



## **Warrington Safeguarding Children Board Workforce Development and Training Strategy**



***“Every child and young person in Warrington should be able to grow up safe from maltreatment, neglect, bullying, discrimination and crime -receiving help when they need it in a timely and effective manner”***

**Our Vision: “To ensure that every child and young person in Warrington is safe and has the opportunity to reach their potential.”**

## **1. Introduction**

Managers, practitioners and volunteers across the Partnership who work with children and young people or their parents (for example in Adults Services) must be appropriately skilled, competent and confident, with the requisite knowledge, behaviours and attributes (competencies) to enable them to carry out their responsibilities in regard to safeguarding our children and young people.

Warrington Safeguarding Children Board (WSCB) recognises the importance of the workforce and volunteers in delivering effective services that help to keep children and young people safe and promote their welfare. They are our most valuable asset.

The Board will operate a Workforce Planning perspective when developing the partnership training programme and analysing the impact of this training on practitioner practice and outcomes for our children and young people.

To support this process we are pleased to present the **Warrington Safeguarding Children Board Workforce Development and Training Strategy 2014- 2016** that provides the framework for delivery of partnership safeguarding training. This strategy is compliant with Working Together 2015.

## **2. Workforce Planning Model**

Our Workforce Planning Model focuses on developing a cohesive partnership workforce so that it can effectively deliver the Board objectives of keeping local children and young people safe. We operate a model that identifies blockages to cohesion by a focus on the size, type, experience, knowledge, skills and competencies of the “partnership workforce” including how we can retain skilled and experienced staff and develop new staff. We do this by focusing on two key areas:

- Partnership workforce sustainability
- Management

Critical to the success of a cohesive partnership working, is the building of productive relationships, which the Board supports through its understanding different stakeholders’ and partners perspectives, valuing their expertise and developing their commitment to delivery, ensuring we are able to critically evidence impact. The Board employs a full and focused

understanding of the wide political, social care and partner agenda and uses this knowledge to shape and influence new developments, employing leadership styles that drives partnership and staff development programmes and delivery of services. We want to build a partnership where people find their dreams and enthusiasm connect and resonate with business goals.

This workforce intelligence supports the development of our training programme by providing opportunities to build relationships across agencies and equipping staff with knowledge and skills in key business priority areas.

The Training programme addresses workforce sustainability and management and supervision by considering the following aspects when delivering workshops and courses.

Workforce sustainability includes

- Recruitment
- Motivation
- Stress and Burnout
- Job satisfaction
- Career Paths

Management includes

- Supervision
- Management Development and Support
- Allegations management (LADO)

### **3. A Learning Culture**

The WSCB is committed to being a Learning Board, taking responsibility for own learning and development. We model a learning culture to our workforce and volunteers promoting reflective practice and critical reflection. This commitment is part of our long term policy of supporting the continuous development of staff across the Partnership thereby enhancing the overall level of core workplace skills which will in turn the impact on experience and progress of children and young people locally.

The partnership is committed to ensuring that all staff and volunteers take full responsibility for their own learning. Staff will identify their safeguarding learning needs through their internal supervision and staff development programmes. Organisations and partners will develop a training needs analysis from this to inform both single and partnership training going forward.

All agencies are responsible for the organisation and delivery of basic/ introductory and refresher training for all relevant staff and for informing and supporting the WSCB training programme. Employers are responsible for releasing staff to attend both their own agency and the WSCB multi-agency safeguarding training as appropriate. They also release staff to deliver a rolling programme of partnership training and events.

- Agencies are required to identify a Safeguarding Training Lead who will attend the Training and Development Subgroup and Trainers who will support delivery and will ensure that training issues are followed through within their organisation.
- Agencies are also required to commit resources to support multi-agency training: for example, by providing venues and staff who contribute to the planning, delivery and

evaluation of training.

- Employers must have training plans in place, and systems to record the attendance of their staff on safeguarding children training so that they can provide assurance that they are making the right provision and can provide monitoring evidence to the Board when required.

#### **4. Underpinning principles**

The training programme will

- support the delivery of a cohesive partnership workforce to deliver high quality services through ongoing improvements to practice and evidenced by improved outcomes for children
- support the delivery of a culture of continuous learning and improvement across the organisations that work together to safeguard and promote the welfare of children, identifying opportunities to draw on what works and promote good practice
- meet identified needs following an ongoing workforce/training needs analysis
- be focused on the development of the necessary competencies to enable individuals to perform to the best of their ability
- take account of the WSCB's business objectives
- be delivered on a value for money basis, including the use of shared resources and
- ensure a focused approach in assessing the impact of learning on practice and outcomes for children and young people that also asks
  1. Did we reach everyone?
  2. Did we make a difference?
  3. Were we cost effective in doing so?

We want to be confident that staff and volunteers working with children and young people have the skills to deliver current business effectively and will be capable of meeting future challenges in relation to safeguarding children. The strategy provides a framework for ensuring that the training programme supports staff to achieve this including being able to evidence the difference training has made.

The strategy prioritises learning and development needs for the partnership as a whole as well as for individual staff. Learning and development needs are therefore identified through the twin approach of formal training needs analysis and partnership performance management and development.

#### **5. Workforce Training Needs Analysis:**

The Training Needs Analysis considers the business of the partnership as a whole and ensures that the Training Programme meets the requirements identified by the Board to deliver its priorities and core business.

The Training Needs Analysis is developed by ongoing process of partners identifying training needs in relation to their internal workforce and the analysis of the partnership workforce as a whole. Partners undertake a periodic staff and volunteer workforce analysis with a view to identifying current and future safeguarding performance gaps and capability deficits providing the Board Training and Development Subgroup with their findings. This does

not need to be exhaustive, but identifies themes collected from corporate and business unit plans and role profiles. In addition the Board will obtain further information through analysis of impact, the needs and priorities identified by the Board, the business plan and outcomes from audits, whilst remaining responsive to regional and national learning.

## **6. Workforce approach and training programme**

The Board has detailed its priorities and core business in the WSCB Business Plan 2014-16. The Training Programme supports the delivery of the core business with a range of single agency safeguarding training that is compulsory for all staff to attend, which is further complemented with a two day basic safeguarding awareness multi-agency course for all staff who work with children and parents. The priorities in the Business Plan and workforce development are also supported through our training programme. Examples of how we deliver on these aspects are listed below.

### **Workforce sustainability**

#### **Recruitment**

The Board delivers six monthly partnership workforce induction sessions for all new staff appointed by the partnership that provides key information about the Board, its role and function and how this will support them in their new jobs. All partnership Human Resource departments identify new staff that need to attend these sessions which are led by a Board Member. In measuring impact the Board considers how well the session supports new workers in developing a partnership approach to keep children and young people safe.

#### **Motivation**

The Board delivers a training programme that ensures that it makes the links between the subject matter and how this relates to the jobs staff are undertaking. By listening to staff and monitoring take up and relevance to staff needs we ensure that courses support staff with the enthusiasm and skills for working with children, young people and parents in ways that builds confidence and motivation. Evaluation methodology looks at how courses have impacted practice, which is key to knowing that we have supported motivation and also looks at impacts this has had for families. Knowing that you have greater knowledge or insight when working with families builds motivation and this has been confirmed in some of the feedback we have had.

In addition the training programme is delivered in a variety of ways including courses, lunchtime workshops and conferences that fit into busy work schedules and provide different learning styles.

#### **Stress and Burnout**

The Board understand that working with families, identifying and reducing risk and managing infinite demand with reducing resources can contribute to stress and burnout. The Board training programme supports the partnership with their internal support systems by delivering input on the latest research on the impact of this work on staff including ways to recognise and respond to this. For example on courses and workshops on neglect helps staff understand the impact of working with neglectful families has on staff and how to use reflective practice and critical reflection to reduce this impact and to ensure that staff remain alert to the cumulative impact of harm and keep children safe.

### Job satisfaction

Having listened to points that contribute to job satisfaction, such as having the right knowledge and skills we have ensured that our courses reflect how knowledge can be applied day to day at work. We also hold a number of practitioner vents both with Board members and also including training on a key priority to listen to practitioners about what it is like for them on the ground and what works well. The Board responds with clear actions from these events to support a workforce that is supported and enjoys job satisfaction delivering high outcomes for our children.

### Career Paths

Many courses include staff from different positions across the partnership providing opportunities to meet with managers and specialist workers. Staff have said that this provides opportunities to think about different jobs and support discussions about career paths in supervisions and 1:1's.

### **Management**

#### Supervision

The Board will deliver a partnership supervision course that will support internal supervisions training and support key areas of partnership working such as child protection. This will therefore also impact on outcomes for our vulnerable children. In addition courses will highlight and give information on reflective supervision and supervisions needs of managers themselves.

#### Management Development and Support

The Board ensures that all courses address management issues as appropriate. One of the subgroups of the Board works with front line managers and middle managers and they will ensure that any issues raised by this group are addressed by training as required. In This way the Board remains responsive to management development and support issues across the partnership and addresses them within the training programme as needed.

#### Allegations management (LADO)

A number of courses are delivered in a number of settings to support managers understand their responsibilities and delivering actions with respect to managing allegations and LADO.

### **Ensuring a strong skills and knowledge base across all the workforce**

The training programme ensures staff are trained on areas required by our core safeguarding business including for example:

- The impact on children and young people of domestic violence including recognising and responding to honour based violence and stalking
- Protecting children and young people from sexual exploitation and perpetrators and protectors
- A range of courses in relation to working with children and young people who are in need of protection including consideration of culture, age, language
- Early help
- Internet safety
- Safeguarding disabled children and young people
- Learning from serious case reviews
- Presenting evidence in court
- Private fostering

- Safer recruitment
- Emotional abuse and neglect

The Business plan identifies four priorities that the board has identified that we as a partnership are working on over the next two year. These are:

- Neglect: harm to children and young people who experience neglectful parenting is identified responded to and reduced.
- Vulnerable groups: Impacting on the progress and experience of vulnerable groups of children and young people in Warrington so that they are able to reach their full potential.
- Child and Young person's voice: The voice of our children and young people and their lived experience informs and influences single and multi-agency practice and the core functions and business of the WSCB.
- Early help: Impacting on the progress and experience of children and young people early before needs escalate, to ensure they are reaching their potential and are primary and secondary school ready.

The Training and Development Subgroup will develop the training programme to deliver on the priorities including:

- Practitioner event focusing on neglect
- Practitioner event in partnership with Warrington Adults Safeguarding Board on Domestic Violence
- Lunch time workshops focusing on priorities and outcomes from serious case reviews
- Lunch time workshops on neglect
- Revised courses on early help
- Including input on vulnerable groups in existing training and
- Developing a range of learning opportunities that will offer variety and increase reach

All training opportunities will be informed by

- New research and outcomes from national serious case reviews
- Outcomes from case file audits and any commissioned local case reviews
- Outcomes form evaluation of impact
- Voice of local children and young people

and will ensure that all staff are aware of the WSCB website and key documents that can be accessed via the website including:

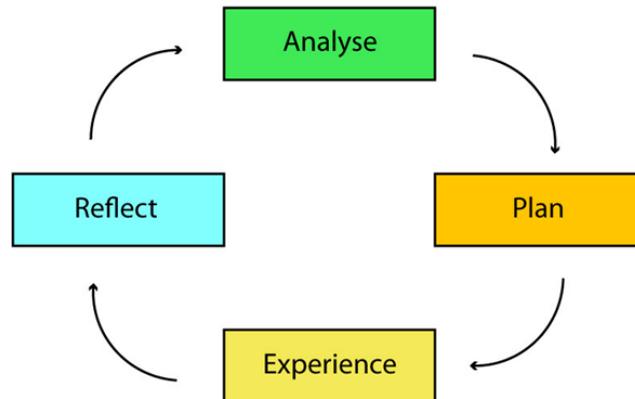
- WSCB Threshold Document
- WSCB Escalation Policy
- Local Protocol for Assessment
- WSCB Information Sharing Policy

## **7. Partnership performance management and development**

Each partner will have their own systems of providing practitioner and management supervision or 1:1 arrangements. However, whatever process is used, the system should identify individual job holder's needs through discussion and agreement between the individual and their line manager. This is by means of identifying and comparing his/her existing level of knowledge, skills, behaviours and attributes with the requirements of their role

or job, having due regard to agency competency frameworks and the business needs of the partnership in relation to safeguarding.

The supervision process will include analysing individual's current and future needs, planning how these needs will be met including through accessing single and multi-agency training opportunities and using supervision to apply learning to practice and then reflecting on the impact of that training both for the practitioner and for children and young people.



Agencies will also collate themes that arise from these individual sessions so that if there are gaps in training opportunities these can be identified and highlighted to the Training and Development Subgroup, who can plan accordingly.

## **8. Ensuring a variety of learning opportunities**

We know that all of us are capable of learning new things and increasing our skills and knowledge but we don't all choose to learn in the same way. People have their own preferences in terms of the learning styles and strategies they adopt when it comes to learning, which enables them to better understand and to process information and then structure, organise and apply the information they receive.

We therefore want to ensure that we offer a variety of learning opportunities that enable people with different styles make the most of opportunities provided.

It is commonly accepted that people generally tend to learn by using one (or a combination) of three distinct learning styles.

- Visual Learning: Visual learners prefer to process information by seeing it presented to them visually -different colours, charts and graphs, photographs and diagrams and video, slide shows and the use of other visual aids like projectors help them to disseminate the information more easily
- Auditory learning- Auditory learners tend to be active participants in debates and seminars and if they don't understand a particular concept, they find it easier if it's explained to them verbally as opposed to using drawings or diagrams.
- Learning by doing- learners find that concepts or ideas can be assimilated when and they can put these into practice for themselves. They need to be able to do this so that the information presented to them appears 'real' and is of relevance

to them. Learners enjoy role play exercises or demonstrations

Therefore wherever possible the training opportunities will employ different techniques during delivery so that they provide opportunities for all learners to use their preferred style.

In addition opportunities will include providing workshops at work places for staff who find it difficult to leave the premises, at a variety of times and places and with easy access to parking and transport.

<b>Type</b>	<b>Opportunity</b>	<b>Learning style</b>
Self-managed learning	Reading eLearning Briefing notes	<i>Visual learning</i>
Group learning	Networking Action learning	<i>Learning by doing</i> <i>Auditory learning</i>
Courses- delivery led interventions	Training courses Speakers Seminars	<i>Auditory learning</i> <i>Visual learning</i> <i>Learning by doing</i>
Workshops	Short workshops Group exercises	<i>Auditory learning</i> <i>Learning by doing</i>
Conferences and Pan Cheshire	Training courses Seminars	<i>Auditory learning</i> <i>Visual learning</i> <i>Learning by doing</i>
Practitioner forums	Speakers Networking Debate	<i>Auditory learning</i> <i>Learning by doing</i>
Induction sessions	Speakers Networking Debate	<i>Auditory learning</i> <i>Visual learning</i> <i>Learning by doing</i>

## 9. Value for money

All partners resource the training delivery in a number of ways including:

- Financial contributions (proportional) are made by all partners to support a full time WSCB Training and Development Officer who oversees delivery and evaluation of multi-agency training and to pay for venues and key speakers as required
- The experience and talents of people within the partnership are tapped into to provide a training pool of deliverers who have the skills, competencies and experience to deliver training. All trainers attend Train the Trainer courses.
- Subject matter experts will be able to attend basic train-the-trainer courses. This approach will help to maximize existing resources as well as providing the subject matter expert with an opportunity to develop other skills.
- Learning and work will be integrated by ensuring that workplace solutions, e.g. on-the-job training and self-managed learning, are fully exploited as a first attempt at addressing needs
- Learning and Development products and resources e.g. training courses, training facilities, training materials, will be shared electronically and available via the website for course participants.
- Where procurement of training is necessary, best value process will be applied.

## 10. Evaluation

A critical element in our workforce approach is the development and implementation of an effective evaluation system. Evaluation is the process of determining how effective learning and development is in enhancing individual and Partnership performance and in evaluating if the investment is justified evidenced by improved outcomes in keeping children safe. It is a valuable tool for strengthening quality control and measuring outcomes. The information generated from the evaluation is used to make adjustments to programmes or to decide if the programme in its current format should continue.

In previous years multi - agency safeguarding training has been evaluated by participants who have completed evaluation forms at the end of courses. Single agency safeguarding training has used similar processes. The Board however wants further assurance of longer term impact of training on practice and as a consequence of links to improved impact on outcomes for children and young people.

Firstly the Board needs to be assured that the right safeguarding training is being delivered to address the learning needs of the workforce both within single agencies and partnership through the WSCB programme of multi-agency training. This is why a partnership training needs analysis is important and must inform the delivery of all training programme. The

Board itself will also contribute to this needs analysis by identifying emerging safeguarding issues and concerns identified nationally through outcomes from Serious Case Reviews, research and thematic inspections and locally through both partnership work and the work of the Subgroups and the Board.

The Board will need to have evidence of how the training programme has addressed the training needs analysis and the impact this training has had on practice.

Secondly the evaluation process must include mechanisms to evaluate impact of the training on practice, so that the Board can be assured that the different forms of training and learning opportunities are delivering change and are being applied effectively by course participants to their practice.

The Board will take account of responses from course participants and their managers in follow up phone calls that discuss changes made to practice following attendance on courses and examples of a difference this has made to a child or family. The evaluation reports and the new Annual Report will record examples of these conversations when evidencing impact.