

**CALDERDALE SAFEGUARDING CHILDREN BOARD**

**REVISED  
LEARNING AND IMPROVEMENT  
FRAMEWORK (LIF)**

June 2017



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## **Calderdale Safeguarding Children Board Learning and Improvement Framework**

### **1. Introduction**

It is important that we learn from good safeguarding practice so that there is an understanding of what works well. Conversely, when things go wrong there needs to be a rigorous, objective analysis of what happened and why, so that important lessons can be shared and services improved in order to better protect children and young people from harm.

Working Together to Safeguard Children 2015 sets out an approach to learning and improvement for Local Safeguarding Children Boards (LSCBs) and places a duty on them to develop their own local frameworks. Working Together 2015: 72 pt.3:

*"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."*

### **2. LIF Objectives**

This framework is intended to fulfil the following objectives:

- Set out how the CSCB identifies improvements which are needed and how it consolidates good practice
- Explain how the CSCB can learn lessons about how organisations work together to safeguard children
- Drive improvements in practice and service delivery to safeguard and promote the welfare of children.
- Ensure that the children's voice is heard and influences service provision and commissioning.
- Ensure the children's workforce is suitably skilled
- Ensure that single and multi-agency training and learning meets the needs of the local workforce in breadth, quality and quantity
- Inform the CSCB Business Plan and enable the CSCB to focus on the relevant priorities
- Ensure that CSCB fulfils its statutory obligations

The Learning and Improvement Framework (LIF) is aligned to and should be read in conjunction with the CSCB Performance Management and Quality Assurance Framework (PMQA), the Case Review Framework and the Multi-Agency Training and Development programme. All of which can be found at [www.calderdale-scb.org.uk](http://www.calderdale-scb.org.uk).

### 3. LIF Principles

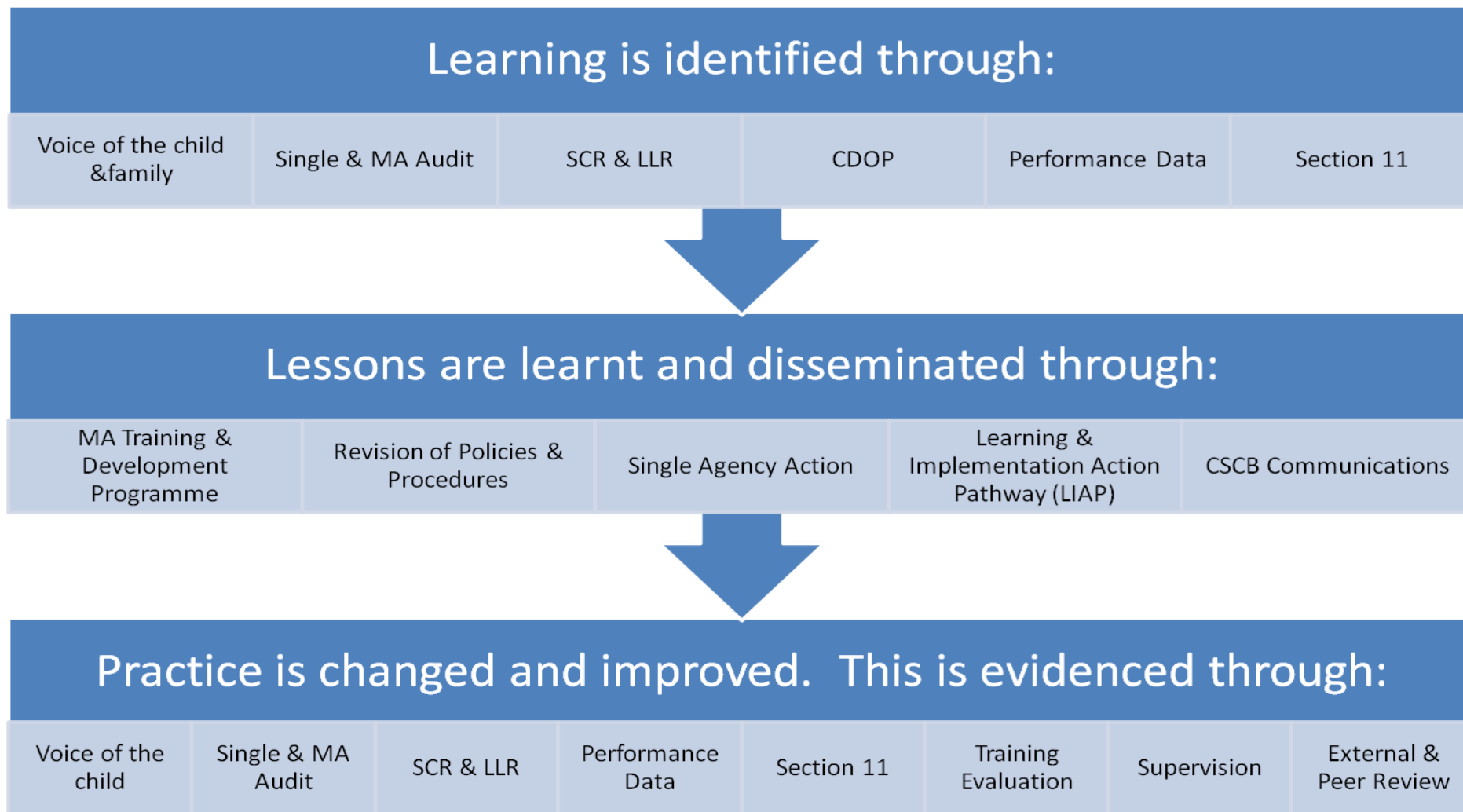
The following principles underpin all learning and improvement activities provided by the CSCB:

The CSCB:

- Seeks to understand why individuals and organisations operate in a particular way;
- Makes use of relevant research and case evidence to inform findings and learning.
- Places the child at the centre of the process;
- Involves practitioners and managers in learning activity in order to understand practice from their viewpoint;
- Recognises that safeguarding systems can only manage and try to reduce risk, not eliminate it. Systems are made up of numerous variables that constantly change and fully appraising and managing risks of each variable is a complex task.
- Includes children and families (where possible) in contributing to learning and reviewing opportunities; providing clarity of how they will be involved and manage their expectations appropriately and sensitively;
- Ensures there is transparency about the way data is collected, analysed and shared;
- Shares learning and any associated changes to practice with agencies and the public whilst maintaining the confidentiality of any individuals involved and complying with any restrictions such as court orders; e.g. SCR publications
- Implements processes to regularly monitor and follow-up actions from reviews/learning opportunities to ensure they make a real impact on improving outcomes for children and improvements are sustained.
- Takes into account confidentiality and data protection;

#### 4. The Learning and Improvement Framework

The CSCB is a learning organisation and through its review of practice, scrutiny and challenge functions; it identifies areas for improvement. The following diagram illustrates how the CSCB identifies where improvements are needed, how this learning is acted upon and how the CSCB drives improvements in practice to safeguard and promote the welfare of children & young people.



## 5. How learning is identified:

Method	How?
<b>Voice of the Child &amp; Family</b>	Young Advisors Single Agency Feedback e.g. IRO reports Targeted e.g. learning from Young People who have experienced CSE
<b>Multi and Single Agency Case File Audits</b>	Identification where quality of practice needs improving / organisational change needs to occur Multi-agency audit of cases is coordinated by the Multi-Agency Audit Group who also requires single agencies to report on their single agency audit activity.
<b>Serious Case review &amp; Learning Lessons Review</b>	Multi-Agency Lessons / Recommendations Single Agency Lessons / Recommendations
<b>Child Death Overview Panel (CDOP)</b>	Themes and Trends, Modifiable Factors / Information leading to potential preventability
<b>Scrutiny and Analysis of Performance Management Data</b>	Performance and trends of outputs and outcomes for children & young people Statistical neighbours and national comparators
<b>Section 11 audits</b>	Identification of gaps in knowledge Organisational & performance trends,
<b>In addition to the methods used above, the following also feeds into how learning is identified:</b>	
<b>Complaints and Compliments</b>	Qualitative information through each partner agency and the CSCB
<b>Feedback/Consultation with Multi-agency Practitioners &amp; Managers</b>	Soft Audits and Consultation through sub groups, Training events and Board Members
<b>National and Local Policy and Procedure</b>	Government priorities Local pathways
<b>Multi-agency Reflective Practice Sessions (MARPS)</b>	Multi-agency Lessons Single Agency Lessons

## 6. How learning is acted upon:

The learning and recommendations from the various activities illustrated in the table above can be implemented in a number of ways, such as demonstrably improved policies and procedures, changes to practice, which are supported through training programmes. In some cases it will be an individual agency which will consider how these recommendations can best be implemented and in turn provide assurance to the CSCB that this has been achieved effectively. Where the learning is applicable to a number of agencies or the CSCB itself, it is incumbent on the CSCB to ensure this happens effectively.

Board members have a key and influential role within their own agency and via their involvement at a strategic level in a number of other partnerships. Board members will use these links to ensure that information and learning is shared and this will maximise opportunities for learning and improvement as well as influence decision making around commissioning activity and strategic planning. See Appendix 1 for Expectations of Board Members. Board Members sharing learning is detailed in the final row in the table below: CSCB Communications.

Both the dissemination of learning and the actions taken to improve practice are managed through a robust, reciprocal Business Planning process managed by the CSCB and operated through the Business Group: the learning informs the Plan which in turn directs the learning and actions.

The table below illustrates how learning is acted upon.

Dissemination of learning	
How	Detail
<b>Multi-Agency Safeguarding Training and Development Programme</b>	<p>The programme provides a range of core learning opportunities based on an annual Training Needs Analysis, the evaluation of last year's learning and improvement offer, scrutiny of data from training, CSCB priorities and is responsive to include emerging themes or Safeguarding issues via Training, Master classes, briefings and practice workshops such as:</p> <p><b>CSCB multi-agency 'learning lessons' workshops</b> Using the World Café model of creating meaningful conversations, the CSCB deliver key messages from Serious Case and Case Reviews to staff who are then given a series of questions to elicit deeper thinking about specific issues and to generate new learning and innovative solutions to old problems. This new learning is captured and presented to the Learning and Improvement sub group to discuss and agree a response and future actions.</p> <p><b>Learning in Action:</b> Recent evaluations of training have indicated the need for practical, 'how to' sessions for staff. This is reflected in workshops, 'skill shops' and provision of training for Managers and Supervisors to directly support staff in the workplace.</p> <p><b>Multi-Agency Reflective Practice Sessions:</b> CSCB holds regular multi-agency sessions for practitioners to reflect on practice so that they can safely and openly consider, challenge and change how they work with families in Calderdale. These reflective sessions are based on individual cases, selected by the practitioners themselves. Themes from these sessions are captured and then presented at the Learning and Improvement sub group to discuss and agree a response and</p>

	future actions.
<b>Revision of Policies and Procedures</b>	The West Yorkshire Consortium is responsible for agreeing the <a href="#">West Yorkshire Interagency Procedures</a> . Procedures are revised periodically but also with legislation changes and learning from SCRs.
<b>Single Agency Actions</b>	<p><b>Single agency training:</b> Safeguarding training delivered by single agencies is reported on and considered by the Learning and Improvement sub group who refer to the West Yorkshire Multi-Agency Training Standards to quality assure frequency and content. Similarly Training Needs Analysis and Section 11 audits require agencies to demonstrate that staff are provided with relevant and current safeguarding information and learning.</p> <p><b>Single and Multi-agency actions plans from case reviews:</b> The learning from Case Reviews inevitably highlights areas for improvement or consolidation and results in an action plan. Some actions are for single agencies and others are required on a multi-agency basis. The CSCB Case Review subgroup oversees the formulation of the plans and monitors the responses. Agencies report to the Case Review sub group on the impact of the action plans and their effectiveness is considered via multi-agency and single agency themed and/or case file audits &amp; challenge events.</p> <p><b>Single and Multi-agency actions plans from s.11 audits:</b> Based on self-assessment, Section 11 audits assist organisations to examine their Safeguarding practices and arrangements. Where shortfalls are identified, organisations are supported to consider how to address them. CSCB hold agencies to account for their judgements, request evidence of Safeguarding activity and offer advice and guidance where this is required. Challenge events promote further learning and accountability.</p>
<b>Learning Implementation &amp; Action Pathway</b>	Learning is drawn together from Serious Case Reviews, multiagency audits & learning sessions to identify recurring key themes and appropriate action plans to address them.
<b>CSCB communications</b>	Board Member Dissemination, Website, Newsletters, Leaflets, Email SCR publication, events and briefings Guidance, Practical Tools, Pathways



## 7. How improvements are evidenced

This section details how the CSCB can evidence the impact of CSCB learning and interventions. The impact of the effectiveness of the framework in developing and maintaining a culture of continuous learning to improve services will be monitored through the Learning and Improvement Sub Group and reported on in the annual Multi-Agency Learning and Improvement Report to the CSCB.

In order to demonstrate that lessons have been learned and that practice has changed, the following methods are used either singularly or combined as ‘tests’ to prove and evidence the transformations. Both the CSCB and single agencies will employ these methods to measure how this impacts on practice and outcomes for children and families.

The following table details how each action can evidence improved practice and positive outcomes for safeguarding children and young people.

<b>Evidence of improved practice</b>	
<b>Voice of the Child</b>	The voice of the child provides evidence of good practice through single agency feedback, Young Advisors and Audit
<b>Single and Multi-agency audit.</b>	Targeted audits indicate that change or particular issues are being addressed or not. The Quality Assurance Group receives outcomes of audits and proposed action plans. A feature of this group is to challenge and scrutinise the proposal, report/findings, proposed actions and response to ensure that learning is effective and results in change to practice or procedure.
<b>SCR &amp; LLR</b>	SCRs and LLRs evidence positive change and improved practice or areas for further improvement.
<b>Performance Management Data</b>	Performance Management Data shows improved outcomes for young people or areas for improvement.
<b>Section 11</b>	Section 11 self assessments show evidence of improved safeguarding standards or identifies how single agencies will improve safeguarding arrangements.
<b>Impact &amp; Evaluation</b>	<p>Evaluation from training provides evidence of the impact of training on practice, joint working arrangements and on children &amp; young people. Various methods will be employed to understand the impact of CSCB delivered training. These will be identified using Guskey’s<sup>1</sup> model which considers learning at different levels, application to practice and from different sources and may include:</p> <ul style="list-style-type: none"> <li>• Pre and post training questionnaires</li> <li>• End of course evaluation</li> <li>• Follow up Survey Monkey questionnaires and/or phone interviews with the people attending training and/or their supervisor</li> <li>• Multi-agency audits focusing on a specific theme or area of</li> </ul>

<sup>1</sup> Guskey’s model considers seeking evidence from COURSE REACTION; LEARNING; ORGANISATIONAL SUPPORT; BEHAVIOUR CHANGE; RESULTS/OUTCOMES

	<p>Safeguarding</p> <ul style="list-style-type: none"> <li>• Section 11 self-assessment and challenge events</li> <li>• Feedback from Managers e.g. following observations of practice</li> <li>• Practitioner forums</li> <li>• Links between learning outcomes and performance management data</li> </ul> <p>The impact of courses will not all be evaluated in the same way and Appendix 5 and 6 will be used to identify ways of evidencing impact. Priorities to understand the impact of training will be identified by the subgroups and Business Group.</p>
<b>Supervision</b>	Supervision and line management feedback details how front line practice has improved or where there are areas of practice which still need addressing.
<b>External Inspection &amp; Peer Review</b>	Ultimately these elements 'tests' how well the LIF works and how well learning is identified, acted upon, disseminated and how it influences practice in order to achieve best practice for safeguarding children & young people in Calderdale.

## 8. Calderdale Children’s Workforce Development Strategy

The importance of having a competent and effective children’s workforce is described in Working Together 2015 (drawing on section 11 of the Children Act 2004). The CSCB training strategy provides the framework and direction for developing the workforce to ensure it is competent and confident to safeguard children and young people. In addition, the strategy outlines how learning and development opportunities will be provided in Calderdale, and how they will be quality assured. The Strategy is overseen by the CSCB Learning and Improvement sub group and incorporates the CSCB’s responsibility for developing policies and procedures for safeguarding and promoting the welfare of children in the area of the authority, including those relating to ‘Training of persons who work with children or in services affecting the safety and welfare of children’ and to set out how the CSCB will undertake its functions to *“...monitor and evaluate the effectiveness of training, including multi-agency training, for all professionals in the area.”* as outlined in Working Together to Safeguard Children 2015 P12.

The strategic training objectives of the CSCB are to:

### a. Learn from child death, SCRs, Learning reviews, resulting in improved practice, arrangements and procedures

The Learning & Improvement Framework (LIF) will articulate and provide sufficient steer for the achievement of a “learning culture”

### b. Be in a position to be as assured as possible that all those working with children are suitably trained and training resources are being targeted effectively.

Training Needs Analysis will be undertaken to scope training needs:

1. to help inform our own delivery
2. to help understand the ‘children’s workforce’ to inform and target delivery
3. to build a picture of how partners understand and meet the requirements that they/we set for “suitable training”

A responsive multi-agency training programme will continue to be delivered which reflects the needs of the Calderdale workforce

Section 11 Returns will report on the level of skills of the ‘children’s workforce’.

### c. Evaluate and evidence the impact and effectiveness of multi-agency training

Proportionate response to audit findings will be developed – targeting individual practice or addressing systemic areas for development

Outcomes for training will be clearly linked to outcomes for children and to PMQA framework

A clear rationale for each course will be developed and linked to intended outcomes and impact

## 8.1 How the CSCB implements the strategy

The CSCB provides multi-agency training for all staff working with children and young people appropriate to their role and responsibilities to complement single agency training. The sections below outline how the CSCB and its partner organisations are instrumental in achieving a competent and effective children’s workforce:

## 8.2 The role of Single Agencies in the Workforce Development Strategy

The CSCB relies on individual agencies adhering to the following:

- All organisations are expected to have their own training strategy which ensures their staff receive a basic level of safeguarding awareness at induction that includes familiarisation with the child protection policies and procedures as well as basic safeguarding/child protection training.

- The organisation's training strategy should provide for staff to receive appropriate safeguarding training in accordance with their needs/job role and ensure individual training plans are in place.
- The need for safeguarding knowledge and any skills to be maintained or enhanced should be identified via the processes of recruitment, supervision and annual appraisal.
- Employers and voluntary groups should ensure their workers and volunteers are aware of how to recognise and respond to safeguarding concerns; awareness of children with additional needs and disabilities; an understanding of safeguarding roles and responsibilities and those of other organisations and professionals to ensure effective multi-agency collaboration.
- West Yorkshire LSCB Trainers have agreed an '[Introduction to Safeguarding Training Checklist](#)' and '[Standards for Single Agency Safeguarding Training](#)' (see Appendix 3 and 4) based on the NSPCC PIAT Multi-agency Training Standards. Partner agencies should ensure that any in-house single or multi-agency training is delivered in line with these standards which include core areas to be covered and suggested content.
- Where organisations work to agency specific professional standards, training should be in line with these.
- This knowledge and expertise should be put into place before potential delegates attend inter-agency training.
- Organisations are expected to maintain a database of staff who have completed induction, e-learning, any safeguarding and other child protection training so the organisation can evidence training undertaken by staff. The information collated by individual organisations will be requested by the CSCB in order to inform a Training Needs Analysis (see TNA section below).
- Agencies should be able to demonstrate how training improves outcomes for children and young people.
- For single agency training, assurance is required that all staff have been trained to an appropriate level in safeguarding children and young people. In order to provide assurance to the CSCB, partner agencies should record and make available in Training Needs Analysis requests and/or their Section 11 self-assessments, information which may include:
  - Numbers of staff requiring each level of training (see Appendix 1 and b) TNA)
  - Attendance figures for all levels of training (single agency, external providers and CSCB).
  - Attendance at relevant specialist courses including Safeguarding provided by external providers.
  - Evaluation of the impact of training on practice, multi-agency working and on children, young people and families.
- Additional evidence of the impact of training will be required and collated via the section 11, in section 11 challenge events and multi-agency audits.

### 8.3 Training Needs Analysis (TNA)

As a minimum, the CSCB Learning and Improvement sub group undertakes an annual Training Needs Analysis which provides an understanding of the total size of the workforce who has contact with children and young people in Calderdale; the number of staff who have received safeguarding training within the last three years; the number of staff who will require safeguarding training in the forthcoming year. This, along with a number of other factors, enables the CSCB to consider the size of future multi-agency training offers and that the CSCB multi-agency training programme is fit for purpose.

TNA's are also used to understand the level of training required and received by the Calderdale Children's Workforce to ensure staff are provided with the necessary knowledge and skills to

perform their roles and responsibilities at different levels of the Continuum of Need and Response and to fulfil the requirement as outlined above.

#### **8.4 CSCB Multi Agency Training Programme**

The CSCB multi-agency safeguarding training programme is compiled by the Learning and Improvement sub group following consideration of a rationale which is revisited annually and takes into account:

- Evaluation of the previous Learning and Improvement Programme;
- Learning and action plans from Serious Case Reviews, Child Death Overview Panel, section 11 and multi-agency audit;
- Learning from MA reflective practice sessions and Learning Lessons conversations;
- Intelligence from training;
- New and amended legislation/policy/practice/guidance;
- Feedback and requests from CSCB subgroups;
- Feedback from practitioners/children and young people/parents/carers;
- Findings from the annual Training Needs Analysis of partner agencies
- Collation of expressions of interest from the Multi-Agency Training and Development programme throughout the previous year
- Costs for external facilitators/trainers;
- Duplication of content on other agency programmes;
- Rationalisation of some training courses/workshops to make efficiencies of time;
- Consideration of whether e-learning could be substituted for any of the taught courses;
- Training to support statutory responsibilities or emerging themes but where take up was poor in the previous year.

Thus the multi-agency training offer is fit for purpose and relevant for the current workforce.

#### **8.5 Quality Assurance**

The quality of learning events and courses delivered and provided by the CSCB is overseen by the Learning and Improvement sub group and includes:

- Production of an annual rationale for the multi-agency safeguarding training offer (see Appendix 6 and above)
- Provision of the 'At a Glance' table to assist trainees to select the most appropriate course for their role at the correct frequency and to ensure the CSCB courses are provided and matched at each level (see Appendix 2);
- Consideration of findings from the evaluation of training;
- Application of a *Logic Model* (Research in Practice) to ensure each training course is clearly linked to an agreed rationale; and where learning outcomes and methods to evaluate impact are clearly defined (example at Appendix 6).
- Arrangements to observe and provide feedback to trainers and practitioners delivering courses on behalf of the CSCB;

- Recruitment of practitioners/trainers with the relevant knowledge and skills to deliver specialist and complex safeguarding messages

## 8.6 Implementation of Quality Assurance

The CSCB training programme is overseen by the Learning and Improvement sub group. The majority of courses are delivered by the Learning and Improvement Officer or colleagues from partner agencies who work locally. Some courses, masterclasses and conferences involve external speakers who provide an expert perspective on some issues.

To promote quality assurance the following measures are in place:

- A member of the Learning and Improvement sub group observes the delivery of a course by the Learning and Improvement Officer on an annual basis and provides feedback using a CSCB Learning and Improvement sub group agreed proforma.
- Internal trainers are observed by the Learning and Improvement Officer or another member of the Learning and Improvement sub group on an annual basis who provide feedback using CSCB Learning and Improvement sub group agreed proforma
- The need to commission an external trainer will first be discussed at the Learning and Improvement sub group. Once a person is identified, information about their suitability to deliver a specific course or presentation will be requested via an agreed proforma.
- The Learning and Improvement Officer or a member of the Learning and Improvement sub group will observe any external speakers at least once and provide feedback as necessary.
- The feedback from participants is analysed by the Learning and Improvement Officer after each training event. Any specific negative comments are addressed with the individual where possible.
- Any concerns identified as part of this process that may compromise the reputation of the CSCB or put a child or young person at risk will be shared with the Chair of the Learning and Improvement subgroup or CSCB Board Manager within 24 hours.
- The relevance of any courses will be assessed and reviewed using the Training Programme Rationale and the Logic Model framework (see section 3.2 above)

## Appendix 1: Expectations of Partner Agencies

1. Employing agencies are responsible for ensuring that their workforce is suitably recruited, qualified and enabled to safeguard children, this will be monitored through the section 11 audit process
2. Employing agencies are responsible for providing appropriate supervision and support for staff, including undertaking safeguarding training
3. Agencies are responsible for assuring the board about the quality and relevance of single agency safeguarding training
4. Employing agencies 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;
5. Employing agencies are responsible for offering their staff 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; and
6. Employing agencies are responsible for ensuring that all professionals have regular reviews of their own practice to ensure they improve over time.
7. Employing agencies are responsible for releasing staff to assist in delivering multi-agency learning as well as attending multi-agency learning
8. Employing agencies are responsible for ensuring that all staff have evidence of suitable basic safeguarding training. They are also responsible for ensuring evidence of updated safeguarding learning at least every three years. (The CSCB provides a half day 3 year Refresher training course)
9. Agencies are responsible for responding to audits under section 11 of the Children Act 2004.
10. Agencies are responsible for assuring the board about the quality of their safeguarding and child protection practice
11. Agencies are responsible for reporting any external inspection that contains a safeguarding element

## Appendix 2: 'At a glance'

What you do	Level of Training and Skills and Knowledge Required	Frequency
<p>If you work with children and families at level one or two of the Continuum of Need or if you have not undertaken any single, multi-agency training or e-learning in Safeguarding during the last three years</p>	<p><b>Foundation – requires awareness of :</b>            Underpinning legislation, government guidance and local procedures            Principles and Concepts of Safeguarding 'Everyone's Responsibility'; 'Early Intervention'; 'Child Protection'; 'Significant Harm' 'Children who are Looked After'            Learning from Serious Case Reviews            Definitions and Indicators of Abuse (including CSE, FGM)            Child Development (and vulnerability); Impact of Abusive and Neglectful Parenting on children and young people;            Thresholds of need and risk;            Roles and responsibilities            Allegations against staff;            Support for staff  <b>Skills in:</b>            Responding to a concern about a child; managing a disclosure; making a referral</p>	<p>At Induction</p> <p>Minimum of 3 years if not completed any other Safeguarding or e-learning Safeguarding training</p> <p>Some staff will require more frequent safeguarding training dependent on their role, legal and organisational requirements and regulatory body.</p>
<p>If you work at level two, three or four of the Continuum of Need with children, young people and/or their parents/carers and you could potentially contribute to assessing, planning, intervening and reviewing the needs of a child and parenting capacity where there are safeguarding concerns. Or you are a Senior Manager with responsibility for the strategic management of services; or an NHS board member or member of the LSCB.</p>	<p><b>Intermediate – requires application of all of the above and knowledge of:</b>            Impact of adult mental ill health, substance misuse, domestic abuse, physical ill-health and disability on family functioning and social circumstances; risks to children;            EISA, Early Intervention planning and processes (EI panel);            Current thinking in safeguarding, local and national initiatives and developments  <b>Skills in:</b>            Engaging and developing working relationships with children and families;            Gathering information from different sources for assessment purposes;            Reflective practice and analysing information on which to base decisions and make plans for children and young people;            Applying evidenced based strategies to work with families to overcome resistance to intervention, family difficulties and to build resilience;            Multi-agency working (including work with adult services);            Giving/receiving safeguarding supervision dependent on role and organisation.</p>	<p>Minimum of 3 years</p> <p>Some staff will require more frequent safeguarding training dependent on their role, legal and organisational requirements and regulatory body.</p>
<p>If you work at level four or five of the Continuum of Need or undertake specialist or child protection work</p>	<p><b>Advanced – requires skills and knowledge in all of the above plus specialist knowledge and skills associated with the specific professional discipline.</b></p>	<p>Minimum of 3 years</p> <p>Some staff will require more frequent safeguarding training dependent on their role, legal and organisational requirements and regulatory body.</p>



### Appendix 3: West Yorkshire LSCB Single Agency Foundation Training Checklist

This Self Audit Checklist has been agreed by all the West Yorkshire LSCBs to provide a standardised approach to foundation safeguarding training for partner agencies.

It is the responsibility of the individual agency / organisation to audit their single agency level training against the core content as detailed in the checklist. The checklist will be reviewed annually by the West Yorkshire LSCB Trainers Group and will be revised as required by any changes in guidance / legislation.

**For those in regular contact with children, young people and adults who may be parents/carers.**

CORE KNOWLEDGE	CONTENT
Accountability regarding child protection (it's everyone's responsibility)	Quotes from Working Together
Legislation / Guidance	Overview of legislation Reference to principles of the Children Act 1989 and 2004 and underpinning values, including the concept of significant harm Refer to lessons from Serious Case Reviews Reference to Working Together 2015 Remit of the LSCB
What is Child Abuse? Definitions of Abuse and recognition related to child development	Definition and signs and symptoms of the categories of abuse Common sites for accidental and non-accidental injury Accident/incident record Highlight vulnerable groups (eg babies, looked after children, disabled and asylum-seeker children) Children who harm children Bullying / Sexual bullying
How we respond to children	How to respond to a disclosure
Child Development and maintaining a child focus	Awareness of normal child development , acknowledging each child is different however significant discrepancies <i>may</i> indicate abuse Seeking professional support
Impact of parenting Issues	Reference to Working Together 2015 Family History and Functioning

	e.g.. Substance Misuse, Domestic abuse , Mental Health, Learning disability
Understanding of Agency Role Agency Safeguarding Policy and Procedures Referral Procedures Staff Conduct and Managing Allegations against Staff	Identification of individual with responsibility for child protection, ie designated officer Reference to LSCB Guidelines and Procedures, including allegations against staff and resolving conflict between agencies. Support for staff
Thresholds of Need and Risk Child Centred practice Single Assessment Framework Child in Need The Assessment Framework threshold for significant harm Referral Process Managing and Challenging Differences of Professional Opinion	Understanding of the referral thresholds and where to access services for a child from and the focus on early intervention, via the Early Intervention Panels through to child protection Knowledge of Government Guidance 'What to do if you're worried a child is being abused' How to complete a referral form Refer to LSCB Guidelines and Procedures
Next steps in the safeguarding process and the role of other agencies in the protection of children Local services available to protect children	Action following referral Understanding of supportive/ advisory/preventative/protective role of Children's Social Care/Police/Health etc

## Appendix 4: Minimum Standards for Single Agency Safeguarding Training

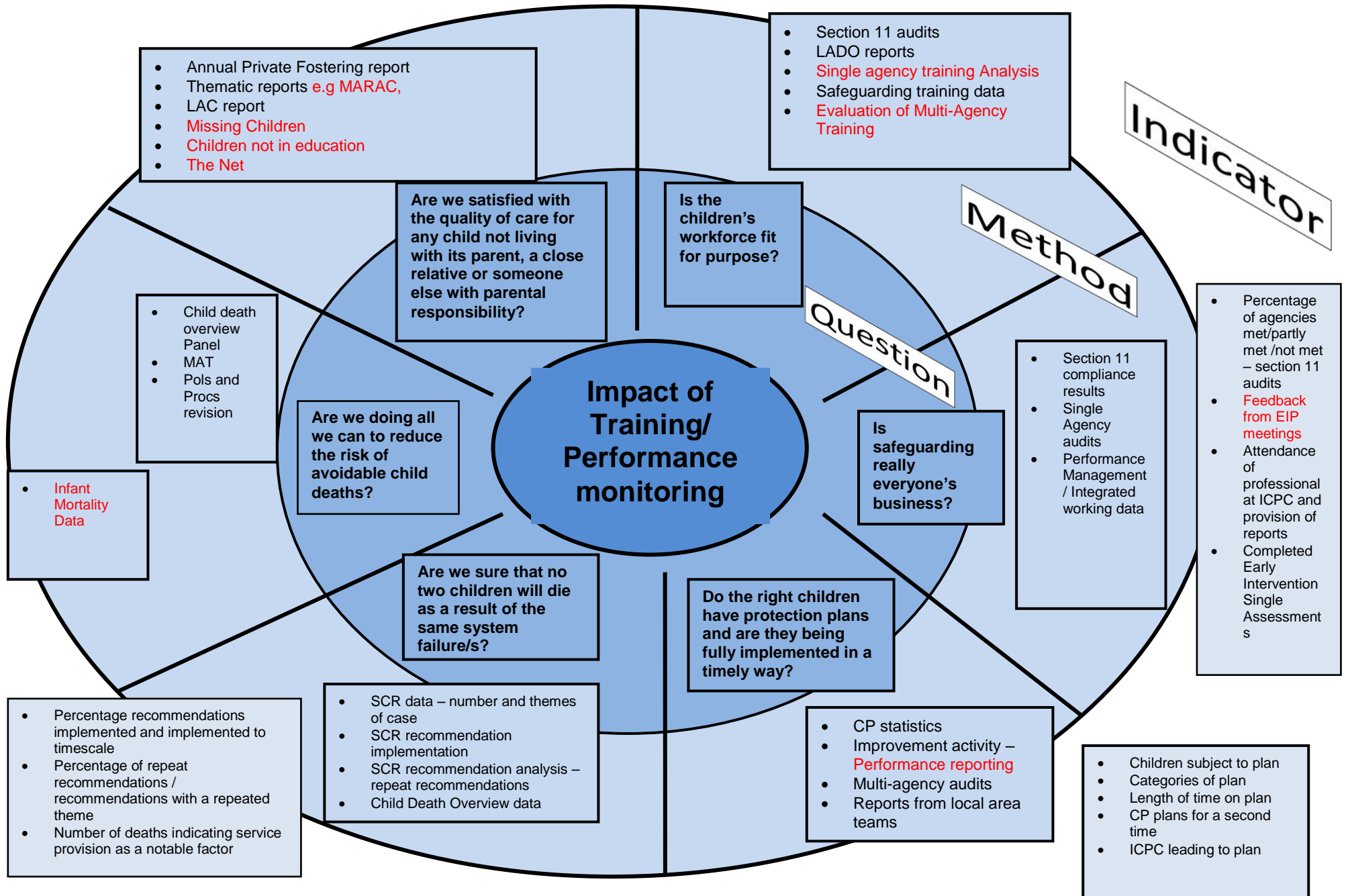
In addition to the Single Agency Introductory Safeguarding Training Checklist the West Yorkshire LSCBs have also developed and agreed a minimum standards checklist for single agency safeguarding training. These standards have been based on those produced by PIAT (Promoting Inter Agency Training). The minimum standards checklist identifies what is expected with regards to how content of safeguarding training is informed and how it is delivered. It is the responsibility of the individual agency / organisation when auditing safeguarding training to ensure that these standards are met, and each LSCB may request evidence as part of their role within ensuring the provision of high quality safeguarding training.

The checklist will be reviewed annually by the West Yorkshire LSCB Trainers Group and will be revised as required by any changes in guidance, legislation and best practice.

For further advice with regards to this checklist please contact the Training and Development Officer, for your LSCB , found in the delegates pack.

STANDARD	
<u>1</u>	All training is delivered by qualified or appropriately experienced/trained tutors.
<u>2</u>	All Safeguarding children training is linked to current and evolving local, regional and national standards
<u>3</u>	The training has clear aims and objectives and meet agreed learning outcomes – and has a positive impact in practice
<u>4</u>	The course is informed by current research, is evidence base and includes lessons from Serious Case Reviews + local and national policy and practice development.
<u>5</u>	Training materials are clear, accurate, relevant and up-to- date.
<u>6</u>	The training will be delivered by trainers who have knowledge and experience of safeguarding and who have completed Training the Trainers programme/professional equivalent (or have relevant training experience).
<u>7</u>	Training will be delivered in an environment which is conducive with learning and ensure all appropriate staff are given opportunity to attend.
<u>8</u>	All training creates an ethos that values working collaboratively with others, respect diversity (including culture, race, religion and disability) and promotes equality and appropriate challenge.
<u>9</u>	All training will be evaluated to ensure that standards are being maintained and that it enhances practice in the long and short term.
<u>10</u>	All training places the child at the centre and promotes the importance of understanding the child's daily life experience.
<u>11</u>	All training encourages evidence of appropriate challenge.

# Appendix 5: Links between impact of Safeguarding Training and Performance Monitoring



## Appendix 6:

### Example of Logic Model

Rationale						
<p>For Child Sexual Abuse and CSE Workshops</p> <p>CSCB priority</p> <p>Early findings of audit of W Yorkshire CSE risk assessment (implemented in March 2016) shows inconsistency in implementation</p> <p>SCR recommendation</p> <p>Links between Missing and CSE ops groups highlight potential gaps for children not on CSE matrix</p>						
Activities	Resources	Outputs	Outcomes			Impacts
			Short Term	Med Term	Long Term	
AC1 Review of current training session plan	RE1 Venue hire and refreshments	OP1 Practitioners identify, assess and intervene with children and young people who are at risk of or who have experienced sexual abuse.	OS1 Practitioners know which agencies to refer children and families to,	OM1 Increase in referrals to specialist agencies	OL1 Increase in number of convictions of perpetrators	IM1 Children at risk are identified and then monitored
AC2 Delivery of session	RE2 Cost of planning and prep time	OP2 Practitioners follow correct processes to safeguard children	OS2 Practitioners know the signs of CSA/CSE	OM2 Increase in sharing of intelligence with Police leading to identification of local hot spots	OL2 Practitioners are able to intervene effectively (assist children and parents to recognize indicators of abuse, grooming and how to address them) – skills and confidence increase	IM2 Children and families are supported by the right agencies at the right level (of the Continuum of Need)
	RE3 Cost of delivering training and associated resources		OS3 Practitioners know how to complete the CSE risk assessment form and what to do with 'intelligence' relating to CSE	OM3 Increase in number of children supported and fewer children considered to be a 'high risk'		
	RE4 Cost and time to evaluate impact		OS4 Practitioners recognize links with 'missing', 'drink and drugs', <del>coercion</del>		OL4 Children and young people 'at risk' of CSA are safeguarded	IM3 The CSE risk assessment is used and completed consistently across Calderdale
Assumptions						
<p>Workforce engage with training and apply learning into practice</p> <p>Participants are ready to learn, have support from management to attend training and apply to practice</p> <p>Any changes to policies, procedures, working practices etc. have been communicated to the trainer to incorporate into the training</p>						
External factors						
<p>External trainers have relevant skills and knowledge and commit to deliver training</p>						

## Appendix 6: Acronyms

<b>Calderdale MBC</b>	Calderdale Metropolitan Borough Council
<b>CDOP</b>	Child Death Overview Panel
<b>CP</b>	Child Protection
<b>CSC</b>	Children's Social Care
<b>CSCB</b>	Calderdale Safeguarding Children Board
<b>CYPPE</b>	Children and Young People Partnership Executive
<b>CYPS</b>	Children and Young People's Service
<b>DCS</b>	Director of Children's Services
<b>DfE</b>	Department for Education
<b>EI</b>	Early Intervention
<b>HWB</b>	Health and Wellbeing Board
<b>LA</b>	Local Authority
<b>LIF</b>	Learning and Improvement Framework
<b>LSCB</b>	Local Safeguarding Children Board
<b>MA</b>	Multi Agency
<b>MARPS</b>	Multi Agency Reflective Practice Sessions
<b>PMQA</b>	Performance Management Quality Assurance
<b>SCR</b>	Serious Case Review
<b>WT13</b>	Working Together to Safeguard Children 2013
<b><i>Calderdale Safeguarding Children Board Sub Groups:</i></b>	
<b>L&amp;I sg</b>	Learning and Improvement Sub Group
<b>C&amp;E sg</b>	Communication and Engagement Sub Group
<b>P&amp;R sg</b>	Proactive and Responsive Sub Group
<b>EH&amp;P sg</b>	Early Help and Prevention Sub group
<b>CR sg</b>	Case Review Sub Group
<b>MA Audit</b>	Multi Agency Audit Group
<b>PM sg</b>	Performance Management Sub Group
<b>BG</b>	Business Group