

Wandsworth Safeguarding Children Board

Multi-agency Safeguarding Training Strategy

2017-18



Foreword

This strategy sets out our framework and direction for ensuring that all staff and volunteers working with children, young people and their families in Wandsworth have the core skills and knowledge to safeguard and protect them from harm. This strategy builds on feedback from service users, training participants and trainers. Our broad training offer reflects current legislation, guidance and latest research.

Multi-agency safeguarding training effectively promotes a shared understanding of the respective roles and responsibilities of the many different professionals working in Wandsworth. It also contributes to effective working relationships and ensures better outcomes for service users. We aim to enable Wandsworth's workforce to have easy access to high quality learning opportunities all year round, helping to ensure that local safeguarding practice continues to improve.

Nicky Pace
Independent Chair
Wandsworth Safeguarding Children Board

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1. Introduction

The Wandsworth Safeguarding Children Board (WSCB) is committed to providing high quality multi-agency training programmes, which support professionals and volunteers working in local statutory, private, voluntary and independent sectors to safeguard and promote the welfare of children and young people. Training is driven by an understanding of the skills, knowledge and abilities that the workforce requires to achieve good outcomes for children, young people and their families. The multi-agency safeguarding training programme is delivered through a combination of online, class room based courses and conferences. The Training and Development Service, within the Children's Services Department, is commissioned by the WSCB to deliver the training programme.

The multi-agency safeguarding training programme is delivered in line with the core areas of safeguarding practice identified and agreed by the WSCB. There is an expectation that the workforce will access the training in addition to single agency training provision, as it promotes improved multi-agency working on all aspects of safeguarding children. The programme will be regularly reviewed to ensure it takes account of local and national changes.

2. Context

The WSCB was established in 2006 following the Children Act 2004, which gave each local authority a statutory responsibility to have a mechanism for agreeing how local organisations cooperate with one another to safeguard and promote the welfare of children and young people. Through scrutiny and the provision of training, the WSCB has to ensure that safeguarding children and young people is a priority and that arrangements for guaranteeing this are effective; including agencies working in partnership and holding each other to account. Further scrutiny is provided by an independent chair of the board.

The WSCB includes representatives from education, health, social care, the police, voluntary and community sector, youth offending, and other organisations that work with children and young people in the borough. It has responsibility for ensuring that a local framework for learning and improvement is in place. It commissions delivery of training and development opportunities for staff and volunteers working across the borough; including those working with adults who are parents or caring for children.

Key policy drivers

The Department for Education published the 2015 edition of *Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children* which states 'safeguarding children - the action we take to promote the welfare of children and protect them from harm - is everyone's responsibility' and that 'children are best protected when professionals are clear about what is required of them individually, and how they need to work

together'. It sets out how individuals and organisations should work together and includes specific areas of practice development such as:

- Identifying safeguarding requirements for partner agencies.
- The role of designated safeguarding professionals.
- The importance of early help.
- Staff competencies.
- Mandatory induction training.
- Allegation procedures including the requirement for all agencies to consult the Local Area Designated Officer, known as the LADO, within 24 hours.

Other key policy drivers informing this strategy are:

- The Children Acts 1989 and 2004.
- The Victoria Climbié Inquiry Report 2003 and The Protection of Children in England: A Progress Report Laming, H. (2009).
- Munro Review – Final report (2012).
- What to do if you are worried a child is being abused (March 2015).
- Messages from Ofsted analysis reports on serious case reviews.
- The London Child Protection Procedures (5th edition 2013; revised March 2015).
- Competence Still Matters: Safeguarding training for all employers and volunteers (2013).
- Keeping Children safe in Education (2015).
- Wandsworth Children and Young People's Partnership: Guide to Early Help (2015).

3. Purpose and Objectives

The purpose of the multi-agency safeguarding training programme is to ensure that Wandsworth's workforce is aware of local safeguarding procedures, practice and expectations.

The multi-agency safeguarding training programme objectives are:

- Share learning from serious case reviews and other reviews and ensure it is understood.
- Promote a shared understanding of the tasks, processes, principles, roles and responsibilities outlined in national guidance and local arrangements for safeguarding and promoting the welfare of children.
- Improved communication 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, decision making, critical analysis and professional judgement
- Building an effective workforce whose practice is underpinned by best practice.

The WSCB has signed up to the Local Safeguarding Children Board (LSCB) safeguarding procedures which ensure uniformity with other London boroughs.

4. Equality and Diversity

Training events will be conducted in ways which create a climate that respects and values diversity and promotes anti-oppressive practice.

5. Principles and Standards

The multi-agency safeguarding training programme is underpinned by the following:

- Training is child focused so that the voice of the child and the child's welfare remain paramount.
- Training is 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.
- Internal trainers will complete a train the trainer programme as a pre-requisite before they can deliver multi-agency safeguarding training or be added to the pool of internal trainers.
- Training and development will be informed by current research, lessons from serious case reviews, child deaths, national and local policy and practice developments.
- Training and development activities will be underpinned by the values contained within Working Together 2015.
- Activity will be regularly reviewed and evaluated to ensure that it meets the agreed learning outcomes and has a positive impact on practice.

Training events are publicised and available to book on the TPDOnline system.

<http://safeguarding.tpd.org.uk>

See Appendix 1 for a list of the types of training available during 2017-18.

6. 2017-18 Training Priorities

Multi-agency Safeguarding Training Priority	Training Priority: Success Indicator
1. Roll out the learning from local and national Serious Case Reviews (SCRs) and Partnership Reviews.	A minimum of two multi-agency conferences delivered per year based on the learning from local, national and partnership reviews. Additionally, one event delivered on the outcomes of case audits for the multi-agency group.
2. Delivery of 'Signs of Safety and Wellbeing' training for the multi-agency workforce.	75% of training events attended by staff in different roles and at different levels across the workforce.
3. Promote online learning courses to ensure basic safeguarding awareness.	Online safeguarding courses accessed by the multi-agency workforce with evidence of wide reach across all sectors.
4. Raise awareness of the management of allegations against staff who work with children and young people.	A minimum of two multi-agency training events per year delivered on managing allegations against staff with staff members across all sectors being fully aware of the process and expectations. Some course will be specifically targeted at sectors as appropriate, e.g. VCS, Education/Schools
5. Deliver multi-agency training events and occasional training sessions for specific workforce groups (bespoke).	80% of the multi-agency safeguarding training programme is delivered to multi-agency partners.
6. Review the content of all multi-agency safeguarding training courses to ensure that the latest learning from SCRs, Partnership Reviews, case audits, and any changes in policy or procedures are incorporated.	Training materials are kept up to date with accurate information for all training events.
7. Develop effective evaluation processes to measure the impact of learning on local safeguarding practice.	A robust evaluation process is in place that facilitates pre and post evaluations and impact evaluations, and captures qualitative data and evidence on the impact on practice in the long and short term.

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Multi-agency Safeguarding Training Priority	Training Priority: Success Indicator
8. Promote the safeguarding training offer to reach more members of the workforce and to increase take up.	The take up of multi-agency safeguarding training has increased across the different sectors of the workforce.
9. Allocate 10% of all safeguarding training event places to Voluntary and Community Sector Staff.	10%+ of multi-agency safeguarding training events are secured by the Voluntary and Community Sector with at least two events being hosted within the community per year.
10. Undertake training needs analysis and mapping exercises to inform the future training programme, identify gaps in training and to establish what single agency training is being delivered.	A fully revised training strategy to be developed during 2017 for introduction in 2018.
11. Deliver Designated Safeguarding Lead and whole school staff safeguarding training in line with statutory guidance.	Schools are up to date with their safeguarding training requirements and Designated Safeguarding Leads training is offered at a basic and advanced level with events being held at least three times per year.
12. Inform and set standards to ensure good quality single agency safeguarding training.	Core multi-agency safeguarding training messages in place and inform single agency safeguarding training, via the WSCB Training & Workforce Development Sub-committee
13. Deliver Workshops to Raise Awareness of Prevent for the multi-agency workforce.	The multi-agency workforce is appropriately up skilled and knowledgeable about Prevent leading to early identification.
14. Explore opportunities to involve service users in planning and delivering multi-agency safeguarding training.	Service users are involved in the design and implementation of selected multi-agency safeguarding training events.
15. Develop a quality assurance system for both single and multi-agency training, including a set of agreed quality standards.	All training events are annually reviewed against minimum standards.

7. Core Training Subjects

The multi-agency safeguarding training programme covers general safeguarding practice development and specialist topics that raise safeguarding issues and address WSCB business priorities such as:

- Children Missing from Home and Care
- Child Sexual Exploitation
- Child Trafficking
- Domestic Abuse (including within adolescent relationships)
- Female Genital Mutilation (FGM)
- Gangs
- Parental Mental Health
- Parental Substance Misuse
- Prevent/Radicalisation
- Neglect

See Appendix 2 for general practice and specialist development training subjects covered by the multi-agency safeguarding training programme.

8. Target Audiences

The multi-agency safeguarding training programme is viewed as an essential addition to single agency continuing professional development programmes. Managers are required by Government legislation to ensure staff competence in safeguarding the welfare of children and young people.

Multi-agency safeguarding training is offered for professional groups as described in the LSCB Competence Matters Framework document and summarised in Appendix 3. The training programme further denotes training pathways which compliment single agency programmes and is offered to meet the varying levels of expertise and statutory responsibilities (see Appendix 4). In Wandsworth, the learning needs of Level 7 and 8 staff groups are supported by attendance at relevant external conferences, as well as the provision of local conferences and 'Learning from Experience' events.

9. Safeguarding Training for Schools

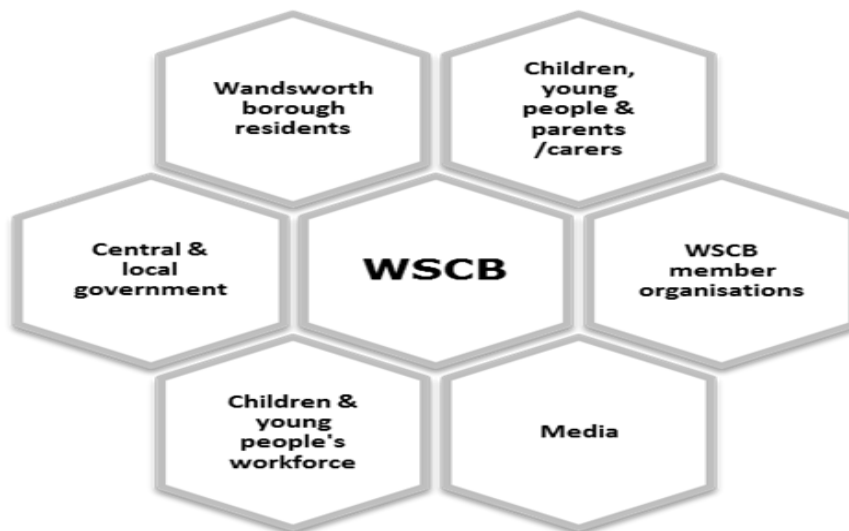
As a universal service and a key statutory partner, schools have a significant role to play in the safeguarding of children and young people and in achieving positive outcomes for them. Wandsworth has over 150 schools located in the borough. The Training and Development Service delivers safeguarding training to maintained and independent schools.

10. Safeguarding Training for Early Years

The Training and Development Service is responsible for commissioning and delivering safeguarding training for early year's staff in settings and to childminders. The majority of early years provision in the borough is privately owned nurseries and nursery or reception classes within maintained primary schools. Independent schools and nurseries operating in the voluntary sector represent a smaller proportion of provision.

11. Stakeholders

The key stakeholders who influence and will be influenced by the WSCB multi-agency safeguarding training programme are illustrated below.



12. Service Users' Views

Service users' views

In 2014-15 a sample of clients and service users informed the Training and Development Service of the following qualities, skills and knowledge that they expect staff and volunteers working with them to display. This work will be repeated in 2017.



13. Roles and Responsibilities

The WSCB is responsible for ensuring multi-agency safeguarding training is provided to the workforce in line with Working Together 2015 expectations. Additionally, the WSCB will review and evaluate the delivery, reach and availability of the training, along with single agency safeguarding training provision and with reference to outcomes from Section 11 Audits.

The Training and Workforce Development Sub-Committee is responsible for overseeing the development of the multi-agency safeguarding training programme with a focus on achieving better outcomes for children and young people, at both strategic and operational levels, by fostering the following:

- Ensuring the programme is informed by the training and development needs of the workforce groups represented
- Monitoring the quality and impact of training delivered
- Ensuring the training includes input in relation to the child death review processes and learning from local and national serious case reviews
- Monitoring single agency safeguarding training on offer.

All members of Training and Workforce Development Sub-Committee have responsibility for supporting effective dissemination of training course details and sharing information about single agency training provided by their organisation.

14. Publicity

All multi-agency safeguarding training events are advertised on Wandsworth Training and Professional Development Online (TPD Online). Registered users are alerted to new training events each week via automated email. Flyers are also used to promote training events to staff and managers across the workforce.

15. On the Day and Impact Evaluation

From April 2016, all multi-agency safeguarding training events have been evaluated by undertaking pre and post-course evaluations (on the day of the training). Impact evaluation questionnaires will also be completed by individual learners at least twelve weeks following the course. CPD Leads/Managers will also complete an impact valuation questionnaire for each member of staff who completes a course.

16. Governance

The Training and Development Service is mandated and funded to provide multi-agency safeguarding training to the children and young people's workforce in Wandsworth. The service reports regularly to the Monitoring Sub-committee of the WSCB on the delivery and impact of the training programme.

Appendix 1: Multi-agency Safeguarding Training available in 2017-18

<ul style="list-style-type: none"> • Background to Safeguarding Children (online learning) • CAADA Young People affected by intimate Partner Violence • Child Abuse linked to faith or culture (online learning) • Children Missing from Home and Care • Child Sexual Exploitation – Level 1 (online learning) • Child Sexual Exploitation – Level 2 (online learning) • Child Protection Awareness Recognition and Referral • Child Protection Process and Procedures (online learning) • Child Protection Refresher • Child Trafficking • Complex Neglect • Critical Thinking in Assessing Harm • Domestic Abuse • Domestic Violence and Safeguarding Children (Advanced) • E-safety Awareness Workshop • Faith Based Abuse • FGM as a Safeguarding Issue • Gangs • Honour Based Violence • Introducing Signs of Safety and Wellbeing (online learning) • Impact of Parental Substance Misuse on Parenting • Impact of Parental Learning Difficulties • Impact of Domestic Violence on Children • Keeping Good Records (online learning) • Learning Lessons: Key themes and practice learning points from a Wandsworth SCR • Multi-agency 2 Day Signs of Safety and Wellbeing • Multi-agency Working (online learning) • Planning and Decision Making in Child Protection • Protecting young people from sexual violence 	<ul style="list-style-type: none"> • Recognising Abuse and Neglect Scenarios (online learning) • Referring Safeguarding Concerns (online learning) • Responding to a Disclosure – what you should do (online learning) • Safer Recruitment (online learning) • Safeguarding Basic Adults and Children • Safeguarding Awareness for Volunteers • Self Harm • Sexual Exploitation: Identification and intervention • Sexual Exploitation: Identification and response for managers • Signs of Safety & Wellbeing: Tools for working with children • Supervision Skills • The Effects of Parental Mental Health on Children • The Effects of Parental Mental ill Health on Children (Advanced) • Training the Trainers • Understanding Children's Development (0-11) • Understanding Adolescence • Using the Signs of Safety and Wellbeing approach in TAC meetings at specialist level • What is Sexual Violence? • Working with Challenging Adolescence • Working with Child Sexual Abuse • Working with Gangs • Working with Hard to Help Families managing Authoritative Practice • Working with Hard to Help Families developing Authoritative Practice • Workshop to Raise Awareness of Prevent: Identifying those at risk of being drawn into terrorism • Young People and Violence Against Woman and Girls
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Appendix 2: General Practice and Specialist Development Training Subjects

General Practice Development	Specialist Development
<ul style="list-style-type: none"> • Asking Difficult Questions • Assessment • Child Protection • Dealing with allegations against staff • Early Help • Keeping Good Records • Multi-agency Working • Safeguarding practice • Safer Recruitment • Serious Case Reviews (SCRs) and Management Reviews • Signs of Safety and Wellbeing • Supervision Skills • Volunteers 	<ul style="list-style-type: none"> • Abuse due to Belief in Witchcraft • Adolescence • Anti-bullying • Attachment • Child Sexual Abuse • Child Sexual Exploitation • Child Trafficking • Children Missing from Home and Care • Children's Development • Complex Neglect • Domestic Abuse • Online safety • Faith Based Abuse • Female Genital Mutilation • Gangs • Hard to Reach Families • Honour Based Violence • Impact of Parenting Learning Difficulties • Impact on Parental Substance Abuse • Partner and Sexual Violence • Safeguarding disabled children • Self Harm • Sexual health of young people • The effects of Parental Mental Health • Workshop to Raise Awareness of Prevent

Appendix 3: Local Safeguarding Children Board Competence Matters Framework Summary

Group	Description
1	Staff in infrequent contact with children, young people and/or parents/carers who may become aware of possible abuse or neglect. E.g. librarians, GP receptionists, community advice centre staff, recreation assistants, and environmental health officers.
2	Staff in regular contact or have a period of intense but irregular contact, with children, young people and/or parents/carers including all health clinical staff, who may be in a position to identify concerns about maltreatment, including those that may arise from the use of Team around the Child. E.g. housing or hospital staff, YOT staff and staff in secure settings, some police roles, sports development officers, disability specialists, faith groups, community youth groups, play scheme volunteers.
3	Members of the workforce who work predominantly with children, young people and/or their parents/carers and who could potentially contribute to assessing, planning, intervening and reviewing the needs of a child and parenting capacity where there are safeguarding concerns. E.g. paediatricians, GPs, youth workers, early years sector workers, residential staff, midwives, school nurses, health visitors, sexual health staff, teachers, probation staff, sports club welfare officers, those working with adults in, for example, learning disability, mental health, alcohol and drug misuse services, those working in community play schemes.
4	Members of the workforce who have particular responsibilities in relation to undertaking section 47 enquiries, including professionals from health, education, police and children's social care; those who work with complex cases and social work staff responsible for co-ordinating assessments of children in need.
5	Professional advisors; named safeguarding designated members of staff (DMS) / lead professionals in schools, Health and other partner agencies.
6	Operational managers at all levels including: practice supervisors; front line managers and managers of child protection units.
7	Senior managers responsible for the strategic management of services; NHS board members.
8	Members of the LSCB including: board members; independent chairs; directors of children's services; elected members; lay members; members of executive and sub/task groups; business support team; inter-agency trainers.

Appendix 4: Target Audience Training Pathways

Training content	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
Basic safeguarding awareness, including definitions of abuse and what to do	✓	✓	✓	✓	✓	✓	✓	✓
Assessments using SOSWB approach and sharing information		✓	✓	✓	✓	✓	✓	✓
Working together to identify, assess and meet the needs of children where there are safeguarding concerns			✓	✓	✓	✓	✓	✓
Impact of parenting issues e.g. domestic violence, substance misuse, mental ill health				✓	✓	✓	✓	✓
Section 47 investigations and assessments role and responsibilities; using professional judgement in complex cases		✓	✓	✓	✓	✓	✓	✓
Communication with children		✓	✓	✓	✓	✓	✓	✓
Promoting effective, authoritative professional practice; supervision; specialist management			✓	✓	✓	✓	✓	✓
Section 11 expectations, roles and responsibilities						✓	✓	✓
Strategic Management of Safeguarding in the children's workforce to promote effective co-operation that improves effectiveness; current policy, research and practice developments; lessons from SCRs; specialist training to undertake specific roles (e.g. independent chair); business manager						✓	✓	✓