

Leicester, Leicestershire & Rutland Safeguarding Children Learning

Safeguarding Learning, Development & Training Strategy

April 2014
(Reviewed June 2015)

Contents

1. Introduction & Context
2. Aims of the strategy
3. Core Values, Golden threads & Best Practice in Safeguarding Training.
4. Assurance and Effectiveness
5. Safeguarding Competency framework for Safeguarding Children Learning
6. Delivery of Safeguarding Learning including Multi agency training programme.
7. Support and resources for Safeguarding learning

Leicester, Leicestershire & Rutland Safeguarding Multi-Agency Training Learning and Development Commissioning and Delivery Group, have the primary responsibility for supporting the implementation of this Training Strategy.

The Group is a multi-agency group made up of strategic training and workforce development leads and representatives from agencies across Leicester, Leicestershire and Rutland.

The group work and remit is driven by this strategy and reports to both Leicester City and Leicestershire & Rutland Safeguarding Children Board.

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1. Introduction

- 1.1 This Safeguarding Learning, Development & Training Strategy is written within a legal framework and as such is based on Working Together to Safeguard Children (March 2015) which is issued under Section 16 of the Children Act 2004.¹
- 1.2 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 inter-agency training to ensure it meets local need. Matters regarding this should be reported annually to the Leicester City Children's Trust Board, Rutland Children's Trust Board and Leicestershire Children's Commissioning Board.
- 1.3 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—
- (i) 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.....
 - (ii) (ii) Training of persons who work with children or in services affecting the safety and welfare of children;
- 1.4 It is therefore clear that both Safeguarding Children Boards are the key statutory mechanism for agreeing **how** all organisations within the local area will cooperate to safeguard children and promote the welfare of children in their locality, and for **ensuring the effectiveness of that work**.
- 1.5 This is further supported within the recent publication by Professor Eileen Munro² where it is identified that; ***the review is minded to strengthen the role of LSCBs in monitoring the impact of practice, training and learning on the child's journey...***
- 1.6 Whilst the benefits of multi / inter-agency learning activities are renowned,³ it is also notable that both national and local reviews into cases continually require additional training. Hence the LSCB considers the impact of current delivery methods and further evaluate if benefits can be gained, from reviewing the current style and

¹ The strategy also draws upon the guidance issued in Chapter 4 Working Together 2010, for guidance about minimum requirements for Safeguarding learning based on roles and responsibilities. Working Together 2015 <http://www.workingtogetheronline.co.uk/index.html>

² The Munro Review of Child Protection, Interim Report: The Child's Journey, 2011, available at: <http://www.education.gov.uk/munroreview/downloads/Munrointerimreport.pdf>

³ Safeguarding Children Across services; messages from Research Davies & Ward 2012

systems for training delivery in order to ensure a greater impact in the learning for practitioners working directly with children and families.

- 1.7 In addition the interim report from Professor Eileen Munro⁴ (2011) makes clear reference to the need for such consideration stating:

“the need for the child protection system to move from a compliance culture to a learning one, where organisations locally become adaptive learning organisations, constantly reflecting and adjusting the work environment to support professionals”

- 1.8 From April 2014, the Safeguarding Competency Framework for safeguarding children learning⁴ outlines the minimum requirements for safeguarding learning. The Framework allows for a more flexible approach where different forms of learning can be recognised. The LLR Safeguarding Learning, Development & Training Strategy supports this flexible approach and acknowledges different types of learning and development, in addition to traditional training events, and accepts that there are alternate ways to gain valid learning.
- 1.9 Within this context both Leicester and Leicestershire & Rutland Safeguarding Children Board’s having taken due regard to the availability of resources, have agreed to focus upon the quality monitoring aspects of safeguarding learning and the effectiveness of this learning as a matter of priority, rather than continuing to provide training as a routine matter of course. This allows for different learning strategies and approaches across member agencies and organisations to be recognised as contributing to safeguarding learning.
- 1.10 The LSCB will maintain, through a reduced funding allocation, the capacity to commission some training where appropriate in line with this strategy. In agreeing the shift of focus the LSCB are dedicated to continuing to support the needs of partners; especially member agencies/ organisations of the board that may have difficulty in moving to a charged delivery programme, for example the voluntary sector agencies.
- 1.11 The LSCB is committed to ensuring the delivery of high quality learning, which supports professionals, volunteers and the independent sector in their work to safeguard and promote the welfare of children and young people, and for them to meet their competencies as outlined by the Safeguarding Competency Framework.⁵
- 1.12 [Working Together](#) 2015 requires all agencies working with children either directly or indirectly to provide single agency training in order to carry out their own roles and responsibilities. This includes being able to recognise and respond to safeguarding concerns. In addition, we recognise that whilst it is not always practical for everyone

⁴ <http://www.workingtogetheronline.co.uk/index.html>

⁵ LLR Safeguarding Competency Framework for Safeguarding Children Learning

to participate in multi / inter-agency learning⁶, research suggests that it is highly effective in helping professionals understand their respective roles and responsibilities. Therefore, as an underlying principle the LSCB expects that wherever possible key individuals participate in multi / inter-agency training.

- 1.13 It is essential then that all member agencies of the LSCB's and local service providers delivering services to children and families are clear within their own training needs analysis as to who will be best suited to receive this multi-agency of training.
- 1.14 The implementation of the Safeguarding Learning, Development & Training Strategy is overseen by the **Leicester, Leicestershire and Rutland Safeguarding Multi agency Training, Learning and Development and Commissioning and Delivery Group**. This group is a multiagency group of strategic leads for learning and development across the partnership.

⁶ There is agreement that some roles in Education and some hospital based staff would not be able to automatically attend multi-agency learning due to capacity and operational issues. The Training Strategy has endorsed that there are exceptions for selected roles, as long as core training focuses and promotes understating of multi-agency working.

2. This Strategy Aims to Promote

- 2.1 A range and variety of approaches; recognising the need to be inclusive and to recognise different systems, styles and staffing requirements.
- 2.2 A **pragmatic** approach where the required knowledge is accessed via learning that is **relevant, meaningful and accessible**, and the content is **proportionate** to the requirements of the workforce.
- 2.3 **Empowerment:** participants will be provided with information guidance and support to meet their own identified learning and development needs.
- 2.4 **Processes** to encourage sharing good practice and establishing a common language
- 2.5 **Quality Assurance Processes** to identify the impact of learning and development and the overall effectiveness of the learning on outcomes for children and their families.

3. Core Values, 'Golden Threads' & Best Practice in Safeguarding Training.

3.1 Core Values

The Safeguarding Children Learning Competencies are underpinned by two Core Values that all safeguarding learning should;⁷

- **Place the child at the centre** and promote the importance of understanding the child's daily life experiences, ascertaining their wishes and feelings, listening to the child and never losing sight of his or her needs
- **Create and support an ethos that values working collaboratively with others** (valuing different roles, knowledge and skills), respects diversity (including culture, race, religion and disability), promotes equality and encourages the participation of children and families in the safeguarding processes

3.2 Golden Threads

These Core Values provide a series of 'Golden Threads', which should be promoted through all formal Safeguarding Learning opportunities, where practicable;

1. Maintaining a child focus in Safeguarding, including supporting the 'Voice of the Child'⁸ being recognised and represented.
2. Recognition of factors that create additional vulnerabilities (e.g. disability, age, looked after status, socio-economic factors etc.).
3. Diversity and Difference.
4. Effective multi-agency working.
5. Roles and Responsibilities (including use of relevant policy and procedures, including information sharing guidance and including 'whistleblowing' and reporting procedures.)

3.3 Best Practice In Safeguarding Training Guidance

The Safeguarding Learning, Development & Training Strategy has identified standards for safeguarding learning events and has developed Best Practice Guidance⁹ to support quality learning events.

A Best Practice Matrix has been developed to support and assist organisations, commissioners and providers in organising high quality learning events.

⁷ Working Together 2010

⁸ The Voice of the Child; learning lessons from serious case reviews. OFSTED April 2011

4. Assurance & Effectiveness

- 4.1 Statutory guidance clearly states that the role of the LSCB in the delivery of training is a matter for local determination. It has been agreed that in order to adequately ensure the quality assurance role of the LSCB around training that the delivery aspects should be determined through the local Children's Trust Boards for Leicester and Rutland and the Leicestershire Children and Young Peoples Commissioning Board.
- 4.2 The effectiveness of safeguarding learning will be assessed via the agreed Quality Assurance processes including Section 11 audits. There are processes for the Quality Assurance of both single agency and multi-agency safeguarding learning.
- 4.3 The LSCB will undertake the scrutiny functions through the Safeguarding Effectiveness Group (SEG) which may require member agencies and organisations to provide examples of their training materials, evaluations or details about specific learning events for systematic analysis against agreed competencies and standards, as one element of this quality assurance role.
- 4.4 Organisations may be asked to provide information relating to the numbers of staff having completed training as required against the training needs analysis.
- 4.5 Statutory Members / partners of the Safeguarding Board will be required to complete a report that details information about safeguarding learning and the effectiveness of this learning.
- 4.6 Audit of the impact of learning will be co-ordinated through the LSCB (SEG). Agencies are expected to participate in audit processes and respond accordingly to any findings requiring action.
- 4.7 The Quality Assurance activity will measure effectiveness against local minimum standards as outlined by the LLR Safeguarding Competency Framework and Best Practice Guidance.

5. Competency Framework

- 5.1 The Leicester, Leicestershire & Rutland LSCB Safeguarding Competency Framework outlines the minimum requirements for safeguarding children learning. The framework should be used to support the development and delivery of appropriate workforce strategies to meet these requirements.
- 5.2 The competencies have been based on the indicators / minimum requirements from Working Together 2010, in order to promote consistency and minimise change. Working Together identifies that all safeguarding children training should be consistent with [The Common Core of Skills and Knowledge](#)
- 5.3 There is a focus and emphasis on learning being discussed and reflected upon after the event, and consideration made of how the learning is embedded into practice. It is recommended opportunities to discuss and reflect on learning are provided, and this may contribute to evidencing that competencies have been met.
- 5.4 The move to competencies is based on requirements for different groups rather than set levels of training with set learning outcomes; this has been endorsed by partner agencies after a period of consultation. There has been a conscious decision to keep change at a minimum and retain the good practice and standards that already existed, in order to prevent unnecessary change.
- 5.5 The LSCB expects that safeguarding learning delivery plans will be compatible with all agencies workforce strategies and support individuals in meeting their required safeguarding competencies
- 5.6 The framework recognises a range and variety of learning that can be used to demonstrate evidence of competency.
- 5.7 It is also noted that where national guidance and competence frameworks have been developed by professional bodies these should also be reflected across local training programmes and packages.
- 5.8 All member organisations / agencies of the LSCB will ensure that training needs analysis for all staff groups are completed against the necessary competencies. This will be reviewed and agreed through the LSCB quality assurance processes, as part of the safeguarding effectiveness programme.
- 5.9 The competencies need to be evidenced once every 3 years (every 2 years for some Education roles) in line with the current standards of safeguarding learning being refreshed.
- 5.10 The LLR Competency Framework has been aligned with the Safeguarding Children and Young People, Roles and Competencies for Healthcare staff: Intercollegiate Document. [Royal College of Paediatrics and Child Health \(RCPCH\)](#) , 2010. Health

practitioners who refer to the Intercollegiate Document currently will continue to do so. This position has been endorsed by the Leicester City and Leicestershire & Rutland Safeguarding Children Board's.

6. Delivery of Safeguarding Learning

- 6.1 Delivery of safeguarding learning events is to be agreed through the Children's Trust Boards for Leicester and Rutland, and the Leicestershire Children and Young Peoples Commissioning Board.
- 6.2 The responsibility for organising safeguarding learning belongs to the organisation.
- 6.3 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, LLR Interagency Training Programme which provides a range of learning events that support those who require multi-agency learning in meeting their safeguarding competencies.
- 6.4 The content of the programme is based on local and national drivers, which are developed into priorities for the programme, these are reviewed annually.
- 6.5 The multi-agency programme is supported by agreed processes, as outlined within the Partnership Agreement
- 6.6 The programme is resourced via a range of contributions from different agencies across Leicester, Leicestershire and Rutland.
- 6.7 However there are many other multi-agency opportunities available across the Leicester, Leicestershire & Rutland and these can contribute to staff meeting their safeguarding competencies.

7. Support and Resources for Safeguarding Learning

- 7.1 The LSCB support training, learning and development of staff within Leicester, Leicestershire and Rutland.
- 7.2 Resources and information is available on the LSCB website¹⁰, including research updates and briefings.

- 7.3 The LSCB co-ordinate trainer development days for those involved in the development and delivery of safeguarding children learning.
- 7.4 The LSCB liaises regularly with the safeguarding adult boards and adult services to look for opportunities to jointly work and share knowledge and learning.

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