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Learning and Improvement Subgroup – Training Strategy



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Introduction

Cumbria Safeguarding Children Partnership Board (CSCP) is committed to a culture of continuous learning and improvement.

This strategy complies with the Working Together to Safeguard Children (March 2018)

Multi-agency training will be important in supporting this collective understanding of local need and the services available to support children and young people.

Within the Working Together guidance, it is clear that the role of the CSCP in the delivery of training is a matter for local determination, but irrespective of who delivers training the CSCP should review and evaluate the quality, scope and effectiveness of single and multi-agency training to ensure it meets local need. Matters regarding this should be reported annually to the CSCP.

Overall, we need to know who needs to be trained, ensure they receive the training and that the training and learning opportunities have made a positive difference to their practice to support and help children and young people.

Chapter 3 of Working Together 2018 states that the purpose of local safeguarding children partnership arrangements is to support and enable local organisations and agencies to work together in a system where:

- Learning is promoted and embedded in a way that local services for children and families can become more reflective and implement changes to practice

The importance of multi-agency training is reinforced through research and reinstated through local and national child safeguarding practice reviews . Effective safeguarding is underpinned by strong multi-agency working, and professionals understanding and acting upon their respective roles and responsibilities in relation to safeguarding children. *It must be remembered that individual agencies remain responsible for ensuring that their staff are competent and confident to carry out their roles safely including their safeguarding children responsibilities.*

This training strategy sits alongside the CSCP Learning and Improvement Framework, will be subject to revision on a three- yearly basis and reviewed annually in line with the annual review of the CSCP Business Plan.

Who this Strategy is for

This strategy is aimed at everyone who works with children, young people and their families, including those working with adults who are parents and carers.

- Organisations who are members of CSCP.
- Organisations who have Section 11 duties outlined in the Children Act 2004.
- Organisations outlined in Section 13 of the Children Act 2004 which are schools and further education colleges.

CSCP expects all agencies to implement this strategy and thereby ensure that all staff and volunteers are trained to safeguard children to the level required. This includes specialist training where appropriate.

Training Strategy Aims

This Training Strategy:

- States the expectations of CSCP and the responsibilities of all staff and volunteers within the Cumbria Workforce in relation to safeguarding children training.
- Sets out how the CSCP will monitor and evaluate the effectiveness of training, including multi-agency training, for all professionals in the area.
- Describes how all agencies will be monitored against their responsibilities in ensuring staff/volunteers have the skills and support to keep children safe.
- Clarifies the need for training and identifies those who should receive particular levels of safeguarding children training.
- Provides clear pathways to enable managers, trustees and individuals to understand which elements of training are required for particular roles and when and how to access each.
- Outlines how evaluation of single and multi-agency training will take place.
- Lays out the mechanisms by which high standards will be maintained.

The Role of the CSCP Learning and Improvement Subgroup

The Learning and Improvement Subgroup are responsible for the planning, co-ordination, commissioning and evaluation of high quality multi-agency training to the children's workforce. The group ensures that the learning and development provided within agencies will equip professionals to safeguard children.

The core functions of the Learning and Improvement subgroup are:

- To develop and review multi-agency learning and development programmes within the context of local and national policies, research and practice developments.
- To ensure standards are set for single agency basic training/learning and evaluate and review single agency provision.
- To commission the design, planning, organisation and implementation of the training/learning programme based on CSCP priorities, learning from Child Safeguarding Practice Reviews (CSPR's) and reviews of child deaths.
- Monitor and evaluate the quality and effectiveness of the CSCP learning programme.
- Support, develop and monitor the CSCP training pool.
- To ensure oversight and information about individual agency training that links to the CSCP priorities and to consider which could be accessed by partner agencies.
- To ensure that the learning from serious Child Safeguarding Practice Reviews is communicated in single and multi-agency training.
- To ensure that individual agencies focus on how staff in their organisations are achieving and maintaining their competencies in safeguarding using a range of learning opportunities.
- To provide the CSCP with impact evaluation of training on a six monthly basis in order to measure the effectiveness of training.
- To ensure individual agencies capture the voice of the child, to enable this to be included in any development of training.



The Role and Responsibility of the Agencies

Employers are responsible for ensuring that their staff are competent and confident in carrying out their responsibilities for safeguarding and promoting children's welfare.

Employers should ensure that their employees are aware of how to recognise and respond to safeguarding concerns, including signs of possible maltreatment. This knowledge and expertise should be put in place before employees attend multi-agency training as part of their single agency training plan.

Employers also have a responsibility to identify adequate resources and support for inter-agency training by:

- Providing staff who have the relevant expertise to support the CSCP (e.g. by sitting on the CSCP training sub-group, and/or contributing to the training pool).
- Allocating the time required to complete inter-agency training tasks effectively.
- Releasing staff to attend the appropriate inter-agency training courses.
- Ensuring that staff receive relevant single-agency training that enables them to maximise their learning derived from multi-agency training, and have opportunities to consolidate learning from inter-agency training.

Charging Policy

The CSCP are currently exploring the possibility of implementing a charging policy



CSCP Training and Delivery

There are a range of learning opportunities for those staff that require multi-agency learning as part of their role and responsibility. The CSCP are involved in the co-ordination of a themed multi-agency training programme, the training programme provides a range of strength based learning events that support those who require multi-agency learning in meeting their safeguarding competencies.

The content of the programme is based on local and national drivers and particular areas of interest, which are developed into priorities for the programme; these are reviewed annually and identified in the CSCP Business Plan.

The programme is resourced via a range of contributions from different agencies across the Cumbria partnership. However there are other multi-agency opportunities available across Cumbria and these can contribute to staff meeting their safeguarding competencies.

<https://www.cumbriasafeguardingchildren.co.uk/> and click on Training

Training Programme

The training programme seeks to offer a wide, high quality range of courses that provide information on both processes and also researched based learning. The programme covers the basic awareness levels of training that all staff require and moves through to higher level learning opportunities that challenge professionals belief and values in order to support judgements and assessments that are required to be made.

Training courses and sessions provided with include learning from thematic audits and reviews undertaken by the CSCP Safeguarding Groups. Throughout training the Signs of safety and Signs of wellbeing and Success will be threaded throughout.

The programme can be found at <https://www.cumbriasafeguardingchildren.co.uk/> and click on Training.

CSCP expects that as a professional and/or practitioner working with children and young people that you have undertaken the necessary mandatory safeguarding training and that you possess the essential standards of competence required to safeguard children and young people.

Any additional training should be provided by the employer to ensure that staff attain the competencies appropriate to their role.

Ensuring Effective Training

All training in safeguarding and promoting the welfare of children should create an ethos which values working in partnership with others, respects diversity (including culture, race and disability), promotes equality, is child centred and promotes the participation of children and families within safeguarding processes.

Training Standards for CSCP

Definitions of single and multi-agency safeguarding training

Training needs to equip people to work effectively with those from other agencies to safeguard promote the welfare of children. This work typically takes place in two ways:

- Single-agency training, which is training carried out by a particular agency for its own staff and
- Multi-agency training, which is for employees of different agencies who either work together formally or come together for training or development.

Minimum Standards for Single-Agency Safeguarding Training

1. Involve children, young people and their parents/carers in the design, delivery and/or evaluation.
2. Trainers will meet the requirements of the competency criteria set out in this training strategy.
3. The organisation will have in place a current individual training strategy.
4. All training will have explicit aims and objectives outlined.
5. All training will be evaluated using an appropriate evaluation form.
6. Training will be delivered in an environment conducive to learning.
7. At each training course, candidate information will be recorded by the agency.
8. Training records will be kept up to date and be made available to the CSCP, when required.
9. Training will reflect anti-oppressive, non-judgemental and anti-discriminatory practice.
10. Working together is an essential feature of all training in safeguarding and promoting the welfare of children.
11. Equip staff for working with, communicating and sharing information with others.
12. The training covers: Awareness of Child Abuse and Neglect, Safeguarding Responsibilities, Cumbria Multi Agency Threshold Guidance and Understanding the Level of Need and Practice Response and Referral Process Safeguarding Protecting Children (Multi Agency) - Conferences, Planning and Collaboration.

Minimum Standards for Multi-agency Safeguarding Training

1. Involve children, young people and their parents/carers in the design, delivery and/or evaluation.
2. Trainers will meet the requirements of the competency criteria set out in the training strategy, but in addition they will have experience and knowledge in the specialised area being delivered.
3. All training will have regular impact assessments completed to ensure that they are up to date with current legislation and practice, using the standard proforma.
4. All training will have explicit aims and objectives outlined.
5. Candidates will complete training evaluation which will also require them to detail what effect it has upon their practice.
6. All summary of evaluation forms will be sent to the CSCP Trainer and Learning and Improvement subgroup.
7. Training will be conducted in an environment conducive to learning.
8. Candidates will receive training packs containing all the pertinent information for them to refer to as and when required.
9. Training sessions will utilise a range of strategies geared to the different learning styles of candidates.
10. Training will reflect anti-oppressive, non-judgemental and anti-discriminatory practice.

Minimum Standards for Attendance at Safeguarding Training

All candidates wishing to attend CSCP training must adhere to the following standards:

1. To access a multi-agency CSCP training course, a course application form must be fully completed.
2. To apply for the training, candidates must fulfil the target group criteria outlined in the Training Programme.
3. Candidates must attend the course for the specified period.
4. Candidates should be willing to participate in the programme and activities as appropriate.
5. Candidates must give constructive feedback upon the course on the provided evaluation form/s.
6. Candidates must complete and return to the CSCP the post course form outlining the impact training has had upon their practice, if any.
7. Candidates should respect other group members and demonstrate anti-oppressive practice.

Minimum Standards/Competencies of CSCP Trainers

1. Trainers are knowledgeable about safeguarding and promoting the welfare of children.
2. When delivering training on complex areas of work, trainers should have the relevant specialist knowledge and skills.
3. Trainers who have completed a 'Train the Trainer' programme or professional equivalent.
4. Informed by current research evidence, lessons from serious case and child death reviews, and local and national policy and practice developments.
5. Trainers who are consistent with the values and priorities of the CSCP.
6. Trainers able to reflect an understanding of the rights of the child, and be informed by an active respect for diversity and the experience of service users and a commitment to ensuring equality of opportunity.
7. Trainers to be regularly reviewed and evaluated to ensure they meet the agreed learning outcomes and has a positive impact in practice.
8. All CSCP Trainers must have line management support/approval and must be able to commit the time to deliver training.
9. All CSCP Trainers must be committed to their ongoing professional development and willing to undertake relevant training.

How Impact and Effectiveness will be Evaluated

All training and learning opportunities will be evaluated in relation to the Learning and Improvement Framework. Working Together requires that the CSCP maintain a shared local learning and improvement framework across those local organisations working with children and families.

The aim of the framework is to enable local organisations to improve services through being clear about their responsibilities to learn from experience and particularly through the provision of insights into the way organisations work together to safeguard and protect the welfare of children.

The framework should be shared across all agencies that work with families and children. Working Together states that ‘This framework should enable organisations to be clear about their responsibilities, to learn from experience and improve services as a result’.

http://cumbrialscb.proceduresonline.com/chapters/p_learn_improv_framework.html

This responsibility includes ensuring that:

- Single/multi-agency training meets the principles and standards set out in this document.
- Outcomes from the evaluations of training inform the training plan.
- The CSCP Business Group will receive regular reports from the Learning and Improvement subgroup in relation to quality assurance and effectiveness of training.
- Agencies are monitored and held to account in their efforts to ensure that all staff and volunteers working with children and young people or their parents/carers are trained in safeguarding to an appropriate level.



Evaluating the Impact of Training

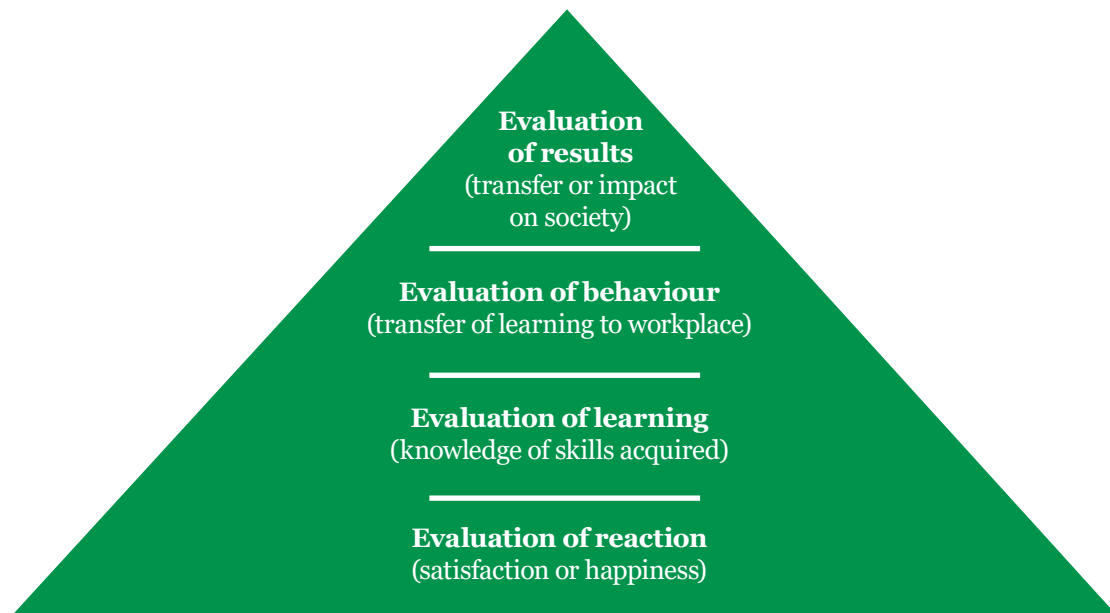
Evaluating training is key to training transfer; has the learning been transferred to the workplace and made a difference to children and families? Measuring the practical impact of training is not easy and it is rarely possible to demonstrate a true causal link between a particular training session and subsequent changes in practice behaviour. However data collection at specific points in the learning cycle can support the measurement of impact.

The focus of all evaluations should consider the following:

- Quality of training delivery - relevance, currency and accuracy of course content
- The impact the training has had on practice.

Kirkpatrick's model of training evaluation (1977) identifies four levels in measuring impact:

Kirkpatrick's model



The Kirkpatrick model supports the need for training evaluation which collects information relating to the effectiveness of training at all four levels from attendee satisfaction to overall impact on business.

- Participants reaction to the program:
 - How the delegate felt about the training or learning experience (post-training evaluations).
- Learning as a result of program participation:
 - Measurement of the increase in knowledge – before and after (pre and post-training evaluations).
- Changes in behaviour as a result of the program:
 - The extent of the applied learning back on the job – implementation (three-monthly training evaluations).
- Real world results of the program:
 - The effect on the business or environment, attendee's practice has been changed or confidence reinforced.

Multi-agency training evaluation process includes:

- A series of evaluation questionnaires – designed specifically for each course to measure the transfer that occurred in the learners behaviour i.e. are the newly acquired skills and knowledge being used to inform practice, the effectiveness of the training.
- Participants will complete a pre-course self-assessment prior to attending the training - testing knowledge skills and levels of confidence prior to course.
- Information about the training and post training evaluation will be sent to the participants supervisor for use in future supervision meetings - linked to initial booking in process.
- At the end of each training course the participant completes the self-assessment questionnaire. This assessment moves evaluation beyond “learner satisfaction” and attempts to assess the extent participants have advanced in skills and knowledge. Pre-course questionnaires and practical information about the trainer venue for immediate QA monitoring.
- The participant will be issued with a certificate. It contains the learning outcomes which will form the discussion with their line manager. It is the responsibility of each agency to manage these sessions - Managers will be encouraged to report to the CSCP any practice issues, concerns or further information needed for their supervision sessions (report via agency CSCP representative or email to CSCP.Training@cumbria.gov.uk).
- Twelve weeks after the training a post evaluation questionnaire is sent to the participant (notification of their supervisor). This process seeks to measure the learning transfer that has occurred in the participants behaviour i.e. are the newly acquired skills and knowledge etc being used in the everyday environment of the participant? These questionnaires will be emailed to all participants.

In addition:

- Focus groups will be run bi-annually, drawn from;
 - Participants on the various training courses
 - Children and young people with support from the LA's Access and Engagement team and service users.

This is to help inform the on-going training programme.

- All data collated and initial analysis of the data undertaken by the CSCP Trainer on a quarterly basis. The Trainer reviews and shares findings plus any significant issues with the Learning and Improvement sub group to feedback on significant practice issues.
- Data gathered will be used to inform ongoing training of ‘What works well / What doesn’t work so well’.
- Information is used to inform the commissioning of training and adapt existing training.
- Training materials are updated regularly to ensure content is up to date, relevant and current.

Which Training is Right for Me?

It must be remembered that individual agencies remain responsible for ensuring that their staff are competent and confident to carry out their roles safely including their safeguarding children responsibilities. Any additional training should be provided by the employer to ensure staff attain the competences appropriate to their role. Whilst the CSCP recommend staff attend safeguarding training every 3 years as a minimum, some statutory guidance (for example from the Department for Education) may insist on more frequent attendance (e.g. Designated Safeguarding Leads for Schools should update their safeguarding training every two years).

Support and Resources for Safeguarding Learning

The CSCP support training, learning and improvement of staff within Cumbria. Resources and information are available on <https://www.cumbriasafeguardingchildren.co.uk/>, including research updates and briefings.



