

Safeguarding Children Training Strategy 2007 / 2010



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1 INTRODUCTION

A key priority for Stockton's Local Safeguarding Board (LSCB) outlined in the LSCB Business & Action Plan 2006-2008 is to ensure that people who work with children or in services affecting the safety and welfare of children receive appropriate child protection and prevention training. This includes all agencies of the LSCB and Voluntary and Independent Sectors.

Working Together to Safeguard Children (2006) emphasises the need for practitioners and managers to 'be able to work effectively with others, both within their own agency and across organisational boundaries' in order to achieve better outcomes for children and young people. 'This is best achieved by a combination of single-agency and inter-agency training.'

The LSCB Training Strategy has been developed by the LSCB Training Task Group based on national legislation (Children Act, 2004), national strategy and guidance (*Every Child Matters, Working Together to Safeguard Children, 2006*), *The Common Core of Skills and Knowledge, 2005*), and Stockton's Children & Young People's Plan (2006-9). It also takes account of the Common Assessment Framework, and related processes such as Contact Point and Lead Professional.

The Training Strategy outlines the context, values and standards for Safeguarding Training and Development in Stockton-on-Tees and identifies target audiences and learning outcomes. The delivery of the strategy is supported by an annual plan of training and development activity.

1.1 Aim of the LSCB Training Strategy

The purpose of the Training Strategy is to support the goals and strategies of the LSCB by providing a framework for ensuring that all persons who work with children and families, or in services affecting the safety and welfare of children within the Borough of Stockton are appropriately trained in safeguarding and promoting the welfare of children.

This framework is based on a combination of single-agency training (training that is carried out by a particular agency for its own staff) and inter-agency training (when employees from different agencies come together for training).

Inter-agency training aims to promote:

- A shared understanding of the tasks, processes, principles, and roles and responsibilities outlined in national guidance and local arrangements for safeguarding children and promoting their welfare.
- More effective and integrated services at both the strategic and individual case level.
- Improved communication 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 decision-making, based on information sharing, through assessment, critical analysis and professional judgement.'

Source: *Working Together to Safeguard Children (2006)*
(H.M. Government 2006; pp91-92)

2 DEVELOPING THE STRATEGY

2.1 The Context for Safeguarding Training - National and Local Agenda

The Children Act (2004) provides the legislative framework for the reform of children's services outlined in the Green Paper, *Every Child Matters*. The legislation was accompanied by the launch of the major strategy document, *Every Child Matters: Change for Children*, which is intended to set the direction for the major programme of change in the delivery of children's services. The Children Act stresses the importance of "... a highly skilled and competent children's workforce, which is supported by effective, shared systems and processes".

A key role of the LSCB is to ensure that the training needs of the workforce are identified and met. In doing so, the LSCB will work within the Children's Workforce Strategy and ensure that *The Common Core of Skills and Knowledge* (2005) for the Children's Workforce underpins all training and development activity. The latter sets out the following areas of expertise that all persons working with children and young people and families, including voluntary workers, should be able to demonstrate:

- Effective communication and engagement with children, young people and their families and carers
- Children and young person development
- Safeguarding and promoting the welfare of the child
- Supporting transitions
- Multi-agency working
- Sharing information

Any training around the Common Assessment Framework, and related processes such as Contact Point and Lead Professional will need to be co-ordinated and evaluated to ensure it is effective in the safeguarding and promoting of children's welfare.

Stockton's Children & Young People's Plan (2006-9) sets the key priorities and strategies for the Children's Trust Board for the next three years. This includes the development of Integrated Service Areas bringing together services on a geographical basis to deliver accessible integrated services for Children and Young People.

Stockton's LSCB was established in September 2005 under Section 13 of the Children Act 2004 with a broad remit of prevention as well as protection in safeguarding and promoting the welfare of children in Stockton-on-Tees. The core business of the LSCB is to ensure that work to protect children is properly co-ordinated and effective. This includes ensuring that all agencies of the LSCB and Voluntary and Independent sectors benefit from multi-agency child protection and prevention training

2.2 Core Values in Training & Development

All training in safeguarding and promoting the welfare of children should create an ethos that:

- Values working collaboratively
- Respects diversity
- Promotes equality

- Is child-centred
- Promotes the participation of children & families safeguarding processes.

Source: *Working Together to Safeguard Children (2006, p68)*

These core values will be integrated into the planning, delivery and evaluation of LSCB training and development activity.

2.3 Target Audience

The model on the following page reflects the complexity and specific targeting of multi-agency training related to the level of contact that workers have with children and their families. As skills become more developed and roles become more specialised the level increases.

These lists are not intended to be prescriptive or exhaustive but offer a model to enable managers to determine the appropriate level of training required to meet the needs of their staff.

It is the responsibility of the LSCB to ensure that relevant training is available and it is the responsibility of individual organisations to ensure that their staff attend.

2.4 Learning Outcomes For Target Groups

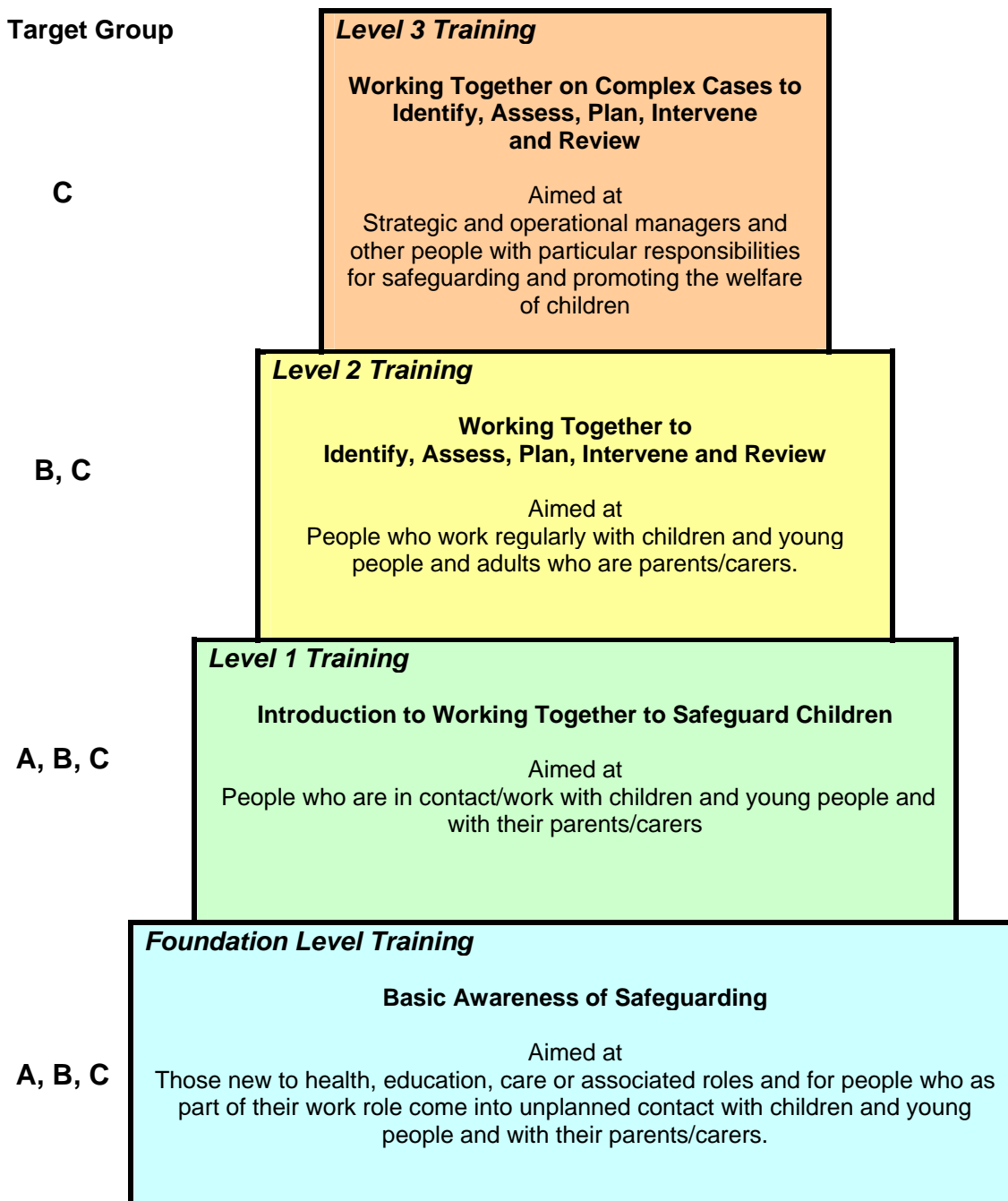
The DfES suggests a number of safeguarding learning outcomes at each of the 3 levels for Practitioners, Operational Managers who supervise practitioners and volunteers, and those with Strategic Responsibility for commissioning and providing services to children, young people and adults who are parents/carers, including members of the LSCB (see 2.7).

2.5 Priorities and Areas for Development

The LSCB Training Task Group will prioritise training and development activity in accordance with national guidance, the LSCB Business Plan and Training Needs Analysis.

2.6 Levels of Training and Target Audiences

The following model is designed to enable managers to determine the appropriate level of training required to meet the needs of their staff.



For examples of workers included in each defined target group and details of the learning requirements of each group please see 2.7 on the following page – suggested learning outcomes for target groups in safeguarding and promoting the welfare of children.

2.7 Suggested Learning Outcomes for Target Groups in Safeguarding & Promoting the Welfare of Children

<p>Target Group A: People who as part of their work role come into unplanned contact with children and young people and their parents/carers</p> <p>e.g. hospital staff, religious groups, citizen’s advice bureau, licensees, housing officers, front-line staff (all sectors), residential and day care workers (non-children services), sport & leisure staff, community groups.</p>		
TRAINING LEVEL	DfES LEARNING OUTCOMES	COMMON CORE KNOWLEDGE
<p>Foundation Level: Basic Awareness of Safeguarding</p>		
<p>Level 1: Introduction to Working Together to Safeguard Children</p>	<p>1.1 Understand what is meant by safeguarding and promoting the welfare of children and the different ways in which children and young people can be harmed.</p>	
	<p>1.2 Be aware of the statutory duty to safeguard children and promote the welfare of children in accordance with the Children Act 2004.</p>	<p>1.1 Have awareness and basic knowledge, where appropriate, of the most current legislation.</p>
	<p>1.3 Be familiar with <i>What to do if you are worried a child is being abused</i> national guidance and local procedures and appreciate own role and responsibilities and those of others in safeguarding and promoting the welfare of children.</p>	<p>1.2 Be aware of national guidance and local procedures, and your own role and responsibilities within these for safeguarding and promoting children and young people's welfare.</p> <p>1.3 Understand the roles of other agencies, local procedures on child protection and variations in use of terminology.</p> <p>1.4 Know about organisational procedures and relevant legal frameworks, as well as appropriate referral routes within your own organisation and to other agencies.</p>

<p>Target Group A: People who as part of their work role come into unplanned contact with children and young people and their parents/carers</p> <p>e.g. hospital staff, religious groups, citizen’s advice bureau, licensees, housing officers, front-line staff (all sectors), residential and day care workers (non-children services), sport & leisure staff, community groups.</p>		
<p>Level 1 continued</p>	<p>1.4 Understand statutory requirements governing consent, confidentiality and information sharing.</p>	<p>1.5 Have awareness and basic knowledge of current legislation and the common law duty of confidentiality.</p> <p>1.6 Understand the procedures and legislation relating to confidentiality issues that apply to your job role (including legislation governing your own profession)</p> <p>1.7 Understand that different confidentiality procedures may apply in different contexts.</p> <p>1.8 Understand that consent is not always necessary to share information; even where information is confidential in nature, it may be shared without consent in certain circumstances (e.g. where the child is at risk of harm or there is a legal obligation to disclose).</p> <p>1.9 Understand the limits of confidentiality that apply to your job role and that sometimes it is necessary to go against a child or young person’s expressed wishes in their best interests.</p> <p>1.10 Be aware that different types of information exist (e.g. confidential information, personal data and sensitive personal data), and appreciate the implications of those differences.</p> <p>1.11 Have awareness of any legislation which specifically restricts the disclosure of certain information.</p> <p>1.12 Know about data protection issues in the context of your role.</p> <p>1.13 Know that the Data Protection Act can be a tool to enable and encourage information sharing.</p>
	<p>1.4 Understand statutory requirements governing consent, confidentiality and information sharing.</p>	<p>1.5 Have awareness and basic knowledge of current legislation and the common law duty of confidentiality.</p> <p>1.6 Understand the procedures and legislation relating to confidentiality issues that apply to your job role (including legislation governing your own profession)</p> <p>1.7 Understand that different confidentiality procedures may apply in different contexts.</p> <p>1.8 Understand that consent is not always necessary to share information; even where information is confidential in nature, it may be shared without consent in certain circumstances (e.g. where the child is at risk of harm or there is a legal obligation to disclose).</p> <p>1.9 Understand the limits of confidentiality that apply to your job role and that sometimes it is necessary to go against a child or young person’s expressed wishes in their best interests.</p> <p>1.10 Be aware that different types of information exist (e.g. confidential information, personal data and sensitive personal data), and appreciate the implications of those differences.</p> <p>1.11 Have awareness of any legislation which specifically restricts the disclosure of certain information.</p> <p>1.12 Know about data protection issues in the context of your role.</p> <p>1.13 Know that the Data Protection Act can be a tool to enable and encourage information sharing.</p>

<p>Target Group A: People who as part of their work role come into unplanned contact with children and young people and their parents/carers</p> <p>e.g. hospital staff, religious groups, citizen’s advice bureau, licensees, housing officers, front-line staff (all sectors), residential and day care workers (non-children services), sport & leisure staff, community groups.</p>		
<p>Level 1 continued</p>	<p>1.5 Understand the necessity for information-sharing and accurate recording within the context of safeguarding and promoting the welfare of a particular child.</p>	<p>1.14 Understand the necessity of information sharing within the context of children and young people’s well-being and safety.</p> <p>1.15 Understand the importance of sharing information, how it can help and the dangers of not doing so.</p> <p>1.16 Understand the difference between permissive statutory gateways (where a provision permits the sharing of information) and mandatory statutory gateways (where a provision places a duty upon a person to share information) and their implications for sharing information.</p> <p>1.17 Know what to record, how long to keep it, how to dispose of records correctly and when to feed back or follow up.</p>
	<p>1.6 Provide appropriate, succinct information to enable other practitioners to deliver support to the child and family.</p>	<p>1.18 Know who to share information with and when; understand the difference between information sharing on individual, organisational and professional levels.</p> <p>1.19 Know how to share information – in writing, by telephone, electronically or in person.</p>
	<p>1.7 Know the boundaries of personal competence and responsibility, when to involve others and where to seek advice and support.</p>	<p>1.20 Be aware of own (and others’) professional boundaries and know the boundaries of personal competence and responsibility, know when to involve others, and know where to get advice and support.</p> <p>1.21 Know who the experts are and when they are needed.</p> <p>1.22 Appreciate the effect of witnessing upsetting situations and know how to get support.</p>
	<p>1.8 Understand when they are required to consult with a manager/designated person.</p>	

<p>Target Group A: People who as part of their work role come into unplanned contact with children and young people and their parents/carers</p> <p>e.g. hospital staff, religious groups, citizen’s advice bureau, licensees, housing officers, front-line staff (all sectors), residential and day care workers (non-children services), sport & leisure staff, community groups.</p>		
Level 1 continued	1.9 Be able to identify concerns about possible maltreatment arising from completion of a Common Assessment Framework.	1.23 Know about the Common Assessment Framework for Children and Young People (CAF) and, where appropriate, how to use it. 1.24 Know how to obtain support and report concerns.
	1.10 Know when and how to respond to immediate safety issues in relation to a particular child and other children within the household.	
	1.11 Be aware of the impact of aggression, anger and violence from carers on practice and know how to manage this	1.25 Have an understanding of issues related to aggression, anger and violence, and know the appropriate responses to conflict – whether the situation involves an adult, a peer, or the child or young person themselves.
	1.12 Know what to do when there is an insufficient response from other organisations and agencies, while maintaining a focus on safeguarding and promoting the welfare of children	1.26 Know what to do when there is an insufficient response from other organisations or agencies, while maintaining a focus on what is in the child or young person’s best interests.
	1.13 Be able to make judgements about how to act to safeguard and promote the welfare of a child in line with <i>What to do if you are worried a child is being abused</i> .	
	1.14 Be aware of the LSCB and its remit.	1.27 Be aware of the Local Safeguarding Board and its remit.

<p>Target Group B: People who work regularly with children and young people and adults who are parents/carers</p> <p>e.g. GPs, LSCB Members, family/children centre workers, youth workers, child minders, foster carers, play group workers, youth offender workers, probation staff, community health staff, psychologists, staff in refuges, specialist social workers, police.</p>		
TRAINING LEVEL	DfES LEARNING OUTCOMES	COMMON CORE KNOWLEDGE
<p>Foundation Level: Basic Awareness of Safeguarding</p>		
<p>Level 1: Introduction to Working Together to Safeguard Children</p>	<p>1.1 – 1.14 (as for Target Group A)</p>	<p>1.1 – 1.27 (as for target group A)</p>
<p>Level 2: Working Together to Identify, Assess, Plan, Intervene and Review</p>	<p>2.1 Understand the safeguarding roles of parents and carers and recognise factors that can impact on parenting capacity</p>	<p>2.1 Understand and take account of the effects of different parenting approaches, backgrounds and routines.</p> <p>2.2 Know when and how to discuss concerns with parents and carers.</p>
	<p>2.2 Have the confidence to challenge own and others' practice.</p>	
	<p>2.3 Understand the boundaries of personal competence and responsibility, know when to involve others and where to get advice and support.</p>	<p>2.3 Be aware of own (and others') professional boundaries and know the boundaries of personal competence and responsibility, know when to involve others, and know where to get advice and support.</p> <p>2.4 Know who the experts are and when they are needed.</p> <p>2.5 Appreciate the effect of witnessing upsetting situations and know how to get support.</p>

<p>Target Group B: People who work regularly with children and young people and adults who are parents/carers</p> <p>e.g. GPs, LSCB Members, family/children centre workers, youth workers, child minders, foster carers, play group workers, youth offender workers, probation staff, community health staff, psychologists, staff in refuges, specialist social workers, police.</p>		
<p>Level 2 continued</p>	<p>2.4 Be able to communicate effectively and develop working relationships with other practitioners and professionals, children and families to safeguard and promote the welfare of children.</p>	<p>2.6 Know that communication is a two-way process.</p> <p>2.7 Know how to listen to people, make them feel valued and involved, and know when it is important to focus on the individual rather than the group.</p> <p>2.8 Be aware that the child, young person, parent or carer may not have understood what is being communicated.</p> <p>2.9 Be self-aware; know how to demonstrate a commitment to treating all people fairly; be respectful by using active listening and avoiding assumptions.</p> <p>2.10 As far as possible, make clear to the child or young person, parent or carer how the information they provide will be used.</p>
	<p>2.5 Understand the role of other practitioners and agencies in supporting and advising families and safeguarding and promoting the welfare of children and the impact of own interviewing style, decisions and actions on others.</p>	<p>2.11 Have a general knowledge and understanding of the range of organisations and individuals working with children, young people and those caring for them, and be aware of the roles and responsibilities of other professionals.</p> <p>2.12 Know where education and support services for parents and carers are available locally.</p>
	<p>2.6 Work together with others as outlined in the <i>What to do if ...</i> guidance.</p>	<p>2.13 Understand the way that partner services operate – their procedures, objectives, role and relationships – in order to be able to work effectively alongside them.</p>
	<p>2.7 Have a sound understanding of the principles and processes for effective collaboration and be able to forge and sustain relationships with other practitioners and families to safeguard and the welfare of children.</p>	<p>2.14 Know your own role within different group situations and how you contribute to the overall group process, understanding the value of sharing how you approach your role with other professionals.</p>

<p>Target Group B: People who work regularly with children and young people and adults who are parents/carers</p> <p>e.g. GPs, LSCB Members, family/children centre workers, youth workers, child minders, foster carers, play group workers, youth offender workers, probation staff, community health staff, psychologists, staff in refuges, specialist social workers, police.</p>		
<p>Level 2 continued</p>	<p>2.8 Know who to share information with, when and how to record information related to assessment, planning, intervention and review.</p>	<p>2.15 Know how to report and record information formally and informally in the appropriate way for the audience, including how the use of the Common Assessment Framework for Children and Young People (CAF) helps communication between practitioners.</p> <p>2.16 Know who to share information with and when; understand the difference between information sharing on individual, organisational and professional levels.</p> <p>2.17 Know what the triggers are for reporting incidents or unexpected behaviour.</p>
	<p>2.9 Appreciate the effect of cultural and religious beliefs on practice when working together to safeguard and promote the welfare of children.</p>	<p>2.18 Appreciate the effect of cultural and religious beliefs; refrain from making assumptions about certain cultures or backgrounds.</p> <p>2.19 Know how to work within your own and other organisational values, beliefs and cultures.</p> <p>2.20 Know that assumptions, values and discrimination can influence practice and prevent some children and young people from having equality of opportunity and equal protection from harm.</p>
	<p>2.10 Have the skills to work with others to address the issues of aggression and/or non-compliance by service users that may impinge on practitioners' ability to safeguard and promote the welfare of children and know when and how to seek support/advice.</p>	
	<p>2.11 Understand the role of assessment, planning and review in effective service provision and the change process.</p>	

Target Group B: People who work regularly with children and young people and adults who are parents/carers

e.g. GPs, LSCB Members, family/children centre workers, youth workers, child minders, foster carers, play group workers, youth offender workers, probation staff, community health staff, psychologists, staff in refuges, specialist social workers, police.

	2.12 Understand when they are required to consult with a manager or designated person.	
	2.13 Be able to write clear evidence based and outcome focused reports.	

<p>Target Group C:</p>	<p>People with particular responsibilities for safeguarding, including strategic and operational managers.</p> <p>e.g. designated teachers, health visitors, field social workers, youth offender workers, school nurse, police in child protection units, education welfare officer, named child protection health staff, paediatrician, key voluntary agencies; operational managers who supervise others; managers with strategic responsibility for commissioning and providing services to children, young people and adults who are parents/carers, including LSCB Members.</p>	
<p>TRAINING LEVEL</p>	<p>DfES LEARNING OUTCOMES</p>	<p>COMMON CORE KNOWLEDGE</p>
<p>Foundation Level: Basic Awareness of Safeguarding</p>		
<p>Level 1 Introduction to Working Together to Safeguard Children</p>	<p>1.1 – 1.14 (as for Target Group A)</p>	<p>1.1 – 1.27 (as for target group A)</p>
<p>Level 1 (Operational Managers)</p>	<p>1.15 Be aware of the statutory duty to safeguard children and promote the welfare of children and recognise the roles of staff as outlined in <i>What to do if ...</i></p>	
	<p>1.16 Be able to make judgements about ways in which practitioners should act to safeguard and promote the welfare of a child in line with <i>What to do if ...</i></p>	
	<p>1.17 Be aware of the LSCB and its remit.</p>	
	<p>1.18 Be aware of the LSCB inter-agency policies, procedures and protocols.</p>	
	<p>1.19 Understand the necessity for information-sharing and accurate recording within the context of safeguarding and promoting the welfare of children and have the knowledge to advise practitioners.</p>	
<p>Level 1 (Operational Managers) continued</p>	<p>1.20 Understand the role and influence of the front-line manager, including facilitating multi-disciplinary communication and conflict resolution.</p>	
	<p>1.21 Understand and be able to address the impact of practitioner anxiety on performance.</p>	

<p>Target Group C:</p>	<p>People with particular responsibilities for safeguarding, including strategic and operational managers.</p> <p>e.g. designated teachers, health visitors, field social workers, youth offender workers, school nurse, police in child protection units, education welfare officer, named child protection health staff, paediatrician, key voluntary agencies; operational managers who supervise others; managers with strategic responsibility for commissioning and providing services to children, young people and adults who are parents/carers, including LSCB Members.</p>	
	<p>1.22 Be able to offer advice, guidance and support in line with national and local guidance to practitioners who have concerns about safeguarding and promoting the welfare of a child.</p>	
	<p>1.23 Be aware of the impact of aggression, anger and violence from carers on practice and ensure practitioners are supported when working in these situations.</p>	
	<p>1.24 Understand the emotional impact of working together to safeguard children and promote the welfare of children and support practitioners appropriately.</p>	
	<p>1.25 Have the knowledge and skills to identify how practitioners can get stuck, lose focus and be drawn into poor performance and respond accordingly.</p>	
<p>Level 1 (Strategic Responsibility – Managers within Agencies)</p>	<p>1.26 Be aware of the statutory duty to safeguard and promote the welfare of children and identify a lead senior manager who is accountable for the agency fulfilling this duty.</p>	
	<p>1.27 Recognise the roles and responsibilities of practitioners as outline in <i>What to do if ...</i></p>	
	<p>1.28 Understand the development and support needs of staff, enabling them to effectively work together with others to safeguard and promote the welfare of children.</p>	
	<p>1.29 Understand the development and support needs of staff, enabling them to effectively work together with others to safeguard and promote the welfare of children.</p>	

<p>Target Group C:</p>	<p>People with particular responsibilities for safeguarding, including strategic and operational managers.</p> <p>e.g. designated teachers, health visitors, field social workers, youth offender workers, school nurse, police in child protection units, education welfare officer, named child protection health staff, paediatrician, key voluntary agencies; operational managers who supervise others; managers with strategic responsibility for commissioning and providing services to children, young people and adults who are parents/carers, including LSCB Members.</p>	
<p>Level 1 (Strategic Responsibility – Managers within Agencies)</p>	<p>1.30 Understand the need for management plans for recruitment, training, support and supervision of all staff undertaking safeguarding duties.</p>	
	<p>1.31 Recognise the systems that should be in place within an organisation and between organisations in order to comply with statutory duties to cooperate to safeguard and promote the welfare of children.</p>	
	<p>1.32 Understand statutory requirements governing consent, confidentiality and information sharing and the implications for developing and maintaining intra and inter-agency systems and protocols.</p>	
	<p>1.33 Recognise the management information required to ensure that the agency is discharging its duty to safeguard and promote the welfare of children.</p>	
	<p>1.34 Know what actions to be taken to ensure the agency is demonstrating its safeguarding duties in both strategic and operational plans.</p>	
<p>Level 2: Working Together to Identify, Assess, Plan, Intervene and Review</p>	<p>2.1 – 2.13 (as for Target Group B)</p>	<p>2.1 – 2.20 (as for Target Group B)</p>
<p>Level 2 (Operational Managers)</p>	<p>2.14 Understand the safeguarding roles of parents and carers and recognise factors that can impact on parenting capacity</p>	
	<p>2.15 Be able to develop an accurate assessment of a practitioner’s competence with regard to safeguarding and promoting children’s welfare and address areas for development.</p>	

<p>Target Group C:</p>	<p>People with particular responsibilities for safeguarding, including strategic and operational managers.</p> <p>e.g. designated teachers, health visitors, field social workers, youth offender workers, school nurse, police in child protection units, education welfare officer, named child protection health staff, paediatrician, key voluntary agencies; operational managers who supervise others; managers with strategic responsibility for commissioning and providing services to children, young people and adults who are parents/carers, including LSCB Members.</p>	
<p>Level 2 (Operational Managers) continued</p>	<p>2.16 Have a sound understanding of the principles and processes for effective collaboration and be able to communicate, forge and sustain relationships with other managers and address any issues encountered by practitioners working with others to safeguard and promote the welfare of children.</p>	
	<p>2.17 Understand the role of other practitioners and agencies in supporting and advising families to safeguard and promote the welfare of children and advise staff accordingly.</p>	
	<p>2.18 Be able to supervise staff who are working together with others on the processes outlined in this guidance and in <i>What to do if...</i> Guidance.</p>	
	<p>2.19 Know who to share information with and when and how to record information and be able to advise practitioners accordingly.</p>	
	<p>2.20 Understand and be able to address issues of practitioner-anxiety, and of aggression and non-compliance from carers when working together to safeguard and promote the welfare of a child.</p>	
	<p>2.21 Appreciate and be able to address with practitioners the effect of cultural and religious beliefs on practice when working together to safeguard and promote the welfare of children.</p>	
<p>Level 2 (Strategic Responsibility – New Members of LSCBs)</p>	<p>2.22 Be aware of the statutory duty to safeguard and promote the welfare of children and recognise the roles and responsibilities of staff as outlined in <i>What to do if ...</i></p>	
	<p>2.23 Understand the statutory requirements of the LSCB under sections 13-16 of the Children Act 2004 and the LSCB regulations.</p>	
	<p>2.24 Be aware of the key purposes, functions and tasks of the LSCB and be able to follow procedures as outlined in guidance.</p>	

<p>Target Group C:</p>	<p>People with particular responsibilities for safeguarding, including strategic and operational managers.</p> <p>e.g. designated teachers, health visitors, field social workers, youth offender workers, school nurse, police in child protection units, education welfare officer, named child protection health staff, paediatrician, key voluntary agencies; operational managers who supervise others; managers with strategic responsibility for commissioning and providing services to children, young people and adults who are parents/carers, including LSCB Members.</p>	
	<p>2.25 Understand the individual and joint roles and responsibilities of members of the LSCB.</p>	
	<p>2.26 Know how to ensure own agency is able to demonstrate their duties to safeguard and promote the welfare of children in their strategic and operational plans.</p>	
	<p>2.27 Ensure that own agency job descriptions reflect the responsibilities of LSCB membership.</p>	
	<p>2.28 Understand the mandate and organisational support required to ensure meaningful representation.</p>	
	<p>2.29 Know how to obtain necessary professional/expert advice to fulfil role.</p>	
	<p>2.30 Understand the role of the Children’s Service Authority, the director of Children’s Services, the lead Elected Member and the LSCB Chair.</p>	
<p>Level 3: Working Together on Complex Cases to Identify, Assess, Plan, Intervene and Review</p>	<p>3.1 Be able to work with other practitioners, children and families on complex tasks or particular areas of practice that have specific knowledge or skill requirements. For example, joint enquiries under section 47 of the Children Act 1989.</p>	
	<p>3.2 Have the confidence to challenge decisions in complex situations by looking beyond immediate role & asking questions.</p>	
	<p>3.3 Be able to assess the relevance and status of information and to pass it on when appropriate.</p>	

SLSCB TRAINING STRATEGY

<p>Target Group C:</p>	<p>People with particular responsibilities for safeguarding, including strategic and operational managers.</p> <p>e.g. designated teachers, health visitors, field social workers, youth offender workers, school nurse, police in child protection units, education welfare officer, named child protection health staff, paediatrician, key voluntary agencies; operational managers who supervise others; managers with strategic responsibility for commissioning and providing services to children, young people and adults who are parents/carers, including LSCB Members.</p>	
	<p>3.4 Be able to establish and maintain working partnerships of trust and mutual respect whilst recognising ways in which group process can influence and distort decision-making.</p>	
	<p>3.5 Understand and be able to make an effective contribution through report writing and verbal communication to multi-disciplinary case planning and review meetings.</p>	
	<p>3.6 Know how to manage conflict and disagreement between professionals when working together on complex cases.</p>	
	<p>3.7 Have the skills to work with others to address issues of aggression and/or compliance that may impinge on practitioner’s ability to safeguard and promote the welfare of a child in complex cases.</p>	
	<p>3.8 Have an understanding of factors at an interpersonal and systematic level, which influence the possibility of change.</p>	
<p>Level 3 (Operational Managers)</p>	<p>3.9 Be aware of the specific knowledge and skills requirements necessary for working on complex cases. For example, joint enquiries under section 47 of the Children Act 1989.</p>	
	<p>3.10 Ensure that practitioners have the appropriate knowledge and skills and are managed and supported.</p>	
	<p>3.11 Know what to do when there is an insufficient response from other organisations and agencies, while maintaining a focus on safeguarding and promoting the welfare of a child.</p>	
	<p>3.12 Be able to assess ways in which practitioners are working together on complex cases and ways in which group process can influence and distort decision-making.</p>	

<p>Target Group C:</p>	<p>People with particular responsibilities for safeguarding, including strategic and operational managers.</p> <p>e.g. designated teachers, health visitors, field social workers, youth offender workers, school nurse, police in child protection units, education welfare officer, named child protection health staff, paediatrician, key voluntary agencies; operational managers who supervise others; managers with strategic responsibility for commissioning and providing services to children, young people and adults who are parents/carers, including LSCB Members.</p>	
<p>Level 3 (Operational Managers) continued</p>	<p>3.13 Know how to deal with professional disagreement</p>	
	<p>3.14 Be able to help practitioners sustain purposeful and respectful relationships with service users over time and under stressful conditions.</p>	
	<p>3.15 Be able to recognise when the relationship between practitioner and service user is in danger of breaking down and take appropriate action.</p>	
	<p>3.16 Know how to manage aggression and non-compliance in complex cases.</p>	
<p>Level 3 (Strategic Responsibility – Members of LSCB’s ongoing development)</p>	<p>3.17 Understand how recent policy, practice and research developments, serious case reviews and the findings of the local screening teams should inform the work of the LSCB.</p>	
	<p>3.18 Recognise the factors that are promoting and inhibiting the effective functioning of the LSCB and be able to address these in order to improve performance.</p>	
	<p>3.19 Work together to assess the developmental needs of the LSCB.</p>	
	<p>3.20 Be able to ensure effective communication between the local LSCB, the local children’s workforce and local community.</p>	
	<p>3.21 Be able to identify ways of learning from service user experience and taking account of the views of children and young people.</p>	

3 IMPLEMENTING THE STRATEGY

3.1 Resources

The LSCB plays a key role in ensuring that single agency and inter-agency training on safeguarding and promoting the welfare of children is provided to meet local needs. To ensure the successful implementation of the strategy the following staffing and resource arrangements have been made available for the planning, co-ordinating, commissioning/brokering, administration and delivery of training.

- Training Task Group
- Safeguarding Children Business Manager
- Safeguarding Children Workforce Development Co-ordinator
- Safeguarding Children Administration Support Worker
- Inter-agency Pool of Training Facilitators
- Funding from the LSCB Budget

LSCB Training Task Group

The function of the Training Task Group is to work with the Business Unit to:

- Ensure that single agency and inter-agency training on safeguarding and promoting welfare is provided in order to meet local needs. This covers both the training provided by single agencies to their own staff, and multi-agency training where staff from more than one agency train together.
- Initiate and co-ordinate the training priorities for inter-agency and single agency Child Protection training in the local area and feeding those priorities into the local Workforce Strategy.
- Evaluate the quality of this training, ensuring that relevant training is provided by individual organisations, and checking that training is reaching the relevant staff within organisations.
- Support the LSCB in determining whether they wish to organise and/or deliver inter-agency training.

Safeguarding Children Business Manager

The Business Manager's role is to develop and co-ordinate the LSCB in collaboration with all partner agencies, act as an advisor to the Board and ensure that the work of the Board is informed on best practice and emerging research. S/he is also responsible for all staff of the Business Unit and represents the Board at local, regional and national meetings and is the contact point for DfES, GO-NE and other national bodies.

Safeguarding Children Workforce Development Co-ordinator

The purpose of this role is to support the objectives of the LSCB in relation to its responsibilities in respect of safeguarding and promoting the welfare of children, paying particular regard to training and awareness raising. This role includes the identification, co-ordination, commissioning and implementation of the safeguarding training strategy.

Safeguarding Children Administration Support Worker

The purpose of this role is to provide administrative support to the LSCB multi-agency training, including venue arrangements, distributing information, correspondence, certificates and record keeping.

Inter-agency Training Pool

Single agency and inter-agency training is enhanced by the contribution of practitioner trainers. The LSCB will establish a pool of suitably skilled and experienced practitioners and managers from LSCB member agencies who will work together to design, deliver and evaluate inter-agency training. This will ensure the relevance and effectiveness of training.

Single Agency Training is the responsibility of the particular agency and will be carried out by the agency for its own staff. Training may be sourced from the partner agencies or from profit-making organisations, the voluntary or community sector, depending on the requirements.

LSCB Training Budget

The LSCB financially supports the training strategy by allocating funds within the overall budget. The Safeguarding Children Business Manager who reports to the LSCB manages the budget.

Full details of LSCB Training fees and cancellation fees can be found in the LSCB Charging Policy – Training document.

3.2 Evaluation and Review

The purpose of evaluation is to obtain feedback on the quality, relevance and impact of training and development activities. Evaluation should include feedback on:

- The standard and quality of training in terms of content and delivery
- The relevance of training to agency objectives and participants' roles
- The impact of training on practice in terms of the skills and knowledge of participants, the development of their practice, the impact on service delivery and on outcomes for service users.

Participants will be asked to evaluate training during and/or at the end of training. Evaluations will be collated and analysed and reports made to the LSCB Training Task Group.

The Training Task Group recognise the need to draw attention to relevant research evidence, lessons from serious case reviews and examples of best practice.

3.3 Communicating the Strategy

The Training Strategy will be shared with all LSCB members. The LSCB annual training programme will be publicised on websites and direct mailing to LSCB Members and partner agencies.

4 TRAINING PLAN

4.1 Priority and Areas for Development

The LSCB Training Task Group will prioritise training and development activity in accordance with National Guidance, the LSCB Business Plan and local training needs analysis. Priorities will be set with reference to training standards and feedback from evaluation and review of training. The LSCB Action Plan (2007-2010) identifies the following priorities:

- Induction programme for new and current LSCB Board Members
- Common induction programme for all new staff in partner agencies
- Training in safeguarding awareness and delivery of multi-agency child protection based on a competency framework with a base level of training delivered across all agencies
- All staff to be aware of and working towards a competency based model of Common Core Skills
- Promotion, monitoring, evaluation and review of training courses
- Record the positive impact and improved practice resulting from training
- Develop process to ensure lessons are learned and shared from Serious Case Reviews and other investigations.

4.2 Annual Training Plan

Full details of LSCB Training courses can be found in the LSCB Annual Training Plan.

Full details of LSCB Training fees and cancellation fees can be found in the LSCB Charging Policy – Training document.

5 TRAINING - QUALITY ASSURANCE CYCLE

5.1 Quality Assurance, Monitoring and Evaluation

The LSCB has a responsibility to ensure quality of both inter-agency and single agency training. Training must be of a consistently high standard and the effectiveness of training should be evaluated.

Measuring the quality and effectiveness of the training will be done at various stages. The agreed stages for multi agency courses and single agency courses that are commissioned from and presented by Stockton LSCB are depicted in the “Quality Assurance Cycle” (fig 1) later in this document.

You will notice from the Cycle that the first stage of the Quality Assurance is to take the draft training material to a “Sharing the Learning Day”. This will be undertaken for any course developed by Stockton-on-Tees LSCB regardless of whether it is to be used for single or multi agency use.

5.2 Sharing the Learning – a key part of the Quality Assurance process

Stockton-on-Tees LSCB has identified the primary task of each Sharing the Learning event is to ensure the **quality** of the course provision.

It is with this in mind that we invite members of the Training Task Group, the Board and/or their nominated representatives; together with subject specialists as appropriate, to consider a proposed course in detail prior to its delivery.

This is to ensure that the subject is appropriately addressed and that the course design and delivery will enable participants to achieve the learning outcomes identified for each learning group. In effect this is the **course validation** exercise.

5.3 Monitoring and Evaluation of Training Courses as part of the Quality Assurance Process

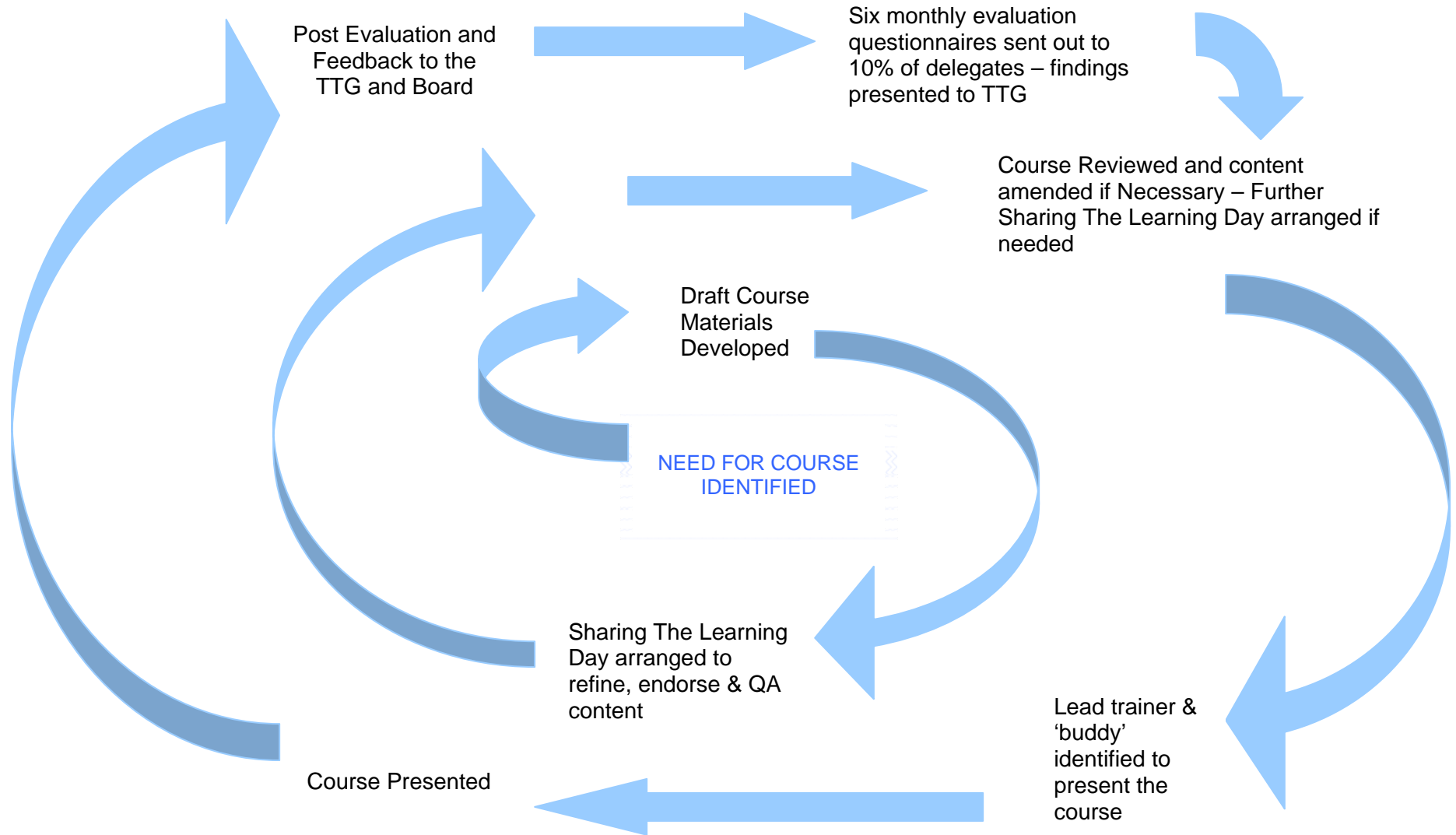
Each time a course is delivered learners and trainers will be asked to complete a course evaluation form which will be analysed and form part of the review process. Fig 2 shows an example of the Evaluation Form.

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 six months after course delivery and asked to complete a further evaluation form looking particularly for evidence of effects on working practice. This letter is shown in Fig 4. All this feeds into the **course review** process.

Fig. 1

SLSCB Training - Quality Assurance Cycle Diagram



STOCKTON-ON-TEES LOCAL SAFEGUARDING CHILDREN BOARD

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.

Title of Course:	
Date:	
Location:	
Trainers:	

Please circle your response on a scale of 1 – 5, where 1 = poor and 5 = excellent

	1	2	3	4	5
Achievement of aims and objectives of the course					
Relevance of content to your work					
Pace and balance of the course					
Quality of the learning materials and aids					
Facilitation and presentation of the training					
Quality of pre-training information					
Quality of the venue and accommodation					

LESSONS TO BE LEARNT

It would help us if you provided us with some further information.

What worked well? Please explain why.

What could be changed or improved?

Did the workshop / session help you to understand the issues / subject? Please explain.

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.

FIG 3 Course Evaluation Report

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 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
Achievement of aims and objectives of the course	94	3.48
Relevance of content to your work	98	3.63
Pace and balance of the course	83	3.07
Quality of the learning materials and aids	90	3.33
Facilitation and presentation of the training	100	3.70
Quality of pre-training information	82	3.04
Quality of the venue and accommodation	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 Satisfactory standard.

Two delegates didn't respond on the point of pre-course information. On this occasion, no pre-course information was sent out, so this was not really a valid judgement criteria.

When looking at "pace and balance of course", this element could be improved by reducing the numbers. A comment made on the Evaluation sheet was "although it was interesting to hear where people worked/role etc, a lot of time was used up to do this." Reducing the numbers may improve the pace of the course.

"Relevance of the content to your work" – If the relevance of the course is clearly identified in the Course Flyer, then it is really up to the managers to make a decision whether the course is relevant to the applicants.

Conclusion

In general comments were fair. This course was in high demand, and perhaps more people attended than was comfortable on this occasion. The Pace and Balance of the course would improve with less delegates.

All comments and scores from the Evaluation sheets will be taken into account for future courses. Further evaluation will take place 6 months from date of the course.

SLSCB TRAINING STRATEGY

**Local Safeguarding
Children Board**



Stockton-on-Tees

Contact: Administrative Support Worker
Tel: (01642) 524591
Fax: (01642) 527676
Mobile:

SLSCB (Review Unit)
Parkside
Melrose Avenue
Billingham
Stockton-on-Tees
TS23 2JH

Stockton-on-Tees Local Safeguarding Children Board is a Statutory Partnership of agencies working together to Safeguard and Promote the Welfare of Children

Date:

Dear

As part of our commitment to the Quality Assurance of Safeguarding Children Training, we would appreciate it if you would complete a post further evaluation questionnaire on the course you attended. Your manager will also be asked to participate in this process.

To be of value we need to know whether the training provided by the Safeguarding Children Board contributes 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.

Your time in completing the attached questionnaire is appreciated.

Please return the completed form to the Safeguarding Children Board at the above address within two weeks of its receipt.

Yours sincerely,

Participants Details

Delegate 6 monthly Evaluation

Title of Course:	
Date:	
Location:	

What key message did you take away from the course?

Can you think of three ideas (however big or small) that would help to make this a better and more valuable course?

Do you feel that attending this course has made any difference to your working practices?

If you have answered yes, please give examples of:

- **What knowledge was acquired**
- **What skills were developed or enhanced**
- **How you have improved your practise**

- **An example of how your attitude or perception has changed**

If you have answered No, please give examples of what would be required to raise your knowledge, awareness, attitude, competency or skill level.

Please record any other comments you wish to make

Many Thanks for your time in this matter. Please return this completed form within two weeks of its receipt to:

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Melrose Avenue
Billingham
Stockton-on-Tees
TS23 2JH



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Stockton-on-Tees Local Safeguarding Children Board is a Statutory Partnership of agencies working together to Safeguard and Promote the Welfare of Children

Date:

Dear

As part of our commitment to the Quality Assurance of Safeguarding Children Training, we would appreciate it if you would complete a post further evaluation questionnaire on the course your member of staff 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.

Your time in completing the attached questionnaire is appreciated.

Please return the completed form to the Safeguarding Children Board at the above address within two weeks of its receipt.

Yours sincerely

Managers Details

Fig 5
STOCKTON-ON-TEES LOCAL SAFEGUARDING CHILDREN BOARD
Participants Managers Post Training Evaluation Questionnaire

Title of Course:	
Date:	
Location:	

<p>Do you feel that attending the course has made any difference to his / her working practices and has this been discussed during and recorded in their Professional / Supervision Record?</p>
<p>If you have answered yes, please give examples of:</p> <ul style="list-style-type: none">▪ What knowledge was acquired▪ What skills have been developed or enhanced▪ Improved practise▪ An example of how his / her attitude or perception has changed
<p>If you have answered No, please give examples of what would be required to raise their knowledge, awareness, attitude, competency or skill level.</p>
<p>Please record any other comments you wish to make.</p>

Many Thanks for your time in this matter. Please return this completed form within two weeks of its receipt to:

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