

City of York Safeguarding Children Board

Training, Learning and Development Strategy 2016-2019

1. Purpose of the Training, Learning and Development Strategy

This strategy provides a framework for safeguarding children learning and development in York, ensuring that people who work with children and their families are appropriately knowledgeable, skilled and competent. This is both an objective in its own right, but also key to the achievement of improvement against identified priorities, as set out in the City of York Safeguarding Children Board (CYSCB) Annual Report.

As with all strategies, this is a dynamic and flexible working document, which will be influenced by changes to legislation, and emerging local and national priorities. It will be refined and re-focused as a result of ongoing processes of monitoring and evaluation.

The strategy is intended to add value rather than replace workforce strategies in partner organisations. It provides structure and support for CYSCB and its partners, as they continue to develop the learning cultures within their organisations.

The term 'training' is used within this document to refer to any type of learning intervention including training courses, e-learning, seminars, conferences, briefings etc and recognises that practitioners may have different learning styles.

2. The Context for Safeguarding Training

Working Together 2015 states that:

- ...(LSCBs) should monitor and evaluate the effectiveness of training, including multi-agency training, for all professionals in the area. Training should cover how to identify and respond early to the needs of all vulnerable children, including: unborn children;

babies; older children; young carers; disabled children; and those who are in secure settings.

- ...organisations should have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children including...appropriate supervision and support for staff, including undertaking safeguarding training...
- Functions of the LSCB (under section 14 of the Children Act 2004): “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... training of persons who work with children or in services affecting the safety and welfare of children
- In order to fulfil its statutory function under regulation 5 an LSCB should use data and, as a minimum, should... monitor and evaluate the effectiveness of training, including multi-agency training, to safeguard and promote the welfare of children
- LSCBs do not commission or deliver direct frontline services, though they may provide training

Ofsted, in its current inspection framework for Children in Need of Help and Protection, Children Looked After and Care Leavers (including inspection of LSCBs), highlights the responsibilities of LSCBs in relation to learning and development and specifies the following as key performance measures:

- The LSCB ensures that sufficient, high-quality multi-agency training is available and evaluates its effectiveness and impact on improving front-line practice and the experiences of children, young people, families and carers. All LSCB members support access to the training opportunities in their agencies.
- The LSCB has a local learning and improvement framework with statutory partners. Opportunities for learning are effective and properly engage all partners. Serious case reviews are initiated where the criteria set out in statutory guidance are met and identify

good practice to be disseminated and where practice can be improved. Serious case reviews are published.

Whilst the learning and improvement framework referenced above is a separate document to this strategy, this strategy has a key role in identifying how improvements can be embedded within the children's workforce.

3. Local Context

a. The Role and Responsibilities of the City of York Safeguarding Children Board (CYSCB)

CYSCB board members are senior managers in their agencies, responsible for ensuring that their agencies co-operate to safeguard children and young people. They also aim to make sure that all children and young people who use their services not only stay safe, but also achieve better outcomes so that they can enter adulthood successfully.

The core objectives of CYSCB are to co-ordinate what is done by each person or body represented on the Board for the purpose of safeguarding and promoting the welfare of children in York; and to ensure the effectiveness of what the member organisations do individually and together.

Training through CYSCB has a key role in promoting local guidance, procedures and processes and in providing feedback from practitioners on what works well and what could improve in multi-agency work.

CYSCB has oversight of the quality and provision of single and multiagency safeguarding children training. For this reason, training provision within agencies is a key aspect of the annual Section 11 (Children Act 2004) audits of agencies.

To provide additional guidance on the expected level of training, CYSCB will set recommended standards for all providers of single and multiagency training.

b. Learning & Improvement Framework

Working Together 2015 requires that the Local Safeguarding Children Board maintain a shared local Learning and Improvement Framework across those local organisations working with children and families.

The Learning and Improvement Framework aims to promote a culture of continuous learning and links in particular to the sections in this strategy on quality assurance and evaluation. CYSCB's Learning and Improvement Framework can be found on our website¹.

c. Organisational and professional responsibility

Organisations: They must facilitate the opportunities for their staff to participate in initial and continuous professional development.

They also need to provide opportunities for reflection on interagency learning and for enabling this to be disseminated and embedded into practice.

Professionals: There is an expectation that workers and volunteers, at all levels and across all disciplines, in the children's workforce, recognise the need for continuing their development, and for updating their knowledge and skills. This may also be a requirement of an employer, professional body and/or association.

4. City of York Safeguarding Children Board Training, Learning and Development Arrangements

CYSCB:

- has a strategic overview of multiagency training to promote and safeguard the welfare of children
- delegates the responsibility for overseeing training to the Priority Delivery and Scrutiny Group (PDSG), but receives regular updates.
- Has, as part of the CYSCB support unit, a Workforce Development Advisor role to carry out multiagency learning needs assessment,

¹ <http://www.saferchildrencyork.org.uk/cyscb-ways-of-working.htm>

development of training in response and commissioning of training delivery.

The PDSG is the group within the CYSCB which draws together progress across the key priorities, considers performance and learning, and identifies ways to push improvement. The identification of learning needs is embedded within the highlight process, by which the chairs of the sub-groups communicate progress and issues. PDSG will include updates on training as part of its report to each CYSCB board meeting.

The services of the Workforce Development Advisor are commissioned through City of York Council's Workforce Development Unit. The key aspects of this role are listed below:

- Identify learning needs across the city, in respect of multi-agency child safeguarding.
 - Work with the chairs of each of the sub-groups to identify learning from reviews, audits and other scrutiny of practice and translate this into a description of multi-agency learning needs.
 - Respond to emerging legislation where this impacts on safeguarding practice or training requirements.
- Based on the Learning Needs Assessment, develop a multi-agency training strategy, outlining our approach and level of provision. This will be underpinned by a specification of learning activities.
- Commission or deliver learning activities in respect of this specification and quality assure the provision to ensure it is fit for purpose.
- Work with partner agencies to maintain an overview of single agency training in relation to safeguarding, identifying opportunities for further multiagency provision.
- Work alongside performance officers to produce an analysis of the impact of the training.
- Work regionally to look for opportunities to share training activity where there is a shared training need.
- Provide update reports to the board.

5. Identification of Learning Needs

The Learning Needs Analysis has a critical role in planning the use of available training and development resources. The Workforce Development Advisor will co-ordinate the Learning Needs Analysis, based on the following sources:

- Serious Case Reviews and Lessons Learned Reviews
- Relevant single and multi agency audits
- Findings from regularity inspection activity
- Evaluation of current provision

The Learning and Improvement Framework outlines the relationships between these activities, and highlights how improvement will be driven as a result.

6. Training Standards

CYSCB has a role in having an oversight of both single agency and multi agency safeguarding children training.

The training standards are based on relevant legislation and statutory guidance. The standards will be monitored on behalf of the CYSCB through the PDSG.

All aspects of training will be based on the following principles:

- Child centred
- Rooted in child development
- Focused on the outcomes for children
- Holistic approach
- Ensuring equality of opportunity
- Involving children and families
- Informed by evidence
- Multi/inter-agency in approach.

Recommended standards have been developed to ensure both single agency and multi agency training is compliant with CYSCB requirements. These can be found at Annex A.

CYSCB will seek assurance that agencies are acting in accordance with these standards via the learning and development sections of the S11 and schools' safeguarding audits.

7. Evaluation

Both short term and longer term evaluation are a key part of the learning cycle. Evaluating learning interventions demonstrates their effectiveness in strengthening multi-agency safeguarding practices and contributes to providing assurances about the competency of the workforce.

Evaluating the impact training can have on outcomes for children and families is also an important objective and methods for evaluating this will be considered as part of the review of evaluation procedures outlined below. Currently the evaluation methods used are under review with the intention that a revised evaluation procedure will be in place for the delivery of courses in 2017/18. The areas to be reviewed and revised include:

- Existing evaluation forms and processes :
 - Potential areas for development
 - Pre and post event questionnaires to identify and measure personal learning outcomes and the extent these have been met
 - Build in action planning for attendees to identify what actions they will take back into practice both in the short term and longer term
 - Regular review and analysis of evaluation responses.
- Follow up with course participants 3-6 months after courses

- Explore the use of a longitudinal tool for measuring longer term impact of training through 1:1 meetings with managers
- Consider a sample analysis of course participants and follow up on the impact of the training
- Consider the use of focus group style evaluation which includes the opportunity to reflect and evidence the impact of learning in practice.
- Consider the most appropriate methods for evaluating the impact of learning interventions on outcomes for children and young people.

Information collated will be analysed, monitored and reported to the PDSG and Board through quarterly monitoring reports and fed into future learning needs analysis.

8. National, regional and local links

Inter Board Working Protocol

The Board is committed to this protocol which sets out the expectations of the relationship and working arrangements between City of York Health & Wellbeing Board (HWBB) YorOK Children Trust Board, York Safeguarding Adult Board (SAB), Safer York Partnership and York Safeguarding Children Board (CYSCB).

York Safeguarding Adults Board

There are links with the York Safeguarding Adults Board and opportunities are explored to work collaboratively and maximise resources on common issues for example domestic abuse.

Inter Board Network

The Board is part of this network which is made up of the 4 safeguarding boards for both adults and children in York and North Yorkshire.

Other LSCBs

Collaborative links are made with neighbouring LSCB's where it makes sense to deliver training jointly for example recent FGM

awareness training and the Independent Schools Conference have been delivered jointly with North Yorkshire.

CYSCB is also a member of the Yorkshire and Humber Multi-agency Safeguarding Trainers Network.

9. Multi-Agency Training Delivery Plan

It is the aim of the CYSCB to provide quality training and learning in a safe and reflective environment and offer opportunities for all participants to support their own personal and professional development.

Multi-agency Safeguarding Training

Multi-agency training enables staff to work effectively both within their own agency and across organisational boundaries. Training people together can make a significant contribution to building mutually respectful and trusting relationships, which form the foundation of any partnership working.

The CYSCB learning offer aims to increase participants' knowledge and skills in the field of safeguarding children in order to provide high quality services and improve outcomes for children, young people and their families and carers.

Target Audiences

The Multi Agency Training Delivery Plan developed by CYSCB is targeted at all workers and volunteers from statutory, voluntary and independent agencies and organisations in the City of York (including schools). These organisations will either be providing services direct to children and their families or providing services for adults – who may also be parents or carers of dependant children.

Schedules and Course Descriptions

The multi-agency courses are organised on an annual cycle. An annual Training Delivery Plan provides details of courses available each year. This is made available on the CYSCB's website.

The website contains up to date information about each of the multi agency training courses and learning opportunities.

Detailed descriptions of current courses, the dates they will be run and training venues are on the website and how to apply.

CYSCB is committed to promoting learning in different ways.

In addition to an annual programme of multi –agency training courses it will provide a range of learning opportunities.

Developing a range of multi-agency flexible seminar sessions has been highlighted as a need within the most recent training needs analysis and will be planned within the delivery plan for 2017/18.

Online training and learning courses available are detailed on the board’s website.

Briefings and updates will be disseminated as and when required, in addition to items included within the Board’s quarterly newsletter.

Charging and Attendance Policy

CYSCB training courses are currently free to attend, although the Board reserves the right to charge for some events to cover costs.

The following late cancellation and failure to attend policy has been agreed by the Board:

If a delegate needs to cancel their space late, the agency may nominate a suitable replacement. If a delegate does not attend and gives no prior notice, a check will be made with the delegate’s line manager who approved their application for the course.

Training Levels

It is the intention for 2017/18 that there will be a clear description of training to enable people to identify quickly the right level of training for their role and training need. This will also relate to the “Safeguarding children and young people: roles and competences for health care staff intercollegiate document” published by the Royal College of Paediatrics and Child Health.

Annex A – Recommended Training Standards

Recommended Standards for Single Agency Safeguarding Training*

(adapted from Kent and Bradford LSCB Training Standards)

*The term training has been used, but these standards cover any learning intervention including training courses, e-learning, seminars, conferences, briefings etc.

Standard One

The organisation has a named professional responsible for the identification and prioritisation of training, learning and development within the agency/organisation.

Standard Two

The agency/organisation will have in place a current Training Strategy in relation to safeguarding children, which is reviewed on a bi-annual basis.

Standard Three

All safeguarding children training is linked to current and evolving local, regional and national standards.

Standard Four

All safeguarding children training has clear aims and objectives.

Standard Five

All safeguarding children training content is well researched and evidence based.

Standard Six

Training materials are clear, accurate, relevant and up to date.

Standard Seven

Training will be delivered by appropriately qualified and experienced trainers and is child focussed and linked to child development.

Standard Eight

Training will be delivered in an environment, which is conducive with learning.

Standard Nine

Training will reflect anti-oppressive, non-judgemental and anti-discriminatory practice.

Standard Ten

All training will be evaluated to ensure that standards are being maintained and that it enhances practice in the long and short term.

Recommended Standards for Multi Agency Safeguarding Training*

*The term training has been used, but these standards cover any learning intervention including training courses, e-learning, seminars, conferences, briefings etc.

Standard One

All safeguarding children training is linked to current and evolving local, regional and national standards.

Standard Two

Training has clear aims and objectives.

Standard Three

The training content is well researched and evidence based.

Standard Four

Training materials are clear, accurate, relevant and up to date.

Standard Five

Training will be delivered by appropriately qualified and experienced trainers who are able to deliver content that is child focussed and linked to child development.

Standard Six

Training will be delivered in an environment, which is conducive with learning.

Standard Seven

Training will reflect anti-oppressive, non-judgemental and anti-discriminatory practice.

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All training will be evaluated to ensure that standards are being maintained and that it enhances practice in the long and short term.

Version Control

Version	Author	Comments	Date
1	Will Boardman Strategy and Policy Group Manager, CYC	Initial draft	May 2016
2	Laura Davis Workforce Development Adviser, CYC	Information added to sections 7,8 and 9 and minor updates to other sections	August 2016

Approved by Board: 19th October 2016

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CYSCB is indebted to other LSCBs for some content within this strategy.