

LSCB multi-agency safeguarding workforce development strategy

Introduction

In 2015 Solihull LSCB published its approach to [multi-agency workforce safeguarding learning and development](#). It provides an evidenced informed rationale for a safeguarding learning curriculum for 2015-2017. A competency framework applicable across the workforce was included - along with a description of resources identified to deliver, and, plans for impact evaluation. This document publishes the continuation of the initial plan for multi-agency workforce safeguarding learning and development for the period of 2017-2019. Confirming that it is still important that safeguarding learning needs are pitched at the right professional, at the right time and outlining how the LSCB will continue to deliver multi-agency safeguarding and workforce development.

Rationale

From 2015-2017 the LSCB has developed a modular approach to multi-agency training; each module providing an explicit block of learning. Practitioners choose modules to meet their individual professional development requirements, in conjunction with their organisations needs and with their line manager. The LSCB multi-agency training places an emphasis on effective multi-agency partnership skills. These are skills that cannot be acquired solely through single agency specific training/processes and are delivered through a range of 9 multi-agency modules (details at the end of the document.)

The 9 identified modules were developed and are now all being delivered. Module 5 protecting Children and Young People from Child Sexual Exploitation was split into 5a- awareness raising and 5b for those working with children and young people vulnerable to CSE. Module 6 neglect- Impact on child development; has also had 2 additional modules added:

A case study was developed to use in a number of the Modules delivered, which has domestic abuse, adult mental health and parental substance abuse issues within it. The use of this case study identified the need to enhance people's awareness about domestic abuse- specifically coercion and control and the use of risk assessment tools. Module 6b has therefore been developed with Women's Aid and added to address this.

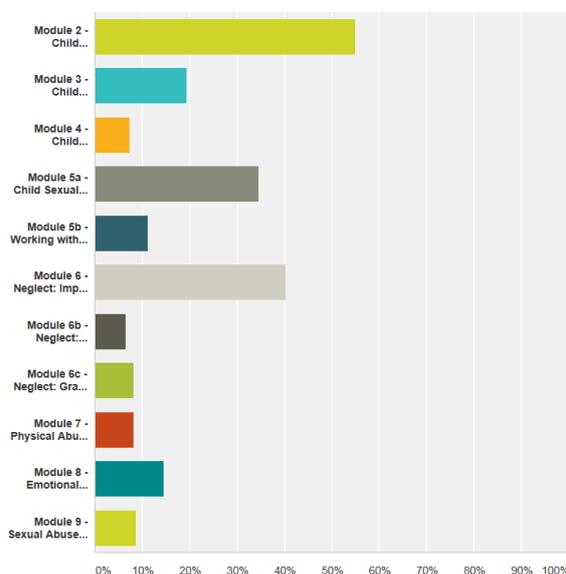
Solihull LSCB became an NSPCC pilot site for the use of Graded Care Profile 2 and multi-agency training to use the tool was added as Module 6c.

Modules were identified, designed and developed based on multi-agency competencies identified in findings from local and national serious case reviews, homicide reviews, theory, and research. They continue to be regularly reviewed and updated based on all of these sources plus feedback from participants, the learning faculty and Solihull LSCB case and thematic audit findings.

To review the 2015-17 strategy in February 2017 Solihull LSCB made contact with over 700 practitioners and managers. Responses to an online questionnaire were received from 170 people.

96 % of the respondents felt that the 2015-17 strategy had helped by removing 2 day courses and replacing these with half or 1 day courses with participants given professional responsibility for their own learning by including pre-reading or e-learning.

The 2015-17 strategy introduced as a general guide, all those who regularly make child protection referrals, are regularly expected to attend child protection conferences and core groups, and/or manage or supervise those who do, should receive a minimum of 3- 6hours of multi-agency training; ideally at least 1 module per year. This is not a fixed rule but should be intelligently used as guide to help practitioners engage in multi-agency training. These staff are able to select modules appropriate to their needs so each practitioner should work with their manager to assess their training needs and agree the appropriateness of them attending multi-agency training. Leaders and LSCB representatives are responsible to ensure that their workforce attends appropriate multi-agency training and will be held to account on this. From those who responded 81 % had actually taken part in the new Modular training; those who had attended identified the modules they had complete:



The LSCB introduced a new web booking system in 2016; 95% of people felt they had been able to book training easily, 96 % said they received all of the information they needed to participate in the training.

The 2015-17 strategy emphasised that practitioners who are expected to engage in partnership working in child protection should have access to high quality multi-agency training, in addition to their single agency specific training.99% of respondents said they were satisfied with the quality of the LSCB multi-agency training they attended.

The findings of serious case reviews indicates weaknesses in the skills used to share information, challenge appropriately and manage the complexities of child protection work with partners. This informed a new multi-agency competency framework which describes the multi-agency competencies practitioners need to achieve, based on what they do, and what skills they need to do it in a multi-agency setting, with particular reference to the LSCB priorities around neglect, child sexual exploitation and early help. The aim is to enhance all professionals' skills in;

- Application of thresholds
- Early help assessments
- Information sharing
- Challenge in practice
- Effective use of supervision
- Analysis and judgement

98% said that the training had been useful to them in undertaking multi-agency work when they had returned to the work place and 96% of respondents said that the range of modules meets their multi-agency safeguarding training needs.

In addition to the modular programme the LSCB continues to utilise a range of briefings, conferences, consultations, learning events and communication methods; including the introduction of a new website, which all contribute to the development of these competencies within the multi-agency workforce.

The 2015-17 strategy introduced a learning faculty in partnership with Solihull Safeguarding Adults Board (SSAB); to provide an open consultative forum to enable multi-agency practitioners and managers who access LSCB/SSAB training programmes to review previous training, monitor existing training and engage in the planning and design of future training provision in order to meet front-line needs as well as national and local drivers including legislation, policy and practice development. The faculty is an opportunity for practitioners to influence training. It is not a committee. 56 people are on the distribution list for the faculty takes place 3 times per year. Information is made available on the LSCB website, so people are encouraged to contribute to the agenda items even if they are unable to attend the meeting. 30% of those who responded to the review were aware of the Learning Faculty. Feedback from recent faculty meetings and training evaluations and individual comments received in the review support the need to continue to imbed the competencies and modular approach developed in the 2015-2017 strategy, however these have also identified a need for more exploration for training and development around working with the whole family, from children through to grandparents and work with men; dad's, other men in households and perpetrators of domestic abuse.

This 2017-19 strategy explains;

- Governance

- Strategy aims, objectives and targets
- The principles of safeguarding workforce development in Solihull MBC
- Resources
- Training methodologies.
- The core curriculum, including the competency framework and how to use it.

Governance

This section explains the role of individual agencies and the role of the LSCB in safeguarding training.

Role of ***individual partners*** in safeguarding training;

“Employers are 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 should be given a mandatory induction (by their own agency), which includes familiarisation with child protection responsibilities and procedures to be followed if anyone has any concerns about a child’s safety or welfare.”(Working Together to Safeguard Children:Ch2 Para4 2015)

Section 175 of the Education Act 2002 places a duty on:

a) local authorities in relation to their education functions; and

b) the governing bodies of maintained schools and the governing bodies of further education institutions (which include sixth-form colleges) in relation to their functions relating to the conduct of the school or the institution;

to make arrangements for ensuring that such functions are exercised with a view to safeguarding and promoting the welfare of children (in the case of the school or institution, being those children who are either pupils at the school or who are students under 18 years of age attending the further education institution).

A similar duty applies to proprietors of independent schools (which include academies/free schools) by virtue of regulations made under sections 94(1) and (2) of the Education and Skills Act 2008.

Regulations made under Section 342 of the Education Act 1996, set out the requirements for a non-maintained special school to be approved and continue to be approved by the Secretary of State. It is a condition of approval and continuing approval that arrangements must be in place for safeguarding and promoting the health, safety and welfare of pupils and when making such arrangements, the proprietor of the school must have regard to any relevant guidance published by

the Secretary of State. (Working Together to Safeguard Children; 2015 Appendix B Statutory Frameworks.)

In Solihull, this means that each partner agency, school, college and nursery is responsible for ensuring that staff have the competencies they need to fulfil their role in safeguarding children and promoting their welfare, and, are confident in their professional role in their workplace setting. Each partner agency provides single agency specific training which meets agency specific agreed competencies. Each partner agency is accountable to the LSCB for the quality of that in-house training and this will be evaluated through case audit, Section 11 audits, and, any other means considered appropriate by the LSCB.

The role of the LSCB

Working Together to Safeguard Children (DfE 2015) Chapter 1, paragraph 4 describes the role of the LSCB in relation to early help training;

“Local Safeguarding Children Boards (LSCBs) should monitor and evaluate the effectiveness of training, including multi-agency training, for all professionals in the area”.

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:

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

LSCBs do not commission or deliver direct frontline services though they may provide training. While LSCBs do not have the power to direct other organisations they do have a role in making clear where improvement is needed. Each Board partner retains their own existing line of accountability for safeguarding”

This applies in Solihull. The LSCB does not provide all of the safeguarding training that practitioners may require.

Working Together: Training Together: A pathway for professional development



The LSCB training programme aims to add value to single agency specific in-house training by providing practitioners with essential skills in partnership working to safeguard children using agreed multi-agency competencies informed by evidence from national and local experience, including serious case reviews. These multi-agency competencies do not replace the agency specific competencies that practitioners may need to function effectively in their specific roles. The multi-agency competencies are aimed at enabling all practitioners described to gain and develop multi-agency interactive skills. They seek to add value to the practitioner experience; supporting and valuing their agency specific responsibilities whilst enhancing their understanding of, and effectiveness in, multi-agency working – thus enabling sound decision making about vulnerable children in collaboration with partner practitioners.

Solihull LSCB provides multi-agency training which places an emphasis on effective multi-agency partnership skills. These are skills that cannot be acquired solely through single agency specific training/processes.

In this way, multi-agency training enhances practitioners' skills sets - by enabling the development of multi-agency, interactive communications skills when working with highly complex families with very vulnerable children.

This strategy places an emphasis on inter-personal, communication and partnership skills. The practitioner learning experience will therefore help them enhance these skills. Knowledge transfer is important and a variety of methods will be used to ensure this takes place. The agreed skills set links to national and local experience, with particular reference to serious case and homicide reviews.

Practitioners must therefore attend in-house agency specific training at foundation level at the very least before attending multi-agency events.

Management

The LSCB training strategy will be managed by the LSCB business manager and co-ordinated by the LSCB trainer. They will consult widely with practitioners. (See Safeguarding learning faculty) and report to the LSCB executive group on progress. They will also work with their equivalents in Adults services to ensure synergy in the safeguarding curriculum.

Strategy aims and objectives

Aim

To continue to provide a comprehensive range of training for managers and practitioners that supports the delivery of the LSCB improvement priorities around neglect, child sexual exploitation and early help.

Objectives

In March 2019 the safeguarding workforce will have enhanced multi-agency competencies in relation to the following skills with particular reference to the LSCB priorities around neglect, incorporating domestic violence and the toxic trio, child sexual exploitation and early help

- Application of thresholds
- Early help assessments
- Information sharing
- Challenge in practice
- Effective use of supervision
- Analysis and judgement

The impact of this strategy will be demonstrated as follows

Skills	Method	Projected impact
Application of thresholds	Case audit, Also work volume data provided to LSCB	Professional confidence in application of thresholds Reduced volume of referrals to social care.
Early Help Assessments.	LSCB early help performance data set and work volume data	Increased use of Early Help Assessments and associated workflow volume decrease through social care.
Information sharing	Attendance at CPCC data set to LSCB Core group evaluation via case audit.	Decreased drift and delay
Challenge in practice	Use of escalation procedures Case audit Timeliness of decision making.	Increased skilful challenge in practice. Increased use of escalation procedures Improved timeliness of decision making, reduced drift and delay.
Effective use of supervision.	Case audit.	Supervision as a forum for reflective practice and challenge.
Analysis and judgement	Evaluation with managers and leaders	Improved audit methodologies, improved performance analysis. Decreased drift and delay. Increased use of escalation procedures.

To achieve the enhancement of these skills across the safeguarding workforce the LSCB will follow these principles;

Individual agencies take responsibility under Section 11 of the children act 2002 and the S175 and S157 of the Education Act 2004 to carry out safeguarding training in-house relevant to their safeguarding responsibilities and meeting their agency specific competencies.

Individual agencies will ensure staff attend single agency specific in house Foundation Course training at the very least, before attending LSCB multi-agency training.

Training provided will use adult learning models; professionals will be responsible for their own learning with help and advice from their line managers and their LSCB representative.

A modular approach is applied, each module providing an explicit block of learning. Practitioners can choose modules to meet their individual professional development requirements, but this must be in conjunction with their organisations needs and working with their line manager.

As a general guide, all those who regularly make child protection referrals, and are regularly expected to attend child protection conferences and core groups, and/or manager or supervise those who do, will continue to be expected to receive a minimum of 3-6 hours and ideally attend 1 multi-agency training module per year. These staff will continue to be able to choose from select modules appropriate to their needs. This is guidance regarding which staff should be accessing the LSCB training programme only and must be used intelligently; with each practitioner working with their managers to assess their training needs and agree the appropriateness of them attending.

Each multi-agency training module in the protection and care of children is evaluated for impact on management and practice.

All practitioners engaging in multi-agency working should have multi-agency training.

Resources:

The LSCB will use a pooled budget to deliver training, made up of contributions from lead agencies including the schools forum. A full time safeguarding workforce trainer manages the multi-agency training agenda and advises partners on in-house training to ensure there is synergy between both

The LSCB website is used for communications and bulletins and for training administration and booking. Some administrative support is also provided by the LSCB business unit.

LSCB Trainers Pool

The main resource used by the LSCB will be the LSCB Trainers Pool. This is made up of senior safeguarding practitioners in partner agencies. They are provided with training and support to keep them professionally updated on contemporary safeguarding training practices and meet regularly for support and development.

A Safeguarding Faculty

Facilitated by the training officers from the LSCB and safeguarding Adults Board (SSAB) the forum is made of practitioners and managers in Solihull. Information is available on the website <http://www.solihullscb.co.uk/training.php> . The Learning Faculty will continue to meet 3 times per year to engage in assessment of safeguarding learning needs and devising the curriculum year on year. This faculty will also help evaluate training events. All those who said they were not aware of the learning faculty and included their email addresses in their strategy review response will be individually contacted about the next learning faculty meeting and signposted to the website for further information.

Local Authority Early Help training

“(Early Help) 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.

Professionals should, in particular, be alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;*
- has special educational needs;*
- is a young carer;*
- is showing signs of engaging in anti-social or criminal behaviour;*
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems and domestic violence;*
- has returned home to their family from care;⁴ and/or*
- is showing early signs of abuse and/or neglect.*

Professionals working in universal services have a responsibility to identify the symptoms and triggers of abuse and neglect, to share that information and work together to provide children and young people with the help they need. Practitioners need to continue to develop their knowledge and skills in this area.

Professionals should have access to training to identify and respond early to abuse

and neglect, and to the latest research showing which types of interventions are the most effective". (Working together to safeguard children 2015 Ch1 Pars 5 and 6)

The Local Authority have been delivering both single and multi-agency training on Early help specifically, The LSCB supports this by ensuring the application of thresholds and working with partners to provide early help is thematic in other training modules.

Training methodologies

To enhance the skills set required, training style and methodologies will largely comprise of interactive group work with a focus on inter-active and interpersonal communications skills to address the challenges of multi-agency working.

Knowledge transfer will largely be reserved for pre-reading or on-line learning and will not dominate safeguarding learning experiences. This pre-learning is referenced throughout learning events. Some of this will be mandatory before booking an event.

The trainers' pool and the safeguarding learning faculty will create a range of learning and training styles to suit a range of learning events.

The Core curriculum

No professional should attend any LSCB training unless they have had prior foundation level training in their own agency and have manager approval.

The core programme;

- This is made up of 9 modules listed below: A core module of 4 with additional modules 5-9 on specific topic areas. The first 4 modules provide learning on early help, neglect and the toxic trio. Modules 5-9 refer to these elements with specific reference to Child sexual exploitation, and the impact on child development for children living with neglect, sexual abuse, physical and emotional abuse.
- **All** training will include domestic abuse, parental substance misuse and parental mental health problems, through the use of case studies, research examples such as homicide and serious case reviews

CORE MULTI-AGENCY COMPETENCIES in 9 modules. Page one of two

Module	Who does this training?	When you have done this learning, you will be able to;
<i>Foundation(Agency Specific, in-house)</i>	<i>Every one</i>	<i>Recognise and respond if you are worried about a child, using your organisations procedures.</i>
Module 1	Those who identify additional needs and carry out early help assessments.	<ul style="list-style-type: none"> • Accurately apply Solihull local thresholds, • Recognise and efficiently respond appropriately to concerns about children with additional needs by effectively interacting with partner professionals when appropriate, • Carry out thorough early help assessments at the earliest opportunity.
Module 2 Child protection: An introduction to multi-agency working.	Those who identify child protection concerns and make child protection referrals.	<ul style="list-style-type: none"> • At the appropriate threshold make sound, evidence informed communications and good quality child protection referrals, • Attend and make sound evidence informed contributions to child protection conferences and core groups. • Identify and challenge drift and delay in multi-agency work to safeguard children and young people; and be specifically alert to the complexities of the child's experience when living with Domestic violence, substance misuse and/or parental mental health problems. • Effectively use escalation procedures when conflicts occur in multi-agency safeguarding work and resolution cannot be sought
Module 3 Child protection; The challenges of multi-agency working.	Those above who also regularly attend child protection conferences and core groups and/or supervise or manage those who do, or lead organisations that do.	<ul style="list-style-type: none"> • Accurately identify and manage common impediments to partnership working to safeguard children & young people • Understand and respect multi agency difference and manage conflict with humility. • Sensitively understand the multi-dimensional nature of risk in safeguarding work; including issues impacting on parenting, such as substance misuse, Domestic Violence and adult mental health. • Promptly recognise and respond to drift and delay and non-compliance and develop professional alertness to risk while working in partnership with parents. • Recognise how you interact with these elements and use supervision effectively to safeguard children and protect your wellbeing. • Actively seek and provide challenge with partners in safeguarding work. • Effectively support staff to use the LSCB escalation procedures when resolution cannot be reached in safeguarding work. • Effectively engage partners to enable sound judgement based on all evidence, including recent evidence and challenge inability to consider new evidence to safeguard children.
Module 4 Child	Those above who also may	<ul style="list-style-type: none"> • Effectively provide professional support and supervision to practitioners and colleagues leading or

Protection; Analysis, judgement and leadership in partnership working.	provide evidence in criminal and civil proceedings and those who lead or contribute to serious case reviews and those involved in the LSCB including sub-groups.	contributing to multi-agency risk assessment in safeguarding work. <ul style="list-style-type: none"> Effectively work with partners to analyse risks, review child protection plans and challenge drift and delay and manage conflict to safeguard children & young people. Effectively lead and deliver on the escalation procedures With partners, set standards for multi-agency audit and audit against them to ensure the quality and continual improvement in work to safeguard children & young people.
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CORE MULTI-AGENCY COMPETENCIES in 9 modules. Page Two of two

Module	Who does this training?	When you have completed this learning, you will be able to;
Module 5; Protecting children and young people at risk of sexual exploitation.	Those who work with young people and who are responsible to identify and respond to child sexual exploitation. This is split into 2 Modules 5a CSE awareness 5b For those who work with children & young people involved in or at risk of CSE	<ul style="list-style-type: none"> Demonstrate the correct application of Government guidance and legislation relevant to CSE is informing your work with children & young people Recognise the signs and indicators of CSE and respond appropriately in your work place to children and young people who you identify are at risk of CSE. Effectively use local and national CSE risk assessment tools in your work with children & young people Engage with partners appropriately, communicating effectively to safeguard children and young people at risk of or involved in CSE Recognise and use local resources and national support agencies to help children and young people at risk of or involved in CSE
Module 6; Neglect; Impact on child development.	Those who identify and assess child protection concerns and regularly attend and report to child protection conferences and core groups and/or supervise or manage those who do. Further specialist modules contribute to this: Module 6b- Domestic Abuse for those who identify and assess child protection concerns and regularly attend and report to child protection conferences and	Carry out or contribute to thorough assessments of children where neglect is suspected; <ul style="list-style-type: none"> appropriately using national research and practice experience accurately recognising and referring to the impact on the child's development effectively using evidence informed assessment tools effectively utilising contributions from partner agencies to inform assessment Carry out or contribute to thorough assessments of children where domestic abuse is suspected by: <ul style="list-style-type: none"> Identifying behaviours which constitute domestic abuse including coercion and control and understanding their impact on child development. Identifying barriers to engagement for victims of domestic abuse and constructing ways to overcome these.

	<p>core groups and/or supervise or manage those who do</p>	<ul style="list-style-type: none"> • Utilise methods of safety planning which is vital to any intervention where DA is present. • Effectively recognise how DASH/DVRIM can assist assessments, safety planning and multi-agency working.
	<p>Module 6c- Grade Care Profile 2- The Graded Care Profile 2 (GCP2) is a tool designed to provide an objective measure of the care of children. It is primarily based on the qualitative measure of the commitment shown by parents or carers in meeting their children's developmental needs. This training is for those who may use the tool, or supervise those who do.</p>	<ul style="list-style-type: none"> • Become licensed to use the Graded Care Profile 2. • Consolidate knowledge in relation to neglect. • Know where to go locally for support to us GCP2. <p>*Please note- To use the GCP2 you will be required to carry out or work with partners to do 4-6 announced and unannounced visits to observe a family. This should be completed in a designated time of between 2-4 weeks.</p>
<p>Module 7; Physical abuse. Impact on child development</p>	<p>Those who identify and assess child protection concerns and regularly attend and report to child protection conferences and core groups and/or supervise or manage those who do.</p>	<p>Carry out or contribute to thorough assessments where physical abuse is suspected</p> <ul style="list-style-type: none"> • appropriately using national research and practice experience • accurately recognising the continued aspects of physical abuse and its impact on the child's development • effectively using evidence informed assessment tools • effectively utilising contributions from partner agencies to inform assessment
<p>Module 8; Emotional abuse. Impact on child development</p>	<p>Those who identify and assess child protection concerns and regularly attend and report to child protection conferences and core groups and/or supervise or manage those who do.</p>	<p>Carry out or contribute to thorough assessments where emotional abuse is suspected</p> <ul style="list-style-type: none"> • appropriately using national research and practice experience • accurately recognising and referring to the impact on the child's development • effectively using evidence informed assessment tools • effectively utilising contributions from partner agencies to inform assessment

**Module 9:
Sexual Abuse;
impact on child
development**

Those who identify and assess child protection concerns and regularly attend and report to child protection conferences and core groups and/or supervise or manage those who do.

Carry out or contribute to thorough assessments of children where **sexual abuse** is suspected;

- appropriately using national research and practice experience
- accurately recognising and referring to the impact on the child's development
- effectively using evidence informed assessment tools
- effectively using contributions from partner agencies to inform assessment.