

Boards' Business Unit



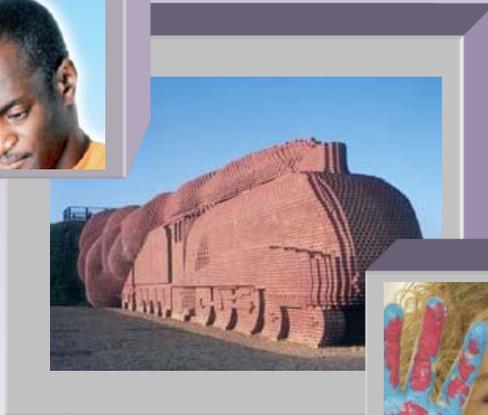
**DARLINGTON**  
Safeguarding Children Board



Darlington  
Safeguarding Adults  
Partnership Board

## Training Annual Report

2016/2017



## INTRODUCTION

One of the key priorities of both Safeguarding Boards is to ensure that safeguarding and promoting the welfare of children and adults at risk of abuse remains the focus of any DSCB/DSAPB learning and development activity. This includes all agencies of the DSCB, DSAPB, voluntary and independent sectors.

Both Boards are 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 for ensuring the effectiveness of that work.

### Darlington 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)

Working Together to Safeguard Children 2015 sets out how DSCB should monitor and evaluate the effectiveness of training, including multi-agency training, for all professionals in their area. There should be rigorous and transparent assessment of the performance and effectiveness of local services. It should identify areas of weakness, the causes of those weaknesses and the action being taken to address them as well as other proposals for action.

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.

The DSCB 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.

### Darlington Safeguarding Adults Partnership Board

The Care Act 2014 specifies that the 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 and analysis of future need.

The standards are monitored on behalf of the DSCB and the DSAPB through the Training and Communications and Voice of the User Sub Group.

The Safeguarding Boards’ 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 pool which includes representatives from DBC, Police, Barnardo’s, Northern Grid and the Probation Service.

The purpose of the training is to facilitate the Continued Professional Development (CPD) of practitioners in order to achieve better outcomes for children, young people and adults at risk of abuse and is linked to both boards’ priorities. CPD is the means by which you can maintain and improve skills, knowledge and understanding which should have a positive impact upon practice Gravells (2012). The training programme is underpinned by an ethos which values working together collaboratively across agencies, respects diversity, promotes equality, is child and adult centred and promotes the participation of children, young people, adults and their families.

## MULTI AGENCY TRAINING

To ensure we are delivering on our statutory responsibilities the Multi agency training which is delivered as a rolling programme is:

DSCB Specific	DSAB Specific	Joint across both Children and Adults Workforces
Level 1 Safeguarding Children awareness	Level 1 Safeguarding Adults awareness	Level 3 Domestic Abuse Awareness
Level 2 Safeguarding Children awareness	Level 2 Safeguarding Adults – Managing the concern	Level 3 MAPPA (Multi agency Public Protection Arrangements)
Level 3 Child Neglect	Level 3 Safeguarding Adults Formal Enquiries/Investigation training	Workshop to raise awareness of PREVENT
Designated Safeguarding Lead Role in Education	Making Safeguarding Personal	Sexual Exploitation
Level 3 E Safety	Dementia awareness	Level 3 Mental Capacity Act/DoLS training (relevant for 16 years plus)
Level 3 Core Groups and Child Protection Conferences		Working with disclosure of sexual abuse, childhood sexual abuse and domestic abuse
Safeguarding Children and young people from Sexual		Professional challenge

## ENGAGEMENT BY AGENCIES ON MULTI-AGENCY TRAINING

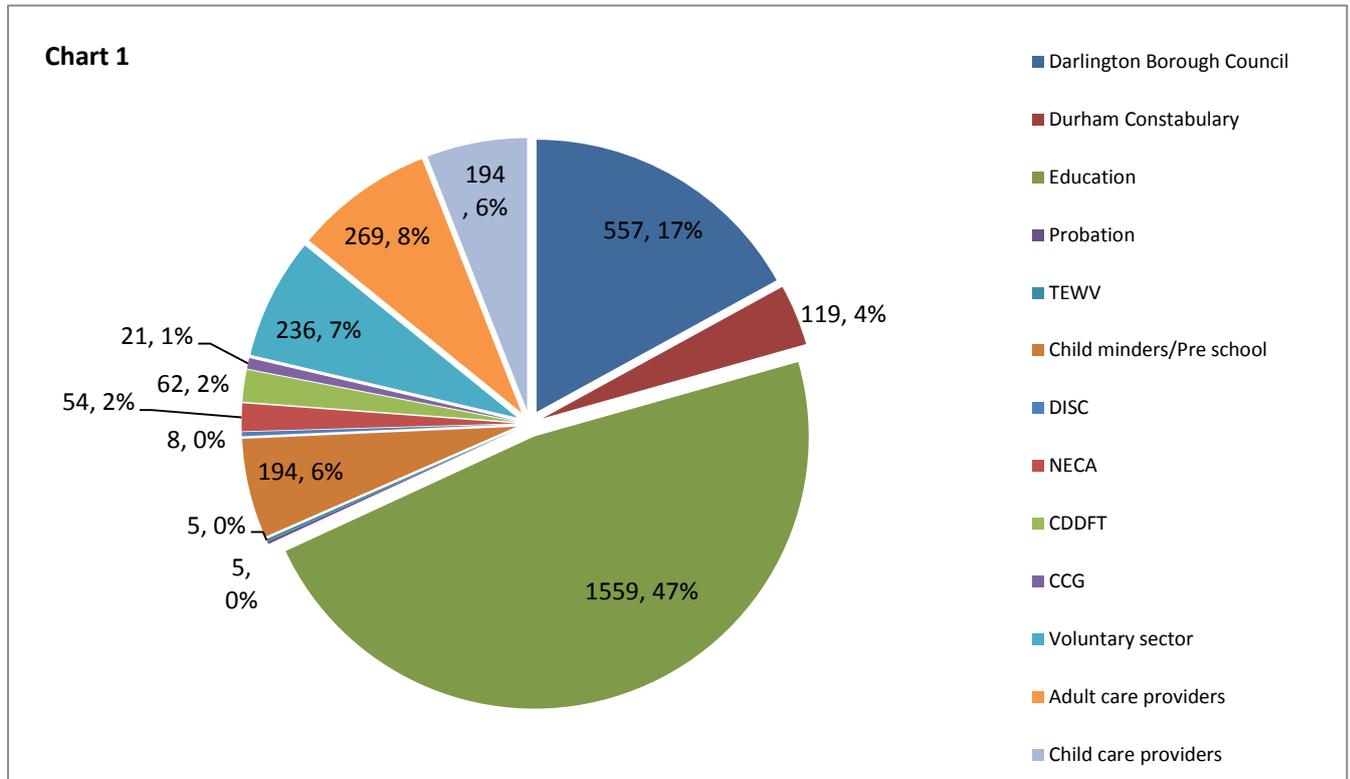
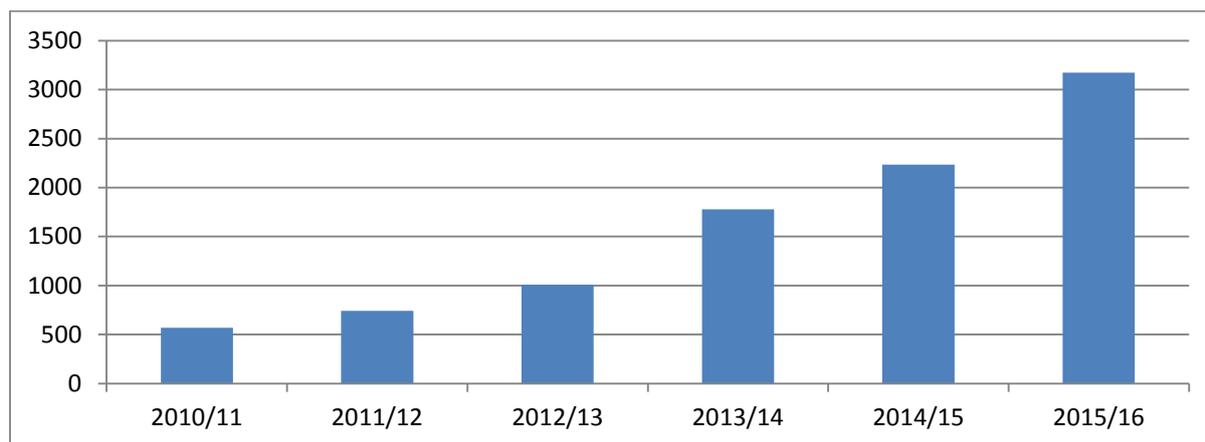


Chart 1 outlines the combined attendance for both child and adult training for the agencies during the period of April 2016 to March 2017. The chart shows a significant increase in attendance from the education sector. This can be attributed to a number of bespoke sessions delivered to schools to support the introduction of operation encompass (domestic abuse) and to raise awareness of child sexual exploitation. The attendance for other agencies remains consistent.

### TOTAL ATTENDANCE ON MULTI-AGENCY TRAINING

Total attendance for 2016-2017 was 3580; this includes DSCB and DSAPB training. This is an increase of 11% increase on previous year (3175) and continues the increase in training attendance year on year. Chart 2 provides the combined attendance figures for the last five years.

Chart 2



The increase in numbers can in part be attributed to the high regard for the multi-agency training delivered, the willingness of the multi-agency trainer to attend settings and deliver bespoke training, and an increased awareness around availability of the training available.

It was noted during the 2015 inspection of children’s services and the LSCB by Ofsted:

*The board’s comprehensive training programme is designed and delivered by its Training subgroup. It is evaluated highly by participants and has an extensive reach, with 1,779 people participating in the programme in 2013–14. Innovative work is being undertaken in partnership with a private company to ensure that a full evaluation informs the development of future training. The board’s training manager has carried out a gap analysis and introduced new training sessions to meet identified need. Social workers interviewed by inspectors spoke very positively about the quality and availability of LSCB training.*

A number of voluntary/charity organisations have attended training which includes; YMCA, Darlington assistance for refugees, DAD, St. Teresa’s Hospice, 700 Club and DISC. Other sectors attending training include NECA, North Star Housing, Acorn Care, Barchester Care group and many of these organisations have been charged for attending training as outlined in the Boards charging policy.

<http://www.darlingtonsafeguardingboards.co.uk/media/1190/training-charging-policy-oct-16-v2.pdf>

The comparison between the delivery of multi-agency and single agency bespoke training delivered by the Boards trainer is outlined in chart 3 below.

Chart 3

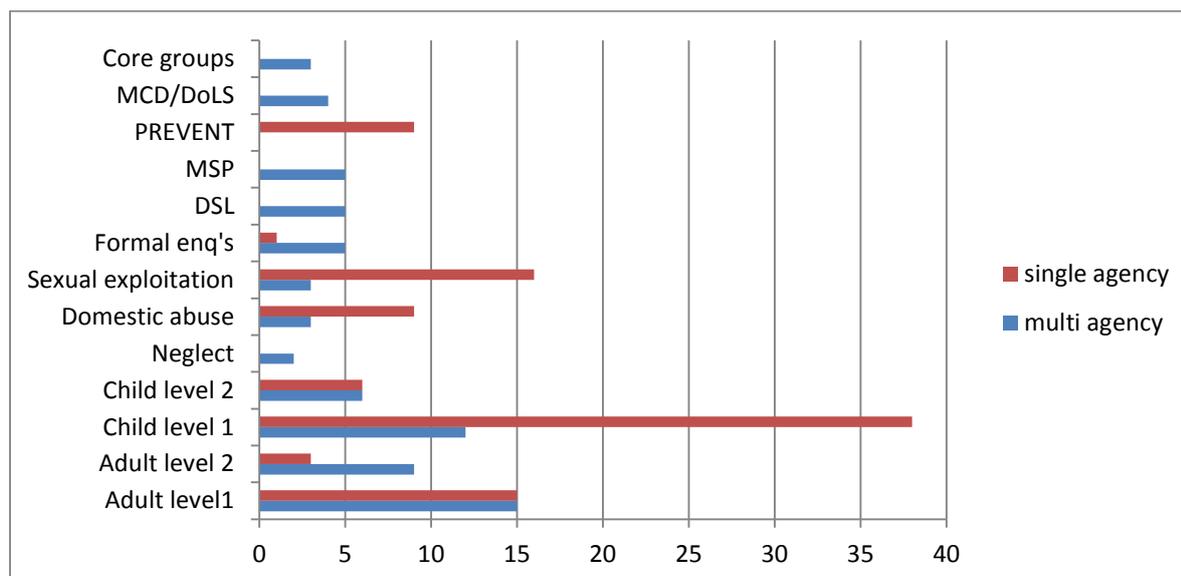
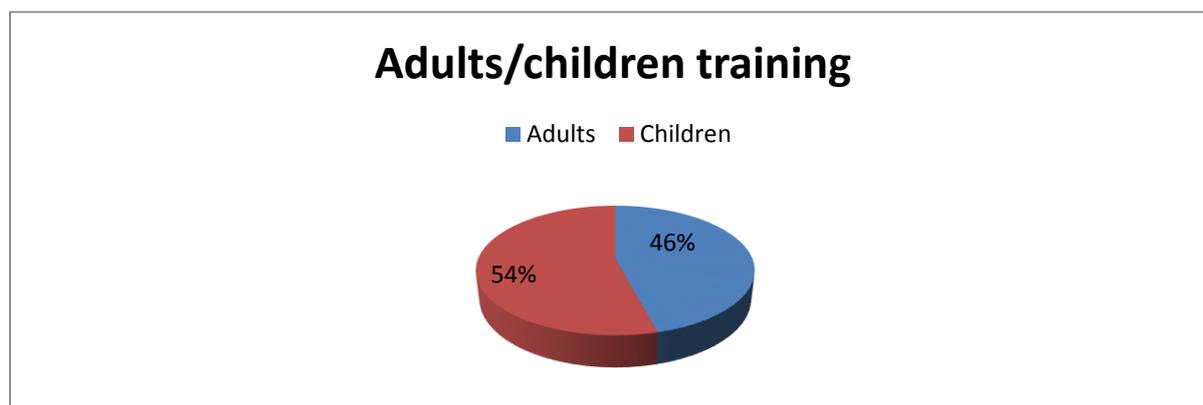


Chart 4 below outlines the breakdown of training between Safeguarding children and Safeguarding adult at risk of abuse.



### EVALUATION AND ASSESSEMENT OF THE MULTI-AGENCY TRAINING

Assessment of the learning is necessary to ensure that the trainer has successfully communicated the course objectives and the learner has achieved their own learning objectives too. The assessments can also demonstrate that the learning has been achieved. There are a number of ways that this assessment is achieved in the training provided, through questioning styles, role play, flip chart exercises, group work, quizzes, case studies and group discussions. Petty (2012, p479) states that in the right hands, assessment can inspire, motivate and provide feedback for future development. No formal examinations are conducted at the conclusion of the session but Curzon (1985, pp260-263) would support the view that formal examinations are not always necessary or appropriate for evaluation of

learners knowledge and understanding. He argues that whatever form of the evaluation takes it is worthwhile if it assists the learner and the teacher with the assurance that the desired outcomes have been achieved.

Evaluation is part and parcel of educating. Evaluation is the systematic exploration and judgment of working processes, experiences and outcomes. It pays special attention to aims, values, perceptions, needs and resources. The information we collect should provide answers with the *indicators* of change (Smith, 2006).

In a professional sense evaluating the training programs offered to workers is essential in ensuring that they are effective and consistent with long term objectives Trochim (2006). To evaluate or assess the training program, the four levels model developed by Donald Kirkpatrick in 1959 is useful in capturing desired outcomes. The four levels of Kirkpatrick's evaluation model essentially measure:

- reaction of student - what they thought and felt about the training
- learning - the resulting increase in knowledge or capability
- behaviour - extent of behaviour and capability improvement and implementation/application
- results - the effects on the business or environment resulting from the trainee's performance

All these measures are recommended for full and meaningful evaluation of learning in organisations. All levels are considered using the commissioned resource (Paperdata) by Darlington Borough Council but agreement to access the resource for both the safeguarding boards'. The business unit administrator maintains Paperdata for the training provided by both the safeguarding boards'.

### **Paperdata Evaluation**

The Paperdata evaluation process is at the end of each training session, an evaluation form is requested to be completed by all delegates and three months after the completion there is a post evaluation to assess the impact of the training on their practice. The evaluations are analysed throughout the year using the Paperdata system. The analysis below is taken from the Paperdata system.

Through the evaluation we are able to measure the learner's course rating of the following questions.

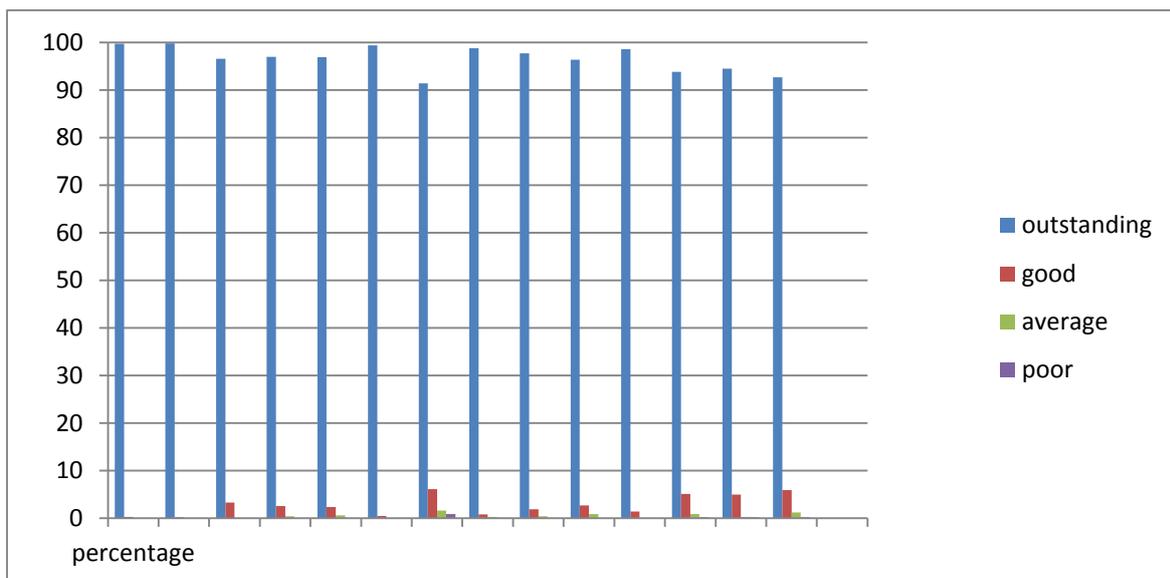
1. The tutor's subject knowledge
2. Explanation of the tasks and activities
3. The use of different teaching methods to help me understand the subject

4. The way the tutor checked my understanding of the subject
5. The tutor's fairness when dealing with you
6. How well your questions were dealt with
7. The room/ teaching area layout promoted learning
8. The quality of the hand outs
9. The quality of the equipment and resources
10. The length of the course
11. My overall rating of the course
12. Increased my confidence
13. Gave me the skills and knowledge to do my job better
14. Inspired me to want to learn new things

The evaluation allows the learners to provide an overall rating of the course. 100% of the learners rated the training as either outstanding or good.

Chart 5 outlines the results of the in course evaluation for the period of April 2016 to March 2017.

Chart 5



At the conclusion of the course the learners are asked to provide comment on how we can improve the course. The vast majority of comments provided very positive feedback rather than suggestions for improvement. Examples being;

*I would like to say that this has been one of the most effective training sessions I have attended. I found Chris engaging and I am pleased I attended*

*Nothing, it was a well-planned and delivered course. Brilliant tutor*

*No improvements needed. An excellent course with a superb presenter*

*Can't be improved, excellent and very informative*

*The course was fabulous! No improvements needed*

There were a small number of learners who commented on the venue, ranging from too hot to too cold, too small and one requesting a different seating plan. This is consistent with previous years and the overall number of negative comments around the venue is very small and does not raise concern.

### **Post course Evaluation**

Following the course the learners are asked to complete post course evaluation. This is conducted 3 months after their attendance on the course. The learners are asked to grade following questions.

*Please rate your knowledge and/or skill level on this subject BEFORE attending the course*

24% of the learners graded as outstanding.

*Please rate your knowledge and/or skill level on this subject AFTER attending the course*

91% of the learners graded as outstanding.

8% of the learners graded as good.

The overall figure of 99% remains consistent with the response for 2016-2017 where 98% of learners rated their knowledge and skill level following the course as very good/outstanding.

The learners are asked to comment on how they have implemented what they have learnt on the course into their role. A number of themes have been identified through the comments provided, namely increased confidence, recognising abuse, greater knowledge and understanding of Safeguarding and the ability to take the lead in decision making. Learners have reflected on how they can now advise others on safeguarding issues and review their own policies and procedures. Examples of the comments are;

*In the last 3 months I have worked closely with 7 schools across the Carmel Multi Academy Trust; allowing me to support vulnerable children, teachers and other professionals. I have been able to share best practise and update and influence policies and procedures.*

*The policies and website have been updated. There have been significant changes across our Academy schools with regard to our procedures/protocols for visitors in school.*

*There are now regular safeguarding updates in staff meeting agendas and I have delivered CSE training using slides from the session with Chris.*

*I have worked within our different projects recently and the course has defiantly made me more aware of the vulnerability of our clients and the abuse they can faced. I have reported anything I feel needed to be to managers who have dealt with the case from there.*

### **Post course feedback**

In addition to the evaluation process, a high number of attendees contacted the trainer by email to provide positive feedback following the training. Below is a sample of comments received;

*The feedback from the training has been fantastic, many thanks for your involvement (lifeline services)*

*The course was extremely valuable – I have been on many safeguarding courses over the years and this was the most engaging. The fact the tutor could draw on real life and local experiences from his time in the police added extra value. (Public health)*

*I just wanted to thank you for delivering the above training to our NQT's on Friday last week. It just so happens, that one of those teachers had a safeguarding issue this morning to deal with and she did so calmly, effectively and accurately. She said this was due to the confidence she gained while on your course and asked me to pass on her (Education)*

*Thanks so much Chris, the feedback I have had is excellent saying it's the best safeguarding training they have had! Well done! (Health)*

### **Conclusion**

The overall evaluation and impact of the multi-agency training is very positive. The end of course evaluation indicates that 98.6% of learners rated the training as outstanding and 1.4% rated the training as good. No learners rated the training average or poor.

There were very many positive comments recorded at the end of training and a small selection has been included in this report.

The post course evaluation is sent to learners 3 months after the session and 24% of respondents rated their knowledge and skills as good or outstanding prior to the training. 99% rated their knowledge and skills as good or outstanding after the training.

The learners are asked to comment on how they have implemented what they have learnt on the course into their role. A number of themes have been identified through the comments provided, namely increased confidence, recognising abuse, greater knowledge and understanding of Safeguarding and the ability to take the lead in decision making.

Leaners have reflected on how they can now advise others on safeguarding issues and review their own policies and procedures.

## **CHARGING POLICY**

The Boards approved the updated charging policy in November 2016. Income is generated through individual attendance on Multi Agency training courses by professionals and staff who are not employed by organisations who contribute to the Boards financially and by agencies who commission bespoke training. Although it is recognised that the best learning opportunities are provided by attendance at Multi Agency courses, that allow all sectors to share their knowledge and experience to further enhance the learning, bespoke training is usually commissioned by organisations who do not financially contribute to the Boards, at the request of those organisations who are unable to release staff or require large numbers trained in one session. It must be noted that it is not the Boards' strategy to actively pursue bespoke sessions to generate income.

The income generated by the provision of training across the DSCB and DSAPB for the year is £7,920 which is an increase of £2,410 on the previous year (£5,510).

The Boards' multi-agency trainer post cost the Boards £39,521 (including costs) in 2016/2017, this post includes strategy development, undertaking needs assessments of training across both children and adults workforces, develop and maintain training packages, delivery of the training, maintain and quality assure the train the trainer model whereby single agency staff such as health, education, probation service staff are trained on multi-agency products to deliver consistent training across the Darlington.

## **THE BOARDS' TRAINING PROGRAMME**

The programme is regularly updated to ensure that both the Boards' priorities and lessons from case reviews are reflected within the training programme as well as identifying the local needs of the multi-agency workforce. The joint Training, Communications and Voice of the User sub group continues to ensure the quality and consistency of single and multi-agency training through initiatives such as training needs analysis (TNA), peer evaluation, quality assurance and the pre and post course evaluation process. The development of training is supported and actively monitored by the sub group and all development and changes are reported to the group by the Multi-agency Trainer. Examples of development during 2016-2017 include updating training materials to reflect the introduction of the signs of safety model of assessment in adult safeguarding:

- level 2 Safeguarding Adults
- Bespoke programme

Training materials have been updated to provide focus around professional challenge, including a bespoke course:

- level 1 safeguarding children/adults
- level 2 safeguarding children/adults
- Conferences and core groups
- Bespoke course

Training materials have been updated to all sexual exploitation training to reflect the publication of a new definition of child sexual exploitation by the Department of Education.

### **MENTAL CAPACITY ACT AND DEPRIVATION OF LIBERTY SAFEGUARDS AND THE LINK TO SAFEGUARDING PRACTITIONER EVENTS**

The Mental Capacity Act 2005 provides a statutory framework for decision making for people over the age of 16 who are unable to make certain decisions because of “Mental Incapacity”.

The Act sets out safeguards to empower and protect a person who is assessed as not having mental capacity. The Act makes it clear that any assessment of a person’s capacity must be ‘decision specific’. This means that:

- The assessment of capacity must be about the particular decision that has to be made at a particular time and is not about a range of decisions
- An inability to make complex decisions does not mean that the person cannot make simple decisions.

The Deprivation of Liberty Safeguards is the procedure prescribed in law when it is necessary to deprive the liberty of a resident or patient of a care home or hospital who lacks capacity to consent to their care and treatment in order to keep them safe from harm. The Deprivation of Liberty Safeguards was an amendment to the Mental Capacity Act 2005. The Mental Capacity Act allows restraint and restrictions to be used but only if they are in a person's best interests. Extra safeguards are needed if the restrictions and restraint used will deprive a person of their liberty. These are called the Deprivation of Liberty Safeguards.

The Mental capacity Act and deprivation of Liberty Safeguards practitioner event was held on two separate days in February and March 2017 to raise awareness and develop practitioners understanding of the Mental Capacity Act and Deprivation of Liberty in the context of Safeguarding. The safeguarding boards’ business unit organised and facilitated the one day programme which was funded by NHS England.

The day started with an overview of the mental capacity Act and deprivation of liberty safeguards and the link to safeguarding. Other legal considerations and the safeguarding interface were introduced.

There were workshops on Self neglect, making safeguarding personal, advocacy and best interest assessments, and a drama presentation to raise awareness of the rights of people with learning disabilities and the challenges they face.

The overall attendance figures for the events were 140. 57 delegates attended the first event on Monday 13th February 2017 and 83 delegates attended the second event on Monday 20th March 2017.

### Conclusion

The event was a great success and it is clear from the post course evaluation that the overwhelming majority (70.5%) of the delegates were satisfied or very satisfied with the content, registration process, venue and food and beverages and 91.1% of the respondents stated the event fulfilled their reason for attending and 98.7% stated they would or maybe would recommend the event to others.

The next step is to carry out an impact evaluation prior to 31<sup>st</sup> November 2017.

### **CHILD SEXUAL EXPLOITATION**

As previously reported the Board have developed a local approach to CSE based on audits, good practice and the CSE procedures, risk matrix and practice. Guidance has been produced and in early 2017/2018 training has been developed to set the standards for the local approach.

Working with Darlington Borough Council Licensing department, a programme of CSE training was developed by the Safeguarding Boards Multi Agency trainer and offered to the licensed taxi drivers and those working in the licensed trade and night time economy in Darlington.

The key messages delivered to this audience and that would positively engage the learners:

- Taxis are a very safe and reliable way to get around and we want to keep it that way.
- The Police know that some victims are transported in taxis to addresses where they are then sexually assaulted or raped.
- They also know that some men have posed as taxi drivers and picked up women who have then been assaulted or raped.

- The Police need the help of all legitimate taxi drivers to help them stop this criminal behaviour.

### **The aims of the training**

- To raise awareness of child sexual exploitation and the impact on children
- To identify signs that child sexual exploitation may be happening
- To identify how to respond when there are concerns
- To consider what you can do to help prevent sexual exploitation

Although the training focussed on Child Sexual Exploitation it was reinforced throughout the sessions that sexual exploitation also affects males and adults, in particular adults at risk of abuse.

Between October 2015 and March 2016 six one hour sessions were delivered by the Safeguarding Boards Multi Agency trainer and a total of 190 attended the training. The programme continued throughout 2016/2017 and a further 197 attended the training.

### **Child sexual Exploitation awareness (Durham police)**

In response to the Government's CSE Action Plan, launched by the Prime Minister in March 2015 and the College of Policing recommendations from their CSE Peer Review, a bespoke training package for the police service in respect of Sexual Exploitation was launched in 2016. The programme was delivered to officers and staff across Darlington and County Durham and in the last reporting year 119 learners completed the session.

A further 60 police officers and staff completed the training between April 2016 and March 2017

It should be noted that the sexual exploitation training provided for taxi drivers/operators and Durham constabulary is in addition to the training and guidance which is included in the multi-agency core training sessions for safeguarding children and adults.

### **ELEARNING**

There is recognition that access and attendance at planned sessions of safeguarding training can be a challenge for some organisations and professionals due to work commitments and staffing levels. More recently in education new curriculum models have been developed to accommodate new means of delivery, access and storage of information and to incorporate

more flexibility into the existing curriculum to provide better access to a wider range of potential learners. Moran (1995) is one of a number who support a flexible learning curriculum design model which includes the selection of media to be used for training delivery. Irlbeck et al (2006) also suggest that the development of a curriculum which includes the delivery of online courses can be beneficial to learners.

### **Safeguarding Adults level 1 awareness workbook**

The Multi-agency trainer has developed and facilitates access to the Safeguarding Adults Level 1 awareness workbook. At the end of the course all staff are required to complete the Knowledge check and forward the completed document to the trainer for verification and recording. A certificate is then issued to the learner.

Between 1<sup>st</sup> April 2016 and 31<sup>st</sup> March 2017 291 learners have successfully completed the Safeguarding Adults Level 1 awareness workbook.

### **Sexual Exploitation eLearning**

The North East training group, in conjunction with Virtual learning have developed a sexual Exploitation eLearning course which is available to all staff to undertake. Access to the course is administered by the multi-agency trainer and for the reporting year 105 people have accessed and successfully completed the programme.

### **PREVENT eLearning**

The multi-agency trainer facilitates access to the Safeguarding Boards PREVENT eLearning module. The learners are required to complete the post course assessment and send the record to the Safeguarding Boards Multi agency trainer for verification and recording.

The PREVENT statutory guidance issued under section 29 of the Counter-Terrorism and Security Act 2015 states that all frontline staff who engage with the public should understand what radicalisation means and why people may be vulnerable to being drawn into terrorism as a consequence of it. They need to be aware of what is meant by the term extremism and terrorism and what measures are available to prevent people from becoming drawn into terrorism and how to challenge the extremist ideology that can be associated with it. They need to understand how to obtain support for people who may be exploited by radicalising influences.

The figures for those accessing the PREVENT eLearning module were not reported on in 2014-2015 but it is recorded that 56 learners completed the module. This rose significantly

in 2015-2016 to 296 learners which may reflect the publication of the statutory guidance in 2015. The numbers completing the course for this reporting year have increased significantly to 529

### Conclusion

The multi-agency trainer continues to administer the eLearning modules which are available on the safeguarding Boards website.

There have been significant increases in the number of learners accessing the training for the year 2016-2017.

The Safeguarding Adults workbook has been successfully completed by 291 learners which is an increase of 50 from the previous year.

The PREVENT eLearning has been completed by 529 learners which is an increase of 233

The newly introduced Sexual Exploitation module has been completed by 105 people.

The total number of 1054 people accessing the eLearning would indicate that access to eLearning is a valuable addition to the products provided by the Boards Business Unit.

### **SINGLE AGENCY CORE TRAINING AND ATTENDANCE AND EVALUATION**

Each agency represented on the Training, Communications and voice of the user Sub Group have been asked to provide the following information with regards to the safeguarding training they deliver/provide:

To cover the period 1<sup>st</sup> April 2016 – 31<sup>st</sup> March 2017

- The number of staff who have completed Safeguarding training
- What Safeguarding courses are provided?
- How often staff are required to refresh their Safeguarding training
- Evaluation of safeguarding training
- How do you measure the impact of training

Chart 6 below provides details of single agency training provided by single agencies

Chart 6

Training Session	HM Prison and Probation service	Darlington College	CDDFT	TEWV	CCG	DBC Education Safeguarding officer
Level 1 Children	X	X		X		X
Level 2 Children				X		
Level 3 Children				X		
Domestic Abuse	X					X
WRAP (PREVENT)		X	X	X		X
e-safety/internet safety						X
DSL Training						X
Level 1 Adults/awareness			X	X	X	
Level 2 Adults			X	X		
MCA/DoLS			X	X		
Safeguarding for trainee teachers		X				
Sexual Exploitation						X
Keeping children safe in Education						X

Chart 7 below provides a summary of the responses received in respect of the training numbers, if the training is subject to evaluation and if the impact of the training is measured.

Chart 7

SINGLE AGENCY	Training Numbers	Evaluation of training	Impact of training measured
Darlington CCG	10	No	Yes <i>From referral data</i>
CDDFT	11,619	No <i>Corporate decision not to evaluate</i>	No
Darlington college	660	Yes	Yes
HM Prison and Probation service	10	<i>National training provided by HMP/PS</i>	<i>National training provided by HMP/PS</i>
DBC Education safeguarding officer	1411	Yes	Yes
TEWV NHS Foundation trust	513	Yes	Yes

## Conclusion

Six agencies responded to the request for single agency training information. No response was received from Durham police or Darlington Borough Council workforce development. The response demonstrates that a variety of safeguarding courses are provided within agencies, in addition to those provided by the Safeguarding Boards.

Three respondents identified that the training is subject to evaluation but it should be noted that the HM Prison and Probation service were unable to answer the question as the training is provided at a National level.

CDDFT have indicated that a decision has been made at corporate level not to evaluate training and Darlington CCG report that the training delivered is eLearning and there is no facility for evaluation.

Four respondents state that the impact of training is measured by course and post course evaluation, referral data and audits. CDDFT do not measure the impact of training. The requirement to refresh safeguarding training is every three years with the exception of HM Prison and Probation service which is every 2 years.

## **TRAINING NEEDS ANALYSIS**

To date the Boards have undertaken a multi-agency training needs analysis (TNA). It has been agreed that for 2017/2018 all agencies will share their internal training needs analysis with the Training and Communications and voice of the user sub group to inform the multi-agency training programme. The training needs analysis forms a significant part of forward planning in respect of the training programme but it is not the only driver for development. All multi-agency working is reviewed and analysed as part of the performance management and quality assurance framework including the learning and improvement framework. The training programme is subject of review and development to ensure it reflects learning from national research, audits and case reviews both locally and nationally. The last survey was circulated to Board partners and the wider sector including Schools, Councillors, Child-minders, Care Providers and the voluntary sector. The survey was distributed in January 2016 with the initial closing date set for 31st March 2016. There were 58 responses to the initial survey. The low response was reported to both Boards where it was agreed the survey would be reissued. This was carried out in April 2016 with the closing date set for 30th June 2016, resulting in an overall response of 290.

Respondents were asked to report on:

- What Safeguarding Children training you have accessed in the last three years?
- What Safeguarding Adults training you have accessed in the last three years?

- What additional Safeguarding Children training do you feel would be beneficial to include in future programmes?
- What additional Safeguarding Adults training do you feel would be beneficial to include in future programmes?
- What level of Child Sexual Exploitation training would you like?
- What is your preferred delivery method for Child Sexual Exploitation?
- What are your preferences for training delivery methods for your identified training needs?

## Conclusion

The report highlights that the respondents for the training needs analysis primarily work in the Darlington locality (76.3%) whilst others work in Darlington but primarily work in Durham and Tees, Esk and Wear valley. The biggest number of learners access the core multi-agency training provided, namely the Safeguarding level 1 and 2 for children and adults. There is significant attendance on specialist modules such as PREVENT (WRAP), child sexual exploitation, designated leads in education, neglect, domestic abuse, MCA/DoLS and bullying/e-safety. Of those that responded to the question 93.1 % stated that the training had an impact on their practice with only 6.9% stated that the training they had accessed had no impact on their practice or they were unsure. This is an improvement from the last analysis where 8% of respondents stated the training they had accessed had had no impact on their practice. 48.9% of the respondents indicated that the training had a considerable impact on their practice, compared to the figure of 31.9% from the last analysis.

A small number of respondents identified constructive suggestions to the current programme which suggests in the main that agencies are satisfied with the current programme or have identified no gaps in training.

The preferred method of delivery of training is very clearly identified as face to face training. Respondents were very clear in their views on the preferred length of the course with a significant number choosing a half day course or briefing type sessions. This probably reflects on the ability of staff to be released from busy caseloads or work commitments.

When specifically addressing child sexual exploitation and sexual abuse training respondents highlighted face to face learning as the preferred option. E-learning was selected by 19% of respondents overall, perhaps a reflection on the limited opportunity those professionals and carers have to access face to face training. Sexual abuse is a core element of all the Safeguarding children and adults training delivered by the multi-agency trainer at level 1 (Basic awareness) and level 2 (intermediate). The core training is face to face.

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The Care Act 2014

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Working Together to Safeguard Children 2015

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

## Appendix 1

Course Attendance	Numbers
Bookings/planned numbers	3647
Total attendance	3580
Training Course	Courses
Safeguarding Children Level 1	45
Safeguarding Adults Level 1	30
Safeguarding Children Level 2	12
Safeguarding Adults Level 2	14
Combined Children/Adults Level 1	12
ICPC/Core groups	2
Making Safeguarding personal	5
CSE Briefing	31
Designated Leads Education	8
Domestic Abuse	12
Formal Enquiries	6
Child Neglect	2
Sexual Exploitation/Human Trafficking	13
WRAP	9
MCA/DoLS practitioner event	2
MCA/DOLS	4
Attendance by Organisation	Learners
Darlington Borough Council	557
Durham Constabulary	119
Education	1559
eLearning	820
Probation	5
TEWV	2
Child minders/Pre school	194
DISC	8
NECA	54
CDDFT	62
CCG	21
Voluntary sector	236
Adult care providers	269
Child care providers	194
Taxi drivers/license trade/night time economy	197
Sexual exploitation eLearning	103
Courses Cancelled	Reason
Safeguarding child 1 5/4/16	Numbers

Formal enqs 13/5/16	Numbers
Formal enqs 18/10/17	Numbers
Safeguarding child 1 25/10/17	Numbers
Neglect 16/3/17	Trainer sickness
Training delivery income	Date
April 2015 – March 2016	£7,920
Adults/Child breakdown	Learners
Adult training	1643
Child training	1937