



## **The Safeguarding learning Faculty**

### **Draft - Terms of Reference**

#### **Aim & Purpose**

The purpose of the faculty is 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.

The aim of the training strategy of both boards is to ensure that the workforce is sufficiently equipped by way of knowledge and skills to enhance safeguarding practice and thereby promote positive safeguarding outcomes for children, young people and adults with care and support needs.

#### **The Principles of training**

The following principles inform all safeguarding training:

- The overall purpose of training is to improve the quality of practice and subsequent outcomes for children, young people and adults with care and support needs.
- Training content will reflect relevant, accurate and current information arising from legislation, guidance, research, theory, lessons to be learnt following significant learning events including serious care reviews, serious adult reviews and domestic homicides.
- All safeguarding training is child/ person centred incorporating and promoting individual rights and needs and ensuring that their welfare and wellbeing is paramount.
- Training addresses issues of diversity and promotes understanding and recognition of additional vulnerabilities e.g. disability.
- Training promotes inter-agency working including effective information sharing.
- Training places value on people working collaboratively, bringing people together in ways which mirror the diversity of practice networks engaged with children, young people, adults with care and support needs and their families and carers.
- Training recognises the principles of adult learning and will reflect these in the commissioning, delivery and evaluation of learning opportunities.

#### **Functions**

The learning faculty will meet three times each financial year:

1 The Aim of the first faculty in any financial year is to share with practitioners the current SSAB/LSCB training provision, highlight the priorities for boards and gain views on models of training and the benefits of establishing a safeguarding learning faculty.

2 Aim of the second faculty in any financial year is to focus on the training strategies (LSAB/SSAB) and to consult on training provision, methods of delivery and identify any gaps in learning provision. It will provide an opportunity to "stocktake" halfway through the financial year

and take into account new developments including opportunities to provide any joint training agendas including domestic abuse training provision.

3 Aim of the third faculty in any financial year is to present and consult on training plans for 2015/2016, including quality assurance proposals for all training provision.

### **Membership, Attendance, Monitoring**

The Development Managers for LSCB and SSAB, in representing their respective boards, will agree faculty programmes with the domestic abuse co-ordinator. They will agree on chairing and leading each faculty event and have the option to agree on rotating the chair, either by meeting or annually, subject to the development of the faculty.

#### **Membership**

Practitioners, managers and supervisors who work with children and their families including those who work with vulnerable adults and/or those with mental health concerns and/or those with substance misuse concerns are invited to join this forum. Those with knowledge and skills in safeguarding work and an understanding of training priorities and processes within their own agencies will be especially welcome. Those attending are encouraged to attend for a year (3 meetings) so that they can gain from the experience and so that their contribution is consistently incorporated into the training programmes. If they are unable to attend for a year, they are still welcome and they are encouraged to enable others in their service area to attend as well.

#### **Attendance and Monitoring**

Attendance will be monitored to ensure agencies are adequately represented. Where there are gaps in representation, the respective board managers will address this by encouraging board members to nominate practitioners, supervisors and/or managers to attend.

### **Frequency, Agenda & reporting**

Events will be held three times a year and dates set at the start of the year and scheduled to facilitate maximum attendance.

Dates agreed for 2015/2016 are

June 22 <sup>nd</sup> 2015	2:00 – 4:30
November 4 <sup>th</sup> 2015	2:00 – 4:30
February 24 <sup>th</sup> 2016	2:00 – 4:30

The agenda and papers will be sent out to members not less than 7 calendar days in advance of the faculty.

One report of each event will be agreed by the LSCB, SAB managers the DV co-ordinator and presented to the respective forum in each board.

### **Accountability and communication with other LSCB and SSAB Sub-Groups**

The faculty is accountable to the LSCB/SSAB, via the LSCB and SAB managers and will provide the respective boards with regular reports.