London Borough of Hounslow

HSCP

Hounslow Safeguarding Children Partnership

TRAINING STRATEGY

SEPTEMBER 2023 - 2025

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1.Introduction

Hounslow Children's Services and Hounslow Safeguarding Children Partnership (HSCP) are committed to ensuring that all paid staff and volunteers, who have contact with children and their parents are aware of their safeguarding responsibilities and have the required knowledge and skills to undertake these duties.

The provision of extensive and high quality single and multi-agency safeguarding training is therefore central to ensuring the safety and wellbeing of children and young people in the borough.

2. Aim of the strategy

The aim of the strategy is to set out a framework for the development and management of a comprehensive multi-agency training program in Hounslow. This strategy intends to provide a clear action plan, time frame, alongside agency expectations and responsibilities to develop and promote a learning offer that:

- Is in line with best practice, current research, local knowledge, and legislation.
- Meets the required standards and local needs of all partner agencies.
- Supports the HSCP Strategic Safeguarding Children Plan objectives and priorities (detailed in training plan).

- Support Hounslow Children's Services workforce development objectives and priorities.
- Enables the development of a skilled and competent multi-agency children's workforce.

The strategy sets out how safeguarding training in Hounslow will be planned, commissioned, delivered, and evaluated.

here is no current or recent training needs analysis informing the delivery of training in Hounslow. In order obtain an up-to-date view of the training needs of our system, the multi-agency training programme will be paused to conduct a full training needs analysis which will support the refresh of the offer to all partners. This will support a needs lead approach to the development and delivery of training and inform the evaluation process, which will be implemented to measure impact on practice.

Proposed Timeframe

Date	Actions
Sept – Nov '23	Training Needs Analysis completed with Hounslow Children's Services and Hounslow Safeguarding Children's Partnership
Dec '23	Planning of training offer (instructor lead, eLearning Library resources) Link needs identified to implementation of evaluation system Complete proposal for Training Subgroup
Dec '23 – Jan '24	Set training timetable (including commissioning of any external providers)
Jan – Mar '24	Review training offer against updated legislation (Working Together to Safeguarding Children & Children's Social Care Nation framework & Dashboard) Begin promotion of training offer First Training subgroup meeting Implement evaluation system

3. Purpose of Safeguarding Strategy

Promoting the safety and wellbeing of children and young people is everyone's responsibility. In Hounslow we recognise that no single practitioner or agency can have a full picture of a child's needs or circumstances and therefore everyone who comes into contact with children and their families, has a role to play to identify concerns, share information and take prompt action.

The aim of multi-agency training is to help practitioners have a shared understanding of each other's roles in response to safeguarding children and take a shared approach in responding to safeguarding indicators and concerns. It is also important in supporting a collective understanding of local need.

Hounslow's multi-agency training is designed to enhance the ability of staff and volunteers to identify need and achieve positive outcomes with children and families, as well as enable them to work effectively with those from other agencies. This is achieved by providing training that leads to:

- A shared understanding of process, roles and responsibility for safeguarding children and young people
- Effective multi-agency and integrated working
- Improved communication between professionals including a shared understanding of threshold
- Good working relationships
- Effective, appropriate, and timely information sharing
- Sound decision making, critical analysis and professional judgement

- Shared reflection and learning from Local Safeguarding Child Practice Reviews (LSCPRs) and both single and multi-agency audits.
- Improved frontline practice in identifying and supporting children and families at all levels of professional contact and intervention.

Safeguarding training and learning opportunities will be provided via a number of different methods to ensure a flexible and responsive offer, wherever possible. These methods include:

- Single agency instructor lead training
- Multi agency instructor lead training
- Access to a variety of eLearning via the Virtual College
- Access to an internal resource library
- Promotion and access to training events from external agencies
- Bitesize sessions
- Access to a variety of eLearning and reading via Research in Practice membership (Social Care staff only)

4. Legislation and national context

Legislation and government guidance has made it clear that everyone has a part to play in safeguarding children, irrespective of their job role. There is a clear focus on raising the quality of practice, developing a mutual understanding of role and responsibilities, and facilitating a closer multi-agency working.

The following documents set out the current national context for safeguarding of children and what training is required to achieve:

- Children's Act 2004
- Children and Social Work Act 2017
- Working Together to Safeguard Children
- Keeping Children Safe in Education – Statutory guidance for schools and colleges.

5. Responsibilities and local context

The HSCP has a statutory duty to ensure the provision of a comprehensive and high-quality multi-agency programme of learning and development opportunities for all staff who work in services that contribute to the safety and welfare of children. It also includes training and learning as a result of the child death process, single and multi-agency audit findings and LCSPR's.

It is the joint responsibility of the Children's Services and HSCP to:

- Ensure the contribution from member organisations designate professionals with responsibility for training.
- Ensure adequate funding and resourcing of safeguarding training.
- Ensure the provision of a Trainer and adequate commissioning of external trainers.
- Manage the identification of training needs to inform the planning and commissioning of training.
- Ensure that training is appropriate and adequate and that all staff receive relevant training.
- Ensure that the standard, quality, and content of training delivered is evaluated and that the impact of training is assessed.
- Ensure the effective publicising of training.
- Ensure that the safeguarding training needs in Hounslow are identified and that any gaps are identified and addressed.
- To monitor and review data and priorities in relation to training and to ensure that these areas are implemented into the training programme.
- To review new research findings, legislation, national guidance, findings from audits and new initiatives to ensure that these are reflected in the training needs analysis and training programme.
- To audit the content, quality and effectiveness of multi-agency training and evaluate the take-up and the outcomes of safeguarding training by the multi-agency network.
- To ensure all agencies prioritise training and raise awareness of the multi-agency safeguarding training programme within their agencies to enable staff to make full use of the training opportunities offered.
- To have an overview of emerging safeguarding issues, both locally and nationally and bring them to the HSCP for discussion regarding training development.

6. Subgroups

In accordance with Working Together to Safeguard Children, the HSCP maintains a local learning and improvement framework governed by the HSCP Safeguarding Effectiveness Subgroup and the HSCP Cases Subgroup.

The strategy sets out a series of actions that will be carried out locally, to support the creation of a high quality, appropriately trained workforce. Professionals with required expertise will provide the local context at multi-agency training sessions, where appropriate.

7. Workforce Development Team

Children's Services Workforce Development Team sits within the Safeguarding & Quality Assurance Service and hold delegated authority to ensure that staff within Hounslow Children's Social Care are appropriately trained. The role of the Training and Development Manager sits across Children's Social Care and HSCP. Members of Workforce Development and HSCP hold individual specific roles that focus on:

Children's Social Care:
- Leading on the professional development of Social Workers, ensuring that staff recruitment and retention is effective in developing and retaining the workforce.
- Taking Lead responsibility for ASYE Social Workers, supporting their professional development and the ASYE programme

- Embedding the use of Hounslow's practice framework and practice standards across Children's Social Care
- Monitoring their training budget
- Take a collaborative approach in working with HSCP in the identification of training needs, the Training Strategy and ensuring the training offer is aligned to both local and national priorities – including finding from audits, LSCPRs and Rapid Reviews
- Provide a rolling programme of training to support frontline social work practice.

HSCP:

- Producing a multi-agency training strategy every 2 years.
- Undertake an up-to-date Training Needs analysis in line with strategy updates, to make sure the need is accurately reflected.
- Ensuring training offer is reflective of and responsive to, both local and national priorities – including findings from audits LCSPRs and Rapid Reviews
- Ensuring that organisations understand the learning pathways available.
- Develop a virtual library of up-to-date learning resources to support manager, teams and individual front line staff.
- Produce a yearly high quality, needs led multi-agency training programme.
- Audit and evaluate the content and quality of training, including, evidencing impact on practice.
- Ensure that core training values are upheld.
- Ensure the training offer is inclusive and accessible.
- Collating data and feedback from training undertaken.
- Being a member of the HSCP Subgroups to establish appropriate communication/collaboration at a multi-agency level.
- Carrying out specific strategic training duties on behalf of HSCP

Children's Social Care - Principle Social Worker

HSCP Service Manager

ASYE Lead

Participation officer

Planning & Performance Officer

Business Support Officer

Participation officer (p/t)

Training and Development Manager

Business support officer

8. Training role of Children's Services and HSCP member agencies
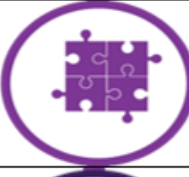
All agencies have a responsibility to ensure that their staff are competent and confident in safeguarding and promoting the welfare of children. Agency commitment to contributing, promoting, and supporting multi-agency training, can be demonstrated by:

- Ensuring that all staff across agencies receive a mandatory induction, within 3 months of employment, which includes familiarising themselves with their safeguarding responsibilities and the policies and procedures to be followed.
- Ensuring that all staff have attended mandatory single agency training, agency bespoke training, followed by multi-agency training as needed.
- Ensuring all staff to have access to safeguarding refresher training on a two-yearly basis.
- Ensuring that specialist staff receive the necessary specialist training including those undertaking key management and supervisory roles.

- Releasing staff to attend multi-agency training.
- Providing staff with relevant expertise to act as practitioner trainers within the safeguarding training programme.
- Support the multi-agency training programme by sharing single agency training events across all agencies where appropriate.
- Provide reports to the HSCP Safeguarding Effectiveness subgroup of single agency safeguarding training offered, including numbers of staff trained and an evaluation of quality and impact on practice.
- Ensuring that training expectations and programmes are aligned to those of HSCP and its priorities.
- Ensuring training and development is reflected as an organisational priority within each agency supporting the development, implementation, and ongoing review of the training offer, through attendance at appropriate HSCP sub-groups.

9. Core Training Values

In Hounslow we are clear that high standards of practice are promoted through high quality training. The principles for training are integrated into the planning and delivery of all training and development activities. The core training values are underpinned by the One Hounslow values, which are:

	LEAD WITH HEART - CHILD CENTRED: Training promotes the importance of understanding the child's daily life experiences, ascertaining their wishes and feelings, listening to them and not losing sight of their needs.
	PASS THE POWER – PARTICIPATION: Training ensures that Hounslow's children and families are fully involved in the safeguarding process; that parentship with parents and carers are encouraged and that families strengths in response to the needs of their children are recognised.
	HARNESS THE MIX - COLLABORATIVE WORKING: Training places high value on people and organisations within Hounslow working closely together, valuing different roles, knowledge and skills and promote the need for close interagency working.
	BE A ROCK – EQUALITY: Training respects diversity, incorporates anti-oppressive practice and reflects the diversity of the communities within Hounslow.
	DO NEW – INCLUSIVE: Training is inclusive of the wide range of individuals and organisations that have a responsibility for safeguarding and or promoting the wellbeing of all children in Hounslow.

10. Equality and Diversity

In Hounslow we are committed to promote equality and diversity in all aspects of the training we deliver. Trainers are required to promote equality within the content of the training sessions by ensuring that all courses reflect an understanding of how these issues of equality can impact on practice.

There is an expectation that all courses, training venues, course material and visual aids are accessible to all delegates. Training evaluation and the audit process will seek further feedback on the promotion of equal opportunities and anti-discrimination so that any issues can be challenged and explored further as needed.

11. Commissioning and the delivery of training

Hounslow Children's Services, Workforce Development Team and the HSCP Operational Team are jointly responsible for managing and co-ordinating the multi-agency training program and commissioning external trainers.
a)Practitioners Training

Training in Hounslow can be delivered via a variety of methods and practitioners – including the Training & Development Manager, ASYE Lead, Principle Social Worker, Participation Officers, and expert local practitioners (both within Hounslow Children's Social Care and Hounslow Children's Safeguarding Partnership).

Relevant single agency training across the professional network will be shared with all agencies where appropriate to embed a full multi-agency response to training.

Practitioners also have continued access to the Virtual College eLearning platform.

b)Commissioned Training

Specialist external trainers are commissioned to deliver training events as required. Commissioning of external trainers will be in response to gap analysis and locally identified need.

c) Identification of Training needs

- Legislation and national and local policy and guidance
- Common core skills and knowledge
- Research findings
- Changes to practice or procedures
- Recommendations from LSCPR's
- Findings from audits and recommendations from Rapid Reviews
- Feedback from front line practitioners
- Findings and recommendations from inspections and audits
- Local issues
- Training needs analysis.

d) Publicity and communication of training

Information about all multi-agency training courses is available on the HSCP website www.hscb.org.uk and an extensive database is used to circulate course details to all internal staff, external agencies and organisations for cascading to relevant professionals.

Agencies are also expected to support the promotion of training events via their own internal communication systems. Developing a clear communications strategy that supports high level promotion and commitment of agencies, will fall within the remit of the appropriate sub-group, with close monitoring and review across all agencies.

12. Quality assurance and training evaluation

a)Quality Assurance

To ensure that multi-agency training is delivered to a high standard, quarterly audits will be completed to ensure the standard of training courses remains high. Feedback from these audits will be shared with the HSCP and Children's Specialist Services to ensure that any areas for further development are addressed in a timely manner. The quality assurance process will further be supported by single agency assurance reports into the Safeguarding Effectiveness Subgroup in respect of the impact of training in practice.

b)Training evaluation

Training will be evaluated by using the Pan London 3 stage evaluation methodology to measure the effectives of training and to demonstrate how this has an impact in practice:
- Pre-evaluation is given to participants before attending the training and is used to establish the baseline for each practitioner's level of knowledge.

- Participants will be asked to complete an evaluation form at the end of the course to provide feedback on what they have learned. This will be compared to the baseline of the pre-evaluation form to measure impact of training on practitioners' knowledge.
- An evaluation will be sent out 6 -8 weeks post the course to ascertain the difference the training has made in the practitioner's overall practice.

Where possible, additional evaluation data will be collected through a variety of checks and measures, including – self report, management oversight, audit, service user feedback, case reviews and discussions and LSCPRs.

A quarterly report will be completed by the Training and Development Manager and shared with HSCP and Children's Specialist Services to provide an analysis of training impact. This report will include information regarding:

- Instructor lead courses available in the quarter
- Attendance at training by all agencies (including no shows and cancellations)
- Overview of evaluation data collected.
- Any significant issues identified.
- Updates from audit/training requests/National or Local reviews
- Actions for the following quarter

13. Competency Framework and Learning Pathways

Every professional body has their own competence and training framework against which the workforce knowledge and skills are be measured, according to their professional role and set out by their own professional organisations. PA3. Learning and Improvement Framework (londonsafeguardingchildrenprocedures.co.uk)
The Pan London Competency Framework provides an outline of competencies required by practitioners and volunteers, based on their level of contact with and responsibility for children.

The workforce development learning offered will assume a pre-existing basic knowledge of safeguarding and child protection (Training level 1) and there is an expectation that Levels 1 and 2 will be delivered by individual agencies. Any inclusion of some multi-agency training at Level 2, will be in response to either training needs analysis, identified via audit or in response to learning from LSCPRs.

Much of the training at Levels 3, 4 and 5 will be delivered on a multi-agency basis, there will be some learning that is role specific and more appropriately delivered on a single agency basis. Agencies will be expected to use the below as a guide and escalate any requests of training needs, if they are not able to meet them as a single agency.

Training Level	Description
1 – Provided by Individual agencies	- *Understanding what is child abuse and being able to recognise potential signs and indicators of abuse and neglect;* - *Recording and sharing of information regarding concerns;* - *Awareness of the organisation's basic safeguarding children procedures;* - *·Awareness of who within the organisation should be contacted regarding any concern about a child's safety or welfare (including who to contact if that person is unavailable);* - *Awareness of who within the organisation should be contacted regarding any concern about a colleague's behaviour towards a child or potential risk that they may present;* - *Awareness of the expected standards of behaviour by staff towards children.*
2 – Provided by individual agencies	- *The requirements of Training level 1;* - *Recording and sharing of information regarding concerns;* - *Using the Framework for the Assessment of Children in Need and their Families;* - *·Working together to identify, assess and meet the needs of children where there are safeguarding concerns. To identify child focused interventions and measurable outcomes;* - *·Understanding the possible impact of parenting difficulties, such as domestic abuse, mental health, substance misuse, learning difficulties on parenting capacity;* - *·Recognising the importance of family history and functioning;* - *Working with children and family members, including addressing lack of co-operation and superficial compliance within the context of role.*
3 – Provided by individual agencies (role specific) or HSCP	- *The requirements of Training level 2;* - *Conducting section 47 enquiries, attending Child Protection Conferences and managing Core Groups; roles, responsibilities and collaborative practice;* - *Using professional judgements to make decisions as to whether a child is suffering, or is likely to suffer, significant harm;* - *Working with complexity;* - *Taking emergency action;* - *Communicating with children in line with interviewing vulnerable witness guidance;* - *Promoting effective, professional practice;* - *Supervising child protection cases and advising others.*

Training Level	Description
4 - Provided by individual agencies (role specific) or HSCP	*The requirements of Training levels 3;* *Supervising child protection cases. Managing performance to promote effective inter-agency practice;* *Specialist training to undertake key management and/or supervisory roles in, for example, intake/duty teams;* *Safer Recruitment Training.*
5. Provided by individual agencies (role specific) or HSCP	*·The requirements of Training Level 4;* *·Section 11 expectations, roles and responsibilities;* *·Expectations on members in order to promote effective co-operation that improves effectiveness;* *·Current policy, research and practice developments;* *·Implementation of lessons from LCSPRs / Learning and Improvement Reviews and multi-agency audits. Specialist training to undertake specific roles, for example Independent Chair/Scrutineer; Service Manager;* *Safer Recruitment Training.*

14. 2023 - 2025 Training Plan

In order to provide a high quality and responsive training offer, that has a positive, meaningful impact for Children and Families, Hounslow Children's Services and the HSCP are working towards the following 2-year plan.

Year One	Rationale	Actions / How we know we have achieved
Undertake a Training Needs Analysis to understand gaps, build on quality and ensure training offer is meeting both national and local need.	Whole instructor lead training programme to undergo review – to realign and refresh against HSCP priorities The training needs analysis will indicate areas or agencies who may require more targeted support with training or accessing the training offer; including those in the community and voluntary sectors The training needs analysis will also ensure that the training offer accurately reflects the needs identified and is up to date with both local and national agendas; as well providing good practice examples. Priority areas already agreed within Hounslow are: • Neglect • Familial Sexual Abuse • Vulnerable children in Education • Children with disabilities & SEN	Sept 23 – a number of instructor lead courses will be 'paused' pending until training needs analysis has been completed. Information/data gathered from audit & review provided to support needs analysis. Expectations of the impact on practice training will have, are clear. New training offer launched (date tbc)
Develop and implement the evaluation system and impact analysis	An evaluation system is key to understanding and measuring the impact of training events on practice; and being sure that the right training offer is available. Impact should be monitored through a variety of checks/measures: • Self report • Supervision/management oversight • Service user feedback • Audit process • Practice reviews	Training evaluation system is in place and data is available quarterly, to review on the day and short-term impact – on knowledge, skills and practice.

Year One	Rationale	Actions / How we know we have achieved
Review accessibility requirements	There needs to be minimum standards of accessibility for all training delivery; to ensure the training offer is equitable to all. Ensuring that everyone can access the training offer and meeting individual learning needs, supports everyone to attend and provides the best possible opportunities for all practitioners to learn and develop.	Basic minimum standards for accessibility shared with all trainers. Statement of accessibility provided at time of booking/in promotion.
Proposal completed to establish Training Subgroup	A Training subgroup is integral to monitor the progress of the training strategy, inform the ongoing identification of training needs and embed shared agency commitment to training and development.	Training subgroup proposal is completed and Training subgroup is established.
Communication and promotion of training	Communication and promotion of the training strategy, brochure, last minute places available and upcoming events will encourage attendance and provide a clear vision and expectations regarding the training offer. As well as ensuring those accessing training are accessing the right courses.	All agencies within the partnership know where to find/have access to the training strategy, brochure, information on upcoming events, where and how to make training requests
Year Two	**Rationale**	**Actions / How we know we have achieved**
Review training offer against new/updated priorities identified	The training offer needs to remain aligned and responsive to local practice need.	Training subgroup review. Amendments/changes to training offer made as required. Content review undertaken of rolling training programmes.

Attendance	Attendance at training events being inconsistent or poor, meaning significant missed opportunities for learning and development of staff – for those who do not attend and for those who were unable to access spaces (that are then not taken up). There needs to be a real shared commitment to supporting staff in attending training events, understanding the benefits for practice at all levels.	Monitoring of attendance data. Consider the use of a charging policy, following a period of monitoring attendance to understand the barriers that impact attendance and have implemented strategies to remove these. Testing new approaches to support attendance that fits with working patterns ie lunch & learns, avoiding certain days, responses to evaluation feedback.
Measuring medium to term impact	The training and development offer needs to continuously evolve to meet the needs of practitioners. Understanding the impact of training on practice via evaluation, provides some of this insight .	Self-reported evaluation feedback post learning demonstrates impact on practice. Improvement of training needs identified via audit are seen in the audit review process. Service user feedback reflects improvement.
Full library of resources accessible	The response to identified learning needs, should be timely and there should be the opportunity for this to be specific to individual teams. Providing a library of accessible resources will ensure there is up to date resources available for supervisors and team managers to use as required and ensure consistency of information being delivered.	Library of resources is available, information on how to access this has been communicated. There is an annual review process of all library content in place, to ensure information is up to date, accurate with the latest version available.
Mapping of agency communications	In order to ensure that target audiences are aware of the training offer, ensure high level attendance at instructor lead events and practitioners have continued access to eLearning and resources, current channels of communication of promotion and access to training, needs to be undertaken. This will also allow for a gap analysis and response to this.	A communication plan is in place and working effectively with support and commitment from all member agencies.