

# **Durham LSCB Training Strategy**

**2011/2012**

# Training Strategy 2011-12

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## **Introduction**

This Training Strategy has been written within a legal framework and is based on Chapter 4 of Working Together to Safeguard Children 2010<sup>1</sup>, which is issued under Section 16 of the Children Act 2004.

The LSCB is committed to delivering a high quality inter-agency training programme, which supports professionals, volunteers and the independent sector in their work to safeguard and promote the welfare of children and young people.

Working Together 2010 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 raise safeguarding concerns. The LSCB role differs in respect that it builds on the training offered by single agencies and s by promoting the premise that only by s and agencies working together can children be effectively safeguarded by:

- A shared understanding of roles and responsibilities including a common understanding of key terms, definitions and thresholds for action
- Improved communication between professionals and those working with children

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<sup>1</sup> HM Government (2010) Working Together to Safeguard Children: A guide to interagency working to safeguard and promote the welfare of children, DFES & The Stationary Office.

- Effective working together based on sound working relationships
- Improved assessment and decision making.

The key drivers for this strategy are:

- Working Together to Safeguard Children 2010<sup>2</sup>
- Every Child Matters<sup>3</sup>
- Children Act 2004<sup>4</sup>
- Common Core of Skills and Knowledge for the Children Workforce DCSF 2010<sup>5</sup>
- The Children Workforce Strategy<sup>6</sup>
- Durham LSCB Business Plan 2011-2012

### **LSCB Training Responsibility**

Working Together to Safeguard Children 2010 states that the LSCB and its nominated Training Sub Group has a responsibility to ensure that both single and multi-agency training is delivered to a consistently high standard. A process must exist in all agencies to identify staff training needs and to ensure all staff have access to appropriate training. The LSCB will evaluate the effectiveness of all safeguarding training; this strategy will ensure consistency with the above document and consider the following:

- Single agency training.
- Multi-agency training.

### **Who requires training?**

All those who work directly or indirectly with children. This includes all employees and volunteers of all LSCB member s.

Working Together to Safeguard Children 2010 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.

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<sup>2</sup> HM Government (2010) Working Together to Safeguard Children: A guide to interagency working to safeguard and promote the welfare of children, DFES & The Stationary Office.

<sup>3</sup> <http://www.education.gov.uk/childrenandyoungpeople/sen/earllysupport/esinpractice/a0067409/every-child-matters>

<sup>4</sup> <http://www.legislation.gov.uk/ukpga/2004/31/contents>

<sup>5</sup> <http://www.cwdcouncil.org.uk/common-core>

<sup>6</sup> <http://www.cwdcouncil.org.uk/>

## **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.

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

### **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).

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

### **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.

*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.*

### **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

In light of the Working Together to Safeguard Children 2010 guidance on the different target groups for safeguarding children, the strategy has revised the groups of staff in relation to the levels of training required, as set out below.

The LSCB can only make recommendations to agencies about training that is required and at what level. Please refer to your own agency's policies for requirements for safeguarding training.

### Outline Training Programme 2011-12

Level 1		Groups
Basic Awareness in Safeguarding	e-learning	1 - 8

Level 2		Groups
Safeguarding Everyone's responsibility	1 day	2-8
Level 3		Groups
Child Protection Conferences	1 day	2-6
Neglect	2 days	2-6
Risk Assessment	1 day	2-6
Hidden Harm	1 day	2-6
Domestic Abuse	1 day	2-6
Safe Workforce	1 day	

To accommodate the strategic priorities for 2011-2012 Possible new courses have been identified as.

Working with children with disabilities	1 day	2-6
e-safety	Briefing	2-6
Adult mental health issues and the Impact on children	1day	2-6
Parents with learning disabilities and the impact on children.	1 day	2-6

## **Core Values in Training and Development**

All LSCB training should create the ethos that:

- values working collaboratively
- respects diversity and promotes equality
- is child centred
- promotes participation of children and families within the wider safeguarding process
- recognises the importance of information sharing and working together

## **LSCB Training Standards**

All LSCB training will be based on relevant legislation and statutory guidance. The standards will be monitored on behalf of the LSCB through the strategic part of the Training 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
- Informed by Evidence/Research
- Multi/inter-agency in approach.

## **Strategic Priorities for 2010 - 2011**

Three priorities were identified and all were fully completed they were:-

### **Priority 1**

**To support agencies in meeting their responsibilities under Working Together to Safeguard Children paragraph 4.4 ( 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.)**

## **Key Tasks**

1. Monitor information from organisations regarding their single agency (in-house) safeguarding children training.
2. Ensure that organisations have appropriate, accessible and timely safeguarding children training opportunities for staff.

## Actions

- Members of the Training Group to agree appropriate minimum standards for single agency training.
- Members of the Strategic Training Group to evaluate information regarding the safeguarding training delivered within organisations against agreed standards.

Working together has identified new groups with suggested training requirements. The LSCB training requested information from LSCB partner agencies regarding their training the information will inform the 2011-12 training strategy.

This audit has been completed and the information gathered will be used in Priority 1 for 2011-2012

## Priority 2

To support organisations in increasing the number of staff that access multi-agency training.

## Key Tasks

1. LSCB members to provide managers and training departments with information regarding the LSCB training available and the benefits of this training to their staff
2. LSCB members to remind managers of their responsibilities with regard to multi agency training
3. LSCB members to provide managers with information regarding numbers of their staff who have attended multi agency training. .

## Actions

- To provide recommendations for LSCB members regarding levels of staff who should attend multi agency training.
- To continue providing information for LSCB members on what LSCB courses are of most benefit to which staff in their organisation. Send information in a twice yearly basis to LSCB members regarding the numbers of their staff that have attended appropriate LSCB training.
- Examine the feasibility of expanding participation by key agencies in Level 2 multi agency training.

This was completed and all agencies have been informed of vacancies in training and the significant increase in the most popular courses has eliminated all the previous year's waiting list.

### Priority 3

To ensure that LSCB Training improves knowledge and skills in safeguarding and promoting the welfare of children

#### Key Tasks

1. Continue to develop and review systems for evaluating the impact of LSCB training
2. Standards of LSCB training to be agreed and to include equality and diversity issues.
3. To regularly review LSCB courses against feedback and new requirements
4. To share good practice with regional safeguarding training groups

#### Actions

- All LSCB courses to be reviewed by the Strategic Training group in 2010-2011- Completed
- Members of the Training Group to oversee the content of LSCB courses to monitor quality against agreed standards - Completed
- Members of the Training Group to collate and evaluate a cross section of course evaluation reports in order to review and monitor course quality - Completed

The previous system to monitor the impact of LSCB training was reviewed and revised.

The new evaluation form is currently providing important information for the strategic training group.

- The LSCB training co-ordinator to continue to be a proactive member of the regional training group, to ensure up to date information is incorporated in to Durham LSCB courses - Completed

## **Strategic Priorities for 2011- 2012**

### **Priority 1**

Using the information provided by partner agencies regarding their single agency training provision, to identify gaps in training and to support agencies in meeting their responsibilities under Working Together to Safeguard Children paragraph 4.4 ( 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.)

### **Key Tasks**

1. Work with partner agencies to ensure their single agency training meets the needs of their workforce regarding safeguarding including the working together and information sharing arrangements.
2. Ensure that organisations have appropriate, accessible and timely safeguarding children training opportunities for staff.

### **Actions**

- Members of the Strategic Training Group to evaluate information regarding the safeguarding training delivered by single-agencies against agreed standards in Working Together 2010.
- Identify current training programmes for single-agency training.
- Sample training provided by single agencies and measure against standards  
Audit partner agencies to obtain information about:-
  - The training plans for 2011-2012 and the numbers anticipated will be training in single agency training
  - How they plan to meet any outstanding needs identified.

### **Priority 2**

To ensure that the multi agency training provided by the LSCB reflects the LSCB priorities and the current needs of the multi-agency workforce.

The LSCB to recognise the organisational changes of service delivery and new partnerships and respond to the changing needs of the workforce.

## Key Tasks

1. To identify additional courses to be considered by the training group to reflect the priorities of the LSCB
2. To ensure any training identified from Serious Case Reviews, local and national and any recommendations for training from research or reviews is considered by the LSCB and where appropriate incorporated in to the program

## Actions

- Identify from the LSCB Business Plan the priorities for the LSCB Board for 2011-2012.
- Consult partner agencies on what they would like to see included in the LSCB training programme. Incorporate this information with the information from training evaluations to identify any new courses to add to the LSCB rolling programme.
- Identify, develop and priorities for training in the 2011-12 training year.

## Priority 3

To ensure that LSCB training is making a contribution to improving outcomes for children within partner agencies to review its impact in the workforce.

## Key Tasks

1. Request information from agencies of the impact of multi-agency training on their workforce.
2. To identify a specific area of training and identify where information has been use in the safeguarding system to improve outcomes for children.
3. To regularly review LSCB courses against feedback and new requirements

## Actions

- Identify monitoring tool to be sent to partner agencies to access impact of LSCB training
- Identify from evaluations post course and information from partner agencies where the information has improved their safeguarding practice.

**Durham Local Safeguarding Children Board  
Training Group**

**Diane Richardson  
Chairperson**

**Table 1: Suggested training for different target groups**

Target groups to include members of statutory, voluntary, independent and community organisations	Suggested training content	Suggested training methods	Employer, LSCB and CT responsibilities
<p><i>Group 1</i></p> <p>Staff in infrequent contact with children, young people and/or parents/carers who may become aware of possible abuse or neglect.</p> <p>For example, librarians, GP receptionists, community advice centre staff, groundsmen, recreation assistants, environmental health officers.</p>	<p>What is child abuse and neglect? Signs and indicators of abuse and neglect. Normal child development. Maintaining a child focus. What to do in response to concerns.</p>	<p>Integral part of agency induction.</p> <p>Refresher training at least every 3 years.</p> <p>For induction materials see CWDC website.</p> <p>Could be delivered through e-learning.</p>	<p>The employer is responsible for organisation and delivery.</p> <p>The LSCB is responsible for ensuring that single and inter-agency training is provided and that it is reaching relevant staff within organisations.</p> <p>The LSCB is responsible for quality assurance.</p>
<p><i>Group 2</i></p> <p>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<sup>80</sup>, who may be in a position to identify concerns about maltreatment, including those that may arise from the use of CAF.</p> <p>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.</p>	<p>The above plus:</p> <p>Documentation and sharing of information regarding concerns. Using the Framework for the Assessment of Children in Need and their Families: Own safeguarding roles and responsibilities.</p>	<p>Single-agency training Refresher training at least every 3 years.</p> <p>Could be delivered by workshops or e-learning or combination.</p>	<p>The employer is responsible for organisation and delivery.</p> <p>The LSCB is responsible for ensuring that single and inter-agency training is provided and that it is reaching relevant staff within organisations.</p> <p>The LSCB is responsible for quality assurance.</p>

<p><i>Group 3</i></p> <p>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.</p> <p>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.</p>	<p>The above plus: Working together to identify, assess and meet the needs of children where there are safeguarding concerns. The impact of parenting issues, such as domestic abuse, substance misuse on parenting capacity. Recognising the importance of family history and functioning. Working with children and family members, including addressing lack of co-operation and superficial compliance within the context of role.</p>	<p>Inter-agency training.</p> <p>In addition single-agency training and professional development related to specific role.</p> <p>Refresher training at least every 3 years.</p>	<p>The employer is responsible for organisation and delivery.</p> <p>The LSCB is responsible for ensuring that single and inter-agency training is provided and that it is reaching relevant staff within organisations.</p> <p>The LSCB is also responsible for quality assurance.</p> <p>Depending on local arrangements, the LSCB or Children's Trust partners may take responsibility for the delivery of interagency training.</p> <p>The Children's Trust Board is responsible for ensuring training is available to met identified needs.</p>
<p><i>Group 4</i></p> <p>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.</p>	<p>The above plus: Section 47 enquiries, roles, responsibilities and collaborative practice. Using professional judgements to make decisions as to whether a child is suffering, or is likely to suffer, significant harm. Taking emergency action. Working with complexity. Communicating with children in line with interviewing vulnerable witness guidance.</p>	<p>Inter-agency training.</p> <p>In addition single-agency training and professional development related to specific role.</p> <p>Refresher training at least every 3 years.</p>	<p>The employer is responsible for organisation and delivery.</p> <p>The LSCB is responsible for ensuring that single and inter-agency training is provided and that it is reaching relevant staff within organisations.</p> <p>The LSCB is responsible for quality assurance.</p> <p>Depending on local arrangements, the LSCB or Children's Trust partners may take responsibility for the delivery of interagency training.</p>

			The Children's Trust Board is responsible for ensuring training is available to meet identified needs.
<p><i>Group 5</i></p> <p>Professional advisors, named and designated lead professionals.</p>	<p>Content as for groups 1, 2 and 3 and 4 if advising staff in that group.</p> <p>Promoting effective, professional practice.</p> <p>Advising others.</p>	<p>Inter-agency training.</p> <p>In addition single-agency training and professional development related to specific role.</p> <p>Refresher training at least every 3 years.</p>	<p>The employer is responsible for organisation and delivery.</p> <p>The LSCB is responsible for ensuring that single and inter-agency training is provided and that it is reaching relevant staff within organisations.</p> <p>The LSCB is responsible for quality assurance.</p> <p>Depending on local arrangements, the LSCB or Children's Trust partners may take responsibility for the delivery of interagency training.</p> <p>The Children's Trust Board is responsible for ensuring training is available to meet identified needs.</p>
<p><i>Group 6</i></p> <p>Operational managers at all levels including: practice supervisors; front line managers and managers of child protection units.</p>	<p>Content as for groups 1, 2 and 3 and 4 if supervising staff in that group.</p> <p>Supervising child protection cases.</p> <p>Managing performance to promote effective inter-agency practice.</p> <p>Specialist training to undertake key management and/or supervisory roles in, for example, intake/duty teams.</p>	<p>Inter-agency training. In addition single-agency training and professional development related to specific role.</p> <p>Refresher training at least every 3 years.</p>	<p>The employer is responsible for organisation and delivery.</p> <p>The LSCB is responsible for ensuring that single and inter-agency training is provided and that it is reaching relevant staff within organisations.</p> <p>The LSCB is responsible for quality assurance.</p>

			<p>Depending on local arrangements the LSCB or Children's Trust partners may take responsibility for the delivery of interagency training.</p> <p>The Children's Trust Board is responsible for ensuring training is available to met identified needs.</p>
<p><i>Group 7</i></p> <p>Senior managers responsible for the strategic management of services; NHS board members.</p>	<p>Content as for groups 1, 2 and 3 and section 11 expectations, roles and responsibilities.</p>	<p>In-house and LSCB induction programme.</p> <p>National and local leadership programmes. Refresher training every 3 years.</p>	<p>The employer is responsible for organisation and delivery.</p> <p>The LSCB is responsible for ensuring that single and inter-agency training is provided and that it is reaching relevant staff within organisations.</p> <p>The LSCB is responsible for quality assurance.</p> <p>Depending on local arrangements, the LSCB or Children's Trust partners may take responsibility for the delivery of interagency training.</p> <p>The Children's Trust Board is responsible for ensuring training is available to met identified needs.</p>
<p><i>Group 8</i></p> <p>Members of the LSCB including:</p> <ul style="list-style-type: none"> <li>- Board members</li> <li>- Independent chair</li> </ul>	<p>Content as for groups 1, 2 and 3 and roles, responsibilities and accountabilities.</p> <p>Expectations on members in order to promote effective co-operation that improves effectiveness.</p>	<p>LSCB induction programme.</p> <p>LSCB development days.</p> <p>Refresher training at least every 3 years.</p>	<p>The employer in collaboration with the LSCB is responsible for organisation and delivery.</p> <p>The LSCB is responsible for ensuring that single and inter-agency training is provided and</p>

<ul style="list-style-type: none"> <li>- Directors of Children's Services</li> <li>- Elected member</li> <li>- Lay members</li> <li>- Members of executive and sub/task groups</li> <li>- Business support team</li> <li>- Inter-agency trainers.</li> </ul>	<p>Current policy, research and practice developments.</p> <p>Lessons from Serious Case Reviews.</p> <p>Specialist training to undertake specific roles, for example independent chair; business manager.</p>	<p>CWDC support materials?</p> <p>National Leadership Programme.</p>	<p>that it is reaching relevant staff within organisations.</p> <p>Depending on local arrangements, the LSCB or Children's Trust partners may take responsibility for the delivery of interagency training.</p> <p>The Children's Trust Board is responsible for ensuring training is available to met identified needs.</p>
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***N.B these are illustrative examples of the audiences for each target group***