Merton
Safeguarding
Children Board

Multi-agency Training Strategy

June 2017-2019

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		page
1	Introduction	2
2	MSCB Learning and Development Provisions	4
3	Training commissioning cycle	5
4	The MSCB Training Sub-Group	5
5	Training Groups	6
6	Evaluation and Monitoring	7
7	Charging Policy	8
8	Membership	8
9	Contact details	8
Appendix 1	Training Groups	9
Appendix 2	Training Evaluation and Impact Analysis Framework toolkit	11
Appendix 3	Legislation and Guidance	17

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Morden SM4 5DX

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Applications for course to be made on line:
http://www.merton.gov.uk/health-social-care/children-family-health-social-care/lscb/lscbtraining.htm

1. Introduction

1.1 The Local Safeguarding Children Board (LSCB) has a range of roles and statutory functions including developing local safeguarding policy and procedures and scrutinising local arrangements, and it composed of senior representatives of local agencies.

1.2 Section 14 of the Children Act 2004 sets out the objectives of LSCBs, which are:
(a) to coordinate what is done by each person or body represented on the Board for the purposes of safeguarding and promoting the welfare of children in the area; and
(b) to ensure the effectiveness of what is done by each such person or body for those purposes.

1.3 Regulation 5 of the Local Safeguarding Children Boards Regulations 2006 sets out that the functions of the LSCB, in relation to the above objectives under section 14 of the Children Act 2004, are as follows:

1(a) developing policies and procedures for safeguarding and promoting the welfare of children in the area of the authority, including policies and procedures in relation to:

(i) the action to be taken where there are concerns about a child's safety or welfare, including thresholds for intervention;

(ii) training of persons who work with children or in services affecting the safety and welfare of children;

(iii) recruitment and supervision of persons who work with children;

(iv) investigation of allegations concerning persons who work with children;

(v) safety and welfare of children who are privately fostered;

(vi) cooperation with neighbouring children's services authorities and their Board partners;

(b) communicating to persons and bodies in the area of the authority the need to safeguard and promote the welfare of children, raising their awareness of how this can best be done and encouraging them to do so;

(c) monitoring and evaluating the effectiveness of what is done by the authority and their Board partners individually and collectively to safeguard and promote the welfare of children and advising them on ways to improve;

(d) participating in the planning of services for children in the area of the authority; and

(e) undertaking reviews of serious cases and advising the authority and their Board partners on lessons to be learned.

1.4 In order to fulfil its statutory function under regulation 5 of the Local Safeguarding Board Regulations 2006 the LSCB should use data and, as a minimum, should:

- assess the effectiveness of the help being provided to children and families, including early help;
- assess whether LSCB partners are fulfilling their statutory obligations set out in chapter 2 of this guidance;
- quality assure practice, including through joint audits of case files involving practitioners and identifying lessons to be learned; and
- monitor and evaluate the effectiveness of training, including multi-agency training, to safeguard and promote the welfare of children

In order to fulfil its statutory functions under s11 of the Children Act 2004, the Merton Safeguarding Children Board will ensure that appropriate supervision and support for staff, is available including undertaking safeguarding training. This will involve:

- employers being responsible for ensuring 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;
- staff being given a mandatory induction, which includes familiarisation with child protection responsibilities and procedures to be followed if anyone has any concerns about a child's safety or welfare; and
- all professionals having regular reviews of their own practice to ensure they improve over time.

1.5 The New Ofsted Framework for the Review of Local Safeguarding Children Boards (2013) will:

- evaluate the progress, learning, practice improvement and impact of any serious case reviews.
- Ensure that the LSCB has a local learning and improvement framework with statutory partners. Opportunities for learning are effective and properly engage all partners.
- ensure that sufficient, high-quality multi-agency training is available and evaluates its effectiveness and impact on improving front-line practice and the experiences of children, young people, families and carers. All board members support access to the training opportunities in their agencies.

1.6 This training strategy has been developed by the Training Sub-Group of the Merton Safeguarding Children Board (MSCB), and received approval from the main Board on 14th January 2014. The purpose of the strategy is to act as a framework for the multi-agency training programme offered as part of the Board's remit.

1.7 The MSCB multi-agency programme is supported by Common and Shared Assessment (CASA) training offered by the borough, comprising workshops on the Merton Wellbeing Model, CASA Process and Information Sharing.

The intention is that all those involved with children and young people - from social care, schools and health to police and voluntary groups, will join in sharing information & working together, with the express purpose of protecting children and young people from harm and helping them achieve positive outcomes.

The strategy covers the aim & principles of multi-agency training, objectives and levels of training offered, along with the role, terms of reference and membership of the Training Sub-Group.

The programme has a multi-disciplinary focus and it is intended to support and complement single-agency training, which remains the responsibility of individual agencies.

1.8 The MSCB expects that all organisations or groups will:

- undertake a periodic analysis of the training & development needs of their staff or members
- provide new employees or members with induction training on their role & responsibilities in relation to the safeguarding children or young people
- provide refresher training to keep people up-to-date.
- Evaluate the impact of individual learning on their professional development and practice

2. MSCB Learning and Development Provisions

2.1 The overall aim of multi-agency training is to ensure that the children's workforce in Merton, across both statutory and Private and Voluntary (PVI) Sectors, are committed to and work together to deliver services that improve the welfare and protection of all children and young people in the borough. These include groups and organisations that:

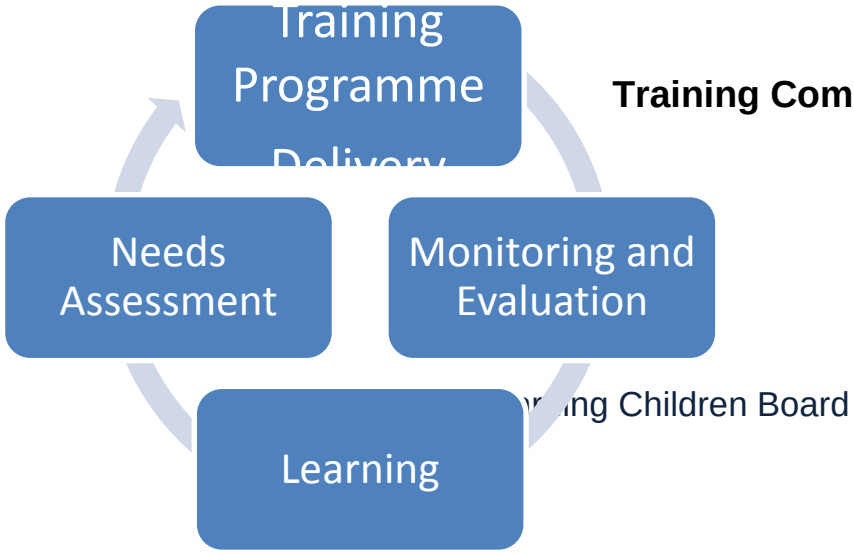
- are directly involved in service provision to children or young people
- work with adults who are parents or carers
- have contact with or receive information about children.

2.2 The principles informing multi-agency training are that all courses, briefings and conferences:

- are child centred, promote children's rights and needs ensuring that their voices, wishes and feelings are heard and that their welfare is paramount
- place the child within the family, recognising the need to work together and in partnership with parents & carers
- promote the need for working together across agencies and sectors to safeguard children from harm
- promote the development of an an holistic approach to assessment, addressing children's needs within their family and wider community, based on action and outcomes for children, rooted in child development and based on evidence.
- incorporate equal opportunities and anti-oppressive practice and reflect the diversity of communities served
- recognise and value the opinions and experience of all participants to create an inclusive learning environment
- are available to all those in statutory and PVI organisations working with children, young people and their parents or carers.

2.3 The provision of learning and development will be based on lessons from serious case reviews, management reviews, the MSCB business plan and other requirements as arising during the course of the year. It will also link to requirements from other boards and where appropriate share with other Safeguarding Boards and agencies so as to avoid duplication with single agency programmes and maximise the use of resources and shared expertise.
The programme will be flexible to meet demands and will make use of internal expertise and trainers, as well as commissioned specialist training providers. The programme will also incorporate opportunities for reflective learning founded in practice. It will also review new ways of delivering learning and implement these as required.
The Learning and Development Programmes offered by the MSCB will include training courses as well as learning events, E-Learning packages, conferences and briefings

3. Training Commissioning Cycle



Informed by:

- Course evaluation
- Evidence of Practice Learning
- Training needs analysis

Agency TNA – Supervision and appraisal
Competency Framework
SCRs/SI reviews
Audits
National learning

The MSCB Training Sub-Group

4.1 the role of the MSCB Training Sub-Group is to ensure that:

- all multi-agency training in Merton promotes a shared understanding of national guidance and local arrangements in relation to safeguarding and child protection. This covers the underpinning principles, the roles & responsibilities of those involved, and the tasks & processes entailed

- all relevant staff & volunteers in the statutory and PVI sectors:

- are equipped with the skills to identify safeguarding issues
- understand and are able to take part in effective, inter-agency child protection processes. This includes the need for all professionals to work together and in partnership with children, young people and their families or carers.

4.2 The MSCB Training Sub-Group will also:

1) support the delivery of the basic child protection programme by:

•developing and maintaining a pool of trainers from LSCB partner agencies
•continuing to review content of courses and training materials in the light of:
- feedback from individuals, groups and organisations
- legislative, policy and organisational developments
- research findings, contemporary concerns & the changing nature of social care & diversity

2) inform current & future planning by:
•continuing to develop an overarching analysis of training needs across the borough, including timeframes within which particular groups of staff should have undertaken basic, specialised & refresher courses
•encouraging partner agencies to conduct their own individual needs analyses and provide inputs into the planning process for the MSCB training programme
•continuing to formalise inter-borough links to share expertise and relevant training events

3) to evaluate and monitor performance by:
•reviewing systems and measures to enable facilitators and the Training Sub-Group better oversight of programme content, delivery and outcomes
•tracking profile of participants and how representative this is of the diversity of groups and individuals targeted.
- have in place a system to monitor the impact of training on individual's development and practice

4.3 The MSCB Training Sub-Group will monitor and document its activities through the Training Sub-Group meeting minutes, the work plan' s progress report in line with the overall MSCB plan.

5 Training Groups

5.1 Whilst Working Together to Safeguard Children 2013, continues to refer to the LSCB duty to provide and monitor the impact of training on practice, it no longer suggest target groups.

5.2 In line with London Safeguarding Board Training Sub-Group recommendation, the MSCB have agreed to continue to adopt Competence Still Matters 2013 as a guidance for multi-agency training.
This Guidance underpins the London Safeguarding Children Board's Child Protection Procedures v5 (www.londonscb.gov.uk/procedures/) and provides a framework for single and multi-agency training to enable professionals, volunteers, agencies, organisations and services to acquire the skills and knowledge to work effectively within existing guidance and procedures for safeguarding children. It promotes consistency across the London Boroughs for the delivery of such training whilst allowing for the degree of flexibility required to meet locally identified needs.

5.3 Competence Still Matters 2013, underpins the London Safeguarding Children Board's Child Protection Procedures v5 and provides a framework for single and multi-agency training to enable professionals, volunteers, agencies, organisations and services to acquire the skills and knowledge to work effectively within existing guidance and procedures for safeguarding children. It promotes consistency across the London Boroughs for the delivery of such training whilst allowing for the degree of flexibility required to meet locally identified needs.
It represents a standard of good practice and supports Local Safeguarding Children Boards, Children's Trusts and partner organisations fulfil their responsibilities under Regulations 5(a)(ii) as outlined in chapter 3 of 'Working Together to Safeguard Children' (2013).

5.4 The tables in Appendix 1 detail the eight staff groups and the minimum training requirements in respect of each group.
Employers should use the tables to ensure that all relevant employees and volunteers receive timely, appropriate training whether provided in-house, by their LSCB or by other training providers.
The MSCB applies the tables to inform the development of any local, multi-agency training programme. The tables can also be used when developing audit tools to measure the quantity and quality of single and multi-agency training provision within any borough.

5.5 When using the tables to design single or multi-agency programmes or training events, the focus should be on the outcomes indicated against the content for each of the eight groups.

5.6 In developing training programmes, employers and the MSCB will ensure that specific or specialist topics are covered (for example, impact of parental mental health, domestic violence, substance misuse, sexual exploitation). Training programmes should be continually revised to ensure the inclusion of ongoing lessons from research, Serious Case Reviews and government inquiry reports.

5.7 With the assistance of the Health Services representatives on the Training Subgroup, all courses will be checked and rated against the relevant levels from the Inter-Collegiate document 2014.

6. Evaluation and Monitoring

6.1 The MSCB is committed to ensure that sufficient, high-quality multi-agency training is available and to evaluate its effectiveness and impact on improving front-line practice and the experiences of children, young people, families and carers, as well as professional development.

6.2 All course programmes will be evaluated and monitored in line with the MSCB quality assurance framework and other appropriate performance management tools such as the pan London Training Evaluation and Impact Analysis Framework toolkit.

6.3 The pan London Training Evaluation and Impact Analysis Framework used to achieve evidence to support the quality assurance process has been broken down into three levels of evaluation.

6.4 Pre-evaluation
This form will be given to all training participants to complete so that the participants knowledge before attending the training can be logged. This form will be treated as the baseline for each participant's level of knowledge. The pre-evaluation can be completed a week (or more) before the course, or on the day at the beginning of the course.

6.5 End of course evaluation
This form will be given to each participant at the end of each course to establish what the participant has learned over the duration of the course. This will be compared to the baseline evaluation and will evidence whether the course was pitched appropriately for the audience, has met its objectives and measures what the participant has learned from the training session.

6.6 Post course evaluation
This form will be sent out after the course (between 6 and 12 weeks) to both the participants and their line manager. The purpose of this level of evaluation is to find out whether the learning from the course has been used in practice to change confidence or attitude of the learner. This evaluation is to measure the impact of the training on practice and to evidence if the learning has improved outcomes for children. This will be collected through a questionnaire and by both the learner and manager providing a short summary of how the training has been used. (see appendix 2)

6.7 Impact of learning on practice:
Line managers are expected to follow up impact of the learning in practice via staff supervision and appraisals as well as sharing practice via team meetings, case reviews and peer reviews. Audits of practice should also incorporate impact of learning.
All evaluation and monitoring will inform future learning and development programmes

6.8 Feedback from experiences of Children, Young People and their Families

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

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

7. Charging Policy

7.1 The Merton Safeguarding Children Board is committee to ensure that everyone involved in working with children, young people and their families have access to training and for most practitioners attendance to training is free of charge.
7.2 All delegates from private / profit making agencies that do not contribute to the MSCB budget will be charged to attend the MSCB training courses.
7.3 Charges of £50.00 per person, will apply to all agencies in circumstances when delegates fail to attend training and fail to inform the training department.

8 Membership of Training Sub-Committee *Simon to review*

The expectation is that the membership includes key personnel from LSCB partner agencies, both statutory & non-statutory:

LBM Children's Social Care
Children's Safeguards Team – to include CAF/ CCM representation
CSC Service Managers
CSC Training Team
LSCB Multi-Agency Trainer
Safer Merton
Vulnerable Children Team
Youth Justice
Youth Service
Connexions
Children's Fund

LBM Education
Schools
Early Years

CAFCASS

Health
Epsom & St Helier Trust
Sutton & Merton PCT
London Ambulance Service
SW London & St Georges MH Trust - to include CAMHS

Police
Child Abuse Investigation Team (CAIT)

Probation

Private, Voluntary & Independent (PVI)
Merton Voluntary Service Council
NCH
PVI sector representative

Merton LSCB	**phone**	020 8545 4866/ 4255
9th floor, Merton Civic Centre	**fax**	020 8545 4198
London Rd	**email**	mertonlscb@merton.gov.uk
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APPENDIX 1 – Training Groups

Groups

'Working Together to Safeguard Children' (2010) groups audiences together based on their degree of contact with children and/or parents/carers and their levels of responsibility, in order to assist with the identification of training and development needs. These groups are:

Group	Description
1	Staff in infrequent contact with children, young people and/or parents/carers who may become aware of possible abuse or neglect. For example, librarians, GP receptionists, community advice centre staff, groundsmen, recreation assistants, environmental health officers.
2	Those 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 CAF. For example, housing, hospital staff, YOT staff and staff in secure settings, the police other than those in specialist child protection 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. For example, paediatricians, GPs, youth workers, those working in the early years sector, 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 and designated lead professionals.
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.

N.B these are illustrative examples of the audiences for each target group.

Training requirements for each group

Many groups are required to undergo training related to their level of responsibility in addition to some of the training aimed at the lower level groups. For example, a worker from group 7 is required to undergo the training outlined for group 7 but is also required to undergo training outlined for groups 1, 2, and 3.

The following chart provides an overview of the training requirements for all groups.

	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
Employees and volunteer workers in group 1 should undergo training for each group ticked.	✓							
Employees and volunteer workers in group 2 should undergo training for each group ticked.	✓	✓						
Employees and volunteer workers in group 3 should undergo training for each group ticked.	✓	✓	✓					
Employees and volunteer workers in group 4 should undergo training for each group ticked.	✓	✓	✓	✓				
Employees and volunteer workers in group 5 should undergo training for each group ticked.	✓	✓	✓		✓			
Plus employees and volunteer workers in group 5 if advising staff from group 4.				✓				
Employees and volunteer workers in group 6 should undergo training for each group ticked.	✓	✓	✓			✓		
Plus employees and volunteer workers in group 6 if advising staff from group 4.				✓				
Employees and volunteer workers in group 7 should undergo training for each group ticked.	✓	✓	✓				✓	
Employees and volunteer workers in group 8 should undergo training for each group ticked.	✓	✓	✓					✓

The following tables provide more detail in respect of the training requirement for each group.

APPENDIX 2 – Training Impact Analysis

Training Impact Analysis - London Safeguarding Children Board

Key

Training Sub Group	Trainer	Line Manager
Training Co-ordinator	Participant	

When	Who		Required Actions
Annually		1	Review programme of events
		2	Agree which courses need to be evaluated, select relevant measures and agree responsibilities and support
Pre Course		1	Ensure participant attendance reflects multi-agency profile
		2	Liaise with the trainer to confirm event is being evaluated for the LSCB
		3	Agree learning outcomes
		4	Request alloctaion of 15 minutes at the start and before finish of the event for completion of evaluations (see Stage 1 and Stage 2 forms in appendix)
At Course Enrolement		1	Send confirmation of place, inform participant of new evaluation process and encourage them to fully and honestly participate.
Course Start		1	Ensure Trainer has sufficient copies of Stage 1 and Stage 2 forms, the Trainer's evaluation form and an agreed method of ensuring these will be returned safely to the Training Co-ordinator at completion of the course
		2	Explain evaluation system and ask for co-operation from participants.
		3	Distribute and ask participants to complete Stage 1 form (15minutes)
		4	Complete Stage 1 form
		5	Collect and retain Stage 1 forms
Course End		1	Distribute and ask participants to complete Stage 2 form (15minutes)
		2	Complete Stage 2 form
		3	Complete Trainers evaluation form
		4	Collect and retain Stage 2 forms. Ensure they, along with Stage 1 forms and the Trainers evaluation are received securely by the Training Co-ordinator

Training Impact Analysis - London Safeguarding Children Board

Post Course < 1 week		1	Collate and record Stage 1 and Stage 2 forms
Post Course 6-12 weeks		1 2 3	Distribute Stage 3 form to participants and their line manager's for joint completion. Complete Stage 3 form and return Follow up and continue to request completed responses until a sufficient sample rate is received. *
Post Course		1 2	Collate and record Stage 3 forms Measure to expected/targeted outcomes
Annually		1 2	Prepare report for LSCB Subgroup Review results and report to LSCB with any recomendations.

Notes:

1 Any of the questionnaires can be completed using an online system if the individual borough has the facilities available.

2 The three stage model is designed to collect data which is consistent and measurable across a variety of courses and will provide an analysis of the impact of the training module. LSCB's may need to gather other data such as ethnicity/gender/disability in order to meet in-house or external monitoring requirements. This information can be easily collected when the initial application is made, and then fed into the analysis post course.

3 Stage 1 and 2 forms will be largely rating based. This will enable a comparative analysis can be made in-house across a programme of events as well as cross-borough if required

4 Stage 3 forms wil be much more 'reflective' based questions and will determine the impact on practice with a percieved and actual measure from the delegate and their line manager.

5 We have taken into consideration a measure of how relevant the training was to the individual, this should help to identify where particpants are attending innappropriate course modules for their roles and responsibilities.

* Whilst the aim should be to receive a 100% return rate at Stage 3. We regard a miniumum of 25% to be a level at which comparative and worthwhile results can be achieved.

Training Impact Analysis - London Safeguarding Children Board

Stage 2 Questionnaire

Name: _____ Phone/Email _____

To be completed at the end of the training event. Please use the rating scales indicated by each question, ticking one option per question.

1 Please rate your knowledge, at this moment, of the subjects identified in the learning objectives for this course

I have:	No knowledge	Some knowledge	A good level	A high level

2 How relevant to your current role do you think this topic is?

Relevant:	Not at all	Somewhat	Very	Extremely

3 Please rate your confidence in practice when dealing with this subject?

Not very confident, will need guidance much of the time	Fairly confident, will need guidance some of the time	Confident, need guidance only in more complex situations	Confident and able to offer peer support to colleagues

4 The training facilitator's skills were...

Poor	Satisfactory	Good	Excellent

5 Rate to what extent you agree that Equal Opportunities and Anti-discriminatory practice were integrated

Not at all	Somewhat	Very	Extremely

Stage 2 Questionnaire cont.

To be completed at the end of the training event. Please use the rating scales indicated by each question, ticking one option per question.

6 Did this course meet the identified aims and objectives?

Yes	No

Comments:

7 What difference do you think this training will make to your work with Children, young people and their families? Please give at least 2 examples

8 Would you recomend this course to your colleagues?

Yes	No

Why?

Training Impact Analysis - London Safeguarding Children Board

Stage 3 Questionnaire

Name: _____ Phone/Email _____

To be completed 6-12 weeks after the training event.
Please use the rating scales indicated by each question, ticking one option per question.
Stage 3 is to be completed jointly by the attending delegate and their line manager

1 Please rate your knowledge, at this moment, of the subjects identified in the learning objectives for this course

I have:

No knowledge	Some knowledge	A good level	A high level

2 Please rate your confidence in practice when dealing with this subject?

Not very confident, will need guidance much of the time	Fairly confident, will need guidance some of the time	Confident, need guidance only in more complex situations	Confident and able to offer peer support to colleagues

3 What difference do you think this training has made to your work with children, young people and their families
Please give at least 2 examples

Stage 3 Questionnaire cont.

To be completed 6-12 weeks after the training event.
Stage 3 is to be completed jointly by the attending delegate and their line manager

4 How has attending this training impacted on your colleagues/team/service? Please give at least 2 examples
5 How has implementation of the learning from the training has contributed to improved outcomes for children, young people and their families/carers? Please provide at least 2 examples

APPENDIX 3 – Legislation and guidance

'Working Together to Safeguard Children- DfE 2013
http://www.education.gov.uk/aboutdfe/statutory/g00213160/working-together-to-safeguard-children

Ofsted Framework for the Review of Local Safeguarding Children Boards (2013)

Common core skills & knowledge for children's workforce (2012)

Competence still Matters 2013