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1. Purpose of the Learning and Development Strategy

The purpose of this strategy is to provide a framework for all safeguarding children learning and development events in Bradford ensuring that all those who work with children and their families are adequately knowledgeable, skilled and competent. This strategy enables Bradford Safeguarding Children Board to meet all of these goals and the related Bradford Safeguarding Children Board business plan objectives. As with all strategies, this should be a dynamic and flexible working document, influenced by any changes to legislation, and local and national policies. The aim of the document is to provide structure and support for BSCB and its partners as they continue to develop learning cultures within their organisations. The majority of the work outlined in this strategy will be completed by the Learning and Development Sub Group with support from key partners.

QUOTE
Awaiting Working together to safeguard Children 2018

The strategy is intended to add value rather than replace workforce strategies in a wide range of partner organisations. This is a live document, it will respond to changes in national policy and expectations, and be refined and re-focused as a result of ongoing processes of monitoring and evaluation.

2. The Context for Safeguarding Training

Ofsted, in its current inspection framework for local authorities (including LSCBs), highlights the responsibilities of LSCBs in relation to learning and development and specifies the following as key performance measures:
1. The LSCB ensures that sufficient, high-quality multi-agency training is available and evaluates its effectiveness and impact on improving front-line practice and the experiences of children, young people, families and carers.
2. The LSCB has a Local Learning and Improvement framework with statutory partners. Opportunities for learning are effective and properly engage all partners. Serious case reviews are initiated where the criteria set out in statutory guidance are met and identify good practice to be disseminated and where practice can be improved.

3. Local Context

The Role and Responsibilities of the Bradford Safeguarding Children Board
The Board members are senior managers in their agencies, and they are responsible for ensuring that their agencies co-operate to safeguard children and young people. They also aim to make sure that all children and young people who use their services not only stay safe, but also achieve good outcomes so that they can enter adulthood successfully.
The core objectives of the BSCB are to co-ordinate what is done by each person or body represented on the Board for the purpose of safeguarding and promoting the welfare of children in Bradford and District; and to ensure the effectiveness of what the member organisations do individually and together.

BSCB training has a key role to play in promoting local guidance, procedures and processes and in providing feedback from practitioners on what works well and what needs to improve in inter – agency work.

The BSCB has oversight of the quality and provision of single and interagency safeguarding. In order to meet this responsibility an ongoing Section 11 audit of single agency training will be undertaken.

In addition the BSCB will set minimum standards which have to be met by all providers of single and interagency training.

**Learning & Improvement Framework**

Working Together to Safeguard Children 2015 requires that the Local Safeguarding Children Board maintain a shared local learning and improvement framework across those local organisations working with children and families.

The Learning and Improvement Framework aims to promote a culture of continuous learning and links in particular to the sections in this strategy on quality assurance and evaluation.

“This framework should enable organisations to be clear about their responsibilities, to learn from experience and improve services as a result.”

(Working Together to Safeguard Children 2015 p 72)

**BSCB Learning and improvement framework**

**Organisational and professional responsibility**

Organisations: must facilitate the opportunities for their staff to participate in initial and continuous professional development. They also need to provide opportunities for reflection on interagency learning and for enabling this to be disseminated and embedded into practice.

Professionals: There is an expectation that workers and volunteers, at all levels and across all disciplines, in the children’s workforce, recognise the need for continuing their development, updating their knowledge and skills. This may also be a requirement of an employer, professional body and/or association.
4. Bradford Safeguarding Children Board training structure

The Bradford Children’s Trust Board have overall responsibility for achievement of the outcomes of the children and young people of Bradford.

The BSCB:
- has a strategic overview of inter-agency training to promote and safeguard the welfare of children and appoints a Board member with lead responsibility for training
- appoints a Learning and Development coordinator and an administrator to undertake the development and delivery of interagency training
- has a Learning and Development Sub Group support the training coordinator to carry out training responsibilities on its behalf
- BSCB members designate a professional with delegated responsibility from their organisation to sit on the Learning and Development Sub Group.

Airedale NHS Trust
Bradford Districts CCG
Bradford District Care Foundation Trust
Bradford Teaching Hospital Foundation Trust
BMDC Children’s Specialist Services
BMDC Workforce Development
Safeguarding Children in Education Lead
University of Bradford
VCS Prism
VCS Young Lives Bradford
West Yorkshire Police
West Yorkshire Probation

5. Identification of training need

Training Needs Analysis
Training Need Analysis has a critical role in planning the use of available training and development resources. There are a number of ways in which the Training Sub Group are informed of training needs most significantly through the “Learning and Improvement Framework” which includes
- Serious Case Reviews, Learning Lesson Reviews and other serious incidents
- Single and multi agency audits
- Challenge panels
Findings from regularity inspection activity
Evaluation of current provision
Section 11 Audit

6. Training Standards
The BSCB has oversight of both single agency and multi agency safeguarding children training. The training standards have been agreed by the BSCB and are based on relevant legislation and statutory guidance. The standards will be monitored on behalf of the BSCB through the Learning and Development Sub Group, in particular through the Section 11 audit.

All aspects of training will be based on the following principles:
- Child centred
- Rooted in child development
- Focused on the outcomes for children
- Holistic approach
- Ensuring equality of opportunity
- Involving children and families
- Informed by evidence
- Multi/inter-agency in approach

Minimum standards have been developed to ensure both single agency and multi agency training is compliant with BSCB requirements.

Standards are attached – Appendix 1

Role and Responsibilities of the Learning and Development Sub Group

Remit
1. Ensure the delivery of accessible multi-agency training that complements the training available to the staff in single agency or professional settings.
2. Ensure that the learning and development opportunities provided respect diversity, are child centred, promote partnerships with children and families, and recognise families’ strengths in responding to the needs of their children.
3. Ensure that the learning and development opportunities delivered and commissioned are of a consistently high standard.
4. Ensure that training provided is evaluated and to analyse that evaluation leading to recommendations about course content and/or organisation of the courses.
5. Ensure that the learning opportunities provided are accessible and use all appropriate delivery methods.
6. Ensure that links are made with any relevant district workforce strategies and developments within the learning and development framework.
7. Ensure that training is compliant with national and local guidelines and procedures.

8. Contribute to the development and design of the annual training programme.

9. Identify where there are gaps in training provision.

10. Assist with the delivery of the training programme where this is deemed advisable and necessary.

11. Ensure the annual training programme is made available to relevant staff/volunteers in their agency.

7. Evaluation of Training

**Evaluation**

Evaluation is a key part of the training cycle and is receiving increasing attention from the Department of Education and Ofsted, in particular the impact that training can have on outcomes for children and families. It is widely accepted that finding proof of this link is difficult, however, a number of pieces of work are planned to find some evidence that training staff and volunteers in safeguarding does make a difference to the safety and wellbeing of the children they are working with.

These include:

- the use of an online evaluation tool to collate evaluation responses at two stages, the first within two weeks of the training and the second at least two months later
- to ensure all courses have element of future planning for attendees (what will they do as a result of the course) which can be followed up on a sample basis

The development of the “Logic Model”, from Research in Practice which includes evidence from the learner, trainer and their manager / supervisor to enable the triangulation of evidence of impact of training.

This will be applied to all courses from 2018 as agreed by the Learning and Development Sub Group.

8. National and regional links

**The Safeguarding Children e-Academy**

Bradford Safeguarding Children Board was instrumental in the development of the Safeguarding Children e-Academy in partnership with Virtual College and several other Local Safeguarding Children Boards.

The Safeguarding Children e-Academy develops online training in aspects of safeguarding for staff and volunteers who work with children and young people.
The membership has expanded to include many LSCBs members and other organisations from across the country.

BSCB will continue to maintain close working relationships with key partners in safeguarding adults and at a regional and national level. It is increasingly recognised that the majority of those staff and volunteers who require safeguarding children training also require training in safeguarding adults. Therefore the BSCB and Safeguarding Adults Board and Domestic Abuse and Sexual Violence Board work collaboratively to provide joint learning opportunities, in particular during “Safeguarding Week” which is now an annual event.

Yorkshire and Humber Multi Agency Safeguarding Children Board Trainers Network (YHMAST)

Remit:
The Local Safeguarding Children Board Trainers Network seeks to help improve the consistency and continuity of safeguarding training/arrangements across the Yorkshire and Humber region. The network will contribute to achieving this by facilitating Local Safeguarding Children Board Trainers working in partnership in order to:

- Agree a shared perspective on training issues
- Sharing good practice
- Identify and find solutions to, local and regional areas of development
- Hold a regional conference approximately every 18 months
- Hold sub regional master classes twice yearly

The network comprises of Safeguarding Children Board Trainers from 14 of the LSCB areas in Yorkshire and the Humber region (or those who have responsibility for co-ordination of multi-agency safeguarding children training in their authority in recognition that some areas this role does not sit under the Board).

West Yorkshire LSCB Trainers
The Learning and Development Officers of the 5 West Yorkshire LSCBs also work collaboratively on a number of projects. These include the organisation of joint learning events, and “Train the Trainer” courses for single agency trainers and pool trainers / co-trainers
9. Appendix 1

BSCB Training Standards – single agency

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 local LSCBs may request evidence as part of their role within ensuring the provision of high quality safeguarding training.

**Minimum Standards for Single Agency Child Protection Training**

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<thead>
<tr>
<th>STANDARD</th>
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<tbody>
<tr>
<td><strong>Standard 1</strong></td>
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<tr>
<td>All training is delivered by qualified or appropriately experienced/trained tutors.</td>
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<td><strong>Standard 2</strong></td>
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<tr>
<td>All Safeguarding children training is linked to current and evolving local, regional and national standards</td>
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<td><strong>Standard 3</strong></td>
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<td>The training has clear aims and objectives and meet agreed learning outcomes – and has a positive impact in practice</td>
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<td><strong>Standard 4</strong></td>
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<tr>
<td>The course is informed by current research, is evidence base and includes lessons from Serious Case Reviews + local and national policy and practice development.</td>
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<td><strong>Standard 5</strong></td>
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<td>Training materials are clear, accurate, relevant and up-to-date.</td>
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<td><strong>Standard 6</strong></td>
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<tr>
<td>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).</td>
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<tr>
<td><strong>Standard 7</strong></td>
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<td>Training will be delivered in an environment which is conducive with learning and</td>
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ensure all appropriate staff are given opportunity to attend.

**Standard 8**
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.

**Standard 9**
All training will be evaluated to ensure that standards are being maintained and that it enhances practice in the long and short term.

**Standard 10**
All training places the child at the centre and promotes the importance of understanding the child’s daily life experience.

**Standard 11**
All training encourages evidence of appropriate challenge