

Leicestershire and Rutland Local Safeguarding Children Board

Training, Learning and Development Strategy from September 2011.

1. Introduction

- 1.1 This Training Strategy is written within a legal framework and is as such based on Chapter 4 of Working Together to Safeguard Children 2010, which is issued under Section 16 of the Children Act 2004.
- 1.2 Within the Working Together guidance, it is clear that the role of the LSCB in the delivery of training is a matter for local determination, but irrespective of who delivers training the LSCB should review and evaluate the *quality, scope and effectiveness* of single and inter-agency training to ensure it meets local need. Matters regarding this should be reported annually to the Children's Trust Board.
- 1.3 Further to this, our strategy has regard to the 2006 LSCB Regulations, which states
- The functions of an LSCB in relation to its objective (as defined in section 14(1) of the Act (1)) are as follows—*
- (i) Developing **policies and procedures** for safeguarding and promoting the welfare of children in the area of the authority, including policies and procedures in relation to—....*
 - (ii) (ii) Training of persons who work with children or in services affecting the safety and welfare of children;*
- 1.4 It is therefore clear that the Leicestershire and Rutland Safeguarding Children Board is the key statutory mechanism for agreeing **how** all organisations within the local area will cooperate to safeguard children and promote the welfare of children in the locality, and for **ensuring the effectiveness of that work**.
- 1.5 This is further supported within the recent publication by Professor Eileen Munro¹ where it is identified that; ***the review is minded to strengthen the role of LSCB's in monitoring the impact of practice, training and learning on the child's journey...***
- 1.6 Whilst the benefits of multi/ inter-agency training are renowned, it is also notable that both national and local reviews into cases continually require additional training. Hence the LSCB must consider the impact of current delivery methods and further evaluate if benefits can be gained, from reviewing the current style and systems for training delivery in order to ensure a greater impact in the learning for practitioners working directly with children and families.
- 1.7 In addition the interim report from Professor Eileen Munro¹ (2011) makes clear reference to the need for such consideration stating:

¹ [The Munro Review of Child Protection, Interim Report: The Child's Journey, 2011](#) (PDF)

“the need for the child protection system to move from a compliance culture to a learning one, where organisations locally become adaptive learning organisations, constantly reflecting and adjusting the work environment to support professionals”

- 1.8 Within this context the Leicestershire and Rutland LSCB, having taken due regard to the availability of resources, have agreed to focus upon the quality monitoring aspects of safeguarding training as a matter of priority, rather than continuing to provide training as a routine matter of course. This allows for different learning strategies across member agencies and organisations.
- 1.9 The LSCB will maintain, through a reduced funding allocation, the capacity to commission some training where appropriate in line with this strategy. In agreeing the shift of focus the LSCB are dedicated to continuing to support the needs of partners; especially member agencies/ organisations of the board that may have difficulty in moving to a changed delivery programme for example the voluntary sector agencies.
- 1.20 The LSCB is committed to ensuring the delivery of high quality training, which supports professionals, volunteers and the independent sector in their work to safeguard and promote the welfare of children and young people
- 1.21 [Working Together to Safeguard Children 2010](#) (PDF) requires all agencies working with children either directly or indirectly to provide single agency training in order to carry out their own roles and responsibilities. This includes being able to recognise and raise safeguarding concerns. In addition, we recognise that whilst it is not always practical for everyone to participate in multi/inter-agency training, research suggests that it is highly effective in helping professionals understand their respective roles and responsibilities. Therefore, as an underlying principle the LSCB expects that wherever possible key individuals participate in multi/inter-agency training at some level.
- 1.22 It is essential then that all member agencies of the LSCB and local service providers delivering services to children and families are clear within their own training needs analysis as to who will be best suited to receive this level of training.

2. **This strategy aims to promote;**

- A range and variety of approaches; recognising the need to be inclusive and to recognising different systems, styles and staffing requirements.
- Empowerment: participants will be provided with information guidance and support to meet their own identified learning and development needs.
- Quality monitoring and assurance processes to encourage sharing good practice and establishing a common language
- Quality Assurance: develop appropriate processes to identify the impact of workforce learning and development

3 Core Values in Training and Development

3.1 All training in Safeguarding and promoting the welfare of children should create an ethos which:

- Values working collaboratively
- Respects diversity
- Promotes equality
- Is child centred
- Promotes the participation of children and families in the safeguarding process, and,
- Has due regard for the child's journey through a range of service provision.

3.2 Statutory guidance clearly states that the role of the LSCB in the delivery of training is a matter for local determination. It has been agreed that in order to adequately ensure the quality-monitoring role of the LSCB around training that the delivery aspects should be determined through the local Children's Trust Boards for Leicester, Leicestershire and Rutland.

3.3 Once agreed the local delivery plans for training levels 3 and above will be identified as an appendix to this document.

4. Assurance & Effectiveness

- 4.1 The LSCB will undertake the scrutiny functions through the Safeguarding Effectiveness Group (SEG) which may require member agencies and organisations to provide examples of their training materials for systematic analysis against agreed competencies and standards, as one element of this quality monitoring role.
- 4.2 Organisations will also be asked to provide information relating to the numbers of staff having completed each level of training as required against the training needs analysis.
- 4.3 Audit of the impact of training against stated outcomes will be co-ordinated through the LSCB (SEG). Agencies are expected to participate in audit processes and respond accordingly to any findings requiring action.
- 4.4 Additional random sampling of individual education portfolios will be requested to uphold supporting evidence against quality criteria.

5. Who needs what? (Levels of training)

5.1 The LSCB expects that training delivery plans will be compatible with all agencies own children's workforce strategies, and in order to promote this the LSCB will adopt the nationally recognised competencies that are detailed within Working Together 2010, which identifies that all safeguarding children training should be consistent with [The Common Core of Skills and Knowledge](#) (PDF)

5.2 It is also noted that where national guidance and competence frameworks have been developed by professional bodies these should also be reflected across local training programmes and packages.

For example, [Safeguarding Children and Young People: Roles and Competencies for Healthcare staff: Intercollegiate Document](#) (PDF)

5.3 All member organisations/agencies of the LSCB will ensure that a training needs analysis for all staff groups are completed against the necessary competencies. This will be reviewed and agreed through the LSCB quality assurance processes, as part of the safeguarding effectiveness programme.

6. Delivery of Training

6.1 Delivery of training is to be agreed through the Children's Trust Boards for Leicester, Leicestershire and Rutland. It has been agreed that following the development of this Training Strategy by the LSCB, a Training Group, led by the Children's Trust Boards (for Leicester, Leicestershire and Rutland), is established to determine the most appropriate delivery method for each of the agreed groupings and agree, where appropriate, the amalgamation of Adult & Children's Safeguarding training, as a future development.

6.2 Framework for training delivery:

The following principles should guide the development of the training delivery plan:

- a) Partner agencies will be expected to embrace the ethos of shared learning by ensuring that where possible internal training events are opened up to other member agencies, in order to promote improved multi/inter-agency deliverables;
- b) Individual agencies continue to provide training to their own staff for Groups 1 & 2 and specific role related training to Groups 3 – 6;
- c) That a Balanced² approach be adopted for the multi-agency training of Groups 3-7;
- d) That the consideration of a modular approach is taken, which emphasises the continued learning and supports individuals ability to develop analysis skills and subsequently enhance the ability to engage in collectively analysing information;
- e) It is proposed that a degree of synergy, between the local delivery systems for the Leicester City LSCB area and the Leicestershire and Rutland LSCB area, exists in order to maintain standards particularly for agencies and organisations who deliver services across the whole locality.;
- f) A differentiated approach will take into consideration of the Private, Voluntary and Independent sector who in varying circumstances may be able to either fund training or conversely require additional support through the Children's Trust Boards or the LSCB to achieve training targets in accordance with this strategy.
- g) The minimum requirement for individuals to receive training at the appropriate level will be three yearly intervals (unless dictated differently within local of national requirements).
- h) That implementation of the new arrangements takes place from 1st September 2011, with an evaluation taking place in December 2011.

Once agreed the detailed programme of delivery methods will be utilised to support this strategy, and compliance against the delivery systems will be monitored.

² In this context 'Balanced Approach' is taken to mean an acceptance of a range of delivery methods for example; a) the use of reflective practice following specific professional requirements – e.g. attendance at case conference or core group; b) National or local conferences and seminars; c) recognition of the multi-agency elements of existing training i.e. CAF training; d) appropriately rated academic courses through colleges and universities.