

# CLUMBRIA LSCB

CLUMBRIA LOCAL SAFEGUARDING CHILDREN BOARD

Learning and Improvement Sub Group –  
Training Strategy

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## Introduction

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

This strategy complies with the Working Together to Safeguard Children (March 2015) guidance which states that:

*'Local Safeguarding Children Boards (LSCBs) should monitor and evaluate the effectiveness of training, including multi-agency training, for all professionals in the area. Training should cover how to identify and respond early to the needs of all vulnerable children, including: unborn children; babies; older children; young carers; disabled children; and those who are in secure settings.'* P:12

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

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

Further to this, our strategy has regard to the 2006 LSCB Regulations, which states:

The functions of an LSCB in relation to its objective (as defined in section 14(1) of the Act (1)) are as follows:

Developing policies and procedures for safeguarding and promoting the welfare of children in the area of the authority, including policies and procedures in relation to:

- Training of persons who work with children or in services affecting the safety and welfare of children;

The importance of multi-agency training is reinforced through research and reinstated through local and national 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 LSCB 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 LSCB 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 Cumbria LSCB.
- 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.

Cumbria LSCB 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 Cumbria LSCB and the responsibilities of all staff and volunteers within the Cumbria Workforce in relation to safeguarding children training.
- Sets out how the Local Safeguarding Children Board (LSCB) 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 LSCB Learning and Improvement Subgroup.**

The Learning and Improvement Sub Group 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 sub group are;

- To develop and review a 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 LSCB priorities, learning from SCRs and reviews of child deaths.
- Monitor and evaluate the quality and effectiveness of the LSCB learning programme.
- Support, develop and monitor the LSCB training pool.
- To ensure oversight and information about individual agency training that links to the LSCB priorities and to consider which could be accessed by partner agencies.
- To ensure that the learning from serious case 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 LSCB with Impact evaluation of training on a six monthly basis in order to measure the effectiveness of training.

## The Role and Responsibility of the Agencies

Individual agencies 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 LSCB (e.g. by sitting on an LSCB 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 the learning derived from multi-agency training, and have opportunities to consolidate learning from inter-agency training.
- Contributing to the planning, resourcing, delivery and evaluation of training.

## Charging Policy

The LSCB are committed to supporting the provision of high quality multi-agency training, in order to achieve this the Training Strategy needs to be appropriately resourced. LSCB training and development is provided free of cost to our multi agency partners, there is no charge to organisations that contribute to the LSCB. There is a charge for profit making organisations and for nonattendance at training events. The Charging Policy has been developed to outline the parameters of charging for training.

## LSCB 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 LSCB are involved in the co-ordination of a themed multi-agency training programme, the training programme provides a range of 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 LSCB 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.

<http://cumbrialscb.com/training/default.asp>

## 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 requires 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.

The training programme is set for a year, it will be evaluated throughout the course of that year to ensure courses are effective, appropriate and reflect any issues or developments arising in safeguarding practice.

The programme can be found at [CumbriaLSCB.com/Training](http://CumbriaLSCB.com/Training)

Cumbria LSCB 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.

Learning events and courses are organised into 3 key areas:

- **Safeguarding Awareness** which includes eLearning and safeguarding responsibilities workshops
- **Safeguarding Intermediate** which includes multi-agency face-to-face workshops designed to assist multi-agency working
- **Safeguarding Enhanced/Specialist** which includes multi-agency face-to-face workshops designed to assist specific staff groups



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 LSCB

Definitions of single and multi-agency safeguarding training

Training needs to equip people to work effectively with those from other agencies to safeguard and 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 LSCB, 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. Covers: Awareness of Child Abuse and Neglect, Safeguarding Responsibilities, Threshold Guidance and Referral Process and Safeguarding and 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 LSCB Trainer and Learning and Improvement sub group.
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 LSCB training must adhere to the following standards:**

1. To access a multi-agency LSCB 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 LSCB 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 LSCB Trainers

1. Trainers who are knowledgeable about safeguarding and promoting the welfare of children. When delivering training on complex areas of work, trainers should have the relevant specialist knowledge and skills;
2. Trainers who have completed a 'Train the Trainer' programme or professional equivalent;
3. Informed by current research evidence, lessons from serious case and child death reviews, and local and national policy and practice developments;

4. Trainers who are consistent with the values and priorities of the LSCB.
5. 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;
6. Trainers to be regularly reviewed and evaluated to ensure they meet the agreed learning outcomes and has a positive impact in practice.
7. All LSCB Trainers must have line management support/approval and must be able to commit the time to deliver training.
8. All LSCB 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 Local Safeguarding Children Board 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](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 LSCB 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

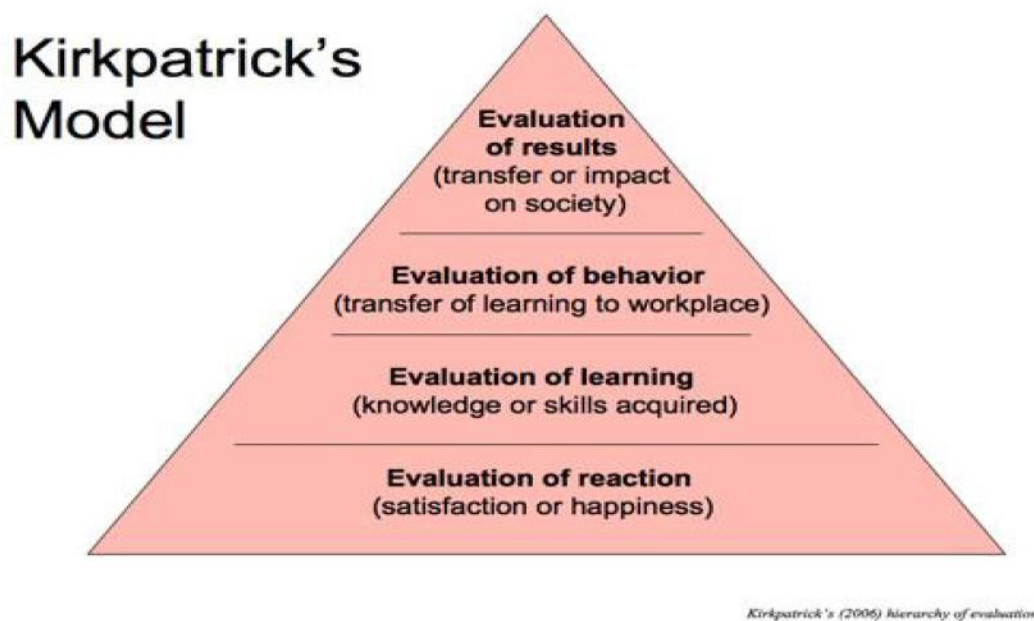
Evaluating training is key to training transfer, has the learning been transferred to the workplace and made a difference to children and families? Measuring the practical impact of training is not

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:



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. Questionnaires – as pre course – plus practical info 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 LSCB any practice issues, concerns or further info needed for their supervision sessions. (report via agency LSCB representative or email to LSCB.Training@cumbria.gov.uk)
- 12 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 electronically

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 LSCB 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.
- The Trainer should also attend the LSCB Performance Management Quality Assurance Group (PMQAG) meetings to ensure learning from planned audits and feedback on significant practice issues is shared and considered by the Learning and Improvement sub group.

Data will be used to inform ongoing training of ‘What works well / What doesn’t work so well’  
Information 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. The below is not an exhaustive list and should be used as a guide, any additional training should be provided by the employer to ensure staff attain the competences appropriate to their role. Whilst the LSCB 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 safeguarding training every 2 years).

### **Support and Resources for Safeguarding Learning**

The LSCB support training, learning and improvement of staff within Cumbria.

Resources and information are available on [CumbriaLSCB.com](http://CumbriaLSCB.com), including research updates and briefings.