



## Multi-Agency Training Strategy 2019 - 2022



January 2020

## Version Control

<b>Title</b>	Training Strategy 2019-2022
<b>Version</b>	DSP 1.2 (July 2017 V3)
<b>Date</b>	January 2020
<b>Author</b>	Safeguarding Partnership Business Unit  Approved by Learning and Development Sub Group 21/02/2020

<b>Update and Approval Process</b>			
<b>Version</b>	<b>Group/Person</b>	<b>Date</b>	<b>Comments</b>
DSP1	Business Unit	July 2019	Rebranded under new Safeguarding arrangements to reflect Statutory Guidance.
DSP1.2	Business Unit	January 2020	Refreshed in advance of consultation with Learning and Development Sub group

<b>Issue Date</b>	<b>January 2020 – Approved by</b>
<b>Review Date</b>	<b>March 2022</b>

## Contents

<b>Item</b>	<b>Section Title</b>	<b>Page(s)</b>
1	Introduction	4
2	Strategic Aims and Objectives	4
3	Purpose	4
4	Responsibility of Learning and Development Sub Group	5
5	Training Levels	6
6	Training Programme	7
7	Training Needs Analysis	7
	Appendix 1 – Training Levels and Target Groups	8

## **1. Introduction**

This multi-agency training strategy has been developed to set out the strategic aims and objectives of the Darlington Safeguarding Partnerships' approach to ensuring that everyone working with children, young people and adults in the Darlington locality have the right skills and knowledge and are competent in the work they undertake, to provide the right support and interventions to protect them from abuse and harm.

This strategy describes the workforce development standards and expectations that all multi-agency organisations will adopt to ensure that their staff access the required safeguarding training, specialist development programmes specific to their area of specialism and responsibilities, to promote better inter-agency working and understanding of how "working together" provides the best opportunity for positive outcomes.

Working Together to Safeguard Children 2018 and Care Act 2014 guidance provide the statutory frameworks for safeguarding children and young people and adults at risk.

## **2. Our Strategic Aims and Objectives are to ensure;**

- the quality of multi-agency safeguarding frontline practice through a co-ordinated approach will support and encourage inter-agency working enabling a cohesive multi-agency workforce culture of behaviours, skills and knowledge which will ensure good outcomes for children, young people and adults at risk.
- learning is multi-agency focused, i.e. the learning outcomes and programme contents are developed to compliment a multi-agency audience, with input into design and delivery from all agencies
- all training interventions support reflective practice by encouraging participants to share experiences and ideas in the learning environment.

## **3. Purpose**

The purpose of this strategy is to provide a framework which ensures Darlington Safeguarding Partnership meet its legislative responsibilities to ensure people working with children, young people and adults at risk.

Learning opportunities coordinated locally will embrace a wide range of delivery methods beyond a 'classroom' type setting including activities such as seminars, conferences, workshops, and e-learning. Reference to 'training' in this strategy therefore includes a range of activities aimed to develop practitioner's skills, knowledge, attitudes and practice in safeguarding.

The strategy provides a framework for the training and development of employees and volunteers who work with children, young people and adults at risk in Darlington so that services can identify:

- specific training requirements and responsibilities for those who work with children, young people and adults at risk
- the levels of safeguarding training required by staff dependent on role
- staff groups requiring single and/or multi-agency training
- the learning outcomes that will support the delivery of quality services for children, young people and adults at risk and
- the skills and competencies that should be developed as an outcome of training.

A multi-agency training programme has the further significant advantage of bringing together practitioners from a range of partner agencies enabling them to learn about one another's service and their safeguarding systems, processes and practices. This is crucial to the promotion of basic safeguarding practice including information sharing, and professional challenge for example.

#### **4. Responsibility of Learning and Development Sub Group**

The Learning and Development sub group will:

- identify training needs based on learning from reviews, audit activity, complaints, research, national good practice and develop and deliver high quality multi-agency safeguarding learning and development activities.
- evaluate multi-agency and single agency learning and development activities to seek assurance that training delivery is of high quality and has led to improvements of individual practice.
- monitor arrangements to ensure that there are opportunities for refresher training and regular review and update of training programme in line with local and national developments
- monitor single agency training to seek assurance that agencies meet their responsibilities in relation to safeguarding training and seek assurance on how partner agencies evaluate the effectiveness of single agency training
- ensure that lessons learnt are effectively disseminated across the partnership.
- ensure good practice is identified and shared and encourage the partnership to do more of it.
- provision of annual report which will include a review of the quality, scope, reach and effectiveness of both single and inter-agency training.
- Use of statistical data, training analyses and evaluation reports will be utilised in the review and future development of training courses to meet changing needs and adhere to any legislative requirements.

#### **5. Training Levels**

Training will be provided for all those who work with children, young people and Adults at risk, both directly or indirectly. This includes all employees and volunteers of all DSP member organisations. Training should be targeted at the following groups:

- those with and specialised responsibility for safeguarding children and/or adults at risk such as designated or named professionals
- those who work regularly with children, young people or adults at risk
- those with some contact with children and young people and adults. People who operate in an environment where they see children or adults but do not have care responsibility for them.

The model in Appendix 1 reflects the complexity and specific targeting of multi-agency training. These lists are not intended to be exhaustive but offer a model to enable managers to determine the appropriate level of training required to meet the needs of their staff.

Training through the DSP is offered at four levels:

#### **Level One**

- Those who have infrequent contact with children and young people and/ or parents/ carers who may become aware of possible abuse and neglect
- Those who have infrequent contact with Adults at risk of abuse who may become aware of possible abuse and neglect

#### **Level Two**

- Those in regular contact with children, young people and adults at risk of abuse who have a responsible for the role of safeguarding lead/manager within the organisation

#### **Level Three**

- Those who work predominantly with children, young people and/ or parents/ carers and may contribute to assessing, planning, intervening and reviewing the needs of a child and parent where there are concerns
- Those who work predominantly with adults at risk of abuse and may contribute to assessing, planning, intervening and reviewing the needs of the adult
- Those with responsibilities to contribute to section 47 enquiries or Formal enquiries
- Those responsible for the strategic management of services

#### **Level Four**

- Multi-Agency Safeguarding Partnership Group members, Independent Chair, Lay Members, Sub Group members, Business Support team, inter-agency trainers.

## **6. The DSP Training Programme**

The annual training programme is informed by DSP priorities and lessons learnt from case reviews, quality assurance activities and complaints as well as identifying the local needs of the multi-agency workforce through an annual training needs analysis.

The programme is published in advance and can be accessed electronically on the [Safeguarding Partnership website](#).

## **7. Training Needs Analysis**

Training needs analysis is the process of identifying the gap between training and needs of training. Training needs analysis is a crucial stage in the training process and involves a procedure to determine whether training will address the learning needs which have been identified. Training needs analysis looks at each aspect of an operational domain so that the initial skills, concepts and attitudes of the human elements of a system can be effectively identified and appropriate training can be specified.

Each year the partnership will undertake a multi-agency training needs analysis. This forms a significant part of forward planning in respect of the training programme, but it is not the only driver for development.





			<p><i>Demonstrate an understanding of the Child Protection Conference process</i></p> <p><b>Adults at risk of abuse</b></p> <p><i>Demonstrate what action to take if an allegation of abuse is identified.</i></p> <p><i>Describe the role and responsibilities of a safeguarding lead or manager.</i></p> <p><i>Identify what to consider when deciding whether to 'raise a concern'.</i></p> <p><i>Confidently utilise and implement the practice tool to aid decision making.</i></p> <p><i>Demonstrate knowledge of supporting the adult at risk and the principles of Making Safeguarding Personal.</i></p> <p><i>Explore and identify ways to keep the adult at risk safe from abuse.</i></p>
<p><b>Group 2</b> Those in <b>regular contact</b> with children, young people and adults at risk of abuse and/or have a responsible for the role of safeguarding lead/manager within the organisation.</p>	<p>For example: hospital staff, housing, YOS, Police, sports workers, faith groups, youth groups, early years, children's centre workers, volunteers, teachers, social workers</p>	<p><b>Level 1</b></p> <p><b>Level 2</b></p> <p><b>Level 3</b></p>	<p>See above</p> <p>See above</p> <p>Specialist Modules</p>
<p><b>Group 3</b> Those who work <b>predominantly</b> with children, young</p>	<p>For example: social workers, paediatricians, GPs,</p>	<p><b>Level 1</b></p> <p><b>Level 2</b></p>	<p>See above</p> <p>See above</p>

<p>people and/ or parents/ carers and Adults at risk of abuse <b>may contribute to assessing, planning, intervening and reviewing the needs</b> of a child and parent <b>where there are concerns</b></p> <p>Those with <b>responsibilities</b> to or involved in contributing to <b>section 47 enquiries</b></p> <p><b>Professional Advisor, Named and Designated Lead Professionals</b></p> <p><b>Managers</b></p> <p><b>Those responsible for the strategic management of services</b></p>	<p>youth workers, early years and childcare workers, teachers, midwives, school nurses, health visitors, probation staff.</p> <p>For example: social workers, health, police, education and those coordinating assessments</p> <p>Professional advisors, named and designated lead professionals</p> <p>Operational managers, practice supervisors, front line managers</p> <p>Senior managers, Multi Agency Partnership members (DSP)</p>	<p><b>Level 3</b></p> <p>GCP2 - Neglect Neglect Domestic Abuse Awareness Safeguarding Children and Young People from Sexual Exploitations and Human Trafficking MARAC (multi-agency risk assessment conference) WRAP (workshop to raise awareness of PREVENT) Formal enquiries</p>	<p>Specialist modules Refer to outcomes detailed in Training Programme.</p>
<p><b>Group 4</b></p> <p><b>DSP Members</b></p>	<p>Darlington Safeguarding Partnership, Independent Scrutineer/Chair, Lay Members, Sub Group members, Business Support team, inter-agency trainers</p>	<p>Level 1</p> <p>Level 2</p> <p>Level 3</p>	<p>See above</p> <p>See above</p> <p>See above</p>

*Kirkpatrick, Donald I. (1998) Evaluating Training Programmes: The Four Levels*