and draw some conclusions. The report will briefly feedback on some of the extra narrative information provided by delegates. Any relevant actions will then be noted.

Statistical Data (EXAMPLE)

| Judgement Criteria | Delegates Evaluation Score | |
|--|----------------------------|-----------|
| | Total | Avg Score |
| Perceived knowledge of subject before the course | 83 | 3.07 |
| Relevance of course to your work | 94 | 3.48 |
| Knowledge of subject having attended the course | 98 | 3.63 |
| How often will you use this knowledge | 82 | 3.04 |
| Will you change your practice having been on this course | 100 | 3.70 |
| Facilitation and presentation of the training | 82 | 3.04 |
| Would you recommend this training to a colleague | 109 | 4.04 |

Scores based on a response of 1 – 5, where 1 = poor and 5 =excellent

Number of evaluations received = 27

Analysis

The Average score indicates that the course was of a satisfactory standard.

Two delegates didn't respond on the point of 'How often will you use this knowledge', this could be because although they had an interest in the subject matter it was not something they will encounter on a day to day basis in their current role.

When looking at perceived and acquired knowledge this is a positive result and one which we hope will have an impact on practice.

'How often will you use this knowledge' compared to 'relevance of the course' is low therefore this will need to be picked up at the three month evaluation feedback stage and by determining whether the course is being delivered to the correct cohort.

Conclusion

In general comments were fair. This course was in high demand, and perhaps more people attended than was comfortable on this occasion. The impact element could improve with support from supervisors and managers when approving courses to be attended and during supervision to ensure training attended is relevant.

All comments and scores from the Evaluation sheets will be taken into account for future courses. Further evaluation will take place 3 months from date of the course.



Figure 4 – Consultation with Attendee template

Three months after the learning and development activity: measure change in practice, behaviour and performance and the impact of this

Date:

Dear

On behalf of the Hartlepool Safeguarding Children Board (HSCB) and Stockton Local Safeguarding Children Board (SLSCB), as a requirement of the Ofsted Inspection Framework for LSCB's and their commitment to the Quality Assurance of Safeguarding Children Training, we would appreciate if we could have a short conversation with you regarding the impact the multi-agency safeguarding and child protection training course you recently attended has had on your working practices. Your line manager will also be asked to participate in this process.

To be of value we need to know whether the training provided contributes to increasing the competence of the children's workforce, the adoption of good practice and increased awareness of policies and procedures.

Your time in completing the attached questionnaire is appreciated.

Name of HSJTG Member:

Please would you confirm the following:

| | |
|---------------|---------------|
| Name: | Line Manager: |
| Team: | |
| Organisation: | |

| |
|---------------|
| Course Title: |
| Date(s): |

| | |
|----------|--|
| 1 | What do you feel you learned that impacted on your working practice? |
| 2 | What one action of change have you implemented in your work from this learning? |
| 3 | Are there any gaps that could be filled by further training? |

Thank you for taking the time to have this conversation with us



Date:

Dear

On behalf of the Hartlepool Safeguarding Children Board (HSCB) and Stockton Local Safeguarding Children Board (SLSCB), as a requirement of the Ofsted Inspection Framework for LSCB's and their commitment to the Quality Assurance of Safeguarding Children Training, we would appreciate if you would complete an impact on working practices evaluation questionnaire in relation to the multi agency safeguarding and child protection training course your member of staff recently attended. Your member of staff has also been asked to participate in this process.

To be of value we need to know whether the training provided by the Safeguarding Children Board has contributed to increasing the competence of the workforce, the adoption of good practice and increased awareness of policies and procedures. The information provided will help us to make, if required, any revisions to the course and or materials used.

Please can you complete the attached HSCB/SLSCB Impact on Working Practice Evaluation Form and return it to HSCB/SLSCB Learning and Development Coordination, Children and Adult Services, Level 4, Civic Centre, Hartlepool, TS24 8AY or via email to HSCB@hartlepool.gov.uk by [date]. Please note: all responses will be analysed and reported to both HSCB and SLSCB.

Your time in completing the attached questionnaire is appreciated.

Yours sincerely

Managers Details

Figure 5 SLSCB / HSCB Participants Managers Post Training Evaluation Questionnaire

| | | |
|--------------------------|--|-------------------|
| Name of Employee: | | Job Title: |
| Manager: | | Job Title: |
| Organisation | | |
| Title of Course: | | |
| Date: | | Location: |

| | |
|---|----------|
| <i>Do you feel that attending the course has made any difference to your member of staffs working practices and has this been discussed during and recorded in their Professional / Supervision Record?</i> | Yes / No |
|---|----------|

| |
|---|
| <i>If you have answered yes, please give examples of:</i> |
| a) What knowledge was acquired |
| |
| b) What skills have been developed or enhanced |
| |
| c) Improved practise |
| |
| d) An example of how his / her attitude or perception has changed |
| |

| |
|---|
| <i>If you have answered No, please give examples of what would be required to raise their knowledge, awareness, attitude, competency or skill level and whether this could be achieved through attending multi agency training.</i> |
| |

| |
|--|
| Please record any other comments you wish to make. |
| |

Thank you for taking the time to complete this Post Training Evaluation Form.