



Merton  
Safeguarding  
Children Partnership

# **Merton Safeguarding Children Partnership Learning, Development and Training Strategy**

**Produced by the MSCP (Merton  
Safeguarding Children Partnership)  
Business Support Unit and  
Endorsed by the MSCP  
Policy and Training Sub-group**

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### **1. Context**

The MSCP is committed to supporting a range of multi-agency learning opportunities on safeguarding children and families to practitioners working in Merton. Working Together to Safeguard Children 2018 sets out the guidance for ensuring the workforce is appropriately knowledgeable in safeguarding, including their role and responsibilities, to deliver effective services. To support this, it states:

*“Multi-agency training will be important in supporting this collective understanding of local need. Practitioners working in both universal services and specialist services have a responsibility to identify the symptoms and triggers of abuse and neglect, to share that information and provide children with the help they need.”<sup>1</sup>*

To enable this, the Safeguarding Partnership is required to publish, as part of its arrangements, how inter-agency training will be commissioned, delivered, and monitored for impact and how they will undertake any multiagency and interagency audits.

### **2. London Child Protection Procedures: Safeguarding Training Competency Framework**

The [Safeguarding Training Competency Framework](#), as set out by the pan-London Child Protection Procedures, remains the standard that the MSCP expects those working with children and young people to meet according to their role. It will be reviewed as necessary to maintain currency. It is expected that safeguarding learning training will support individuals in meeting their required safeguarding competencies.

The Competency Framework offers some guidelines to employers for identifying the relevant

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<sup>1</sup> Working Together to Safeguard Children (July 2018) HM Government

competencies (either by group or level including Inter-Collegiate Levels – (ICL))<sup>2</sup> according to staff involvement and responsibilities in relation to children, young people, and their parents.

### **3. Strategic Aims**

The aim of the MSCP Learning and Development Strategy is to provide a framework to support the safeguarding offer across Merton, so those who work with children, young people, carers, and families (including managers, practitioners, and volunteers) are appropriately skilled, competent, and confident in carrying out their responsibilities regarding the safeguarding of children.

The MSCP will do this by providing a comprehensive and effective training programme, which is centred on local need, and responsive to emerging issues, including from local child safeguarding practice reviews, multi-agency audits, and other local or national learning. The MSCP will seek to share and learn from best practice both within the borough, and from national, regional and local organisations, including other safeguarding partnerships. The MSCP aims to deliver a sustainable training programme, and provide excellent value for partners, by drawing on the expertise of multi-agency partners who provide ‘in-house’ training, but also retains a modest budget for commissioning specialist courses where in-house provision is not suitable. All training delivered for the MSCP is expected to adhere to principles of trauma-informed practice and equality and diversity principles.

#### **Developing our Offer**

Learning and development are overseen by the MSCP’s Policy and Training sub-group who regularly review the training programme to ensure it is reflective of the following:

- The MSCP’s strategic priorities, as set out in the MSCP Business Plan and sub-group workplans.
- Emerging learning based on local need through Local Safeguarding Child Practice Reviews (formerly Serious Case Reviews) or relevant learning for the MSCP through other local reviews such as Domestic Homicide Reviews (DHRs) or Safeguarding Adults Reviews (SARs).
- Learning needs identified from the work of the MSCP, such as multi-agency audits (including Section 11), procedural changes, and from inspections. Details of how the MSCP carries out multi-agency audits can be found on our [Quality Assurance Web Page](#).
- Feedback arising from the delivery of our training programme and learning events – either through attendees or trainers.
- The views of children and young people through surveys, forums, and real-life local case studies. Part of this strategy will focus on building further on child voice (including through work with our Young Scrutineer).
- Feedback from partner agencies represented on the Policy and Training Subgroup, or issues flagged from across the other MSCP sub-groups or wider partners.
- National or regional issues, including changes in policy or legislation, learning from national

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<sup>2</sup> Royal College of Paediatrics and Child Health website [Safeguarding children and young people - roles and competencies | RCPCH](#)

safeguarding children reviews, other emerging topics and best practice.

### **Catering for different learning styles**

The MSCP acknowledges that people learn in diverse ways and the learning and development strategy aims to ensure that agencies have access to training that caters for these different learning styles.

Some of these include:

- Learning shared via the regular MSCP News Bulletin, which is published on the MSCP website and through regular email circulation to the Full Partnership and wider partners.
- Half day or full day training on specialist topics.
- Regular 'Lunch and Learn Briefings' – one-hour sessions which are openly accessible, to share key messages from learning reviews, multi-agency audits or other emerging themes.
- 7-Minute Learning briefings – a concise summary of learning on key safeguarding topics and other local learning such as Local Safeguarding Child Practice Reviews, openly available on the MSCP website.
- Annual Conference and other bespoke events.
- Resources and information shared via the MSCP website.

The MSCP also shares training opportunities delivered by other agencies or groups where appropriate.

## **4. Measuring Impact**

The MSCP is committed to monitoring the impact of our training programme to ensure it is improving practice and impacting positively on the outcomes of children and young people in Merton. We seek to involve children and young people in the evaluation of training, and this is facilitated by the Young Scrutineer. Evaluation forms are used for all training courses and events to seek practitioner feedback. All our training courses that are delivered internally, and most of our externally delivered training, will include an evaluation prior to and post-event, which enables us to monitor learning gain. Completion of evaluation forms are mandatory for a delegate to receive their certificate to encourage completion.

The Policy and Training sub-group receive a quarterly training report which includes attendance of training by agency. They also receive a summary of evaluations undertaken to ensure the training programme is having the impact intended, and the group can respond quickly to feedback. This in turn informs the training programme. In this way the Policy and Training Subgroup can be assured that the training is being embedded in line with the ethos of the Competency Framework and to help deliver a more confident and competent workforce.

The MSCP also utilises longer term evaluation forms (at three months) to monitor whether training is still having an impact on practice. Typically, the MSCP has received fewer responses at the three-month evaluation mark and an ongoing aim is to encourage take up of this so that it can monitor impact more effectively. The MSCP will also work with the Policy and Training sub-group and our

Young Scrutineer to ensure that our training programme reflects the voice of children and young people.

## 5. Training Expectations

What we expect from our training:

- ✓ High quality and evidence-based
- ✓ Trauma-informed
- ✓ Adhering to principles of equality, diversity, and inclusion
- ✓ Consistent approach – competent and briefed trainers and presenters
- ✓ Interactive and Engaging
- ✓ Mixed methodology, which could include:
  - Videos
  - Input from children, young people or parents
  - Use of local case studies
  - Opportunities for partnerships to share experiences and practices

## Appendices

### Appendix 1. MSCP Training Programme Training Grid

The London Safeguarding Children Board has published the Competence Still Matters: Training framework for London. Competence Still Matters groups audiences together based on their degree of contact with children and their parents and level of responsibility. There are 8 groups as follows:

GROUP	ROLE/FUNCTIONS
<b>Group 1</b>	Staff in infrequent contact with children, young people and/or parents/carers who may become aware of abuse or neglect. For example, librarians, GP receptionists, community advice centre staff, grounds men, recreation assistants, environmental health officers.
<b>Group 2</b>	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 able to identify concerns about maltreatment, including those that may arise from the use of EHAP. 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.
	Members of the workforce who work predominantly with children, young people and/or their parents/carers and who could potentially contribute to

<b>Group 3</b>	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.
<b>Group 4</b>	Members of the workforce who have 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. Professional advisors, named and designated lead professionals.
<b>Group 5</b>	Professional advisors, named and designated lead professionals.
<b>Group 6</b>	Operational managers at all levels including practice supervisors; front line managers and managers of child protection units.
<b>Group 7</b>	Senior managers responsible for the strategic management of services; NHS board members.
<b>Group 8</b>	Members of the MSCP 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 2. Merton Training Pathway





