

NEL SCP Learning, Development and Evaluation Strategy

2019 - 2021

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1. Introduction and Aims

1.1 The Safeguarding Children Partnership Executive Board will oversee what is done by the safeguarding partner organisations, selected relevant agencies and other organisations and agencies to safeguard and promote the welfare of children and young people and to fulfil their responsibilities as set out in the Safeguarding Children Executive Board Local Arrangements Plan and the Memorandum of Understanding. This includes duties set out In Working Together to Safeguard Children 2018 and Section 11 of the Children Act 2004

The key role and functions are:-

- Assessment of need
- Strategy development
- Planning and delivery
- Establishing performance targets and monitoring
- Quality and assurance
- Compliance and oversight of Child Safeguarding Practice Reviews.

1.2 In order to fulfil its statutory function the NEL SCP should use data and, as a minimum, should:

- Assess the effectiveness of the help being provided to children and families, including early help
- Assess whether NEL SCP partners are fulfilling their statutory obligations
- Quality assure practice, including through joint audits of case files involving practitioners and identifying lessons to be learned
- Monitor and evaluate the effectiveness of training, including multi-agency training, to safeguard and promote the welfare of children including the most vulnerable.

1.3 The aim of the NEL SCP Learning, Development and Evaluation Strategy is to set out how the NEL SCP will:

- Ensure safeguarding training/learning activities are based on local need, meet the needs of practitioners, in being able to recognise and respond to need and risk.
- Measure the impact of safeguarding training on safeguarding practice and improving outcomes for children and young people
- Ensure that the learning from the Child Death Process, Safeguarding Practice Reviews, Voice of the Child, lessons from audits and performance data is embedded into training: informing practice to enable continuous learning and improvement across the safeguarding children system in North East Lincolnshire.
- Signpost and communicate key safeguarding messages, research, lessons and procedural expectations to agencies/professionals, ensuring a consistent approach to safeguarding children and continuous learning.
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1.4 Wider elements of the strategy include:

- The Children’s Workforce Professional Capabilities Framework (PCF) has been developed to define the knowledge, skills and behaviours required for anyone who works, volunteers or leads work with children, young people and families within North East Lincolnshire. The NEL SCP considers this to be a best practice document that is available to support partners in ensuring they identify development needs for their workforce.
- Ensuring that learning opportunities are available and accessible at an appropriate level to all those managers/practitioners who require them, by using a blended approach to learning.
- Ensuring any issues within organisational practice or culture preventing the application and transfer of learning in practice, are highlighted and addressed through the NEL SCP, to those concerned.
- Developing horizon-scanning practice that will enhance learning opportunities and enable managers and professionals to keep informed of changing issues relating to safeguarding children.
- Developing a partnership wide strength based approach to learning from Safeguarding Practice reviews and learning from significant incidents both nationally and locally.
- Developing or approving quality learning opportunities that will allow for specialist knowledge that may be required by certain professions e.g. GP’s, Social workers.
- Monitor and evaluate the effectiveness of training, including multi-agency training, for all professionals in the area. Training should cover how to identify and respond early to the needs of all vulnerable children.
- Ensuring that multi-agency learning opportunities are provided to upskill and inform managers and practitioners around the North East Lincolnshire Outcomes Framework and NEL SCP priorities of:
 - Domestic Abuse
 - Neglect
 - Sexual Harm

2 Responsibility of the NEL SCP

2.1 The NEL LSCB P transitioned to the new safeguarding arrangements under the Children and Social Work Act 2017, on 29 June 2019, with arrangements being fully implemented by 29 September 2019. Workforce development and training is a key component of the new arrangements. The present SCP structure consists of the SCP Executive Board and three strategic delivery groups, the improving practice group, the strategic delivery group and the practice review group. The strategic delivery groups are responsible for the delivery of the SCP strategic plan on behalf of the SCP which are aligned to the SCP priorities.

2.3 The North East Lincolnshire Safeguarding Children Learning, Development and Evaluation Strategy 2019 -21 is aligned to:

- Working Together to Safeguard Children 2018 Guidance
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard-Children.pdf
- NEL SCP Local Arrangement Plan
<http://www.safernel.co.uk/nelsafeguarding-children-partnership/>
- NEL Learning and Improvement Framework
 - <http://www.safernel.co.uk/wp-content/uploads/2018/02/learning-and-improvement-framework.pdf>
- NEL Children’s Workforce Development Strategy 2017-19
<https://www.nelincs.gov.uk/wpcontent/uploads/2016/01/NEL-CYP-Families-Workforce-Development-Strategy-2016-2019-Final-Version-2.pdf>

- NEL Children’s Professional Capability Framework (PCF) <https://www.nelincs.gov.uk/jobs-training-andvolunteering/childrens-and-young-peoples-workforce-training/childrens-workforce-professional-capabilityframework/>
- Together for All: Thresholds of Need (2019) <http://www.safernel.co.uk/nelsafeguardin-children-partnership/> (in related documents area)

3 Responsibilities of Partner Agencies and Single Agency Training

3.1 Section 11 of the Children Act 2004 places a duty on organisations^[1] to have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children. This includes:

“appropriate supervision and support for staff, including undertaking safeguarding training....employers are responsible for ensuring that their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role”

Working Together to Safeguard Children 2018

3.2 Partner agencies and the NEL SCP are responsible for ensuring a culture of continuous learning and improvement and aligned to the priorities and key areas of focus within the NEL SCP safeguarding arrangement plan. Opportunities to collaborate, share what works and promote good practice, should be identified in order to safeguard and promote the welfare of children, young people and families.

3.3 Role of all agencies as employers:

- Be responsible for identifying their staff training needs in respect of safeguarding children
- Be responsible for the organisation and delivery of basic/introductory and refresher training for all relevant staff;
- Release staff to attend multi-agency training where required and appropriate
- Line managers within agencies to be accountable for following up on any safeguarding children training undertaken by their staff to identify the impact of the training within their role and to record this
- Able to provide monitoring evidence to the SCP when required in order to provide assurance as an agency that they are delivering training and their staff are accessing training as appropriate to their role
- Able to identify the impact of learning on members of staff, teams and the organisation as appropriate and provide evidence to the Board as required
- Commit resources to support multi-agency training by providing and releasing trainers for the NEL SCP training pool.
- Have training plans in place and systems to record the attendance of their staff on safeguarding children training
- Adhere to the standards for training.

3.4 Role of Managers and Employees in all agencies regarding their professional development:

- To maintain and improve their own professional knowledge and competence and that of practitioners within the agency
- To ensure practitioners are appropriately trained and are able to recognise and respond appropriately to child welfare and safeguarding concerns
- To evidence the impact of training on their own and practitioners practice in terms of the difference made
- To identify their own learning and development needs; the Professional Capabilities Framework (PCF) can be used to identify development needs
- To access the training provided

- To keep a record of training attended

3.5 Role of the NEL SCP Training pool - Multi-agency training will be delivered by practitioners who are knowledgeable about safeguarding and promoting the welfare of children and who have completed an approved training for trainers course or equivalent.

- The role of the North East Lincolnshire Learning and Development Team (NELC) at present, is to manage and co-ordinate a safeguarding learning and development programme that meets the needs set out by NEL SCP and Children's Safeguarding Assurance Group (CSAG) as follows:-
 - To review and update training courses delivered on a six monthly basis as part of the programme as a minimum
 - For those courses that contain statistical data, these will be updated on a 3-monthly basis
 - For all courses, any legislative/policy and practice changes are made as required.
 - Ad hoc learning needs requested will be collated by the team in order to evidence requests made and actions taken to meet the need
- When commissioning training internally, a local area agreement will be drawn up between the NELC Learning and Development Team (NELC) and the provider. When commissioning training externally, NELC's Learning and Development Team (NELC) should enter into a written contract and follow the Local Authority Procurement Procedure, set out by the EU.
- If through the CSAG, a gap in training delivery is identified and a decision is made by the CSAG to develop the course locally, the following will take place:-
 - Representative of the Learning and Development Team (NELC) participates and leads in the co-ordination of a working group of key professionals, to develop the training programme. The scope of the training course programme will be identified; timescales set for completion will be determined by the working group
 - Pilot the new course, using key professionals from different agencies
 - Update the training pack if necessary, following feedback from participants at the pilot event
 - Finalise the pack and submit to the NEL SCP Manager for accreditation
 - Incorporate the training event into the safeguarding children training programme, review three/six monthly dependent upon content and re-submit to NEL SCP Manager for accreditation

Responsibility of Trainers

- To ensure their own professional development and training is up to date
- To review the content of the training course on an ongoing basis and raise any issues or areas that are out of date with the Learning and Development Advisor (Safeguarding), who will organise a review meeting with the trainer.

Find out about NEL SCP training on the SaferNEL website:

<http://www.safernel.co.uk/work-force-development/lscb-training/>

The following can be found here:

- Safeguarding courses timetable
- Safeguarding training levels
- Training charges
- Details of face to face and E learn courses available
- NEL SCP Safeguarding Children training pathway

- Neglect training pathway and accreditation
- Professional Capabilities Framework
- Skills and Experience form for prospective trainers
- Definition of the Safeguarding Children Trainers role

Evaluation and Impact of Training on Practice

4.1 The aim of this strategy is to develop a robust approach to evaluating training delivered by the NEL SCP to measure both the quality of training delivered and to evidence the impact on practice. This strategy will evaluate training directly provided by North East Lincolnshire SCP based on the following:

How well are we doing?

- The quality of the training (has it met participants learning needs and course objectives?)
- The immediate impact of the training (has the training had an impact on the participants knowledge and confidence levels? How will the learning impact upon the participant's work? What will the participant do differently/change in their working practice going forward?)
- What difference are we making? - The longer term impact of the training (has the training had an impact on learners' practice and specific outcomes for children and young people?)

Line Managers are responsible for identifying the impact of training with their employees via regular one-to-one sessions, appraisal mechanisms or via performance, to monitor how learning from the course is transferred into their practice.

4.2 The Framework Outline

Quality assurance of training takes place through a triangulated process of participant feedback, trainer feedback, which includes advising of any changes needed and capturing the voice of children and young people through service and agency feedback, with a specific role of transfer of learning into practice. This will be done via inclusion of learning and development within multi-agency audits, to capture qualitative data and assist to evidence impact on practice.

The framework used to evaluate training is broken down into three levels:

- **Pre-Course Evaluation** - Participants are asked to scale themselves between 1 (little) and 10 (extensive) on their level of knowledge and confidence in relation to the specific area of training which they are attending. This form is treated as the baseline for each participant's level of knowledge and confidence. The pre-evaluation is always completed on the day, at the beginning of the course.
- **End of course evaluation (Reaction and Learning)** - Participants are again asked to scale their knowledge and confidence levels at the end of the course and this data is then compared to the baseline evaluation and will evidence whether the course has had an immediate impact on their knowledge and confidence levels.

A range of questions are also asked which explore whether; the training was pitched appropriately for the audience, has met its objectives and measures what the participant has learned from the training session. Participants are asked how the learning will impact upon their work and what they will do differently/change in their working practice as a result of attending the training. The end of course evaluation is always completed on the day at the end of the course.

An end of course evaluation form is also completed by the facilitator(s) which includes questions about content, delivery, participation of attendees and peer review of the session where applicable.

4.3 Capturing the Voice of the Child

- The voice of the child is captured by individual agencies and within the NEL SCP Partnership through the Voice and Influence Strategy and through audits/surveys and feedback. The VOC strategy and the voice of the child will inform all training delivered.

5 Implementation and Review of the NEL SCP Learning, Development and Evaluation Strategy

The evaluation/impact of the strategy, in ensuring that the Children's Workforce are fully equipped with the knowledge and skills to appropriately respond to risk and need in respect of safeguarding, will be reviewed by the NEL SCP.