

Boards' Business Unit



DARLINGTON
Safeguarding Children Board



Darlington
Safeguarding Adults
Partnership Board

**Multi-agency Training Strategy
2017 - 2020**



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Introduction

The Local Safeguarding Children Board (LSCB) and Safeguarding Adults Partnership Board (SAPB) in Darlington are committed to ensuring that everyone working with children, young people and adults in our community have the right skills and knowledge, to provide the right support and interventions to protect them from abuse and harm.

This strategy describes the workforce development standards and expectations that all multi-agency organisations will adopt to ensure that their managers and staff access the required safeguarding training; specialist development programmes specific to their area of specialism and responsibilities; multi-agency group training which promotes better inter-agency working and understanding of how “working together” provides the best opportunity for positive outcomes.

Our overarching principles are:

- That all learning supports and encourages inter-agency working enabling a cohesive multi-agency workforce culture of behaviours, skills and knowledge by encouraging greater dialogue and cooperation;
- Learning is multi-agency focused, i.e. the learning outcomes and programme contents are developed to compliment a multi-agency audience, with input into design and delivery from all agencies;
- All training interventions support reflective practice by encouraging participants to share experiences and ideas in the learning environment.

Learning opportunities coordinated locally will embrace a wide range of delivery methods beyond a ‘classroom’ type setting including activities such as seminars, conferences, workshops, and e-learning. Reference to ‘training’ in this strategy therefore includes a range of activities aimed to develop practitioner’s skills, knowledge, attitudes and practice in safeguarding.

Training designed through the governance of the Darlington Safeguarding Boards will be informed by key national and local drivers, legislation and guidance as set out in appendix one. It is recognised that during the life of this strategy there are likely to be changes and updates to these requirements, not least in relation to local learning. These will be included and incorporated into training to ensure that the work of the Boards remains responsive, current and relevant.

The Training, Communications and Voice of the User sub group will be chaired and serviced using an approach that promotes the empowerment of its multi-agency members to contribute to the delivery of the strategy and build strong connectivity and relationships between organisations and colleagues; key factors to the success of effective integrated working.

The strategy provides a framework for the training and development of employees and volunteers who work with children, young people and adults at risk in Darlington so that services can identify:

- specific training requirements and responsibilities for those who work with children, young people and adults at risk
- the levels of safeguarding training required by staff dependent on role
- staff groups requiring single and/or multi-agency training

- the learning outcomes that will support the delivery of quality services for children, young people and adults at risk; and
- the skills and competencies that should be developed as an outcome of training.

National and Local context

Darlington Safeguarding Adults and Safeguarding Children Boards' is the key statutory mechanism for agreeing how all organisations in Darlington will cooperate to safeguard and promote the welfare of children and adults at risk in the locality, and to ensure the effectiveness of that work. In addition the Boards will ensure this focus as an integral part of the Boards' learning and development activity. This includes all agencies of the Boards' including voluntary and independent sectors.

Working Together, 2015 - Local Safeguarding Children Boards

"There should be a culture of continuous learning and improvement across the organisations that work together to safeguard and promote the welfare of children, identifying opportunities to draw on what works and promote good practice" Working Together (2015)

Care Act 2014 - Safeguarding Adults Boards

"Safeguarding Adults Partnership Board must ensure it has arrangements that will enable it to carry out the duties and functions specified under the Act. It must have clear, agreed understanding of roles, responsibilities and accountability of its member agencies and ensure that there is awareness training for all health and social care staff, Police and other agencies who work directly with people with care and support needs. To ensure that there is specialist training for all practitioners who have direct responsibilities for Safeguarding work and to evaluate the effectiveness and impact of all training." Care Act 2014

Both the Children and Adults Safeguarding Boards in Darlington monitor and evaluate the effectiveness of its training, including multi-agency training.

The Children Board ensures its training includes the whole journey for children on how agencies will 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. Likewise for Adults, it is to identify and respond to the needs of adults at risk who have care and support needs and are unable to protect themselves from abuse or neglect.

Each of the Boards training activity and expected standards are monitored by a joint sub group titled Training, Communications and Voice of the User Sub Group (see appendix two for the terms of reference). On a bi-monthly basis the subgroup reports its progress and developments including any areas of concern to its respective Darlington Safeguarding Board.

In Darlington the Safeguarding training is provided to multi and single agency groups and is co-ordinated and facilitated by the Safeguarding Boards' Multi-agency Trainer, some sessions may be supported by members of the multi-agency training partnership which includes representatives from Darlington Borough Council, Police,

County Durham and Darlington NHS Foundation Trust, Barnardo's, Northern Grid, The National Probation Service and Darlington Clinical Commissioning Group.

Having ownership and responsibility for a local multi-agency training programme has a number of advantages over the commissioning of external training providers. All Boards are required to develop a Learning and Improvement Framework that outlines how learning from case review and quality assurance activity leads to continuous improvement in service delivery and front line practice. By developing and maintaining a training offer Darlington Safeguarding Children Board and Safeguarding Adults partnership Board can quickly;

- Respond to changing local needs and strategic priorities.
- Develop course content that is relevant to partner agencies and the way in which their systems and processes operate.
- Update course content in light of local learning.
- Utilise the knowledge, skills and experience of its own workforce in developing and delivering training courses.

A multi-agency training programme has the further significant advantage of bringing together practitioners from a range of partner agencies enabling them to learn about one another's service and their safeguarding systems, processes and practices. This is crucial to the promotion of basic safeguarding practice including information sharing, communication and professional challenge for example.

Training levels

Training will be provided for all those who work with children and Adults at risk of abuse, both directly or indirectly. This includes all employees and volunteers of all Board member organisations. Training should be targeted at the following groups:

- Those with particular and specialised responsibility for safeguarding children and/or adults at risk such as designated or named professionals
- Those who work regularly with children, young people or adults at risk
- Those with some contact with children and young people and adults. People who operate in an environment where they see children or adults but do not have care responsibility for them.

The model in Appendix 3 reflects the complexity and specific targeting of multi-agency training. These lists are not intended to be exhaustive but offer a model to enable managers to determine the appropriate level of training required to meet the needs of their staff.

Training through the Boards is offered at four levels:

Level One

Those who have infrequent contact with children and young people and/ or parents/ carers who may become aware of possible abuse and neglect

Those who have infrequent contact with Adults at risk of abuse who may become aware of possible abuse and neglect

Level Two

Those in regular contact with children, young people and adults at risk of abuse who have a responsible for the role of safeguarding lead/manager within the organisation

Level Three

Those who work predominantly with children, young people and/ or parents/ carers and may contribute to assessing, planning, intervening and reviewing the needs of a child and parent where there are concerns

Those who work predominantly with adults at risk of abuse and may contribute to assessing, planning, intervening and reviewing the needs of the adult

Those with particular responsibilities to contribute to section 47 enquiries or Formal enquiries

Those responsible for the strategic management of services

Level Four

Board members, Independent Chair, Lay Members, Sub Group members, Business Support team, inter-agency trainers

The Boards' training programme

Both Boards annually approve the forward plan of multi-agency training which is informed by the Boards' priorities and lessons learnt from case reviews as well as identifying the local needs of the multi-agency workforce through an annual training needs analysis.

The joint Training, Communications and Voice of the User Sub group ensures the quality and consistency of single and multi-agency training through undertaking pre and post course evaluations which are reviewed and analysed on a quarterly basis as a minimum. The development of training is supported and actively monitored by the subgroup via the course development reports written by the Multi-agency Trainer.

The programme is published in advance and can be accessed electronically via the Boards business unit link. The link is http://www.darlington.gov.uk/media/1214249/Safeguarding_Training_Programme.pdf

Charging Policy

The Boards' maintain a charging policy and the aim of the policy is to manage the demand on the Boards multi-agency training programme to ensure it is fairly accessed across all external organisations that do not contribute to the Boards'. It is also a reflection of the resources required to deliver the Boards multi-agency training programme.

Where an organisation that does not contribute to the Safeguarding Children and Adults Boards will be charged when a member of staff attends a training course provided by the Boards. Likewise if a contributor of the Board does not cancel their place as outlined in the policy there is a fee charged.

Evaluation, Monitoring and review

Evaluation

The Boards business unit and the Training, Communication and Voice of the user sub-group has a 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.

Monitoring arrangements should be in place to ensure that:

- Training is available for the target groups identified above;
- Opportunities for refresher training are available and utilised; and
- Regular review and updating of training programmes takes place in line with the training strategy and local and national developments.
- Impact analysis will take place with both attendees and their managers

The evaluation will be conducted annually and reported on in the annual training report. The annual training report for 2015-2016 can be accessed at http://www.darlington.gov.uk/media/1200305/Training_Annual_Report_2015-16_MASTER.docx

Monitoring

In order for the Darlington Safeguarding Boards to be assured that agencies meet their responsibilities in relation to safeguarding training they will request data from partner agencies in order to monitor this. Additionally, the Boards will request assurances on how partner agencies evaluate the effectiveness of single agency training.

There is an expectation across all partners that the training attendance/non-attendance will be reported. The board's business unit will gather data in respect of this and this data will be used to evidence and promote compliance.

Review

The Boards business unit will ensure that outcomes from the evaluation of training, monitoring and the training needs analysis inform the planning of future training. Its annual report to the Boards will include a review of the quality, scope, reach and effectiveness of both single and inter-agency training.

A combination of statistical data, training analyses and evaluation reports will be utilised in the review and future development of training courses to meet changing needs and adhere to any legislative requirements.

Training needs analysis

Training needs analysis is the process of identifying the gap between training and needs of training. Training needs analysis is a crucial stage in the training process and involves a procedure to determine whether training will address the learning needs which have been identified. Training needs analysis looks at each aspect of an operational domain so that the initial skills, concepts and attitudes of the human

elements of a system can be effectively identified and appropriate training can be specified.

The joint Training & Communications and Voice of the User sub group is the main mechanism to ensure the quality and consistency of single and multi-agency training through initiatives such as Training needs analysis, agreeing training delivery standards, undertaking quality assurance of the training and by undertaking the pre and post course evaluation process.

Each year the Boards' will undertake a multi-agency training needs analysis. This forms a significant part of forward planning in respect of the training programme but it is not the only driver for development. The survey is circulated to Board partners and the wider sector including Schools, Councillors, Child-minders, Care Providers and the voluntary sector. The analysis for 2016 can be accessed at <http://www.darlingtonsafeguardingboards.co.uk/>

References and Appendices

Kirkpatrick, Donald I. (1998) Evaluating Training Programmes: The Four Levels, John Wiley & sons, Chichester, United Kingdom

Working Together to Safeguard Children 2015

<https://www.gov.uk/.../working-together-to-safeguard-children--2>

The Care Act 2014

<http://www.legislation.gov.uk/ukpga/2014/23/contents/enacted>

Drivers informing the Training Strategy

This workforce development strategy is informed by key legislation, guidance, professional standards. A summary of some of these is given below; it is recognised that there is a breadth and diversity of drivers and that these will continue to develop throughout the life of this strategy.

Legislation

- Children Acts 1989 & 2004
- Domestic Violence, Crime and Victims Act 2004
- Mental Capacity Act 2005
- Deprivation of Liberties Safeguards 2007
- Safeguarding Vulnerable Groups Act 2006
- The Care Act 2014
- Children & Family Act 2014
- Human Rights Act 1998

Guidance

- Care and Support Statutory Guidance 2014
- Working Together to Safeguard Children 2015
- Guidance about Compliance - Essential Standards of Quality and Safety, Care Quality Commission, 2010
- Multi-agency Statutory Guidance for the Conduct of Domestic Homicide Reviews, 2013

Professional Standards

- Safeguarding Children and Young People: roles and competences for health care staff: Intercollegiate Document March 2014
- Towards a National Competence Framework for Safeguarding Adults: Bournemouth University, 2010
- National Competence Framework for Safeguarding Children: Bournemouth University 2011
- Professional Capabilities Framework for relevant professional's standards
- Adult Safeguarding & Children's Safeguarding Procedures

The Training, Communications and Voice of the User Sub group Terms of Reference

Main Responsibility

To design and implement a single and multi-agency training programme across agencies, ensuring best practice to develop and review a wide range of accessible information to continue to raise awareness of safeguarding issues. Wherever possible joint training and communications work will be done on behalf of both Boards.

Accountability

There is an expectation that all members of the sub group encourage an effective, collaborative approach to working together and that this way of working should take place in a responsive manner.

Training sub group members will continue to adhere to their own agency's requirements with regard to legal, statutory and public duties. Members of the sub group are accountable to their organisation for any single agency actions and their completion.

Reporting Arrangements

A sub group Chair's report relating to the agreed work plan and the activity of the sub group is provided to the Boards on a bi-monthly basis.

Core Membership

Local Safeguarding Children Board
Local Safeguarding Adults Board
Darlington Borough Council (DBC) – children services
Darlington Borough Council (DBC) – Safeguarding Adults
Tees, Esk & Wear Valleys NHS Foundation Trust (TEWV)
County Durham & Darlington NHS Foundation Trust (CDDFT)
NHS Darlington Clinical Commissioning Group (DCCG)
Durham Constabulary
Durham Tees Valley Probation Trust
DBC Workforce Development
DBC Head of Social Care and YOS/Head of Family Support
Voluntary Sector representative
Representative from Early Intervention

In addition to the above core membership, additional invitations will be extended to specific target groups to participate as work plans dictate.

Responsibilities of Sub Group Members

- To promote the work of the sub group, gather feedback on good practice or issues of concern from their respective agency.
- To work collaboratively to monitor the progresses of action plans and identify further actions.

- To take organisational responsibility for those who will participate in training and those who deliver safeguarding training in both a single and inter-agency capacity.
- To have sufficient authority to make decisions in relation to training and/or sufficient knowledge of training processes to enable them to make an informed contribution regarding the development and evaluation of a training strategy and training programme/plan.
- To contribute resources to the development and delivery of safeguarding vulnerable adults including identification of trainers for single and inter-agency training.
- Attend Sub Group Meetings and be an active participant in the work of the group, taking forward actions between meetings or attending Task Groups as necessary.
- Identify an appropriate deputy within their agency to attend if they are unable to attend meetings. Sub-group members should ensure that any deputy attending on their behalf be briefed prior to any meeting and provided with all accompanying papers.
- Give any apologies in advance to the Board business Unit. Where there is an issue about non-attendance by a member of the Sub Group, this may be taken up by the Chair with the relevant Board Member.
- Collate and provide management information as required by the boards and contribute to quality assurance arrangements.

Frequency

The sub-group will meet bi-monthly.

The Chair or Vice Chair must attend together with 3 representatives from other agencies.

In addition to the above, the sub-group will identify and establish work plans relevant to the priorities of the both the LSCB and the SAPB. The work plans will be monitored by the Training & Communication sub-group and discharged accordingly with all work plan outcomes being reported to the Board.

Training Levels

Target Group	Suggested Audience	Suggested Training Route	Outcomes
<p>Group 1 Infrequent contact with children and young people and/ or parents/ carers who may become aware of possible abuse and neglect</p> <p>Infrequent contact with Adults at risk of abuse who may become aware of possible abuse and neglect</p>	<p>For example; Adult care providers, Child care providers, GP receptionists, office/ reception workers, maintenance workers, catering, transport staff and recreation staff</p>	<p>Level 1</p> <p>Level 2</p>	<p><i>Describe the different types of abuse</i> <i>Describe the signs and symptoms of abuse</i> <i>Identify who can be abused and by whom</i> <i>Describe the roles and responsibilities of the person who identifies a concern with regards to a child or adult</i> <i>Demonstrate how to report a concern</i> Children <i>Demonstrate an understanding of safeguarding and the key terms and definitions</i> <i>Describe the key functions and responsibilities of a Safeguarding lead/Manager</i> <i>Demonstrate an understanding of the Continuum of Need Level Indicators tool</i> <i>Demonstrate an understanding of effective working together</i> <i>Describe the child protection process in Darlington</i> <i>Demonstrate an understanding of the Child Protection Conference process</i></p>

			<p>Adults at risk of abuse</p> <p><i>Demonstrate what action to take if an allegation of abuse is identified</i></p> <p><i>Describe the role and responsibilities of a safeguarding lead or manager</i></p> <p><i>Identify what to consider when deciding whether to 'raise a concern'</i></p> <p><i>Confidently utilise and implement the practice tool to aid decision making</i></p> <p><i>Demonstrate knowledge of supporting the adult at risk and the principles of Making Safeguarding Personal</i></p> <p><i>Explore and identify ways to keep the adult at risk safe from abuse</i></p>
<p>Group 2</p> <p>Those in regular contact with children, young people and adults at risk of abuse and/or have a responsible role for the role of safeguarding lead/manager within the organisation.</p>	<p>For example: hospital staff, housing, YOS, Police, sports workers, faith groups, youth groups, early years, children's centre workers, volunteers, teachers, social workers</p>	<p>Level 1</p> <p>Level 2</p>	<p>See above</p> <p>See above</p>
<p>Group 3</p> <p>Those who work predominantly with children, young people and/ or parents/ carers and</p>	<p>For example: social workers, paediatricians, GPs, youth workers, early</p>	<p>Level 1</p> <p>Level 2</p> <p>Level 3</p>	<p>See above</p> <p>See above</p> <p>Specialist modules</p>

<p>may contribute to assessing, planning, intervening and reviewing the needs of a child and parent where there are concerns</p> <p>Those with particular responsibilities to or involved in contributing to section 47 enquiries</p> <p>Professional Advisor, Named and Designated Lead Professionals</p> <p>Managers</p> <p>Those responsible for the strategic management of services</p>	<p>years and childcare workers, teachers, midwives, school nurses, health visitors, probation staff.</p> <p>For example: social workers, health, police, education and those coordinating assessments</p> <p>Professional advisors, named and designated lead professionals</p> <p>Operational managers, practice supervisors, front line managers</p> <p>Senior managers, Multi Agency Partnership Board members (LSCB, SAB)</p>	<p>Neglect Domestic Abuse Awareness Safeguarding Children and Young People from Sexual Exploitations and Human Trafficking MARAC (multi-agency risk assessment conference) Core Groups and Child Protection Conferences E-safety WRAP (workshop to raise awareness of PREVENT) Formal enquiries</p>	<p>Refer to outcomes detailed in Training Programme.</p>
<p>Group 4</p> <p>LSCB Members</p>	<p>Board members, Independent Chair, Lay Members, Sub Group members, Business Support team, inter-agency trainers</p>	<p>Level 1</p> <p>Level 2</p> <p>Level 3</p> <p>LSCB development days</p>	<p>See above</p> <p>See above</p> <p>See above</p>