



Somerset Safeguarding Children Partnership Training Strategy 2020/21

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1.Introduction

Somerset Safeguarding Children Partnership (SSCP) is committed to providing high quality, effective child protection and safeguarding training for everyone who works both directly or indirectly with children and families in Somerset. This includes partner agencies, and those working in private, independent and voluntary sector roles. Our intention is to work together to ensure that our workforce is competent, confident, resilient and safe to work with all children and young people; creating a workforce which children, young people, parents and carers trust and respect.

This strategy is based upon the defined responsibilities as set out in Working Together to Safeguard Children July 2018 and Keeping Children Safe in Education Sept 2019 and provides a framework for the delivery of learning and development by the SSCP.

This strategy's overarching principles are:

- That all learning programmes support and encourage inter-agency working by enabling staff to develop behaviours, skills, and knowledge for greater inter-professional dialogue and cooperation
- That it is multi-agency - i.e. the learning outcomes and programme content are aimed at a multi-agency audience, with input into design and delivery from all agencies
- All programmes support reflective practice by encouraging practitioners to share their experiences and ideas in the learning environment

2.Agency Responsibilities

Employers – have responsibility to ensure that their staff receive relevant training to ensure they are competent and confident in carrying out their duties and responsibilities for safeguarding and promoting the welfare of children and young people. Employers also have the responsibility to identify resources and support for both single agency and inter-agency training, taking into account individual staff have differing training needs dependent on their degree of contact with children and young people.

Employers should also ensure that qualified staff who undertake specialist roles receive the corresponding level of specialist training.

Although not a core function of LSCPs, the SSCP undertakes the management of the core multi-agency safeguarding children training provision. Partner agencies support this by contributing to the training needs analysis, providing venues for training, providing staff with expertise to contribute to the Training and Development subgroup and contributing to the cost of training within their financial contribution to the funding of the SSCP.

Personal and Professional - there is an expectation that paid staff and volunteers, at all levels, across all disciplines, should be responsible for continuing their own learning and development by updating their skills and knowledge in safeguarding and promoting the welfare of children and young people.

Early Help Core Competencies – *'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. To be effective, practitioners need to continue to develop their knowledge and skills in this area and be aware of the new and emerging threats, including online abuse, grooming, sexual exploitation and radicalisation. To enable this, the three safeguarding partners should consider what training is needed locally and how they will monitor and evaluate the effectiveness of any training they commission'.*

Working Together 2018 p 14

3.Implementation of the strategy

Training and Development subgroup

The Training and Development subgroup supports the training and development functions of the SSCP. Its terms of reference are set out in the SSCP Constitution and its work plan relates directly to the SSCP Business Plan.

Key responsibilities include:

- Recommending to the Partnership a programme of learning and development which is informed by a training needs analysis including learning from Serious Case Reviews, appreciative enquiries, safeguarding conversations, feedback from local audits, research findings and national guidance
- Co-ordinating multi-agency training and development activity
- Evaluating training being delivered and ensuring it meets local need, current legislation and policy guidance
- Ensuring standards of multi-agency and single agency training as stated in Working Together 2018 and Keeping Children Safe in Education 2019
- Producing the multi-agency Training Strategy and Standards and overseeing its dissemination, implementation and evaluation

Promotion of multi-agency training

The SSCP supports the value of multi-agency training achieving better outcomes for children and young people and assures better outcomes by embedding the Learning and Improvement framework (Appendix 3).

- All aspects of the SSCP training are child centred and recognise the welfare of the child is paramount.
- All training provided and quality assured by the SSCP is evidence based.
- Training recognises the need to work collaboratively with others, in partnership with parents, families and carers and recognises family strengths in responding to the needs of children.
- All training is governed by the principles of equal opportunities and respects diversity and difference.
- An annual programme of multi-agency training and development is published and promoted within individual agencies and into the wider children and young people's workforce and will include core training courses as well as learning events, conferences, Multi Agency Practice Information Groups (MAPIG) forums and e-learning.

Provision of multi-agency training

The SSCP provides an experienced trainer from the SSCP and specialist trainers from partner agencies, commissioning externally when specialist expertise is required.

The SSCP seeks to use cost effective, fit for purpose training venues at all times.

Where possible course materials, evaluation documents and certificates of attendance will be supplied electronically for delegates to ensure course costs are kept to a minimum.



The SSCP Training Framework

Single Agency Child Protection: Basic Awareness

Working Together Group 1/Intercollegiate Level 1 (see Appendix 2)

Employers are responsible for ensuring all staff members receive appropriate safeguarding and child protection training on an annual basis to maintain up to date skills and knowledge. The SSCP Cascade Training Pack is updated annually to support this requirement.

Do you work predominantly with children?

YES ↓ → **NO - stop here: refresh your training every year**

Multi-Agency Child Protection - Introduction to Child Protection

Working Together Group 2/ Intercollegiate Level 2

The delivery of this course is outsourced to external providers

Do you have a lead role in safeguarding within your agency?

YES ↓ → **NO- stop here: you may wish to attend specialist courses from the optional training programme**

Working Together Update (1 day) / Lead Safeguard (2 day)

Working Together Group 3/Intercollegiate (*working towards*) Level 3

It is a requirement that delegates have already attended the Introduction to Child Protection course (or equivalent).

This course runs for both one and two days and delegates can attend either the one- or two-day course dependent on their training needs.

This course should be refreshed every two years by attending the one day

Multi-Agency Update

Evaluation and Monitoring

All learning and development events will be evaluated and monitored in line with the SSCP Evaluation of Learning and Improvement Framework (Appendix 3).

All agencies are required to complete and submit annual training and development audits to ensure they are meeting the scope and quality of the training provided on a single and multi-agency basis.

All evaluation and monitoring will also inform future learning and development programmes.

A proportion of SSCP training is delivered through the cooperation and contribution of our partner organisations. As it is important that the standard of this delivery is also high, the following additional standards will apply to the SSCP Training Team and partnership trainers:

- SSCP Training Quality Assurance process will address the relevance, currency and accuracy of course material and the quality of training delivery by applying the following standards:-
- All attendees on SSCP training events will be requested to complete an end of day course form. The completed forms will be reviewed by the SSCP Training Manager - any areas for improvement and development will be communicated to the trainer.
- All externally commissioned trainers will be observed by the SSCP Training Manager on an annual basis. Whilst being observed the SSCP Trainer Evaluation / Feedback form will be completed. The trainer will be provided with a copy of the completed trainer evaluation form within seven days.
- If the minimum standards are not met the SSCP Training Manager will report any concerns to the trainer within seven days. It is expected that the trainer will amend their delivery in light of evaluation. The training will then be evaluated again on the next occasion.

4.Charging Policy

SSCP Charging Guidelines and Procedures - Purpose of the Guidelines

The SSCP agreed to implement a charging policy to ensure that training provision is valued by participants and agencies, addressing problems with inappropriate and low/non-attendance and to increase the amount of training that can be made available.

The SSCP charging policy and procedures apply to training that is commissioned or delivered directly by the SSCP.

Where courses and events are free of charge or the price differs from our usual pricing structure, this will be clearly stated on the information flyer and booking information for the course.

Procedure for applying for courses and charging process

The learning and improvement programme, in the form of the Training Brochure, is published in advance on the SSCP website.

Once an application (Appendix 3) has been received with line manager's signature by post, (or via manager's email) or through the online booking system, providing the delegate meets the course requirements, a provisional place will be allocated.

Payment can be made directly through BACs, via a direct link on the application form or an invoice is raised with a request for payment prior to commencement of the course.

Once a payment has been received, a 'confirmation of place' email will be generated, only then is a place on the course confirmed. (We acknowledge that some organisational processes may make it difficult to complete this process in advance of commencement of the course, this will be built into the process and a place is only confirmed when an email has been received from the SSCP).

If there are spaces on a course and a last minute booking is made, it is expected that payment will be made at time of booking.

Cancellations

Once a booking is made there will be no refunds given. However, it is possible to offer the place to another member of the organisation or company, or to book a place on an alternative course (subject to availability).

NB If the cancellation is less than two working days from the course date, then it is only possible to change the name of the delegate, not to switch to an alternative course.

It is the delegate's agency responsibility to co-ordinate when delegates from their agency attend training so that those services are not adversely affected or a large number of cancellations are made at short notice due to service need.

Training may be cancelled by the SSCP in exceptional circumstances:

- If there is judged to be insufficient numbers for the course to be viable

- In adverse weather conditions
- If venue, utilities or equipment failure make it unacceptable to commence or continue a course
- Circumstances prevent trainer from attending (e.g. ill health)

In the above cases, the SSCP will take all reasonable steps to reschedule the missed sessions.

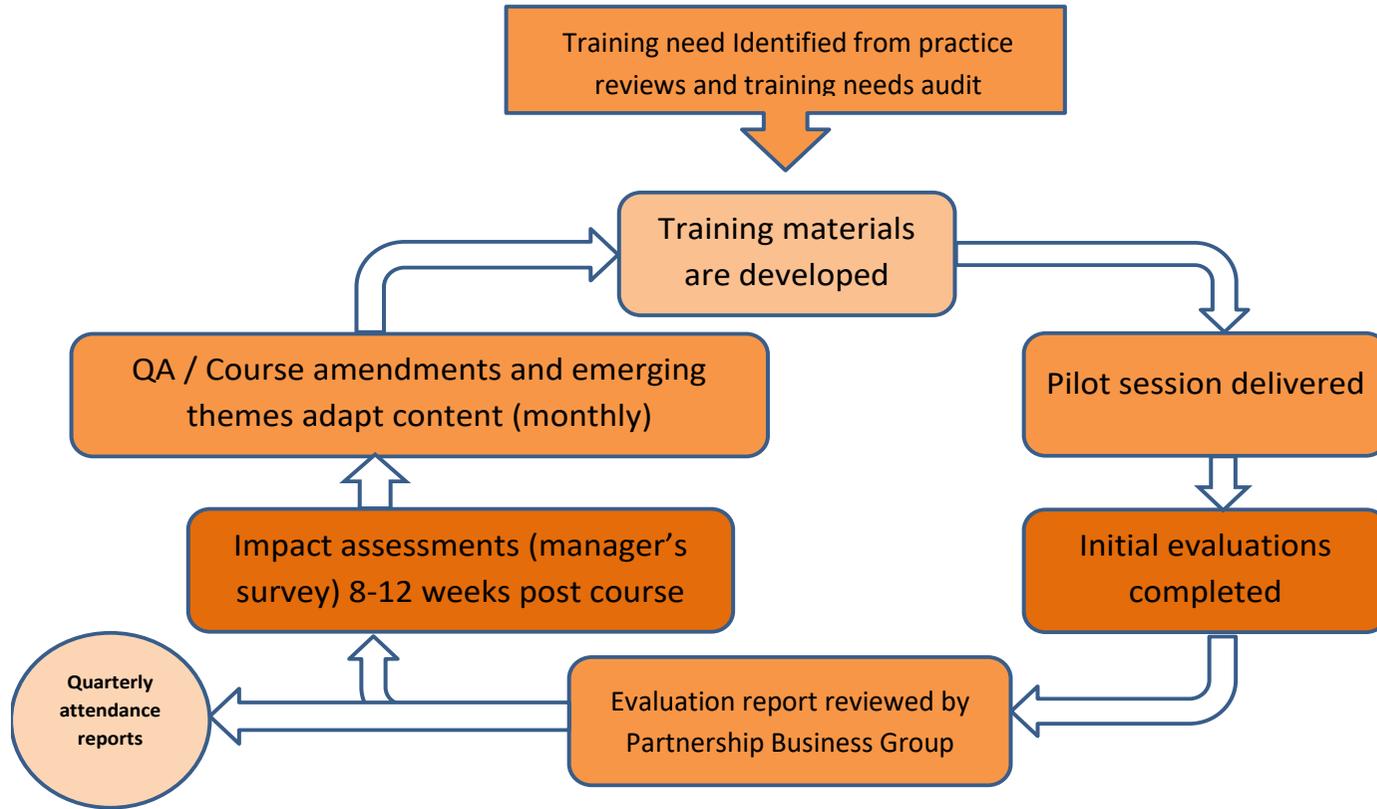
If the SSCP has to cancel a training session then the procedure below will be followed:

- All delegates will be informed of a cancellation by email giving one week's notice.
- When this is not possible due to time constraints, (e.g. adverse weather conditions on the day) a member of the SSCP Business Unit will contact all delegates by phone and notify them of any alternative arrangements.
- If it is not possible to give prior notice, then a member of the SSCP Business Unit will be at the venue at arrival to advise delegates of the change to the advertised course. If a member of the Business Unit is unable to get to the venue then a notice will be posted at the venue with the contact details of the Training Manager.

All delegates will be sent a copy of the cancellation policy when they receive their email/letter of confirmation of a place on a course.

Appendices

Appendix 1 Quality Assurance Cycle Framework



Appendix 2

Learning outcomes for Safeguarding Training

This document is designed to assist all employers, voluntary organisations and LSCPs to meet the minimum requirements for the provision of safeguarding children training.

It underpins South West Safeguarding Children Partnership's Child Protection 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 South West for the delivery of such training whilst allowing for the degree of flexibility required to meet locally identified needs.

Whilst the implementation of this document is not mandatory, it represents a standard of good practice and will help Local Safeguarding Children Partnerships, Children's Trusts and partner organisations fulfil their responsibilities as outlined in Working Together (2010, 2013, 2018), Intercollegiate Document (2010), The common core of knowledge and skills (2010) and Common induction standards (2010).

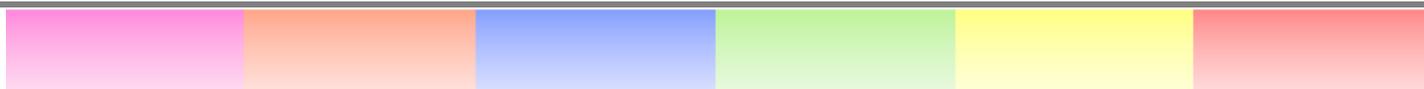


Comparison table for Health and Social Care training Standards

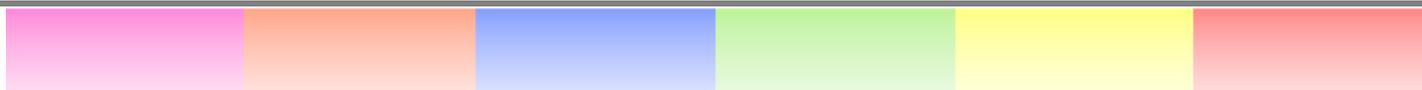
Working Together (2010), produced a helpful training outline, identifying the level of training required for different staffing levels, calling them group 1-8. A comparable training document was produced by health outlining the training requirements for different staffing levels, calling them Level 1-6. The chart below outlines the levels and groups.

Working Together (2010) Group		Description	Intercollegiate
	Health	Non-clinical staff working in health care settings. For example, receptionists, administrative, catering Transport and Maintenance staff.	Level 1
1	Children's workforce	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.	Level 2
	Health	All Clinical Staff who have any contact with Children, Young People and/ or parents/ carers This includes pharmacists, ambulance staff, surgeons, allied health care practitioners, opticians' adult physicians, radiologists, audiologists, including technicians.	
2	Children's workforce	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 EHA. 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	Health	<p>All clinical staff working with children, young people and/or their parents/carers and who could potentially contribute to assessing, planning, intervening and evaluating the needs of a child or young person and parenting capacity where there are safeguarding/child protection concerns.</p> <p>This includes GPs, forensic physicians, urgent and unscheduled care staff, mental health staff (adult and CAMHS), child psychologists, child psychotherapists, adult learning disability staff, learning disability nurses, health professionals working in substance misuse services, youth offending team staff, paediatric allied health professionals, sexual health staff, school nurses, health visitors, all children's nurses, midwives, child psychologists, obstetricians, all paediatricians, paediatric radiologists, paediatric surgeons, children's/paediatric anaesthetists, paediatric intensivists and paediatric dentists.</p>	Level 3
	Children's workforce	<p>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.</p> <p>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.</p>	
4	Health	<p>Specialist roles - named professionals</p> <p>This includes named doctors, named nurses, named health visitors, named midwives (in organisations delivering maternity services), named health professionals in ambulance organisations and named GPs for Primary Care Organisations.</p>	Level 4
	Children's	<p>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.</p>	
5	Health	<p>Specialist roles - designated professionals</p>	Level 5



	Children's	Professional advisors, named and designated lead professionals.	
	Health	Experts	Level 6
6	Children's Workforce	Operational managers at all levels including: practice supervisors; front line managers and managers of child protection units	
7	Children's Workforce	Senior managers responsible for the strategic management of services; NHS Partnership members.	
8	Children's workforce	Members of the LSCB including: Partnership 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.	

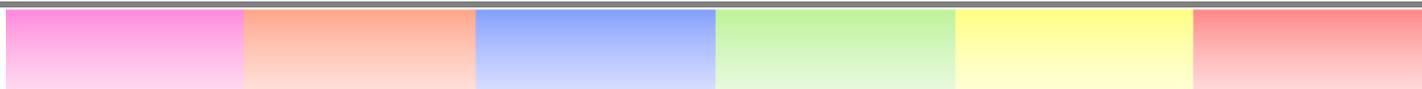


Training requirements for each group

All the groups, are required to undertake some level of child protection training, in relation to their role. Below is a guide to the minimum standards for the provision of safeguarding training.

The training is designed to build skills and knowledge, with participants at Introduction to child protection level, required to complete single agency training before undertaking this. For those required to complete advanced child protection, there is a requirement that they will have completed single agency training, and the Inter-agency introduction to child protection.

Whilst the implementation of this document is not mandatory, it represents a standard of good practice and will help Local Safeguarding Children Partnerships, Children's Trusts and partner organisations fulfil their responsibilities as outlined in Working Together (2010, 2013,2018), Intercollegiate Document (2010), The common core of knowledge and skills (2010) and Common induction standards (2010)



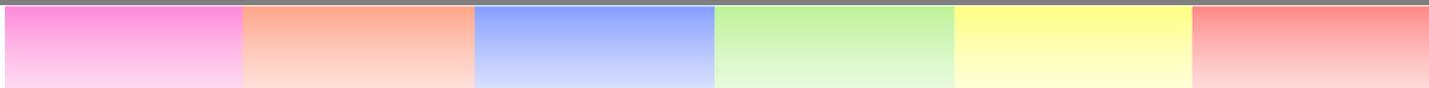
Single agency training Advised Content:

This will meet the minimum requirements for Intercollegiate Level 2, Workforce group 1

Needs to include:

	Learning Outcomes
Laws, policies and Procedures	<ul style="list-style-type: none"> To have an overview of with key statutory and non-statutory guidance and legislation to safeguard children, including the UN Convention on the Rights of the Child and Human Rights Act. To be able to access workplace policies and procedures on helping children and young people who are at risk, or have been abused. Demonstrates an understanding of appropriate referral mechanisms and information sharing i.e. Knows who to contact, where to access advice and how to report. Clear about own and colleagues' roles, responsibilities, and professional boundaries Be in accordance with key statutory and non-statutory guidance and legislation including the UN Convention on the Rights of the Child and Human Rights Act
Providing a safe environment	<ul style="list-style-type: none"> Understand what children and young people want and need to feel safe. Have an awareness of what contributes towards a safe environment for the children and young people they work with. Be aware of the statutory duty to promote the welfare of children in accordance with the Children's Act 1989 & 2004.
Recognising and responding to abuse	<ul style="list-style-type: none"> Understand the different ways in which children and young people can be harmed by adults, other children and young people or through the internet. Understand what is meant by: - <ul style="list-style-type: none"> Physical Abuse Sexual Abuse Emotional Abuse Domestic Abuse Faltering growth Institutional abuse Bullying

	<ul style="list-style-type: none"> ○ Self-harm ● Recognising the potential impact of a parent/carers physical and mental health on the well-being of a child or young person. ● Understand how to take appropriate action if they have concerns, including appropriately reporting concerns and seeking advice. ● To understand how to refer as appropriate to role to social care if a safeguarding/child protection concern is identified, including out of hours referrals. ● Understand the importance of documenting safeguarding/child protection concerns in order to be able to inform the relevant staff and agencies as necessary, maintains appropriate record keeping, and differentiates between fact and opinion. ● Demonstrates an ability to recognise and describe a significant event in child protection/ safeguarding to the most appropriate professional or local team ● Acts as an effective advocate for the child or young person
Working with other agencies	<ul style="list-style-type: none"> ● Understand what 'inter-agency' working means for you and your work environment. ● Understand other agencies and roles and responsibilities in keeping children safe from harm. ● Know about your Local Safeguarding Children Partnership, and any role that your agency, organisation or employer has on it. ● Shares appropriate and relevant information with other teams. ● Be aware of and able to use the framework for the assessment of children in need and their families as described in Working Together 2018.
Whistle blowing (reporting failures in duty)	<ul style="list-style-type: none"> ● Know when and how to refer a concern you have about a child protection concern. ● Explain who to consult in relation to a child protection or child welfare concern. ● Know what to do if you have followed your own workplace policies and procedures on reporting concerns, and you are not satisfied with the response. ● Identify what to do when you do not get a response from other organisations or agencies.

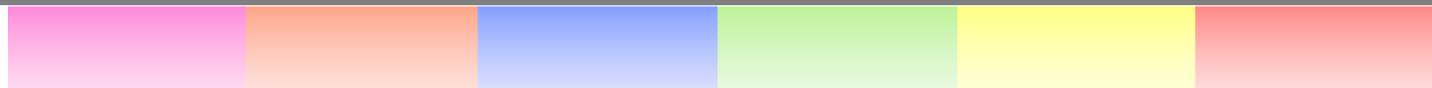


SSCP Inter-agency training: Introduction to Child Protection

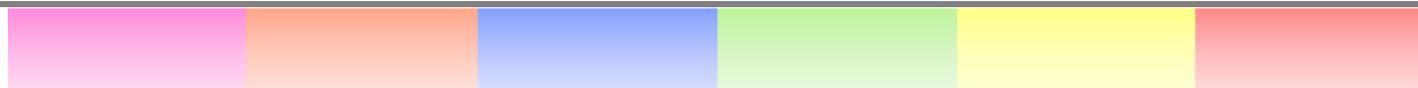
Staff required to complete this level, should have already completed single agency training. This training includes the learning outcomes highlighted in the single agency training.

This will meet the needs of Intercollegiate Level 3, and children’s workforce group 2 & 3

Learning Outcomes – Inter-agency Introduction to Child Protection	
Laws, policies and Procedures	<ul style="list-style-type: none"> • Have awareness and basic working knowledge, where appropriate of the laws and policy areas relevant to your role that relate to safeguarding children and young people, including in the online world. • Demonstrate knowledge of the function of LSCBs. • Demonstrate understanding of appropriate information sharing in relation to child protection and children in need. • Be aware of local procedures and inter-agency arrangements for safeguarding children and young people, including the role of adult services.
Providing a safe environment	<ul style="list-style-type: none"> • Understand what is meant by safeguarding and the different ways in which children and young people can be harmed. This includes by other children or young people, by a single event or ongoing maltreatment, through the internet and other media, or their own risk-taking behaviour. • Know the boundaries of personal competence and responsibility, when to involve peers, managers, supervisors or professional bodies, and where to get advice and support. • Working with children and family members, including addressing lack of co-operation and superficial compliance within the context of your role.
Recognising and responding to abuse	<ul style="list-style-type: none"> • Draws on child and family-focused clinical and professional knowledge and expertise of what constitutes child maltreatment, to identify signs of sexual, physical, or emotional abuse or neglect. • Demonstrates knowledge of patterns and indicators of child maltreatment, including harm from the internet or a child or young person’s own risk-taking behaviour. • Know how to find information about risk factors that may impair a child or young person’s health or development. • Understand that signs of abuse or neglect can be subtle and can be expressed through play, artwork on online activities as well as behaviour and the way children and young people approach relationships with other children and adults.



	<ul style="list-style-type: none"> • Understand that children and young people may make use of new technologies to understand the implications of risks of harm. • Recognise the importance of family history and functioning. • Understand the impact of parenting issues such as domestic abuse, substance misuse and poor mental health. • Demonstrate an ability to assess risk and need and instigates processes for appropriate interventions. • Document concerns in a manner that is appropriate for safeguarding/child protection and legal processes. • Understand the local process for 'early help' offers, this can include Common Assessment Framework.
Working with other agencies	<ul style="list-style-type: none"> • Demonstrate knowledge of the role and responsibilities of each agency, as described in local policies and procedures. • Contribute to inter-agency assessments, the gathering and sharing of information and where appropriate analysis of risk. • Understand the crucial role that information sharing plays in maintaining the safety and wellbeing of children and young people.
Whistle blowing (reporting failures in duty)	<ul style="list-style-type: none"> • As in single agency training – bespoke to each agency

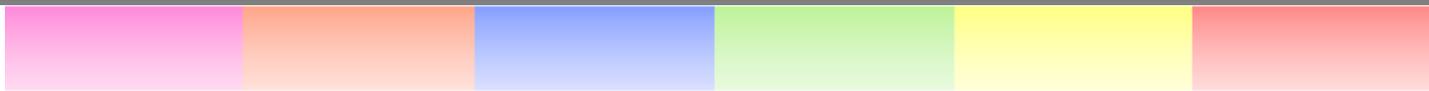


SSCP Inter-agency training: Advanced Child Protection

Staff required to complete this level, should have already completed single agency training and the Inter-agency introduction to child protection. This training includes the learning outcomes highlighted in both the single agency training and the introduction to child protection.

This includes Intercollegiate Level 4 & 5, and children’s workforce group 4 & 5

Learning Outcomes – Inter-agency Advanced Child Protection Training	
Laws, policies and Procedures	<ul style="list-style-type: none"> • Understand roles, responsibilities and collaborative practice required in S.47 investigations • Advanced knowledge of child-care legislation, information sharing, information governance, confidentiality and consent. • Understand when information may be shared with and without consent, to safeguard the welfare of children and young people. • Be aware of local procedures and inter-agency arrangements for safeguarding children and young people, including the role of adult services. • Communicating with children in line with interviewing vulnerable witness guidance.
Providing a safe environment	<ul style="list-style-type: none"> • As in introduction to Child Protection
Recognising and responding to abuse	<ul style="list-style-type: none"> • Understand best practice in safeguarding/ child protection. • Understand latest research evidence and implications for practice. • Understand the process of using professional judgements to make decision as to whether a child is suffering, or is likely to suffer significant harm. • Understand how to take emergency action. • To have an understand of the challenges of working with complexity.
Working with other agencies	<ul style="list-style-type: none"> • To understand the importance of professional challenge as appropriate.
Whistle blowing	<ul style="list-style-type: none"> • As in introduction to child protection



(reporting
failures in
duty)

CWDC (2010) The common core of knowledge and skills. Accessed on 20/05/13:

http://webarchive.nationalarchives.gov.uk/20120119192332/http://cwdcouncil.org.uk/assets/0000/9297/CWDC_CommonCore7.pdf

Department of Education (2013) Working together to safeguard children: A guide to inter-agency working to safeguard and promote the welfare of children.

Accessed on 20/05/13. <http://media.education.gov.uk/assets/files/pdf/w/working%20together.pdf>

Royal College of Paediatrics and Child Health (2010) Intercollegiate document. Safeguarding Children and Young people: roles and competences for health care staff. Accessed on 20/05/13

<http://fflm.ac.uk/upload/documents/1290784237.pdf>

Appendix 3 – Evaluation of Learning and Improvement



Somerset Safeguarding Children Partnership

Learning and Improvement Framework

Following the publication of 'Working Together to Safeguard Children' (2018), Somerset has made its transition from Local Safeguarding Children Board to safeguarding children partner arrangements.

Introduction

This document has been updated to outline how the new arrangements for safeguarding children have been applied in Somerset, and how the Somerset Safeguarding Children Partnership meets its duties to create, maintain and measure a framework of continuous learning and improvement. The Somerset Safeguarding Children Partnership is formed of partner agencies: the three key safeguarding partners of Somerset Clinical Commissioning Group, Somerset County Council and Avon and Somerset Constabulary, and other relevant agencies with responsibilities under Section 11 of 'The Children Act' (2004).

The Somerset Safeguarding Children Partnership¹ is committed to continual improvement in the way that it works and on outcomes for children. This framework

¹ Somerset Safeguarding Children Partnership is formed of



outlines the method by which lessons are learned from the different activities of the partnership and how they can best be disseminated and embedded in practice. The aim is to meet the challenges of a changing environment and to continue to improve safeguarding practice across the partnership. The framework is flexible, responsive to changes and integral to the creation of the business plan.

The partnership is committed to working with other safeguarding partnerships, such as the Somerset Safeguarding Adult Board, Health and Wellbeing Board, Safer Somerset Partnership and Fit for My Future, to share practice and learn from others.

Methods and tools for learning

The framework covers all opportunities for learning. For the Somerset Safeguarding Children Partnership these include:

- Learning and development supported by the partnership training and development strategy
- Historical Serious Case Reviews, Child Safeguarding Practice Reviews, single and multi-agency learning reviews
- Multi-agency case audits
- Attendance at practitioner forums (i.e. MAPIGs) by the members of the Somerset Safeguarding Children Partnership
- Consultation with children and / or parents
- Section 11 audits and peer challenge
- Workforce Training Needs Analysis
- Quality & Performance dataset
- Child Death Overview Panel (linked function)
- Conferences
- Multi-agency training events
- Safeguarding Conversations (appreciative enquiry)

Training and Development

The Somerset Safeguarding Children Partnership has a training learning and development programme which is agreed by the partnership. The programme is varied and incorporates courses, workshops, conferences, multi-agency practitioner groups (MAPIGs), and e-learning.

-
- The tripartite partners of Somerset Clinical Commissioning Group, Somerset County Council and Avon and Somerset Constabulary
- and*
- Other relevant agencies with responsibilities under Section 11 of 'The Children Act' (2004)



The programme is adapted through the year as needs dictate and covers issues arising from Child Safeguarding Practice reviews (previously known as Serious Case Reviews), Safeguarding Conversations and other learning reviews, as well as priorities set as part of the business plan. It is also based on research, and latest training and development practice incorporating reflective practice, sharing of good practice and the facilitation of learning events.

The training and development strategy outlines how the programme is developed, as well as an evaluation framework and incorporating the learning into workforce supervision.

Child Safeguarding Practice Reviews and Learning Reviews

From 29 June 2018, local authorities are required, under a statutory duty, to notify the National Child Safeguarding Practice Review Panel of incidents where they know or suspect that a child has been abused or neglected and a child has died or been seriously harmed.

From 29th September 2019, the SSCP will conduct Child Safeguarding Practice Reviews and single and multi-agency learning reviews in line with statutory guidance overseen by the Learning and Improvement subgroup. All Child Safeguarding Practice Reviews and learning reviews will use a systems approach and one that is proportionate to the case.

Learning from Child Safeguarding Practice Reviews and learning reviews locally and nationally is cascaded via briefings, learning bulletins and practitioner workshops, promoted on the SSCP website and incorporated into all aspects of multi-agency training.

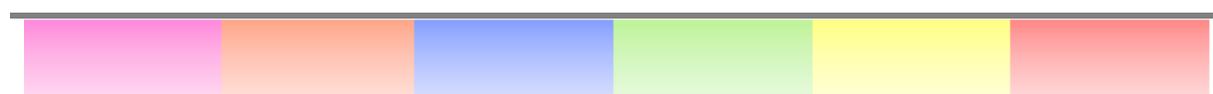
Action plans arising from local cases or ones the Somerset Safeguarding Children Partnership has been involved in are monitored, followed up and implemented across different agencies as appropriate.

Child Death Overview Panel

As set out in 'Working Together to Safeguard Children' (2018), the Pan Dorset and Somerset Child Death Overview Panel (CDOP) falls outside new Somerset safeguarding children arrangements. However, child death review partners will provide assurance to the SSCP on an annual basis in relation to learning for the wider workforce.

Multi-agency case audits

Multi-agency case audits address issues and themes identified by the partnership. Participants attend the multi-agency case audit meetings and share practice and thoughts on the case and any learning is drawn out. Multi-agency issues arising from



audits are actioned by the Somerset Safeguarding Children Partnership Quality and Performance subgroup. The findings of such reviews are disseminated to the wider partnership as part of the overall reporting of data and audits. Collating and analysing audits and data from all agencies form the key area of work of the Quality and Performance subgroup, and themes and trends are highlighted and reported to the partnership as part of an improvement plan.

Practitioner forums

A representative of the SSCP Executive regularly attends multi-agency practitioner forums (MAPIGs). These forums enable front line practitioners to discuss any issues or areas where improvements can be made so that the work of the partnership can also reflect issues raised at the 'front line'.

Section 11 Audit

The Section 11 audit considers safeguarding practice across all agencies. The audit is undertaken using an online audit tool. Peer challenge workshops are held to promote constructive challenge and moderation of the completion of the audit. Lessons from the audit and peer challenge are addressed directly by each agency through an action plan and form part of wider learning, where needed, including changes to practice.

The audit allows the identification of areas of development that the partnership can address collaboratively.

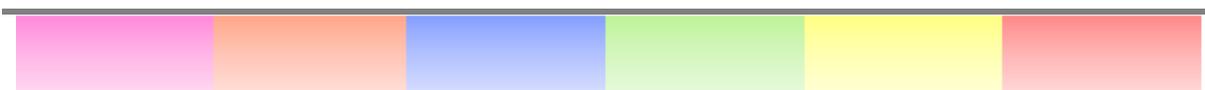
Workforce Training Needs Analysis

Workforce training needs analysis is carried out annually with all agencies and this highlights what training is being carried out, how it is evaluated, and crucially how the impact on practice is measured. This is then reviewed by the Learning and Improvement subgroup and a report made to the Somerset Safeguarding Children Partnership Business Group.

The training needs analysis allows the partnership to identify any gaps in the provision of training, and to challenge and support agencies as required to address these to meet their statutory requirements in safeguarding children, and thus contributes to the SSCP training and development plan.

Somerset Safeguarding Children Partnership Dataset

The dataset consists of a number of multi-agency indicators on how the partnership is meeting its safeguarding priorities, as well as the priorities of the Somerset Plan for Children, Young People and Families. The dataset is monitored and reviewed by the Quality and Performance subgroup and members are tasked with actions as



appropriate. An overview of the dataset and any areas of concern are reported by exception to the Somerset Safeguarding Children Partnership Executive. These areas of concern are then be addressed by the Executive, which will request the relevant agencies take action as appropriate.

Information from other sources

The Somerset Safeguarding Children Partnership will also use information and patterns/trends from other areas of work, such as reports to the Local Authority Designated Officer, to highlight any areas where improvements in practice can be addressed.

On-going dissemination and cascade of learning

All learning and findings across the partnership are disseminated and incorporated into the day-to-day business of the local workforce. This takes various forms and includes:

- Specific learning interventions, such as training
- Briefing notes and practice workshops
- Development and updating of protocols and procedures
- Development and ongoing review of the Business Plan
- Discussions, debate and challenge at themed partnership events using evidence from these tools to hold agencies to account
- Information on the website, and social media
- Cascade of information via all members of the partnership and its subgroups
- Links to communication channels in other agencies, e.g. newsletters, to ensure key messages are disseminated
- Monitoring and evaluation of impact

The Learning and Improvement framework will be incorporated into the Somerset Safeguarding Children Partnership business plan and will be reviewed on an annual basis.

References

Working Together to Safeguard Children – guide to inter-agency working to safeguard and promote the welfare of children. HM Government July 2018

September 2019

Learning and Improvement framework



Appendix 4 Course Evaluation Form



Course Evaluation Form

Thank you for taking the time to complete this evaluation, which helps us to make sure our courses are delivered to the highest quality.

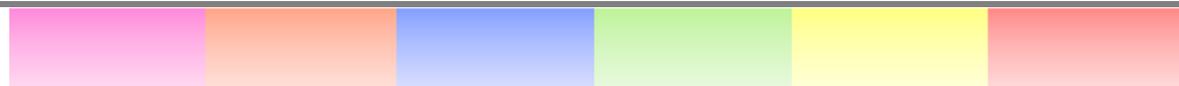
Course Name: Working Together – Update	Date:	Which Service do you work for? Please tick <ul style="list-style-type: none">• Adult Social Care• Children’s Social Care• Health• Early Years provider• Schools• Independent schools• Police• Charity and voluntary organisation• Probation• Fire and rescue• District/borough council• Other
Venue	Job Title:	

Reflection on my learning and its application to my practice

At the beginning of the course At the end of the course

What is the current level of my understanding of the following...	No understanding	Poor	Good	Excellent	No Understanding	Poor	Good	Excellent
1. have a sound understanding of principles and processes for effective collaborative inter-agency work								
2. communicate and develop inter-agency working relationships to promote and safeguard the welfare of children and young people								
3. understand the contribution made by other key agencies to safeguarding children								
4. understand legal and organisational frameworks, including levels of accountability of decision making								
5. have explored the balance between vulnerability and resilience for children and families in need								
6. have an understanding of their own professional responsibility in relation to child protection								

Please complete these supplementary questions at the end of the course



7. Identify 3 ideas that you are taking away from the course

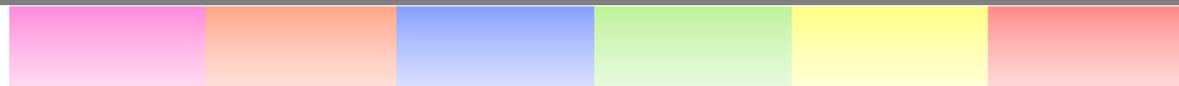
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		☹			☺	Comments
10	How confident are you that you could share your learning from this course with your own line manager or a colleague?	Not confident	Slightly Confident	Confident	Very Confident	

Administration

		☹			☺	Comments
11	Was the pre-course information adequate?	Not adequate	Partly adequate	Mainly adequate	Very adequate	

Tutor / Course



		☹			☺	Comments
12.1	Did the tutor deliver the course clearly and at the appropriate level?	Not clear	Partly clear	Mainly clear	Very clear	
12.2	Was the tutor adaptable to the needs of the group?	Not adaptable	Partly adaptable	Mostly adaptable	Very adaptable	
12.3	What part(s) of the course could be improved?					
12.4	If you think participating in this course has been worthwhile please write a quote that could be used when advertising this training?					
	What is the likelihood your learning on this training will have a positive impact your practice?					
	Very high	High	Average	Low	Very low	No comment
12.5	Is there any other training or development that you would like us to consider organising					

If you want us to contact you about your comments please leave your name below:

Name: _____