



LSCP multi-agency safeguarding workforce development strategy 2021-2023

Introduction

Multi-agency training is important in supporting a collective understanding of local need. Practitioners working in both universal services and specialist services have a responsibility to identify the symptoms and triggers of abuse and neglect, to share that information and provide children with the help they need. To be effective, practitioners need to continue to develop their knowledge and skills in this area and be aware of the new and emerging threats, including online abuse, grooming, sexual exploitation and radicalisation. In line with Working Together 2018 Solihull safeguarding partners are publishing this multi-agency safeguarding workforce development strategy to demonstrate their consideration of training needed locally and how they will monitor and evaluate the effectiveness of any training from 2021-2023.

Rationale

From March 2020 the delivery of any training took on a very different look, when the Covid 19 pandemic brought along the first lock down and the need for people to work from their own homes. Until then Solihull LSCP training was all delivered face to face and was focused on a competency-based framework, placing an emphasis on effective multi-agency partnership skills. These are skills that cannot be acquired solely through single agency specific training/processes and are delivered through a range multi-agency modules.

The approach to multi-agency training is underpinned by the desire to go beyond the simple acquisition of skills and knowledge as a learning experience. The aim is to develop capability and capacity to reflect and question one's values and assumptions alongside others doing the same, but from different professional backgrounds. This is achieved through artful facilitation that guides learners to collectively explore to optimise the learning outcomes.

The approach sets the stage for collective experimentation, with the aim of empowering individuals to make decisions about their tasks and goals with greater emphasis being put on sense-making of multi-agency mechanisms.

In essence each training session is unique as learners' own professions and experiences help create the learning experiences of others as they share knowledge of performance/ tools/practices/systems and support. This also ensures that learners are motivated, as they are part of the process, but most importantly the process is not controlled exclusively by their own organisation.

Organisations that support their employees and volunteers to engage in multi-agency training demonstrate a commitment to encouraging autonomy of the individual professional and multiple studies have shown that autonomy is associated with a proactive work behaviour. (Vough, C. V., Bindl, K. U., and Parker, K. S., (2017), 'Proactivity routines: The role of social processes in how employees self-initiate change', Human Relations, Vol. 70, No. 10, pp. 1191-1216)

The introduction of virtual training during the pandemic has made learning opportunities accessible to those whose technology has enabled it. Using all of the functions available on a virtual platform; polls, chat rooms, etc. has made virtual training engaging and provides a useful platform to impart information but it does not facilitate the social and emotional connections necessary to achieve the development of capability and capacity that face to face multi-agency safeguarding training can.

This strategy therefore recognises that there is a place for a variety of methods to continue to be utilised to enable multi-agency professionals to access the training and development they need, but this must include the re-introduction of face to face multi-agency safeguarding training to ensure that the approach of going beyond the simple acquisition of skills and knowledge as a learning experience can resume and capability and capacity can be developed within the multi-agency workforce.

Virtual training, recorded seminars & audio power points will be utilised for sharing immediate multi-agency safeguarding information or awareness raising.

Face to face modules will focus on multi-agency competencies identified in findings from local and national child safeguarding practice reviews (previous serious case reviews), domestic homicide reviews, and some safeguarding adult reviews along with theory, and research. The multi-agency competency framework identifies the multi-agency competencies practitioners need to achieve, based on what they do, and what skills they need to do it in a multi-agency setting, with particular reference to the LSCP priorities around neglect and all age exploitation. The aim is to enhance all professionals' skills in;

- Application of thresholds
- Early help assessments
- Information sharing
- Analysis and judgement
- Challenge in practice
- Effective use of supervision

All training will continue to be regularly reviewed and updated based on all of these sources plus feedback from participants, and Solihull LSCP case and thematic audit findings.

Governance

This section explains the role of individual agencies and the role of the LSCP in safeguarding training.

Role of ***individual partners*** in safeguarding training;

Working Together to Safeguard Children (DfE 2018) Chapter 2 identifies a range of individual organisations and agencies working with children and families have specific statutory duties under section 11 of the Children Act 2004. These

organisations and agencies should have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children, including:

“ appropriate supervision and support for staff, including undertaking safeguarding training”

In Solihull, this means that each partner agency, school, college and nursery is responsible for ensuring that staff have the competencies they need to fulfil their role in safeguarding children and promoting their welfare, and, are confident in their professional role in their workplace setting. Each partner agency provides single agency specific training which meets agency specific agreed competencies. Each partner agency is accountable to the LSCP for the quality of that in-house training and this will be evaluated through case audit, Section 11 audits, and, any other means considered appropriate by the LSCP.

The role of the LSCP

Working Together to Safeguard Children (DfE 2018) Chapter 1, paragraph 5 describes the role of the LSCP in relation to multi-agency training;

*“Multi-agency training will be important in supporting this collective understanding of local need and the services available to support children and young people. Practitioners working in both universal services and specialist services have a responsibility to identify the symptoms and triggers of abuse and neglect, to share that information and provide children with the help they need. To be effective, practitioners need to continue to develop their knowledge and skills in this area and be aware of the new and emerging threats, including online abuse, grooming, sexual exploitation, child criminal exploitation and radicalisation. Practitioners should also continue to develop their understanding of domestic abuse, which includes controlling and coercive behaviour from perpetrators of domestic abuse, and the impact this has on children. **To enable this, the three safeguarding partners should consider what training is needed locally and how they will monitor and evaluate the effectiveness of any training they commission.**”*

This strategy publishes how Solihull LSCP plan to design, deliver and evaluate multi-agency safeguarding training:

Working Together: Training Together: A pathway for professional development



The LSCP training programme aims to add value to single agency specific in-house training by providing practitioners with essential skills in partnership working to



safeguard children using agreed multi-agency competencies informed by evidence from national and local experience, including child safeguarding practice reviews (previously serious case reviews). These multi-agency competencies do not replace the agency specific competencies that practitioners may need to function effectively in their specific roles. The multi-agency competencies are aimed at enabling all practitioners described to gain and develop multi-agency interactive skills. They seek to add value to the practitioner experience; supporting and valuing their agency specific responsibilities whilst enhancing their understanding of, and effectiveness in, multi-agency working – thus enabling sound decision making in collaboration with partner practitioners.

Solihull LSCP provides multi-agency training which places an emphasis on effective multi-agency partnership skills. These are skills that cannot be acquired solely through single agency specific training/processes.

In this way, multi-agency training enhances practitioners' skills sets - by enabling the development of multi-agency, interactive communications skills when working with highly complex families with very vulnerable children.

This strategy places an emphasis on inter-personal, communication and partnership skills. The practitioner learning experience will therefore help them enhance these skills. Knowledge transfer is important and a variety of methods will be used to ensure this takes place.

Practitioners must therefore attend in-house agency specific training at foundation level at the very least before attending multi-agency events.

Management

The LSCP training strategy will be managed by the LSCP business manager and co-ordinated by the LSCP training officer. They will report to the LSCP executive group on progress. They will also link with their equivalents in Adults services to ensure synergy in the safeguarding curriculum.

Strategy aims and objectives

Aim

To continue to provide a comprehensive range of training for managers and practitioners that develops multi-agency competencies and supports the delivery of the LSCP improvement priorities around neglect and all age exploitation.

Objectives

BY April 2023 the safeguarding workforce will have enhanced multi-agency competencies in relation to the following skills with particular reference to the LSCP priorities around neglect, incorporating domestic violence and other parental factors, and all age exploitation:

- Application of thresholds
- Early help assessments
- Information sharing
- Challenge in practice
- Effective use of supervision
- Analysis and judgement

The impact of this strategy will be demonstrated as follows:

Skills	Method	Projected impact
Application of thresholds	Case audit, Also work volume data provided to LSCP	Professional confidence in application of thresholds Reduced volume of NFA referrals to social care.
Early Help Assessments	Performance data set and work volume data provided to the LSCP	Increased use of Early Help Assessments within partner agencies, not just Children's Services
Information sharing	Attendance at CPC data set to LSCP Core group evaluation via case audits	Decreased drift and delay
Challenge in practice	Use of escalation procedures Case audit Timeliness of decision making.	Increased skilful challenge in practice. Increased use of escalation procedures Improved timeliness of decision making, reduced drift and delay.
Effective use of supervision	Case audits	Supervision as a forum for reflective practice and challenge
Analysis and judgement	Evaluation with managers and leaders	Improved audit methodologies improved performance analysis Decreased drift and delay Increased use of escalation procedures

The delivery of training is also evaluated. There is a 3-stage approach to evaluation; stage 1 captures self-reported pre-evaluation data at the time someone books a place on a course. Stage 2 captures on the day evaluation data, to gather immediate response to the course and its content; this helps inform immediately identified learning & any changes or developments that may be required for future delivery of the course. Stage 3 evaluations are issued 3 months after the course, they consider good practice guidance for practitioners to discuss the training they have attended with their manager when they return to the work place and to reflect in supervision on any impact the training has in their work, as part of their professional development. Both the person who attended the training & their manager are asked to complete an evaluation to capture the impact training has had in the workplace.

To achieve the enhancement of these skills across the safeguarding workforce the LSCP will follow these principles;

Individual agencies take responsibility under Section 11 of the children act 2002 and the S175 and S157 of the Education Act 2004 to carry out safeguarding training in-house relevant to their safeguarding responsibilities and meeting their agency specific competencies.



The LSCP will provide virtual foundation safeguarding training for the voluntary & community sector only.

Individual agencies will ensure staff attend foundation training before attending LSCP multi-agency training.

LSCP training does not replace single agency specific in-house courses.

Training provided will use adult learning models; professionals will be responsible for their own learning with help and advice from their line managers and their LSCP representative.

A modular approach is applied, each module providing an explicit block of learning. Practitioners can choose modules to meet their individual professional development requirements, but this must be in conjunction with their organisations needs and working with their line manager.

As a general guide, all those who regularly make child protection referrals, and are regularly expected to attend child protection conferences and core groups, and/or manager or supervise those who do, will continue to be expected to receive a minimum of 3-6 hours and ideally attend 1 multi-agency training module per year. These staff will continue to be able to choose from select modules appropriate to their needs. This is guidance regarding which staff should be accessing the LSCP training programme only and must be used intelligently; with each practitioner working with their managers to assess their training needs and agree the appropriateness of them attending.

Each multi-agency training module in the protection and care of children is evaluated for impact on management and practice.

All practitioners engaging in multi-agency working should have multi-agency training.

Resources:

The LSCP training budget to deliver training, covers a full-time safeguarding workforce trainer who manages the multi-agency training agenda. During the time of this strategy the LSCP business unit will be reviewed in line with forecast budget requirements.

The LSCP website is used for communications and bulletins and for training administration and booking.

LSCP Trainers Pool

The main resource used by the LSCP will be the LSCP Trainers Pool. This is made up of experienced safeguarding practitioners in partner agencies. They are provided with training and support to keep them professionally updated on contemporary safeguarding training practices and meet regularly for support and development.

Training methodologies

A range of learning and training styles and events will be utilised.

Virtual training will be utilised for knowledge transfer & to impart information- the delivery of foundation training for the voluntary & community sector, awareness raising to ensure consistent messaging to the multi-agency safeguarding workforce, and safeguarding briefings; for example, the launch of new procedures.

Face to face training will focus on enhancing the skills set required, training styles and methodologies will largely comprise of interactive group work with a focus on developing interactive & interpersonal communication skills to address challenges of multi-agency working. Knowledge transfer will largely be reserved for pre-reading or virtual/ on-line learning and will not dominate the face to face training experience. Pre-learning is referenced throughout the learning event & some will be mandatory before booking an event.

The Core Programme

No professional should attend any LSCP training unless they have had prior foundation level training and have manager approval

The core programme is made up of a range of Modules these are listed below. The first 4 modules provide learning on early help and child protection for practitioners, supervisors, and managers. Further Modules focus on exploitation, neglect, physical, sexual & emotional abuse, and Managing Allegations Against Staff.

Case studies used within face to face training have been developed from child safeguarding practice review findings and research to incorporate a range of complex issues including domestic abuse.

Further briefings or awareness raising sessions may be provided beyond these Modules when new procedures, guidance or research are issued.

CORE MULTI-AGENCY COMPETENCIES in modules. Page one of two

Module	Who does this training?	When you have done this learning, you will be able to;
<i>Foundation Safeguarding Training</i>	<i>The LSCP provide this virtual training for the voluntary & community sector only. All other agencies should provide this for their staff</i>	<i>Recognise and respond if you are worried about a child, using your organisations procedures.</i>
Module 1 – Early Help	<p>Virtual- Those who identify additional needs and carry out early help assessments.</p> <hr/> <p>1b e-learning (until Dec 2021) Then face to face Those who identify additional needs and carry out early help assessments</p>	<ul style="list-style-type: none"> • Accurately apply Solihull local thresholds, • Recognise and efficiently respond appropriately to concerns about children with additional needs by effectively interacting with partner professionals when appropriate, • Carry out thorough early help assessments at the earliest opportunity. <hr/> <ul style="list-style-type: none"> •Recognise the key differences between destructive and constructive conflict and the impact this has on child outcomes. • Understand whether the formation of families changes the quality of those relationships and the warning signs that a relationship is in distress. •Know why active listening and empathy are as important as how you ask the right questions. •Have confidence in practice in working with parents in conflict situations and using the tools available to support this work. •
Module 2- Face to face Child protection: An introduction to multi-agency working	Those who identify child protection concerns and make child protection referrals.	<ul style="list-style-type: none"> • At the appropriate threshold make sound, evidence informed communications and good quality child protection referrals, • Attend and make sound evidence informed contributions to child protection conferences and core groups. • Identify and challenge drift and delay in multi-agency work to safeguard children and young people; and be specifically alert to the complexities of the child’s experience when living with Domestic violence, substance misuse and/or parental mental health problems. • Effectively use escalation procedures when conflicts occur in multi-agency safeguarding work and resolution cannot be sought
Module 3 – Face to face Child protection; The challenges of multi-agency working	Those above who have lead safeguarding responsibility within their agencies; who may also regularly attend child protection conferences and core groups and/or supervise or manage	<ul style="list-style-type: none"> • Accurately identify and manage common impediments to partnership working to safeguard children & young people • Understand and respect multi agency difference and manage conflict with humility. • Sensitively understand the multi-dimensional nature of risk in safeguarding work; including issues impacting on parenting, such as substance misuse, Domestic Violence and adult mental health. • Promptly recognise and respond to drift and delay and non-compliance and develop professional

	those who do.	<p>alertness to risk while working in partnership with parents.</p> <ul style="list-style-type: none"> • Recognise how you interact with these elements and use supervision effectively to safeguard children and protect your wellbeing. • Actively seek and provide challenge with partners in safeguarding work. • Effectively support staff to use the LSCP escalation procedures when resolution cannot be reached in safeguarding work. • Effectively engage partners to enable sound judgement based on all evidence, including recent evidence and challenge inability to consider new evidence to safeguard children.
Module 4 – Face to face Child Protection; Analysis, judgement, and leadership in partnership working	Those above who also may provide evidence in criminal and civil proceedings and those who lead or contribute to serious case reviews and those involved in the LSCP including sub-groups.	<ul style="list-style-type: none"> • Effectively provide professional support and supervision to practitioners and colleagues leading or contributing to multi-agency risk assessment in safeguarding work. • Effectively work with partners to analyse risks, review child protection plans and challenge drift and delay and manage conflict to safeguard children & young people. • Effectively lead and deliver on the escalation procedures • With partners, set standards for multi-agency audit and audit against them to ensure the quality and continual improvement in work to safeguard children & young people.
Managing Allegations Against Staff	Virtual -For managers who have been nominated as senior managers for the purpose of managing allegations of abuse against staff.	<ul style="list-style-type: none"> • considered what the LSCP procedures on managing allegations mean • explored the role of ‘Senior Managers’ and the LADO in the processes for managing allegations against professionals • explored the position of trust process and outcomes • begun to consider what a safer setting may look like

Module	Who does this training?	When you have completed this learning, you will be able to;
<p>Module 5; Protecting people at risk of exploitation</p>	<p>Exploitation training is delivered through a range of course and is aimed at those who work with people and who are responsible to identify and respond to exploitation: Virtual- 5a all age exploitation awareness Virtual Contextual safeguarding awareness Virtual Face to Face- 5b is for those who directly work with children & young people involved in or being groomed for exploitation in a variety of contexts</p>	<ul style="list-style-type: none"> • Demonstrate the correct application of Government guidance and legislation relevant to exploitation is informing your work with children & young people • Recognise the signs and indicators of exploitation and respond appropriately in your workplace to people who you identify are being groomed or exploitation. • Effectively use local and national exploitation & contextual safeguarding tools in your work with children & young people • Engage with partners appropriately, communicating effectively to safeguard people being groomed or involved in exploitation • Recognise and use local and national resources and support agencies to help people being groomed or involved in exploitation <p>(NB Currently Solihull is practicing contextual safeguarding at tier 1; this is covered in the virtual training. When tier 2 processes and procedures Module 5b will be offered to provide practical opportunities to learn, explore and communicate around these)</p>
<p>Module 6; Neglect; Impact on child development</p>	<p>Face to face Those who identify and assess child protection concerns and regularly attend and report to child protection conferences and core groups and/or supervise or manage those who do.</p> <p>Further specialist modules contribute to this:</p> <p>Face to face Module 6b- Domestic Abuse for those who identify and assess child protection concerns and regularly attend and report to child protection conferences and core groups and/or supervise or manage those who do</p> <p>Face to Face/ Virtual Module 6c- Grade Care Profile 2-The Graded Care Profile 2 (GCP2) is a tool designed to provide an objective</p>	<p>Carry out or contribute to thorough assessments of children where neglect is suspected;</p> <ul style="list-style-type: none"> • appropriately using national research and practice experience • accurately recognising and referring to the impact on the child’s development • effectively using evidence informed assessment tools • effectively utilising contributions from partner agencies to inform assessment <p>Carry out or contribute to thorough assessments of children where domestic abuse is suspected by:</p> <ul style="list-style-type: none"> • Identifying behaviours which constitute domestic abuse including coercion and control and understanding their impact on child development. • Identifying barriers to engagement for victims of domestic abuse and constructing ways to overcome these. • Utilise methods of safety planning which is vital to any intervention where DA is present. • Effectively recognise how DASH/DVRIM can assist assessments, safety planning and multi-agency working. <ul style="list-style-type: none"> • Become licensed to use the Graded Care Profile 2. • Consolidate knowledge in relation to neglect. • Know where to go locally for support to us GCP2.

	<p>measure of the care of children. It is primarily based on the qualitative measure of the commitment shown by parents or carers in meeting their children's developmental needs. This training is for those who may use the tool, or supervise those who do.</p>	<p>*Please note- To use the GCP2 you will be required to carry out or work with partners to do 4-6 announced and unannounced visits to observe a family. This should be completed in a designated time of between 2-4 weeks.</p>
	<p>Virtual Module 6d- Substance Misuse for those who identify and assess child protection concerns and regularly attend and report to child protection conferences and core groups and/or supervise or manage those who do.</p>	<ul style="list-style-type: none"> • Carry out and contribute to assessments on children or families where substance misuse is suspected or disclosed. • Display awareness of the main substance types of abuse and relate to known prevalence in Solihull borough/community. • Hold awareness of the favoured substances and the potential impact upon children who misuse. • Have an awareness of the impact of parental substance misuse and their potential to impede ability to safeguard children. • Be aware of specialist services available to support assessment, safety planning and promote multi-disciplinary working
<p>Module 7; Physical abuse; Impact on child development</p>	<p>Face to face Those who identify and assess child protection concerns and regularly attend and report to child protection conferences and core groups and/or supervise or manage those who do.</p>	<p>Carry out or contribute to thorough assessments where physical abuse is suspected</p> <ul style="list-style-type: none"> • appropriately using national research and practice experience • accurately recognising the continued aspects of physical abuse and its impact on the child's development • effectively using evidence informed assessment tools • effectively utilising contributions from partner agencies to inform assessment
<p>Module 8; Emotional abuse; Impact on child development</p>	<p>Virtual Those who identify and assess child protection concerns and regularly attend and report to child protection conferences and core groups and/or supervise or manage those who do.</p>	<p>Carry out or contribute to thorough assessments where emotional abuse is suspected</p> <ul style="list-style-type: none"> • appropriately using national research and practice experience • accurately recognising and referring to the impact on the child's development • effectively using evidence informed assessment tools • effectively utilising contributions from partner agencies to inform assessment

**Module 9:
Sexual Abuse;
impact on child
development**

Face to face Those who identify and assess child protection concerns and regularly attend and report to child protection conferences and core groups and/or supervise or manage those who do.

Carry out or contribute to thorough assessments of children where **sexual abuse** is suspected;

- appropriately using national research and practice experience
- accurately recognising and referring to the impact on the child's development
- effectively using evidence informed assessment tools
- effectively using contributions from partner agencies to inform assessment.