



Haringey LSCB Multi-Agency Training Strategy

Introduction

This document aims to set out the key principles and framework in which multi agency training and other learning events are commissioned and delivered in Haringey.

It should be considered together with the Learning and Improvement Framework which supports the work of the LSCB and partners in accordance with the requirement of Chapter 3 of Working Together 2013. The Learning and Improvement Framework should inform the planning and commissioning of training through the identification of training needs as part of its wider remit

Scope

This strategy relates to multi agency training which is provided by the LSCB and will also reflect the role of the LSCB in ensuring multi-agency practitioners have access to appropriate training, some of which will be provided by their own agencies. The role of the LSCB in relation to training is outlined in Working Together to Safeguard Children 2013 as follows

'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'¹

The LSCB constituent agencies are required by S11 of the Children Act 2004, to ensure that in carrying out their functions, they promote the safeguarding of children and young people. As part of this duty, organisations have a responsibility to ensure appropriate supervision and support for staff, including undertaking safeguarding training so that staff are competent to carry out their duties. The Working Together Guidance also includes the requirement for staff to be given a mandatory induction, which includes familiarisation with child protection responsibilities and procedures to be followed if there are concerns about a child. Compliance with these duties is evaluated through a

¹ Working Together to Safeguard Children 2013 Chapter 1 paragraph 4

biannual audit of S11 requirements. A multi-agency Training and Development Sub-Group has a lead role and is mandated by the LSCB to oversee this function and report on activity. Membership includes a range of partners and the group operates in accordance with a clear Terms of Reference that sets out objectives and principles.

The Training and Development sub-group will also link with the Haringey Organisational Development and Change Team to ensure ongoing dialogue and collaboration.

Key Principles

- Haringey LSCB seeks to promote training of a high standard, which is appropriate to the needs of staff across all agencies and sectors enabling them to effectively promote the safeguarding of children.
- Individual agencies are responsible for ensuring that their staff are competent and confident to carry out their child protection responsibilities
- Multi-agency training should complement the training available to staff in single agency or professional settings and should focus on the way in which those engaged in child welfare work effectively with others to meet the needs of children
- Multi-agency training can be a highly effective way of promoting a common and shared understanding of the respective roles and responsibilities of different professionals and can enhance a 'joined up' approach in working with children and their families/carers
- Training should create an ethos which values working collaboratively with other professionals, respects diversity (including culture, race and disability), is child-centred, promotes partnership with children and families and recognises families strengths in responding to the needs of children

Context

The provision of learning and development is subject to active review and in addition to the core CP training, will be based on lessons arising from serious case reviews, management reviews, the LSCB business plan and other requirements. It will also be informed by national policy initiatives and emerging areas of practice and where appropriate will link to other boards and the work of the London Safeguarding Children Board and its Training Sub Group

Training can only be effective if supported by an agency environment and culture that values learning and where there is a commitment to inter-agency collaboration. A supportive framework needs to include

- Clear mandate from senior managers
- Resources to enable staff across all grades, including managers, to attend training events and opportunities to consolidate learning in the workplace
- Contribution to planning, resourcing, delivery and evaluation of training

- Commitment to improved practice
- Policies, procedures and practice guidance which uphold these principles
- Analysis of training needs across the different agencies
- A training strategy which seeks to increase skills and knowledge across all partner agencies
- Opportunities for refresher training in line with expectations of continuous professional development

Audience, Levels and Outcomes

Training activity reflects a tiered approach in targeting the needs of different staff according to the complexity of their role and degree of responsibility for children's welfare. The framework in Haringey is consistent with the London Safeguarding Children Board 'Competence Still Matters' framework (based on Working Together 2010) and the health Intercollegiate Document (2010) in the provision of training at different levels as follows

Level 1

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

- For example, librarians, GP receptionists, community advice centre staff, groundsmen, recreation assistants, environmental health officers.

Level 2

Those in regular contact or 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.

- For example, housing, hospital staff, YOT staff and staff in secure settings, the police other than those in specialist child protection roles, sports development officers, disability specialists, faith groups, community youth groups, play scheme volunteers.

Level 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.

- 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.

Levels 4-8

Level 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.

Level 5: Professional advisors, named and designated lead professionals.

Level 6: Operational managers at all levels including: practice supervisors; front line managers and managers of child protection units.

Level 7: Senior managers responsible for the strategic management of services; NHS board members.

Level 8: 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.

*** NB: In the Intercollegiate Document (2010), Levels 6-8 above correspond to Intercollegiate Level 6**

The training handbook, available in both paper copy and electronically provides detailed information including target audience for each level and the learning agreement which outlines clear expectations for participants.

The programme includes a mandatory Safeguarding Induction which sets a common foundation for safeguarding and child protection across agencies.

An e learning course is available for new employees across all agencies in Haringey that work with children, young people or parents and this forms the induction for level 1 staff and a foundation for other staff that is supplemented by attendance at face to face training at the required level

The training programme in Haringey reflects a blended approach that includes e learning, training courses, and bitesize themed 'Learning Lunches'. The LSCB also delivers specific learning events, for example, to share learning from review or provide updates on new legislation or guidance and hosts a large scale annual conference the most recent of which focused on sexual exploitation.

Training is advertised via the LSCB website and a regular newsletter that is circulated electronically.

Applications are made on line and subject to manager's approval. Training remains free at the point of entry with a penalty charge of £50 for non attendance. Take up of training is high and most courses run at full capacity with some oversubscribed. Annual training returns from agencies helps to gauge the level of demand in future planning.

Training Delivery

Training delivery makes use of both internal trainers who provide local knowledge and expertise, as well as externally commissioned specialist training providers. Where training is delivered internally, the course will be co-facilitated by colleagues from different professional backgrounds, for example, police and social care or health, to model the importance of partnership approaches. The training sub-group will also review new ways of delivering learning and implement these as required. All training is subject to rigorous quality assurance processes as set out below. Training should be underpinned by the following principles

- All training is child focussed so that the voice of the child and the child's welfare remain paramount
- Training will be delivered by trainers who are knowledgeable about safeguarding, child protection and promoting welfare. When delivering on complex areas, trainers will have relevant specialist skills and knowledge
- Training will be delivered by trainers who have completed a train the trainer programme or professional equivalent
- Training will be informed by current research, lessons from serious case reviews and child deaths and national and local policy and practice developments
- Training will be underpinned by the values contained within Working Together 2010/3
- Training will be regularly reviewed and evaluated to ensure that it meets the agreed learning outcomes and has a positive impact on practice

LSCB Training Pool

The LSCB is supported by a number of internal trainers from various agencies in Haringey, including health, police and voluntary sector. Regular meetings help to support practice and professional development. Trainers are expected to commit to delivery of a minimum of 3 courses a year, to keep abreast of changes and to regularly refresh their knowledge of local and national developments.

Quality Assurance

Quality assurance of training takes place through a triangulated process of collection of participant feedback, trainer feedback and feedback from an observer with a specific role of quality assurance.

All of these sources of data are routinely reviewed and analysed and where issues are identified these are followed up as appropriate.

Impact analysis will provide further evidence of the effectiveness of training in securing knowledge transfer into practice.

Impact Analysis

An impact analysis questionnaire is sent to participants and managers 3 months after completion of the training. The questionnaire asks for evidence of how the learning has been implemented in practice and what outcomes have been identified. Training outcomes should reflect competences and be designed to equip staff with the necessary skills to deliver a good standard of service.

The rate of completions is currently at a low level and the Training sub-group will be exploring how this might be improved. It is noted that the London Safeguarding Children Board has recently approved a London framework for impact analysis and this will be a useful reference point

Priorities

As noted, priorities in future planning and commissioning will be driven by the Haringey Learning and Improvement framework as well as national and regional developments. A number of new courses are being delivered in the current programme in response to learning from review, for example, the course on female perpetrators of abuse and safeguarding children and young people from gangs and serious youth violence.

The Training sub-group has reviewed the current programme and identified priorities for the forthcoming year. A key priority is to strengthen the programme for managers and those working at levels 4-8 so as to expand opportunities for professional development, including opportunities for LSCB members. A significant theme arising from review is the role of managers in supervising cases where there are concerns about a child. Recent Serious Case Reviews have highlighted the failure to provide reflective supervision which enables challenge and support to practitioners, particularly when faced with complex and dangerous family dynamics which impact on sound professional judgement. A further need identified from both national and local case reviews is training focused on working with challenging and resistant families. There are plans to commission training that will cover both of these areas in the forthcoming year.

Supporting References

- Working Together to Safeguarding Children 2013
- Working Together to Safeguard Children 2010
- Safeguarding Children and Young People: Roles and competencies for health care staff Intercollegiate Document 2010
- London Safeguarding Children Board: Competence Still Matters 2010