



**Halton Safeguarding Children Board  
Multi-Agency Safeguarding Children  
Learning & Development Strategy  
2014-17**

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**Section 1: Introduction**

Halton Safeguarding Children Board (HSCB) is a multi-agency partnership established under the Children Act 2004. The HSCB, in line with Working Together to Safeguard Children 2013 and the 2006 LSCB Regulations operates to coordinate and ensure the effectiveness of safeguarding activity of all agencies within Halton.

Alongside these core objectives the HSCB has specific functions in respect of training which include:

1. Developing policies and procedures for safeguarding children in relation to training of persons who work with children or in services affecting the safety and welfare of children<sup>1</sup>; and
2. Monitoring and evaluation of the effectiveness of training, including multi-agency training, to safeguard and promote the welfare of children<sup>2</sup>.

Chapter 4 of Working Together to Safeguard Children 2013 notes that staff and organisations need to reflect on the quality of their services and learn from their own practice and that of others. Learning should be shared. In order to underpin this LSCBs are required to have a Learning and Improvement Framework in place. This strategy supports the LSCB’s Learning and Improvement Framework.

The purpose of this strategy is to outline the HSCB strategic vision and priorities around training for the next 3 years. This strategy sits alongside the HSCB business plan and aims to support its achievement.

The current HSCB priorities are:

1. Identify and prevent children suffering harm
2. Protect children who are suffering or at risk of suffering harm
3. Ensure that children are receiving effective early help and support.
4. Support the development of a safe and informed workforce, including volunteers
5. Engage with children and young people, their families and communities in developing and raising awareness of safeguarding.

Within these priorities the LSCB has also identified the need to focus upon particularly vulnerable groups including: Children in Care & Care Leavers, children with disabilities, Young Carers, Missing children, children at risk of sexual exploitation and children who experience domestic abuse.

This strategy aims to support these priorities by ensuring that all agencies, staff, volunteers and the community have an understanding of safeguarding and how they can play their part to ensure the well-being and safety of children and young people in Halton is paramount to all. This will be achieved through development and provision of effective learning and development opportunities developed from best practice guidance for a range of needs.

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<sup>1</sup> Regulation 5 of the Local Safeguarding Children Boards Regulations 2006.

<sup>2</sup> Working Together to Safeguard Children: A Guide to inter-agency working to safeguard and promote the welfare of children March 2013, p60

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In line with the HSCB multi-agency structure this strategy will be reviewed and updated by the Learning & Development Sub Group of the HSCB which consists of representatives from:

- Health Sector
- Police
- Local Authority
- Voluntary, Community and Faith Sector
- Early Years Sector
- Education
- HSCB Support Staff

The Sub Group will monitor progress made against the strategic priorities and ensure challenge is made where progress is not taking place as planned. The multi-agency shared ownership will also ensure that HSCB training continues to meet the needs of the multi-agency workforce.

**Section2: Framework for Learning**

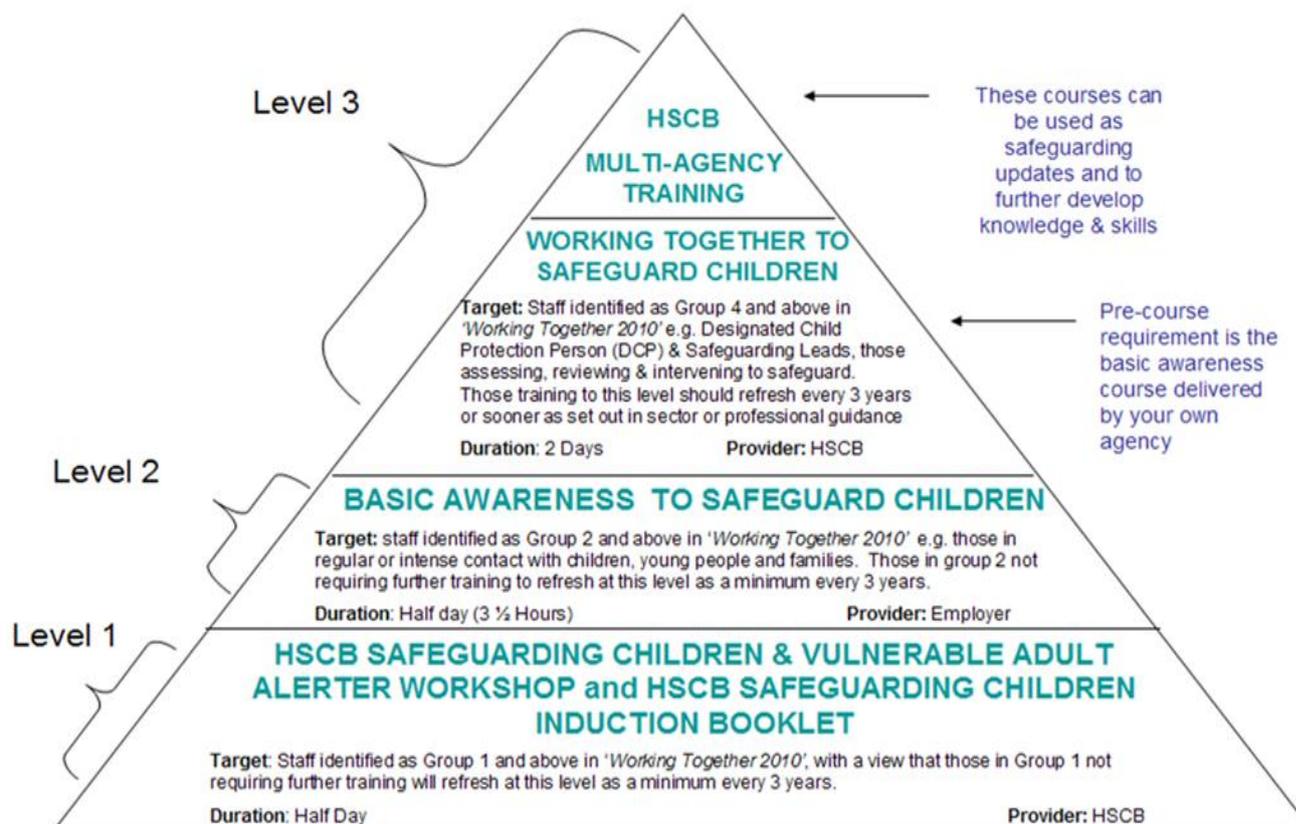
The broad framework for effective safeguarding children training is outlined in Working Together to Safeguard Children 2010<sup>3</sup>. (Note that Working Together to Safeguard Children 2013 does not contain reference to safeguarding children training levels, and therefore does not supersede the 2010 guidance.) This identifies:

- A shared understanding of the tasks, processes, principles, roles and responsibilities and local arrangements for safeguarding children and promoting their welfare;
- More effective and integrated services at both the strategic and individual case level;
- Improved communication between professionals including a common understanding of key terms, definitions and thresholds for action.
- Effective working relationships, based on respect and an understanding of the role and contribution of different disciplines.
- Sound child focused assessments and decision-making
- Learning from Serious Case Reviews (SCRs) and reviews of child deaths.

In order to support development of these core competencies and meet the learning needs of a range of groups across the workforce, Halton has developed 3 levels of training that support development of such skills:

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<sup>3</sup> Working Together to Safeguard Children: A Guide to inter-agency working to safeguard and promote the welfare of children. DCSF March 2010.



### Section 3: Learning & Development Opportunities

The HSCB Learning & Development Programme is reviewed and updated on an annual basis from data gathered in the monitoring and evaluation processes in place (see Section 4). Below represents the core areas of training provided.



Each Level is relevant to a different staff group as outlined in Working Together 2010 to ensure core knowledge and skills training are available to all.

Alongside these core courses the HSCB also seeks to provide topic specific learning that is relevant for Halton's priority issues, such as Domestic Abuse, and developing learning in the safeguarding children arena from practice audits, Serious Case Reviews and best practice. The HSCB also promotes access to any nationally available e-learning that is of assured quality such as that provide by ECPAT UK and the Forced Marriage Unit.

Some of these courses are joint Safeguarding Adult and Children initiatives developed with the Halton Safeguarding Adult Board (HSAB) to bring the adult and children workforce together to foster mutual learning and understanding, such as the Alerter and Lessons from practice workshops.

Throughout the year the HSCB endeavours to be responsive to emerging issues and need. For example, by providing specialist conferences and events open to the multi-agency. These are provided on an ad hoc basis identified through the HSCB Learning & Improvement Framework.

**Section 4: Monitoring & Evaluation**

The HSCB has conducted a Training Need Analysis on an annual basis since 2011. This has now developed into a joint initiative with HSAB. This process ensures the HSCB is able to monitor training needs across the multi-agency partnership to;

- Identify training gaps for priority groups across agencies
- Identify capacity issues/focuses
- Identify agencies in need of targeted support to meet learning & development needs of their workforce
- Collate feedback from the multi-agency on current training provision
- Identify single agency training in need of Quality Assurance

This data is used to identify the level of delivery required across the 3 training levels, any organisation in need of prioritisation for places on HSCB courses and any gaps in learning and knowledge that need to be addressed.

This provides the means with which the HSCB, and HSAB, can ensure appropriate and sufficient training is available and being accessed in Halton.

In relation to monitoring of the impact of the courses a number of processes are currently in place:

- **Post Course Evaluation Forms** provide immediate insight into remaining gaps in knowledge, plans to implement into practice, development points for the course and additional training needs not currently available.
- **Pre and Post Course quizzes** provide quantitative evidence of immediate learning from course to validate the impact of content on practitioner knowledge base. Any courses unable to maintain an average knowledge increase of 2 are considered to need a significant re-development to ensure they are sufficiently challenging.
- **Post course Outcomes questionnaires** require the supervision process to review the impact of learning and evidence the impact on learner practice.
- **Post course Telephone interviews** with a sample of learners explore the impact of learning on outcomes for children and families.

The HSCB also has a duty to evaluate the outcomes of training on the children, young people and families it aims to safeguard. Two processes are in place to monitor and gather evidence in this area. Firstly, the post course outcomes questionnaire requires supervisors to explore and provide specific examples where application of learning has created a positive outcome for the service user. Secondly a joint initiative with the HSAB has expanded this approach to explore outcomes on a wider scale requiring all participating agencies to provide examples of the impact on children, families and vulnerable adults from application of learning. The latter two processes will provide individual examples of learning leading to safeguarding action and support.

Alongside this the HSCB also has to be assured that Level 2 training provided by individual agencies is operating within Working Together frameworks and likely to meet the needs of the workforce. The

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HSCB Learning & Development Sub Group undertake a verification process on submitted single agency level 2 training packages. This is done through development of a small Task and Finish group chaired by the HSCB Training Officer to review submitted course materials against an agreed content framework. Agencies are required to make any recommended amendments and re-submit materials at which point the package can be validated for a maximum of 2 years. Targets for this process are identified from the annual TNA.

**Section 4: Training Data**

In order to monitor training levels, a range of measures are recorded: places available, courses delivered, applications received, attendance and utilisation levels. This data is reported on a bi-annual basis to the Learning & Development Sub Group and Main Board. This allows for concerns to be flagged and addressed within a training period.

HSCB maintains a training database for all of its courses. HSCB partner organisations are provided with data from course attendance on a quarterly basis in order to maintain their own training records.

**Section 5: Funding**

All HSCB training is currently funded through allocation of partner agencies' contributions to a ring fenced training budget of £15,000.

This ensures the sustainability of the training and provides for additional commissioned packages that may be required due to emerging needs within the training period

To further support training the HSCB also operates a charging policy. This is limited to private sector organisations or those that do not contribute to the HSCB and are outside of the Voluntary, Community or Faith Sector (VCF). A charge can also be levied for failure to attend a session without providing sufficient notice (7 working days) which is exempt for the VCF sector as the HSCB is aware of limited funding available for their training. These charges assist to generate funds to supplement those made available already.

It should also be noted that Joint HSAB and HSCB courses are provided through cost sharing.

For any further information relating to Safeguarding Children Training provided by the HSCB:

Visit - [www.haltonsaeguarding.co.uk](http://www.haltonsaeguarding.co.uk)

Email - [safeguarding.training@halton.gov.uk](mailto:safeguarding.training@halton.gov.uk)

Call – HSCB Administration 0151 511 7174

Appendix 1 **Workforce Training Matrix**

Staff Group	Staff Group Definition	Staff Group Guidance	Training Required	Refresher Training
<b>1</b>	<p><b>Workers are in infrequent contact, may become aware of possible abuse or neglect.</b></p> <p>staff include: Park Rangers, Refuse Collectors, Caretakers, Office based staff, librarians, housing maintenance staff, receptionists, community advice centre staff, All Non-Clinical Health Staff working in health care settings, grounds men, recreation assistants, Environmental health officers.</p> <p><b>Level 1 staff according to intercollegiate document 2010:</b></p> <p><b>Staff groups</b> –All staff groups at commencement of employment and non-clinical staff. This includes, for example, receptionists, administrative, catering, transport and maintenance staff.</p>	<p>This staff group may come into contact with the general public, but has no specific remit to work with Children, Young People, Families and/or Vulnerable Adults.</p>	<p>1. <b>Adult &amp; Children</b> Induction Booklets</p> <p>2. Joint Safeguarding Adult &amp; Children Alerter workshop</p> <p>❖ <b>Or employer provided training equivalent such as the level 1 workbooks &amp; e-learning provided within health settings</b></p>	<p>3-year Joint Safeguarding Adult &amp; Children Alerter training</p>

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Staff Group	Staff Group Definition	Staff Group Guidance	Training Required	Refresher Training
2	<p><b>Workers in regular contact or who have intense but irregular contact.</b></p> <p>staff include: play scheme volunteers, admin staff, Older People's Care Workers, staff in secure settings, the police (not in specialist child protection roles), Youth Groups, sports development officers and Faith Groups, those working in community play schemes, Clinical Health Staff having any contact with children, young people or parents/carers.</p> <p><b>Level 2 staff according to intercollegiate document 2010:</b></p> <p><b>Staff groups</b> - This includes health care students, clinical laboratory staff, pharmacists, dentists, dental care practitioners, audiologists, opticians, adult physicians, surgeons, anaesthetists, radiologists, nurses working in adult acute/community services (including practice nurses), allied health care practitioners and all other adult orientated secondary care health care professionals, including technicians.</p>	<p>This staff group may work closely for short periods of time with Children, Young People, Families and/or Vulnerable Adults, but doesn't have lead responsibility.</p>	<p>1 &amp; 2 above</p> <p>3. Adult E-Learning</p> <p>4. Single Agency Basic Awareness Safeguarding Children (infrequent Contact)</p> <p>❖ Or employer provided training equivalent such as Level 2 workbooks and e-learning provided within health settings</p>	<p>3-year Single Agency Basic Awareness Safeguarding Children Refresher</p> <p>Safeguarding Vulnerable Adults E-Learning within 3 years</p>
3	<p><b>Workers assessing, planning,</b></p>		<p>1, 2 &amp; 3</p>	<p>3-year Single</p>

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	<p><b>intervening and reviewing the needs of a child and parenting capacity.</b></p> <p>staff include: paediatricians, GPs, youth workers, YOT staff, those working in the early years sector, residential staff, midwives, school nurses, health visitors, sexual health staff, teachers, probation staff, sports club welfare officers, those working with adults in, for example, learning disability, mental health, alcohol and drug misuse services, Housing Officers.</p>	<p>This staff group would regularly be involved with and responding to safeguarding issues within Children, Young People, Families and Vulnerable Adults. They are likely to be involved in making referrals, attending planning meetings or assessing parenting capacity</p>	<p>5. Single Agency Basic Awareness Safeguarding Children (frequent contact)</p> <p>6. Adult Referrers</p> <p>7. Working Together Training (for those identified as requiring that level of training to undertake duties of their role)</p> <p>❖ Or employer provided training equivalent</p>	<p>Agency Basic Awareness Safeguarding Children Refresher</p> <p>Safeguarding Vulnerable Adults Referrer course within 3 years</p>
4	<p><b>Workers who have particular responsibilities e.g. section 47 enquiries, complex cases, and co-ordinating assessments.</b></p> <p>staff include: professionals from health, education, police and children's social care; those who work with complex cases and social work staff responsible for co-ordinating</p>	<p>This staff group will be integral to safeguarding Children and Vulnerable Adults processes e.g. Section 47, Section 17 and Adults SWA4 process.</p>	<p>1, 2, 3, 5, 6</p> <p>8. Working Together Training (for all working at this level)</p> <p>9. Adult Investigators</p>	<p>Multi-Agency Safeguarding Children training at least every two years.</p> <p>Safeguarding Vulnerable Adults Investigators</p>

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Staff Group	Staff Group Definition	Staff Group Guidance	Training Required	Refresher Training
	<p>assessments of</p> <p>Children in need. E.g. Named Doctors, Nurses, midwives &amp; health visitors, and Social Workers.</p> <p><b>Level 3 staff according to intercollegiate document 2010:</b></p> <p><b>Staff Groups</b> – this includes staff working primarily with adults who have dependent children that may be at risk because of their parent/carers health or behaviour. For example, GP's, forensic physicians, urgent and unscheduled care staff, mental health staff, child psychologists, child psychotherapists, learning disability staff, paediatric allied health professionals, sexual health staff, school nurses, health visitors, children's nurses, midwives, obstetricians etc.</p>		❖ Or employer provided training equivalent	within 3 years
5	<p><b>Workers considered Professional Advisors, named and designated lead professionals.</b></p> <p>staff include: Agency Safeguarding Lead, Designated Child Protection Leads and Designated Professionals.</p>	This staff group will be identified team safeguarding leads; they will offer professional advice and guidance.	<p>1, 2, 3, 5, 6, 7 &amp; 8</p> <p>10. Adult chairing Skills</p> <p>11. HSCB Effective Supervision</p> <p>1. Or</p>	<p>Multi-Agency Safeguarding Children training at least every two years.</p> <p>Safeguarding Vulnerable</p>

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Staff Group	Staff Group Definition	Staff Group Guidance	Training Required	Refresher Training
	Those that may also carry responsibilities for quality assuring processes and performance, service development and monitoring staff training.		employer provided training equivalent	Adults Charing Skills within 3 years
6	<p><b>Level 4 staff according to intercollegiate document 2010:</b></p> <p><b>Named Professionals - All named doctors, named nurses, named health visitors, named midwives (in organisations delivering maternity services), named health professionals in ambulance organisations and named GPs for Primary Care Organisations.</b></p> <p><b>Operational managers at all levels.</b></p> <p>staff include: practice supervisors; front line managers and managers of child Protection units, those considered experts within this field.</p>	All operational managers actively involved via oversight or direct management of Safeguarding cases.	1 – 11  2. Or employer provided training equivalent	Multi-Agency Safeguarding Children training at least every two years.

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Staff Group	Staff Group Definition	Staff Group Guidance	Training Required	Refresher Training
	<p data-bbox="296 383 611 495">Level 5 according to Intercollegiate document 2010:</p> <p data-bbox="296 533 667 645">Designated Professionals – all designated doctors and nurses.</p>			