



Gloucestershire Safeguarding Children Board

Training Strategy April 2017 – 2019

**A GUIDE TO SAFEGUARDING TRAINING
FOR ALL ORGANISATIONS**

GSCB Training Strategy: <http://www.gscb.org.uk/article/113322/Training-Strategy>

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Training Strategy 2017/2019

1. Introduction

The Gloucestershire Safeguarding Children Board (GSCB) has a statutory responsibility to develop policies and procedures in respect of training and to ensure that appropriate training and learning opportunities are provided for people who work with children, to meet local need. Consequently the Workforce Development (WFD) sub group are charged with this responsibility.

'Working Together to Safeguard Children 2015 (WT15)', Chapter 3, continues to enforce the functions of LSCBs under Regulation 5 (1a)(ii) in relation to:

“ training of persons who work with children or in services affecting the safety and welfare of children

Reg. 5 (2)

“ monitor and evaluate the effectiveness of training, including multi-agency training, to safeguard and promote the welfare of children”.

The Board is committed to supporting the delivery of high quality training, and to ensure all training is monitored and evaluated to maintain the effectiveness of this training, in order to safeguard and promote the welfare of children and young people.

2. Purpose of this Training Strategy

This strategy provides a framework for the delivery of a consistent approach to safeguarding training across the county.

Its purpose is to ensure that all those who work with children, young people and families, have the appropriate skills, competencies and confidence to carry out their responsibilities with regard to safeguarding.

The strategy outlines the following;

- statutory responsibilities of the Board and employers
- framework for the delivery of single and interagency training
- clear levels of training required for different job roles
- minimum standards for all training
- delivery of readily available, high quality, effective training
- quality assurance of training provision.
- interagency training provision
- monitoring of attendance on training and compliance by agencies
- identifying gaps in training provision
- identifying gaps in knowledge across the workforce to develop appropriate training
- measuring knowledge transfer and impact on practice
- role of the Workforce Development group
- 'Training Principles'

This strategy will be reviewed on a biennial basis, to reflect changes in practices and procedures, as they relate to safeguarding.

3 Responsibilities:

3.1 Gloucestershire Safeguarding Children Board (GSCB)

The Board is responsible for developing safeguarding policies and promoting the welfare of children in this county. This includes delivery of safeguarding training and awareness raising to people whose primary role is working with children, or in services that affect the safety and welfare of children and their families. It will also focus on training in relation to child death review processes and serious case reviews.

The Board has a role in monitoring and auditing training to ensure that it is appropriate, of a high standard, is reaching the relevant staff and is effective in safeguarding children and promoting their welfare.

3.2 Role of Employers

In respect to safeguarding children, 'Working Together 2015' (chpt 2) places a duty on all employers to ensure that;

.....their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role.

It is the Individual agencies / employers responsibility to ensure that their staff;

- receive relevant training, including staff from the children and young people's workforce; those working with adults who are parents or carers (for example, adult substance misuse workers and probation staff). It encompasses paid staff and volunteers working in the statutory, voluntary, community and independent sectors.
- have undertaken **single agency** induction and basic training and refresher training.
- have attended **inter-agency** training and refresher training where they have particular and specialised responsibility for safeguarding in accordance to their job role .

Employers also have a responsibility to ensure they provide;

- adequate resources and support for inter-agency training in the form of staff with relevant expertise who can support the delivery of training or as a member of the Workforce Development group, to contribute to the planning, resourcing and evaluation of training.
- have training plans in place and systems to record attendance on safeguarding courses and provide evidence of monitoring to the board.

- supervision that supports the process of ensuring key messages from training are embedded in practice with ongoing support to build a practitioners confidence and competence.
- commit to the participation of their staff in the training evaluation process and completion of all training evaluation surveys as requested.

3.3 Role of employees

Employees also have responsibilities:

- To maintain and improve their professional knowledge and competence
- To identify their own learning and development needs
- To access the training provided
- To keep a record of training attended
- To complete all training evaluation surveys as specified
(Training evaluation framework)

4. Framework for the delivery of Training

This strategy is intended to offer guidance to all agencies in Gloucestershire on the appropriate training for their staff.

This includes **Single agency training** provided by agencies to their own staff and **Inter-agency training** where staff from different agencies come together to train.

Working Together 2010 (WT10) devoted the whole of Chapter 4 to guidance on the provision of training, setting out expectations about the level of training appropriate for different groups of staff according to their role and responsibilities with regard to safeguarding. This guidance was fully adopted by the GSCB at this time, Working Together to Safeguard Children 2013 and also 2015, do not offer any further government guidance in relation to safeguarding training, therefore in its absence the Board will continue to use the model of working as described in WT10.

The GSCB Training Pathway provides agencies with a diagram of the suggested training for staff according to their job roles, grouping staff accordingly. It indicates the type of training suitable to each group of staff which can be accessed at both **single** and **inter agency** levels. (Appendix 1)

The Training Pathway is linked to the GSCB Safeguarding Competency Framework* developed in collaboration with the South West Interagency Training (SWIAT) group and Standards for Training, which sets a framework for the types of training available to groups of staff and the minimum competencies and learning outcomes.

This doc. is available via our website:

<http://www.gscb.org.uk/article/113322/Training-Strategy>

5. Interagency Training provision

One of the primary duties that the Children Act (2004) creates is; to ensure local authorities and key agencies work together to improve outcomes for children.

In the context of learning skills and developing knowledge to better safeguard children and promote their well-being, “*working together*” can be translated as multi-agency (interagency) learning and development activities or training.

The provision of an interagency programme of training by the Board is responding to that duty. The GSCB programme offers a comprehensive range of courses which is responsive to both local and national issues. It strives to continually renew and update its content in order to provide high quality and relevant courses to staff in Gloucestershire.

“Research has shown that interagency training is highly effective in helping professionals understand their roles and responsibilities, the procedures of each agency involved in safeguarding children and developing a shared understanding of assessment and decision-making practices” (Working Together to Safeguard Children 2010)

We are told by staff from all agencies that attending safeguarding children training with other agencies is invaluable, as it is instrumental in developing and fostering the following:

- Shared understanding of the tasks, processes, principles, roles and responsibilities for safeguarding children and promoting their welfare
- More effective and integrated services at both the strategic and individual case level
- Improved communication and information sharing between professionals including a common understanding of key terms, definitions and thresholds for action
- Effective working relationships, including an ability to work in multi-disciplinary groups or teams
- Sound child focused assessments and decision-making
- Learning from Serious Case Reviews (SCRs) and child death reviews, and all other systemic approaches to reviews and audit as described in WT15 (Chapter 4 pg 72)

Information on the current and on-going inter-agency training programme and course availability can be accessed via the training pages of the GSCB website.

Further Information held on the training section includes;

- Course aims and learning outcomes;
- Range of e-learning courses
- Booking information
- Charging structure

Direct link: <http://www.gscb.org.uk/article/113295/Safeguarding-training>

Information on the interagency training activity (numbers of staff trained over the year) is available in the GSCB Annual Reports and training performance reports.

6. The role of the Workforce Development group

The Workforce Development (WFD) is a sub group of the Gloucestershire Safeguarding Children Board (GSCB) and ensures that the WFD Business Plan as agreed by the Board is implemented effectively across all partner agencies in Gloucestershire.

It is the role of the WFD to actively monitor the numbers of staff attending interagency training and through the Section 11 duty of the Children Act 2004 and compliance by partner agencies that their own staff attend appropriate levels of training in respect of their job role and safeguarding responsibilities.

To ensure training is of a high quality, relevant, and current.

To quality assure all training and ensure that it meets minimum quality standards.

To guide and support the work on training evaluation within an agreed framework, in order to measure and monitor the effectiveness of the training across the county and its impact on practice.

To ensure that it promotes a culture of continuous learning and improvement.

The WFD terms of reference (TOR) details in full, the role and responsibilities of this group, available via the website.

New Link:

7. Evaluation and Impact of Training

The principles for learning and improvement set out in Working Together 2015 establishes, *"..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;*

The board endorses the following principles and promotes the concept that;

- a) All activities can be offered as learning opportunities
- b) There is a potential to continuously learn and improve by identifying the learning from both good and poor practise
- c) The learning from that process should be disseminated through key messages within learning events

Within a culture of continuous learning and improvement, training is a significant part of how organisations learn and work together.

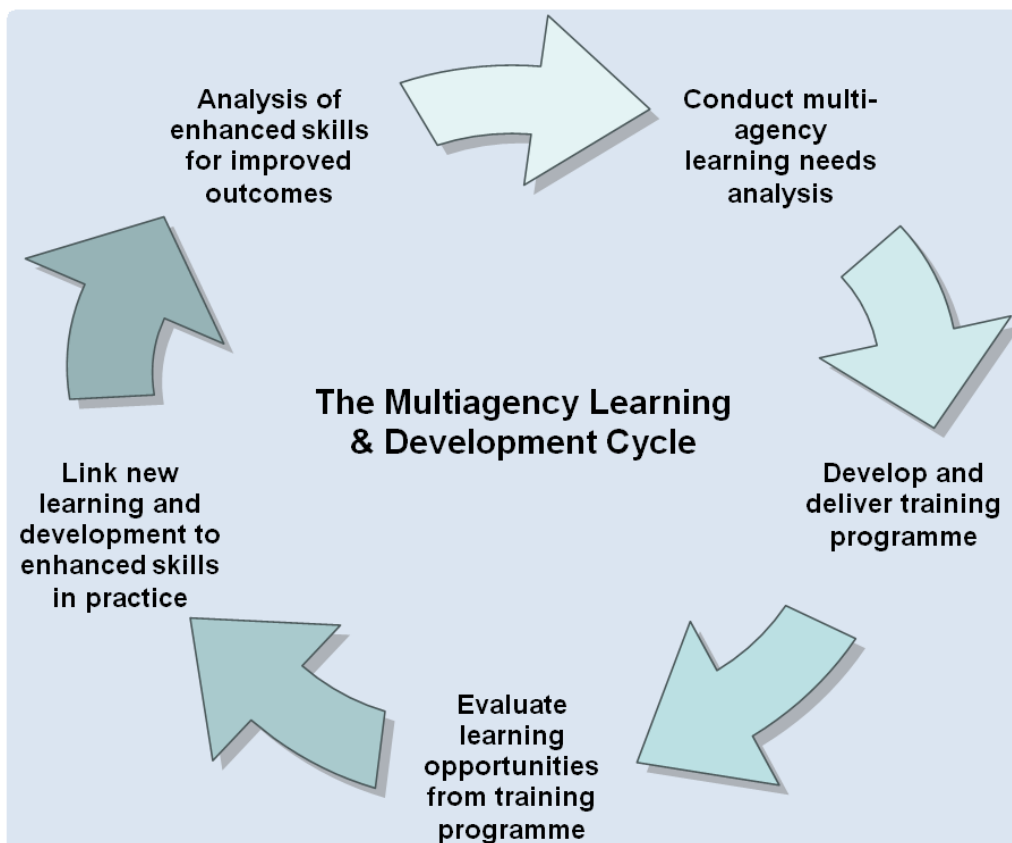
It is the role of the Workforce Development (WFD) group to support the Board in the delivery of high quality training across the county and the development of an evaluation process to;

"..... monitor and evaluate the effectiveness of training, including multi-agency (inter-agency) training to safeguard and promote the welfare of children." (Working Together 2015.

Training and development will ensure that individuals are equipped with the skills, knowledge and behaviour which they need in order to protect children. Currently all training in Gloucestershire at single and interagency level is robustly evaluated in terms of its quality and immediate effect.

However the challenge is to measure the effectiveness of knowledge transfer into practice and its impact on improving the lives of children.

Training transfer refers to the *'use of trained knowledge and skill back on the job'* (Burke and Hutchins, 2007) and should be considered at every stage of the learning and development cycle, see below (Research In Practice 2014).



By understanding the process of training transfer and those factors which influence whether it occurs, we can begin to improve the way we commission and provide training to maximise the opportunities for transfer of learning.

In response to all of this the WFD group has developed a 'Training Evaluation Framework' to measure training transfer at every stage of the 'learning and development cycle'.

The evaluation framework sets out the process by which all interagency training will be monitored and measured in terms of its effectiveness in training transfer to positively impact on practice.

This framework will support the work of the WFD group and offer guidance to all agencies in respect of their own training evaluation; the quality of their training, knowledge transfer and positive changes to practice.

All other aspects of the learning and improvement process will be considered; including the use of training needs analysis (TNA) and focus groups as outlined in the Learning and Development Cycle, to assess whether training knowledge is being transferred. It will also consider the work of multi-agency case review audits and learning reviews to inform both single and interagency training on how well or how poorly training transfer is being embedded into practice; and help in redesigning and developing training.

Training Evaluation Framework is accessed via the website.

New link:

8. Principles of the GSCB Training Strategy

The Training Strategy of the GSCB is based upon the following principles that will underpin all training events to ensure that:

- All training is child focussed so that the voice of the child and the child's welfare remain paramount
- To work towards involving children and young people in the design, delivery and evaluation of training
- Training will be delivered by trainers who are knowledgeable about safeguarding, child protection and promoting welfare. When delivering on complex areas trainers will have relevant specialist skills and knowledge
- Training will be delivered by trainers who have completed a train the trainer programme or professional equivalent
- Training will be informed by current research, lessons from serious case reviews and child deaths and national and local policy and practice developments
- Training will be underpinned by the values contained within Working Together 2010, 2013 and 2015.
- Training will be regularly reviewed and evaluated to ensure that it meets the agreed learning outcomes and has a positive impact on practice
- Training materials are updated regularly to ensure content is up to date, relevant and current
- Training will be monitored and evaluated to measure its effectiveness in improving practice and improving outcomes for children and young people.