

# Training Strategy

## April 2016 – March 2019

Training and Workforce Development  
Working Group

# SSCB Training Strategy

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## Introduction

This document sets out the key principles and frameworks within which multi-agency training is delivered in Sunderland. This Training Strategy should be read in conjunction with the SSCB Learning and Improvement Framework which supports the work of the SSCB in accordance with the requirements of Chapter 3, Working Together 2015<sup>1</sup>.

All organisations have a legal duty under Section 11 of the Children Act 2004 to ensure that their staff, and staff employed by services they commission, participate regularly in relevant training tailored towards their individual roles and that they are trained to be alert to the potential indicators of abuse and neglect of children and to be able to respond appropriately to their role in addressing concerns for the care and safety of children.

*“Local Safeguarding Children Boards (LSCBs) should monitor and evaluate the effectiveness of training, including multi-agency training, to safeguard and promote the welfare of children”.*

### **(Working Together to Safeguard Children 2015)**

Section 11 of the Children Act 2004 also requires organisations to:

- ensure that in carrying out their functions they promote the safeguarding of children and young people
- ensure appropriate supervision and support for staff
- ensure staff undertake safeguarding training so they are competent to carry out their duties
- ensure their staff are given a mandatory induction, which includes familiarisation with safeguarding responsibilities and procedures to be followed where there are concerns about a child

Sunderland Safeguarding Children Board (SSCB) audits organisation compliance with Section 11 duties bi-annually. The SSCB Quality Assurance Sub-Committee oversees Section 11 audits on behalf of the Board.

This Training Strategy will be reviewed annually and in accordance with legislative changes.

## Mission and Vision Statement

### **SSCB Vision is that:**

*“Every child and young person in Sunderland feels safe and is safe”*

In order to do this the SSCB will work together and make keeping children and young people safe everyone’s business.

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<sup>1</sup> Working Together to Safeguard Children 2015

SSCB Values are:

- to be individually and collectively committed to putting children's interests first
- seek the views of Children and Young People, families and carers in all aspects of our work
- respect everyone's contribution to keeping children safe
- operate openly and honestly in the public interest and sharing responsibility
- challenge and support all involved to improve outcomes for Children and Young People
- accept accountability for SSCB decisions and actions

SSCB high level priorities identified in the SSCB Business Plan 2014-17<sup>2</sup> are Toxic Trio (parental mental health issues, parental substance misuse and domestic violence / abuse), Neglect and Risk Taking Behaviour (includes Child Sexual Exploitation (CSE), going missing from care and home, and self-harm, children who are trafficked and drug and alcohol misuse).

## Responsibilities

### SSCB:

- is responsible for developing local policies and procedures for safeguarding children (available via our website [www.sunderlandscb.com](http://www.sunderlandscb.com))
- monitors and evaluates the effectiveness of training, including multi-agency training, to safeguard and promote the welfare of children
- offers multi-agency training to ensure staff in Sunderland have the skills and knowledge required to carry out their safeguarding role competently and confidently
- ensures multi-agency training offered is based on local and national safeguarding lessons learned
- ensures multi-agency training is updated according to lessons learnt from serious case reviews (both locally and nationally) (locally in line with the SSCB Learning and Improvement Framework)

### Agencies/Employers:

- are responsible for ensuring their staff are competent and confident in carrying out their responsibilities for safeguarding and promoting the welfare of children
- should ensure that employees who work with or have contact with children are appropriately trained in:
  - how to recognise and act on potential signs of abuse and neglect
  - assessing the ability of parents/carers to meet a child's needs, taking into account their own needs/circumstances/history
  - how to assess risk, identify vulnerability factors, resilience and protective factors
- should ensure that employees who undertake specialist roles receive the necessary specialist training
- should ensure that all staff are given opportunities to undertake SSCB multi-agency safeguarding training (e-learning and face-to-face)

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<sup>2</sup> SSCB Business Plan 2014-17

- are responsible for ensuring single agency safeguarding training is quality assured by SSCB as per SSCB Quality Assurance of Single Agency and Multi-Agency Safeguarding Children and Young People Training
- NB: health competencies are guided by the Intercollegiate document March 2014 which can be accessed at:  
<http://www.rcpch.ac.uk/system/files/protected/education/Safeguarding%20children%20and%20young%20people%20-%20roles%20and%20competencies%20for%20health%20care%20staff%20-%20Intercollegiate%20document%20March%202014.pdf>
- NB: The [National Capability Framework for Safeguarding Adults](#) provides a baseline of standards of capability that individuals can expect to receive from those professionals and organisations that are tasked with safeguarding adults. It also provides employees and employers with a benchmark for the minimum standard of capability required of those who work to safeguard adults at risk, across a range of sectors

#### **All Service Leads/Managers have a responsibility to:**

- ensure that all their staff access safeguarding children training appropriate to their role as outlined within this strategy
- ensure that safeguarding children training is reviewed at annual appraisal and future training needs identified
- ensure that staff are released from their work to attend both single and multi-agency training necessary to their role and to be alert to opportunities for staff to consolidate learning within their area
- measure the impact of SSCB training on practice and reporting this back to the SSCB as requested

### **Purpose, Principles and Values**

SSCB Multi-Agency Training Strategy supports the provision of multi-agency training in Sunderland. The purpose of multi-agency safeguarding training is to ensure that all those whose work brings them into contact with children and families should:

- have a clear understanding of what to do when they have concerns about a child or young person's welfare
- know how to recognise potential signs of abuse and neglect
- understand when and how to make a safeguarding referral
- consider a 'Whole Family' approach when dealing with safeguarding issues
- have a shared understanding of the tasks, processes, principles, roles and responsibilities outlined in national guidance and local arrangements for safeguarding children and promoting their welfare. Including fostering:
  - professional trust; through promoting professionals respect for everyone's contribution to keeping children safe. Professionals must operate openly and honestly in the public interest and share responsibility. If professionals have a disagreement then they are to challenge appropriately and in a supportive way to improve outcomes for children and young people. If a professional dispute occurs then professionals are advised to follow the process for Resolving Professional Differences, found within the SSCB Safeguarding Children Procedures at [www.sunderlandscb.com](http://www.sunderlandscb.com)

- more effective and integrated services at both the strategic and individual case level
- improved communication and information sharing between professionals, including a common understanding of key terms, definitions and thresholds for action
- effective working relationships, including an ability to work in multi-disciplinary groups or teams
- sound child focused assessments and decision-making
- learning from Serious Case Reviews, other SSCB Reviews, case file audits and reviews of child deaths in line with the SSCB Learning and Improvement Framework

## Quality Assurance

Key tasks of the joint SSCB/SSAB Training and Workforce Development Sub-Committee are:

- to manage the identification of training needs and use the information to inform the planning, commissioning, delivery and evaluation of training
- to monitor single and multi-agency training to ensure that it is meeting local needs
- to measure the impact of training

All SSCB multi-agency training will 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/her needs in accordance with Working Together 2015. All SSCB training must be evidence based and informed by the most up-to-date learning from serious case reviews and research.

All training provided in safeguarding and promoting the welfare of children will create 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.

In line with The Common Core of Skills and Knowledge for the Children's Workforce<sup>3</sup>, the training provided by SSCB has set out six areas of expertise (see Appendix 1) that everyone working with children, young people and families, including those who work as volunteers, will be able to demonstrate.

The six areas of expertise identified are:

- effective communication and engagement with children, young people and families
- child and young person development
- safeguarding and promoting the welfare of the child
- supporting transitions
- multi-agency working
- sharing information

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<sup>3</sup> DCSF (2010) [www.dcsf.gov.uk/everychildmatters/strategy/deliveringservices1/commoncore](http://www.dcsf.gov.uk/everychildmatters/strategy/deliveringservices1/commoncore)

## Delivery Plan and Programme

SSCB is responsible for developing local policies for safeguarding and promoting the welfare of children in Sunderland.

As per the SSCB Quality Assurance of Single Agency and Multi-Agency Safeguarding Children and Young People Training, the Training and Workforce Development Sub-Committee will review and evaluate the quality, scope and effectiveness of single and multi-agency training to ensure it is meeting local needs.

### Training Programme

The SSCB multi-agency training programme outlines the current training offer and is regularly updated to reflect any changes as and when they happen.

The training programme incorporates recommendations resulting from local Serious Case Reviews, other Reviews and audits and aims to increase participant's knowledge and skills across the safeguarding children workforce. Courses are targeted according to the level of contact with children and families and the level of responsibility of staff undertaking safeguarding roles. The Course Information Handbook and Training Calendar can be accessed in the Inter-Agency Training section of the SSCB website [www.sunderlandscb.com](http://www.sunderlandscb.com)

The programme enables practitioners to build up their knowledge from basic awareness to specialist knowledge in specific areas of safeguarding children and young people.

It is expected that all multi-agency staff in Sunderland recognise the need for continuing professional development and updating their skills and knowledge around safeguarding. Staff and managers should discuss training needs and use the training programme as guidance to ensure they undertake the courses best suited to their individual learning needs.

### Refresher Training

There is an expectation that staff working with vulnerable children and their families should continue to develop their skills and knowledge base and refresh their training on a regular basis. The SSCB minimum requirement is that any designated person and nominated deputy within organisations undertake safeguarding training every two years, whilst other staff should refresh their safeguarding training every three years. Practitioners working in education settings should refer to Keeping Children Safe in Education (<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>).

### Course Administration

All course administration will be led by the SSCB Business Unit. All courses are published on the SSCB website and through the Course Information Handbook/SSCB Training Calendar.

New courses and briefings may take place due to the introduction of new processes and/or changes in legislation, these will be added to the Course Information Handbook and SSCB Training Calendar and flyers, uploaded to SSCB website ([www.sunderlandscb.com](http://www.sunderlandscb.com)) and circulated to all member agencies.

Course applications can either be submitted electronically via the Learning Management System or forwarded to [sunderland.SCB@sunderland.gov.uk](mailto:sunderland.SCB@sunderland.gov.uk).

This Training Strategy will be reviewed in January 2017 and in accordance with legislative changes.

### Priority Actions

The priority actions around SSCB multi-agency training provision detailed below are monitored via the SSCB/SSAB Joint Training and Workforce Development Sub-Committee, who feed into the SSCB Executive Group on a quarterly basis.

| Priority Action   | Identified by            | Tasks Associated   |
|---|--------------------------|--|
| Review multi-agency training to ensure it supports and promotes front line practice and is able to respond to demand following the imminent publication of a high number of Serious Case Reviews (SCRs); then ensure lessons are learnt and improvements embedded.                | Ofsted Action Plan (145) | Review and update multi-agency training including, content, methods of delivery and evaluation process to support frontline practice |
|   |                          | Identify the multi-agency training needs from serious case reviews in Sunderland and externally where appropriate                    |
|   |                          | Update SSCB Training Strategy and Training Programme based on the needs identified.  |
|   |                          | Review and implement the SSCB Quality Assurance of training process  |
|   |                          | Undertake audits to measure the impact the training has made.  |
| Develop Neglect Workforce Development programme to include multi-agency training focussing on: <ul style="list-style-type: none"> <li>• Thresholds</li> <li>• Intervention</li> <li>• Planning</li> </ul> The experiences of children and young people must inform the programme. | SSCB Business Plan (N9)  |  |
| Develop Toxic Trio Development programme to include multi-agency training focussing on:   | SSCB Business Plan (TT8) |  |

| Priority Action  | Identified by             | Tasks Associated |
|--|---------------------------|------------------|
| <ul style="list-style-type: none"> <li>• Thresholds</li> <li>• Intervention</li> <li>• Planning</li> </ul> <p>The experiences of children and young people must inform the programme.</p>  |                           |                  |
| <p>Develop Risk Taking Behaviour Workforce Development programme to include multi-agency training focussing on</p> <ul style="list-style-type: none"> <li>• Thresholds</li> <li>• Intervention</li> <li>• Planning</li> </ul> <p>The experiences of children and young people must inform the programme.</p> | SSCB Business Plan (RTB9) |                  |

## Common Core Skills and Knowledge for the Children's Workforce

### Essential Safeguarding Skills and Knowledge for all Staff

#### Skills

##### ***Relate, recognise and take considered action***

- Establish respectful, trusting relationships with children, young people, their parents and carers
- Make considered judgements about how to act to safeguard and promote a child or young person's welfare. Where appropriate, consult the child, young person, parent or carer. This may mean making decisions early when the situation may not be clear, with a view to protecting children and young people from harm
- Give the child or young person the opportunity to express their views and participate in decisions that affect them, as appropriate to their age and ability, and taking their wishes and feelings into account
- Address barriers to a child or young person expressing their views due to disability, stage of development or other factors
- Judge when it is appropriate to speak to the child or young person on their own
- Involve parents and carers appropriately in safeguarding and promoting children and young people's welfare
- Recognise the factors that can affect parenting and increase the likelihood of a child being neglected or abused, for example domestic violence or parental substance misuse
- Recognise the range of possible behaviours which may harm children and young people. Know how to address them
- Support children and young people to develop resilience and build mental, physical, emotional and social well-being

##### ***Communication, recording and reporting***

- Use appropriate information and communication technology and language skills to observe, record and report
- Undertake formal, or informal, assessments and be alert to concerns about a child or young person's safety or welfare. This includes being alert to unexplained changes in behaviour and signs of abuse or neglect
- Be able to recognise when a child or young person's life is in danger, or when they are likely to suffer harm, and take action to protect them

##### ***Personal skills***

- Have self-awareness and the ability to analyse objectively
- Have the confidence to actively represent the child or young person and his or her rights
- Have the confidence to challenge the way you or others practise

- Develop appropriate professional relationships with children and young people

## **Knowledge**

### ***Legal and procedural frameworks***

- Understand what is meant by safeguarding and the different ways in which children and young people can be harmed. This includes by other children and young people, by a single event or ongoing maltreatment, through the internet and other media, or by their own risk-taking behaviour
- Have awareness and basic knowledge, where appropriate, of the laws and policy areas relevant to your role that relate to safeguarding children and young people, including in the online world
- Know how to find information about the risk factors that may impair a child or young person's health or development
- Understand that signs of abuse or neglect can be subtle and be expressed in play, artwork or online activities, as well as behaviour and the way children and young people approach relationships with other children and adults
- Know about government and local guidance on safeguarding and promoting the welfare of children and young people
- Understand the crucial role that information sharing plays in maintaining the safety and well-being of children and young people
- Understand when information may be shared, with and without consent, to safeguard the welfare of children and young people
- Wider context of services
- Know when and how to discuss concerns with parents and carers
- Understand the use that children and young people make of new technologies to understand the implications of risks of harm
- Be aware of local procedures and inter-agency arrangements for safeguarding children and young people, including the role of adult services

### ***Self understanding***

- Know the boundaries of personal competence and responsibility, when to involve peers, managers, supervisors or professional bodies, and where to get advice and support.