

Leicester, Leicestershire & Rutland Safeguarding Children Learning

Safeguarding Learning, Development & Training Strategy

April 2018 – March 2019

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Leicester, Leicestershire & Rutland (LLR) Safeguarding Multi-Agency Training Group (MATG), has the primary responsibility for supporting the implementation of this Training Strategy.

The Group comprises of strategic training and workforce development leads and representatives from agencies across Leicester, Leicestershire and Rutland. The group work and remit is driven by this strategy and reports to both Leicester City and Leicestershire & Rutland Safeguarding Children Board.

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1. Vision

The Local Safeguarding Children Boards of Leicester and Leicestershire & Rutland want their workforce to be confident and competent when working to safeguard and protect children. To do this, individuals must understand their role in Safeguarding whatever their position within the workforce. In order to achieve this, agencies and individuals must meet the Safeguarding Children Competency Framework, where there is not an agreed statutory Framework already in place. This Strategy will support staff to meet their competencies and therefore understand their role in safeguarding and protecting children.

2. Context

Working Together to Safeguard Children 2018 sets out the guidance for ensuring the workforce is appropriately knowledgeable in safeguarding, including their role and responsibilities, to deliver effective services. To support this, it states:

“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.”

Working Together (2018)¹ continues to say:

“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”

It further adds that individual agencies/organisations are responsible for ensuring that they have in place *“arrangements that reflect the importance of safeguarding and promoting the welfare of children, including:....appropriate supervision and support for staff, including undertaking Safeguarding training”*.

¹ Working Together to Safeguard Children (July 2018) HM Government

3. Competency Framework

The [Competency Framework](#) remains the standard that the LSCBs expect those working with children and young people to meet according to their role. It will be reviewed as necessary to maintain currency.

The LSCB expects that safeguarding learning delivery plans in agencies will support individuals in meeting their required safeguarding competencies.

The continued expectation will be that attendance at a multi-agency training event will be every 3 years as a minimum.

4. Aims of the Strategy

The LSCBs aim to provide a training programme and other opportunities across LLR which respond to learning needs identified from a range of local and national sources.

The content of the training programme is based on local and national drivers, which are developed into priorities for the programme, these are reviewed annually. The training needs are identified through a variety of means:

- Priorities identified within the LSCB Business Plans
- Learning needs identified from a range of reviews such as; Serious Case Reviews, and Child Death Reviews, both locally and nationally
- Learning needs identified from the work of the LSCBs, such as audits, procedural change and also from Inspections
- Feedback arising from the programme and Training Events
- Feedback from partner agencies represented on the Training Sub Group
- Changes in the law or policy

Historically this programme has been delivered for free, through the Training Sub Group by partner agencies offering resources and training. However, the programme will now be chargeable against the [Charging Policy](#).

Delivery will be by partner agencies on a reciprocal basis where an offer of training or other resource will allow free training spaces to that agency (see Charging Policy)

5. Evaluation

The programme will be evaluated with a focus on the 3 month evaluation to see whether the training has made any difference to the confidence and competence of the participants in their work role. There will also be courses selected for a more in-depth evaluation.

The information from evaluation is shared with partners through the LLR MATG in order to evidence any concerns or gaps, and to highlight positive change. This in turn informs the training programme.

In this way the LSCBs can be assured that the training is being embedded in line with the ethos of the Competency Framework and to help deliver a more confident and competent workforce.

All delivery must meet the 'Core Values' and have the 'Golden Threads' running through as appropriate.

CORE VALUES

ALL safeguarding learning should

Place the child at the centre and promote the importance of understanding the child's daily life experiences, ascertaining their wishes and feelings, listening to the child and never losing sight of his or her needs

Create and support an ethos that values working collaboratively with others (valuing different roles, knowledge and skills), respects diversity (including culture, race, religion and disability), promotes equality and encourages the participation of children and families in the safeguarding processes.

GOLDEN THREADS

These should be promoted through all Safeguarding Learning opportunities

1. Maintaining a child focus in Safeguarding including recognising and representing the 'lived experience' of the child, including their voice.
2. Recognition of factors that create additional vulnerabilities (e.g. disability, age, looked after status, socio-economic factors etc.)
3. Diversity and Difference
4. Effective multi-agency working
5. Roles and Responsibilities (including use of relevant policy and procedures including: information sharing guidance; 'whistleblowing'; and reporting procedures.)
6. Understanding the Signs of Safety approach, appropriate to role.