

## **Solihull Safeguarding Children Partnership**

### **Multi-Agency Safeguarding Workforce Training Strategy**

#### **Introduction**

This document describes the Solihull SCP approach to multi-agency workforce safeguarding training and should be read in conjunction with SSCP Learning & Improvement framework.

It provides an evidenced informed rationale for a multi-agency safeguarding training offer for 2023-2024.

The multi-agency training strategy is based on a competency framework applicable across the workforce is included. Safeguarding training needs to be pitched at the right professional, at the right time so an outline of how the SSCP has consulted organisations, to ensure key professionals are provided with the right training.

#### **Rationale**

SSCP learning & development framework identifies the contribution that multi-agency training makes to disseminating learning from local and national child safeguarding practice reviews, and other partnership activity. It is not the sole way to share learning, but training is constantly reviewed and updated to ensure the latest learning is embedded in the content.

Multi-agency modules are developed to enhance inter-active, communications skills and multi-agency competencies. The 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. This results in a framework which adds value to the in-house competencies set by individual agencies and does not replace or compete with them.

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 agency specific training. This is because the findings of child safeguarding practice reviews identify a weakness in the skills used to share information, challenge appropriately and manage the complexities of child protection work with partners.

As a general guide, all those who regularly carry out early help assessments, make child protection referrals, are regularly expected to attend child protection conferences and core groups, and/or manage or supervise those who do, should ideally receive a minimum of 3 hours and ideally 6 hours of multi-agency training per year. These staff will be able to select modules appropriate to their needs. This is not

a fixed rule but should be intelligently used as guide to help practitioners engage in multi-agency training. Each practitioner should work with their manager to assess their training needs and agree the appropriateness of them attending multi-agency training. Leaders and SSCP representatives are responsible to ensure that their workforce attends appropriate multi-agency training.

This strategy explains;

- Governance
- Strategy aims, objectives and targets
- The principles of multi-agency safeguarding development in Solihull
- Resources
- Training methodologies.
- The core curriculum, including the competency framework and how to use it.
- Partnership Analysis of staff multi-agency training needs.

### **Governance**

This section explains the role of individual agencies and the role of the SSCP 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 38 Sir Robert Francis' Freedom to speak up review.*

*• staff should be given a mandatory induction, which includes familiarisation with child protection responsibilities and the procedures to be followed if anyone has any concerns about a child's safety or welfare*

*• all practitioners should have regular reviews of their own practice to ensure they have knowledge, skills and expertise that improve over time.”* (Working Together to Safeguard Children: Ch2 Para3 2018)

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 agency specific training which meets agency specific agreed competencies. Each partner agency is accountable 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 SSCP.

### **The role of the SSCP**

Working Together to Safeguard Children (DfE 2018) Chapter 1, paragraph 5 states: *“Multi-agency training will be important in supporting this collective understanding of local need and the services available to support children and young people.*

*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, child criminal exploitation and radicalisation. Practitioners should also continue to develop their understanding of domestic abuse, which includes controlling and coercive behaviour from perpetrators of domestic abuse, and the impact this has on children.*

*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: Training Together: A pathway for professional development**



SSCP training programme aims to add value to 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 child safeguarding practice 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 risk for children in collaboration with partner practitioners.

Solihull SCP provides multi-agency training which places an emphasis on effective multi-agency partnership skills. These are skills that cannot be acquired solely through 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 reviews.

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

### **Management**

SSCP training strategy will be managed by the SSCP training officer. Who will consult with partnership organisational representatives and report to the SCP Learning & Development 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 provide a comprehensive range of training for managers and practitioners that supports the delivery of SSCP improvement priorities around the learning from the national review and JTAI, Early Help & Neglect.

### **Objectives**

The safeguarding workforce will have enhanced multi-agency competencies in relation to the following skills with particular reference to SSCP priorities around findings from the national review and JTAI, Early Help & Neglect.

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

**To achieve the enhancement of these skills across the safeguarding workforce SSCP 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 agency specific in-house Foundation Course training at the very least, before attending SSCP multi-agency training.

All SSCP members support access to appropriate multi-agency training identified through completion of their training needs assessment

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 SSCP representative.

*An example of this- The Local Authority Education Representatives of the Partnership have agreed that after completing single agency training, ideally designated safeguarding leads in schools should complete Module 1 and 2 before undertaking other modules of their choosing*

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, should receive a minimum of 3 hours and ideally 6 hours of multi-agency training per year. These staff will be able to choose from select modules appropriate to their needs. This is guidance regarding which staff should be accessing SSCP 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.

Multi-agency training in the protection and care of children is evaluated regularly.

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

## Resources:

A full-time safeguarding trainer manages the multi-agency training agenda. The SCP training portal is used for training administration, booking and evaluation, supported by administration assistance.

The main resource utilised in addition to this is the SCP **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.

## 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 will be referenced throughout learning events. Some of this will be mandatory before booking an event.

## The Core curriculum

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

<b>Module 1 Early Help</b> Those who identify additional needs and carry out early help assessments	<ul style="list-style-type: none"><li>• Apply Solihull local thresholds,</li><li>• Respond appropriately to concerns about children with additional needs by effectively interacting with partner professionals,</li><li>• Carry out early help assessments</li></ul>	½ day Virtual
<b>Module 1b Recognising and supporting parents in parental conflict</b> Those who identify additional needs and carry out early help assessments	<ul style="list-style-type: none"><li>• Recognise the key differences between destructive and constructive conflict and the impact this has on child outcomes.</li><li>• Understand whether the formation of families changes the quality of those relationships and the warning signs that a relationship is in distress.</li><li>• Know why active listening and empathy are as important as how you ask the right questions.</li><li>• Have confidence in practice in working with parents in conflict situations and using the tools available to support this work.</li></ul>	Full day Face to face <i>This is a course developed with initial funding from DWP</i>

<p><b>Module 2 Child Protection: An introduction to multi-agency working</b> Those who identify child protection concerns and make child protection referrals</p>	<ul style="list-style-type: none"> <li>• At the appropriate threshold make sound, evidence informed communications and good quality child protection referrals,</li> <li>• Make sound evidence informed contributions when participating in child protection conferences and core groups.</li> <li>• 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.</li> <li>• Effectively use escalation procedures when conflicts occur in multi-agency safeguarding work and resolution cannot be sought</li> </ul>	<p>Full day Face to face</p>
<p><b>Module 3 Child Protection: The challenges of multi-agency working</b> Those who also regularly attend child protection conferences and core groups and/or supervise or manage those who do, or lead organisations that do</p>	<ul style="list-style-type: none"> <li>• Accurately identify and manage common impediments to partnership working to safeguard children &amp; young people</li> <li>• Understand and respect multi agency difference and manage conflict with humility.</li> <li>• 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.</li> <li>• Promptly recognise and respond to drift and delay and non-compliance and develop professional alertness to risk while working in partnership with parents.</li> <li>• Recognise how you interact with these elements and use supervision effectively to safeguard children and protect your wellbeing.</li> <li>• Actively seek and provide challenge with partners in safeguarding work.</li> <li>• Effectively support staff to use the SCP escalation procedures when resolution cannot be reached in safeguarding work.</li> <li>• Effectively engage partners to enable sound judgement based on all evidence, including recent evidence and challenge inability to consider new evidence to safeguard children.</li> </ul>	<p>Full day Face to face</p>

<p><b>Module 4 Child Protection: Analysis, judgement and leadership in partnership working</b> Those who may provide evidence in criminal and civil proceedings and those who lead or contribute to Child Safeguarding Practice Reviews and those involved in SSCP partnership meetings</p>	<ul style="list-style-type: none"> <li>Effectively provide professional support and supervision to practitioners and colleagues leading or contributing to multi-agency risk assessment in safeguarding work.</li> <li>Effectively work with partners to analyse risks, review child protection plans and challenge drift and delay and manage conflict to safeguard children &amp; young people.</li> <li>Effectively lead and deliver on the escalation procedures</li> <li>Set standards for multi-agency audit and audit against them to ensure the quality and continual improvement in work to safeguard children &amp; young people.</li> </ul>	<p>Full day Face to face</p>
<p><b>Module 5a All Age Exploitation Awareness</b> Those who work with children and young people and who are responsible to identify and respond to child exploitation.</p>	<ul style="list-style-type: none"> <li>Recognise the West Midlands (Metropolitan) Area Definition for Exploitation (All Age) and how this applies in Solihull.</li> <li>Apply the local screening tool to identify and respond appropriately to children who are at risk or involved in exploitation.</li> <li>Engage with partners appropriately, communicating effectively</li> <li>Use local resources and national guidance and support agencies to help children and young people at risk or involved in Exploitation</li> </ul>	<p>½ day Virtual</p>
<p><b>Introduction to contextual safeguarding</b> Those who work with children, young people, and adults and who are responsible to identify and respond to child exploitation.</p>	<ul style="list-style-type: none"> <li>Develop an understanding of what is meant by a trauma informed response and why it's needed</li> <li>Know what contextual safeguarding means</li> <li>Know how and where to access tools and resources to support your work in Contextual safeguarding</li> </ul>	<p>½ day Virtual</p>
<p><b>Working with parents as partners</b> Those who work with children and young people and who are responsible to identify and respond to child exploitation.</p>	<ul style="list-style-type: none"> <li>Recognise the importance in identifying and assessing the different relationships that children/young people form in their peer groups, schools, neighbourhoods and online</li> <li>Understand that children/young people's experiences of extra-familial abuse can undermine parent-child relationships and consider working with parents as partners</li> </ul>	<p>½ day Virtual</p>



<p><b>Module 6 Neglect: Impact on child development</b> Those who identify and assess early help or child protection concerns and regularly follow a multi-agency approach and/or attend and report to child protection conferences and core groups and/or supervise or manage those who do</p>	<ul style="list-style-type: none"> <li>• Carry out or contribute to thorough assessments of children where neglect is suspected;</li> <li>• appropriately using national research and practice experience</li> <li>• accurately recognising and referring to the impact on the child’s development</li> <li>• effectively using evidence informed assessment tools</li> <li>• effectively utilising contributions from partner agencies to inform assessment</li> </ul>	<p>Full day Face to face</p>
<p><b>Module 6b Neglect-Domestic Abuse</b> Those who identify and assess early help or child protection concerns and regularly follow a multi-agency approach and/or attend and report to child protection conferences and core groups and/or supervise or manage those who do</p>	<ul style="list-style-type: none"> <li>• Carry out or contribute to thorough assessments of children where domestic abuse is suspected by:</li> <li>• Identifying behaviours which constitute domestic abuse including coercion and control and understanding their impact on child development.</li> <li>• Identifying barriers to engagement for victims of domestic abuse and constructing ways to overcome these.</li> <li>• Utilise methods of safety planning which is vital to any intervention where DA is present.</li> <li>• Effectively recognise how DASH/DVRIM can assist assessments, safety planning and multi-agency working</li> </ul>	<p>Full day Face to face</p>
<p><b>Module 6c Neglect- Graded Care Profile 2</b> Those who identify and assess early help or child protection concerns and regularly follow a multi-agency approach and/or attend and report to child protection conferences and core groups and/or supervise or manage those who do</p>	<ul style="list-style-type: none"> <li>• Become licensed to use the Graded Care Profile 2.</li> <li>• Consolidate knowledge in relation to neglect.</li> <li>• Know where to go locally for support</li> </ul>	<p>Full day Face to face</p>

<p><b>Module 7 Physical Abuse</b> Those who identify and assess early help or child protection concerns and regularly follow a multi-agency approach and/or attend and report to child protection conferences and core groups and/or supervise or manage those who do</p>	<ul style="list-style-type: none"> <li>• Carry out or contribute to thorough assessments where physical abuse is suspected</li> <li>• appropriately using national research and practice experience</li> <li>• accurately recognising the continued aspects of physical abuse and its impact on the child's development</li> <li>• effectively using evidence informed assessment tools</li> <li>• effectively utilising contributions from partner agencies to inform assessment</li> </ul>	<p>½ day Face to face</p>
<p><b>Module 8 Emotional Abuse</b> Those who identify and assess early help or child protection concerns and regularly follow a multi-agency approach and/or attend and report to child protection conferences and core groups and/or supervise or manage those who do</p>	<ul style="list-style-type: none"> <li>• Carry out or contribute to thorough assessments where emotional abuse is suspected</li> <li>• appropriately using national research and practice experience</li> <li>• accurately recognising and referring to the impact on the child's development</li> <li>• effectively using evidence informed assessment tools</li> <li>• effectively utilising contributions from partner agencies to inform assessment</li> </ul>	<p>½ day Face to face</p>
<p><b>Module 9 Sexual Abuse</b> Those who identify and assess early help or child protection concerns and regularly follow a multi-agency approach and/or attend and report to child protection conferences and core groups and/or supervise or manage those who do</p>	<ul style="list-style-type: none"> <li>• Carry out or contribute to thorough assessments of children where sexual abuse is suspected;</li> <li>• appropriately using national research and practice experience</li> <li>• accurately recognising and referring to the impact on the child's development</li> <li>• effectively using evidence informed assessment tools</li> <li>• effectively using contributions from partner agencies to inform assessment.</li> </ul>	<p>Full day Face to face</p>
<p><b>Managing Allegations Against Staff</b></p>	<p>This training provides an essential grounding for managers to enable them to manage allegations of abuse against staff who:</p>	<p>½ day Face to face</p>

For those with supervisory responsibilities for staff undertaking safeguarding work; managers and strategic leads in multi-agency organisations	<ul style="list-style-type: none"> <li>• Have, or may have harmed a child</li> <li>• Have, or may have committed a criminal offence against or related to a child/ren</li> <li>• Have behaved towards a child/children in a way that indicates s/he is unsuitable to work with children</li> </ul>	
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Based on the needs assessments completed by partners further module development is being explored and will include:

<b>Including contextual safeguarding in individual assessments</b> Those who undertake assessments which are holistic in nature – taking into account both the context of children’s experiences within their family home and in other social spaces	<ul style="list-style-type: none"> <li>• Assess the risk of extra familial harm to a young person</li> <li>• Consider the needs of a young person subject to extra-familial risk</li> <li>• Make recommendations/plan for on-going work which addresses extra-familial risk of harm.</li> </ul>	<i>In development</i> ½ day Face to face
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There is also work being carried out by partners to develop training around working with those who cause domestic abuse and safeguarding children with special education needs and difficulties. BSMHFT will explore supporting multi-agency safeguarding training linked to mental health and substance misuse when resource permits.

**Analysis of training needs for 2023-24:**

Below indicates the multi-agency training need identified through multi-agency training assessments completed by partnership leads for 2023-24:

Module	Number of people	Number of courses
An Introduction to Safeguarding Children (For the Voluntary/ Faith Sector only)		
Module 1 - Early Help	171	9
Module 1b – Recognising and supporting parents in parental conflict	100	5

Module 2 - Child Protection: An introduction to multi-agency working	186	10
Module 3 - Child Protection: The challenges of multi-agency working	107	6
Module 4 - Child Protection: Analysis, judgement and leadership in partnership working	40	2
Module 5a - All Age Exploitation Awareness	107	6
An Introduction to Contextual Safeguarding	89	5
Parents as partners in tackling Child Exploitation - Working with and supporting parents affected by Child Exploitation	57	3
Module 6 Neglect: Impact on child development	77	4
Module 6b Neglect- Domestic Abuse	91	5
Module 6c Neglect- Graded Care Profile 2	68	4
Module 7 Physical Abuse	58	3
Module 8 Emotional Abuse	81	4
Module 9 Sexual Abuse	64	4
Managing Allegations Against Staff	50	3
Totals	1346	73