Wolverhampton Safeguarding Training Strategy

2017 – 2019

WSAB / WSCB Joint Learning and Development Committee
Introduction

Wolverhampton Safeguarding Children Board (WSCB) and Wolverhampton Safeguarding Adult Board (WSAB) are committed to supporting its partner organisations to achieve the best possible safeguarding practice within their service delivery by contributing to the learning, development and education of the multi-agency workforce through the availability of a multi-agency Safeguarding Training Programme with regard to local priorities and resource capacity.

This strategy sets out the strategic approach and provides a framework for the training and developmental needs of employees so that services can identify:

➢ Specific training requirements and responsibilities for those who work with children, young people and adults at risk.

➢ The levels of safeguarding training required by staff dependent on role.

➢ Staff groups requiring single and/or multi-agency training according to their role and function.

In order to promote, support and strengthen the messages across the work force to ‘Think Family’, and ‘Make Safeguarding Personal’, the Safeguarding Boards have a Joint Learning and Development Committee (JL&DC) to assist them with the overall strategic priorities with a clear focus of work that relate to the learning and development of the local multi-agency workforce.

Background

WSCB has a statutory duty to promote the safety and wellbeing of children and young people Children Act 2004.

All agencies have a responsibility under Section 11 of the Children Act 2004, and S175 and 157 of the education Act 2002 to ensure that their functions are exercised with a view to safeguarding and promoting the welfare of children.

Section 13 of the Children Act 2004 requires each Local Authority to establish a LSCB for their area and specifies the organisations and individuals that should be represented.

Regulation 5 1(a) (ii) of the Local Safeguarding Children Boards Regulations 2006 sets out that the functions of the LSCB, include:
(ii) training of persons who work with children or in services affecting the safety and welfare of children;

WSCB has a number of statutory responsibilities in relation to Safeguarding Training – these are fully advocated by WSCB and are:

- To know the training needs of the Children’s Workforce
- To monitor that local professionals and volunteers get the training they need
- To evaluate the impact of training they receive upon practice
- To evaluate the impact on the improvement of services

Working Together to Safeguarding Children (2015) requires that Local Safeguarding Children Boards (LSCBs) should maintain a local Learning and Improvement Framework which is shared across local organisations who work with children and families. This framework should enable organisations to be clear about their responsibilities, to learn from experience and improve services as a result.

The framework applies to Wolverhampton Safeguarding Children Board and all partner agencies in their delivery of workforce development activities. It is to be used to inform single agency frameworks to ensure connectivity and compatibility.

In addition, the local framework has been/will be extended to include the full range of reviews and audits which are aimed at driving improvements to safeguard and promote the welfare of adults with care and support needs. The Learning and Improvement Framework can be accessed: WSAB/WSCB Learning & Improvement Framework

**The Care Act (2014)**

The Care Act 2014 (implemented in April 2015), introduced a new single statute to replace most existing adult social care law. For the first time, safeguarding became a statutory function. The Act set out requirements for local authorities and partner agencies to safeguard adults with care and support needs. In summary, The Department of Health Statutory Guidance 2014 (Care Act 2014, para 14.3) states that the aims of adult safeguarding are:

- To prevent harm and reduce the risk of abuse or neglect to adults with care and support needs.
• To safeguard individuals in a way that supports them in making choices and having control in how they choose to live their lives.

• To promote an outcomes approach in safeguarding that works for people resulting in the best experience possible.

• To raise public awareness so that professionals, other staff and communities as a whole play their part in preventing, identifying and responding to abuse and neglect.

The Act also states that there are six key principles that should underpin all safeguarding work:

• Empowerment, Prevention, Proportionality, Protection, Partnership and Accountability.

In order for these functions to be delivered partners, our community and adults with care and support need to be able to recognise, prevent and act upon abuse and neglect and make safeguarding personal. To achieve this an excellent multi-agency programme of information, training, learning and development must be available across our city. An evaluation tool is an important part of our continued learning about our development needs and will provide assurance that good practice is improving outcomes for adults at risk of abuse and neglect.

Within the principles of The Care Act 2014, WSAB partners must be well-equipped with a suite of tools and training available to support good safeguarding outcomes in Wolverhampton.

**Aim**

The aim of the Wolverhampton Safeguarding Boards is to deliver an annual training programme that meets the needs of the local workforce that serves to improve the quality of practice and subsequently outcomes for children, young people and adults with care and support needs in Wolverhampton.

Learning opportunities coordinated locally will embrace a wide range of delivery methods beyond a ‘classroom’ type setting including activities such as knowledge seminars, conferences, workshops, focus groups, leaflets, hand-outs, worksheets, e-learning, campaigns etc. Reference to ‘training’ in this strategy therefore includes a full and rich range of activities aimed to develop practitioner’s skills, knowledge, attitudes, behaviours and practice in safeguarding.
Objectives

➢ There will be a demonstrable learning culture within all tiers of the local workforce of supporting or challenging people, colleagues and/or organisations, to ensure children, young people and adults get the right level of support at the right time and according to their specific needs.

➢ Through a knowledgeable workforce, children, young people and adults will have access to relevant information, resources and support they need when there are concerns about their wellbeing or safety.

➢ Wolverhampton will have a workforce with the skillset to recognise concerns at the earliest point so people will be effectively supported to find solutions to the challenges they are experiencing through early intervention and prevention.

➢ The children and adult’s workforce across Wolverhampton will be competent and confident in identifying and responding to children, young people and adults who may be at risk of harm, neglected or abused.

➢ To promote robust inter-agency working and effective information sharing.

Delivering the Strategy

The Joint Learning and Development committee is responsible for the strategy development, promotion and provision of interagency training to safeguard children, young people and adults with care and support needs. A detailed annual work plan will be devised and implemented by the Committee and will be reviewed and monitored at the bi-monthly meetings. The committee will ensure:

➢ The provision of a multi-agency training programme which brings together a range of professions and organisations to model partnership working in practice through the delivery of courses

➢ That training is effective and complies with best practice and latest statute and guidance

Through its Learning and Improvement Framework, the focus of the work for the Joint Learning and Development Committee for 2017-2019 is:
➢ To contribute to the learning, development and education of the multi-agency workforce on Safeguarding matters via a streamlined programme of training activities that reflects the identified priorities.
➢ To work in conjunction with the Black Country Learning and Development Initiatives (adults and children), to fulfil the commitment to a joint work programme.
➢ To ensure there is a clear communication route between the Joint Learning & Development Committee and all other committees of both adult and children Safeguarding Boards to furnish the programme of activities.
➢ To ensure the learning from the findings of local and national SCRs, DHRs, SARs are disseminated to the workforce to enhance city-wide practices.
➢ To continue to monitor multi-agency training through a series of pre- and post-course evaluation processes.
➢ To develop a ‘pool’ of subject matter experts from across the partnership to co-deliver training

Members of the safeguarding boards are expected to define their responsibilities in relation to ensuring that paid and unpaid staff (Volunteers) within their organisations has access to sufficiently high quality training and learning opportunities that have the desired impact to influence frontline practice; and therefore, support the transfer of learning into practice back in the workplace.

Organisations are expected to identify the training needs of their staff groups, considering, their role and degree of contact with children, young people and adults with care and support needs. Organisations should introduce a structured approach that will enable them to ensure that all staff, regardless of roles, has access to learning opportunities and on-going updates to fulfil their obligations to safeguard and promote the welfare of children and adults with care and support needs.

A level of knowledge and expertise is expected to be achieved via single agency training in order that learning outcomes from inter agency training events can be maximised.

The Joint Learning and Development Committee will regularly initiate a Learning Needs Analysis based on the following sources:
• Serious Case Reviews and Lessons Learned Reviews
• Relevant single and multi agency audits
• Findings from regularity inspection activity
• Evaluation of current provision
Furthermore, all Wolverhampton Safeguarding Children Board and Wolverhampton Safeguarding Adults Board partnership organisations will be periodically asked to outline learning and development needs of their workforce. Information emerging from this will also support Wolverhampton Safeguarding Boards to coordinate a training programme that is necessary to meet and enrich the learning needs of the combined workforce.

Content and training delivered on behalf of WLSBs will ensure:

- All adult safeguarding training is person centred focussing on rights / choices and on protecting adults with care and support needs and the Making Safeguarding Personal principles.

- All safeguarding children training is child centred, incorporating and promoting children’s rights and needs and ensuring that their welfare is paramount.

- Training addresses issues of diversity and promotes understanding and recognition of additional vulnerabilities e.g. disability.

- Training promotes the building of effective relationships with children, young people and adults, including parents and carers, and there is a focus on recognising their strengths in addition to their needs and any risks posed.

- Training will promote ‘think family’ ideology as a model of best practice.

- 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 carer’s and families.

- Training recognise the principles of adult learning and reflects this in the commissioning, delivery and evaluation of learning opportunities.

- The evaluation tools will be used to measure the impact of training on frontline practice and the experiences of service users.

- Training will provide the knowledge base to ensure that support afforded to children, young people and adults with support needs will be provided by a competent, confident workforce which is trust worthy and can be relied upon.
Quality Assurance

On behalf of the Safeguarding Boards, the Joint Learning & Development Committee have a responsibility to ensure that training is of a consistently high standard from the starting point of undertaking workforce learning needs analyses, through to commissioning, delivery and evaluation. The effectiveness of training and the implementation of learning to effect positive changes in practice are essential components and will be continuously evaluated.

Evaluation

Both short term and longer term evaluation are a key part of the learning cycle. Evaluating learning interventions demonstrates their effectiveness in strengthening multi-agency safeguarding practices and contributes to providing assurances about the competency of the workforce.

Evaluating the impact training can have on outcomes is also an important objective and methods for evaluating this will be considered as part of the ongoing review and development of evaluation procedures.

Currently the evaluation methods used are:

Reaction level evaluation is carried out at the end of each course. This is conducted via a questionnaire linked to the course aims and objectives. Further reaction level evaluation is carried out on a limited scale via electronic questionnaire and phone interviews.

The most appropriate method for evaluating the impact of learning interventions on outcomes will need further consideration and will be a key priority for 18/19.
**BASIC AWARENESS – ALL**

Wolverhampton Safeguarding Children Board does not offer basic awareness courses.

**Wolverhampton Safeguarding Children Board Multi-agency training**

<table>
<thead>
<tr>
<th>Group A</th>
<th>Competencies</th>
<th>Target group</th>
<th>How/who</th>
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</thead>
<tbody>
<tr>
<td><strong>Adults</strong></td>
<td>Basic awareness to ensure staff are aware of their respective agencies roles, responsibilities and commitment to safeguarding and how to recognise and responding to safeguarding concerns within the remit of their agency.</td>
<td>People who as part of their role come into <strong>unplanned contact</strong> with adults with care and support needs, but who need to understand the role of safeguarding and promoting the welfare of adults with care and support needs: e.g. hospital staff, religious groups, licensees, housing officers, front line staff, receptionists, trustee/management committee member, cleaners /caretakers, minibus drivers (list is not exhaustive).</td>
<td>Training should be provided via single agencies, and should be covered within or as part of an induction programme. Each agency to provide own face to face delivery or access WSCB/WSAB E Learning which cover an Introduction to safeguarding both Adults and Children.</td>
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</table>
### Children

Basic awareness to ensure staff are aware of their respective agencies roles, responsibilities and commitment to safeguarding and how to recognise and responding to safeguarding concerns within the remit of their agency.

People who as part of their role come into unplanned contact with children and young people and their parents/carers, but who need to understand the role of safeguarding and promoting the welfare of children and young people: e.g. hospital staff, religious groups, licensees, housing officers, front line staff, receptionists, trustee/management committee member, cleaners /caretakers, minibus drivers, play scheme leaders, youth club helpers, (list not exhaustive).

Training should be provided via single agencies, and should be covered within or as part of an induction programme

Each agency to provide own face to face delivery or access WSCB/WSAB E Learning which covers an Introduction to safeguarding both Adults and Children

<table>
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<tr>
<th>Group B</th>
<th>All in group A plus: Assessment and Observation Decision Making Reporting and referral Support, advise and signpost Families and/or colleagues</th>
<th>People who work regularly with adults with care and support needs and adults who have a period of intense but irregular contact, adults with care and support needs: e.g. GPs, LSCB members, support and domiciliary care workers, youth workers,</th>
<th>Adults</th>
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<tr>
<td></td>
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<td></td>
<td>Decision Making. Contributing to safeguarding meetings The Care Act - Mitigating risk / Safety Plans</td>
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</tbody>
</table>
| foster carers, adult placement workers, youth offender workers, personal advisors, probation staff, community health staff, psychologists, staff in refuges, refugees centres/organisations, case/social workers, police | Risk/ service user discussions 
Self-Neglect 
Domestic Homicide 
Review/Safeguarding Adults Review 
Additional training in specific circumstances- 
Child Sexual Exploitation (including Missing and Trafficked and Human Slavery), Female Genital Mutilation, Forced Marriage & Honour Bases Violence 
Impact of Domestic abuse, Safeguarding and the Impact of Parental Behaviour Deprivation of Liberty reforms / restricted patients, 
(attendance at these courses can be shared across an organisation) | Children |
| All in group A plus:  
  Assessment and Observation  
  Decision Making  
  Reporting and referral  
  Support, advise and signpost families and/or Colleagues | People who work regularly with children and young people and adults who are parents/carers or have a period of intense but irregular contact, with children, young people and/or parents/carers:  
  e.g. GPs, LSCB members, family/children centre workers, youth workers, child minders, foster carers, play group workers, youth offender workers, personal advisors, probation staff, community health staff, psychologists, staff in refugees, case/social workers, police, anyone involved in multi-agency support/ team around the family | Safeguarding Children - A Shared Responsibility  
 Understanding Wolverhampton Threshold Model and Early Help Assessment  
 Additional training in safeguarding children in specific circumstances –  
 Child Sexual Exploitation (including Missing and Trafficked and Human Slavery)  
 Female Genital Mutilation  
 Forced Marriage & Honour Bases Violence  
 Impact of Domestic abuse  
 Safeguarding and the Impact of Parental Behaviour  
 Neglect  
 Safeguarding Children with Disabilities  
 Contributing to Multi-agency meetings  
 Abuse linked to Faith and Belief, Working with Difficult and Hostile |
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<tr>
<th>Group C</th>
<th>Adults</th>
<th>Families Serious Case Review/Domestic Homicide Review (attendance at these courses can be shared across an organisation)</th>
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<td></td>
<td>All in group A &amp; B plus:</td>
<td>Members of the workforce who work predominantly with adults with care and support needs who could potentially contribute to assessing, planning, intervening and reviewing the needs of an adults with care and support needs where there are safeguarding concerns, including strategic and operational managers: e.g. safeguarding leads, health practitioners requiring level 3 training in line with the Intercollegiate Guidance 2014, social workers, youth offending workers, personal advisors, police, key voluntary agencies, operational managers who supervise others, managers with strategic responsibility for commissioning and providing services to families</td>
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<tr>
<td></td>
<td>Recruit, manage and supervise staff Manage staff undertaking Safeguarding assessments Undertake enquiries</td>
<td>Access to WSCB/WSAB Multi-agency training programme Safer Recruitment Managing Allegations Undertaking Safeguarding Enquiries</td>
</tr>
<tr>
<td>Children</td>
<td>Members of the workforce who work predominantly with children, young people and/or their parents/carers and who could potentially contribute to assessing, planning, intervening and reviewing the needs of a child and parenting capacity where there are safeguarding concerns, including strategic and operational managers:</td>
<td>Access to WSCB/WSAB Multi-agency training programme</td>
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<tr>
<td>All in group A &amp; B plus: Core Working Together Safer Recruitment Managing Allegations</td>
<td>adults with care and support needs, including WSCB members.</td>
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<tr>
<td>e.g. designated teachers, health practitioners requiring level 3 training in line with the Intercollegiate Guidance 2014, social workers, youth offender workers, personal advisors, police in child protection teams, key voluntary agencies, operational managers who supervise others, managers with strategic responsibility for commissioning and providing services to children, young people and adults who are parent/carers, including WSCB members.</td>
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