



Warwickshire Safeguarding Children Board

Training Strategy 2018 - 2021

1.0 Introduction

1.1 This strategy replaces previous WSCB training strategies to update on progress made and to capture updated statutory guidance contained within the editions of Working Together published in 2013 and 2015; and the Learning and Improvement framework in Warwickshire.

1.2 The strategy has been written to provide a development framework for the workforce across Warwickshire working with children, young people and families.

1.3 This training strategy:

Sets out the expectations for the training that staff should be provided with, depending on the nature of their safeguarding responsibilities;

Clarifies the expectation that core safeguarding training is the responsibility of individual employers;

Sets out the quality assurance role that WSCB will have with regards to this training;

Outlines WSCB priorities for inter-agency safeguarding children training, delivered by WSCB.

2.0 Context

2.1 The Department for Education published the 2015 edition of the statutory guidance document '*Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children*'^[1] in March 2015.

2.2 The guidance aims to help professionals understand what they need to do, and what they can expect of one another, to safeguard children. It supports core legal requirements and it makes clear what individuals and organisations should do to keep children safe. In doing so, it seeks to emphasise that effective safeguarding systems are those where:

- the child's needs are paramount, and the needs and wishes of each child, be they a baby or infant, or an older child, should be put first, so that every child receives the support they need before a problem escalates;

- all professionals who come into contact with children and families are alert to their needs and any risks of harm that individual abusers, or potential abusers, may pose to children;
- all professionals share appropriate information in a timely way and can discuss any concerns about an individual child with colleagues and local authority children's social care.

2.3 The guidance sets out the approach to learning and improvement for LSCBs and places a duty on them to develop their own local frameworks. Warwickshire LSCB's training strategy and interagency training programme are a component of our Learning & Improvement framework. The training programme and programme of quality assurance activity will be informed by other elements of the Learning and Improvement Framework, such as reviews, research and inspection.

3.0 Review

3.1 This training strategy will be reviewed as below:

3.2 The evaluation of training and provision of courses will be reviewed at the end of each calendar year to ensure the courses identified for the proceeding training directory are identified and sourced prior to its publication to delegates.

3.3 The main content, context setting and the strategy's alignment to statutory guidance will be reviewed every 3 years as a minimum, but may be subject to additional review in accordance with new local and national learning outcomes and / or with the introduction of new or updated statutory guidance.

4.0 Training Values

4.1 All training should mirror the focus of Working Together 2015 and place the child at its centre and promote the importance of understanding the child's lived experience.

4.2 All safeguarding training should be consistent with the common core skills, placing the child at the centre and promoting the importance of understanding the child's daily life experience, ascertaining their wishes and feelings, listening to the child and never losing sight of his/her needs. In other words, training should focus on the child's **"Lived Experience."**

4.3 All training should create an ethos that 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 processes.

4.4 Following from Serious and Local case reviews pertinent to practices within Warwickshire, all training should additionally seek to embed the principle (as outlined in Working Together 2015) that 'Safeguarding is Everyone's responsibility'.

5.0 The role of Partner Agencies

5.1 Statutory guidance¹ places duties on a range of organisations and individuals to ensure that their function, and any services that they contract out to others, are discharged having regard to the need to safeguard and promote the welfare of children'.

5.2 With regards to training the duty is placed upon them to:

- Ensure staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
- Provide 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
- Provide regular reviews of their practice to ensure they improve over time

5.3 It is expected that partner agencies will:

- Identify training required for each role within their agency
- Keep accurate records of training attended
- Provide information to the WSCB as to training status of workforce (e.g. audit)

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

- Providing staff who have the relevant expertise to support the LSCB carry out functions relating to learning and development.
- Releasing staff to attend the appropriate inter-agency training courses and ensuring the time for them to complete inter-agency training tasks and apply their learning to practice.

¹ Working Together (2015)

- Committing resources for inter-agency training, for example through funding, providing venues, providing staff who contribute to the planning, delivery and/or evaluation of inter-agency training.
- Ensuring staff receive relevant single-agency training that enables them to maximise the learning derived from inter-agency training.
- Support the LSCB in measuring the impact of training on practice through post training evaluations.

5.5 Learning and development functions that partners will support, by providing suitable staff, include:

- assisting the Learning and Improvement Officer to develop and deliver multi-agency training provided as part of this strategy;
- promoting the WSCB training programme to staff employed by the organisation;
- monitoring and evaluating the effectiveness of safeguarding training.

5.6 This may include providing staff to join panels or working groups carrying out these functions.

6.0 Training requirements

6.1 Organisations working with children and young people and families (including employers and volunteer led organisations)

All organisations involved in the Children's workforce are responsible for ensuring that their staff and volunteers are competent and confident in carrying out their responsibilities for safeguarding and promoting the welfare of children and young people.

6.1.1 It is the responsibility of all statutory and non-statutory organisations to recognise that in order for staff and volunteers to fulfil their duties consistent with Working Together, different groups of staff and volunteers will have different training needs which are dependent on their degree of contact with children and young people and/or with adults who are parents and carers, and their level of responsibility and independence in decision making. Staff and volunteers should be supported and encouraged through practice to share learning gained from training to broaden the impact and support ongoing practice developments assisting in the continuous focus of improving outcomes for children.

Employees and volunteers in managerial positions have a responsibility to ensure learning is cascaded amongst staff teams and that this cascading can be evidenced.

6.2 Newly appointed staff - new to working in Warwickshire

Induction training: Universal

From April 2018, WSCB no longer provides universal Child Protection Awareness training. It is the responsibility of individual organisations to undertake this training, in line with Working Together 2015².

Organisations should ensure that all staff and volunteers who are in contact with or work directly with; children and young people and / or adults who are parents or carers of children and / or young people, receive appropriate induction training on safeguarding within the first 3 months of starting their role. 'In contact with' refers to any member of staff or volunteer who, as part of their daily duties, could encounter interaction and or engagement with a young person / child due to either the nature of their job (i.e. librarian) or the environment they work in (park ranger). This induction training should include appropriate familiarisation of the agency's child protection responsibilities and policies which should include agency's own whistle blowing, internal escalation and Safeguarding Lead information. This training should include an appropriate level of training on child development and identification of signs and symptoms of abuse along with how to respond to these signs in accordance with Warwickshire's Inter-agency procedures.

Organisations should ensure those delivering the training have suitable knowledge and experience gained through working in the agency and in dealing with safeguarding practices, ideally the Safeguarding Lead.

6.2.1 WSCB multi-agency training for newly appointed staff

From April 2018 onwards, all new staff and volunteers; those new to safeguarding or experienced staff from other local authority areas, who work directly with children, young people and/or adults who are parents of children/young people are strongly recommended to access the following multi-agency training courses:

WSCB Working Together to Safeguard Children in Warwickshire – 1 day

Making Effective Referrals – ½ day

This is to provide a clear understanding of safeguarding practices and policies in Warwickshire.

² *Working together to safeguard children 2015

WSCB advises that wherever possible, the induction for newly appointed staff who are expected to take part in Early Help Single Assessments (CAF), child protection planning and assessment (for example as part of a core group) should incorporate WSCB targeted training programmes, and the WCC Early Help Single Assessment training (CAF) training. This will also apply to existing staff who have not yet accessed WSCB targeted training.

Newly Qualified Social Workers (NQSW) are encouraged to access WSCB multi-agency training as part of their AYSE.

6.3 Refresher training:

Organisations should ensure that all staff and volunteers undertake safeguarding refresher training every **3 years** as a minimum, but in some settings statutory guidance may require training more frequently than this.

All staff and volunteers have an individual responsibility to ensure they are up to date with their refresher training.

6.4 Child Development:

Organisations **should ensure** that employees and volunteers who work or have contact with children are **appropriately** trained in child development and how to act on potential signs of child abuse and neglect.

7.0 WSCB Multi-Agency Training Tiers

All organisations involved in the Children's workforce are responsible for ensuring that their staff and volunteers are competent and confident in carrying out their responsibilities for safeguarding and promoting the welfare of children and young people.

WSCB training strategy 2018-2021 outlines expected training based on safeguarding responsibilities within agencies. This strategy uses a tiered system with updated terms used to describe each level. Management/safeguarding leads from individual organisations may deem that other staff, for example support staff, require access to WSCB targeted training, dependent upon the needs of the service.

Tier	TARGET GROUP	SUGGESTED TRAINING CONTENT
Universal training (Intercollegiate Level 1 & 2)	All staff who have frequent/infrequent contact with children/young people and/or families /carers For example: GP Receptionists, sports and leisure staff, Housing officers, Multi-faith group and community leaders, maintenance staff, recreation assistants, park wardens / rangers. Staff in education and early years settings. Agencies may decide this level is suitable for all members of the workforce. To be offered as part of the induction process for all new staff and volunteers.	What is child abuse and neglect? Signs and indicators of abuse and neglect. Basic knowledge of expected 'normal' child development How to maintain a child focus. What to do when you have concerns and processes triggered. WSCB interagency procedures.
Targeted training (Intercollegiate Level 2 & 3)	Members of the workforce who work predominantly with children, young people and/or their parents/carers and who could potentially be involved in the assessing, planning, intervening and taking part in multi-agency processes where there are safeguarding concerns, from Early Help Single Assessment through to Section 47 enquires or Child Protection plans. For example: GPs, children's social workers, family support workers, staff in educational and early settings including teachers, pastoral support staff, childcare workers, designated persons in education, early years, youth and community settings, youth workers, voluntary organisations, residential staff, health visitors, probation staff, PCSOs and adult services (e.g. Think Family).	Content as identified above plus: Working together to identify, assess and meet the needs of children where there are safeguarding concerns. The impact of parenting issues e.g. domestic abuse, substance misuse and the impact on children. Recognising the importance of family history and functioning. Section 47 enquiries, roles, responsibilities and collaborative practice. Using professional judgements to make decisions regarding risk of harm. Working with complexity.
Specialist training (Intercollegiate Level 4 & 5)	Professionals with lead responsibility for giving safeguarding advice within their organisation. For example: GPs, children's social workers, designated persons in education, early years, youth and community settings, voluntary organisations, residential staff, health settings, probation staff and adult services (e.g. Think Family).	Content as identified above plus: Promoting effective professional practice. Managing performance to promote interagency practice. Supervision of child protection cases.
Strategic Responsibility (Intercollegiate Level 5 & 6)	Professionals with strategic responsibility for safeguarding children.	As specified in Chapter 2, Working Together 2015 (pages 52-64). Current policy, research and practice developments. Lessons from serious case reviews. Expectations on members in order to promote effective co-operation that improves effectiveness.

7.1 ELearning:

ELearning can be defined as 'learning facilitated and supported through the use of information and communications technology. It can cover a spectrum of activities from the use of technology to support learning as part of a 'blended' approach (a combination of traditional face to face learning and e-learning approaches), to learning that is delivered entirely online.

WSCB notes that safeguarding training often raises challenging issues, and can provoke strong feelings. This can mean that an over-reliance on eLearning as the sole means of training has limitations, and wherever possible elearning should be complemented by opportunities to discuss the information face to face.

8 Single Agency Safeguarding Training

8.1 Individual agencies/organisations will take responsibility, within this strategy, for the provision of, or commissioning of, their single agency training in order to satisfy the minimum requirement of the WSCB; that all staff will have knowledge of their responsibilities under local and national safeguarding procedures and have a clear understanding of the nature of child abuse and neglect. This will include delivering 'universal' safeguarding training to all relevant staff (see page 5).

8.2 The WSCB Learning and Improvement Officer will provide a set of training slides for delivery of universal safeguarding training, and accompanying materials, for agencies to deliver to their staff. Agencies will be able to 'add to' these materials with their own agency specific processes regarding safeguarding.

8.3 Trainers delivering universal safeguarding training will be supported by the Learning & Improvement Officer and will have the opportunity to attend regular training pool meetings. Where trainers are using WSCB training material, it will be the expectation they will attend at least one training pool meeting during the training calendar (April – April).

8.4 WSCB will monitor and evaluate the effectiveness of single agency training. Agencies will contribute information requested to enable this.

9.0 Monitoring and Evaluating Multi-Agency Training

9.1 The Learning and Improvement Officer manages delivery of the WSCB training programme, with contributions from appropriately experienced staff employed by partner agencies. The annual calendar will be produced based on local needs and requirements and in response to local and national learning from serious case reviews.

9.2 The Learning & Improvement Officer will monitor levels of attendance at WSCB training courses and may make in year changes to the programme to respond to changes in demand.

9.3 The Learning & Improvement Officer will undertake annual reviews of all training courses with co-facilitators to ensure Warwickshire's interagency training is appropriate, relevant and current.

9.4 The Learning & Improvement Officer will communicate the annual review and evaluation of training through the WSCB annual report.

9.5 WSCB Training Quality Assurance process will address the relevance, currency and accuracy of course material and the quality of training delivery through evaluations and feedback. WSCB approved trainers will be expected to meet certain minimum standards (stipulated in the evaluation feedback).

- Trainers ability to transfer knowledge
- Trainers delivery and group management skills in ensuring stated objectives were achieved
- Trainers ability to answer and pose questions
- Trainers knowledge of the subject
- Trainers ability to relate the training to my work

It is expected that each trainer will achieve at least 'good score' in each of these areas. Where feedback identifies a level which falls below this i.e. satisfactory, poor or very poor, work will be undertaken by the Learning and Improvement Officer to investigate and manage appropriately.

10.0 Impact of Training

10.1 Short term evaluation: The effectiveness of interagency training, opportunities for development and its facilitation will be continuously monitored and fed back to the WSCB through:

- Monitoring attendance at training sessions
- A review of each evaluation by individuals at the end of each training session.
- Completion of written evaluation by the trainers (optional) to inform the review and development of each course.
- Contribution to the annual report following annual evaluation and analysis of preceding year's training.

10.2 Longer term evaluation: In order to evidence and evaluate the longer term impact of training delegates and their managers will be asked to complete a 90 day post training evaluation and reflection questionnaire. Other relevant methods of evaluating impact of training may also be used.

11.0 Charging Policy

11.1 The WSCB ensures its training programmes are available for all agencies working with children, young people and families.

11.2 WSCB multi agency training is available free of charge to organisations, education providers and agencies working with Warwickshire children who contribute to the running of the LSCB, although restrictions may be put on the number of places allocated to an organisation on a specific course to ensure a good mix of participants.

11.3 To ensure that these sessions are not misused and are prioritised following confirmation of placement, charges will be applied for non-attendance at training. The charges are set as a percentage of costs incurred through the place on the course being lost (i.e. resources, administration, room hire). Charges will be clearly set out in the training programme, and in other places where WSCB training is being promoted. All cancellations will be followed up with the line manager who authorised the training application.

11.4 Practitioners accessing any WSCB training course are required to attend the full event; this is to ensure multi-agency participation, maximising learning and understanding for all.

12.0 Training needs

12.1 WSCB can be informed of training needs via:

- Training Needs Analysis
- National and local Case Reviews and subsequent action plans
- Evaluation of current training delivered on the annual training programme
- Information from wider national workforce audits
- Findings from regulatory inspection activity and relevant single and multi-agency audit
- Individual service needs requests for inter-agency training

12.2 The Learning and Improvement Officer will co-ordinate an update to the Training needs analysis annually to inform the annual training programme, and at other times as is required by significant developments in other learning and improvement activity.

12.3 The breadth and scale of the training is such that it may be necessary to commission training either from external, independent trainers or from colleagues from WSCB member agencies who may be specialists in their field and possess training and presentation skills.