Training, Learning, Improvement and Development Strategy

This is an approved North Somerset Safeguarding Children Board document and should not be edited in any way.

Reference Number: NSSCB/LP/009
Target Audience: Multi-agency
Sources of advice in relation to this document:
Replaces if appropriate:
Type of Document: Strategy
Approved by: NSSCB Executive
Date: February 2017
Date displayed on NSSCB web site: April '17
Date due to be reviewed by responsible person or body: January 2020, Louise Lynch

Document Author: Louise Lynch
Review Date: January 2020

1. Introduction

This strategy is intended to fulfil the following objectives:

- ensure that the North Somerset Safeguarding Children Board (NSSCB) fulfils its statutory obligations
- ensure the children's workforce is suitably skilled
- improve services through developing the workforce
- ensure that the expectations of the NSSCB of member organisations are clear
- ensure that single and inter-agency training and learning is of adequate quantity and quality

Working together to safeguard children 2015 states

- Children are best protected when professionals are clear about what is required of them individually, and how they need to work together
- Local Safeguarding Children Boards (LSCB) should monitor and evaluate the effectiveness of training, including multiagency training for all professionals in the area
- Training should cover how to identify and respond early to the needs of all vulnerable children, including: unborn children; babies; older children; young carers; disabled children; and those who are in secure settings
- LSCB's should maintain a local learning and improvement framework which is shared across local organisations who work with children and families. This framework should enable organisations to be clear about their responsibilities, to learn from experiences and improve services as a result

In addition to meeting the requirements of 'Working Together' this strategy will also set out plans to meet the contextual challenges identified by Research in Practice and how it will support the Priorities of North Somerset Safeguarding Children Board.

Four contextual factors which LSCB's need to consider

- How to discharge their multi-agency training and staff development role during a period of organisational instability and churn (and how to define their role in relation to single agency training)
- How to ensure that the multi-agency training and staff development the LSCB leads on provides value for money as budgets come under increasing pressure across the public sector
- How to meet the aspirations of Working Together 2015 and the ofsted framework
- How to set the ambition for the scope and impact of the LSCB role in multiagency work and in relation to single agency responsibilities… with differing resources available

Ensuring effective training Briefing for Local Safeguarding Children Boards Research in Practice

2. Current Arrangements

The inter agency child protection training programme is developed, reviewed and evaluated by the Learning and Development subgroup. Quarterly reports to the Executive group provide quality assurance, uptake and course information on the training provided.
Training needs are identified through:

- The Board Action Plan
- Topic specific sub groups
- Audit feedback
- Learning from case and serious case reviews
- Practitioner identified needs represented by their representatives in the learning and development sub group

Training transfer is monitored through impact evaluation questionnaires 4 months after the event and through feedback at the subgroup.
The programme is designed to complement single agency training pathways
Single agency training course can be brought to the training subgroup for feedback, but this is a voluntary activity and the group does not validate single agency courses or providers.
The training programme is delivered by a multi-agency trainer and members of North Somerset Council Learning and Development team. Venues and training administration is provided by North Somerset Council. Partner agencies have their training fully subsidised other agencies pay to attend. All pay the cancellation fee if they fail to attend.

The Quality Assurance is monitored by the Learning and Development subgroup through analysis of participant feedback at point of booking, immediately after the training and four months on. In addition to the process for monitoring quality of the training. The framework is represented at the end of the document (appendix three)

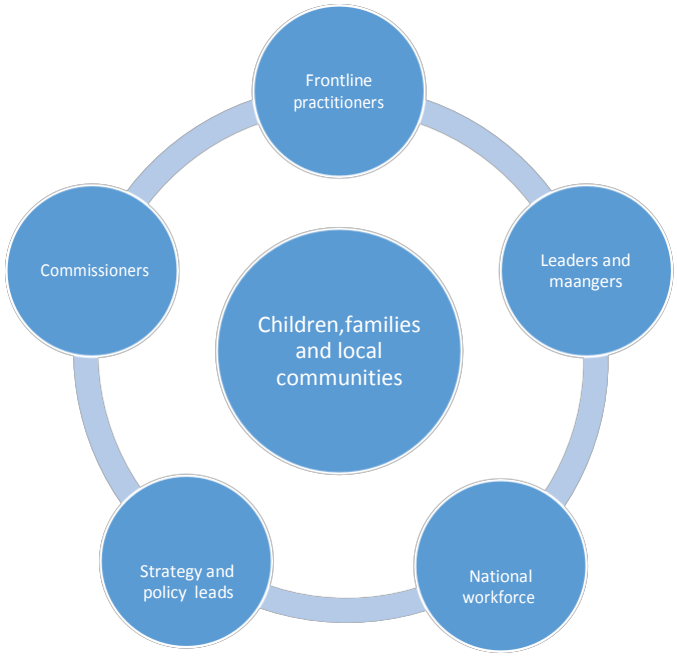
3. New priorities for 2017-2020

Building on this model this strategy will set out how we will achieve

- Improved training transfer and more robust evaluation strategies
- Transparent and sustainable resource arrangements
- A culture of continuous learning and improvement across all organisations that work together to safeguard children
- A culture of appreciative enquiry
- Full stakeholder engagement in the commissioning and evaluation of learning activities
- Make explicit the responsibilities of the board in relation to single agency training

Stakeholder Map

The main beneficiaries of North Somerset Safeguarding Children Board's learning, improvement and development activities should be children, their families and North Somerset Communities. Practitioner's, supervisors, policy writers, commissioners, strategists and the wider workforce will influence and be influenced by the continuous improvement and learning cycle. As illustrated below



4. Improving training transfer

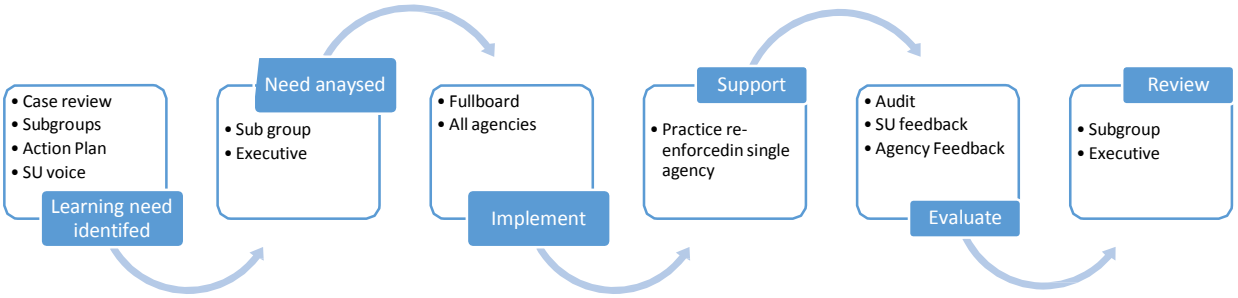
> "The very limited resources available to LSCB's mean careful consideration needs to be given to the balance between investing in activities supporting a robust training needs analysis, the delivery of training and other activities that could improve practice and outcomes for children"
> *Ensuring effective training*

We will achieve this through:

4.1 More robust identification of development need to include:

- Holistic evaluation of the practice context
- Strategy from the outset to support change across the organisation including responsibilities for supporting training transfer in practice
- Identification of the best learning and development method to achieve the outcome
- Consistent use of training needs analysis proforma at the point of identifying need. See appendix one

Diagram to illustrate responsibilities in a robust training need analysis process



4.2 Improved Quality assurance processes

- Clear learning objectives, that include a description of the change in practice required
- Agreeing the process and method for evaluation before training / learning is delivered, including how the audit process and available data will be contribute to the evaluation
- Evaluation will be a multi-agency responsibility conducted within single agencies and fed back

4.3 Implement techniques to determine level of learning within the training and provide feedback to CPD leads as agreed.

5. Transparent and sustainable resource arrangements

All agencies are managing with reduced budgets and the NSSCB sits within the wider sphere of police and Health Boundaries. Traditional approaches to delivering multi-agency training need to be revisited. There is not sufficient resource for instance for the Police to provide officers to deliver training in each of the local authorities that Avon and Somerset Police cover. Charging for training in one local authority can lead to higher demand in another local authority that provide subsidised training. Practitioners who work across boundaries cannot be expected to attend training from all the Boards that they work to.
To address this we will:

- Ensure Multi-agency training is utilised only when the above process has been undertaken to analyse the need and establish it is the essential approach
- Review of funding arrangements and publicise costs clearly on the NSSCB Website.
- Prioritise the programme to ensure the provision doesn't extend beyond the capacity equivalent of two days a week:
- Make explicit single agency and multi-agency responsibilities in relation to dissemination of messages and learning
- Provide a training pathway to ensure staff know the level of safeguarding training most appropriate for their role and the frequency of updates (see appendix two for flow charts)
- Use a wider range of learning methods see below for further information
- Support single agency learning where appropriate through the learning and development subgroup eg provision of train the trainer model for single agency- briefings, research papers or slide sets of information for dissemination
- An annual training plan that follows the financial year- April to April to allow for clear planning
- Convene subject specific events with key practitioners to enhance partnership working and depth of learning
- Use of newsletter to update and provide key resources

6. A culture of continuous learning and improvement across all organisations that work together to safeguard children

Working Together to Safeguard Children 2015 sets out an approach to learning and improvement for Local Safeguarding Children Boards (LSCB) and places a duty on them to develop their own local framework as set out in Chapter 4 quoted below

The systems methodology assumes that practitioners generally act from good intentions and try and act in the best interests of their clients but that

organisations' systems, processes and 'culture' can lead to poor decision making and poor practice. It is therefore these organisational 'systems' which should be the focus of any review and learning and any scrutiny of practitioners cannot be divorced from these critical variables. It is in the spirit of this approach that this framework should be viewed.
For this framework to be effective it must be underpinned by the adoption of a culture of continuous learning and improvement, with all practitioners, managers and organisations taking a reflective, non-blaming, systemic and analytical approach that focusses on achieving best outcomes for children and young people.

Also underpinned with a systematic and structured approach to sharing learning and understanding how that learning has improved outcomes for children

This framework should be shared across local organisations to enable them to be clear about their responsibilities, to learn from experience and improve services as a result. Each local framework should support the work of the LSCB and their partners so that:

- reviews are conducted regularly, not only on cases which meet statutory criteria, but also on other cases which can provide useful insights into the way organisations are working together to safeguard and protect the welfare of children and that this learning is actively shared with relevant agencies;
- reviews look at what happened in a case, and why, and what action will be taken to learn from the review findings;
- action results in lasting improvements to services which safeguard and promote the welfare of children and help protect them from harm; and
- there is transparency about the issues arising from individual cases and the actions which organisations are taking in response to them, including sharing the final reports of Serious Case Reviews (SCRs) with the public.

The different types of review include:

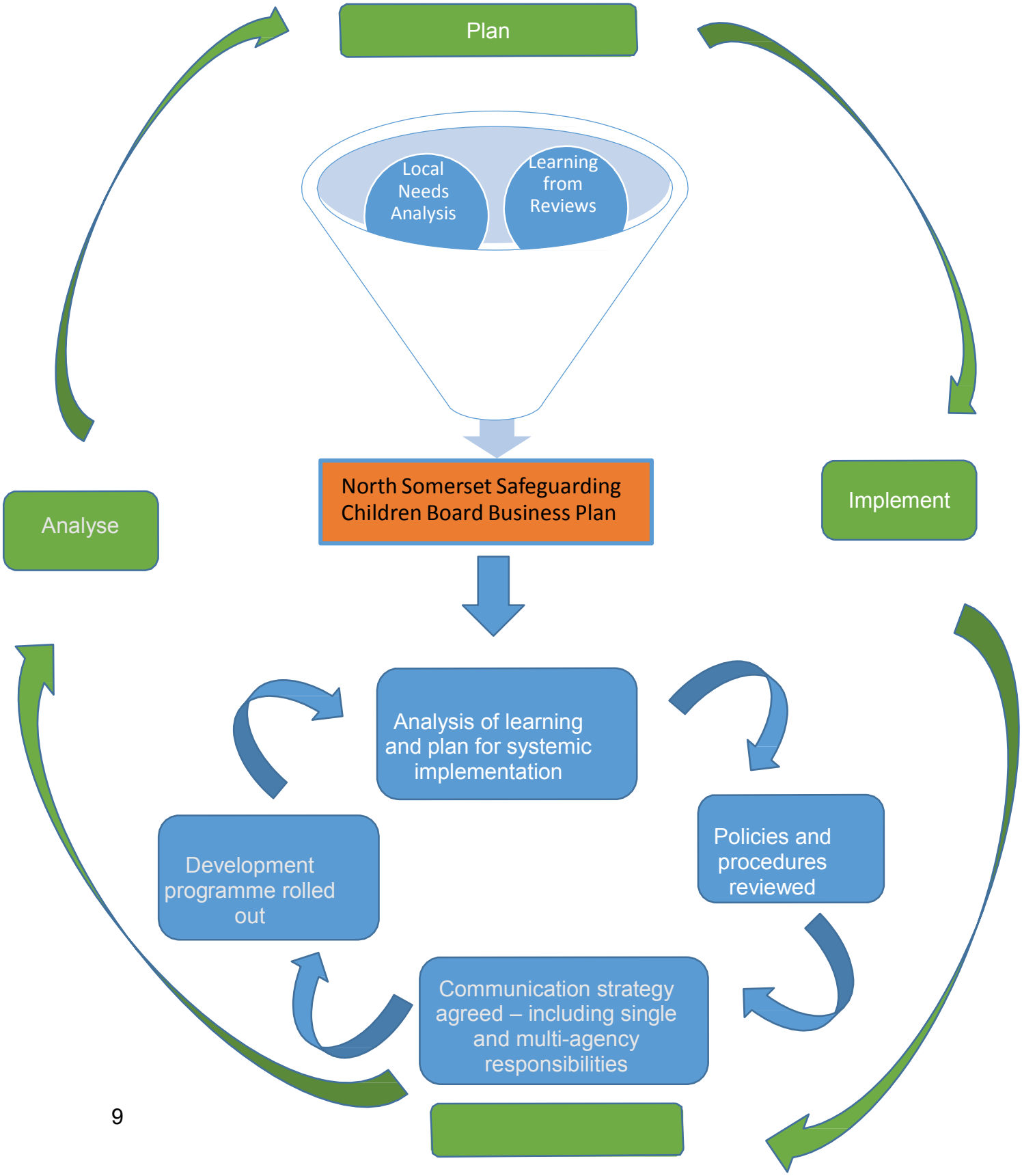
- Serious Case Review
- Child Death Review
- Domestic Homicide Review
- Review of a child protection incident which falls below the threshold for a SCR
- Review or audit of practice in one or more agencies

Principles for Learning and Improvement

- there should be a culture of continuous learning and improvement, identifying opportunities to draw on what works and promote good practice;
- the approach taken to reviews should be proportionate according to the scale and level of complexity of the issues being examined;
- reviews of serious cases should be led by individuals who are independent of the case under review and of the organisations whose actions are being reviewed;
- professionals must be involved fully in reviews and invited to contribute their perspectives without fear of being blamed for actions they took in good faith;
- families, including surviving children, should be invited to contribute to reviews. They should understand how they are going to be involved and their expectations should be managed appropriately and sensitively. This is important for ensuring that the child is at the centre of the process;
- final reports of SCRs must be published, including the LSCB's response to the review findings, in order to achieve transparency. The impact of SCRs and other reviews on improving services to children and families and on reducing the incidence of deaths or serious harm to children must also be described in LSCB annual reports and will inform inspections; and
- improvement must be sustained through regular monitoring and follow up so that the findings from these reviews make a real impact on improving outcomes for children (WT LSCBs may use any learning model which is consistent with the principles in this guidance, including the systems methodology recommended by Professor Munro."

Learning and Continuous Improvement

Learning from reviews (serious case reviews, child death reviews, domestic homicide reviews, review of child protection and review or audit of practice) may occur outside of the Boards annual planning and priority setting. However the framework for implementing the learning and desired improvement will follow the same process and principles that we apply to our continuous cycle of learning and improvement as set out below.



It is therefore important that organisational learning is seen as a dynamic, cyclical and multi-layered process that informs the NSSCB's wider strategic planning framework which determines current and future priorities and resource allocation. The diagram also illustrates how we will have a systematic approach to embedding learning across organisations. Through utilising a range of learning and development approaches and communication routes we will achieve maximum training transfer and achieve whole systems change.

The grid below sets out some of the learning methods we utilize. This grid will inform our decision making when planning the role out of learning.

Methods for embedding learning

Method	Strength	Limitation	Stakeholder
Single agency training	Skills practice and development Achieving consistency of practice within a setting	Learning limited to numbers able to attend Only effective if learner sees worth of training	Organisation's learning and development teams
Multi-agency training	Skills practice Learning about other organisations Networking Widens understanding of processes that are enhanced by multi-agency contributions	Learning limited to numbers able to attend Only effective if learner sees worth of training Relevance to role potentially limited due to wide audience	Learning and Development sub group Individual managers / practitioners
Newsletters and emails	Wide audience- all having the same message	Application to practice may be limited No check on understanding Depends on everyone reading the newsletter and/email	All
Audit finding newsletters	Can provide concrete examples of both good and poor practice	Often received as criticism, and not applicable to all agencies	Audit

Briefings	Larger audiences Provide overview of issues Good for developing knowledge Can target multi-agency audiences	Lack of detail can make application to practice difficult No opportunity to interact with the material Does not address skills	All
Themed Reading with follow up within teams or supervision	Available to a wide audience Can be used to generate conversation / discussion in team meetings	Not suitable for skill development	All practitioners responsibility
Conferences	Bring in external ideas Can create impetus behind an initiative and highlight an issue	Limited numbers can attend – relies on effective dissemination	Learning and Development sub group
Guidance notes and procedures	Effective for communicating about a change in process that does not require additional skills Wide audience can be targeted	Not useful for skill development	Policies and procedures sub group and all individuals
Webinars and elearning	No need to leave the agency. Available at the point the learner is ready to learn. Effective for providing supporting knowledge/ evidence base	Reliant on technology. No option to interact with others and test out ideas.	Board

It is not enough to rely on one training method only and our priority for the next three years is to develop the range of methods used and how they are used in conjunction with one another

We will use the above framework for continuous improvement to share learning about effective practice.
We will aim to highlight at least one case per year using this model

7. Culture of Appreciative Enquiry

Where learning only focusses on mistakes it can lead to a culture of shame and blame and over reliance on implementing policies and procedures. This in turn can impedes creativity and practitioner's ability to work with risk.
In North Somerset we are taking steps to learn also from good practice. Alongside providing Evidenced based training which includes' what works' examples, we are also using the learning from audits that highlight 'good practice' and aim to undertake a thorough piece of appreciative enquiry to share at annual conferences.

8. Full stakeholder engagement in commissioning and evaluation of learning activities.

We will look to strengthen the stakeholder element of the Annual Board development day-which is already attended by young people who join the full board in determining priorities.
We will implement a tri-annual consultation with all training stakeholders to analyse learning needs and provide feedback on the impact of training. This will be done through online survey that sits outside of the normal evaluation process.

8. Make explicit the responsibilities of single agency training

Each organisation within North Somerset has their own learning and development arrangements. Where this is provided by National bodies or pre-bought eLearning packages it is not within the scope of the Board to influence these.
Through the use of clear flow charts we will make explicit which levels of training should be completed at a single agency level and which should be undertaken as multi agency. The board will be responsibility for the quality assurance of multi-agency safeguarding training.
If single agency learning or actions arise from a case or serious case review, the board will be responsible for monitoring the outcomes of that learning or activity.

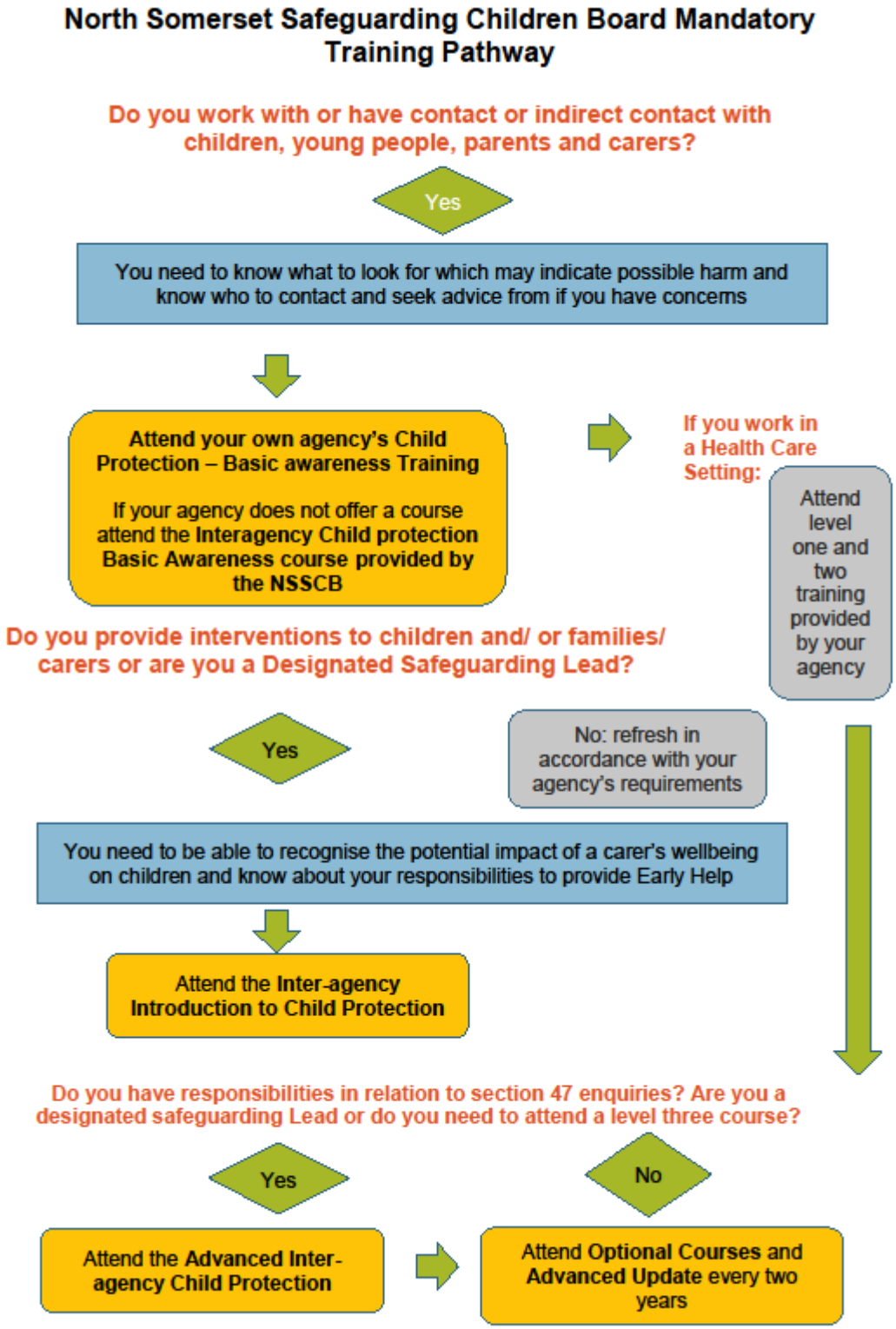
Appendix One Training needs analysis/ training request

Please complete this form- the learning and development subgroup will use this information to create a proposal that we will take to the Executive meeting for endorsement.

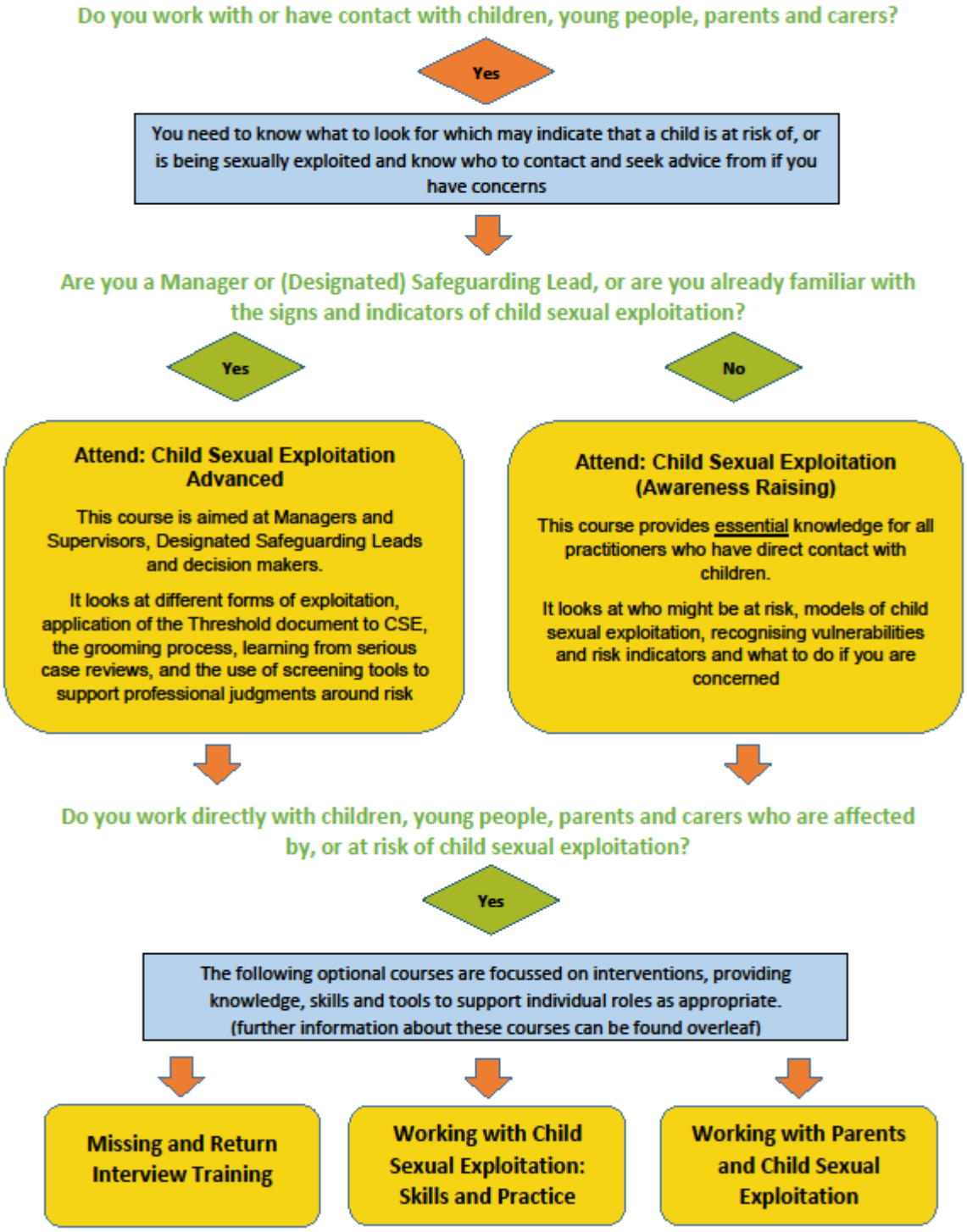
How has this need been identified? Audit / Case Review/ National Requirement / other (please specify)		
Workforce development requirement (Please describe the practice you want to see as a result of providing learning and development)		
Target Audience		
How will you measure the effectiveness of the learning and development within practice?		
Which learning and development method/s would you prefer? Tick all that apply		
Single agency training		
Multi-agency training		
Newsletters and emails		
Audit finding newsletters		
Briefings		
Themed Reading with follow up within teams or supervision		
Conference		
Guidance notes and procedures		
Webinars and/ or elearning		

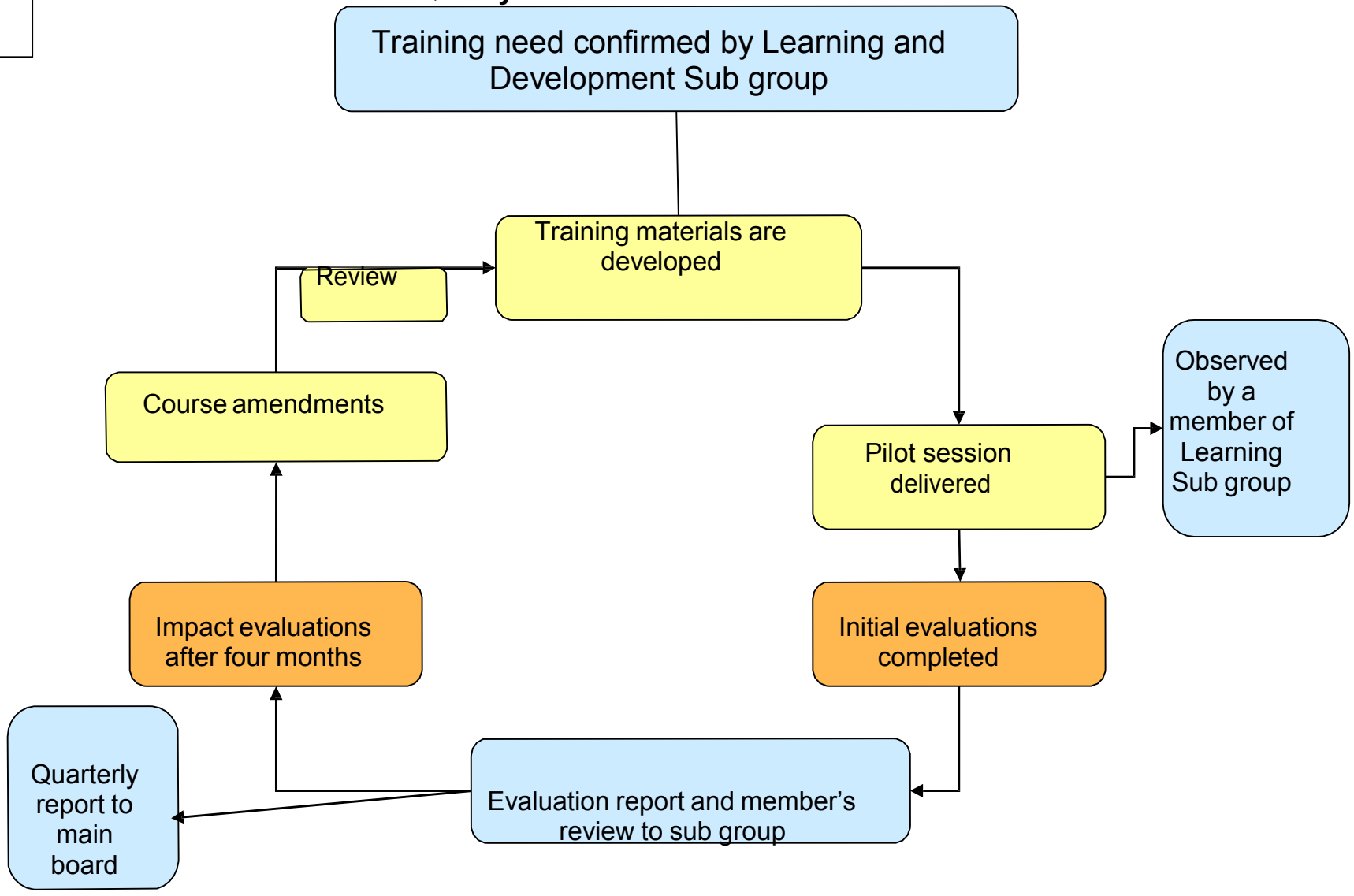
Please return this form to louise.lynch@n-somerset.gov.uk

Appendix two: Flow Charts



North Somerset Safeguarding Children Board Child Sexual Exploitation (CSE) Training Pathway



Appendix three

Quality Assurance Framework