



# **Warrington Safeguarding Partnership**

## **Training Strategy**

**2021- 2024**

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## Introduction

Warrington's Safeguarding Partnership (WSP) is the strategic body which oversees safeguarding children and young people activity locally. Through this Training Strategy and effective training provision, the right people have the right skills to protect children from abuse and neglect.

This training strategy sets out WSP's vision for safeguarding children training until 2023. It will set out the priorities for staff development and link to both multi-agency training and single agency training available. It will be informed by WSP priorities, responsibilities under 1989, 2004 Children Act, Working Together to Safeguard Children 2018 and competency requirements. WSP will seek assurance from agencies that they are providing and monitoring effective learning and development opportunities around safeguarding children.

WSP will utilise evaluation, learning from audits and Child Safeguarding Practice Reviews (CSPR's) to drive the provision of training that responds to the need of frontline practice in Warrington. This in turn will improve outcomes for children and young people.

If you have any queries, please contact the partnership team at [safeguardingpartnerships@warrington.gov.uk](mailto:safeguardingpartnerships@warrington.gov.uk)

## Purpose

This strategy aims to support and assist key agency representatives to develop and manage a comprehensive training programme that meets required standards and locally identified needs.

The WSP will take strategic responsibility for ensuring that multi-agency training helps to develop and foster the following in order to achieve better outcomes for children and young people:

- A shared understanding of the tasks, procedures, principles, roles and responsibilities outlined in national guidance and local arrangements for safeguarding and promoting their welfare.
- More effective and integrated services at both strategic and individual case levels.
- Improved communication and information-sharing between professionals, including a common understanding of key terms, definitions and thresholds for action.
- Effective working relationships, including the ability to work in multi-disciplinary groups or teams.
- Sound child-focused assessments and decision-making, including use of the Early Help Assessment and Threshold of Need and Response Guidance for Children and Young People.
- Learning from Child Safeguarding Practice Reviews (CSPRs) and child deaths.

This strategy is intended to add value rather than replace workforce strategies in a wider range of partner organisations.

## Legislation and guidance for learning

Safeguarding Partnerships / LSCBs have a range of roles, responsibilities and statutory functions as set out in the Children Act 2004 and Working Together to Safeguard Children 2018 (HM Government). We also have a duty to respond to national and local research and priorities.

### Working Together to Safeguard Children 2018

Working Together to Safeguard Children states that professionals working in universal services have a responsibility to identify the symptoms and triggers of abuse and neglect, to share that information and provide children with the help that 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 issues including online abuse, grooming, sexual exploitation and radicalisation.

Working Together to Safeguard Children 2018, Chapter 1 states that 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. (p14)

### The Prevent Duty

The Prevent Duty states that “all specified authorities subject to the Duty will need to ensure they provide appropriate training for staff involved in the implementation of this Duty”. (Prevent Duty Guidance, Home Office, 2015). It is the responsibility of organisations to ensure that their workforce has the appropriate training to meet the requirements of the Prevent Duty.

### Health

Professionals working within Health MUST also refer to the Safeguarding Children and [Young People: roles and competences for health care staff Intercollegiate Document \(2019\)](#)

## Education

Professionals within the Education sector MUST also refer to Keeping Children Safe in [Education - Statutory guidance for schools and colleges – Sept 2020](#)

## Early years and Childcare

Professionals working within Early Years and Childcare settings MUST also refer to [Early Years Foundation Stage Statutory Framework - 2021](#)

## Principles for learning

All training provided under the auspices of the WSP, whether on a single- or multi-agency basis, will be based on principles adopted by the WSP and it is expected that all staff responsible for the planning, commissioning, design or delivery of such training will be committed to ensuring that the following principles are reflected:

- Promote the welfare of the child as paramount
- Place the child at the centre and promote understanding of children's daily life experience and wishes and feelings
- Maintain that children have the right to healthy development in all aspects of their lives
- Promote the principles of partnership with children and their families, especially maintaining a child within his/ her own family as long as this is compatible with the welfare of the child
- Ensure that content and delivery promotes the value of difference in race, religion, language, culture, gender, disability and sexual orientation. All training will respect diversity, promote equality and adhere to WSP constituent agency/organisation equal opportunity policies
- A commitment to enable and support the full personal and professional development of others and an understanding that all staff will have equal access to training and development.
- Be compatible with legal requirements, local policy and procedures
- Aim to produce good practice within agencies/organisations and co-operation in inter-agency working in order to maximise the benefits offered by services to children and families

- Take account of up-to-date local and national research, guidance and findings from safeguarding practice reviews
- Encourage reflective practice and individual responsibility for ongoing personal and professional development
- Be based on adult learning principles
- Training is practical in its basis and relevant to personal goals and organisational objectives
- All training will be subject to regular, rigorous review and evaluation.

## WSP Impact group remit

- To establish effective ways to seek feedback from the public, engaging the public and service users and carers in developing and improving safeguarding activity
- Enable WSP to fulfil its responsibility to undertake training activities across partner agencies, training people to be aware of their personal and professional responsibilities in line with statutory requirements, professional codes of conduct and agreed policies and procedures
- To review multi-agency safeguarding training to ensure it continues to meet local needs as well as seeking assurance of a quality assurance process for safeguarding training within partner agencies, including that provided by the independent and voluntary sector
- To undertake a Learning Needs Analysis across the partnership with a view to identifying training needs and informing the multi-agency training strategy
- To monitor local and national developments inclusive of lessons learnt to inform training programmes
- To monitor the impact of training through evaluation analysis and ensure WSP remains informed of such impact
- To monitor attendance levels at training and incorporate data into WSP reporting requirements and identification of any issues for escalation to WSP Strategic Group
- To regularly review the Training Strategy so that it is compliant with any relevant changes to legislation or key learning.

## Identifying training needs

The content of the multi-agency training programme is likely to be informed by local need and national priorities, these include:

- Findings from regulatory inspection activity and relevant single and multi-agency audit activities, Inc Sec 11, Sec 175 Audit
- Safeguarding training gaps and needs identified from partnership agencies
- Findings from a Learning Needs Analysis
- Findings from Child Safeguarding Practice Reviews, Safeguarding Adult Reviews, Domestic Homicide Reviews (involving children / adults at risk) and Multi-Agency Reviews
- Safeguarding Partnership priorities
- Information sharing and embedding new local safeguarding priorities
- Research (academic and professional research (i.e. Research in Practice, NSPCC, SCIE)) and national findings (Governmental Reviews)

## Learning needs analysis

All partners, through the WSP, will commit to the completion of a Learning Needs Analysis when requested to do so by the WSP Impact group. A specific piece of work, involving an electronic survey, will be conducted every 2 years to ensure that the needs of the wider children's workforce are met as closely as possible by the WSP annual training programme.

Undertaken by the WSP Impact Group Leads (or cascaded where appropriate) but led by the WSP Safeguarding Arrangements Manager, the process will determine the needs for training in safeguarding children, from basic awareness to complex skills in managing safeguarding processes.

The WSP Strategic group will lend direct support as champion of this project in order that; it retains both the necessary credibility and authority, attracts the support of other lead officers and ensures the participation of partner organisations.

## Local learning opportunities

In recognition of different learning styles, WSP is looking to build online resources around various topics. The WSP website will contain free e-learning, useful documents and online resources to explore areas of interest. This will support those who are looking for more variety in the learning environment than purely classroom based learning and provide opportunities for self-directed learning that do not always exist in face to face training.

WSP courses are provided by the WSP Training Pool. WSP are looking to build on this commitment moving forward to develop a skilled multi-agency training pool to support a wider range of courses. Whilst this is a challenge for the partnership in the current economic climate WSP is committed to ensuring training remains a partnership endeavour.

You can book on training and see what's available at <http://www.warringtonsafeguarding.org/>

WSP partners may offer training for other agencies to attend. This strategy supports a clear engagement plan in respect of how we share training across all agencies.

## Competency framework

It is recognised that learning can take place in a number of ways and competencies in safeguarding children can be gained by a number of routes including self-study, briefings, workshops, mentoring and peer practice groups. Therefore alongside formal training other methods of meeting competency requirements need to be considered.

Individual agencies must ensure that competency of staff is monitored through appraisal and supervision arrangements and that staff receive training suitable for their competency requirements.

As a basic requirement, all staff in all agencies must be able to demonstrate the completion of basic safeguarding children training (Level 1), through face to face training, the use of the WSP workbook or e-learning where appropriate.

Refresher training must be provided every three years. Partners will maintain records of training including refresher training.

Courses offered by WSP will be advertised as suitable for attendees according to the five levels stated in the competency framework document. A summary of these levels and the groups they are suitable for is shown next. For further detail about the professional competencies available at each level please view the competency framework on the WSP website.

## Training levels

Details of the training levels and staffing groups that training is suitable for can be found in table 1 below.

Level of Training	Staffing Group	Intercollegiate Document Level	Who is the training suitable for?
Induction	1-8	1-5	All Staff within 1 month of starting work
1 Foundation	1-8	1-5	All Staff within 3 months of starting work - Renewed every three years Maximum required level for Group 1 - Those who have occasional contact with children, young people and/or parents/carers
2 Intermediate	2 & 3	2 & 3	Group 2- Those in regular or in intensive but irregular contact with children, young people and/or parents/carers. Group 3 -Those who work predominantly with children, young people and/or parents/ carers.
3 Specialist	3&4	3&4	Group 3 -Those who work predominantly with children, young people and/or parents/ carers. Group 4 - Members of the workforce who have particular responsibilities in relation to undertaking section 47 enquiries, including professionals from health, education, police and children's social care; those who work with complex cases and social work staff responsible for co-ordinating assessments of children in need.
4 Advanced	5 & 6	4 &5	Group 5- Professional advisors, named and designated lead professionals. Group 6 - Operational managers at all levels including: practice supervisors; front line managers and managers of child protection units.
5 Strategic	7&8	5	Group 7 - Operational managers who do not have specific safeguarding responsibilities Group 8 - Members of the WSP including: partnership members; independent chairs; directors of children's services; elected members; lay members; members of executive and sub/task groups; business support team; inter-agency trainers.

## Quality assurance / endorsement for single agency training

Over the course of the next 12- 18mths a single agency endorsement process for Foundation level 1 training will be ratified by WSP.

There is an 'expectation' that single agency safeguarding training is reviewed and monitored by WSP to; ensure that it is fit for purpose for training and developing the safeguarding workforce to protect children and adults at risk.

Single agency safeguarding training is to be endorsed by WSP every three years or before if subject to any major changes. All agencies who undergo this process are allowed to use the WSP logo and their training is listed on the WSP website.

This demonstrates that the training is compliant with WSP Standards and is a pre-requisite safeguarding training course needed for particular roles and responsibilities within an organisation.

Full details of the process will be listed on the WSP website in due course.

## Evaluation

The WSP quality assurance strategy for training outlines the role and responsibilities of WSP and its partners in ensuring quality standards across single and inter-agency training. This includes training delivered by members of the WSP Training pool, external trainers commissioned by WSP and trainers providing Level 1 Foundation Safeguarding Children training within Warrington.

The WSP evaluation process's primary consideration will be around the following:

- relevance, currency and accuracy of course content;
- quality of training delivery;
- short and longer term outcomes; and
- impact on working together and inter-professional relationships.
- Impact on children young people and service users

WSP Evaluation model (based on Kirkpatrick D. – “Evaluating training programmes” - Berrett-Kohler (1994))

The WSP model of evaluation consists of five levels of activity, each of which contributes to an overall picture of the value of individual training events and the programme as a whole, as follows; Reaction; Learning; Behaviour; Results, ROI.



Data collected is reported to the WSP Impact Group who carry responsibility for recommendations to the WSP Strategic Group.

WSP also has a responsibility to seek assurances in relation to single agency training delivered by partners in terms of compliance and quality.

The WSP Impact group will be implementing a quality assurance process that:

- Monitors content compliance with competency frameworks
- Monitors content compliance with local policies & procedures
- Receives assurance of staff satisfaction with training
- Monitors internal development processes that ensure courses include lessons learnt from local and relevant national Child Safeguarding Practice Reviews
- Monitors measurable changes to practice as a result of training attended.
- Monitors wider impact for children, young people and service users

Agencies will be expected to participate in the quality assurance processes so that the WSP can receive assurances of the quality of agency training within the area.

## Evaluation process stage 1- 4

- All courses ask delegates to complete a post course evaluation form.
- An impact review is undertaken, by attendees, approximately 8 weeks after the course. The delegate is asked to evaluate the impact of the training on their practice.
- Separate annual training reports collating attendance, evaluation and the impact of the training on professional practice are reported to the WSP Impact group.
- A selection of training may be attended by a member of the WSP Impact Group who will monitor the delivery of the training.
- The content of all safeguarding courses is reviewed at least annually to ensure that their content is up to date and fit for purpose.
- All courses are amended in line with any new local policies and procedures and governmental / legal changes
- The impact of training should be evident in measures obtained through audit tools pre and post-delivery and through consultation and feedback with service users.

## Charging policy and non-attendance

### Charges to attend training

Partner agencies of WSP and, Local 'not for profit' charities or 'not for profit' voluntary, community and faith organisations based within or providing services within Warrington are eligible for free classroom based training.

All others including independent organisations e.g. Universities, large national charities, Commissioned Services that are profit making- £100 per person per day (£50 for half day events).

### Non attendance

Failure to attend a course on which you are confirmed without informing the WSP will result in you/your organisation being charged for the lost place (£100 or £50 per course, per person for full day or half day, respectively). Please note that this penalty is levied

regardless of the reason for absence. Exemptions to this policy will only be made in the case of staff sickness on the day or exceptional circumstances, verified by the line manager in writing. A colleague who is able and eligible to attend may serve as a substitute for your place to prevent non-attendance.

Any cancellations must be made at least 7 days prior to the course date. In the event of sickness on the day, it is a line manager's responsibility to find an appropriate replacement to attend.

### Cancelling a place on a course

At times agencies may need to cancel places reserved on training courses. However, this can be costly in terms of wasted resources. All cancellations/withdrawals from training courses should be made at least 7 working days in advance of the course, in writing, to [safeguardingpartnerships@warrington.gov.uk](mailto:safeguardingpartnerships@warrington.gov.uk)

### Late arrivals / Early Leavers

Please make sure that you arrive on time to start the course promptly at the stated start time and are able to stay for the full duration. Late arrival may result in being turned away from the course and subsequently a charge will be levied for non-attendance. Similarly leaving prior to the course end will result in no certificate of attendance being issued and a charge for non-attendance being levied.

### How to apply for training

To apply for Safeguarding Children or Adult training courses go to

<http://www.warringtonsafeguarding.org/Training> and log in.

### Additional Information / contacts

For more information about WSP and its learning opportunities, contact:

E: [safeguardingpartnerships@warrington.gov.uk](mailto:safeguardingpartnerships@warrington.gov.uk)

T: 01925 444085/443126

Or visit the website: <https://www.warrington.gov.uk/training-and-e-learning>