Bradford BSCB
Safeguarding Children Board

Learning and Development Strategy
Training and Delivery Plan

2014-2017

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1 Purpose of the Learning and Development Strategy

The purpose of this strategy is to provide a framework for all safeguarding children learning and development events in Bradford ensuring that all those who work with children and their families are adequately knowledgeable, skilled and competent.

This strategy enables Bradford Safeguarding Children Board to meet all of these goals and the related Bradford Safeguarding Children Board business plan objectives. As with all strategies, this should be a dynamic and flexible working document, influenced by any changes to legislation, and local and national policies. The aim of the document is to provide structure and support for BSCB and its partners as they continue to develop learning cultures within their organisations. The majority of the work outlined in this strategy will be completed by the Learning and Development Sub Group with support from key partners.

Working Together 2013 states that:

one

> **LSCBs should monitor and evaluate the effective of training, including multi-agency training, for all professionals in this area (identifying children and families who would benefit from early help). 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**

two

> **…organisations should have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children, including…appropriate supervision and support for staff, including undertaking safeguarding training…**

three

> **Functions of the LSCB (under section 14 of the Children Act 2004): "developing policies and procedures for safeguarding and promoting the welfare of children in the area of the authority, including policies and procedures in relation to… training of persons who work with children or in services affecting the safety and welfare of children**

four

> **In order to fulfil its statutory function under regulation 5 an LSCB should use data and, as a minimum, should… monitor and evaluate the effectiveness of training, including multi-agency training, to safeguard and promote the welfare of children**

five

> **LSCBs do not commission or deliver direct frontline services, though they may provide training**

The strategy is intended to add value rather than replace workforce strategies in a wide range of partner organisations. This is a live document, it will respond to changes in national policy and expectations, and be refined and re-focused as a result of ongoing processes of monitoring and evaluation.

2 The Context for Safeguarding Training

Ofsted, in its current inspection framework for local authorities (including LSCBs), highlights the responsibilities of LSCBs in relation to learning and development and specifies the following as key performance measures:

1. The LSCB ensures that sufficient, high-quality multi-agency training is available and evaluates its effectiveness and impact on improving front-line practice and the experiences of children, young people, families and carers. All LSCB members support access to the training opportunities in their agencies.

2. The LSCB has a local learning and improvement framework with statutory partners. Opportunities for learning are effective and properly engage all partners. Serious case reviews are initiated where the criteria set out in statutory guidance are met and identify good practice to be disseminated and where practice can be improved. Serious case reviews are published.

3 Local context

The Role and Responsibilities of the Bradford Safeguarding Children Board

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

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

This expanded responsibility for safeguarding children and young people is reflected in a wider and increased take – up of training and development activity. BSCB training has a key role to play in promoting local guidance, procedures and processes and in providing feedback from practitioners on what works well and what needs to improve in inter – agency work.

The BSCB has oversight of the quality and provision of single and interagency safeguarding children training. In order to meet this responsibility an ongoing Section 11 audit of single agency training will be undertaken.

In addition the BSCB will set minimum standards which have to be met by all providers of single and interagency training.

Learning & Improvement Framework

Working Together 2013 requires that the Local Safeguarding Children Board maintain a shared local learning and improvement framework across those local organisations working with children and families.

> **This framework should enable organisations to be clear about their responsibilities, to learn from experience and improve services as a result.**
> (Working Together 2013: 65 pt.3)

The Learning and Improvement Framework aims to promote a culture of continuous learning and links in particular to the sections in this strategy on quality assurance and evaluation.

Organisational and professional responsibility

> **Professionals and organisations protecting children need to reflect on the quality of their services and learn from their own practice and that of others.**
> **Working Together 2013 p65**

Organisations : They must facilitate the opportunities for their staff to participate in initial and continuous professional development. They also need to provide opportunities for reflection on interagency learning and for enabling this to be disseminated and embedded into practice.

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

4 Bradford Safeguarding Children Board Training Structure

The Bradford Children's Trust Board have overall responsibility for achievement of the outcomes of the children and young people of Bradford

The BSCB:

- has a strategic overview of inter-agency training to promote and safeguard the welfare of children and appoints a Board member with lead responsibility for training.
- appoints a training coordinator and an administrator to undertake the development and delivery of interagency training.
- Learning and Development Sub Group support the training coordinator to carry out training responsibilities on its behalf.

BSCB members designate a professional with delegated responsibility from their organisation to sit on the Learning and Development Sub Group.

Airedale Wharfedale and Craven, Bradford City and District CCG
Airedale NHS Trust
Bradford District Care Trust
Bradford Teaching Hospital Foundation Trust
BMDC Children's Specialist Services
BMDC – Workforce Development
BSCB Safeguarding Children in Education Lead
CAFCASS
West Yorkshire Police
West Yorkshire Probation
Young Lives Bradford – VCS

Bradford Safeguarding Children Board Structure

Role and Responsibilities of the Learning and Development Sub Group

Learning and Development Sub Group Terms of reference to:

- ensure the delivery of accessible inter-agency training, which compliments the training available to the staff in single agency or professional settings
- support the principles of working together and create an ethos which values collaborative working with other professionals
- ensure the training delivered respects diversity, is child centred, promoting partnerships with children and families, and recognises families' strengths in responding to the needs of their children
- ensure that the training delivered and commissioned is of a consistently high standard and is evaluated
- ensure that training is accessible and relevant to the Bradford children's workforce using all appropriate delivery methods
- contribute to and work to the BSCB business plan and annual report
- report to the BSCB on a bi-monthly basis

Learning and Development Sub Group members will:

- contribute to the development and design of the annual training programme
- provide the Training Coordinator and other sub group members with details of their single agency training
- facilitate completion of the training audit for their organisation
- identify where there are gaps in training provision
- ensure the annual training programme is made available to relevant staff/volunteers in their agency
- analyse the evaluation of the training provided and making recommendations about course content and/or organisation
- assist with the delivery of the training programme where this is relevant / appropriate
- review progress made towards the business plan objectives
- attend bi–monthly meetings

5 Identification of Training Needs

Training Needs Analysis

Training Need Analysis has a critical role in planning the use of available training and development resources

There are a number of ways in which the Training Sub Group are informed of training needs most significantly through the "Learning and Improvement Framework" which includes

- Serious Case Reviews and other serious incidents
- Relevant single and multi agency audits / challenge panels
- Findings from regularity inspection activity
- Evaluation of Current provision

6 Training Standards

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

The training standards have been agreed by the BSCB and are based on relevant legislation and statutory guidance. The standards will be monitored on behalf of the BSCB through the Learning and Development Sub Group.

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

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

Minimum standards have been developed to ensure both single agency and multi agency training is compliant with BSCB requirements.

Standards are attached – Appendix 1

7 Training Evaluation

Evaluation

Evaluation is a key part of the training cycle and is receiving increasing attention from the Department of Education and Ofsted, in particular the impact that training can have on outcomes for children and families. It is widely accepted that finding proof of this link is difficult, however, a number of pieces of work are planned to find some evidence that training staff and volunteers in safeguarding does make a difference to the safety and wellbeing of the children they are working with.

The plan includes a number of different methods and work with different partners for example:

- Thematic review of completed end of course evaluation forms, in particular the part of the form related to “what I will take back to practice”
- Use of online survey tool to a sample of attendeees of safeguarding training in previous year asking what difference (if any) the training has made to their practice and examples of impact with children and families
- Ensure all courses have element of future planning for attendees (what will they do as a result of the course) which can be clearly followed up on a sample basis
- Focus group style evaluation including reflection and evidence of impact of learning in practice

8 National and Regional Links

The Safeguarding Children e-Academy

Bradford Safeguarding Children Board was instrumental in the development of the Safeguarding Children e-Academy in partnership with Virtual College and 13 other Local Safeguarding Children Boards. The Safeguarding Children e-Academy develops online training in aspects of safeguarding for staff and volunteers who work with children and young people.
The membership has expanded to include over 70 LSCBs and other organisations from across the country.

The Training Coordinator represents the BSCB at the Advisory Group of the Safeguarding Children e-Academy.

Through this membership the BSCB are able to support and influence the development of the Safeguarding Children e-Academy and in particular identify new provision and quality assure current courses.

BSCB will continue to maintain close working relationships with key partners in safeguarding adults and at a regional and national level.
It is increasingly recognised that the majority

of those staff and volunteers who require safeguarding children training also require training in safeguarding adults

As such BSCB and SAB and DAP have been working collaboratively to provide joint training events in particular during Safeguarding week which is now an annual event.

Yorkshire and Humber Local Safeguarding Children Board Trainers Network

Remit:

The Local Safeguarding Children Board Trainers Network is intended to help improve the consistency and continuity of safeguarding training/ arrangements across the Yorkshire and Humber region. The network will contribute to achieving this by facilitating Local Safeguarding Children Board Trainers working in partnership in order to:

- Agree a shared perspective on training issues
- Sharing good practice
- Identify and find solutions to, local and regional areas of development

The network comprises of Safeguarding Children Board Trainers from all 15 LSCB areas in Yorkshire and the Humber region (or those who have responsibility for co-ordination of multi-agency safeguarding children training in their authority in recognition that some areas this role does not sit under the Board)

West Yorkshire LSCB Trainers

The Learning and Development Officers of the 5 West Yorkshire LSCBs also work collaboratively on a number of projects.

These include the organisation of joint learning events and “Train the Trainer” courses for single agency trainers and pool trainers / co-trainers.

9 Multi-Agency Training Delivery Plan

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

Multi-agency Safeguarding Training

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

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

In order to meet the differing levels of training needs across the range of agencies and staff roles, the courses are targeted according to the level of contact with children and families and level of responsibility for safeguarding children and / or the responsibility for staff undertaking roles which involve safeguarding children.

Each member agency has a Learning and Development raining Sub-Group representative whose role is to co-ordinate and prioritise safeguarding training according to need in their agency. The BSCB Training Coordinator will assist with prioritising training for agencies if they do not have a Learning and Development Sub–Group representative.

Target Audiences

The Multi Agency Training Delivery Plan developed by BSCB is targeted at all workers and volunteers from statutory, voluntary and independent agencies and organisations in the Bradford District. These will either be providing services direct to children and their families or providing services for adult clients – who may also be parents or carers of dependant children.

The guidance in Working Together to Safeguard Children (2010)) described the different target groups in terms of their job role and level of responsibility for safeguarding children.
The Learning and Development sub group has agreed to continue to use the descriptors of target groups to help partners identify the most appropriate training for their staff, (see appendix 2).

The BSCB commissions and delivers a range of multi – agency courses which are suitable for the different target groups. A training matrix is available which indicates which target group and level the training is designed for.

This is updated each year and provided in the annual plan. It can be found at www.bradford-scb.org.uk in the training section.

Each employer has a responsibility for defining pathways of recommended courses for their own staff.

It is advisable that staff discuss their specific training needs with a line manager to ensure they undertake courses which best meet their individual learning and development needs.

Other guidance for specific sectors e.g. Health – Safeguarding Children and Young People: Roles and Competences for Health care Staff Intercollegiate Document 2014 this provides additional guidance for specific roles in the health service.

Refresher Training

There is a requirement that all staff refresh their training on a regular basis. The minimum requirement is that training is refreshed every 3 years.

However some sectors and specific roles require more frequent updating. It is the responsibility of each organisation / sector to make this clear in its own workforce strategy.

Single agency - Advanced

Some of the BSCB partner organisations will have training requirements specific to their profession or area of expertise which require more advanced single agency safeguarding training. These will be provided on a single agency basis.

Online Learning

The BSCB makes available on line a range of safeguarding courses.

These include first level training for all staff through either the Introduction to Safeguarding Children or the Awareness of Child Abuse and Neglect, There are also a number of topic based courses with particular relevance to staff working in the Bradford District.

Application to the on line learning courses is via the BSCB website www.bradford-scb.org.uk

Organisations and individuals who are not members of the Bradford Safeguarding Children Board can also access the online courses however a fee will be charged check with the BSCB Training Administrator for further information.

Developments

The BSCB is committed to promoting learning in different ways.

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

These will include a quarterly Interagency Professional Practice Forum, briefings and updates as required, coaching and mentoring for specific tasks such as writing Individual Management Reviews and Domestic Homicide Reviews, BSCB Newsletter and an annual event Safeguarding Week.

Schedules and Course Descriptions

The multi–agency courses are organised on an annual cycle. An annual Training Plan provides details of course available each year. This is made available on the website.

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

Detailed descriptions of current courses, the dates they will be run and training venues are on the website www.bradford-scb.org.uk

This includes information about how to apply and details of the BSCB Training Administrator.

Application and Allocation of Places

Application is through the BSCB Training Administrator. In order to ensure we have a representative and multi–agency participation at each course there is an allocation of places for each agency. The training administrator uses these when allocating places to the staff in their organisation.

The confirmation of the place and venue details and any other important information, such as reading or pre course tasks are sent out two weeks prior to the course.

Cancellation/Non attendance

The multi-agency courses are usually oversubscribed. If after being allocated a place you are unable to attend please let your training rep know as soon as possible. They can allocate the place to someone else in your organisation or inform the BSCB Training Administrator who can allocate the place to someone on the waiting list.

At present we do not charge a fee for non attendance. However this policy may change in the future.

10 Appendices

Appendix 1

BSCB Training Standards
Minimum Standards for Single Agency Child Protection Training
(adapted from Kent LSCB Training Standards)

Have in place	Standards
☐	**Standard One** The organisation has a named professional responsible for the identification and prioritisation of training within the agency/organisation.
☐	**Standard Two** The agency/organisation will have in place a current Training Strategy in relation to safeguarding children, which is reviewed on a bi-annual basis and approved by BSCB via the Learning and Development Sub-Group.
☐	**Standard Three** All safeguarding children training is linked to current and evolving local, regional and national standards.
☐	**Standard Four** All safeguarding children training has clear aims and objectives.
☐	**Standard Five** All safeguarding children course content is well researched and evidence based.
☐	**Standard Six** Training materials are clear, accurate, relevant and up to date.
☐	**Standard Seven** The training will be delivered by appropriately qualified and experienced trainers and is child focussed and linked to child development.
☐	**Standard Eight** Training will be delivered in an environment, which is conducive with learning.
☐	**Standard Nine** Training will reflect anti-oppressive, non-judgemental and anti-discriminatory practice.
☐	**Standard Ten** All training will be evaluated to ensure that standards are being maintained and that it enhances practice in the long and short term.

BSCB Training Standards

Minimum Standards for Multi Agency Child Protection Training

(adapted from Kent LSCB Training Standards)

Have in place	Standards
☐	**Standard One** All safeguarding children training is linked to current and evolving local, regional and national standards.
☐	**Standard Two** The training has clear aims and objectives.
☐	**Standard Three** The course content is well researched and evidence based.
☐	**Standard Four** Training materials are clear, accurate, relevant and up to date.
☐	**Standard Five** The training will be delivered by appropriately qualified and experienced trainers who are able to deliver content that is child focussed and linked to child development.
☐	**Standard Six** Training will be delivered in an environment, which is conducive with learning.
☐	**Standard Seven** Training will reflect anti-oppressive, non-judgemental and anti-discriminatory practice.
☐	**Standard Eight** All training will be evaluated to ensure that standards are being maintained and that it enhances practice in the long and short term.

Appendix 2

Target Groups for Safeguarding Children Training

GROUP 1

Those who have infrequent contact with children, young people and/or parents/carers who may become aware of possible abuse or neglect .

GROUP 2

Those in regular contact or have a period of intense but irregular contact, with children, young people and/or parents/carers, who may be in a position to identify concerns about maltreatment, including those that may arise from the use of Common Assessment Framework (CAF).

GROUP 3

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.

GROUP 4

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.

GROUP 5

Professional advisors, named and designated lead professionals.

GROUP 6

Operational managers at all levels including: practice supervisors; front line managers and managers of child protection units.

GROUP 7

Senior managers responsible for the strategic management of services; NHS board members.

GROUP 8

Members of the Local Safeguarding Children Board (LSCB) including: Board members, Independent Chair, Directors of Children's Services, Elected members, Lay members, Members of executive and sub/task groups, Business support team, Inter-agency trainers.

11 Bibliography

Bradford Safeguarding Children Board
www.bradford-scb.org.uk

DOH National Service Framework for Children, Young People and Maternity Services (2004)

H.M. Government Children Act 2004

HM Government 2013 Working Together to Safeguard Children A guide to inter-agency working to safeguard and promote the welfare of children

Safeguarding Children and Young People: Roles and Competences for Health Care Staff Intercollegiate Document 2014. http://www.rcpch.ac.uk/publications/recent_publications/Latest%20news/safeguarding/safeguarding_children.pdf