



Devon
Safeguarding Children
Board

Keeping children safe is everyone's responsibility

Devon Safeguarding Children Board

DSCB Training Strategy and Plan

2016-17



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DSCB Training Strategy and Plan 2016-17

Version	Date	Edited/Approved by
V0	April 2016	Sally Yeo
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The Value of Multi-agency Training in Devon

A selection of comments from delegates collected during telephone survey as part of the quality assurance process.

Good to have a mix of agencies on the training as it gives opportunities to network and understand other services and their roles and responsibilities.

Lead Practitioner/Centre Lead

Well run, interesting course, valuable interaction of different agencies. Please keep running them.

General Practitioner

Really good training and important for all agencies to attend to learn further the importance of information sharing and the outcomes if this does not happen.

Social Worker



DSCB Training Strategy for 2016-17

1. A key function of the Devon Safeguarding Children Board is to ensure that all those who work directly, or indirectly, with children and their families receive thorough safeguarding and child protection training. This includes all agencies of the DSCB, voluntary and independent sectors. The DSCB is committed to delivering a high quality multi-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.

2. The Devon Safeguarding Children Board (DSCB) delivers an annual programme of multi-agency training. In 2013 a training strategy was adopted by the Board after consultation with members. The strategy identified 11 critical success factors to be met if improved training compliance and a corresponding improvement in practice is to be delivered:
 - 2.1 A strategy that focuses on training and practice development
 - 2.2 Compliant with *Working Together*
 - 2.3 Simple
 - 2.4 Clear Standards
 - 2.5 Equity of provision across all sectors
 - 2.6 Flexible
 - 2.7 Builds on capacity already available
 - 2.8 Clear line of accountability back to the Board
 - 2.9 Funding formula that is flexible and supports innovation in training
 - 2.10 Clear quality assurance process for all aspects of training
 - 2.11 Consistent and clear branding and communication of all commissioned training

3. As a result of consultation 3 key priorities were identified:
 - 3.1 Flexible and child centred training: the training should be delivered by experts and include the use of the College of Trainers. Delivery should be flexible and encourage the use of a portfolio of learning with modular training based on individual needs as well as providing locally and professionally relevant training. The competencies for staff at different levels should be clear. All training should be appropriately quality assured.

3.2 Each organisation with its own strategy: the Board will hold each organisation to account for its own training whilst recognising that individual organisations are accountable to their own governing bodies and regulations.

3.3 Training linked to performance management, appraisal and supervision: training should be discussed in supervision and appraisal, and supervision and appraisals should be provided for all staff. Individual organisations should set a standard approach, describe their monitoring processes and report to the Board.

4. *Working Together*¹ was revised in 2015 and the following comments made about the role of LSCBs in relation to training:

4.1 Local Safeguarding Children Boards (LSCBs) should monitor and evaluate the effectiveness of training, including multi-agency training, for all professionals in the area. (Page 12).

4.2 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 (Page 13).

4.3 Professionals working in universal services have a responsibility to identify the symptoms and triggers of abuse and neglect, to share that information and work together to provide children and young people with the help they need. Practitioners need to continue to develop their knowledge and skills in this area. They should have access to training to identify and respond early to abuse and neglect, and to the latest research showing which types of interventions are the most effective (Page 13).

¹ Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2015, HM Government

5. Training is delivered using a variety of methods. With pressures on time, particularly issues relating to the release of staff to attend training, it is essential that innovative methods of training are developed to enable people to undertake their training at a time and location which suits them, whilst still maintaining the multi-agency focus. This is a particular challenge in a county like Devon which is large and where communities are scattered. Greater development of locality opportunities will assist in providing opportunities for individuals to access good quality training opportunities.
6. A multi-agency standing group oversees the development, delivery and quality assurance of training. This group is a sub-group of the Learning and Improvement sub-group, with representatives from partner agencies and the voluntary sector. Lessons learned from file and case audits and serious case reviews (local and national) as well as recent and relevant research are quickly fed through to the training group to ensure training is kept up to date. Quality assurance is also a key priority for this group.
7. An annual training needs analysis is carried out to ensure the training programme is delivered to build the competences across the workforce. Training is defined as Groups rather than levels to emphasise the need for staff and volunteers to undertake training which is relevant to their role. The DSCB has adapted the Staff Groups outlined in the *National Competence Framework for Safeguarding Children* (Bournemouth University, 2012). These have been considered in the context of the *Intercollegiate Document (2014) Safeguarding Children and Young People: roles and competences for health care staff* and also reflect the recommendation of *The Munro Review of Child Protection* (HM Government, 2011) and of the *Health and Care Professions Council's standards of proficiency for social workers in England* (HCPC 2012).
Appendix 1.

8. Some elements of training are delivered by individual agencies for their staff; in particular Groups 1 and 2 training are delivered in this way. Agencies are responsible for ensuring their members of staff receive a full induction and refresh of their training at appropriate intervals or according to identified need. The DSCB is responsible for carrying out quality assurance of this training.

9. All DSCB training is based on the following core values:
 - 9.1 Training values and promotes working collaboratively
 - 9.2 Training respects diversity both in the workforce but also in the client groups who receive services
 - 9.3 Training promotes equality
 - 9.4 Training is child centred and focus is maintained on the experience of the child in all aspects of their life

Devon Safeguarding Children Board

Training Plan for 2016-17

1. Training is designed and delivered to meet the needs of the workforce based on their competency level and a range of methods are used to increase access for the workforce and to try to create more flexible opportunities to better meet the needs of staff and volunteers who often find it difficult to allocate the time to be away from their 'day job' to attend a course. That said it is recognised that by bringing groups together for face to face training courses where they can discuss and debate issues, develop networks, pool knowledge and experience and learn first-hand about the job roles, organisational cultures and priorities of others are still highly valued as a method of learning.

2. During 2015 the training programme went out to tender, contracts have now been issued with much tighter terms and conditions which enable the DSCB to have greater control on the quality of training delivered and the ability to influence the content of the training in line with identified needs. The new programme is attached at Appendix 2. New courses are being developed and there is sufficient flexibility in the tender to include new topics or to combine elements of a group of topics. The tender was divided into a number of lots:

2.1 The provision of a magazine which will be updated 3 times per year. The magazine is produced online, printed copies are produced in limited numbers – enough for use on the Group 3 course and a few copies for distribution to publicise its existence and encourage staff to view it. Articles are short and provide only a brief introduction to topics which are suggested from a variety of sources. Each serious case review undertaken in Devon is précised and the key learning points included. The magazine has proved a very popular resource which is gaining a readership which is wider than just delegates on courses and some organisations have produced copies for staff rooms etc.

2.2 E-learning – The Group 2 package will be renewed and refreshed this year. Further topics which are suitable for e-learning will be identified by the Training Standing Group and will be developed subject to likely demand.

2.3 Group 3 Core Introduction to Safeguarding and Child Protection – Provision of Drama Group and Scenarios – the contract specifies the provision of the Drama Group – at least two actors to be in attendance on each course and the development of new scenarios to ensure they remain fresh and up to date.

2.4 Group 3 and 4 Courses in Child Sexual Abuse and Child Sexual Exploitation – these are one day courses and will be designed to ensure that there is a smooth transition from Group 3 to 4 although many staff will only need to complete the Group 3. The Group 4 allows those who are working with children and young people in this area of work have more in depth knowledge particularly in how to support victims and how to work with them to ensure their safety. These courses will be available from June 2016.

2.5 Group 3 refresher/special interest courses. The tender specified a number of areas for these courses but currently under development are courses in working with neglect, the impact on children of parental mental ill health and substance misuse, young people and social media and the internet and adolescents and risk taking. These courses will be available from September.

2.6 A Group 4 course in Assessing, analysing and Managing Risk has already been developed and is being offered. The lack of a multi-agency risk assessment framework does make the delivery of this course problematic for the trainer and this may be something to consider, but outside the remit of the training strategy.

2.7 Safeguarding Supervision is a new course which is being delivered this year, recognising that good quality supervision has been identified as an important factor in helping staff who are working in challenging and difficult situations.

3. In addition to the items which went through procurement a programme of 3 one day courses about Domestic Abuse are being offered jointly with the Safeguarding Adults Board. Two dates have been set for one day conferences about Attachment – delivered by Professor David Shemmings jointly with Children’s Social Care, 50 places are available to multi-agency delegates and these will be on the DSCB website for booking by the end of April. Further conferences may be arranged during the year. Places are funded on YSMART training for DSCB partners and occasional funding may be available on other training. Additional training opportunities are available through the dissemination of the multi-agency case audits and consideration should be given as to how these might be accredited.

4. The Group 3 Core Introduction to Safeguarding and Child Protection is delivered by members of the College of Trainers – two trainers (from different agencies) work on each course to enhance the multi-agency experience. The members of the College are drawn from partner agencies. All new members are given the opportunity to attend a Level 3 Education and Training course which helps them to develop their training skills. There are also CPD sessions available throughout the year which they are required to attend to update their knowledge. They are also required to deliver a minimum of 3 sessions per year to maintain their membership of the College.

5. New developments are currently underway to provide some short sessions which could be delivered by trainers in their localities – either for single or multi-agency groups. The University of Kent have developed a number of serious games on topics which include; child sexual abuse, neglect, child sexual exploitation, working with perpetrators of child sexual abuse and on line radicalisation. The University of Kent will train a number of delegates from Devon in the use of these packages and the plan is then for trainers to deliver to small groups, they will require the use of a computer suite and plans are still at an early stage of development. This is an exciting and innovative way of delivering training which can be tailored to particular groups and delivered at locations which are convenient and in short

sessions. There is also a plan to deliver some immersive training to senior managers, this is likely to take the form of a one or two day event, hosted by Devon and Cornwall Police using their Hydra suite, and it will be used to test the effectiveness of multi-agency working and decision making.

6. There is currently some work being undertaken by Barnardo's to train members of the night-time economy in Devon in how to recognise and report young people at risk of sexual exploitation. This project is planned to last for around 6 weeks but in order to develop some sustainability a number of people will be trained to deliver the sessions, which last around 2 hours, and it is hoped that this will provide ongoing training to this sector.

7. The Training Standing Group reports to the Learning and Improvement Sub-Group (L & I) of the DSCB. Training needs are frequently identified through the work of the L & I through their file and multi-agency case audits. The Training Standing Group meets four times a year. The terms of reference are attached at Appendix 3. Each meeting will focus on a particular aspect of the Group's work:

7.1 Training needs – survey and analysis

7.2 Design of programme

7.3 Quality Assurance to include multi agency engagement and participation, quality of delivery

7.4 Quality of single agency delivery and compliance with competence standards

Members of the group will be involved in quality assuring the delivery of training through undertaking observations and reporting back to the group. Quality assurance activities also include the analysis of evaluation forms which are completed on-line by delegates– evaluations are carried out immediately post-course and then again after 3 months. Telephone surveys will also be undertaken at approximately 3 months after delegates have attended training to try to measure the impact of the training on practice. As part of this exercise managers are also spoken to in an attempt to establish whether they have noticed any changes in practice. The

group will also form an editorial board for the magazine to suggest articles and monitor quality of the publication.

8. Communication about learning opportunities will be through the DSCB website, members of the training group, who will take responsibility for keeping their individual organisations up to date, and regular newsletters emailed directly to key contacts.

9. The change in focus from purely course based delivery to a greater range of methods will ensure a more cost effective model, greater accessibility for learners, and a better response to individual learning needs and styles as well as the opportunity to update materials and information more quickly. It will also reach a wider spectrum of the workforce, particularly managers who until now have been neglected. Use of the website as a repository for interesting and useful materials, particularly research information and reports will enable the DSCB to build a library of up-to-date and relevant materials and links to other learning opportunities which will enable the workforce to take greater responsibility for their own learning whilst making it easier for them to do that. Opportunities will be available to blend different learning methods to suit learners.

Appendix 1

Competence in working with children and families and delivering safeguarding services

Staff Group	Competence standard*	Including but not limited to**
Group 1	Staff with infrequent contact with children, young people and/or parents and carers who may become aware of possible abuse or neglect	Librarians, receptionists and admin staff (GP surgeries), community advice centre staff, grounds staff and caretakers, recreation assistants, housing maintenance staff, environmental health officers
Group 2	Staff in regular contact or have a period of intense but irregular contact with children, young people and/or parents and carers i.e. anyone who may be in a position to identify concerns about safeguarding, including those that may arise from a DAF	All health clinical and hospital staff, housing staff, youth offending team staff, staff in secure settings, Police (other than those in specialist CP roles), sports development officers and staff, disability specialists, faith group staff and volunteers, community youth group staff, play scheme volunteers.
Group 3	Members of the workforce who work predominantly with children, young people and/or their parents and carers, and who could potentially contribute to assessing, planning, intervening and reviewing the needs of a child or the parenting capacity where there are safeguarding concerns	Paediatricians and paediatric staff, general practitioners (GPs), youth workers, early years staff and volunteers, staff working in community play schemes, residential staff, midwives, school nurses, health visitors, sexual health staff, teachers and education staff and volunteers, probation staff, leisure and sports club welfare officers, staff working with vulnerable adults who are also in contact with children and families i.e. learning disability, mental health, alcohol and drug misuse services.

Staff Group	Competence standard*	Including but not limited to**
Group 4	Members of the workforce who have specialist roles within safeguarding children including those with particular responsibilities in relation to undertaking Section 47 enquiries/investigations, professional advisers, named and designated lead professionals, those who undertake child protection supervision and managers of child protection units	Health professionals, designated staff in education with responsibility for safeguarding, police responsible for investigation of child abuse, children's social care staff responsible for investigation of child abuse, children's social care staff work with complex cases, social work staff responsible for co-ordinating assessments of children in need.
Group 5	Professional advisers, 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's Board with local strategic responsibility for Safeguarding.	Board members, Independent Chair, directors of children's services, elected members, lay members, members of executive and sub/task groups business support team.

***Competence standard:** for more details of suggested roles, refer to the National Competence Framework for Safeguarding Children, Centre for Post-Qualifying Social Work and the Intercollegiate Document.

****Including but not limited to:** suggested job roles covered by this competence standard.

Appendix 2

Training Programme 2016-17

Competence Group	Method of Delivery	Comments
Group 1 - Awareness	DVD available on DSCB Website	This short (12 minute) film was reviewed and updated in 2015. It can be accessed at any time through the DSCB website and is suitable for staff/volunteer inductions. Single agencies may have their own induction packages.
Group 2 - Introduction	e-learning Standard Powerpoint package with exercises	Available on the DSCB website. To be reviewed in 2016 with a new provider already procured. Reviewed and updated in 2015. Can be given to agencies for their own single agency delivery and tailored to fit their needs.
Group 3 – Core Introduction to Safeguarding and Child Protection	This course comes in 3 parts:	
	The Group 2 Introduction course	(either as e-learning or individual agency delivery)
	The DSCB Safeguarding Magazine	Hard copies are provided for reference on the course and it is available to all through the DSCB website . The magazine has been developed to provide a lasting resource which people can dip into when they need to. It covers a wide range of general articles and is updated 3 times per year.
	Attendance at a one day course	The course is delivered by members of the College of Trainers working alongside a drama group who use a variety of scenarios to demonstrate particular situations which allow the multi-agency group to decide how they would work together to resolve issues and support families.

Competence Group	Method of Delivery	Comments
<p>Group 3 – Refresher/Special Interest Courses</p>	<p>Attendance at a one day course.</p>	<p>Courses are delivered by external trainers who have particular expertise in that area. This gives delegates an opportunity to develop their knowledge and skills in a more focussed way. Currently topics on offer include:</p> <ul style="list-style-type: none"> • Domestic Abuse (3 courses are available) • Child Sexual Abuse • Child Sexual Exploitation <p>Courses currently under development for addition to the programme in September are:</p> <ul style="list-style-type: none"> • Neglect • The impact on children of parental substance misuse and parental mental ill health • Young people the internet and social media (half day) • Adolescents and risk taking (half day) <p>(Please note these are working titles – course titles may change when they are developed)</p> <p>Places on external courses are occasionally funded, in particular some courses around young people and drug and alcohol abuse, delivered by YSMART, are funded for DSCB partners.</p>
<p>Groups 3 & 4</p>	<p>Short courses</p>	<p>Development is underway with Kent University to use their serious games to develop some bite-sized or short courses on the following topics:</p> <ul style="list-style-type: none"> • Sexual Abuse • Neglect • Radicalisation • Sexual exploitation

Competence Group	Method of Delivery	Comments
Groups 3 & 4	Conferences	<p>Two conferences are planned (July and November) – these are one day, one off events.</p> <p>Conferences may be arranged throughout the year when a need is identified and these can be counted towards CPD requirements.</p>
Group 4	Attendance at a one day course	<p>Courses are delivered by external trainers who have particular expertise in that area. This gives delegates an opportunity to develop their knowledge and skills in a more focussed way.</p> <p>Courses currently on offer are:</p> <ul style="list-style-type: none"> • Assessing, Analysing and Managing Risk • Child Sexual Abuse • Child Sexual Exploitation
Group 6	Attendance at a one day course	<p>Courses are delivered by external trainers who have particular expertise in that area. This gives delegates an opportunity to develop their knowledge and skills in a more focussed way.</p> <p>Courses currently on offer are:</p> <ul style="list-style-type: none"> • Safeguarding Supervision <p>This course comes with a handbook which staff can then refer to when the need arises.</p>
Group 7	Immersive Learning	<p>This is under development for later in the year and it is hoped to use the Police Hydra Suite to deliver a one or two day immersive learning activity for senior managers to test out multi-agency working and decision making in a real-time and realistic environment.</p>

Appendix 3

DSCB Training and Workforce Development Group

Terms of Reference

May 2016

Name	Training and Workforce Development Group (Standing Group of the Learning and Improvement Sub Group)
Key Purpose	To ensure all agencies working with children and families in Devon are able to fulfil their obligations for safeguarding children through workforce planning and staff and volunteer development.
Chair	Sally Yeo - DSCB Workforce Development Lead
Deputy Chair	Georgina Adams - DSCB Safeguarding Lead Professional
Members	Please see Appendix A for a list of current members.
Governance Arrangements	Please see Appendix B for a governance diagram.
Meeting Frequency	4 times per year
Quoracy	<p>The task and finish Group will be quorate provided that the Chair or Deputy Chair and representatives of at least four other agencies are present.</p> <p>All sub-group members should prioritise attendance: if a member is not able to attend for any reason, they must notify the DSCB Business Unit and make arrangements for someone to attend in their absence.</p>
Main Responsibilities/ functions	<ul style="list-style-type: none"> • Translate the Board's Workforce Development Strategy into a clear specification and workforce training and development plan. • Monitor the implementation of the training strategy for Devon including the provision of data on training opportunities offered, content and attendance by agency. • Monitor and quality assure delivery of all multi-agency safeguarding training and learning opportunities. • Monitor the provision of single agency training and learning opportunities. • Ensure all training and development reflects learning from national and local SCRs, national and local case audit findings, research and other safeguarding learning. • Promote and support the agreed programme of safeguarding children training for the Devon children's workforce.

	<ul style="list-style-type: none"> • Monitor and report on the impact of training and learning opportunities. • Support the commissioning and procurement processes. • Monitor the cost effectiveness of training and workforce development provision. • Report to the Learning and Improvement Sub-Group of the DSCB on all aspects of delivery, quality assurance etc and annually contribute to the Annual Report.
<p>Reporting and administration arrangements</p>	<p>The DSCB Business Unit will be responsible for scheduling the meetings, taking minutes at the meetings and updating and managing the Action Tracker.</p> <p>Papers will be distributed at least five working days before each meeting and minutes will be circulated to all members within ten days of the meeting.</p> <p>Members of the Sub-group have a responsibility to scrutinise minutes and advise of any amendments prior to the next Sub-group meeting.</p> <p>Work stream leads will report on the delivery of their responsible area in a standard format to be agreed.</p> <p>The Chair will be responsible for reporting to the DSCB Sub-group Chairs Meeting every six weeks and the DSCB Executive as and when required.</p> <p>Members will be expected to contribute fully to the work of the sub-group ensuring sufficient time to attend and complete allocated tasks, and reporting to the sub-group within agreed timescales.</p> <p>The chair of each sub group will provide an annual report for the year end (April-Mar) to be incorporated into the DSCB Annual Report.</p> <p>The DSCB business Unit will monitor attendance and provide updates to the chair.</p> <p>The DSCB Independent Chair will challenge agencies where attendance at sub-groups falls below 75%.</p> <p>After each meeting a report will be sent to the Learning and Improvement Sub-Group.</p>