Buckinghamshire Safeguarding Children Board

Learning & Development Strategy

2017-2018

July 2017

Version Control			
Version number	**Date**	**Author**	**Comments and nature of update**
V1.0	July 2015	Ann McKenzie	Original document – update of preceding strategy for 2011-14
V1.1	August 2015	Ann McKenzie & Matilda Moss	Updated to reflect comments from BSCB
V1.2	May 2016	Ann McKenzie & Matilda Moss	Updated to reflect new board priorities and refreshed L&D Sub Group work plan and to add section on training needs analysis.
V1.3	July 2017	Ann McKenzie	Updated to reflect new board priorities, workplan, Terms of Reference of the subgroup and BSCB training pathway

CONTENTS

1   Introduction

The Buckinghamshire Safeguarding Children Board (BSCB) is the key statutory mechanism for coordinating how organisations in Buckinghamshire cooperate to safeguard and promote the welfare of children in the area, and for ensuring the effectiveness of that work.

Making sure that staff have access to safeguarding training and wider learning and development opportunities that are relevant to their role is key to ensuring our workforce can effectively safeguard children and young people. This applies to those who have direct and regular contact with children, but also to those who have only indirect or infrequent contact or who may be in a position where they can identify potential safeguarding risks.

The BSCB is committed to delivering a high quality multi-agency training programme, which is informed by the workforce and supports professionals, volunteers and the independent sector in their work to safeguard and promote the welfare of children and young people.

In line with the statutory functions of LSCBs as set out in Working Together 2015, the BSCB is also committed to monitoring and evaluating the effectiveness of training, including multi-agency training.

2   Our Vision

Supported by its Learning and Development Sub Group the BSCB seeks to ensure that:

Our children and young people's workforce has the skills to ensure children receive the right help and support at the right time

3   Our Training Priorities

The Training Strategy supports the six key BSCB priorities for 2017-18 as outlined in the diagram on the next page.

Learning & Development Actions

BSCB Priorities 2017-18

Impact and Effectiveness of the BSCB

Domestic Abuse

- Make information about training available through a single point of access (BSCB Website)
- Ensure BSCB Domestic Abuse training is of high quality and meets the needs of professionals who attend
- BSCB Domestic Abuse training improves the confidence, knowledge and skills of professionals who attend

Neglect

- Update the BSCB neglect course in line with developing local practicec
- Demonstrate an increase in skills, knowledge and confidence of those attending with regard to working with cases of neglect
- Provide Graded Care Profile awareness raising sessions to Child Protection Conference Chairs, Independent Reveiwing Officers and anyone else who may benefit from it
- Provide bespoke Graded Care Profile training to Children's Social Care and FAST teams to ensure professionals can carry out assessments
- Embed Graded Care Profile training as part of the multi-agency training offer

Child Expoitation

- Ensure appropriate e-learning regarding exploitation is available to all staff
- Incorporate learning from serious case reviews around child exploitation into relevant BSCB training

Workforce

- Ensure the training strategy and training brochure reflect the BSCB business plan
- Offer and promote access to a wider range of learning and development opportunities outside of the main BSCB programme
- Support the multi-agency training pool to ensure all partner agencies can contribute to the training programme
- Continue to support an effective single agency training pool, implementing the quality assurance framework

Children With Disabilities

- Update and re-offer the BSCB Protecting Disabled Children course

4 Training Needs Assessment

The training the BSCB provides is decided upon by a variety of methods. These include:

- Waiting lists
- BSCB priorities
- Learning from Serious Case Reviews and audits
- Changes to local or national practice
- Delegate feedback and evaluations
- Input from the BSCB and sub group members
- Emerging opportunities for joint working

5 Governance

The Training Strategy is overseen by the BSCB Training Manager and the BSCB Learning and Development Sub Group. The Sub Group has a detailed work plan (see Appendix B) to help achieve the vision outlined in this strategy. This is regularly reviewed and monitored through sub group meetings.

Regular reporting from the Learning and Development Sub Group to the main BSCB, in particular through the BSCB data dashboard reports, ensures risks and concerns are appropriately escalated and that the Board has oversight of overall progress against priorities.

6 What does the Learning & Development Strategy hope to achieve?

It is hoped that this Learning & Development Strategy will support practitioners and managers in:

- Building an effective workforce, whose practice is underpinned by current knowledge and guidelines relevant to their role, thus developing frontline practitioner expertise
- Raising awareness and understanding of safeguarding children in Buckinghamshire
- Providing a training pathway that describes continual professional development of staff. Where possible this will signpost to and support partner agencies' training pathways
- Providing a forum for sharing good practice including cascading lessons learnt from serious case reviews, auditing or other reviews both nationally and locally
- Supporting the Learning & Development Sub Group to complete actions identified in their Work Plan

The BSCB promotes the following:

- The overall purpose of training, learning and development is to improve outcomes for children and young people though improving the quality of practice and practitioners. All child safeguarding training is child centred, focusing on the voice of the child and incorporates and promotes children's rights and needs, ensuring that their welfare is paramount
- Training addresses issues of diversity and promotes understanding and recognition of additional vulnerabilities
- Support for single agency trainers to deliver good quality awareness raising training within their own organisation by providing training for trainers and on-going support
- Multi-agency training promotes multi-agency working including effective information sharing
- Issues identified by delegates will be fed back to relevant agencies on their behalf where appropriate

7 Roles and Responsibilities

There are a number of stakeholders who play a significant role in supporting the BSCB to ensure that sufficient high quality training and learning opportunities are available to the workforce. Their roles and responsibilities are set out below.

Role and responsibilities of Board partners
- Identify staff to be actively involved in the Learning & Development Sub Group. Members should have organisational responsibility for training and sufficient authority to make decisions about training within their own agency
- Support the delivery of BSCB multi-agency training including providing trainers for the training pool, contribution in kind or via a financial contribution

Role and responsibilities of employers
- Identify staff safeguarding training needs within their own organisation including producing specific organisational training guidance and / or pathways where relevant
- Ensure staff receive safeguarding training and learning opportunities as required by their role and responsibility
- Ensure staff have the opportunity to consolidate learning from training
- Establish systems to record and monitor the attendance of staff at single agency and multi-agency safeguarding training
- Establish systems to evaluate the quality of the safeguarding training attended by staff within their organisation
- Establish systems to evaluate the impact of safeguarding training on their staff and their working practices
- Cooperate with the BSCB to enable to them to effectively evaluate the training provided to the staff within their organisation

Role and responsibilities of leaders and managers

- Ensure that staff receive the opportunity to learn, and that this is in line with relevant organisational training guidance and / or pathways
- Provide opportunities for staff to develop in the post in which they are employed enabling them to be more effective at work. This includes providing opportunities to reflect upon and transfer learning back into the workplace
- Use a structured approach to ensure that all staff have access to their required level of training and updates to fulfil their obligations to safeguard and promote the welfare of children and adults at risk
- Recognise that staff groups will have different training needs in order to fulfil their duties, depending on their role/degree of contact with children and young people at risk.

Role and responsibilities of employees and volunteers

- Engage in reflective conversation to identify their own development needs
- Flag development needs to line managers as part of regular supervision
- Access, attend and engage in the training provided
- Identify and apply their learning to practice
- Complete evaluations at the end of the course and after three months if chosen to participate in the evaluation programme
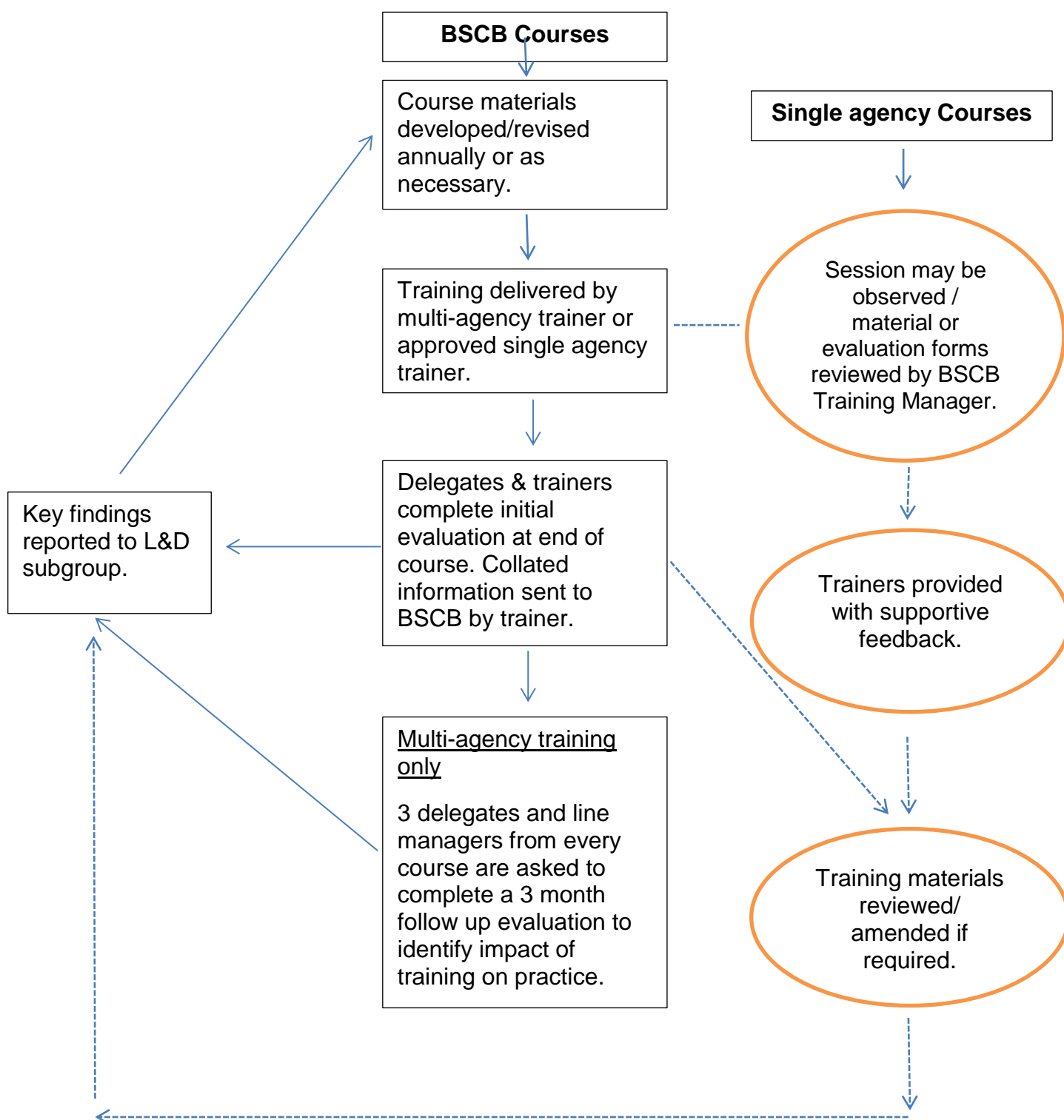- Maintain and improve their professional knowledge and competence

Role and responsibilities of the Learning & Development Sub Group

- These are set out in their Terms of Reference (see appendix C)

8   Quality Assurance

"Local Safeguarding Children Boards (LSCBs) should monitor and evaluate the effectiveness of training" (Working Together 2015)

Quality assurance is vital in ensuring training is relevant, reflects local and national priorities and meets the needs of the workforce. BSCB follow a quality cycle as outlined below.

BSCB Courses

Course materials developed/revised annually or as necessary.

Single agency Courses

Training delivered by multi-agency trainer or approved single agency trainer.

Session may be observed / material or evaluation forms reviewed by BSCB Training Manager.

Key findings reported to L&D subgroup.

Delegates & trainers complete initial evaluation at end of course. Collated information sent to BSCB by trainer.

Trainers provided with supportive feedback.

Multi-agency training only

3 delegates and line managers from every course are asked to complete a 3 month follow up evaluation to identify impact of training on practice.

Training materials reviewed/ amended if required.

9   Training Pathways

Single Agency Training

The BSCB support the provision of single agency training by providing train the trainer courses to delegates identified by their agency as suitable. Once this is complete, single agency trainers have access to a BSCB single agency training pack which includes handouts, activities and suggested course outlines to cover safeguarding awareness raising training.

To quality assure the delivery and impact of this, the Learning & Development Sub Group will seek assurance through partner agencies that their single agency training is appropriate through:

- Reports from Board partners / audits of their safeguarding training
- The trainers submitting collated evaluation reports after the training event

Dip sampling to include:

- Delegate evaluation forms
- Review of training materials used
- Observation of delivery

Multi-Agency Training

The BSCB provides a programme of training annually, based on the needs of the workforce, and BSCB priorities. Need is currently identified in various ways including:

- Feedback on course evaluation forms
- Demand for current courses
- Information from Board and Sub Group members
- Learning from audits and serious case reviews or other partnership reviews

We are committed to strengthening this approach through 2017-18.

Where possible we seek to deliver BSCB multi-agency training using trainers from within our local training pool. This ensures we make use of local knowledge and expertise and reduces the overall cost of training for both the BSCB and those partners that attend. Becoming a multi-agency trainer also provides personal development opportunities for staff.

The multi-agency training pool is made up of trainers from partner agencies that have safeguarding responsibilities within their own organisation. All trainers may deliver the general awareness courses; specific trainers deliver particular specialist courses depending on their own knowledge/experience of the subject.

The BSCB training team promote adherence to the BSCB Training Pathway (see Appendix A) when processing applications.

Supporting Other Learning and Development Opportunities

We actively support the use of other media and learning formats in promoting awareness of safeguarding children. We have identified appropriate e-learning packages and these are available through the BSCB website: http://www.bucks-lscb.org.uk/training/e-learning-courses-for-professionals/

Short awareness raising sessions and half day or full day conferences are also provided by the BSCB outside of the formal training programme, particularly in relation to current local or national areas of interest or learning. As a minimum these are advertised via the BSCB website.

Appendix A: BSCB Training Pathway

BSCB Guide to safeguarding children training pathways for employers

Introductory courses provided by your employer/organisation

	Who	What	Content
PROVIDED INTERNALLY "A"	All those <u>who have any contact</u> with or working with children and young people and/or adults who are parents or carers	**Mandatory Induction** (e-learning or face to face)	Recognition of and action on potential signs of abuse and neglect in line with own agency procedures and Buckinghamshire Safeguarding Children Board (BSCB) policy Recording of information appropriately Keeping the focus on the child
	Those <u>in regular contact</u> or who have a period of intense but irregular contact with children, young people, parents/carers	**Single-agency training** (preferably face to face)	The above + Information sharing in line with current guidance Using The Assessment Framework for Children in Need Communication with children and young people particularly in relation to disclosures

	Delegates must have completed group "A" before booking onto these courses		
PROVIDED BY BSCB "B"	All those who are working with children and young people, and/or may carry out parenting assessments. **There is no requirement to have attended other BSCB training previously**	**Inter-agency training** Family Outcomes Star Graded Care Profile Introduction to Protective Behaviours Child Sexual Exploitation	Group A plus Working together to identify, complete an appropriate assessment and support the needs of children and families where there are safeguarding concerns. To raise awareness of child sexual exploitation and how to support children/young people who are experiencing this.
	Delegates must have completed group "A" before booking onto these courses		
PROVIDED BY BSCB "C"	Those in regular contact or who have a period of intense but irregular contact with children, young people, parents/carers. They may make referrals to Social Care but this would be in addition to their main role. Refer to your line manager &/or your Agency Training Pathways for further guidance.	**Inter-agency training** BSCB 1-day course: 'Everyone's Responsibility'	Group A plus Principles underlying multi-disciplinary and multi-agency working in order to promote the best outcomes for children and their families Keeping the child's needs paramount - the importance of observing, communicating and listening to children and young people so that their wishes and feelings are taken into account Formally challenging other professionals.

12

OR

PROVIDED BY BSCB "C"	Those who work predominantly with children, young people, parents/carers and who are operationally involved in / have particular responsibilities in contributing to or undertaking S47 enquiries; needs to attend CP Conferences and Core Groups and /or have advisory, designated or specialist CP roles. Includes key professionals who mainly work with adults	**Inter-agency training** BSCB 2 day course: Working Together in Safeguarding Children + continued relevant single agency training	Group A plus Working together to identify, assess and meet the needs of children where there are safeguarding concerns Clarifying roles and responsibilities of lead agencies undertaking S47 enquiries and duty of agencies to co-operate Promoting a common understanding of key terms, definitions and thresholds for action with reference to national guidance and local arrangements Improving communication and contribute to effective multi-agency working relationships Working together on child focused assessments drawing from shared knowledge about child development, risk and resilience, family history and decision making Learning from research and serious case reviews

Delegates must have completed group "C" before booking onto these courses		
PROVIDED BY BSCB "D" As above **Delegates must have previously attended BSCB's Everyone's Responsibility OR Working Together course**	**Inter-agency training** BSCB Specialist courses which cover a wide range of subjects	Group C plus Addressing issues raised in serious case reviews such as disguised compliance, aggressive behaviour and avoidance with families Understanding the dangers of the rule of optimism and lack of challenge Updates on BSCB policies and procedures and current issues including findings from local serious case reviews and audits

There are further requirements for professional advisers, named and designated leads, operations & senior managers and BSCB board members

Updated Feb 2017

There are further requirements for professional advisers, named and designated leads, operations & senior managers and BSCB board members.

Appendix B: BSCB Learning & Development Sub Group Work Plan 2017-18

Overarching outcome: The children and young people's workforce has the right skills and competencies to keep children safe and ensure they receive the right help and support			
Desired Outcome	**Action**	**Timeframe**	**Success Measure**
5.4 There is an effective culture of continuous learning and improvement across the LSCB and its partners	5.4.1 Update BSCB multi-agency training strategy and programme for 2017/18 in line with refreshed BSCB Business Plan **(EH)**	April 2017	• Training Strategy updated and is reflective of priorities in BSCB Business Plan. • BSCB training programme updated to reflect 2017/18 BSCB priorities • BSCB training programme maintains focus on embedding understanding of Early Help and Thresholds. • There is evidence that the training programme is responsive to emerging needs through the year. • The annual Multi-agency BSCB training Programme for 2017/18 is well attended and there is evidence that it is improving the knowledge and skills of the children and young people's workforce (attendance monitored via dashboard; impact measured through on the day evaluation and 3 month evaluation) • Feedback from evaluations is used to revise course content and format. • Course are updated to reflect emerging board priorities, lessons learned from serious case reviews etc
	5.4.2 A wider range of learning and development opportunities are offered outside of the main BSCB programme including lunchtime forum, conferences, signposting to non BSBC training, joint learning and development with other Strategic Boards **(JP)**	Ongoing	• At least 6 lunchtime or twilight forums / awareness raising sessions have taken place during 2017/18. • Appropriate free e-learning packages are reviewed by the training manager and added to the website if suitable. • An annual conference is run around a BSCB priority area. • Relevant training from other partners agencies is promoted alongside the BSCB training programme eg DASH/MARAC/ PREVENT/FGM • All BSCB learning opportunities are evaluated and there is evidence that they improve knowledge, confidence and practice. • Wider training opportunities attract a range of delegates, including from agencies who report they find it difficult to attend full day training.
	5.4.3 Review and update Learning and Development Framework in line with	May 2017	• There is an up to date Learning and Development Framework that reflects BSCB priorities

	2017/18 BSCB priorities.		
	5.4.4 Continue to support and develop an effective multiagency training pool to ensure all partner agencies can contribute to the training programme.	Report to each Sub Group meeting	- The multi-agency training pool has a sufficient number of members to sustain the BSCB training programme. - At least one Train the Trainer course is run annually. - Reduction in percentage of training covered by Training Manager - Feedback from trainers influences training pool arrangements.
	5.4.5 Continue to support and develop an effective single agency trainer support group	December 2017	- New methods have been explored to increase attendance at the single agency group. - There is evidence of increasing attendance at the single agency support group – rising to over 50% during the year. (ADD CURRENT POSITION) - There is feedback from those that attended which demonstrates the group provides effective support. - Feedback from delegates is used to inform future sessions and support provided.
	5.4.6 Implement Quality Assurance framework for single agency training.	December 2017	- There is evidence of high quality single agency training - Single agency quality assurance tool is used effectively to assess the quality of single agency training 1:1 conversations held with all key partners where necessary to gather assurance around single agency training (to be prioritised based on Section 11 evidence) - There is evidence that L&D Sub Group members provide regular feedback on the quality and effectiveness of their own single agency training – including raising any issues or concerns. - There is evidence that any risks or concerns around single agency training are shared with the L&D Sub Group and where necessary escalated to the Board.
5.5 The Principles of Early Help and Thresholds are understood and embedded across partners	5.8.1 Continue to embed principles of Thresholds and Early Help **(EH)**		- Promotion of tools to support understanding of thresholds and Early Help continues (laminated thresholds document, referral flow diagram, cards). - Multi-agency Early Help awareness raising sessions continue to be available until online tool is launched. - Online Early Help awareness raising E-Learning developed and launched. - FOS & FOS refresher training continue to be offered for free to all agencies - Evaluations from online and face to face training provides evidence that this increases knowledge, confidence and skills around Early Help and thresholds.

Appendix C: Learning & Development Sub Group Terms of Reference

LEARNING AND DEVELOPMENT SUB COMMITTEE
Terms of Reference
July 2017

1   Purpose

The Learning and Development Sub Group seeks to make sure that the children and young people's workforce in Buckinghamshire has the necessary skills to ensure children and young people access the right help at the right time.

2   Functions

- To maintain a training strategy and multi-agency training programme for the BSCB which is responsive to the needs of the workforce and in line with available resources.

- To ensure that training provided by the BSCB is effective and meets identified needs.

- To work within the Learning and Improvement Framework of the BSCB to support a culture of continuous improvement across Board partners and the frontline workforce.

- To steer the development of BSCB multi-agency training in safeguarding and promoting the welfare of children that includes the required knowledge, skills and attitudes in line with national requirements, Serious Case Reviews and good practice.

- To support the BSCB Training Manager to offer guidance, upon request from non-statutory agencies and organisations, on developing appropriate training for their members.

- To work in partnership to promote training provision outside the multi-agency programme that supports the development of the workforce in relation to safeguarding and promoting the welfare of children.

- To monitor and evaluate the quantity, quality and effectiveness of BSCB and single agency safeguarding training.

- To provide regular reports to the Board on the work of the Sub Group, and ensure that areas of risk or concern are escalated to the Board.

- To agree an annual work plan with the Board as part of the business planning process.

- To ensure that all BSCB training is carried out with due regard to issues relating to equality and diversity.

- To ensure that, where appropriate, the views of children, young people, parents and professionals inform the work of the Sub Group.

- To provide an annual report on the work of the Sub Group.

3   Membership

- BSCB
- Buckinghamshire County Council (Child & Family Service)
- Buckinghamshire County Council (ESAS)
- Buckinghamshire Healthcare NHS Trust
- Bucks Learning Trust
- Clinical Commissioning Groups (CCG's)
- District Councils
- Early Years
- National Probation Service
- Oxford Health NHS Foundation Trust
- Voluntary

A chair and vice chair should be elected from within the Sub Group membership. These roles will be reviewed on an annual basis.

4   Operational Arrangements

The Sub Group will work to an agenda which the Chair will co-ordinate and distribute at least five working days prior to the meeting.

Recommendations will, wherever possible, be made by consensus.

Any member with a conflict of interest or who seeks to benefit as an individual, group or organisation (financially or any other individual benefit) in an agenda item must declare their vested interest and leave the meeting for that item and take no part in the discussion, agreement or recommendations.

Frequency of meetings: Board meetings are held every quarter.

Quorum: The meeting will be deemed quorate if either the Chair or the Vice Chair is present plus three other members.

Terms of Reference: The Terms of Reference will be reviewed on an annual basis. Date of next review **July 2018.**

5   Support from the BSCB Admin Team

The BSCB Admin Team will provide the following support:

a) Agree the agenda with the Chair two weeks before each meeting.

b) Send out the agenda and supporting papers at least one week in advance of each meeting.

c) Maintain an up to date list of members and their contact details.

d) Take minutes and circulate these within two weeks of each meeting.

e) Organise and provide administrative support for any task and finish groups commissioned.

f) Support with other administrative tasks relating directly to the activity set out in the Sub Group work plan.