



# Harrow Safeguarding Children Board Training and Development Strategy

**2014-2016**

## Introduction

The overriding aim of Local Safeguarding Children Boards is to ensure that all children and young people are kept safe in our community and their welfare promoted.

Ensuring all agencies work together to promote the safety and welfare of our children and young people and to develop the skills and knowledge of those working with children and families, are vital components in achieving this aim.

The purpose of training, learning and development 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 local arrangements for safeguarding children and promoting their welfare; in particular a shared understanding of thresholds for support and intervention from Early Help services through to child protection;
- More effective and integrated services at both the strategic and individual case level;
- Improved communication between professionals including a common understanding of key terms, definitions and thresholds for action;
- Effective working relationships, based on respect and an understanding of the role and contribution of different disciplines; including constructive challenge and escalation where appropriate;
- Sound child focused assessments and decision-making; and
- Learning from Serious Case Reviews (SCRs) and reviews of child deaths; audits and research

*(Working together to Safeguard Children, 2010)*

## **This strategy is based on the following**

- Everyone affiliated to the HSCB has a shared understanding of our mission, vision and values found in the Harrow SCB Business Plan (see appendix 1)
- Everyone working with children and young people in Harrow has the safeguarding knowledge required for their role and know how to proactively manage their personal development in the safeguarding arena
- Staff can apply that knowledge and do so in line with Harrow child protection policies, procedures and values.
- Everyone in Harrow know where to access the HSCB Learning and Improvement Framework;  
[http://www.harrowscb.co.uk/fckeditor/editor/images/userfiles/file/Harrow%20LSCB%20Learning%20and%20Improvement%20Framework%20V1%20Feb%202014\(1\).pdf](http://www.harrowscb.co.uk/fckeditor/editor/images/userfiles/file/Harrow%20LSCB%20Learning%20and%20Improvement%20Framework%20V1%20Feb%202014(1).pdf)

## The HSCB has a partnership approach to delivery

Implicit in achieving the above aim is a partnership approach between:

- **Staff/work managers** - the predominant source of safeguarding 'clinical supervision' and coaching to staff members.
- **Staff members** – owning their personal and professional development.
- **Different sectors/groups** – arranging events designed to share knowledge and embed safeguarding processes across the harrow and the HSCB, taking responsibility for administering these events.
- **The know-how team** – The HSCB team and HSCB Learning and Development Sub Group developing, delivering, organising and administering a programme of activities that support the implementation of the HSCB knowledge sharing strategy.

## A learning culture

Within the HSCB, we create a supportive safeguarding learning and development environment means being an entity in which:

- every staff member makes maximum use of their experience capability, capacity and expertise in safeguarding children
- every staff member takes ownership for their own development
- the HSCB facilitates and enables professional growth
- managers are skilled at coaching and developing individuals and/or teams
- managers and staff think and act corporately on learning and development
- on-the-job coaching happens naturally – often in an informal, ad hoc way
- everyone's contribution is valued:
  - work within the team is allocated on the basis of what a staff member has to offer and how it might aid their development rather than purely by grade
  - partnership working is the norm - with HSCB colleagues as well as external stakeholders
- succession planning leads to better learning and development outcomes and performance year on year, engaging with those colleagues with critical knowledge/expertise being supported to help ensure the HSCB's future capability and capacity
- an annual multi agency training needs analysis informs the planning of our learning and development for the next year
- there is a robust induction process that ensures new starters within individual agencies:
  - feel welcomed
  - understand their safeguarding role, responsibilities and the HSCB resources available to them
  - subscribe to the HSCB objectives, vision and values found in the business plan (see appendix 1)
- information is readily accessible and knowledge is willingly shared, mainly via the HSCB website; [www.harrowscb.org.uk](http://www.harrowscb.org.uk)
- learning is evaluated and action taken for improved performance. This is done via the London Safeguarding Children Board evaluation and impact plan.
- Learning from single agency training is also evaluated using the using the London SCB evaluation and impact plan, adoption of the quality assurance in

training framework and observations of training from the Learning and Development sub group members.

## **Implementing the strategy**

Our process for implementing the HSCB's learning and development strategy is that of plan, do, review.

### **Plan**

- we **gather training needs data** from agency sources – An annual Training Needs Analysis (TNA):
  - the latest staff survey results from across the partnership
  - the latest internal audit on the HR function
  - pre-course participant feedback, participant post-course feedback and post three month impact of training feedback gathered from participants and their managers. This informs our evaluation reports on large scale internal learning and development programmes
  - the IPAD process (or agency equivalent) and the consolidation of learning needs.
- and from areas:
  - informed by the Board and annual Business Plan
  - needs identified by area management teams as part of their annual business planning
  - group directors who consider, for example, the learning needs emerging from IPAD (or agency equivalent) discussions within their group
  - team leaders of projects directly linked to the HSCB's operating or knowledge sharing strategies.
  - multi agency members of the Learning and Development Sub Group and other sub groups that direct and support the work of HSCB
- using this intelligence and organisational priorities outlined in the Annual plan, we **identify key learning and development themes**. These are considered and agreed with Executive Board and the Learning and Development Sub Group.

### **Do**

- With the Learning and Development Sub group we have in place a **team** who between us provide leadership, direction and advice on aspects of learning and development
  - facilitate and enable expansion beyond current role by assisting staff to gain knowledge that enables them to make a wider contribution to the HSCB's work
- we have current and relevant **policies, processes and procedures** in place that support the implementation of the HSCB's learning and development strategy
  - raising awareness of why HSCB exists, our approach to learning and development, what we expect people working with children and new starters should know about safeguarding
  - providing a local induction that makes new starters feel confident at level one of safeguarding
  - by providing those new to staff management with knowledge to effectively support their staff in effective safeguarding of children and young people.
- we implement a plan of internal (single agency) and external learning activities. These comprise of desk based learning (website information, e-learning or induction

safeguarding module), training delivery, learning sessions (lunchtimes or twilights), learning from case reviews, post learning cascade sheets, team meeting sessions.

- awareness of the learning and development options available (via communication plan, Learning and Development booklet and programme) thus providing the tools and information to help staff plan and action personal/professional growth
  - delivery of in-house learning and development activities and providing staff with the opportunities to develop the skill/knowledge needed in their roles.
  - raise awareness of the skill sand knowledge that are needed for effective safeguarding and at what level specific people need them
  - by ensuring managers are clear about their responsibilities in safeguarding
- we **allocate and manage funding** to ensure HSCB staff members have access to opportunities to **maintain the skills/knowledge** required of their current role, **maintain their Continuous Professional Development (CPD)** and **undertake personal development**
  - we **research and identify** the methods best suited to meet:
    - individual, team and corporate learning needs
    - preferred learning styles
    - the HSCB's partnership profile.
  - We create and annual training plan (see appendix 2)
  - We work within the Quality Assurance Framework for Training, Learning and Improvement which sets out our principles, values and elements to a training quality assurance process. We promote this among our partners. (appendix 3)

## Review

Creating an effective evaluation and impact of training tools ensure that the cycle of impact from our training is captured. An effective evaluation process has been created to measure the effectiveness of the HSCB training. This will be done by utilising pre and post course questionnaires with participants to measure short term impact of the training, then longer term impacts with a 3 month evaluation to both the participants and their manager. Online evaluation forms will be sent to learners before and after 3 months their training experiences giving them time to apply their learning and think about what they need to feedback. The evaluations will focus primarily on how the learning has made an **impact for children and young people**.

This will provide training data and evaluations information on the relevance, currency and accuracy of course content as well as the quality of training and initial confidence of learners to apply what they have learnt in practice.

All single agency training is evaluated via internal evaluations processes, the London SCB training evaluation and impact plan (if in house processes are not of this level) and training observations from members of the learning and development sub group.

## **Success Criteria and Review of the Strategy**

Success criteria of the learning and development strategy will be measured as:

- Positive outcomes on practice for children and young people
- Increased number and multi agency mix of practitioners attending training and development appropriate to their role
- Programmes run at full capacity with learning outcomes that are multi agency
- Positive evaluations from delegates including impact on multi agency working
- Staff development embedded in appraisal process

This learning strategy will be reviewed annually to revise and amend as required.

## **Appendix 1**

### **Harrow SCB – What we do and what we want to focus on**

A Local Safeguarding Children Board (SCB) is made up of representatives from a range of public agencies with a common interest and with duties and responsibilities to children in their area. Harrow SCB does this in Harrow

We have responsibility for ensuring effective inter-agency working together to safeguard and protect children in Harrow.

The Board has to ensure that clear local procedures are in place to inform and assist anyone interested or as part of their professional role where they have concerns about a child

Our focus is;

- From early help to safeguarding the most vulnerable- practice is multi agency, child focused and effective;
- Effective safeguarding communication between strategic groups, the community, children and young people and to and from the LSCB;
- The LSCB provides a reliable safeguarding standard in a community of change; and
- Safeguarding quality assurance is every agency and sector's business.

## Appendix 2

### Action plan for LSCB Training and Development 2014-2015

The Learning and Development Sub-group considered the annual training report and agreed what we should prioritise the following for the coming year. The points in italics have been carried over from last year.

Action points for development	Who will be involved	By when
<p>Development of the following new safeguarding training alongside existing safeguarding training offered ;</p> <ul style="list-style-type: none"> <li>• <i>Child Sexual Exploitation (revised from this year's pilot)</i></li> <li>• <i>Pre-birth assessment</i></li> <li>• <i>Communicating with children and young people and promoting their voices</i></li> <li>• <i>Race, Culture, Faith and Diversity – implications for safeguarding children effectively</i></li> <li>• <i>Female Genital Mutilation(FGM) and male Circumcision</i></li> <li>• <i>Managing staff with child protection cases</i></li> <li>• <i>Safeguarding Children While Supporting Parents Who Have Complex Issues</i></li> <li>• <i>Court skills</i></li> <li>• Baliff safeguarding induction</li> <li>• Learning the lessons, SCR/homicide review</li> <li>• Rosie 2</li> <li>• Domestic violence with younger people</li> </ul> <p>Commissioning a new level 3-4 (designated lead for safeguarding or management of safeguarding level) ;</p> <ul style="list-style-type: none"> <li>• Safeguarding disabled children</li> <li>• MACIE</li> <li>• Emotional abuse</li> <li>• Safer recruitment</li> <li>• Victim Support Training</li> </ul>	<p>Learning and Development Coordinator and sub group</p>	<p>Development begun by Sep 2014, delivered by Feb 2015</p> <p>Commissioning begun by Sep 2014, delivered by Feb 2015</p>
<p>Further discussions on the development of safeguarding training/ learning and development in;</p> <ul style="list-style-type: none"> <li>• Adolescence and mental health</li> <li>• Induction to MASH</li> <li>• Neglect Guidance – gather feedback, agree final guidance, and develop a dissemination plan. Ensure TAF development are integrated into this</li> <li>• Develop a desk based Neglect learning and development opportunity</li> </ul>	<p>Learning and Development Coordinator with L&amp;D Sub group</p>	<p>December 2014 October 2014</p> <p>July 2014</p>

Refresh the following sessions; <ul style="list-style-type: none"> <li>• Hidden harm</li> <li>• Level 2 introduction to safeguarding</li> </ul>		October 2014
Development of Annual conference 2015 and safeguarding month <ul style="list-style-type: none"> <li>• Agree a date with colleagues</li> <li>• Plan to work across borough with more external input from partners</li> </ul>	Learning and Development Coordinator with L&D Sub group and their colleagues	January 2015
Development and cascading of core safeguarding training <ul style="list-style-type: none"> <li>• Development of CAF/TAF Early intervention framework consultation and development</li> <li>• New CAF/TAF integration into every session</li> <li>• Development of learning pool desk based session</li> <li>• Ensure it is integrated into Neglect guidance</li> </ul>	As part of the working group Learning and Development Coordinator with L&D Sub group	July 2014  Roll out from Sep 14 ongoing
Development of effective promotions strategy to include; <ul style="list-style-type: none"> <li>• <i>Targeting groups who don't attend</i></li> <li>• <i>Advertising in 'families' magazine</i></li> <li>• <i>Creating flyers</i></li> <li>• <i>Using 'free' in emails</i></li> <li>• <i>Consult with London SCBs</i></li> <li>• <i>Create a termly newsletter for LSCB training</i></li> </ul>	Learning and Development Coordinator with L&D Sub group and their colleagues	September 2014
Increase actual attendance numbers to 88% of those originally booked online <ul style="list-style-type: none"> <li>• Develop system to confirm training quicker</li> <li>• Implement cancellation and non attendance charges</li> <li>• Gain sub group's support in communicating with colleagues new procedures</li> </ul>	Learning and Development Coordinator with L&D Sub group	March 2015
Development of in-house training capacity for HSCB training delivery; <ul style="list-style-type: none"> <li>• Dual training opportunities</li> <li>• Ongoing CPD - offer an additional train-the-trainer advanced course (July) and specific whole group session (December)</li> </ul>	Learning and Development Coordinator with L&D Sub group and their colleagues	March 2015
Development of evaluation and impact of training tools; <ul style="list-style-type: none"> <li>• Gather and analyse training feedback for 2013/4</li> <li>• CPD Online</li> <li>• Quarterly reports and actions from L&amp;D sub group</li> <li>• Measuring the impact of our training - Development of more pre-course/during and post course questionnaire.</li> <li>• All level 2/3 courses have pre-course questionnaire and 50%</li> <li>• All level 3 course have post 3 month impact of training questionnaires.</li> </ul>	Learning and Development Coordinator with L&D Sub group	September 14  Quarterly  From Sept 2014 From June 2014

<p>Quality standards in training;</p> <ul style="list-style-type: none"> <li>• Ongoing observations of trainers by training pool and LSCB core team. 10 courses minimum</li> <li>• Gathering learning needs analysis from sub group for development of new and relevant courses</li> <li>• E-learning and added to all inductions for new commissioned contracts within Harrow Children's Services and encourage other partners to do the same as part of their inductions.</li> <li>• Ensure that all trainers who deliver in-house training across Harrow are aware of the training packages we have on offer as well as the Minimum Standards for Training and equality and Diversity in Training Guidance.</li> <li>• Ongoing creating of 'cascade sheet' to share learning from training beyond the session day. Built into contracts for external trainers</li> </ul>	<p>Learning and Development Coordinator with L&amp;D Sub group</p> <p>Specific trainers on courses</p>	<p>March 2015</p> <p>February 2015</p> <p>ASAP</p> <p>ASAP and ongoing</p> <p>Ongoing</p>
<p>Quality standards for safeguarding policies and practices ;</p> <ul style="list-style-type: none"> <li>• Development of a HSCB kite mark for safeguarding good practice</li> </ul>	<p>Learning and Development Coordinator with L&amp;D Sub group</p>	<p>March 2015</p>
<p>Active engagement of the voice of the child;</p> <ul style="list-style-type: none"> <li>• <i>Agree strategies to do this</i></li> <li>• <i>Ensure all new training includes the voice of the child where possible</i></li> <li>• In the dissemination and monitoring of the anti-bullying guidance</li> </ul>	<p>Learning and Development Coordinator with L&amp;D Sub group</p>	<p>September 2014</p> <p>Sep 2014</p>

## Appendix 3

### Quality Assurance Framework for Training, Learning and Development

Delivering good quality training is a way of ensuring that workers are competent and confident in safeguarding and child protection policies and procedures. This in turn brings about positive change for children and young people. For it to be effective all such activity needs to be based on the following;

1. clear values and equality principles,
2. puts the learner at the heart of the process, thus providing training (or learning experiences) that will impact on their practice and understanding
3. will promote our understand and values of adults as lifelong learners
4. encourages and supports learner engagement, feedback and involvement of all those involved.
5. reflects the voices of children and young people. This is the basis of our Quality Assurance Framework for Training, Learning and Development.

Provide high quality 'learning events' based on good practice identified through LSCB policies and procedures and utilising HSCB's learning, evidence and expertise based on its work wherever possible. It will also support us to demonstrate value for money and a process of continuous improvement.

- To enable staff, HSCB members and HSCB in-house trainers delivering training across HSCB to work together within a common framework, with a consistent understanding and vision of quality in training learning and development.
- To develop and deliver training (or learning experiences) that meets the needs of our learners, utilising current HSCB policies, procedures and partnerships to stimulate learning, creativity and innovation across Harrow.
- To enable funders and commissioners of training (or learning experiences) in quality assurance to assess the relative strengths of our learning and development.
- To contribute to local authorities' strategies to meet their new statutory duties to improve outcomes for children and reduce inequalities
- To work with internal and external partners to develop our training (or learning experiences) that might be accredited in due course.
- To work within a transparent equal opportunities framework and commitment to the Convention of the Rights of the Child (UNCRC)
- To provide a basis for reviewing quality improvement of training (or learning experiences), setting a bench for us to evaluate how we are doing and how we can improve.

#### ***Principles and values***

The following principles and values are reflected in the sections of the framework:

- 1 The training (or learning experiences) is defined and learning outcomes are clearly identified and communicated to Learners;

- Delivery is planned and maintained within a course approval procedure
  - It puts the learner at the heart of the process, thus providing training that will impact on their practice and understanding.
  - It promotes our understand and values of adults as lifelong learners.
  - Trainers' competence is of a high level to ensure quality delivery.
  - Training (or learning experiences) is devised and delivered to be inclusive and reduce inequalities, with consideration to the UNCRC.
  - Training promotes a culture in which constructive challenge and escalation is welcomed across all partners at all levels of their organisations
- 2 Training (or learning experiences) is designed to meet clearly identified learner needs
    - Training (or learning experiences) is appropriately publicised. Potential learners are made aware of the training (or learning experiences) and how to enrol onto it
    - Learners are provided with access to information and support at enrolment level. Prior reading is sent if appropriate
    - Learners are supported in the training which is designed to meet range of learning styles and needs
  - 3 Training (or learning experiences) is devised to improve outcomes for children and young people
    - Training (or learning experiences) promotes effective practice in the children's sector or any sector who work with adults where children are known to them.
  - 4 Training (or learning experiences) strengthens the values and principles of HSCB. As part of this it will incorporate the following HSCB's key performance indicators:
    - Children and young people are at the heart of our work
    - Emerging areas of work are identified and developed and there is planned sustainability
    - Policy activity is effective
    - Programme/project delivery is effective
    - Dissemination mechanisms are effective
    - Communications strategies (internal and external) are effective
  - 5 Training (or learning experiences) operates a fair, inclusive and transparent accreditation process where appropriate
  - 6 All training (or learning experiences) follows a quality improvement process, including self-evaluation
    - Feedback on quality of the training and learning activities is obtained and incorporated into improved delivery which is then reported back on

### ***Elements to a Training Quality Assurance Process***

1. Potential learners are made aware of the training (or learning experiences) and how to enrol onto it.
2. The training (or learning experiences) is defined and learning outcomes understood.
3. Learners are provided with access to information and support at enrolment level. Prior reading is sent if appropriate.

4. Training delivery (or learning experiences) is planned and maintained within a course approval procedure. This will include an equal opportunities framework and with consideration to the UNCRC.
5. Learners are supported in the training (or learning experiences).
6. Trainers' competence is of a high level to ensure quality delivery.
7. Feedback on quality of the training and learning activities is obtained and reported back on.
8. Continuous quality improvement is ensured through monitoring, evaluation and action is taken. This will provide a basis for reviewing quality improvement approaches or quality assurance schemes to see how well they are doing and /or how they could improve. This could include;
  - Measuring impact
  - Reflective practice
  - Framework for cost analysis
  - Value for money: was the process undertaken with value for money in mind. Could the issues raised help colleagues use resources more effectively?

### **Practical means of doing this**

- Training delivery or learning experiences are planned and maintained
- Course approval procedure
- Training planning and delivery demonstrates values and principles for inclusive good training practice
- Recruitment of learners and advice and guidance offered to them
- Staff and HSCB in-house trainers' competence and support they are given are sufficient to deliver the service.
- Training evaluation and review
- Continuous quality improvement is ensured through monitoring, evaluation and action
- Monitoring forms are collected, reviewed, and acted upon (e.g. report into under-representation of minority ethnic practitioners commissioned and recommendations implemented).
- HSCB in-house trainers are recruited openly with processes that test requisite knowledge and skills
- HSCB in-house trainers complete relevant continual professional development opportunities and evidence this at least once a year
- HSCB in-house trainers are recognised for the diverse pool of talents and previous experiences they bring, and sustained relationships with the trainers helps to identify, learn from and incorporate these into learning and approaches for others.
- Co-training is used as an approach to recognise and utilise complementary skills and involve a wider pool of people
- Promotional or training and learning experience material images reflect diversity
- Administrators work closely with learning leads and course contributors to ensure handouts and course materials are current and to ensure equality issues e.g. for legibility as advised by a disability consultant