

Section 4 – Training, development and supervision for inter-agency working

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## **INTRODUCTION**

- 4.1 This is guidance for Partner Agencies and Children’s Trust Boards and their constituent members on the training and development of staff and volunteers necessary for them to effectively safeguard and promote the welfare of children. This includes being able to recognise when a child may require protection, taking account of their age and ability and knowing what to do in response to concerns about the safety and welfare of a child. Practitioners and managers must also be able to work effectively with others, both within their own agency and across organisational boundaries and this can be achieved by a combination of single-agency and inter-agency training.
- 4.2 Particular terms are used to describe different types and aspects of training and development. Training for inter- and multi-agency work means training and education that equips people to work effectively with those from other agencies to safeguard and promote the welfare of children. This training typically takes place in two ways: single-agency training, which is training carried out by a particular agency for its own staff; and inter- (or multi-) agency training, which is for employees of different agencies who either work together formally or come together for training or development.
- 4.3 Research for the Department of Children, Schools and Families and the Department of Health has shown that inter-agency training is highly effective in helping professionals understand their respective roles and responsibilities, the procedures of each agency involved in safeguarding children and in developing a shared understanding of assessment and decision-making practices. Further, the opportunity to learn together is greatly valued; participants report increased confidence in working with colleagues from other agencies and greater mutual respect.

## **PURPOSE**

- 4.4 The purpose of training for inter-agency work at both strategic and operational levels is to achieve better outcomes for children and young people by fostering: a shared understanding of the tasks, processes, principles, roles and responsibilities outlined in national guidance and local arrangements for safeguarding children and promoting their welfare; more effective and integrated services at both the strategic and individual case level; improved communication and information sharing between professionals, including a common understanding of key terms, definitions and thresholds for action; effective working relationships, including an ability to work in multi-disciplinary groups or teams; sound child focused assessments and decision-making; and learning from Serious Case Reviews (SCRs) and reviews of child deaths.

## **ROLES & RESPONSIBILITIES**

### Partner Agencies

- 4.5 Partner agencies are responsible for ensuring that their staff are competent and confident in carrying out their responsibilities for safeguarding and promoting children's and young people's welfare.
- 4.6 It is the responsibility of all partner agencies to recognise that in order for staff to fulfil their duties in line with Working Together to Safeguard Children, they will have different training needs which are dependent on their degree of contact with children and young people and/or with adults who are parents or carers, their level of responsibility and independence of decision-making. A number of competency frameworks have been published by professional bodies to assist employers in identifying training needs (for example, Safeguarding Children and Young People: Roles and Competences for Health Care Staff (2010); Roles, Skills, Knowledge and competencies for Safeguarding Children in the Sports Sector (2007)).
- 4.7 Partner agencies should ensure that all those in contact or working with children and young people and/or with adults who are parents or carers have a mandatory induction, which includes familiarisation with their child protection responsibilities and the policies and procedures to be followed if they have concerns about a child's Working Together to Safeguard Children safety or welfare. The Children's Workforce Development Council provides induction guidance and supporting materials. Induction should be completed within the first six months of employment and before individuals take part in interagency training. Regular refresher training should also be provided at least every three years.
- 4.8 Partner agencies should ensure that their employees who work or have contact with children are appropriately trained in child development and in how to recognise and act on potential signs of child abuse and neglect. Training should also include associated vulnerability and risk factors and resilience and protective factors, identifying potential violent behaviour and assessing the capacity of a parent or carer to meet a child's needs, taking into account their own needs/circumstances/history/illness/addiction. Increasingly, professional bodies are requiring their members to demonstrate relevant education and training as part of revalidation.
- 4.9 Partner agencies should ensure that appropriately qualified staff undertaking specialist roles in both children's and adults' services receive the necessary specialist training. For those experienced social workers undertaking key management and supervisory roles in duty or intake teams this should include training on managing referrals where there are concerns about the safety and welfare of a child or children.

- 4.10 Partner agencies also have a responsibility to identify adequate resources and support for inter-agency training by: committing resources for inter-agency training, for example through funding, providing venues, providing staff who contribute to the planning, delivery and/ or evaluation of inter-agency training; providing staff who have the relevant expertise to support Durham LSCB (for example, by actively contributing to the LSCB training sub-group); releasing staff to attend the appropriate inter-agency training courses and ensuring the time for them to complete inter-agency training tasks and apply their learning in practice; and ensuring that staff receive relevant single-agency training that enables them to maximise the learning derived from inter-agency training.
- 4.11 In advance of the roll out of a clear national standard for the support social workers should expect from their employers, the Social Work Task Force has developed an initial framework to help employers and practitioners to assess the 'health' of their organisation on a range of issues affecting workload. This is published in their final report. It is recommended that all employers of social workers make use of this tool to assess and improve the support they provide to frontline staff in managing their workload.
- 4.12 Partner agencies have a responsibility to ensure that all staff, including administrative staff, are given opportunities to attend local courses in safeguarding and promoting the welfare of children, or ensure that safeguarding training is provided within the team. As employers, GPs have an important role to play in ensuring staff whom they employ are trained and should ensure that practice nurses, practice managers, receptionists and any other staff whom they employ are given the opportunity to attend local courses in safeguarding and promoting the welfare of children.

#### Children's Trust Board

- 4.13 Through their work on the local Children and Young People's Plan (CYPP), Children's Trust Boards are responsible for ensuring that workforce strategies are developed in their local area. This includes making sure that training opportunities to meet priority needs identified by the LSCBs are available, and that all staff who work or have contact with children are appropriately trained in child development, recognise potential signs of abuse and neglect and know how to respond if they have concerns about a child's welfare.
- 4.14 Children's Trust Boards should ensure that systems are in place to deliver both single-agency and inter-agency training on safeguarding and promoting the welfare of children. They should consider, in discussion with Durham LSCB, which bodies should commission or deliver single and inter-agency training.

## Durham LSCB

- 4.15 Durham LSCB is responsible for developing local policies for safeguarding and promoting the welfare of children, in relation to the training of people who work with children or in services affecting the safety and welfare of children. This includes training in relation to the child death review processes and Serious Case Reviews.
- 4.16 Durham LSCB will contribute to, and work within, the framework of the local workforce strategy. They may decide to identify training needs and priorities and feed this information into the local workforce strategy to inform the planning and commissioning of training. Durham LSCB will want to review and evaluate the provision and See Building a safe, confident future: the final report of the Social Work Task Force and the Government response. Working Together to Safeguard Children availability of single and inter-agency training and to check that the training is reaching all relevant staff within organisations.
- 4.17 Durham LSCB will ensure that all staff who work or have contact with children are appropriately trained to understand normal child development and to recognise and act on potential signs of abuse and neglect.
- 4.18 Durham LSCB will review and evaluate the quality, scope and effectiveness of single and inter-agency training to ensure it is meeting local needs and should report on this annually to the Children's Trust Board. Durham LSCB will include in their annual report an assessment of their progress in ensuring that all staff who work with or have contact with children are appropriately trained.
- 4.19 Durham LSCB will ensure that they are appropriately staffed and have sufficient capacity to take forward any training and development work they carry out. This includes having the necessary administrative support and having adequate resources both to contribute to the planning and delivery or commissioning of training and its evaluation
- 4.20 Induction and training for Durham LSCB members, including lay members, independent chairs and any employees of the LSCB will be provided to support them to fulfil their responsibilities effectively.
- 4.21 All training will 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.

## CONTENT AND AUDIENCES

- 4.22 Given that safeguarding children is everybody's responsibility, audiences for training are vast and diverse. This includes the whole of the children and young people's workforce and those working with adults who are parents or carers (for example, adult psychiatrists and probation staff). It includes paid staff and volunteers working in the statutory, voluntary, community and independent sectors.
- 4.23 The Common Core of Skills and Knowledge for the Children's Workforce sets out six areas of expertise that everyone working with children, young people and families – including those who work as volunteers – should be able to demonstrate. These are: effective communication and engagement with children, young people and their families and carers; child and young person development; safeguarding and promoting the welfare of the child; Working Together to Safeguard Children supporting transitions; multi-agency working; and sharing information.
- 4.24 While it may not be practical for everyone to participate in inter-agency training, working together is an essential feature of all training in safeguarding and promoting the welfare of children. Single-agency training, and training provided in professional settings, will always equip staff for working with, communicating and sharing information with others. All safeguarding training should be consistent with The Common Core of Skills and Knowledge.
- 4.25 These section groups' audiences together based on their degree of contact with children and/or parents/carers and their levels of responsibility, in order to assist with the identification of training and development needs.
- 4.26 The groups are as follows:
- those who have occasional contact with children, young people and/or parents/carers;
  - those in regular or in intensive but irregular contact with children, young people and/or parents/carers;
  - those who work predominantly with children, young people and/or parents/ carers;
  - those who have particular specialist child protection responsibilities; professional advisers and designated leads for child protection; operational managers of services for children, young people and/or parents/ carers; senior managers responsible for strategic management of services for children, young people and/or parents/carers; and members of Durham LSCB.

- 4.27 Whilst the detailed content of training at each level of the framework will be specified locally, programmes should usually include the following: recognising and responding to safeguarding and child protection concerns; working together; completing child in need assessments; safeguarding disabled children; safeguarding children when there are concerns about domestic abuse, parental mental health; and substance misuse.
- 4.28 Where national guidance and competence frameworks have been developed by professional bodies, these will be reflected in the content. The content will also reflect the principles, values and processes set out in this guidance on work with children and families. Steps will be taken to ensure the relevance of the content and delivery methods to different groups from the statutory, voluntary and independent sectors who will have different professional needs. The content of training programmes will be regularly reviewed and updated in the light of changing policy and legislation, research, learning from SCRs, child death reviews and practice experience, and will always reinforce the centrality of the child's daily life experience.
- 4.29 All healthcare staff involved in working with children should attend training in safeguarding and promoting the welfare of children and have regular updates as part of continuing professional development. Advice regarding the competencies required of staff can be found in the intercollegiate document Safeguarding Children and Young People: Roles and competencies for Health Care Staff.
- 4.30 The National Policing Improvement Agency (NPIA) has responsibility for the development of special training for child abuse investigation officers. In addition to this, Child Exploitation and On-Line Protection Centre (CEOP) provides a range of specialist courses to both police officers and colleagues in the wider child protection and safeguarding community. These have been developed through the CEOP Academy to support those working to protect children and students have the opportunity to attend individual courses or study for a Postgraduate Certificate in Behavioural Forensic Psychology.
- 4.31 It is important to ensure that training involves and is available to all people who work with children and young people. Some agencies involved in safeguarding and promoting the welfare of children may not be formally part of the local Children's Trust Board. Durham LSCB will ensure that the needs of all staff are included when setting up training arrangements. Resource planning, organisation, delivery and evaluation planning, organisation and delivery.

- 4.32 Training on safeguarding children and young people will be embedded within a wider framework of commitment to inter and multi-agency working at strategic and operational levels underpinned by shared goals, planning processes and values. Durham's training is delivered within a framework that includes: a training strategy mandated by Durham LSCB and endorsed by member agencies, this makes clear the difference between single-agency and inter-agency training and which partnerships or agencies are responsible for commissioning and delivering training; adequate resources and capacity to deliver or commission training; policies, procedures and practice guidelines to inform and support training delivery in line with the strategy; identification and periodic review of local training needs, taking into account research, national developments, learning from SCRs and child death reviews (not only those carried out locally), followed by decisions about priorities; robust arrangements for organising and co-ordinating delivery; structures and processes for the delivery of inter-agency training that are not unduly dependent on a single individual; and quality assurance.
- 4.33 All training to support inter- and multi-agency work will: be delivered by trainers who are knowledgeable about safeguarding (which includes child protection) and promoting the welfare of children. All training will be informed by current research evidence, lessons from serious case and child death reviews, and local and national policy and practice developments; 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; involve children, young people and their parents/carers in the design, delivery and/or evaluation; and be regularly reviewed and evaluated to ensure that it meets the agreed learning outcomes and has a positive impact in practice.
- 4.34 [Durham LSCB has produced a training strategy.](#)
- 4.35 Durham LSCB has an inter-agency training panel (also known as training pool) of suitably skilled and experienced practitioners and managers from LSCB partner agencies, who work together to design, deliver and evaluate inter-agency training.

## **QUALITY ASSURANCE AND EVALUATION OF TRAINING**

- 4.36 Durham LSCB training sub-group has the responsibility to ensure that both single and inter-agency training is delivered to a consistently high standard, and that a process exists for evaluating the effectiveness of training.
- 4.37 Monitoring arrangements are in place to ensure that: training is available for the target groups identified above. Outcomes and costs of inter-agency training to Safeguard and Promote the Welfare of Children, is regularly reviewed and updating of training programmes takes place in line with the training strategy and local and national developments.
- 4.38 Durham LSCB has agreed an evaluation strategy and determined the appropriate level at which evaluation of training courses should take place. The focus of the evaluation is on the extent to which training is contributing to improving the knowledge and skills of the workforce with regard to working together to safeguard and promote the welfare of children. Evaluation will include the following: relevance, currency and accuracy of course content; quality of training delivery; short and longer term outcomes; and impact on working together and inter-professional relationships.
- 4.39 Durham LSCB will ensure that outcomes from an evaluation of training courses or programmes inform the planning of future training. In its annual report to the Children's Trust Board a review of the quality, scope, reach and effectiveness of both single and inter-agency training should be provided.
- 4.40 The Government has developed and disseminated a range of multi-disciplinary training resources. These include materials on child development (The Developing World of the Child (2006)), assessing children in need (The Child's World. Second Edition (2009, 2010)) what to do if you are concerned that a child is being abused or neglected (Safeguarding Children – a shared responsibility (2007)) and fabricated or induced illness (Incredibly Caring (2008)) which help to support the provision of good quality training. The National Institute for Health and Clinical Excellence (NICE) published guidance on When to suspect child maltreatment. Guidance on Investigating Child Abuse and Safeguarding Children was published by the Association of Chief Police Officers and the National Policing Improvement Agency in 2009. In addition the Department for Children, Schools and Families publishes national overviews of SCRs and Durham LSCB will publish executive summaries of individual SCRs, all of which should be used to inform the content of training.

## **EFFECTIVE SUPPORT AND SUPERVISION**

4.41 Working to ensure children are protected from harm requires sound professional judgements to be made. It is demanding work that can be distressing and stressful. All of those involved should have access to advice and support peers, managers, named and designated professionals. Those providing supervision should be trained in supervision skills and have an up to date knowledge of the legislation, policy and research relevant to safeguarding and promoting the welfare of children. Supervision can be defined as: an accountable process which supports assures and develops the knowledge, skills and values of an individual, group or team. The purpose is to improve the quality of their work to achieve agreed outcomes.”

4.42 Working Together to Safeguard Children 2010 has suggested training for different target groups. This can be found on page 125-131