



WORCESTERSHIRE SAFEGUARDING CHILDREN BOARD (WSCB)

Training Strategy

Revised 2017

This strategy aims to support and assist agencies in the development and management of a comprehensive safeguarding children training programme that meets required standards and locally identified needs.

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1. Introduction

The main purpose of a Local Safeguarding Children Board (LSCB) is to co-ordinate and ensure the effectiveness of safeguarding arrangements for children and young people in the area. Regulation 5 of the LSCB Regulations (2006) state that in relation to training WSCB's should 'develop policies and procedures for safeguarding and promoting the welfare of children in the area of the authority, including policies and procedures in relation to:

'Training of persons who work with children or in services affecting safety and welfare of children.' (WT, 2015)

Working Together (2015) states that LSCB's should:

'Monitor and evaluate the effectiveness of training including multi-agency training, to safeguard and promote the welfare of children' (WT, 2015).

This strategy outlines the framework for delivery, access and monitoring the effectiveness of training in line with current recommendations and research. It replaces previous training strategy documents and will come into effect from July 2017.

This strategy is a development of a West Mercia approach and incorporates the formal annual training reviews, current legislative guidance and research.

2. The Purpose of the Training Strategy

The purpose of this strategy is to enable WSCB to be assured that every agency is meeting their obligation under Section 11 of the Children Act 2004 in respect of safeguarding training for those working with children and young people and feel supported in evidencing their accurate records of training.

This strategy aims to support and assist agencies in the development and management of a comprehensive training programme that meets required standards and locally identified needs. It is not intended to replace individual workforce strategies, rather add value to it.

This strategy does not cover the role of the Quality Assurance Sub-group (which is to ensure that training is being attended by those staff who require it) but it should be borne in mind that accurate records should be kept by agency representatives in order that this can be reported to the WSCB.

3. The Role of the Workforce Development Group

The primary purpose of the Group, as defined by the Terms of Reference, is to review and implement the WSCB Training and Development Strategy by:

- Ensuring that arrangements for the provision of targeted safeguarding children training are in place for all those working with children, young people and their carers in accordance with local needs;
- Ensuring that training is accessible to and is reaching relevant members of staff in organisations;
- Ensuring that arrangements are in place to evaluate the quality and effectiveness of training, whether delivered or commissioned, with a focus on quality outcomes that impact positively on practice.

4. Principles of Effective Safeguarding Training

All training provided under the auspices of WSCB will be underpinned by the following principles:

- Promote the welfare of the child as paramount
- Place the child at the centre and promote understanding of children's daily life experience, wishes and feelings
- Maintain that children have the right to healthy development in all aspects of their lives
- Promote the principles of partnership with children and their families, especially maintaining a child within his/her own family as long as this is compatible with the welfare of the child
- Ensure that content and delivery promotes the value of difference in race, religion, language, culture, gender, disability and sexual orientation.
- Respect diversity, promote equality and adhere to WSCB constituent agency/organisation equal opportunity policies
- Enable and support the full personal and professional development of others and an understanding that all staff will have equal access to training and development
- Be compatible with legal requirements, local policy and procedures
- Promote inter-agency networking and communication in the best interests of the child and comply with (Promoting Inter Agency Training) PIAT standards
- Aim to produce good practice within agencies/organisations and co-operation in inter-agency working in order to maximise the benefits offered by services to children and families

- Take account of up-to-date local and national research, guidance and findings from serious case reviews
- Encourage reflective practice and individual responsibility for ongoing personal and professional development
- Be based on adult learning principles
- Training is practical in its basis and relevant to personal goals and organisational objectives.

5. The Role of Partner Agencies

Legislation places duties on a range of organisations and individuals (WT, 2015) to ensure that their function, and any services that they contract out to others, are discharged having regard to the need to safeguard and promote the welfare of children'. With regards to training the duty is placed upon them to:

- Ensure staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
- Provide a mandatory induction, which includes familiarisation with child protection responsibilities and procedures to be followed if anyone has any concerns about a child's safety or welfare
- Provide regular reviews of their practice to ensure they improve over time

It is expected that partner agencies will:

- Ensure that gaps in training provision are highlighted to the Workforce Development Group (WDG)
- Identify training required for each role within their agency
- Keep accurate records of training attended
- Identify a key lead within their organisation to co-ordinate training requests for WSCB
- Provide information to the WSCB as to training status of workforce (e.g. audit)

6. The Role of Practitioners

Practitioners should ensure that following training they implement the knowledge that they have gained and follow the guidelines as set out in WSCB Learning and Improvement Framework:

- Reading Learning and Improvement briefings
- Attendance at single agency and multi-agency training relevant to roles and responsibilities
- Reflect on their practice and make any necessary changes in light of the findings
- Recognise their own training development needs and discuss with their line manager

In addition practitioners should:

- Keep their learning up to date between training events via continuing professional development
- Alert their line manager to any barriers to accessing training
- Keep a record of their safeguarding training and any certificates received

7. Identification of Training Needs

Training needs will be identified via mandatory agency requirements and other sources as set out in the WSCB Learning and Improvement Framework i.e.

- Local and national Serious Case Reviews
- National Inquiries
- Child Death Reviews
- Multi-Agency Case Audits (MACFA's)
- Single agency audits and training needs analysis
- Domestic Homicide Reviews
- Service User Feedback
- Research
- Feedback and evaluations from single and multi-agency training events

8. Training Provision

Safeguarding Training should be available at a number of levels to fulfil mandatory requirements of their role based upon their degree of contact with children and or parents/carers, their level of responsibility and independence of decision making.

WSCB defines single and multi-agency training as:

- Single agency training, which is carried out by a particular agency for its own staff, and;
- Inter (or multi) agency training, which is for employees of different agencies who either work together formally or come together for training or development.

9. Single Agency Training

Single agency training for all staff should include governing body and employer requirements:

'A mandatory induction, which includes familiarisation with safeguarding responsibilities and procedures to be followed if anyone has any concerns about a child's safety or welfare (WT, 2015)'

In addition to this agencies will have their own specific responsibilities and training needs identified from Serious Case Reviews and strategic priorities.

10. Multi-Agency Training

Research has shown (Carpenter et al, 2009) that multi-agency training in particular is useful and valued by professionals in developing a shared understanding of safeguarding children and decision making.

The purpose of multi-agency training is to achieve better outcomes for children and young people by fostering a shared responsibility of the tasks, processes, principles, roles and responsibilities outlined in national guidance and local arrangements for safeguarding children and promoting their welfare. It is recognised that multi-agency training should complement single agency training.

Full details of the WSCB Training and Development Programme can be accessed at:
http://www.worcestershire.gov.uk/info/20204/safeguarding_children_information_for_professionals/897/safeguarding_children_training_-

In addition to the single agency mandatory induction and multi-agency core training it is expected that organisations will ensure that relevant staff: receive training specific to their roles and function; and are made aware of messages from both local and national Serious Case Reviews and Learning and Improvement Briefings:

http://www.worcestershire.gov.uk/info/20204/safeguarding_children_information_for_professionals/482/learning_and_improvement/3

11. Commissioning Training

It may be necessary to commission training to respond to recommendations, requirements or gaps in provision identified by the Learning and Improvement Framework. WSCB will ensure any commissioning of training is robust via the Quality Assurance and Evaluation framework (see Appendix 2).

In addition WSCB may also signpost to specialist agencies for training.

12. Communication and Publicity

Communication is a key component in supporting training. The WDG will support multi-agency training by communicating events to professionals via the WSCB website. Additional specific events will be sent to safeguarding leads via marketing materials.

13. Training Costs and Charges

Training costs will be regularly reviewed and are available at:

http://www.worcestershire.gov.uk/downloads/file/6207/wscb_booking_form_and_cancellation_policy_july_2015

Please note cancellation charges may apply and are non-negotiable once invoiced.

14. Administration

Jointly delivered or commissioned training will be administered by WSCB staff. Partner agencies are expected to ensure that correct procedures are followed (see section 5).

15. Quality Assurance

Working Together (2015) states that Local Safeguarding Boards should:

'Monitor and evaluate the effectiveness of training, including multi-agency training, to safeguard and promote the welfare of children' (WT, 2015: 67)

The Quality Assurance and Evaluation Framework (Appendix 2) will support the extent to which training (single and multi-agency) is contributing to improving the knowledge and skills of the workforce with regard to working together to safeguard and promote the welfare of children. An agreed set of data will be reviewed by the WSCB WDG; this will include:

- An agreed set of standards against which judgements can be made about training performance and impact.
- Questionnaires on skills, attitudes and confidence with regard to safeguarding practice.
- Impact evaluations of training on practice.

Agencies should refer to the Framework for Evaluation to ensure single agency training is effective.

16. Training Pathway

The training pathway for WSCB is detailed in Appendix 1 or visit <http://www.worcestershire.gov.uk/wscbtraining>

In brief there are 4 levels of core training, which are:

Level ¹	Target groups	Description of courses	Delivered by:
Specialist training Intercollegiate Level 4/5	Professional advisors, named and designated lead professionals, managers, practitioners with lead roles or dealing with specific issues	Skills and knowledge specialists need to assess and respond to specific needs of children and their families	WSCB/ single agency
Targeted training Intercollegiate Level 2/3	Members of the workforce who work predominantly with children, young people and/or their parents/carers and who could potentially be involved in the assessing, planning, intervening and taking part in multi-agency processes where there are safeguarding concerns	Skills and knowledge which the workforce requires to ensure services are: <ul style="list-style-type: none"> • Inclusive • Responsive • Accessible • Meet the additional needs of children and young people and families who may be vulnerable 	WSCB/ single agency
Universal training Intercollegiate Level 1	All staff who have frequent/infrequent contact with children/young people and/or families /carers Agencies may decide this level is suitable for all the workforce	Skills and knowledge that everyone working or in contact with children and young people to identify additional needs and ensure that those from vulnerable groups can access and benefit from their services	Single agency/ e-learning
Induction Training	All staff	Familiarisation with safeguarding children responsibilities and procedures to be followed if anyone has any concerns about a child's safety or welfare	Single Agency

Additional training is available and further details can be found in Appendix 1.

¹ The Intercollegiate References relate to: **Intercollegiate document (2014)**
[http://www.rcpch.ac.uk/sites/default/files/page/Safeguarding%20Children%20-%20Roles%20and%20Competences%20for%20Healthcare%20Staff%20%202002%2000%20%20%20%20\(3\)_0.pdf](http://www.rcpch.ac.uk/sites/default/files/page/Safeguarding%20Children%20-%20Roles%20and%20Competences%20for%20Healthcare%20Staff%20%202002%2000%20%20%20%20(3)_0.pdf)

17. Using the Strategy

This document is designed to assist all employers, voluntary organisations and partner organisations to meet the minimum requirements for the provision of safeguarding children training. It underpins the WSCB Child Protection Procedures <http://westmidlands.procedures.org.uk/> and provides a framework for single and multi-agency training to enable professionals, volunteers, agencies, organisations and services to acquire the skills and knowledge to work effectively within existing guidance and procedures for safeguarding children. It promotes consistency across Worcestershire for the delivery of such training whilst allowing for the degree of flexibility required to meet locally identified needs.

If you have any comments or suggestions regarding this strategy please contact: Angela Eason, Training and Development Adviser, WSCB aeason@worcestershire.gov.uk.

18. Useful Links

Interagency procedures

<http://westmidlands.procedures.org.uk/>

WSCB website

<http://www.worcestershire.gov.uk/safeguardingchildren>

WSCB Training website

<http://www.worcestershire.gov.uk/wscbtraining>

Serious Case Reviews undertaken by WSCB

http://www.worcestershire.gov.uk/info/20377/safeguarding_children/936/serious_case_reviews_for_children

Learning & Improvement Briefings

http://www.worcestershire.gov.uk/info/20380/safeguarding_children_information_for_professionals/482/learning_and_improvement/3

19. References

Working Together (2015)

<http://www.education.gov.uk/aboutdfe/statutory/g00213160/working-together-to-safeguard-children>

Intercollegiate document (2014)

[http://www.rcpch.ac.uk/sites/default/files/page/Safeguarding%20Children%20-%20Roles%20and%20Competences%20for%20Healthcare%20Staff%20%2002%200%20%20%20\(3\)_0.pdf](http://www.rcpch.ac.uk/sites/default/files/page/Safeguarding%20Children%20-%20Roles%20and%20Competences%20for%20Healthcare%20Staff%20%2002%200%20%20%20(3)_0.pdf)

Research in Practice (undated) Ensure effective training; Briefing for Local Safeguarding Boards (N.B. There is a charge for this resource)

<https://www.rip.org.uk/resources/publications/strategic-briefings/ensuring-effective-training-briefing-for-local-safeguarding-children-boards-strategic-briefing-2014>

20. Acknowledgements

This strategy uses information from Walsall, Herefordshire and Shropshire Safeguarding Boards who we would like to thank for sharing their strategies.

WSCB Training Pathway and Courses

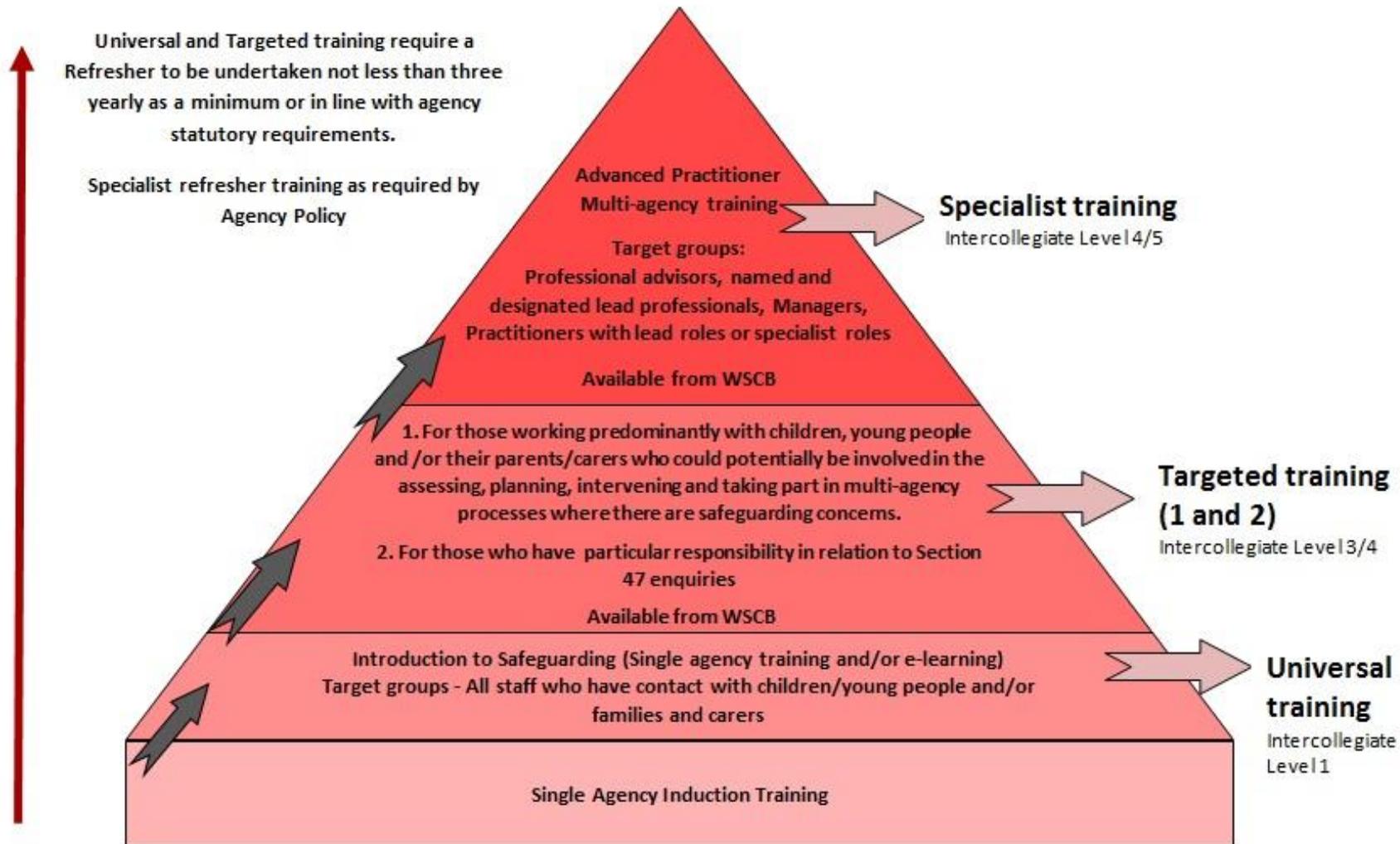


WSCB Training Pathway and Courses
Revised 2017

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1. Core Training Pathway Model



2. Mandatory Induction Training

2.1. Induction: Single Agency

Learning Outcomes

- The employee is aware of the definitions of significant harm and abuse and neglect (WT, 2015)
The employee has received a written copy of the definitions of significant harm and abuse and neglect and has signed to confirm that they have read this
- Employee understands the process of Safeguarding and is aware whom to contact with safeguarding concerns

Agency Responsibility

To provide a common induction for all new staff in line with agency policy

3. Universal Training (Intercollegiate Level 1)

3.1. Introduction to Safeguarding: single agency or e-learning

Learning Outcomes

- Recognise the signs of, and be able to respond appropriately to:
 - Physical Abuse
 - Sexual Abuse
 - Emotional Abuse
 - Neglect
- Know what to do if abuse or neglect are suspected
- Understand the importance of multi-agency working

- Understand the importance of keeping records

[WSCB e-learning](http://www.worcestershire.gov.uk/wscbtraining) training is available via the WSCB website at www.worcestershire.gov.uk/wscbtraining

Agency Responsibility

To ensure that all staff who have contact with children/young people and /or families/carers attend training in line with agency policy
To ensure all staff attend refresher training not less than every 3 years or in line with statutory requirements

4. Targeted Training

4.1. Targeted Training 1 (WT, 2013)

Working Together to Safeguard Children (Intercollegiate Level 2). One-day face-to-face, multi-agency training

Learning Outcomes

Following the training learners should be able to:

- Outline statutory duty to safeguard
- Awareness of WSCB & remit
- Understanding of boundaries of personal competence and responsibility
- Encourage collaborative professional working arrangements and good communication
- Develop an understanding of the thresholds and framework to protect children in need or at risk
- Working from a child centred approach which respects diversity and promotes equality
- Recognise the impact of parenting issues such as domestic abuse, substance misuse and parenting capacity
- Recognise the importance of family history and functioning
- Highlight findings and learning from SCR and Reviews of Child Deaths
- To identify additional sources of guidance to assist with recognition of signs and symptoms of abuse

- To consider collective assessment of risk and responsibility in relation to joint working
- To highlight good practice for managing disclosures of abuse
- Understand statutory requirements governing consent and confidentiality
- Awareness of the importance of recording and sharing information
- Reference new guidance on Resistant and Aggressive Parents
- Develop understanding of need to seek support, guidance and mechanisms for dealing with difficult situations.
- Summarise referral processes

Agency Responsibility

To ensure that all- members of the workforce who work predominantly with children, young people and / or their parents/carers and who could potentially involved in the assessing, planning, intervening and taking part in multi-agency processes where there are safeguarding concerns

Refresher -Working Together to Safeguard Children (Intercollegiate Level 2).

available via Virtual College or other learning opportunities identified by governing body

Learning Outcomes

- To refresh knowledge on outcomes as above

Refresher Training for safeguarding children is a process of learning over a three-year period (or sooner, based on agency guidance). This could include attending face to face multi-agency learning. In addition learning should include personal reflection and scenario-based discussion, drawing on case studies, serious case reviews, lessons from research and audit, as well as communicating with children about what is happening

Agency Responsibility

To ensure all staff attend refresher training not less than every 3 years or in line with statutory requirements

4.2. Targeted Training 2

Protecting Children (with specific reference to Section 47 enquires) Intercollegiate Level 3

One-day face-to-face, multi-agency training

Learning Outcomes

- To understand the professional expectations created by Section 47 Children Act 1989
- To be aware of the timescales set down in regulation or guidance
- To develop awareness in how to advise others on when and how to share information on a child about whom they have concerns
- Recognise the impact of anxiety on effective interagency communication and develop strategies to overcome this
- Recognise the importance of establishing and maintaining working partnerships of trust and mutual respect
- To develop an awareness of the need for effective verbal and written contribution to planning and review meetings
- Develop an awareness of factors which may inhibit the recognition of concerns
- Be able to explain the purpose of their activity and the rationale for decisions and the intended outcomes for the child
- Have an understanding of factors at an inter-personal, inter-personal and systemic level which influence the possibility of change
- To recognise the necessity of challenging decisions in complex situations by looking beyond immediate role and asking questions
- To consider the circumstances which may trigger the need for emergency action
- To become aware of the enabling mechanisms available
- Be able to work with other practitioners, children and families on complex tasks such as joint enquiries under Section 47 Children Act 1989
- To develop understanding of the ways in which group processes can influence and distort decision making
- Develop understanding of the impact of aggression or non-compliance on the ability to safeguard and promote the welfare of a child
- Consider good practice in collaborative working including what encourages it or gets in the way
- Understanding the requirement to seek the wishes and feelings of children and young people and to act upon them
- Demonstrate awareness of the skills necessary in communicating

Agency Responsibility

To ensure that all- members of the workforce who work predominantly with children, young people and / or their parents/carers and who could potentially involved in the assessing, planning, intervening and taking part in multi-agency processes where there are safeguarding concerns with specific reference to Section 47

To ensure all staff attend refresher training not less than every 3 years or in line with statutory requirements

Refresher – Protecting Children (Intercollegiate Level 3)

Half day face to face training available from WSCB

Learning Outcomes

- To refresh knowledge on outcomes as above

Refresher Training for safeguarding children is a process of learning over a three-year period (or sooner, based on agency guidance). This could include attending face to face multi-agency learning. In addition learning should include personal reflection and scenario-based discussion, drawing on case studies, serious case reviews, lessons from research and audit, as well as communicating with children about what is happening

Agency Responsibility

To ensure all staff attend refresher training not less than every 3 years or in line with statutory requirements

5. Core Specialist Training

This training is not merely intended for managers (unless indicated) rather those whose role includes dealing with specific issues. All specialist face to face training is commissioned by WSCB and delivered by experts in the relevant field

5.1. Physical Abuse

Half day face to face training

Target Audience

Professional advisors; named and Designated Lead Professionals; Managers; Practitioners with lead roles or specialist roles

Learning Outcomes

- To develop an awareness of the variety and complexity of contexts in which PA may occur
- To be aware of interconnection between PA and other defined forms of abuse
- To be able to identify sources of guidance and support in making judgements about PA
- To be aware of injuries more commonly associated with abuse and the factors indicative of abuse
- To be aware of consent issues in respect of medical examination

5.2. Sexual Abuse

One day face to face training.

Target Audience

Professional advisors; named and Designated Lead Professionals; Managers; Practitioners with lead roles or specialist roles

Learning Outcomes

- To develop an awareness of the prevalence and impact of sexual abuse
- To develop an understanding of the mind-set and characteristics of perpetrators and to apply a model to this
- To become aware of some of the approaches used to address sexually abusive behaviour
- To develop an understanding of the victim
- To consider a variety of approaches for supporting victims

5.3 Emotional Harm & Neglect

One day face to face training

Target Audience

Professional advisors; named and Designated Lead Professionals; Managers; Practitioners with lead roles or specialist roles

Learning Outcomes

- To develop awareness of the ecological nature of emotional abuse and neglect
- To consider recent research and guidance
- To consider the role of families and other factors relating to neglect
- To consider the impact of Emotional Abuse and Neglect on the developing brain of a child
- To become aware of importance of the role of primary care givers
- To consider attachment theory and attachment patterns

5.4 Reaching a Sound Judgement

Half day face to face training

Target Audience

Professional advisors; named and Designated Lead Professionals; Managers; Practitioners with lead roles or specialist roles

Learning Outcomes

- To understand the relationship between law, guidance and practice in safeguarding and interagency working
- To understand the importance of appreciating the imperatives that inform procedural expectations
- To understand the principles involved in reaching sound judgements

- To understand the factors likely to inhibit reaching sound judgements
- To understand the policy and law requiring interagency working and collective responsibility for collective outcomes

6. Additional Training Provided By WSCB and Partner Agencies

This training will be reviewed on a regular basis to reflect current evidence, research and findings from Serious Case Reviews and Multi Agency Case File Audits (MACFA).

6.1. Child Sexual Exploitation (CSE) Training

This course is delivered via an e-learning module

Target Audience

Safeguarding Leads

Learning Outcomes

- Have an awareness of the background to child sexual exploitation, including definitions, the key legislation and guidance and research findings.
- Understand the risk assessment process, including which elements create are used to create thorough document.
- Know the categories of risk and what vulnerability factors to look for when undertaking an assessment.
- Have a basic knowledge of the responsibilities of the key agencies involved in helping children that are being, or at risk of being, sexually exploited.

6.2. Managing Allegations

Half day face to face training delivered by Local Authority Designated Safeguarding Lead

Target Audience

For managers and those in a position of responsibility who may deal with allegations against staff

Learning Outcomes

- To be aware of the expectation to respond to concerns about people working with children and young people
- To be aware of the statutory and local guidance which directs practice
- To be aware of the criteria used in decision making
- To be aware of the professional roles of those involved in the process
- To consider case examples in the light of the decision making criteria

6.3. Supervision Training For Managers

Three day course face to face learning

Target Audience

For managers with responsibility for supervision

Learning Outcomes

- Understand the elements of effective safeguarding supervision and how it can contribute to good outcomes for children
- How to use supervision to enable supervisees to critically appraise their own safeguarding practice
- The link between impact of the work and effective safeguarding practice

- How to positively manage the impact of safeguarding children, enabling emotions to be used to enrich thinking and support safe practice.
- How to promote the effective analysis of information throughout the assessment and planning process

6.4. Domestic Abuse

This course is delivered via an e-learning module

Target Audience

For practitioners and managers

Learning Outcomes

- Explain what domestic violence is and who is most at risk
- Recognise the difference between the facts and myths surrounding domestic violence
- Describe the physical and psychological effects of domestic violence
- Explain the impact of domestic violence on the unborn child, children and young people
- Classify the behaviours displayed by a perpetrator
- Identify positive and negative ways to support cases of domestic violence
- Outline how the victim may feel
- Interpret domestic violence statistics
- Describe best practices
- Identify the "dos and don'ts" of assisting in a domestic violence case
- Recognise when and where to get help

6.5. Children With Disabilities

This course is delivered via an e-learning module (2 hours)

Target Audience

For practitioners and managers

Learning Outcomes

- Be able to recall some of the key legislation and guidance relating directly and indirectly to children and disability
- Understand the range of initiatives focussing on disabled children, their siblings and carers, including their rights enshrined in legislation, government guidance or recommendations from disability groups
- Be able to state what disability is under the Disability Discrimination Act and list the four main types of disability
- Understand why communication is important, be able to name means of and barriers to communication for disabled children, and be able to describe how to ensure consultation and participation
- Be able to explain how children from minority ethnic backgrounds could experience 'double discrimination' and how professionals can influence this
- Understand the key elements that go into various aspects of child welfare, including transitional planning, multi-agency working, dealing with diagnosis etc.
- Recognise how safeguarding issues fit into the process, such as the links between abuse and disability, the need for Sex and Relationships Education and how the disclosure of abuse affects parents/carers

6.6. Substance Misuse

This course is delivered via an e-learning module

Target Audience

For practitioners and managers

Learning Outcomes

- Raise your general awareness of Hidden Harm issues relating to parental substance misuse.
- Identify how Hidden Harm aspects of parental substance misuse may affect children and young people
- Gain confidence in associating Hidden Harm with potential safeguarding issues for children exposed to parental substance misuse
- Recognise the importance of multiagency working and the roles and responsibilities of different agencies to support children affected by Hidden Harm

Understand the importance of sharing information appropriately and keeping records in order to safeguard children affected by Hidden Harm

Further Information

For more information about current courses and how to book places please see the WSCB [website](#) or contact wscbtraining@worcestershire.gov.uk

Evaluation Framework for single and multi-agency training



Assuring the Quality of Safeguarding Training

An evaluation framework for single and multi-agency training

Revised 2017

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Introduction

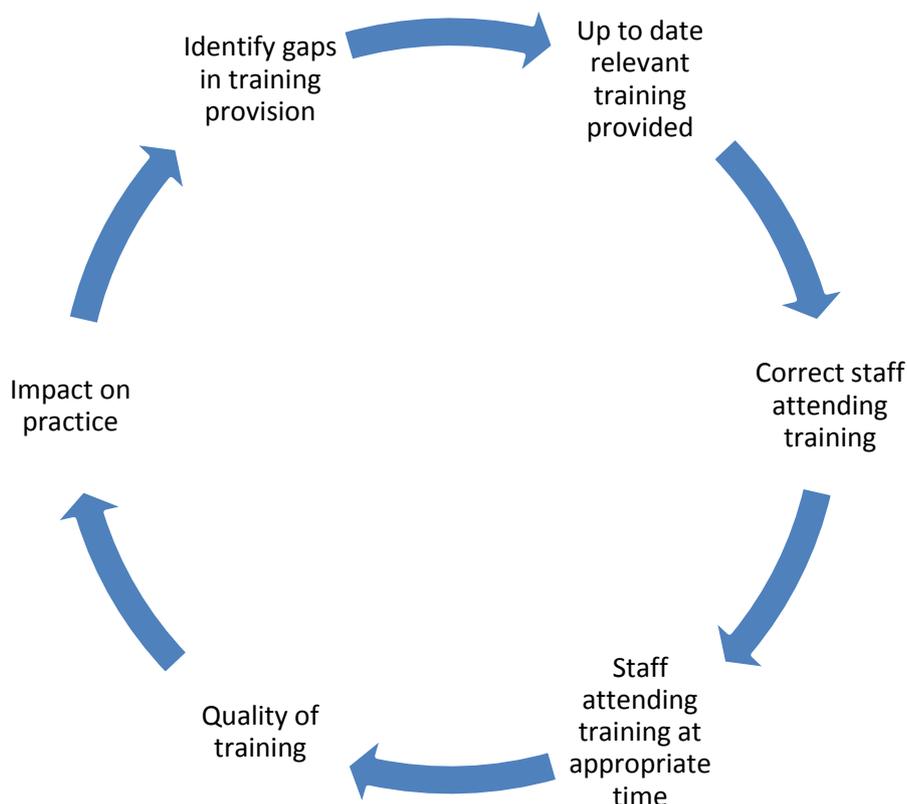
Working Together (2015) states that Local Safeguarding Boards should:

'Monitor and evaluate the effectiveness of training, including multi-agency training, to safeguard and promote the welfare of children'

(WT, 2015:67)

The focus of any evaluation of training should be based on the extent to which training is improving the knowledge and skills of the workforce in order to work together and safeguard and promote the welfare of children. Demonstrating the effectiveness of training is not an easy matter and this document aims to support partner agencies in achieving this goal.

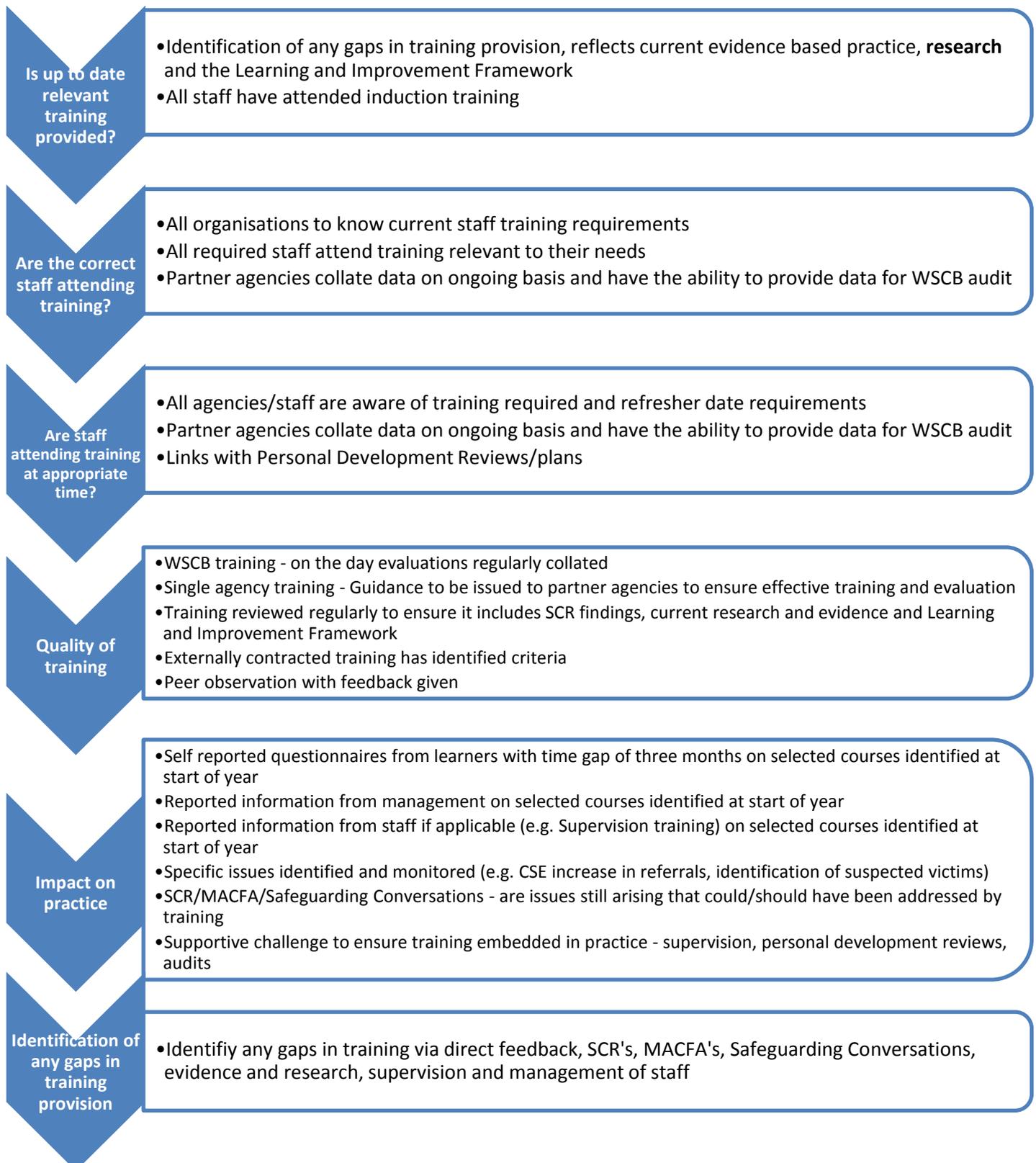
Stages in monitoring and evaluating the effectiveness of training:



For a full overview of each of these stages see Table 1.

Worcestershire Safeguarding Children Board (WSCB) will seek to provide evidence of quality of training and impact of practice via systematic evaluation of training and learner feedback. An evaluation strategy will be put in place to monitor the extent to which training is contributing to improving the knowledge and skills of the workforce with regard to Working Together to safeguard and promote the welfare of children (2015). An agreed set of data will be reviewed by the Workforce Development Group (WDG). The WDG will collate and analyse the results and provide a report on a six monthly basis (April – September and October to March).

Table 1: Stages in monitoring and evaluating the effectiveness of training



Responsibility for actions

Action 1: Is up to date relevant training provided?

Partner agencies responsibilities

- To ensure that in-house/commissioned* single agency training reflects current evidence based practice, research and learning from Serious Case Reviews
- All staff to have attended mandatory induction

WSCB responsibilities

- To provide a Learning and improvement framework
- To deliver multi agency training which takes into account current evidence based practice, research and Learning and Improvement framework

Action 2: Are the correct staff attending training?

Partner agencies responsibilities

- To identify staff roles and be aware of requirements of role and link to Training Pathway
- To keep accurate records

WSCB responsibilities

- To assure via audit correct staff attending training

Action 3: Are staff attending training at the appropriate time?

Partner agencies responsibilities

- To keep accurate records of when staff attend training
- To monitor attendance and due dates when training required

WSCB responsibilities

- To assure via audit staff attending appropriate training

Action 4: Quality of training

Partner agencies responsibilities

- Quality of trainer and training to be undertaken by commissioning* body
- To ensure regular, planned review of training to ensure quality

WSCB responsibilities

- To collate evaluations on an ongoing basis and report via WDG to Improving Front Line Practice group.
- To identify standards required of trainers
- To ensure regular, planned review of multi-agency training to ensure quality

Action 5: Impact on practice

Partner agencies responsibilities

- Conduct regular impact evaluations on training delivered
- Supervision to include reviewing how training has been embedded
- Use case file audits to support 'picture' of impact on practice
- To record impact on improvements in front-line practice and the experiences of children, young people, families and carers.

WSCB responsibilities

- To conduct Multi Agency Case File audits to ensure that issues have been dealt with by multi-agency training
- To provide agencies with feedback from MACFA's/SCRS/Safeguarding conversations
- Conduct regular impact evaluations on selected training delivered as identified by TDG at start of year

Action 6: Identify any gaps in provision

Partner agencies responsibilities

- Identify any gaps in provision and provide single agency training or report via TDG representative if multi-agency training required
- To be aware of current research, evidence and learning from MACFA's and Serious Case Reviews

WSCB responsibilities

- To conduct audits to identify any gaps in provision as identified by partner agencies
- To bring any identified gaps to the Training and Delivery Group
- To fulfil recommendations from SCR's, Case File Audits and MACFA's

Practitioner's responsibilities to ensure training is effective are:

- Seeking appropriate training to meet agencies mandatory requirements
- Fully participate in training
- Complete evaluations of training constructively
- Reflect on and apply learning
- Identify any gaps in training
- Highlight issues of challenges to attending training to manager
- Keep up to date with current practice and research

For further information regarding this evaluation framework please contact:
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N.B. *Commissioned training refers to the partner agencies preferred provider for single agency training. WSCB presently delivers multi-agency training and will seek to meet these guidelines