



SSCB Learning and Development Strategy 2016-19 and Toolkit

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Foreword

The SSCB is pleased to introduce the SSCB Learning and Development Strategy 2016 – 2019 and Toolkit. This document has been produced to contribute to consistent professional quality and good practice in services for children and families.

The strategy reflects the SSCB's Business Plan priorities.

This document has been achieved as part of the work plan for SSCB Learning and Development Group, and in response to changes in legislation and guidance.

Working Together to Safeguard Children (HM Government, 2015) outlines the Local Safeguarding Children Boards statutory training function is to *“monitor and evaluate the effectiveness of training, including multi-agency training for all professionals in the area”*.

The SSCB Learning and Development Strategy 2016 – 2019 and Toolkit outlines the expectations for multi-agency and single agency training in Surrey. This toolkit should be used by agencies to ensure that appropriate training standards are met, and will be used to assist SSCB to audit the quality of safeguarding training across Surrey.

1. Introduction

- 1.1. The Local Safeguarding Children Board (SSCB) has a statutory responsibility to ensure that appropriate learning and development opportunities in relation to safeguarding and promoting welfare for children and young people is provided in Surrey in order to meet the needs of the local population.
- 1.2. This covers both the training provided by single agencies to their own staff, and multi-agency training where staff from different agencies learn together in line with statutory guidance: Working Together to Safeguard Children 2015.
- 1.3. Specifically, Working Together (2015) states that,
“Local Safeguarding Children Boards (SSCBs) 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.”
- 1.4. Working Together (2015) also states that,
“Professionals working in universal services have a responsibility to identify the symptoms and triggers of abuse and neglect, to share that information and work together to provide children and young people with the help they need. Practitioners need to continue to develop their knowledge and skills in this area. They should have access to training to identify and respond early to abuse and neglect, and to the latest research showing which types of interventions are the most effective.”
- 1.5 Working Together (2015) also identifies the need for SSCBs to develop and maintain a local Learning and Improvement Framework (LIF) to enable professionals and organisations protecting children to reflect on the quality of their service and learn from their practice and that of others. (appendix 1)

2. Purpose

- 2.1. The purpose of this strategy is to provide a framework for safeguarding learning and development in Surrey to ensure that staff and volunteers working with children, young people and/or adults who are parents/carers are competent and confident to carry out their responsibilities for safeguarding and promoting the welfare of children.
- 2.2. The SSCB Learning and Development Strategy is supported by a number of documents within the toolkit and describes how multi-agency training will be provided to enable staff and volunteers to work effectively across boundaries and organisations in order to safeguard children and young people.
- 2.3. The SSCB Learning and Development Strategy also sets out how Surrey SSCB will fulfil its requirements to monitor single agency training.

2.4. These requirements are delegated by the SSCB to the Learning & Development Group of the SSCB who report regularly to the SSCB's Chairs Executive Group, the SSCB Chairs Executive Group report six monthly to the SSCB full Board. Additionally the Learning and Development Group provide a training report to the SSCB Full Board every September and March.

2.5 The strategy has been informed by:

- Working Together to Safeguard Children (2015)
- Children Act 1989, 2004
- Carpenter et al (2010). 'The Organisation, Outcomes and Costs of Inter-agency Training to safeguard and promote the welfare of children. London: Department for Children, Schools and Families'.
- Common Core of Skills and Knowledge for the Children's Workforce (2009)
- Munro,E. (2012): Progress report: moving towards a child centred system
- Kirkpatrick,D. Kirkpatrick,J. (2009) 'Evaluating Training Programmes' Third Edition

3. Principles of the SSCB Learning & Development Strategy

3.1. This Learning & Development Strategy of the SSCB is based upon the following principles that underpin all multi-agency training events to ensure that:

- Training is child focussed so that the voice of the child and the child's welfare remain paramount.
- Training promotes the importance of understanding the child's daily life experience.
- Training is delivered by trainers who are knowledgeable about safeguarding, child protection and promoting welfare. When delivering on complex areas trainers have relevant specialist skills and knowledge.
- Training is delivered by trainers who have completed a train the trainer programme or professional equivalent or are appropriately experienced/trained tutors.
- Training is informed by current and evolving research, is evidenced based and include lessons from serious case reviews and child deaths and national and local policy and practice developments.
- Training is underpinned by the values contained within Working Together 2015.
- Training materials are clear, accurate, relevant and up-to- date.

- Training is delivered in an environment which is conducive with learning and ensures all appropriate staff are given opportunity to attend.
- Training creates an ethos that values working collaboratively with others, respects diversity (including culture, race, religion and disability) and promotes equality and appropriate challenge.
- Training is regularly reviewed and evaluated to ensure that it meets the agreed learning outcomes and has a positive impact on practice.

4. Learning and Development Group Responsibilities

4.1. The Learning and Development Group is responsible, on behalf of the SSCB, to ensure that both single and multi-agency training is delivered to a consistently high standard, and that a process exists for evaluating the effectiveness of training. The terms of reference is attached at appendix 2

4.2 The Learning, Development and Communication Standing Group are accountable to SSCB to achieve the following responsibilities:

- Training is available for the target groups
- Reviewing and updating the Training Programme in line with this Strategy,
- Working Together 2015 and responding to local and national developments
- Identifying and responding to training needs, including the learning's from
- SCRs, child deaths, audits and Domestic Homicide Reviews (DHRs);
- Competent and confident multi-agency training pool is achieved;
- Planning and commissioning of training.
- Collating data on single agency and multi-agency training for inclusion in the SSCB Annual Report

4.3. The Learning and Development Group provides information to the SSCB

4.4 SSCB Six Monthly Training Report provides a six monthly update on progress towards the implementation of the SSCB Learning and Development Strategy 2016 - 2019. This is presented to the SSCB Full Board in September and March each year as well as the Learning and Development Group.

The six monthly training report will collate and report on the following information (where this data is available):

- Number of courses
- Impact of Training - Evaluation summary – multi-agency training
- Impact Analysis
- Impact of Training - Evaluation summary – single agency training
- Number of attendees
- Number of cancellations
- Number of non- attendees
- Sector attendance
- Under Represented Groups on Training
- Income generation
- Costing (venues, refreshments, trainers, others).
- Quality Assurance of SSCB Trainers and In-house Training
- SSCB Trainers Pool
- Train the Trainer
- Common Issues/Support required from the Board
- Future proposals for consideration

5. SSCB Members' Responsibility as Employers

- 5.1. Individual agencies are responsible for ensuring that their staff are competent and confident in carrying out their responsibilities for safeguarding and promoting the welfare of children.
- 5.2. Employers should ensure that their employees are aware of how to recognise and respond to safeguarding concerns, including signs of possible maltreatment. Employers should ensure that employees undertake single agency child protection training before they attend multi-agency training.
- 5.3. Employers also have a responsibility to identify adequate resources and support for multi-agency training by:
 - Providing staff with relevant expertise to support the SSCB by delivering training and/or contributing to the work of the Learning and Development Group
 - Releasing staff to attend the appropriate multi-agency training courses.
 - Ensuring that members of staff receive relevant single agency training which enables them to maximise the learning derived from multi-agency training, and have opportunities to put their learning into practice
 - Contributing to the planning, resourcing, delivery and evaluation of training.
 - Employers are responsible for refreshers training which should be supplied every three years

- Providing staff with relevant experience to contribute to the Learning and Development Group, see members pack appendix 3
- Maintain records to monitor training attendance of their staff

6. Role of Employees Regarding their Professional Development

6.1. Employees also have responsibilities as below:

- To maintain and improve their professional knowledge and competence.
- To identify their own learning and development needs.
- To access the training provided.
- To keep a record of training attended.
- Adhere to the learning agreement prior to training attendance (appendix 4)
- Provide evidence to employer to maintain training record
- To actively participate in the training impact analysis in line with the Kirkpatrick model

7. Role of the SSCB Training Pool

- 7.1. Multi-agency training should be delivered by practitioners who are knowledgeable about safeguarding and promoting the welfare of children and ideally who have completed a train the trainers programme.
- 7.2. Consistent with this, Surrey SSCB have developed a pool of experienced practitioners from a range of member agencies who will deliver the training courses outlined in the SSCB multi-agency training programme. The training pool will be overseen and managed by the SSCB Training and Commissioning Officer.
- 7.3. In order to maintain a sufficient amount of trainers in the Pool, the SSCB Training and Commissioning Officer will organise an annual “Train the Trainer” course. Training Pool members will observe courses before delivering them and all courses will be co-delivered, so that less experienced trainers are mentored by more experienced ones and thereby maintain standards of delivery.
- 7.4. Trainers with specialist skills and knowledge will be commissioned to support the delivery of the programme as necessary.
- 7.5. SSCB Member organisations will support the training programme by releasing Pool members from their usual place of work for a minimum of two days per year.

This will enable Pool members to:

- Deliver two one day training courses each year in addition trainer will be required to:

- Attended a minimum of one day trainer update per year.
- Attend quarterly Training Pool meetings (maximum two hours per meeting)
- Attend a one day Training Pool Team Development Day

7.6 Multi-agency foundation module training in Surrey is delivered by a Pool of Trainers consisting of professionals from partner agencies and external freelance trainers. This model has proved to be effective in collaborative working. SSCB will continue to expand the number of trainers and breadth of different professions and agencies within its pool by offering two Train the Trainers courses per year.

A minimum criteria will be applied to those applying to become a multi-agency trainer and to those already within the SSCB Training Pool.

Criteria for SSCB Multi –Agency Trainers
➤ A minimum of two years' experience of direct employment in a safeguarding role.
➤ Experience of managing child protection cases, contribution to child protection conferences and child protection plans/ core groups.
➤ Experience as a trainer within own organisation.
➤ Evidence of effective multi-agency working, through contribution to safeguarding and promotion of working together.
➤ Can demonstrate sufficient knowledge and understanding of the focus of safeguarding training.
➤ Must demonstrate a passion for developing others through multi-agency learning in order to improve safeguarding practice.
➤ Can comply with the Trainer Agreement with SSCB and their own organisation, including completion of SSCB Train the Trainer programme, or professional equivalent.

All SSCB multi-agency trainers will be expected to exhibit the following attributes:

Quality Standards for SSCB Multi –Agency Trainers
➤ <u>Knowledge</u> - Trainers should have a sound understanding and knowledge of the subject matter, legislations and guidance, and also learning styles and training techniques in order to respond to learners' needs.
➤ <u>Presentation</u> - Ability to project voice to a room of delegates and ability to use a range of communication skills to present materials to match all learning styles and abilities.
➤ <u>Motivation</u> – Must be able to encourage participation and engagement from the whole group.
➤ <u>Challenge</u> – Promote learning through positive challenge of opinions and practice, including your own, whilst maintaining the focus on the best outcomes for children. Trainers will have the competence to challenge poor practice and to report any practice issues to the SSCB Training Manger.
➤ <u>Adaptability and flexibility</u> - Must be confident in handling change, and

responding to the varying needs of learners, changes to timescales and exercise formats where appropriate to maximise appropriate discussions and learning.
➤ <u>Impact on learning</u> - Must be effective in making the link between training and the reality of practice. Trainees should be enabled to relate to the training content and challenge and develop their own practice.
➤ <u>Reflection</u> – Will promote and create the opportunity for professional reflection to support learning during the training event, but also into practice.
➤ <u>Evaluate</u> – Promote and create opportunity to evaluate the learners' experience of the trainer, course content and contribute to measuring the impact of training on practice.
➤ <u>Working Together</u> – Will value collaborative working in training to promote this in safeguarding practice.

SSCB Trainers must sign up to the SSCB Trainers Pool Trainers Agreement (appendix 5) and take part in the SSCB Quality Assurance process (see section 7).

8. Training and Development Needs

- 8.1 Practitioners require safeguarding training at differing levels dependent upon their roles and responsibilities. It is the responsibilities of individual agencies and organisations to identify the training needs of their staff, and where possible provide either in-house, or identify opportunities to access, appropriate training.
- 8.2 In order to assist with the identification of training and development needs, particular groups will be targeted for training based on their level of contact with children and/or parents/carers and their levels of responsibility. The target groups include members of statutory, independent and voluntary and community organisations are listed in safeguarding children pathways document (appendix 6)
- 8.3 Training in relation to CSE training pathway is detailed in appendix 7
- 8.4 Training in relation to FGM training pathway is detailed in appendix 8
- 8.5 Domestic abuse training pathway is not delivered by the SSCB but can be accessed via <http://www.surreycc.gov.uk/social-care-and-health/care-and-support-for-adults/protecting-adults-from-abuse/domestic-abuse/domestic-abuse-information-for-professionals/domestic-abuse-awareness-and-multi-agency-training>
- 8.6 Learning and Development opportunities in relation to Early Help are overseen by the Surrey Safeguarding Children Board but delivered through the early help team <http://www.surreyscb.org.uk/sscb-multi-agency-training-programme/>

9. Single Agency Training

- 9.1. In line with requirements under section 11 of the Children Act 2004 to safeguard and promote the welfare of children, all agencies should have systems in place to identify the training needs of their employees. Agencies should also have systems in place to identify any reasons for workers not completing training courses.
- 9.2. Furthermore, Chapter 2 of Working Together (2015) clearly outlines individual organisational responsibilities regarding mandatory induction training and associated child protection training for all those in contact or working with children and young people and/or adults who are parents or carers. Further guidance is in appendix 6
- 9.3. All agencies should compile information on the single agency training staff have undertaken so that they can provide clear evidence to the Surrey SSCB on an annual basis the numbers of employees who have/have not completed the single agency training requirements the agency has identified for its employees.
- 9.4. Also, as part of the SSCB's quality assurance process (see section 11 for further details), partner agencies will be requested to provide details of what single agency safeguarding training is being provided within their organisation¹. This should include:
- Outline of respective courses
 - How the agency evaluates their single agency training
 - Numbers and percentage of staff who have completed relevant training
 - Evidence from evaluations of single agency training
- 9.5 Single agency expectation is detailed in the table below:

<u>Single Agency Training Expectations</u>
➤ The organisation has a nominated lead that is responsible for the identification and prioritisation of child safeguarding training for staff.
➤ The organisation has in place a current Training Strategy in relation to safeguarding children which includes reference to national and agency specific requirements, and clearly identifies the competences required for staff according to their role and level of contact with children and their families. The strategy should also include robust arrangements for organising and co-ordinating delivery or commissioning of training.
➤ Training programmes should provide opportunities for staff working at <u>all</u> levels to develop their skills and to understand the requirements to safeguard and promote the welfare of children, (including single and multi-agency learning opportunities).
➤ The content of the training delivered should be regularly reviewed and updated to be relevant and incorporates key and current research, legislation, and national and local developments.
➤ The method of training delivery is appropriate to meet the aims and objectives of the session and training materials are clear, accurate and

relevant.
➤ Training is delivered by appropriately qualified and experienced trainers, and all training is evaluated and clearly recorded.
➤ All those in contact or working with children and young people and/ or with adults who are parents or carers have a mandatory induction.
➤ Regular refresher training should be provided for <u>all</u> those in contact or working with children and young people and/ or with adults who are parents or carers, at least every three years.
➤ Staff Groups providing supervision should be trained in supervision skills and have an up to date knowledge of the legislation, policy and research to safeguard and promoting the welfare of children.
➤ Have systems in place to identify own developmental needs and access the training provided.

1 Please note that related training information will also be requested as part of section 11 audits undertaken separately by the SSCB.

10. Multi-agency Learning & Development

10.1. The SSCB is responsible for developing policies for safeguarding and promoting the welfare of children in the area of the authority, in relation to multi-agency training of people working with children, or in services affecting the safety and welfare of children. This includes training in relation to child sexual exploitation, child death review processes and serious case reviews.

10.2. The purpose of multi-agency training, at both strategic and operational levels, is to achieve better outcomes for children and young people by fostering:

- a shared understanding of the tasks, processes, principles, 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 and information sharing 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 child focused assessments and decision-making; and learning from Serious Case Reviews (SCRs) and reviews of child deaths

10.3. In addition, multi-agency training should help those practitioners working with children, young people and/or their parents/carers to:

- collaborate effectively with colleagues across organisational boundaries;
- understand one another's roles and responsibilities
- know what services are available locally for children and families
- share knowledge and expertise

- understand how different agencies operate
- recognise the value of multi-disciplinary working in safeguarding and promoting the welfare of children.

11. Quality Assurance Process

11.1 Through the Learning and Development Group, Surrey SSCB is required to evaluate the quality of both single and multi-agency training, ensuring that it is provided within individual organisations, and checking that training is reaching all relevant staff.

11.2 It is important to note that learning from any multi-agency quality assurance activity is shared with partners primarily through the Learning & Development, Strategic Case Review and QA&E Standing Groups and used meaningfully to change practice and improve outcomes for children, young people and their families. See the Surrey the learning and improvement framework appendix 1

11.3 Single agency training - whilst single agency training is the responsibility of the particular agency and is carried out by the agency for its own staff, it is important that certain standards are adhered to. Therefore, a set of documents have been developed by the SSCB to support this process and contained in the single agency Learning and Development Quality and Assurance pack (appendix 9), have been agreed by the SSCB Learning and Development Group for individual agencies to use as a check list.

11.4 In addition, the SSCB Learning and Development Group in order to fulfil their function in quality assure single agency delivered will do this in two defined stages:

1. Where single agency have delivered non SSCB material there is a requirement that they will adhere to the evidence of evaluation outlined in the SSCB Single Agency Learning and Development Quality Assurance Pack (appendix 9)
2. Where single agencies have delivered SSCB developed materials – Working Together to Safeguard Children introduction training, they are required to complete the online evaluation via Surrey Says at <https://www.surreysays.co.uk/surrey-safeguarding-children-board/989f0ab8>

11.5 Multi-agency training - measuring the quality and effectiveness of training will be done at various stages.

Stage One – delegates are asked to complete a Personal Action/Development Plan & Learning for the Organisation at the training course (appendix five).

Stage Two - all delegates are asked to complete an evaluation form post course. This is automatically available to delegates via the training event web pages.

Stage Three - Three months after each course, a sample of delegates are asked to complete an SSCB Impact Analysis of Safeguarding Training via Surrey Says (appendix six)

Stage Four – Telephone interviews or focus group based on results from the SSCB Impact Analysis. At stage three, delegates are asked to provide their contact details if they wish for the SSCB to contact them to discuss the training and their learning in more detail. This may either be via a telephone interview or focus group depending on the level of responses.

The findings from the evaluation process will also be used to inform the review of the training materials (which will be amended if necessary) and to feedback to the pool of trainers.

12. Exemption Checklist

12.1 The SSCB have produced the following exemptions:

- Working Together to Safeguard Children exemption checklist
- Foundation Module 1: An Introduction to Safeguarding Children exemption checklist
- CSE (Level 2) exemption checklist

12.2 These are to be used by line managers and safeguarding leads when members of staff have completed an alternative safeguarding introductory course. The exemption checklists must be completed by a line manager and countersigned by the safeguarding lead within your organisation and a SSCB representative. (appendix 11a, 11b & 11c)

13. Charging and Cancellation

13.1 Cancellations

As demand for SSCB courses is high and some applications may be unsuccessful, early cancellation is important in order that the place can be offered to another participant.

For course running from September 2016 onwards – you are able to cancel your own place 14 days before the course by logging into SSCB events page here – <http://www.surreyscb.org.uk/sscb-multi-agency-training-programme/course-bookings-evaluations-certificates/>

If you wish to cancel your place less than two weeks before the date of the course you must email us at sscb.training@surreycc.gov.uk. You will not be able to cancel your own place with less than two weeks to go.

If we are given less than two weeks notice of cancellation, the full charge of the training will be made. This applies to both partners and non partners.

Please note, the SSCB will not issue a refund if you cancel your place with less than two weeks' notice.

13.2 Non Attendance

If you do not attend a course that you have booked on to, we will email you and your manager/finance team (you would have given us these details when you created an account to book onto our events).

If you paid for the course, this will not be refunded.

If you did not pay for the course, as you work for a partner agency, you will be charged the full amount for the course minus the non refundable booking fee. For example, a full day course is charged at £90 and the non refundable booking fee is £12. Therefore you will be charged £78.

13.3 Unforeseen events/exceptional circumstances

We understand that unforeseen events/exceptional circumstances can lead to cancellation or non-attendance, in which case, the SSCB may consider a refund request or to waive the non attendance fee. You must request a refund at your earliest opportunity by emailing sscb.training@surreycc.gov.uk. The SSCB Training and Commissioning Officer will use their discretion in deciding whether a refund will be issued.

If you have paid a fee, and the SSCB Training and Commissioning Officer agrees to a refund, you will be refunded what you paid minus the £12 non-refundable booking fee. For example, if you paid £90, you will be refunded £78.

13.4 SSCB Training Cancellation

Due to unforeseen circumstances such as trainer illness or adverse weather conditions, on rare occasions, the SSCB may be required to cancel training with limited notice. If this occurs we will refund delegates' training charge but not reimburse other costs incurred by organisations such as those incurred in releasing staff to attend courses or travel expenses

Appendix 12 – Cancellation and Non Attendance Policy.

14. Appendices		
1	Surrey Safeguarding Children Board Learning and Improvement Framework	Available on www.surreyscb.org.uk
2	Learning Development and Communication Group Terms of Reference	Available on request from SSCB
3	Surrey Safeguarding Children Board Members Pack	Available on request from SSCB
4	SSCB Learning Agreement	Available on www.surreyscb.org.uk
5	SSCB Trainers Pool Training Agreement 2016-2017	Available on request from SSCB
6	Safeguarding Children Training Pathways - What Safeguarding Training Should I Do?	Available on www.surreyscb.org.uk
7	Child Sexual Exploitation Multi Agency Training Pathway	Available on www.surreyscb.org.uk
8	Female Genital Mutilation (FGM) Multi Agency Training Pathway	Available on www.surreyscb.org.uk
9	SSCB Single Agency Learning and Development Quality Assurance Pack	Available on www.surreyscb.org.uk
10	SSCB Multi Agency Learning and Development Quality Assurance Pack	Available on www.surreyscb.org.uk
11a	Working Together to Safeguarding Children and Young People Exemptions	Available on www.surreyscb.org.uk
11b	SSCB Foundation Module 1 - Introduction to Safeguarding Exemption Checklist	Available on www.surreyscb.org.uk
11c	SSCB Child Sexual Exploitation Exemption Checklist for Level 2 CSE Training	Available on www.surreyscb.org.uk
12	Cancellations and Non Attendance Policy	Available on www.surreyscb.org.uk