



## Training Sub Group

# SAFEGUARDING TRAINING AND DEVELOPMENT PLAN 2016 – 2017

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## INTRODUCTION

South Gloucestershire Safeguarding Children Board (SGSCB) is committed to delivering a high quality inter-agency training programme, which supports professionals and volunteers in their work to safeguard and promote the welfare of children and young people.

To achieve this, all those working with families must have the knowledge and skills to carry out their own roles and responsibilities. This includes being able to recognise and raise safeguarding concerns. They must also be able to work effectively with others within their own agencies and across organisational boundaries.

The training provided by SGSCB is aimed at supporting people working at different levels of responsibility for safeguarding children, to build on or consolidate their knowledge. This is across the spectrum of safeguarding, from early identification of need through the Single Assessment Framework early help (SAFeh) process, to child protection processes and practice. It aims to achieve:

- A shared understanding of roles and responsibilities;
- Improved communication between professionals and others working with children, young people and families;
- Effective working together based on sound working relationships; and
- Improved assessment and decision making.

**The key national and local drivers underpinning the training plan are:**

- Working Together to Safeguard Children 2015;
- Keeping Children Safe in Education 2016;
- Lessons from Serious Case Reviews (SCR), Domestic Homicide Reviews (DHR) and Case Reviews (CR);
- The Children's Workforce Strategy for South Gloucestershire;
- SGSCB Business Plan priorities;
- South Gloucestershire's Children and Young Peoples Plan; and
- The SGSCB Learning and Improvement Framework.

This Training Plan has been developed by the SGSCB Training sub-group and sets out the strategic priorities for inter-agency training from April 2016 until April 2017. SGSCB training is developed and delivered by a pool of safeguarding trainers whose courses are quality assured by the SGSCB Training sub-group (see Appendix 3 for more details on quality assurance methods).

SGSCB has agreed its Business Plan for 2016/17. The priorities identified in this plan have shaped and informed the strategic priorities for the training sub group for 2016/17.

These priorities are mapped into a 'plan on a page' (p.3).

## STRATEGIC PRIORITIES FOR THE TRAINING SUB-GROUP 2016-17



## Promoting and supporting effective safeguarding in South Gloucestershire by delivering excellent training

### Priority 1:

To have a clear offer of available training

#### Key Tasks:

- Briefing note sent to all schools clarifying where and how Safeguarding training is accessed (including single agency child protection training);
- Briefing note sent to all Early Years settings (including Childminders) clarifying LSCB advice around what child protection training should be completed, and how and where it is accessed;
- All commissioned and internal training to be promoted on the South Gloucestershire Council learning website;
- The Training Sub-Group will support the implementation of Signs of Safety within ICS and our partner agencies; and
- Use available training data to inform a training needs questionnaire.

### Priority 2:

Promote and build a learning culture, with relevant and varied training available to the work force.

#### Key Tasks:

- Promote and embed the Learning and Improvement Framework, compile an action plan and link this to the competency framework;
- Review the effectiveness of the Learning and Improvement Framework - this will be undertaken at the sub-group meetings;
- Work with other South Glos sub-groups to ensure learning from their activity informs training;
- Respond to bespoke training requests;
- Respond to learning from feedback from people that use our services;
- Ensure the training offered is appropriate for the children and young people's workforce; specific areas of focus will be:
  - Research and findings from SCRs, DHRs, CRs
  - Working with Fathers
  - Capturing the Voice of the Child
  - CSE
  - Radicalisation
  - Online Safety
- Training matrix finalised and sent to all settings/agencies;
- Research in Practice to be promoted widely across the Local Authority.

### Priority 3:

#### Section 11 Audits

#### Key Tasks:

- Produce a self-assessment audit tool for all relevant settings (including voluntary sector);
- Ensure all relevant agencies understand what a Section 11 audit is and what their contribution must be;
- Establish how effectively services/agencies capture the voice of the child;
- Understand how settings/agencies address early help; and
- Understand how settings/agencies work to ensure best possible outcomes for children, young people and families

### Priority 4:

Training to be Quality Assured for being current, relevant and engaging

#### Key Tasks:

- Keep the membership of the sub-group under review to ensure that it is representative of the Safeguarding Board;
- Quality assure all commissioned and internal training;
- Ensure managers and supervisors are monitoring and supporting identified actions from action plans completed on Inter-agency and Advanced Inter-agency Child Protection training;
- Measure the impact of training on outcomes for children, young people and families;
- Ensure that the training offered is in line with the LSCB business plan;
- Ensure that the training offered is what frontline staff need/ want by carrying out a training needs questionnaire;
- The evaluation forms will be updated and feedback will be analysed by the training sub group to inform future training; and
- The training sub group have a plan to test training transfer to practice.

## **FURTHER INFORMATION**

### **The Training and Development Offer**

The inter-agency training covers general safeguarding practice development and some specific topics, for example: Child Protection and Disability, FGM Awareness, and Identifying and Responding to Domestic Abuse. All training offered aims to improve the standard of practice across the workforce.

In addition to the main SGSCB Training Offer, Signs of Safety is a core area of training being delivered to assist in the implementation of the approach across the workforce, and is integral to all the events offered as part of the inter-agency safeguarding training programme.

*Appendix 1 summarises the SGSCB Inter-agency Training and Development Offer for 2016-17.*

### **Target Audience**

The inter-agency safeguarding training offer contains essential, additional Continuing Professional Development programmes, as well as single agency training required by each agency for their staff. Managers are required by government legislation to ensure staff are competent in safeguarding the welfare of children and young people. The training is available to staff in all partner agencies working with South Gloucestershire's children, young people and families and aims to reflect the learning and development needs of our varied workforces.

Inter-agency safeguarding training is designed to complement single agency sessions and is offered to meet the varying levels of expertise and statutory responsibilities. Appendix 2 sets out the training requirements for children's workforce and health staff.

The take up of inter-agency safeguarding training across South Gloucestershire is monitored by the Training sub-group. As part of encouraging staff and volunteers from across all levels and sectors of the workforce to access the programme, attendance is reported to the SGSCB on a quarterly basis. This can lead to Board representatives taking action to address any shortfalls in attendance by relevant staff in their agency or sector.

### **Roles and Responsibilities**

In line with Working Together to Safeguard Children (2010, 2013 & 2015) expectations, the SGSCB inter-agency training programme is designed to contribute to, and work with, the strategic priorities of key agencies locally, in particular the local authority, the police and health partners.

Furthermore the SGSCB will review and evaluate the provision, reach and availability of both the inter-agency safeguarding training and single agency safeguarding training provision via the Section 11 Audit tool.

The Training sub-group is responsible for overseeing the development and co-ordination of the inter-agency safeguarding training programme with a focus on achieving better

outcomes for children and young people, at both strategic and operational levels, and by ensuring that:

- the programme is informed by the training and development needs of the children and young people's workforce;
- the quality and impact of training is monitored;
- the training includes input in relation to the child death review processes and the learning from local and national SCRs and the CRs undertaken by the SCR reading group; and
- where appropriate, the training incorporates the importance of safeguarding vulnerable adults.

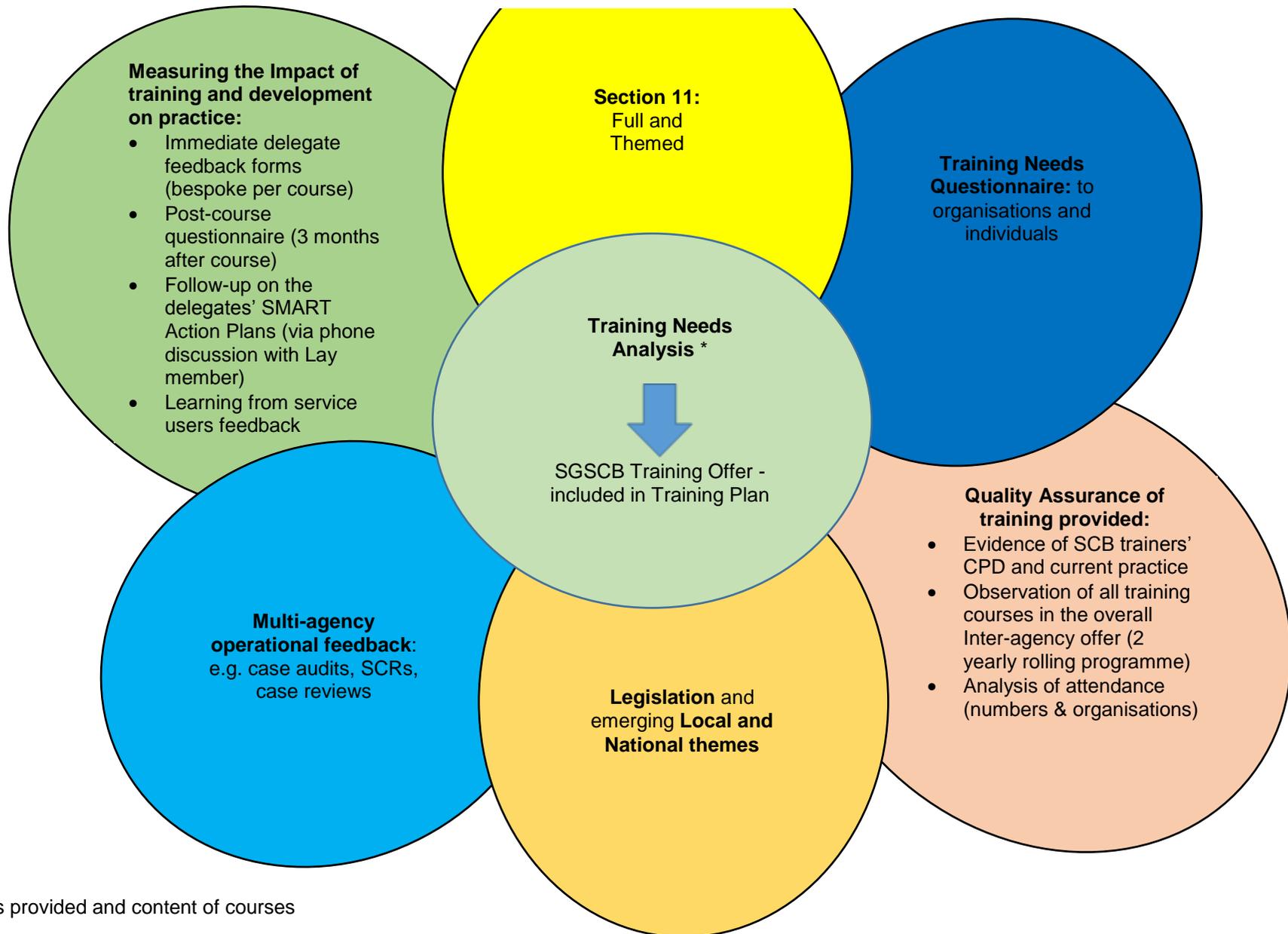
Training and learning is delivered via methods which include:

- Training days;
- Workshops;
- E-learning modules developed by the Virtual College - <http://www.virtual-college.co.uk/products/child-protection.aspx>;
- An annual LSCB conference;
- Masterclasses; and
- Webinars

Managers and staff have responsibility for identifying learning needs and enabling staff to have access to training appropriate to their role.

For the SCB training sub-group to oversee as part of Learning and Improvement Framework.

## Learning and Development Overview



\*Courses provided and content of courses

## **Quality Assurance and Impact of Training**

### **Five point plan**

In order to improve the level of quality assurance of the inter-agency training offer, the training sub-group has agreed a five-point plan:

- 1) Redesigned evaluation forms specifically linked to the learning outcomes for each individual training course were launched in February 2016. The old forms were felt to be too generic, whereas the redesigned forms are designed to give more focused and course specific data from training participants;
- 2) SMART action plans are completed by participants attending Inter-agency and Advanced Inter-agency training. A random sample of five practitioners from each course are being contacted three months after they have attended the training and a follow-up via telephone discussion with the practitioner and their named manager is taking place to see if implementation of their action plan has been successful. This is new for 2016 and will be analysed after 9 months; if it is felt to be a useful way in which to measure the impact of training, the action plans will be used for all other child protection training;
- 3) The 3-month post-course impact evaluation audit will continue to be used and return rates and data monitored;
- 4) Direct observation of all SGSCB child protection courses will be carried out by the Workforce Development Advisor for SAFeh and Safeguarding; and
- 5) All trainers (internal and external) will be required to demonstrate how they remain up-to-date with safeguarding and practice. This will be in the form of an email questionnaire sent out annually.

*A full training analysis report for 2015-16 can be found at Appendix 3*

### **Governance**

The Training Sub Group reports on a quarterly and annual basis to the Executive group and the SGSCB.

## SOUTH GLOUCESTERSHIRE SAFEGUARDING CHILDREN BOARD

### Summary of inter-agency training available for 2016-17

All training is accessible via the council's self-serve website – [www.southglos.gov.uk/learning](http://www.southglos.gov.uk/learning)

#### **Advanced Inter-agency Child Protection**

A 1 day course delivered once a month (with flexibility for additional dates if necessary).

Learning outcomes:

- To promote and improve effective multi-agency working to safeguard children and develop a shared understanding of the tasks, processes, roles and responsibilities and local arrangements for safeguarding children and promoting their welfare;
- To establish a common understanding of key terms, definitions and thresholds for action;
- To have an understanding of the core tasks involved to safeguard children- assessments, planning, core groups, conferences and decision making;
- To provide an understanding of the procedural and legislative framework within which agencies must operate, including individual and joint roles and responsibilities at each stage of the Child Protection process;
- To locate Child Protection within the context of Children in Need; and
- To update people on current issues.

#### **Child Protection and Disability**

A 2-day course delivered twice a year.

This course has been designed by a multidisciplinary team, and is facilitated by a South Gloucestershire trainer and a Social Worker from Bath and North East Somerset. It aims to improve confidence in this area, to increase participants' knowledge of safeguarding issues relating to disabled children & to introduce skills and strategies to assist them in recognising & responding to possible cases of child abuse.

Following the training participants will:

- Be able to identify the factors which lead to an increased risk of abuse for disabled children;
- Recognise the importance of communicating effectively with disabled children;
- Consider the place of dignity and choice in intimate care;
- Think about how attitudes may affect recognition and response to abuse;
- Understand the links between children's rights and child protection; and
- Feel more confident in their ability to manage child protection concerns involving disabled children.

#### **Child Protection Update:**

A ½ day course delivered 6 times a year (with flexibility for additional dates if necessary).

This workshop is targeted at **experienced** staff from all agencies, who are working with children and their families. It is intended for people who have already attended the Advanced Inter-agency Child Protection course, and who want to ensure they keep up-to-date with current local and national issues such as CSE, FGM, radicalisation and online safety.

### **Child Sexual Exploitation (CSE)**

A 1-day course delivered 4 times a year.

This course is delivered by a dedicated CSE trainer from Barnardo's Against Sexual Exploitation (BASE). Its overall purpose is to enable delegates to understand the experiences and practice issues relating to children and young people who are at risk of sexual exploitation

The course objectives are to:

- To understand the experiences and practice issues relating to children and young people who are at risk of sexual exploitation;
- To explore professional attitudes and values relating to those at risk of sexual exploitation;
- To help identify children and young people who are at risk of sexual exploitation;
- To acknowledge the links between running away and sexual exploitation; and
- To link challenging behaviour with risky sexual behavior.

Session content:

- Definitions and relationship to wider sexual abuse arena;
- Exploration of the ways young people may be sexually exploited;
- National/local incidence;
- Vulnerabilities and risk factors;
- Challenges faced;
- Legislation;
- Assessment skills/care planning;
- Barnardo's model of intervention; and
- Story of resilience.

### **Female Genital Mutilation Awareness**

A half day course delivered 3 times a year.

This course will equip practitioners with an understanding of their roles and responsibilities regarding issues relating to FGM and safeguarding.

Course objectives:

- To gain awareness of FGM guidelines and how to access them;
- To consider how FGM relates to the safeguarding agenda;
- To understand the background, signs, symptoms and health implications of FGM; and
- To know how to make a referral when FGM is identified as a possible or definite concern.

### **Forced Marriage and Honour Based Violence**

A ½ day course delivered 3 times a year.

This course is delivered by the Bristol Next Link Service.

Aims:

- To equip practitioners with an awareness of Forced Marriage and Honour Based Violence; and
- To give practitioners an understanding of their roles and responsibilities regarding issues relating to Forced Marriage and safeguarding.

#### Objectives:

- To enable participants to understand the nature, prevalence and wide ranging implications of Forced Marriage and Honour Based Violence;
- To learn how to spot the signs and symptoms; and
- To know how to make a referral when Forced Marriage is identified as a possible or definite concern while maintaining the safety of the victim.

#### **Identifying and Responding to Families Experiencing Domestic Abuse**

A 1-day course delivered 4 times a year.

This course, delivered by Survive and commissioned by the South Gloucestershire Safeguarding Children Board, aims to raise awareness and understanding of both the dynamics of domestic abuse and its impact on outcomes for children. The course will assist participants to understand the range of ways in which children may be affected by living with domestic abuse and to identify their support needs.

On completion of the course, participants will be able to:

- Demonstrate an understanding of the definition of Domestic Abuse;
- Identify the impact of Domestic Abuse on children;
- Outline the support available to protect and safeguard; and
- Consider strategies for engaging with and assisting adults and children where there are, or may be, issues of Domestic Abuse.

#### **Inter-agency Child Protection**

A 1 day course delivered once a month (with flexibility for additional dates if necessary).

This course aims to give staff an opportunity to explore within a face to face, multi-agency environment, various aspects of child protection in order to enhance knowledge and awareness of the issues and the ability to respond appropriately to them. This course will also cover basic processes and procedures for making a referral to Children's Social Care. Those that have frontline responsibility or are the designated safeguarding lead in their establishment should also undertake Advanced Inter-agency Child Protection training.

Learning outcomes:

- To promote and improve effective multi-agency working to safeguard children and develop a shared understanding of the tasks, processes, roles and responsibilities and local arrangements for safeguarding children and promoting their welfare;
- To familiarize participants with the nature of child abuse;
- To establish a common understanding of key terms, definitions and components of child protection work;
- To develop an understanding of the joint roles and responsibilities of agencies in child protection work;
- To explore attitudes and feelings in relation to child protection work; and
- Understand child protection disclosure.

#### **Mind Out – Basic Mental Health Awareness**

A 1-day course delivered twice a year.

This training is for practitioners working with school age children and young people. It is designed for practitioners who have no or very little knowledge of child mental health and wish to increase their awareness of the basics. It is not suitable for practitioners who are experienced in working with or supporting children and young people with mental health issues.

The course includes content delivered by young adults who were once clients of the Child and Adolescent Mental Health Service (CAMHS).

The course covers:

- Identifying when to worry, what can be done and who to approach;
- Exploring appropriate ways in which to respond to children and young; people where there are concerns about mental health; and
- Examining resources available to support children and young people.

### **Neglect Toolkit**

A ½ day course delivered 3 times a year.

In order to support practitioners with the challenge of working with cases of neglect, the Local Safeguarding Children Board has developed a Neglect Toolkit. This half day training session will take practitioners through the toolkit, including practical 'tools for the job' to help overcome some of the common problems faced when working with neglect, and a record sheet designed to support and evidence referrals, e.g. to the Access and Response Team (ART).

### **Parenting Capacity**

A 2-day course delivered once a year.

Inquiry reports into the deaths of children have found that issues such as parental substance misuse & mental ill health are frequently present.

The aims of the course are to:

- Understand the impact of parenting capacity on children and families;
- Explore how parenting capacity may be affected by parental mental ill health, substance misuse, learning difficulties and disability;
- Explore findings from serious case reviews where parenting capacity has been identified as a causal factor in a child's death or serious injury;
- Increase knowledge of referral criteria and pathways for adult services, e.g. AWP, DHI, Social Care; and
- Increase partnership working between children/young peoples and adults services.

### **Safer Recruitment**

A 1 day course delivered once a year.

This course is suitable for all managers who recruit staff that work directly with children and young people or with vulnerable adults. It is strongly recommended that recruiters attend the course as an essential part of good practice in this key area of their work

Topics covered will include:

- The scale of the problem – the abused and abusers;
- A model to understand abusers/abusing;
- To identify the key features of staff recruitment that help deter or prevent the appointment of unsuitable people;
- To consider policies and practices that minimise opportunities for abuse or ensure its prompt reporting;
- Prevention of abuse through safer recruitment practices; and
- Creating an ongoing culture of vigilance and increasing staff confidence in whistleblowing.

### **Single Assessment Framework early help (SAFeh)**

A 1 and a ½ day course, with a 6 week gap between day one and the half day in order to give participants an opportunity to write a SAFeh. Delivered 3 times a year.

#### Session 1 Aims:

- The SAFeh process;
- Thinking about needs and when to start a SAFeh;
- Explaining the SAFeh process - do young people and parents/carers understand what we mean;
- Assessment skills and asking the questions, recording the answers, thinking about your audience; and
- The role of the Lead Professional and Team around the Child/Family meetings.

#### Session 2 aims:

- How was it for you? Reflecting on your experience of assessment;
- So what? Analysis of the assessment and what it means for the child/young person and family;
- Needs, outcomes and why they matter;
- Action plans and review and what makes an effective action plan; and
- Measuring outcomes and the use of Change Tracker.

### **Working with Children who have been Sexually Abused**

A 2-day course delivered once a year.

On completion of this course, participants will have gained more knowledge and understanding of sexual abuse in order to make an informed assessment and design appropriate interventions.

This includes information and discussions around:

- Sexually harmful behaviour;
- Child sexual exploitation;
- The impact of the internet on sexual abuse;
- Sexual offender behaviour;
- A child focused approach to keeping children safe;
- The importance of understanding the feelings and behaviours of workers, children and their families;
- The development of safety plans to safeguard children and young people in cases of alleged or suspected child sexual abuse; and
- How to promote resilience in children in order to help them survive and live with the experience.

### **Working with Child Sexual Exploitation (CSE): Skills and Practice**

A 1-day course delivered 3 times a year.

This course aims to develop practitioner skills, offer ideas to enhance practice and will introduce practical ways of working with young people who are at risk of sexual exploitation.

### **Working with Parental Challenge and Hostility**

A 2-day course delivered once a year.

Inquiry reports regularly report that workers described the adults in the family as being difficult and evasive. This session uses active learning as a medium to enable practitioners to practice their skills of engaging with hostile service users who are parents. An actor will play the role of a hostile parent and participants will have an opportunity to practice their interaction in pairs whilst being filmed. Time is then spent scrutinizing the film in order to

reflect on the interaction and to prepare a short presentation. This training is delivered in partnership with Bath and North East Somerset LSCB.

Course aims:

- Explore professional and personal values and how they may impact upon and/or support engagement;
- To consider the importance and process of reflection;
- Scrutinize/develop skills of engagement;
- Explore high risk vs low risk resolutions to complex situations; and
- To be able to practice engagement with challenge and hostility in a safe place.

### **Working with Parents and Child Sexual Exploitation (CSE)**

A 1-day course delivered twice a year.

This course is for practitioners who are working with parents and families affected by CSE. The session will look at practical approaches, tools and resources to use with families and will explore effective ways to support parents when their child is being, or is at risk of being, sexually exploited.

### **E-learning Modules**

A range of e-learning modules are available to use either as basic awareness raising or short refreshers. These are accessible by contacting South Gloucestershire Council's Workforce Development Team at: [hrworkforcedevelopment@southglos.gov.uk](mailto:hrworkforcedevelopment@southglos.gov.uk)

Examples of available modules are:

- Awareness of Child Abuse and Neglect;
- Basic Awareness of Domestic Abuse;
- Cultural Awareness in Safeguarding (looking at FGM, Forced Marriage, Honour Based Violence and Spirit Possession); and
- Child Development.
- Sexual Exploitation

# **Safeguarding Children and Young People:**

## **Training requirements for Childrens Workforce Groups and Health Staff**

*Version 3 July 2016*

## Single agency training - advised content\*:

This training is applicable to all Intercollegiate levels and children’s workforce groups

<b>Laws, policies and Procedures</b>	<ul style="list-style-type: none"> <li>• To have an awareness of key statutory and non-statutory guidance and legislation to safeguard children, including the UN Convention on the Rights of the Child and Human Rights Act.</li> <li>• To be able to access workplace policies and procedures on helping children and young people who are at risk, or have been abused.</li> <li>• Clear about own and colleagues’ roles, responsibilities, and professional boundaries</li> </ul>
<b>Providing a safe environment</b>	<ul style="list-style-type: none"> <li>• Have an awareness of what contributes towards a safe environment for the children and young people they work with (statutory duty to promote the welfare of children in accordance with the Children Act 1989 &amp; 2004)</li> </ul>
<b>Recognising and responding to abuse</b>	<ul style="list-style-type: none"> <li>• Understand the different ways in which children and young people can be harmed including:               <ul style="list-style-type: none"> <li>○ Physical Abuse</li> <li>○ Sexual Abuse</li> <li>○ Emotional Abuse</li> <li>○ Neglect</li> </ul> </li> <li>• Recognise the potential impact of a parent/carers physical and mental health on the well-being of a child or young person</li> <li>• Understand the importance of documenting safeguarding/child protection concerns in order to be able to inform the relevant staff and agencies as necessary, maintain appropriate record keeping, and differentiate between fact and opinion</li> </ul>
<b>Working with other agencies</b>	<ul style="list-style-type: none"> <li>• Understand what ‘inter-agency’ working means for you and your work environment</li> </ul>
<b>Whistle blowing (reporting failures in duty)</b>	<ul style="list-style-type: none"> <li>• Know when and how to refer a child protection concern</li> <li>• Know what to do if you have followed your own workplace policies and local procedures on reporting concerns, and you are not satisfied with the response</li> </ul>

*N.B. The e-learning module ‘Child Protection: awareness of abuse and neglect’ will meet the above requirements.*

**\*Individual agencies will want to make sure that in addition to these generic learning outcomes their single -agency training includes any learning that is specific to their organisation. For example the Prevent agenda will need to be incorporated into health and education single agency training (Inter-collegiate document 2014, Keeping Children Safe in Education 2015).**

## LSCB Inter-agency Single Assessment Framework early help (SAFeh) training – advised content:

Staff required to complete this level, should have already completed single agency training. This training includes the learning outcomes highlighted in the single agency training. This is applicable to Intercollegiate levels 3-5 and children’s workforce groups 2-5

<b>Laws, policies and Procedures</b>	<ul style="list-style-type: none"> <li>To understand the role of ‘early help’ (Working Together 2015, Intercollegiate 2014), and how this is the responsibility of all members of the workforce in order to safeguard children and young people (Children Act 1989, 2004)</li> </ul>
<b>Providing a safe environment</b>	<ul style="list-style-type: none"> <li>To understand the interface between early help and child protection</li> </ul>
<b>Recognising and responding to abuse</b>	<ul style="list-style-type: none"> <li>To understand when ‘early help’ assessments are needed and proportionate to risk</li> </ul>
<b>Working with other agencies</b>	<ul style="list-style-type: none"> <li>To understand how good integrated working across agencies can involve families and lead to timely information sharing and planning</li> </ul>
<b>Whistle blowing (reporting failures in duty)</b>	<ul style="list-style-type: none"> <li>As in single agency training – bespoke to each agency</li> </ul>

## LSCB Inter-agency Child Protection Training:

Staff required to complete this level, should have already completed single agency training. This training includes the learning outcomes highlighted in the single agency training. This includes Intercollegiate levels 3 - 5, and children's workforce groups 3 - 5.

<b>Laws, policies and Procedures</b>	<ul style="list-style-type: none"> <li>• Have awareness and basic working knowledge, where appropriate, of the laws and policy areas relevant to your role that relate to safeguarding children and young people, including the online world</li> <li>• Demonstrate knowledge of the function of LSCBs</li> <li>• Demonstrate understanding of appropriate information sharing in relation to child protection and children in need</li> <li>• Be aware of local procedures and inter-agency arrangements for safeguarding children and young people, including the role of adult services</li> </ul>
<b>Providing a safe environment</b>	<ul style="list-style-type: none"> <li>• Understand what is meant by safeguarding and the different ways in which children and young people can be harmed. This includes by other children or young people, by a single event or on-going maltreatment, through the internet and other media, or their own risk taking behaviour</li> <li>• Know the boundaries of personal competence and responsibility, when to involve peers, managers, supervisors or professional bodies, and where to get advice and support</li> <li>• Working with children, young people and family members, including addressing lack of co-operation and superficial compliance within the context of your role</li> </ul>
<b>Recognising and responding to abuse</b>	<ul style="list-style-type: none"> <li>• Identify signs of sexual (including Child Sexual Exploitation), physical, emotional abuse and neglect</li> <li>• Demonstrate knowledge of patterns and indicators of child maltreatment, including harm through using technology e.g. the internet, or a child or young person's own risk-taking behaviour</li> <li>• Understand that signs of abuse or neglect can be subtle and can be expressed through play, artwork or online activities as well as behaviour and the way children and young people approach relationships with other children and adults</li> <li>• Understand the impact of parenting issues such as domestic abuse, substance misuse, mental ill health and learning difficulties/disabilities</li> <li>• Demonstrate an ability to assess risk and need and instigate processes for appropriate interventions</li> <li>• Understand the local process for 'early help' offers, this can include Single Assessment for Early Help (SAFeh)</li> </ul>
<b>Working with other agencies</b>	<ul style="list-style-type: none"> <li>• Understand the crucial role that information sharing plays in maintaining the safety and wellbeing of children and young people</li> </ul>
<b>Whistle blowing (reporting failures in duty)</b>	<ul style="list-style-type: none"> <li>• As in single agency training – bespoke to each agency</li> </ul>

## LSCB Advanced Inter-agency Child Protection Training

Staff required to complete this level should have already completed Single Agency and Inter-agency Child Protection training. This training includes the learning outcomes highlighted in both the single agency and the inter-agency training. This includes Intercollegiate levels 3 - 5, and children's workforce groups 4 & 5

<b>Laws, policies and Procedures</b>	<ul style="list-style-type: none"> <li>• Understand roles, responsibilities and collaborative practice required in S.47 investigations</li> <li>• Advanced knowledge of child-care legislation, information sharing, information governance, confidentiality and consent</li> <li>• Be aware of local procedures and inter-agency arrangements for safeguarding children and young people, including the role of adult services</li> </ul>
<b>Providing a safe environment</b>	<ul style="list-style-type: none"> <li>• As in Inter-agency child protection</li> </ul>
<b>Recognising and responding to abuse</b>	<ul style="list-style-type: none"> <li>• Understand best practice in safeguarding/child protection</li> <li>• Understand the process of using professional judgements to make decisions as to whether a child is suffering, or is likely to suffer significant harm</li> <li>• Understand how to take emergency action</li> <li>• To have an understanding of the challenges of working with complex cases/situations</li> <li>• Communicating with children in line with interviewing vulnerable witness guidance</li> </ul>
<b>Working with other agencies</b>	<ul style="list-style-type: none"> <li>• To understand the importance of professional challenge as appropriate</li> </ul>
<b>Whistle blowing (reporting failures in duty)</b>	<ul style="list-style-type: none"> <li>• As in Inter-agency child protection</li> </ul>

## Who should attend what level of Child Protection training?

Working Together to Safeguard Children (2010), produced a guide to identifying the level of training required for different staff, calling them groups 1-8. A comparable document was produced by health (Intercollegiate document 2014) outlining the training requirements for different staffing levels, calling them Level 1-5 and including 'Board Level for Chief Executive Officers, Trust and Health Board Executive and non-executive directors/members, commissioning body Directors' The chart below outlines the levels and groups.

WT (2010) Groups	Description & Examples	Intercollegiate 2014 Levels
<b>1</b>	<p><b>All staff working in health care settings</b> This includes, for example, Board level Executives and non-executives, lay members, receptionists, administrators, caterers, domestics, drivers, porters, community pharmacist counter staff and maintenance staff, including those non clinical staff working for independent contractors within the NHS such as GPs, optometrists, contact lens and dispensing opticians, dentists and pharmacists, as well as volunteers across health care settings and service provision.</p> <p><b>Staff in infrequent contact with children, young people and/or parents/carers who may become aware of possible abuse or neglect</b> For example, librarians, GP receptionists, community advice centre staff, grounds staff, recreation assistants, environmental health officers.</p>	<b>Level 1</b>
<b>2</b>	<p><b>All clinical staff who have any contact with children, young people and/ or parents/ carers</b> This includes administrators for looked after children and safeguarding teams, health care students, clinical laboratory staff, phlebotomists, pharmacists, ambulance staff, orthodontists, dentists, dental care professionals, audiologists, optometrists, contact lens and dispensing opticians, adult physicians, surgeons, anaesthetists, radiologists, nurses working in adult acute/community services (including practice nurses), allied health care practitioners and all other adult orientated secondary care health care professionals, including technicians.</p> <p><b>Those in regular contact or who have a period of intense but irregular contact with children, young people and/or parents/carers including all health clinical staff, who may be in a position to identify concerns about maltreatment, including those that may arise from the use of the SAFeh.</b></p>	<b>Level 2</b>

3	<p><b>All clinical staff working with children, young people and/or their parents/carers and who could potentially contribute to assessing, planning, intervening and evaluating the needs of a child or young person and parenting capacity where there are safeguarding/child protection concerns.</b></p> <p>This includes GPs, forensic physicians, forensic nurses, paramedics, urgent and unscheduled care staff, all mental health staff (adult and CAMHS), child psychologists, child psychotherapists, adult learning disability staff, learning disability nurses, specialist nurses for safeguarding, looked after children's nurses, health professionals working in substance misuse services, youth offending team staff, paediatric allied health professionals, sexual health staff, school nurses, health visitors, all children's nurses, midwives, obstetricians, all paediatricians, paediatric radiologists, paediatric surgeons, lead anaesthetists for safeguarding and child protection paediatric intensivists, paediatric orthodontists and dentists with a lead role in child protection.</p> <p><b>Members of the workforce who work predominantly with children, young people and/or their parents/carers and who could potentially contribute to assessing, planning, intervening and reviewing the needs of a child and parenting capacity where there are safeguarding concerns.</b> For example, paediatricians, GPs, youth workers, those working in the early years sector, residential staff, midwives, school nurses, health visitors, sexual health staff, teachers, probation staff, sports club welfare officers, those working with adults in, for example, learning disability, mental health, alcohol and drug misuse services, those working in community play schemes.</p>	Level 3
4	<p><b>Members of the workforce who have particular responsibilities in relation to undertaking section 47 enquiries, including professionals from health, education, police and children's social care; those who work with complex cases and social work staff responsible for co-ordinating assessments of children in need</b></p>	
5	<p><b>Specialist roles - named professionals.</b> This includes named doctors, named nurses, named health visitors, named midwives (in organisations delivering maternity services), named health professionals in ambulance organisations and named GPs for organisations commissioning Primary Care.</p> <p><b>Professional advisors named and designated lead professionals</b></p> <p><b>Specialist roles - designated professionals</b> This applies to designated doctors and nurses, lead paediatricians, consultant/lead nurses, Child Protection Nurse Advisers (Scotland)</p>	Level 4+ 5
6	<p><b>Operational managers at all levels including: practice supervisors; front line managers and managers of child protection units</b></p>	
7	<p><b>Senior managers responsible for the strategic management of services; NHS board members</b></p> <p><b>Board Level for Chief Executive Officers, Trust and Health Board Executive and non-executive directors/members, commissioning body Directors</b></p>	
8	<p><b>Members of the LSCB including: board members; independent chairs; directors of children's services; elected members; lay members; members of executive and sub/task groups; business support team; inter-agency trainers</b></p>	

## Training requirements for each group

All the groups are required to undertake some level of child protection training in relation to their role. Below is a guide to the minimum level of early help and child protection training that each group is expected to undertake.

Workforce Group	Induction	Single-agency	Inter-agency SAFeh	Inter-agency CP	Advanced Inter-agency CP	Specialist CP*	Intercollegiate
1	✓	✓					1
2	✓	✓	✓				2
3	✓	✓	✓	✓			3
4	✓	✓	✓	✓	✓	✓	
5	✓	✓	✓	✓	✓	✓	4, 5
6	✓	✓	✓	✓	✓	✓	
7	✓	✓		✓	✓	✓	Board Level for Chief Executive Officers, Trust and Health Board Executive and non-executive directors/members, commissioning body Directors
8	✓	✓		✓	✓	✓	

**\*It is expected that social workers, police and paediatric leads who are involved in S47 investigations will undertake the Joint S47 Investigation Course, in addition to the Advanced Inter-agency CP course.**

### Training analysis 2015-2016

#### Quality Assurance: Customer Feedback & Evaluation

The three core child protection training courses (Advanced inter-agency, Inter-agency and Child Protection Update) are evaluated by participants at the end of the session in order to gain a picture of the quality of the training being delivered, and whether it will have an impact on their practice. Four 'immediate impact' questions are asked:

- 1) Do you feel you have gained knowledge?
- 2) Do you have any understanding of agency thresholds?
- 3) Has the training improved your confidence to do your job?
- 4) Do you think it will alter your practice?

A summary of the "immediate" feedback given across the three courses shows that (from 2015-16):

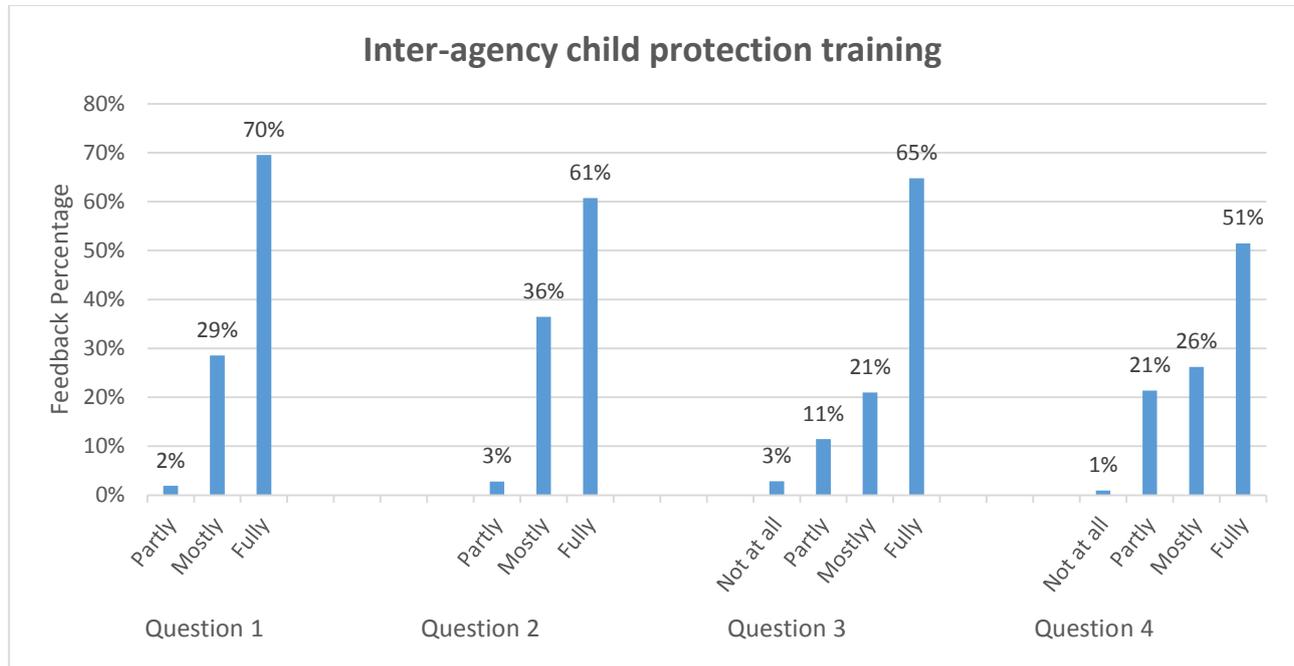
- 99% of delegates had either fully or mostly gained knowledge as a result of attending the training;
- 97% reported that they had an understanding of agency thresholds;
- 92% felt that the training had either fully or mostly improved their confidence to do their job; and
- 73% felt that the training will either fully or mostly alter their practice.

This feedback mirrors that from previous years and highlights consistency in the quality and the immediate impact of training. However, as there is no opportunity for participants to explain why they have rated their answers as they have, there is therefore a lack of understanding as to why the participant has marked the impact on practice as lower. Because of this, a decision was made by the training sub-group to change the evaluation forms to make them course specific (so the immediate impact questions will ask participants to scale according to the aims and objectives of that particular course) and the question related to practice has been rephrased and requires the participant to give an explanation as to what they will do differently as a result of the training. Please see appendix 1 for an example of a feedback form that has been in use since February 2016.

Due to the change of forms in February 2016, the data given within this report covers April 2015-February 2016.

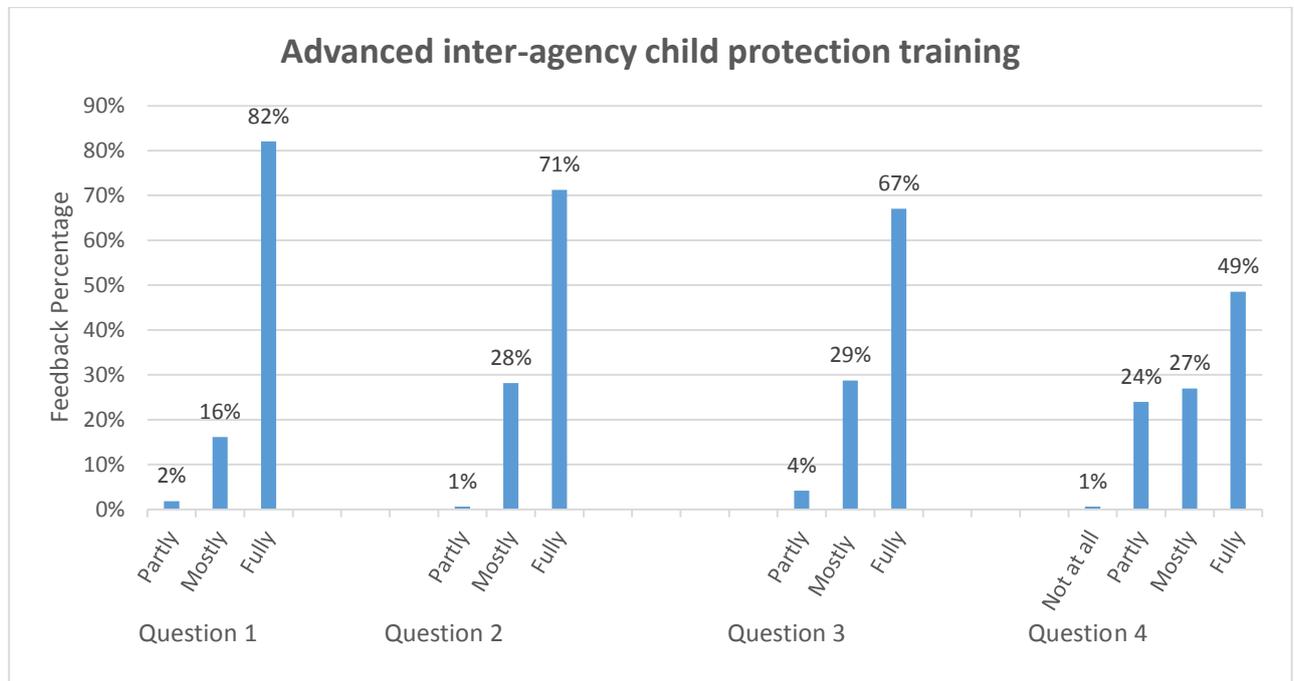
## Overview of feedback from the three core training courses April 2015-February 2016

### Inter-agency child protection training



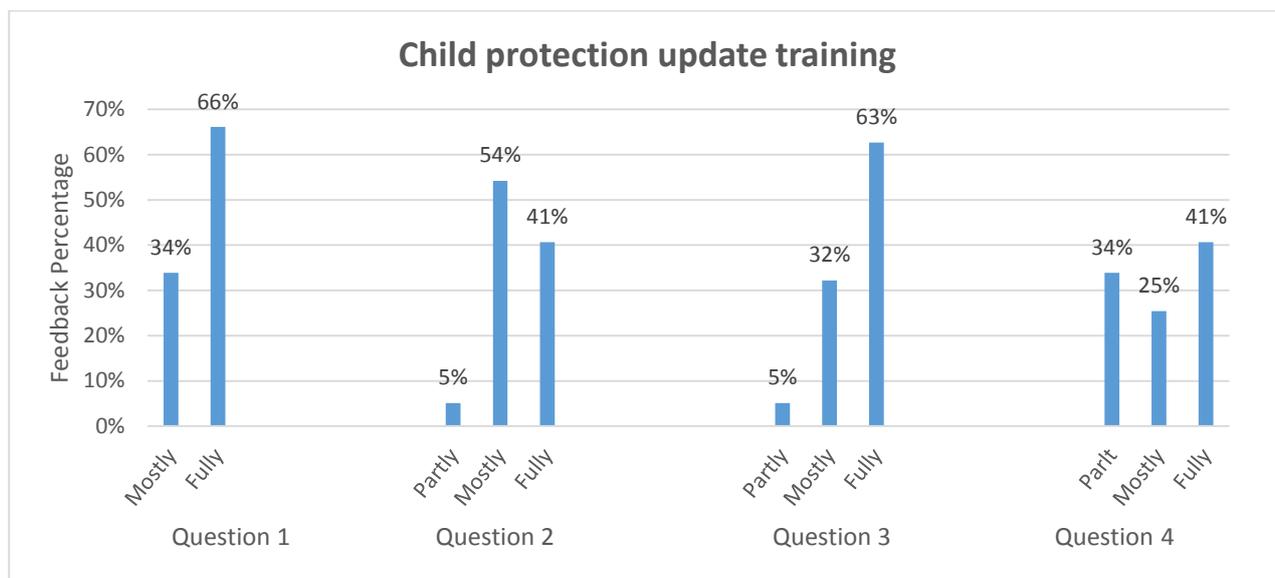
*N.B. See page 1 for questions 1-4*

### Advanced inter-agency child protection training



*N.B. See page 1 for questions 1-4*

## Child Protection Update Training



*N.B. See page 1 for questions 1-4*

A second evaluation form is emailed to delegates after 3 months in order to attempt to understand the extent to which learning is being transferred into practice.

The three questions asked are:

- 1) To what extent has your knowledge increased?
- 2) To what extent has your confidence to do your job improved?
- 3) What have you done differently in your practice/setting as a result of this training?

The scaling for questions 1 and 2 is 1-5, where 1 is no increase/improvement and 5 is significant increase/improvement.

The data set for 2015-16 is limited due to the transition from one learning management system to another. Forms were sent out for courses delivered between July 2015-February 2016 and approximately 5% have been returned. This is down significantly on previous years (where returns were averaging 15% annually), however it is anticipated that with the new management system automatically sending out the questions on dates set by the Workforce Development Admin team, the returns for 2016-17 will be higher than 2015-16.

% of practitioners who scaled their knowledge as having increased following the training	100%
% of practitioners who reported that their confidence has improved as a result of the training	99%
<p>The following are examples practitioners gave as things they have done differently as a result of the training they attended:</p> <ul style="list-style-type: none"> <li>• Made sure that my current team have all attended the training in the last two years;</li> <li>• Shared key points of training with team at staff meeting;</li> <li>• Awareness of impact of DV within families has increased. I have used a couple of the tools shown;</li> <li>• Further understanding of domestic abuse and the impact of Survive's work; and</li> </ul>	

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Ensured the voice of the child is central to all safeguarding work and SAF assessments.</li></ul> |  |
|---|--|

### **Five point plan**

In order to improve the level of quality assurance of the inter-agency training offer, the training sub-group has agreed a five-point plan:

- 6) Redesigned evaluation forms specifically linked to the learning outcomes for each individual training course were launched in February 2016. The old forms were felt to be too generic, whereas the redesigned forms are designed to give more focused data from training participants. *See Appendix 1 for an exemplar;*
- 7) SMART action plans are being piloted by participants attending Inter-agency and Advanced inter-agency training. The forms are completed at the end of the training session; follow-up via telephone discussion with the practitioner and their named manager will take place 3 months after the training was attended. A random sample of five practitioners will be contacted from May, 2016. The pilot will run for 9 months and if successful, the action plans will be used for all other child protection training. *See Appendix 2 for a copy of the action plan;*
- 8) The 3-month post-course impact evaluation audit will continue to be used and return rates monitored;
- 9) Direct observation of all SGSCB child protection courses will be carried out by the Workforce Development Advisor for SAFeh and Safeguarding; and
- 10) All trainers (internal and external) will be required to demonstrate how they remain up-to-date with safeguarding and practice. This will be in the form of an email questionnaire sent out annually.

### **Further activity to quality assure training**

- Clarification that the content of management and supervision training ensures participants leave the training with an understanding and the importance of 'training transfer';
- A sample of 8 Practice Leaders who have completed 5 day Practice Leader Signs of Safety training will be tracked over the next 12 months to explore how they have implemented the learning into their own practice, and also into the practice leader role.
- A meeting took place with the four LSCB approved whole school CP trainers to clarify and agree content to ensure consistency;
- A mapping exercise to look at the training attendance of schools Designated Safeguarding Leads and delivery of Whole School CP training is currently taking place. This is to establish levels of compliance with Keeping Children Safe in Education (2015) and LSCB training guidance; and
- Increased communication between the chairs of the Training, Education, Child Sexual Exploitation and Online Safety sub-groups ensures that issues arising from sub-group meetings can be fed into training (if relevant) and vice versa.

## Advanced Inter-agency Child Protection Training Learning Self-Assessment and Evaluation

Trainer's name:

Date:

Your name:

email:

Setting:

Please rate this training in terms of **Trainer's Knowledge, Delivery and Responsiveness to Learning Needs**

**RATING SCALE:                      1 = low                      3 = Medium                      5 = High**

Knowledge					Delivery (pace, clarity etc.)					Responsiveness to Learning Needs (e.g. variety of learning methods used)				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
<b>Comments</b>														

- Please review the following statements related to the knowledge and skills covered during today's training. Circle the number that best represents your knowledge and skill level now that you have completed the training.

**RATING SCALE:                      1 = low                      3 = Medium                      5 = High**

<b>Self-Assessment of Knowledge and Skills</b>	1	2	3	4	5
An understanding of the roles, responsibilities and collaborative practice required in section 47 investigations					
Advanced knowledge of legislation, information sharing, information governance, confidentiality and consent					
Increased confidence in the use of professional judgment to make decisions as to whether a child is suffering or is likely to suffer significant harm					
Increased confidence in the use of professional challenge and whistleblowing					
Increased confidence in responding to concerns about children who are being or at risk of being sexually exploited					
Increased confidence in identifying and responding to concerns about Female Genital Mutilation					

## Evaluation of the Training

2. Please take a moment to answer the following questions. Your comments are an important contribution as the training is designed to meet professional needs.

<b>What do you intend to do differently as a result of this training?</b>
<b>What do you feel are the strengths of this training?</b>
<b>What do you feel could be different about the training?</b>
<b>What additional training/development do you require?</b>
<b>Any comments about the venue?</b>
<b>Any comments about the booking process?</b>

3. Please rate the following statement using a 1 to 5 scale where:

**1 = Disagree Strongly**

**5 = Agree Strongly**

**I feel confident about applying the learning from today's training in my practice/setting**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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