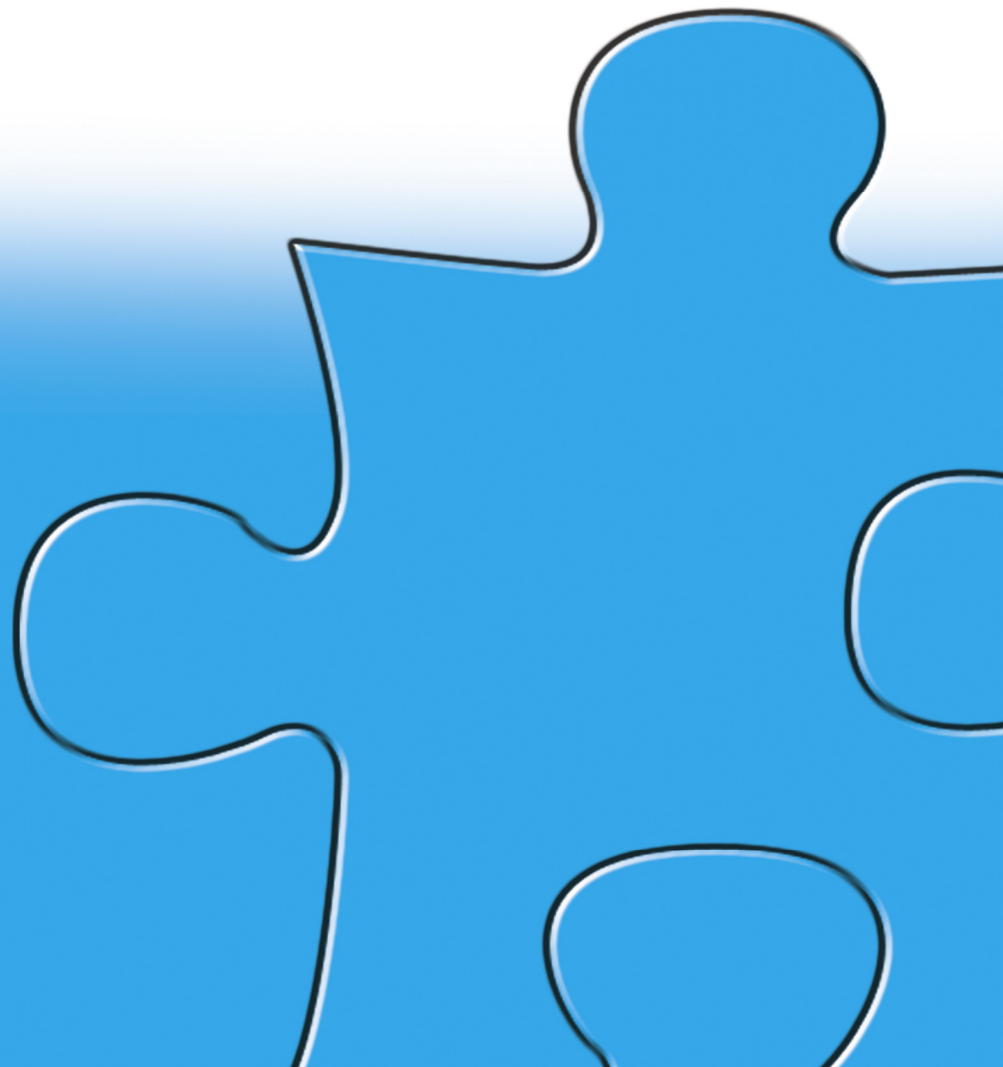




**Enhancing Skills & Knowledge to
Safeguarding Children Better
Learning and Development Strategy
2011 - 2014**



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Equalities Impact Assessment	During the preparation of this policy and when considering the roles and responsibilities of all agencies, organisations and staff involved, care has been taken to promote fairness, equality and diversity in the services delivered regardless of disability, ethnic origin, race, gender, age, religious belief or sexual orientation. These issues have been addressed in the policy by the application of an impact assessment checklist.	
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INDEX

Introduction	4
Purpose of the Strategy	4
KSCB Responsibilities	5
The Role of the Children’s Trust	5
KSCB Learning and Development Sub Group	6
Membership	6
Frequency of Meetings	6
Employer’s Responsibilities	6
Effective Support and Supervision	7
The Context for Safeguarding Training	7
National Agenda	7
Developing the Learning and Development Strategy	8
KSCB Business Plan	9
Ofsted Report and County Improvement Plan	9
Identified Risk Factors	10
Quality Assurance and Standards for Training (PIAT)	11
Outcomes of Interagency Training to Safeguard Children	11
Safeguarding Children in Kent: Defending and Developing the Service	11
An Analysis of Serious Case Reviews Undertaken by KSCB	11
Learning and Development Strategic Priorities	12
KSCB Training Programme 2011 - 2012	12
Training Needs Analysis	12
Commissioned Courses	12
Procedure for Commissioning Training	13
KSCB’s College of Trainers	13
Quality Assurance, Monitoring and Evaluation	14
Monitoring Individual Agency Attendance Rates	14
Publicising the Learning and Development Strategy and Training Plan	15
Prioritisation and allocation of Places on Courses	15
Charges for Attendance on KSCB Training	16
Funding and Delivery Structure	16
Cancellation	16
Certificates of Attendance	16
Bespoke Training	16
Appendices	
A	KSCB Training and Development Sub Group
B	Working Together 2010 – Training Audience Groups
C	Relevant Legislation and policies informing the KSCB Learning and Development Strategy
D	Learning and Development Work Plan 2011 - 2012
E	Make a Difference: Tools for Developing and Assuring Quality Control in Inter-agency relationships and Training
F	Current Performance Against the PIAT Indicators
G	KSCB review of the DCSF (Carpenter) Report 2010
H	Safeguarding Children in Kent: Defending and Developing the Service – Gilroy Report
I	An Analysis of Serious Case reviews Undertaken by KSCB – Edinburgh Report
J	KSCB Learning and Development Action Plan
K	KSCB Training Programme
L	Proposed Training Form
M	Principles of Kent Safeguarding Children’s Board Training
N	Standards for KSCB Training

Introduction

It is a statutory requirement that individual agencies are responsible for ensuring their staff are competent and confident to carry out their responsibilities for safeguarding and promoting children's welfare. In addition the Kent Safeguarding Children's Board (KSCB) has a statutory responsibility to ensure that appropriate child protection training is provided in Kent in order to meet local needs. This covers both the training provided by single agencies to their own staff, and multi-agency training where staff from different agencies train together. The KSCB is involved with evaluating the quality of this training, ensuring that it is provided within individual organisations, and checking that training is reaching the relevant staff. Training will be organised and delivered in accordance with the requirements of *'Working Together to Safeguard Children'* and *'Safeguarding Children in Education'*.

The strategy has been developed by the Training and Development Sub-Group of the KSCB and is based upon national legislation and guidance (e.g. Working Together, Every Child Matters and The Children Act 2004) and local information (e.g. Kent and Medway Safeguarding Children Procedures). A theme that runs throughout this strategy is the need to work towards better outcomes for children and young people in Kent. This strategy outlines the context, values and standards for safeguarding training and development in Kent.

This strategy will be complemented by the KSCB Learning and Development Annual Training Plan which will be published each December. This Plan will provide detail information about courses/events that are available in the following financial year.

Purpose of the Strategy

The overall purpose of this strategy is to provide the framework for safeguarding training in Kent so that those working with children and families are appropriately skilled and competent which will in turn improve the safety and wellbeing of children.

Training and development activity brings practitioners together; facilitates discussion and critical reflection; consolidates good practice; engineers change and improvement of practice and helps develop skills and knowledge. At its best, training and development can help equip the workforce to provide continually improved services and better outcomes for children and their parents/carers.

Chapter 4, 'Working Together' (2010), states:

The purpose of training for inter-agency work at both strategic and operational levels is to achieve better outcomes for children and young people by fostering:

- a shared understanding of the tasks, processes, principles, roles and responsibilities outlined in national guidance and local arrangements for safeguarding children and promoting their welfare;
- more effective and integrated services at both the strategic and individual case level;
- improved communication and information sharing between professionals, including a common understanding of key terms, definitions and thresholds for action;
- effective working relationships, including an ability to work in multi-disciplinary groups or teams;
- sound child focused assessments and decision-making; and

- learning from Serious Case Reviews (SCRs) and reviews of child deaths.

It is the purpose of this strategy to provide the framework to meet these goals and support key KSCB Objectives.

KSCB Responsibilities

Chapter 4, 'Working Together 2010, states:

The LSCB is responsible for developing local policies for safeguarding and promoting the welfare of children, in relation to the training of people who work with children or in services affecting the safety and welfare of children. This includes training in relation to the child death review processes and Serious Case Reviews.

LSCBs should contribute to, and work within, the framework of the local workforce strategy. They may decide to identify training needs and priorities and feed this information into the local workforce strategy to inform the planning and commissioning of training. LSCBs will want to review and evaluate the provision and availability of single and inter-agency training and to check that the training is reaching all relevant staff within organisations.

The LSCB should ensure that all staff that work or have contact with children are appropriately trained to understand normal child development and to recognise and act on potential signs of abuse and neglect.

LSCBs should review and evaluate the quality, scope and effectiveness of single and inter-agency training to ensure it is meeting local needs and should report on this annually to the Children's Trust Board. LSCBs should include in their annual report an assessment of their progress in ensuring that all staff who work with or have contact with children are appropriately trained.

Where LSCBs have the responsibility for delivering or commissioning training, they should ensure adequate funding arrangements are in place to meet the priority needs identified and to achieve appropriate reach and scope of the training to meet the LSCB's strategic objectives.

LSCBs should ensure that they are appropriately staffed and have sufficient capacity to take forward any training and development work they carry out. This includes having the necessary administrative support and having adequate resources both to contribute to the planning and delivery or commissioning of training and its evaluation. Research suggests over-reliance on a single inter-agency training coordinator makes LSCB training programmes vulnerable (Carpenter et al 2010).

The Role of the Children's Trust

Through their work on the local Children and Young People's Plan (CYPP), Children's Trust Boards are responsible for ensuring that workforce strategies are developed in their local area. This includes making sure that training opportunities to meet priority needs identified by the LSCBs are available and that all staff who work or have contact with children are appropriately trained in child development, recognise potential signs of abuse and neglect and know how to respond if they have concerns about a child's welfare.

Children's Trust Boards should ensure that systems are in place to deliver both single-agency and inter-agency training on safeguarding and promoting the welfare of children. They should

consider, in discussion with the LSCB, which bodies should commission or deliver single and inter-agency training.

Chapter 4, Working Together 2010

KSCB Learning and Development Sub-Group

The Learning and Development Sub Group is primarily responsible for the co-ordination, commissioning, delivery and evaluation of the inter-agency safeguarding children training programme. It is accountable to the KSCB. The Sub Group's primary purpose is outlined in Appendix A of this Strategy.

Membership

The Learning and Development Sub Group is a mix of representation of managers, practitioners and trainers. Each member agency of KSCB will ensure that their representative(s) has some training expertise and have sufficient authority within their organisation to inform and influence decision-making regarding training

Frequency of Meetings

The Training and Development Group meets on a bi-monthly basis.

Employer's Responsibilities

Chapter 4, 'Working Together 2010, states:

'Employers are responsible for ensuring that their staff are competent and confident in carrying out their responsibilities for safeguarding and promoting children's and young people's welfare.

It is the responsibility of employers to recognise that in order for staff to fulfil their duties in line with Working Together 2010, they will have different training needs which are dependent on their degree of contact with children and young people and/or with adults who are parents or carers, their level of responsibility and independence of decision-making.

Employers should ensure that all those in contact or working with children and young people and/or with adults who are parents or carers have a mandatory induction, which includes familiarisation with their child protection responsibilities and the policies and procedures to be followed if they have concerns about a child's safety or welfare. Regular refresher training should also be provided at least every three years.

Employers should ensure that their employees who work or have contact with children are appropriately trained in child development and in how to recognise and act on potential signs of child abuse and neglect. Training should also include associated vulnerability and risk factors and resilience and protective factors, identifying potential violent behaviour and assessing the capacity of a parent or carer to meet a child's needs, taking into account their own needs/circumstances/history/illness/addiction.

Employers should ensure that appropriately qualified staff undertaking specialist roles in both children's and adults' services receive the necessary specialist training.

Employers also have a responsibility to identify adequate resources and support for inter-agency training by:

- committing resources for inter-agency training, for example through funding, providing venues, providing staff who contribute to the planning, delivery and/or evaluation of inter-agency training;
- providing staff who have the relevant expertise to support the LSCB (for example, by actively contributing to the LSCB training sub-group);
- releasing staff to attend the appropriate inter-agency training courses and ensuring the time for them to complete inter-agency training tasks and apply their learning in practice; and
- ensuring that staff receive relevant single-agency training that enables them to maximise the learning derived from inter-agency training.

Employers have a responsibility to ensure that all staff, including administrative staff, are given opportunities to attend local courses in safeguarding and promoting the welfare of children, or ensure that safeguarding training is provided within the team.'

Effective Support and Supervision.

Working Together 2010, Section 4.48, also states:

" Working to ensure children are protected from harm requires sound professional judgements to be made. It is demanding work that can be distressing and stressful. All of those involved should have access to advice and support from, for example, peers, managers, named and designated professionals. Those providing supervision should be trained in supervision skills and have up to date knowledge of the legislation, policy and research relevant to safeguarding and promoting the welfare of children."

The Context for Safeguarding Training

National Agenda

Recent government guidance and legislation has had a profound impact on promoting welfare and safeguarding children. The aim of Every Child Matters and the Children Act 2004 is to maintain what works well in our work with children and families and to develop integrated services for children and young people.

The *Common Core of Skills and Knowledge for the Children's Workforce* sets out six areas of expertise that **everyone** working with children, young people and families – including those who work as volunteers – should be able to demonstrate. These are:

- effective communication and engagement with children, young people and their families and carers;
- child and young person development;
- safeguarding and promoting the welfare of the child;
- supporting transitions;
- multi-agency working; and
- sharing information.

The Common Core reflects a set of shared values for practitioners that promote equality, respect and diversity, challenge stereotypes, helps to improve the life chances of children and young people, and provide more effective and integrated services. It also acknowledges the rights of children and young people, and the role parents, carers and families play in helping children and young people achieve the outcomes identified in 'Every Child Matters'.

'Every Child Matters' lays the foundation for the 'Common Core of Skills and Knowledge' which is intended to establish a shared language and understanding of issues. All training programmes offered by the Kent Safeguarding Children Board are based upon and consistent with this in order to achieve the five Every Child Matters Outcomes; particularly in the area of 'Staying Safe'.

Another significant focus for inter-agency training is the Common Assessment Framework (CAF) and the Eligibility and Threshold Criteria for accessing Specialist Children Services. The aim is that all practitioners working with children and families will have knowledge and understanding of the tools, processes and procedures available to help them improve the safety and wellbeing of children and their parents/carers.

Developing the Learning and Development Strategy

The organisation and provision of child protection training through this Learning and Development Strategy is linked to the children's workforce development strategy in Kent. The development of assessed and accredited multi-agency training is partly based on the need for training for the common core of skills and knowledge outlined above – in particular around safeguarding and promoting the welfare of children and multi-agency working.

This document has been developed as a three year strategy covering the period from May 2011 to May 2014. Every year, in addition to this strategy document, an annual report will be published which will include: the year's targets and an updated annual training plan.

This strategy provides an individual training pathway for all workers in the field of child protection, which links training with role, responsibility, performance expectation and level of experience. All training activity should support skill development objectives which follow a logical sequence of progression. Training should be linked to increasing levels of specialism, complexity of task and level of contact with children and their families.

Working Together 2010 groups audiences together based on their degree of contact with children and/or parents/carers and their levels of responsibility, in order to assist with the identification of training and development needs. The groups are outlined in Appendix B.

National and Local legislation and policies (as attached in Appendix C) have informed the writing of this Strategy. Other issues that have influenced the development of this strategy and the KSCB Training Programme are:

KSCB Business Plan

Within the core objectives of the KSCB there are a number of core strategic functions that are a priority for KSCB:

- To continue to develop and deliver interagency policies and procedures including:
 - Setting out thresholds for service provision for children and young people;

- Ensuring training is provided to meet local need;
 - Recruitment, selection and supervision;
 - Investigating allegations against those working with children;
 - Ensure the safety and welfare of children who are privately fostered;
 - Cooperate with neighbouring authorities.
- To ensure effective communication with children, parents, carers and professionals in relation to keeping children safe and promoting their welfare and ensuring that the views of children and their carers contribute to the work of the Board and the services they receive.
 - To ensure effective monitoring of what is done by the statutory KSCB members and other bodies, individually and collectively, to safeguard and promote the welfare of children, and advise on ways to improve.
 - To actively participate in the planning and commissioning of services to ensure they take account of the need to safeguard and promote the welfare of children.
 - To ensure that there is effective single and multi agency training of staff for the development of a safe and skilled workforce to safeguard and promote the welfare of children.
 - To ensure that lessons are learnt from the work of the KSCB under its functions related to child deaths and any case reviews.

KSCB Annual Report 2009/10 and Business Plan 2010/11

Learning and Development activity has a key role in achieving these objectives as it can make clear what needs to be done, when and by whom and can promote effectiveness in the way in which responsibilities are fulfilled. There is an increased scrutiny role for the KSCB in ensuring effectiveness, e.g. checking and supporting the provision of single agency training in safeguarding for all staff.

Ofsted Report and the County Improvement Plan

In light of the Ofsted Report and the County Improvement Plan, a specific Learning and Development Work Plan has been produced to address the Ofsted Priorities:

- 4.3 Strengthen the arrangements for the contribution of the voluntary sector to enable their full contribution to good outcomes for young people and care leavers.
- 4.4.2 Deliver multi-agency, localised workshops to secure an understanding of the thresholds and eligibility, assessment processes (including CAF) and pathways in place between universal, targeted and specialist services

In addition, the following areas have also been highlighted within the Work Plan:

- Develop an outcome based assessment model to measure the real impact of safeguarding training
- Develop a training philosophy across all multi-agency training in line with the KSCB Business Plan priorities

- Ensure an auditable performance and quality control monitoring process to record actions from the KSCB Learning and Development Strategy Action Plans
- Develop the KSCB Training Programme in line with current training needs and emerging training priorities
- Ensure that the KSCB Training Programme meets the multi-agency requirements of all agencies and organisations, including the Voluntary Sector

The full Work Plan is attached at Appendix D.

Identified Risk Factors

The following risk factors have been identified either within research or locally through serious case reviews as recurring concerns affecting children's welfare and safety, and increasing risk of child abuse or neglect:

- Children with disabilities (Edinburgh Report)
- Parents with mental health problems (Edinburgh Report, Carpenter Report)
- Domestic violence (Carpenter Report)
- Families who are hard to engage positively (e.g. may be avoidant or simply fail to follow through or may deliberately mislead practitioners) (Edinburgh Report)
- Female genital mutilation (Carpenter Report)
- Sexually active young people (SCR Daniel)
- Dealing with adolescence (SCR Daniel)

Plus these additional themes

- Parents with substance misuse problems
- Fabricated and Induced Illness
- Child development

It has therefore been essential to ensure that appropriate training about these concerns is incorporated into the design of the new training programme. Each of the issues will need to be covered in different proportions, depending on demand and as the training needs analysis for the local area indicate.

Other areas to be considered in the delivery of the training programme include:

- A reflective approach to learning
- Emphasis on developing critical thinking skills
- Being more outcome focused
- The use of local learning sets
- The introduction of more flexible learning times

Quality Assurance and Standards for Training (PIAT)

Sustaining Quality: Standards for Inter-Agency Child Protection Training and Development (published by PIAT) provides guidance for LSCB Training Groups about standards in multi-agency child protection training and guidance about developing sound quality assurance processes.

These standards are adopted in principle although it is recognised that not all training provision match these standards and that changes would be needed to improve courses, quality

assurance processes and the organisation of training. Over the next three years the KSCB Learning and Development Sub Group will gradually review its training provision and will make changes to the content and organisation of courses to improve quality assurance. The action plans to address these issues is outlined in Appendices E and F.

Outcomes of Interagency Training to Safeguard Children

(Final Report to the Department for Children, Schools and families and the Department of Health) Carpenter et al 2010.

The above report has been reviewed against KSCB's existing and proposed Training Programme and this Learning and Development Strategy. The summary of the key findings are attached at Appendix G.

Safeguarding Children in Kent: Defending and Developing the Service

(Gilroy Report, 2010)

The report marked the final stage of the review commissioned by the County Council in December 2008, undertaken by the Chief Executive, of the arrangements in Kent for protecting vulnerable children. It gives an overview of the Review Team's assessment of arrangements in their local and national contexts and sets out a number of recommendations for consideration by the County Council.

The key elements that relate to KSCB Learning and Development are outlined in Appendix H.

An Analysis of Serious Case Reviews Undertaken by KSCB

(The University of Edinburgh/NSPCC Centre for UK-wide Learning in Child Protection) Vincent 2009

In June 2009 Kent Safeguarding Children Board (KSCB) commissioned The University of Edinburgh/NSPCC Centre for UK-wide Learning in Child Protection (CLiCP) to undertake an analysis of all Serious Case Reviews (SCRs) completed since 2000. The overall purpose of the study was to obtain a profile of the children and families involved in SCRs and to provide an overview of the main practice themes arising from the reports. The key elements that relate to KSCB Learning and Development are outlined in Appendix I.

Learning and Development Strategic Priorities

Having taken all of the above into consideration, the following strategic priorities will be the focus of the Training and Development Sub Group for the next three years.

- To ensure the consistent delivery of high quality training that takes account of local and national developments in safeguarding, including SCR's.
- To increase the number of people accessing training and in particular groups who have been under-represented on courses thus far including experienced practitioners and voluntary and 3rd sector agencies.
- To develop new courses to meet identified needs in line with priorities agreed by the Learning and Development Group.
- To further develop the training College.
- Ensure a reflective and experiential approach to training sessions, taking into account the differing ways in which individuals learn.
- To develop a greater range of learning routes, including Action Learning Sets, lunch and learn, evening and weekend training, regional workshops and on-line training courses.

- Working with the subgroup and single agency trainers to avoid training duplication, create a single agency training database and ensure the ongoing monitoring and evaluation of their training.
- To develop the KSCB website Training page to include – latest news, policy/legislation updates, learning the lessons (SCR's), emerging research.

A formal action plan around these priorities is attached at Appendix J. In support of this Strategy, Annual Reports will be published that report the progress against all of the attached Action Plans, as well as providing updates on KSCB's training statistics.

KSCB Training Programme 2011 - 2012

The Training Programme for the next year has been developed taking into account all of the above. As issues are identified throughout the year, e.g. through SCRs, the Programme is likely to be amended to take their findings and recommendations into account. The 2011 – 2012 Programme is attached at Appendix K. The Annual Report will include the subsequent year's Programmes.

Training Needs Analysis

Member agencies are required to audit training needs, monitor take up and provide information as requested. Further work will be undertaken by the Learning and Development Sub Group by way of small multi-agency focus groups to ensure robust systems are developed for monitoring and auditing training requirements.

Commissioned Courses

Because of the breadth and complexity of some of the topics to be covered during Safeguarding training there will be a need to commission training either from external training providers, independent trainers or from 'internal' colleagues who are specialists in their area and who also have training and presentation skills.

The Training Programme will be enhanced by a range of courses designed and delivered by the Learning and Development Officer or commissioned external trainers.

Where trainers have been commissioned to deliver courses within the Kent Safeguarding Children Board Training Programme, those courses and the outcomes will be monitored and evaluated for the board.

Procedure for Commissioning Training

1. A training need is identified. This may be from a variety of sources, such as: recommendations from an SCR, findings from an internal training needs analysis, nationally identified issues or changes in policy or legislation.
2. Complete the Learning and Development Proposed Training form (Appendix L),
3. KSCB Learning and Development Officer and Manager review the proposal and report to the Learning and Development Sub Group.
4. Commit a budget and other resources. Best Value principles should apply and using trainers with appropriate knowledge and skills from within KSCB Training College and/or Partner agencies should always be a first consideration.

5. Confirm acceptance of provider and agree contract and terms.
6. Advertise the course on the KSCB Training website and include it in the KSCB Training Plan.
7. Deliver the course, monitor and evaluate outcomes.
8. Review and report back to the Learning and Development Sub Group.

KSCB's College of Trainers

As proposed in the previous KSCB Training Strategy, a College of Trainers has now been established. A number of practitioners from agencies involved in safeguarding children have undertaken Trainer of Trainers courses delivered by the NSPCC. These trainers are now delivering elements of the KSCB Training Programme. Future Trainer of Trainer Courses are planned and the College numbers will increase. The training is sponsored by the KSCB with a commitment from each trainer (and their own agency and line manager) to a delivery of five full days of KSCB training. They also gave a personal undertaking that they will not deliver external training for personal commercial gain.

The delivery of inter-agency foundation training by practitioners from all agencies has proved to be an effective model of collaborative working in Kent.

There are currently 10 practitioner members trained to deliver Basic Child Protection Awareness training. The College plans to increase its trainer numbers to around 40-50 to provide sufficient flexibility to ensure a mix of discipline, role and experience in the delivery of the training. The senior management of KSCB member agencies will need to support their staff in carrying out their commitments to the Training College.

Freelance trainers are used to supplement and provide cover when necessary

In order to maintain consistency in training provided by the College, all training is delivered under an agreed list of training principles, Appendix M and KSCB standards, Appendix N.

Inter-agency training and development is based on adult learning theories. Importance is given to the application of knowledge and skills within the workplace.

Training opportunities will be explored to extend:

- Experiential learning
- Reflection
- Professional Learning supervision and support
- Portfolio learning.

Methods and materials within the training programme are appropriate to a diverse audience and can accommodate special needs. It must be emphasised that with a more experiential approach to learning, group size will have to be reduced for those courses that use a practical based, role play approach in order for the learning opportunities to be maximised. This may have implications for course availability and costs.

KSCB has agreed a 'Knowledge Transfer Project' with Canterbury Christ Church University (CCCU) that provides support and mentorship with each of the College Trainers. The first year of this project has been funded through an internal CCCU grant. There is no commitment to any future joint working. Any longer term agreement will be based upon a costed benefits case produced to the KSCB.

A full support programme has been developed for the existing and new College trainers which will be overseen by the KSCB Learning and Development Officer.

Quality Assurance, Monitoring and Evaluation

The KSCB is committed to ensuring that all learning events are linked to the overall Learning and Development Strategic priorities.

The effectiveness of inter-agency training and development and its facilitation will be continuously monitored and feedback to the KSCB Learning and Development Sub Group will be presented on a quarterly basis by the Learning and Development Officer. The outcomes from the evaluations of training will inform the training plan

All training delivered on behalf of KSCB will be observed and evaluated by the KSCB Learning and Development Officer. Evaluation will not be considered in isolation but will be an integral part of the training cycle. The aims of the evaluation cycle are to:

- Ensure training contributes to the competence of the workforce
- Provide effective adoption of practice policies and procedures
- Identify gaps in policies, skills and service provision
- Ensure a value for money approach to the overall training programme

The existing training evaluation process for each training course will continue to be used. This results and analysis will be discussed with the trainers to support the ongoing development of the training.

Monitoring Individual Agency Attendance Rates

Individual agency attendance on training courses is monitored on an ongoing basis. As well as giving overall numerical statistics of the different agencies which will be of use for the Kent Safeguarding Children Board analysis, an individual staff print out will record what training has been completed by individual members of staff. This will enable a clear record of the extend to which agencies participants training allowing a link to be made between each agency's declared level of training and actual take up of training. The results will be published in the Learning and Development Annual Reports.

Should agencies be failing to send workers on appropriate training courses, this monitoring process will highlight such issues thereby enabling them to be addressed through the KSCB representatives.

Publicising the Learning and Development Strategy and Training Plan

Publicity of the Learning and Development Strategy will be undertaken by the KSCB members who can disseminate the information and requirements to the appropriate senior management teams in their agency. The Learning and Development Strategy will be included in the KSCB website (www.KSCB.org.uk) so it is easily available to a wide range of professionals and agencies.

Publicity for courses is co-ordinated through the KSCB Learning and Development Group and the Training Administrator. Each course has its own publicity flyer which clearly indicates the

details of the course, its target group and how to apply. Training flyers are to be distributed by way of a monthly update bulletin. They are sent by the KSCB Training Administrator to designated people within agencies who undertake to distribute the flyers widely to practitioners or other potential applicants within their own organisations or to certain identified outside organisations (e.g. private schools, charities and voluntary organisations).

Details of the training programme and other activities and events will also be made available on the KSCB website (www.KSCB.org.uk) and via distribution to schools and agencies through the various Newsletters available.

Prioritisation and Allocation of Places on Courses

Applications for any of the KSCB courses are through an On Line booking system that is accessible through the Training page on the KSCB website (www.KSCB.org.uk).

Line managers or supervisors of all delegates must agree to their staff attending the course and sign the application form. Unsigned applications will not be processed.

Where an agency is not entitled to a free place, (see below) a training cost code, invoice number or cheque payment must be included with the application form. Incomplete forms will not be processed.

A selection process takes place following the closing date for bookings. Places are allocated to ensure a diverse group of professionals attend each course and formal confirmation is sent out in writing two weeks prior to the course date. (Delegates are advised to make a note of the date of the course they have applied for in their calendar/diaries to ensure they are available to attend the course).

When there are too many applicants for any given course the Learning and Development Sub Group uses an agreed selection/prioritisation process to allocate places on the course in question. Unsuccessful applicants will then be advised to apply to take the course when it is next offered. In some cases this may mean only one person per agency is able to attend a course. Refusal of a place on a course does not mean the applicant does not need to complete the course; it simply means that particular course was over-subscribed for those particular dates using the selection/prioritisation process that has been agreed by the Learning and Development Sub Group.

In future, as the KSCB Website is developed more fully, the Learning and Development Group plans to provide this information electronically (through a downloadable document).

Charges for attendance on KSCB training

Funding and Delivery Structure

Member agencies of the KSCB (CFE, EKPCT, WKPCT, Kent Police, Kent Probation, Connexions, CAF/CASS, YOS) contribute towards delivery both financially and in kind through the following means: -

- A Learning and Development Subgroup
- A full-time Learning and Development Officer

- A College of inter-agency practitioner trainers
- An annual budget to cover training cost

Places on courses will continue to be provided free to organisations that financially contribute to the work of the Board. Organisations who do not contribute will be expected to pay a fee of £99.00 per person per day unless otherwise specified. There will be a reduced charge of £45 to Medway Maritime Hospital whose staff provides a service to Kent residents in the Swale area.

Anyone with queries of how this charging policy applies to their own organisation or individual circumstances should contact the KSCB Training Administrator.

Cancellation

Individuals who are booked to attend a course, who are then unable to attend, must cancel their booking as soon as they become aware of this. A substitute can take their place, but must be made known to the course administrator.

The booking organisation will pay the full course rate for anyone who does not attend and did not cancel his or her place regardless of the fact that the original course cost may be free to that organisation. Cancellations must be received within 7 weeks of the course start date, although will be accepted on the morning of the course for those professionals who are ill or have other extenuating circumstances like emergency applications to Court, which have been approved by their line manager.

Certificates of Attendance

Delegates must attend the entire course and complete an evaluation form to receive an attendance certificate.

Bespoke Training

As part of its commitment to developing the Kent Children's Workforce, KSCB offers bespoke training to private and third sector establishments. This training is developed with the commissioning organisation to ensure that the training takes into account the unique nature of their role.

The cost for the delivery of this training is £450 for a half day session (3 hours) and £900 for a full day's training. The maximum number of attendees per session is 20 and the minimum being 10.

Details on how to apply can be found on the KSCB website Training page.

KSCB Training and Development Sub-Group

Its primary purpose will be to ensure that people working with children, young people and their families:

- Know of the predisposing factors and signs and indicators of abuse;
- Are able to exercise professional skill in terms of effective information sharing and the ability to analyse this information;
- Have the knowledge and skills to collaborate with other agencies and disciplines in order to safeguard the welfare of children;
- Have a sound understanding of the legislative framework and the wider policy context within which they work, as well as familiarity with KSCB policy and procedures.
- Focus on the concept of well being outcomes for children and young persons.

The group will work to ensure:

- a training strategy is drawn up that creates awareness of indicators of harm and improves the knowledge and skills of a range of practitioners who work with children and families recognising that the Kent community is diverse, and therefore has differing needs.
- appropriately high quality multi-agency training is provided for statutory agencies that reflects KSCB policy and procedure, enhances and amplifies knowledge and skills and promotes joint understanding of child protection work
- all agencies working with children in Kent have access to quality child protection training;
- single agency child protection training is appropriate and of a satisfactory standard;
- agency take up of training is monitored to determine whether it is satisfactory
- training needs are identified and the quality of the training that is delivered is evaluated through regular audit and survey
- work is undertaken through the KSCB to promote good understanding of Child Protection and safeguarding responsibilities through more informal and diverse means (e.g. lunchtime speakers, quality circles, learning sets etc.)
- that training provided is cost effective and that the training budget is deployed efficiently.
- there is a shared understanding of the tasks, processes, principles, and roles and responsibilities outlined in national guidance and local arrangements for safeguarding children and promoting their welfare;
- there is improved communication between professionals including a common understanding of key terms, definitions, and thresholds for action; and effective working relationships, including an ability to work in multidisciplinary groups or teams; and;
- there is sound decision making based on information sharing, thorough assessment, critical analysis, and professional judgment;.
- training delivered takes account of the variation in need. From volunteers who come into contact with children and their families/carers and who require a basic understanding of their role and responsibilities, to the very experienced professional who has a specialist or particular responsibility for safeguarding children;
- systems are developed and maintained to enable an organised and co-ordinated approach to inter-agency training;

- mechanisms for setting and monitoring standards of training and professional development in relation to safeguarding children are identified, agreed and met within individual agencies and organisations and for inter-agency training activities;
- resources are identified for provision of training both within agencies of the KSCB and in an inter-agency context;
- a college of inter-agency trainers is developed and maintained to assist in the delivery of the training programme;
- there are monitoring and evaluation processes for all training activity in relation to safeguarding children;
- that a training database is developed and maintained;
- that training is informed by current evidence and research;
- that learning from Serious Case and Child Death Reviews is incorporated into training.

Working Together 2010 Training Audience Groups

1. those who have occasional contact with children, young people and/or parents/carers;
2. those in regular or in intensive but irregular contact with children, young people and/or parents/carers;
3. those who work predominantly with children, young people and/or parents/carers;
4. those who have particular specialist child protection responsibilities;
5. professional advisers and designated leads for child protection;
6. operational managers of services for children, young people and/or parents/carers;
7. senior managers responsible for strategic management of services for children, young people and/or parents/carers; and
8. members of LSCBs.

Relevant Legislation and Policies Informing the KSCB Learning and Development Strategy

<p>Children Act (1989)</p>	<p>Emphasises the importance of putting the child first whilst co-operating and sharing parental responsibilities.</p> <p>Key aspects</p> <ul style="list-style-type: none"> • Welfare of child is paramount. • Delay is not in the child's best interest and should be avoided. • Child & Young person's wishes must be taken seriously. 	<p>Promotes</p> <ul style="list-style-type: none"> • Principles of working together and working "in partnership". • Skills enhanced by multi-agency learning
<p>Children Act (2004)</p>	<p>Emphasises reform within children's services</p> <p>Key aspects</p> <ul style="list-style-type: none"> • New role of children commissioner for England. • Duty of local authority to promote co-operation between agencies. • Establishment of Local Safeguarding Children Boards. • Development of local arrangements to safeguard and promote welfare children. • Development of databases/ indexes containing basic information regarding children and families. • Establishment of new post Director of children's service. 	<p>Promotes</p> <ul style="list-style-type: none"> • Culture of co-operation and working together between agencies and organisations • Development of common knowledge, skills and competences within children's workforce • Development of single children & young people plan • Development of single inspection framework
<p>Education Act (2002)</p>	<ul style="list-style-type: none"> • Emphasises duty to make arrangements to safeguard & promote welfare children. • Section 175 of Act. • Ensure training and pastoral support • Identify designated staff to coordinate and manage child safeguarding practice. 	<p>Promotes</p> <ul style="list-style-type: none"> • Policies & procedures to safeguard children • Work in partnership other agencies • Training & development
<p>Working together to Safeguard Children : A guide to inter-agency working to safeguard and promote welfare of children (2010)</p>	<ul style="list-style-type: none"> • Contains statutory & non statutory guidance. • National framework for policies, procedures, & practice. • KSCB responsible to ensure safeguarding activity meets local needs. 	<p>Promotes</p> <ul style="list-style-type: none"> • Safeguarding training must be consistent with common core. • Individual agencies are responsible for ensuring staff competent & confident to carry out

		safeguarding responsibilities.
Safeguarding Children and Safer Recruitment 2006	Combines three documents Safeguarding Children in Education 2004, Safer Recruitment 2005 and Dealing with Allegations 2005	Sets Timescales for <ul style="list-style-type: none"> • Regular initial & refresher training on safeguarding children. • Initial & refresher training for designated & lead • professionals
Every Child Matters : Change for children (2004)	<ul style="list-style-type: none"> • Focuses on a shared programme of national change to provide services “around the needs of children& young people”. • Integrating services. • Achieving better outcomes. 	Promotes Five outcomes <ul style="list-style-type: none"> • Be healthy • Be safe • Enjoy & achieve • Make a positive contribution • Achieve economic well-being
Common Core of Skills and Knowledge Framework	Aims for development of skills. Sets out areas of expertise for all practitioners across children workforce <ul style="list-style-type: none"> • Six areas of expertise • Effective communication • Child development • Safeguarding • Supporting transitions • Multi- agency working • Sharing information 	Promotes <ul style="list-style-type: none"> • A shared language and understanding of the issues • A tool for training needs analysis • Learning outcomes within training programmes.
National Service Framework for Children, Young People and Maternity Services. (2004)	The children NSF is a 10- year programme aiming to develop long-term and sustainable improvements in children health. Standards in Part One: <ul style="list-style-type: none"> • Promoting health & well being • Identifying needs & intervening early • Supporting parenting • Child, Young person & Family – Centred services • Growing up into adulthood. • Safeguarding & promoting the welfare of children. 	Promotes <ul style="list-style-type: none"> • Services to safeguard welfare of children. • Staff in children workforce must be competent to promote children’s welfare and safeguard them from harm. • Participate in regular safeguarding training.
Children Workforce Strategy (2005)	Identifies local action to support the national strategy of: <ul style="list-style-type: none"> • A competent & confident workforce • Development of skills 	Promotes <ul style="list-style-type: none"> • Training opportunities to meet needs • Training needs analysis

	<ul style="list-style-type: none"> • Coherent career pathways allowing professionals to progress & develop • Single qualifications framework • Parents, young people and children have trust and respect in the workforce. 	<ul style="list-style-type: none"> • Performance management to identify gaps
Sustaining Quality	KSCB adopts the best practice standards within child protection training & development which are endorsed by PIAT & NSPCC	Promotes <ul style="list-style-type: none"> • Quality assurance • Standards • Accountability • Audit & Inspection
Kent & Medway Child Protection Procedures	Provides strategic procedures to take account of legislation, government policy, and research findings in Safeguarding and child protection.	Promotes <ul style="list-style-type: none"> • Standards, policy & procedures
The Early Years Foundation Stage: Setting the Standards for Learning, Development & Care for Children from birth to five (2007)	The EYFS is a central part of the ten year childcare strategy Choice for parents, the best start for children and the Childcare Act 2006. The overarching aim of the EYFS is to help young children achieve the five Every Child Matters Outcomes.	Promotes <ul style="list-style-type: none"> • The need for adults looking after children to have appropriate training, skills and knowledge in safeguarding • Standards for the learning, development and care of young children • Equality of opportunity and anti-discriminatory practice • Partnership working between parents and professionals

Learning and Development Work Plan 2011 - 2012

Objective	Action to be taken	Measure of Success	Completed by	Lead	Desired Impact / Outcome
<p>Ofsted Priorities</p> <p>4.3 Strengthen the arrangements for the contribution of the voluntary sector to enable their full contribution to good outcomes for young people and care leavers.</p>	<p>Greater engagement with the Voluntary Sector to:</p> <ul style="list-style-type: none"> • Identify generic and specific training needs • Develop a raft of courses in response to the Training Needs Analysis • Deliver a variety of training courses to members of the Voluntary sector 	<ul style="list-style-type: none"> • Voluntary Sector Training Needs Analysis undertaken and voluntary sector training needs identified • Training courses developed to meet the identified needs • Number of bespoke courses delivered to the Voluntary sector • Number of volunteers that attend KSCB multi-agency courses 	March 31 st 2012	Mark Janaway	<ul style="list-style-type: none"> • Greater knowledge and confidence demonstrated by the Voluntary Sector Children's Workforce • Children served by the voluntary sector are better safeguarded as measured by the outcome based assessment model (see below)
<p>Ofsted Priorities</p> <p>4.4.2 Deliver multi-agency, localised workshops to secure an understanding of the thresholds and</p>	<ul style="list-style-type: none"> • Identify the multi-agency aims and objectives of the workshops • Design an appropriate 	<ul style="list-style-type: none"> • Multi-agency training package produce • Training delivered to each district 	June 2011	Mark Janaway	<ul style="list-style-type: none"> • Reduction of unnecessary referrals to CSS, allowing CSS to concentrate on those cases that

eligibility, assessment processes (including CAF) and pathways in place between universal, targeted and specialist services	<p>training package</p> <ul style="list-style-type: none"> • Liaise with each district LLG to identify local practitioner attendees • Identify local district venues • Set up an evaluation process that covers – number of referrals, quality of referrals, impact on children and young people • Produce a training package that can be delivered to other frontline staff within single agencies 	<ul style="list-style-type: none"> • Number of staff trained in district workshops and in subsequent single agency training • Comparison of number of referrals pre and post implementation of the new criteria • Analysis of quality of referrals 			<p>really warrant their services</p> <ul style="list-style-type: none"> • Greater protection offered to those children and young people who receive the service from CSS
Develop an outcome based assessment model to measure the real impact of safeguarding training	<p>Devise and implement an outcome based assessment process that focuses on the additional benefits to children and young people.</p>	<ul style="list-style-type: none"> • Assessment process devised and accepted by all agencies • Key behavioural elements included in appraisal systems of all agencies 	March 2012	Mark Janaway and KSCB Learning and Development Sub Group	<ul style="list-style-type: none"> • Feedback from those using the service demonstrating that their views have been taken into account when assessing the impact of the service provided
Develop a training philosophy across all multi-agency training in line with the KSCB Business Plan priorities	<p>All training courses and programmes are to use the following as a base line:</p> <ul style="list-style-type: none"> • A reflective approach to learning 	<ul style="list-style-type: none"> • All training courses and programmes record how these are included in the planning and delivery of the training • Feedback from attendees reflects the 	March 2012	Mark Janaway, KSCB Learning and Development Sub Group and	<ul style="list-style-type: none"> • Feedback from staff and line managers identifying how the training has made a difference to the performance of staff • Feedback from those

	<ul style="list-style-type: none"> • Develop critical thinking skills • More outcomes focused • Staff development of the KSCB College of Trainers • Use of local learning sets • Introduce more flexible learning times 	<p>change in philosophy</p> <ul style="list-style-type: none"> • Record of locations and times of training 		KSCB Trainers	using the service demonstrating that their views have been taken into account when assessing the impact of the service provided
<p>Ensure an auditable performance and quality control monitoring process to record actions from the KSCB Learning and Development Strategy Action Plans</p>	<p>Use the findings from the following reports to develop the KSCB multi-agency training programme, as referenced in the KSCB Learning and Development Strategy</p> <ul style="list-style-type: none"> • Make a difference: tools for developing and assuring quality control in inter-agency relationships and training • Current performance against the PIAT indicators • KSCB review of the DSCF (Carpenter Report) • Safeguarding Children in Kent: Defending and Developing the Service (Gilroy Report) • An Analysis of Serious Case 	<ul style="list-style-type: none"> • Annual reporting on the action plans to the KSCB • All action plans completed • Activity outlined in the action plans used to ensure ongoing development of KSCB training courses and programme 	Annual review – April 2012 - 2014	Mark Janaway and KSCB Learning and Development Sub Group	<ul style="list-style-type: none"> • Feedback from staff and line managers identifying how the training has made a difference to the performance of staff • Feedback from those using the service demonstrating that their views have been taken into account when assessing the impact of the service provided

	<p>Reviews Undertaken by KSCB (Edinburgh Report)</p> <ul style="list-style-type: none"> • Learning and Development Action Plan 				
<p>Develop the KSCB Training Programme in line with current training needs and emerging training priorities</p>	<p>Develop training courses based on the following evidence:</p> <p>Issues raised in the Ofsted Improvement Plan</p> <ul style="list-style-type: none"> • Eligibility and Threshold Criteria <ul style="list-style-type: none"> Learning the lessons from Serious Case Review – Daniel • Adolescence • Safeguarding Sexually Young People • Resolution of Professional Disagreement <ul style="list-style-type: none"> Identified Risk Factors • Substance misusing parents • Domestic Abuse and the impact on children and young people • Parental mental health 	<ul style="list-style-type: none"> • Training courses reflect current and topical requirements • Ongoing review of training programme 	Ongoing	Mark Janaway	<ul style="list-style-type: none"> • Feedback from multi-agency staff attending training identifies that the training is meeting their personal operational needs • Feedback from those using the service demonstrating that their views have been taken into account when assessing the impact of the service provided
<p>Ensure that the KSCB</p>	<ul style="list-style-type: none"> • Undertake a full multi- 	<ul style="list-style-type: none"> • Details of a full TNA 	November	Mark	<ul style="list-style-type: none"> • Feedback from multi-

<p>Training Programme meets the multi-agency requirements of all agencies and organisations, including the Voluntary Sector</p>	<p>agency training needs analysis</p>	<p>produced</p> <ul style="list-style-type: none"> • TNA is informing the development of Training Courses and the Training Programme 	<p>2011</p>	<p>Janaway and the KSCB Learning and Development Sub Group</p>	<p>agency staff attending training identifies that the training is meeting their personal operational needs</p> <ul style="list-style-type: none"> • Feedback from those using the service demonstrating that their views have been taken into account when assessing the impact of the service provided
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MAKE A DIFFERENCE: Tools for Developing and Assuring Quality in Inter-agency Relationships and Training

Question	Answer RAG	Learning and Development Group Comments	Action to take	By whom	By when
PARTICIPANTS: Values/attitudes/beliefs					
1a. All courses promote empathic understanding in relation to children and their parents/carers.		The Training Strategy refers to all single and multi agency training to maintain a child centred focus at all stages and the need to promote the principle of partnership with parents and carers.	To be assessed during L&D Officer's observation of each training session	MJ	
2a. All courses incorporate an evidence base in relation to equality and diversity issues.		The evidence base in relation to equality and diversity is captured in the participant's training evaluation questionnaire.	To be assessed during L&D Officer's observation of each training session.	MJ	
3a. All courses allow opportunity for reflection on attitudes in relation to equality and diversity issues.		KSCB training incorporates equal opportunities and anti oppressive practice and reflects the diversity of communities served.	To be assessed during L&D Officer's observation of each training session. This should be included in each session's Ground Rules.	MJ	
4a. All courses include opportunities to address practice issues in relation to equality and diversity.		The Training Strategy clearly states that equality and respect for diversity will be promoted in all training methods and training materials (including awareness of race, ethnicity, culture, faith, gender, sexuality, age, disability and health.	To be assessed during L&D Officer's observation of each training session. This should be included in each session's Ground Rules.	MJ	
5a. All courses include opportunities to reflect on how personal values, attitudes and beliefs can impact on practice and on inter-agency working.		All training creates an ethos, which values working collaboratively. The courses allow recognition on how personal knowledge and feelings may affect approaches to child abuse.	To be assessed during L&D Officer's observation of each training session. This should be included in each session's Ground Rules.	MJ	
PARTICIPANTS: Role, clarity and competence					

1b. All courses provide the opportunity to investigate both the similarities and differences between professional roles.		All courses are open to all professional roles. On some occasions there is a single agency bias. Where this is the case, the trainers must ensure multi-agency roles are discussed.	To be assessed during L&D Officer's review of each training session. In allocating courses, KSCB try to ensure a multi-agency mix of attendees.	MJ	
2b. Understanding of the different meanings and interpretations of professional terms, abbreviations and acronyms and the implications of these for practice are explored within training courses.		The training courses clearly use professional terms, abbreviations and acronyms, which are all fully explained.	A Glossary of Terms has been developed and has been disseminated to all new trainers via Claromentis. This is to be made available to all those who deliver on behalf of KSCB.	MJ	
3b. Courses aim to promote the need for effective communication between practitioners from different agencies using a variety of methods.		The Training Strategy states that all multi agency training will promote agency collaboration and partnerships to support and protect children and vulnerable young people who may be at risk of harm.	To be assessed during L&D Officer's review of each training session.	MJ	
4b. Practice of effective recording is integrated within the training, where relevant, with reference to IT systems.		Given the variety of IT and recording systems being used across the agencies, it is difficult to ensure that each training session covers them all. Reference must be made to the importance of recording but much of the detail of this is down to single agency training	To be assessed during L&D Officer's review of each training session.	MJ	
5b. The process of critically reflecting on, and where necessary, challenging others' practice is encouraged on all courses.		The Training Strategy identifies the importance of bringing practitioners together during training to facilitate discussion and critical reflection, consolidate good practice, engineer change and improve practice. By allowing the courses to be attended by all agencies and sectors this can be achieved to its fullest.	To be assessed during L&D Officer's review of each training session. This can be included within the session's Ground Rules.	MJ	
PARTICIPANTS: Inter-agency working relationships					
1c. The programme is designed		All courses take into account the variation of need,	Continued multi-agency marketing of the	MJ	

to encourage participation by practitioners from a variety of background experiences.		from volunteers who come into contact with children and their families/carers to the experiences professionals. The training levels range from the level one e-learning package up to level four face to face training. The Access database clearly shows the courses are attended from a range of practitioners from a variety of background experiences.	courses. KSCB are including how to open up the training to under represented groups.		
2c. All courses provide opportunity for participants to explore how previous experience and practice impacts on their inter-agency work.		All courses provide the opportunity for the 'examination of participant's own attitudes and experiences in relation to child protection and the impact on their practice.'	To be assessed during L&D Officer's review of each training session.	MJ	
3c. All courses provide opportunities to enable participants to develop strategies to overcome ineffective inter-agency working.		This topic arises on many of the training sessions, however, this needs a strategic lead as many practitioners are not comfortable with how to address 'escalation' or professional disagreements.	To be assessed during L&D Officer's review of each training session. (Consideration to be given to developing a multi-agency training session on this topic).	MJ	
4c. The content of the training programme promotes an opportunity to understand the legislative priorities of different agencies.		The training programme promotes an opportunity to understand the legislative priorities of different agencies. This is enhanced with the multi-agency attendees who will discuss and explain their own policy and legislative priorities.	To be assessed during L&D Officer's review of each training session.	MJ	
5c. Acknowledging the range of adult learning styles that participants will bring to a course, a variety of learning methods are used.		The Training Strategy explains how the work of KSCB is to promote a good understanding of child protection and safeguarding responsibilities through diverse learning methods. The training courses, conferences and workshops use various learning methods including role plays, presentations and ice breakers. However, KSCB have recently become a member of the E-Academy and so will be using e-learning to train those who are waiting to attend Basic Awareness Child Protection Training.	This is included in the Trainer of Trainers' Course and is an area that will be covered in the ongoing training support provided for the trainers.	MJ	

		The Training Strategy also identifies the need to explore experiential learning, reflection, professional learning support and to promote portfolio learning.			
PROVISIONS: Resources					
1d. A dedicated training and development budget is agreed by the LSCB, which supports the implementation of the training strategy.		The training budget is made from the contributions from the agencies that sit on the Board. This enables KSCB to implement new training courses, including the introduction of the Training College and membership to the E-Academy. The Training Strategy dictates that all training provided is cost effective and that the training budget is deployed efficiently.	The 2007 – 2010 Training Strategy needs updating this year.	MJ	
2d. There is adequate funding available to provide a variety of learning experiences.		KSCB has a variety of learning experiences including e-learning, various training courses aimed at levels 2-4, workshops and the annual conference. To support the training various KSCB publications have been published such as Unexpected Death of a Child Procedures.	The Training Plan is being reviewed and a training needs analysis is going to be undertaken. The Plan will be amended and developed accordingly. An audit trail recording the rationale for each training course is being produced.	MJ	
3d. The training programme includes a variety of courses to reflect different levels of experience within the target audiences.		KSCB offers a variety of courses aimed at all Groups as defined within Chapter 4 of Working Together 2010.	We are developing e-learning, road shows, lunch and learn sessions and out of hours learning groups. The aim is to provide the greatest opportunity to reach the widest audience by being flexible with the training approach.	MJ	Ongoing
4d. The budget is sufficient to provide venues of a standard which support effective learning and which are accessible to all participants.		KSCB takes into account the size of the county and tries to run the courses at various locations so that the workforce has access to the training. All venues have disabled access, support learning styles and provide adequate refreshments and lunch for all dietary needs. With regards to specific learning needs for example the Child Protection and New	Ongoing review by the L&D Officer	MJ	Ongoing

		Technology course, a computer suite is hired out with individual log ins so participants can access the sites mentioned during the training.			
5d. Those planning and delivering training are from different agencies/ disciplines.		KSCB contract external trainers from specific backgrounds such as Lynn Davis, Martin Calder, Gretchen Precey and Simon Tapp. The Kent and Medway Domestic Violence trainers come from a variety of backgrounds including Health, Police and independent organisations such as KCA. The trainers from the Training College also come from a variety of agencies including Police, Health, Children Social Services and Probation.	The L&D Officer is to attend each training session offered to ensure currency and relevance of the training.	MJ	Ongoing
PROVISIONS: Trainer					
1e. Trainers can demonstrate that they promote the importance of collaborative working to safeguard children.			To be assessed during L&D Officer's observation of each training session.	MJ	Ongoing
2e. Through their behaviours, trainers support collaborative working.			To be assessed during L&D Officer's observation of each training session.	MJ	Ongoing
3e. Trainers are able to facilitate and mediate experiences of conflict from an inter-agency perspective.			To be assessed during L&D Officer's observation of each training session.	MJ	Ongoing
4e. Trainers have sufficient subject knowledge relevant to the degree of complexity / specialism of a given course.	A	For specialised issues such as legislation, KSCB contract Lynn Davis, a qualified solicitor from Davis Simmonds and Donaghey. The Kent and Medway Domestic Violence trainers are accredited to train the domestic abuse modules from the handbook. Gretchen Precey is an independent social worker, trainer and consultant specialising in child protection. She trains on Safeguarding Disabled	Each of the specialist trainers are to be observed by the L&D Officer who will undertake a review into their currency and relevance to the Training Strategy and the needs of the workforce.	MJ	Ongoing

		Children, Fabricated and Induced Illness, Supervision and Management of Complex Cases and a basic Keeping the Child in Focus course. Simon Tapp is an independent trainer and specialises in child neglect and family assessment. Martin Calder has written extensively on assessment frameworks across all children and family issues. With regards to the workshops these are facilitated by those by subject matter experts e.g. the Child Death Review workshops will be coordinated by the KSCB Development Officer with Lead for Child Death together with Health experts.			
5e. Trainers have an understanding of adult learning theories.		Inter agency training and development is based on adult learning theories. One of the standards for KSCB training is for training methods to be varied and take account of how adults learn and of the diversity of the participants. Opportunities will be explore to extend experiential learning, reflection, professional learning support and portfolio learning.	To be assessed during L&D Officer's observation of each training session.	MJ	
PROVISIONS: Strategy					
1f. The LSCB has staff holding designated responsibility for training and development with sufficient capacity to ensure effective delivery to take forward training and development work.		KSCB has recruited a 'Learning and Development Officer', who will oversee the training provided by KSCB. The L&D Officer will lead on the development and delivery of the Training Strategy, reporting to the Learning and Development Sub Group. This officer will be supported by the Training Administrator who ensures the administration work surrounding the training programme runs smoothly. The Learning and Development Sub Group is primarily responsible for the coordination, commissioning, delivery and evaluation of the multi-agency safeguarding children training programme.		MJ	Ongoing
2f. The training programme is		Member agencies will be required to audit training	A full Training Needs Analysis needs to be	MJ	

informed by a comprehensive and inter-agency training needs analysis.		needs, monitor take up and provide information as requested. Further work will be undertaken by the Learning and Development Sub Group to ensure robust systems are developed for monitoring and auditing training. During the consultation period, the Learning and Development Sub Group will need to look at the local and national risk factors.	undertaken.	L&D Sub Group	
3f. Membership of the training group includes those people with organisational responsibility for training and practice development within their agency.		The Learning and Development Sub Group consists of individuals from each member agency of KSCB, including Health, Education, Children Social Services, Police, Youth Offending Service and Connexions. Each member agency ensures that their representative has some training expertise and has a sufficient authority within their own organisation to inform and influence decision making regarding training.		L&D Sub Group	Ongoing
4f. A training strategy/policy exists, which has been informed by inter-agency membership.		There was a consultation within the Learning and Development group and the Training Strategy was agreed by the Board on the 29th October 2007.	This is due for renewal in October 2010.	MJ	Oct 2010
5f. The LSCB training function is linked to local planning processes, e.g. The Children's Workforce Strategy.		The organisation and provision of child protection training through the Training Strategy is linked to the children's workforce development strategy in Kent.		MJ	Oct 2010
PRACTICE SYSTEMS: Mandates and policies					
1g. The LSCB members champion the importance of inter-agency training in their own agencies.		The Learning and Development members circulate the training newsletters and programme within their own agencies.		MJ L&D Sub Group	Ongoing
2g. Training links to the relevant legislative framework for both safeguarding and promoting children's welfare.		In support of the training, links to the relevant legislative framework can be found on the KSCB website and in the Training Strategy.	To be assessed during L&D Officer's observation of each training session.	MJ	Ongoing

3g. Training is informed by local procedures, protocols and practice guidance.		The Training Strategy identifies the key policies used to inform the same, including the Kent and Medway Safeguarding Procedures and Handbook publications.	To be assessed during L&D Officer's observation of each training session.	MJ	Ongoing
4g. Staff attending inter-agency training have the support of their managers, and their attendance is linked to their plan for professional development.		Before places on courses are confirmed the Training Administrator ensures the application form has been signed by both the applicant and the applicant's Manager. The Training Strategy clearly states that Managers must identify the appropriate level of training for their staff and suggests there should be close links to appropriate staff appraisal processes.	This needs continual checking to ensure that the policy is being implemented.	MJ	Ongoing
5g. Staff have the opportunity to apply what they have learnt in practice.		The Training Administrator sends out a 3 month post course evaluation, which asks how much of the knowledge gained from the course has been used in practice and whether this has impacted on their job.	This is a newly implemented policy and needs further work and analysis to obtain meaningful results.	MJ	Ongoing
PRACTICE SYSTEMS: Climate and culture					
1h. The LSCB functions with a philosophy and context of common values.		The Training Strategy is based upon the national legislation and guidance such as Working Together and Every Child Matters which provides a common theme of working towards better outcomes for children and young people.		KSCB	
2h. The LSCB has clearly defined links to other multi-agency partnerships.		KSCB membership is made from multi agency partnerships. All guidance and polices are shaped by the opinions of those agencies therefore the links are clearly defined in all work KSCB does.		KSCB	
3h. There is sufficient structural stability to enable staff to		KSCB ensures that the workforce have access to the training calendar via advertising the programme on	The provision of cost effective training must be maintained. This must be	MJ	Ongoing

engage in learning.		<p>the website and monthly training updates sent out via email. To enable staff to engage in learning the courses are repeated throughout the calendar and at different venues.</p> <p>In the current economical climate, all agencies are looking closely at how their budgets are being spent. It is reasonable to expect that training will be a likely casualty.</p>	supported by a proactive marketing programme.		
4h. Individuals operate within a secure work setting.		Does this question relate to the staff's workplace or the training environment?			
5h. Good practice in relation to safeguarding children is disseminated throughout the training programme.		The training programme is based on the Training Strategy, which in turn references the good practice in Every Child Matters, Working Together and other pieces of legislation and guidance.	This needs continual checking to ensure that the policy is being implemented.	MJ	Ongoing

Current Performance against the PIAT Indicators

	Indicator	Comment	Status
1.1	Standards of inter-agency practice are agreed locally		
1.2	A training strategy is in place and informed by the "Framework for Training to Promote Working Together"		
1.3	The training strategy is incorporated into and is congruent with the annual KSCB Business Plan		
1.4	The KSCB resources an inter-agency training and development programme through funding and other means, such as trainer and venue provision		
2.1	The Training Coordinating Group agrees inter-agency representation appropriate to its task	The Training Coordinating Group is now the Learning and Development Sub Group	
2.2	The Training Co-ordinating Group produces the inter-agency training strategy		
2.3	The inter-agency Training Manager actively participates in the work of the KSCB and the Training Co-ordinating Group	KSCB have a Learning and Development Officer in post	
2.4	Mechanism for consultation with service users and/or service user groups	To be developed as part of the Learning and Development Strategy 2011-2014	
3.1	The Training Co-ordinating Group publishes an annual programme of interagency training and development activity that clearly identifies appropriate learning pathways for a diverse audience	To be developed as part of the Learning and Development Strategy 2011-2014	
3.2	Training Co-ordinating Group members promote information about the interagency training and development programme within their own agency and into the wider community	This is to be continually developed and will include the implementation of an 'on-line' booking system	
3.3	Training Co-ordinating Group members ensure that there is an effective process to nominate participants for all inter-agency training and development activity	This is to be continually developed and will include the implementation of an 'on-line' booking system	
4.1	Training and development needs are identified through a range of processes which address local and national issues	To be developed as part of the Learning and Development Strategy 2011-2014	

4.2	Incorporation of clear practice outcomes into training	This will be assessed by the ongoing review of the aims and objectives of each training session	
5.1	Single and inter-agency training and development responsibility is negotiated on the basis of locally agreed minimum standards	To be developed as part of the Learning and Development Strategy 2011-2014	
5.2	The KSCB endorses an inter-agency training and development strategy		
6.1	The Training Co-ordinating Group has identified and agreed ongoing processes for the prioritisation of training and development needs for all agencies within their area	New training proposals are to be submitted to the L&D Sub Group in order to provide an audit trail of why and how new training is agreed	
6.2	The Training Co-ordinating Group members take responsibility for communicating inter-agency training and development priorities to and from their constituency groups		
6.3	The Training Co-ordinating Group establishes a mechanism for communicating inter-agency training and development priorities to any relevant agency		
7.1	Links are established amongst KSCB sub-groups	In place with the Learning and Development Officer attending sub group meetings to ensure issues for learning and development are identified and taken forward	
7.2	Relevant external accreditation of training	To be developed as part of the Learning and Development Strategy 2011-2014	
7.3	Networks are established with neighbouring LSCBs, providers and umbrella bodies, such as PIAT, and information is disseminated to improve training and practice development processes	To be developed as part of the Learning and Development Strategy 2011-2014	
8.1	The Training Co-ordinating Group has agreed, documented and made accessible a list of principles which inform the training and development strategy and programme.	This was published in the Training Strategy 2007 - 2010	
8.2	The principles are demonstrated throughout the entire training programme and development process.	To be developed as part of the Learning and Development Strategy 2011-2014	
9.1	Training and development methods are varied and take account of how adults learn and of the diversity of participants	This is included in the Trainer feedback form that is submitted after every training session.	
9.2	Recruitment to training and development capitalises on practice networks within specified geographical areas	To be developed as part of the Learning and Development Strategy 2011-2014	
9.3	The physical environments for training and development are appropriate for a diverse audience and accommodate special needs	This is included in the Trainer feedback form that is submitted after every training session.	

9.4	Participation in training and development demonstrates the wide variety of individuals and groups that have responsibility for safeguarding and promoting the wellbeing of all children		
10.1	The content of training and development incorporates lessons from serious case reviews	An audit trail of how and where SCR recommendations are included in training is to be developed	
10.2	Account is taken of course evaluations, research, policy, procedural, legislative and practice guidance developments when reviewing interagency training and development activity.	This is to be developed and an audit trail produced of how the training programme is developing	
10.3	An annual review schedule is agreed		
11.1	Resources/materials used are clear, accurate and relevant		
11.2	Methods and materials are appropriate for a diverse audience and accommodate special needs	To be continually confirmed by attendee and trainer feedback	
11.3	More than one method is used to facilitate all training and development events		
12.1	All inter-agency training and development facilitators hold a recognised training qualification and/or have substantial relevant experience	To be developed as part of the Learning and Development Strategy 2011-2014	
12.2	Locally agreed criteria for trainers' presentation skills (and monitoring)	Established through the Trainer of Trainers' Course provided by the NSPCC and being developed with Canterbury Christ Church University	
12.3	Management and professional supervision of multi-agency trainers	In place with the Learning and Development Officer, The L&D Sub Group and Canterbury Christ Church University	
12.4	Resources to meet trainers' own learning and development needs	In place with the Learning and Development Officer, The L&D Sub Group and Canterbury Christ Church University	
12.5	Designated inter-agency facilitators have evidence of their own continuing professional development	To be developed as part of the Learning and Development Strategy 2011-2014	
13.1	Established evaluative strategy	To be developed as part of the Learning and Development Strategy 2011-2014	
13.4	Records of evaluation available and disseminated as per local agreements	To be developed as part of the Learning and Development Strategy 2011-2014	

By: Mark Janaway
To: Kent Safeguarding Children Board
Date: 11th June 2010
Subject: ***Report of the Review of the 'DCSF Report RR209 (Feb 10) - Outcomes of Interagency Training to Safeguard Children (Carpenter et al 2010)***

Summary:

Classification: Unrestricted

Recommendation: Members are requested to **NOTE** the contents of this report

Introduction

Carpenter's study was undertaken using a small number of LSCB's as its sample group. In order to review the relevance to the KSCB, I have made comments on how this report relates to the Kent KSCB's Training Strategy and delivery of training. These comments are highlighted in italics alongside the Report's findings. Those elements of the Report highlighted in red are of worthy of particular attention.

My summary assessment as to how KSCB compares to the findings of this Report are as follows:

KSCB fares very well against the majority of the findings, demonstrating that the current Learning and Development Sub Group, Training Programme and associated activity is generally fit for purpose. The main areas in need of development are the more detailed evaluation of the training courses, the requirement of an audit trail of the prioritising of new training courses and the undertaking of a training needs analysis. The KSCB Learning and Development Strategy will include in its priority risk factors, Female genital mutilation as recommended in this Report.

The areas identified are included in the Learning and Development Action Plan as outlined in the KSCB Learning and Development Strategy.

The responsibility of ensuring that the actions and areas for development will be addressed will sit with the KSCB Learning and Development Officer.

Outcomes of Interagency Training To Safeguard Children

The study sought to develop an evidence base for interagency training to safeguard children. It was carried out in partnership with the training coordinators in eight LSCBs in four parts of England and with the support of an advisory group.

Specific measures were developed to assess the outcomes of both generic and specialist courses on such topics as “Introduction to safeguarding” and “Safeguarding disabled children”. These measures generally performed reliably and were sensitive to change.

In addition to assessing outcomes, the project sought to describe the context and mechanisms through which interagency training is planned and delivered and also to estimate the costs.

Interagency training is not an end in itself but should be seen as a necessary and vital component of the safeguarding children process.

Findings

The context of interagency training

- Interagency training for safeguarding children is an unusual example of partnership working in that it is mandated by central government but not resourced via ring-fenced funding.

This is the case in Kent.

- Interagency training relies very significantly on the good will of partner agencies and professional and personal relationships developed parochially.

This is the case in Kent.

- There are obvious strengths to this approach, but also weaknesses. In particular, the system is vulnerable to changes in personnel and highly dependent on a few people, specifically the training coordinator and their support staff.

KSCB has recently appointed anew Learning and Development Officer. The role has been undertaken by the KSCB Manager with the support of a dedicated administration assistant.

Mechanisms for the delivery of training

- Interagency training is organised by a training coordinator, generally employed by the LSCB, and support staff, and working with a training subgroup (TSG) of partner agency representatives.

This is the case in Kent.

- Training sub groups TSGs were good examples of effective partnership working, with members believing that their agency’s and the partnership’s goals with respect to interagency training were interdependent and mutually beneficial.

This is the case in Kent.

The content of training

- The interagency training programmes are very substantial and offer training on important safeguarding issues in accordance with the guidance in ‘Working Together’. The courses are short, the great majority being for one day only.

KSCB follows this guidance, offering multi-agency training across a wide variety of safeguarding topics, from basic awareness to highly specialised subjects. The longest courses are of two days duration, but the majority are of half or one day. Further work is ongoing to develop the training programme to include short workshops/inputs that are more flexible for attendees.

- Interagency training makes a substantial contribution to learning the skills and knowledge of the *Common Core* and therefore to the training of children's workforce in general.

This is the case in Kent. The training records kept by KSCB indicate the increasing number of the Children's Workforce who have received training.

Delivery of training

- Training courses are led by enthusiastic, skilled and experienced trainers using participative educational models.

This is the case in Kent.

- Trainers need more recognition and initial and on-going support than is currently received by the LSCB.

The KSCB is creating a College of multi-agency trainers who will be available to deliver multi-agency training at all levels. KSCB is undertaking a 12 month long trial 'Knowledge Transfer Project' with Canterbury Christ Church University to build and develop a formal support structure for the KSCB College of trainers. The Learning and Development Officer is the coordinator of this project. The support being put in place includes: a dedicated mentor for each trainer, regular support meetings, access to a database of training material and update and refresher training.

Outcomes of the interagency training courses

The findings from the series of evaluations of the range of courses included in this study are remarkably consistent in a number of ways.

- The overall pattern of learning outcomes was consistent across different types of courses.
 - In line with the study hypothesis, there were no statistically significant changes in scores between registration on a course and its start.
 - At the end of the course, the objective and subjective scores we measured: (knowledge of the substantive topic; attitudes to service users; and self-efficacy in relation to knowledge of safeguarding policies and procedures as well as in working with service users and other professionals), all increased. These gains may be attributed to the effects of the courses.

It is not possible to demonstrate this level of detail in the basic analysis undertaken by KSCB.

- Improvements were not simply highly statistically significant, but the 'effect sizes (a more informative measure of the strength of an effect) were "large" or "very large" across the range of scales produced for the evaluation.

It is not possible to demonstrate this level of detail in the basic analysis undertaken by KSCB.

- Positive outcomes were found consistently in all the eight study sites (LSCBs) in four parts of the country.

- These are not local effects and we can generalise from the findings with a degree of confidence.
- The numbers of courses (139) and participants (nearly 1,500) studied is unprecedented in this area and these add weight to the conclusions and practice and policy implications.

Future KSCB evaluation processes should include specific detail around what are declared as positive outcomes.

- Analyses showed that the effects were, in almost all cases, consistent across participants.
 - There were positive outcomes, irrespective of the participants' gender, age, ethnicity, service experience and even when they had been 'required' rather than volunteered to attend the course.

KSCB's evaluation process has not been analysed to this level of detail.

- The opportunity to learn together to work together was very highly valued by participants, even more so at the end of the course than at the beginning.
 - By the end of the course there were very substantial improvements in their self-reported understanding of the roles of different professionals who engage in work to safeguard children and in their confidence and comfort in working with these colleagues.

Basic analysis of this form of feedback data following KSCB courses show that this is not unusual.

- At follow-up 3 months later, these gains had been maintained, but the response rates at this stage were disappointing and the evidence is correspondingly weaker.

KSCB are undertaking this form of evaluation, although there is insufficient data to draw any conclusions.

Value for money?

Training is a major investment for the delivering and participating agency and incurs indirect as well as direct costs. An approach to the estimation of these costs was developed and used to compare the contributions of LSCB partner agencies to the costs of delivering interagency training under the auspices of the Board. This analysis demonstrated how, through supplying their own professional staff to act as trainers, by sharing the use of their training facilities and by the time spent as members of training support groups, some partner agencies were making substantial in-kind contributions in addition to their "annual subscription" to the Board.

- The costs of a day's training per participant in the region of £100 which compares favourably to the fees charged by commercial organisations for training on safeguarding children and local courses have considerable advantages in terms of creating opportunities for networking.

Currently KSCB charge £80 per day. This cost is under review.

- They were seen by partner agencies as good value for money.

This is the case in Kent.

Practice implications

- The research evidence on some topics was not well understood and there were no improvements in assessed knowledge at the end of the course. This was especially true of knowledge about the effects of parental mental health problems on children, but also

relevant for courses on domestic abuse and female genital **mutilation**. The evidence based content of these courses should be reviewed.

Parental mental health and domestic abuse are identified risk factors within the KSCB Training Strategy 2007 – 2010. Female genital mutilation will need to be included in the next publication.

- In order to evaluate the outcomes of training rigorously, training coordinators and trainers could consider using the measures developed in this study to evaluate the pre-post outcomes of their courses.

KSCB use its own training evaluation process with future plans to develop this to longitudinal evaluation in the workplace. Further research is required to assess the methods used in this study and the practical implementation of that process.

- There is a large degree of overlap between single- and multi-agency training courses offered in-house by larger partner agencies such as health and education. However, the extent to which the content of courses varies between agency providers needs further examination in order to avoid duplication of delivery and better use of available resources. The content and evidence-base of these courses should be reviewed.

KSCB training focuses on multi-agency training. An audit is being undertaken to assess any areas of duplication with that delivered by single agencies. A process to acknowledge the needs of a particular training course/session has been developed to justify and audit trail the courses delivered within the KSCB training programme.

- The pool of generic and specialist trainers needs to be expanded. An internal audit of training capacities in both the LSCB and partner agencies would help identify areas in which recruitment is needed and where training staff secondment could alleviate undue training pressures on a few dedicated trainers.

KSCB is building a College of trainers from across the agencies. A trainer of trainers course is delivered each year (currently by the NSPCC), providing the College with 14 new trainers per year. Some of the trainers have specialist skills that will be used to develop and enhance the existing programme. KSCB also use specialist consultants (at a significant cost) to ensure that some identified specialist areas are appropriately delivered. A 'knowledge transfer' pilot project' has been established with Canterbury Christ Church University that will assist in supporting and developing the trainers within the College.

Policy implications

- There should be a more robust system **nationally** for prioritising and disseminating key training issues for individual LSCBs. In many places, training programmes are planned for the most part by training coordinators with training sub group and partner agency input varying from site to site. There is clear evidence that *Working Together* priorities are highlighted in most programmes. Specific issues, for example as arising from local Serious Care Reviews are also included in some programmes, but what about national priorities or training implications of cases? **There remains a potential vulnerability in a system where training priorities for a large number of staff in a LSCB are prioritised by so few people.**

The Learning and Development Group have a strong lead in prioritising the training. The Learning and Development Officer will ensure that any emerging national issues are raised for inclusion in the training programme. A full review of the training

programme is to be undertaken to ensure that all training delivered on behalf of KSCB remains current, up to date and relevant to the agencies.

- A more robust and shared interagency arrangement for providing training is needed to ensure that the whole programme does not 'collapse' in the absence of one key person. In each of the eight sites included in the study, a skilled and experienced Training Coordinator is critical in ensuring the effective operation of the training programme, including its planning, structure and delivery. We have noted the benefits and risks of substantial reliance on one individual. TSGs should plan in advance and develop contingencies in order to ensure that programmes are not halted by staff sickness or loss.

To some extent this has been addressed in the development of the KSCB Training College. KSCB has one Training and Development Officer with one member of administrative support staff. It is unlikely in the current economic climate that this will increase.

- There is an urgent need to address the overwhelming lack of rigorous evaluation of courses provided by LSCBs. As most courses across LSCBs had very similar learning outcomes, there would be benefits of producing a standardised approach to evaluation nationally which would enable comparisons about the functioning and performance in relation to interagency training across LSCBs. The approaches to evaluation, as well as the measures developed and employed in this project, could form the basis of a shared evaluative strategy to interagency training.

The Learning and Development Officer is undertaking some research to identify good evaluation practice that may be taking place, including the process used in the study leading to this report.

- Better and more transparent arrangements for funding interagency training are needed for LSCBs to be able to invest strategically in its training programme and to expand their range of courses beyond basic level training to more complex safeguarding issues. Structural differences in the way in which programmes are delivered are perhaps inevitable, given the variance in organisational arrangements across local areas. However, funding arrangements for training in many LSCBs are currently hidden and costs are unclear. As funding for interagency training is currently taken from the LSCB and single agency budgets, it would be preferable for ring-fenced central government finance to be allocated to LSCBs specifically for training purposes.

This currently applies to KSCB. This is a national issue.

- An expanded programme of 'training for trainers' is needed, including standards and accreditation. A very wide variety of trainers is used, both from partner agencies within LSCBs and external trainers. There is little standardisation about the support or training offered to trainers from the LSCB. A minimum set of standards, which specifies experience and training competence, should be considered. A national system of accreditation for people training on interagency training courses to safeguard children would be desirable. This would enable better quality control and consistency between areas and would also allow LSCBs to share and exchange trainer. Wider 'training for trainers' is particularly important if a more rigorous approach to evaluating courses is to be taken nationally.

KSCB has developed its own College of trainers with trainers currently trained by the NSPCC to a consistent standard. A formal support process has been produced with mentors, trainer learning sets and regular refresher training and development days.

A pilot scheme is being developed with Canterbury Christ Church University to explore the potential to run a trainers course with an accreditation process.

- Consideration should be given to building LSCB interagency courses into the Post qualifying professional development frameworks for different groups of professional staff. This would both raise the status of courses and also help to draw in professional groups who are currently under-represented in the programmes, such as more experienced workers (over 5 years in service), doctors and staff working in adult services.

This is being considered for future work for the Learning and Development Officer but has not been identified as an immediate priority.

- One of the essential content areas inherent in all the courses evaluated was the need to inform practitioners of the evidence base within specific areas of practice. As the evidence base is continually developing, findings taught in many courses may therefore have a relatively short shelf life. Practitioners should not be reliant on intermittent and infrequent LSCB courses to keep up-to-date with the latest research, however this is a difficult task for busy practitioners, whatever their professional designation. We were struck by the lack of any core courses which taught staff about the importance of, and processes involved with, evidence based practice. For many practitioners, access to up to-date and emerging research evidence is limited. Interagency training coordinators or TSGs could provide a role here, through the provision of regular research briefings to all staff who are part of the LSCB in addition to the provision of direct training courses. In this way, we believe that TSGs have a direct role to play in shaping the research mindedness of the whole LSCB.

It is intended to develop the existing KSCB website to ensure that news, policy/legislation updates, learning from SCR's and any emerging research are published and disseminated to staff from all agencies. This is planned to be followed up with a series of briefing and update sessions delivered regionally around the County.

Mark Janaway

KSCB Learning and Development Officer

Safeguarding children in Kent: Defending and Developing the Service Peter Gilroy's Report 2010

Recommendations that relate to KSCB Learning and Development

As a standard practice, deliver multi-agency seminars and targeted training following every serious case review to ensure that the lessons from the reviews are quickly and efficiently promulgated.

Para 52

The lessons and recommendations identified by the serious case reviews undertaken by the Kent Safeguarding Children Board are of vital importance to the delivery of a sound child protection system. It is essential that all agencies should give the highest priority to any recommendations concerning their service and should ensure that individual professionals and their organisation as a whole learns the lessons from these reviews. The presence of repeated recommendations suggests there is room for improving the implementation and accountability processes. Although the Kent Safeguarding Children Board is responsible for monitoring the responses to serious case reviews, wider communication of the agency responses and actions will assist in raising the understanding and engagement of professional practitioners, management boards, and elected Members, where they are involved. A significant benefit has been gained from conducting special seminars within agencies and on a multi-agency basis when previous reviews have revealed important lessons. Consideration should be given to the introduction of seminars after each review to ensure the lessons are properly disseminated. Consideration should also be given to presenting an annual report to the County Council which will summarise the year's reviews, their recommendations and actions taken in response by each agency.

Ensure a good standard of referral information through training programmes and quality assurance audits with partner agencies.

Para 58

Demand from existing social-work caseloads and from new referrals requires monitoring and managing. Although the initial phase of this review indicated that nearly all active child protection cases are allocated to a social worker and the response to new referrals is appropriate and timely, attention was drawn to the effect that sudden and unpredictable staff absence or vacancies can have in individual teams. Temporary resource deficiencies may coincide with localised peaks in demand necessitating special measures, including prioritising and deferring the allocation of less urgent referrals. In order to ensure appropriate prioritisation and review of any changing circumstances affecting individual cases which may be pending allocation, it is essential that sufficient information is provided by referrers and where this is lacking, action is taken to gather it and to review it regularly. Management processes should be reviewed to ensure there are robust systems for prioritising, and for the frequent monitoring and review of all unallocated cases.

Develop in partnership with appropriate academic and other training institutions electronic and interactive training packages that can be used for workplace training and team development of skills necessary for child protection work across and specific to agencies

Para 63

Due to the wide range of difficulties which may be present in child protection cases, it is also essential that the skills and knowledge of managers and practitioners should be kept up to date by means of personal professional development programmes and training. A child protection social worker may be required to respond to cases involving many complicating factors (e.g. organised abuse, Internet pornography, domestic violence, drug and alcohol abuse, fabricated or induced illness, etc.) and it is vital that their knowledge and skills should be maintained and developed through appropriate training mechanisms. Meeting the varied training needs of a large professional workforce will demand a flexible approach to training methods which should include the development of electronic and interactive programmes that can be used within the workplace for team development and learning. This too, will require adequate resources to finance the requisite training and to release staff to attend training.

Should develop training initiatives that will ensure that all professionals in the course of their qualifying training have joint training modules to increase the shared professional understanding of child protection work and to establish a core of inter-professional skills and knowledge.

Para 70

A programme of professional training and development obviously needs to meet the needs of the service as well as contributing to individual development. In the past, the county has profited from close links with centres of academic excellence in developing specific training, development and research initiatives (e.g. Birmingham University and specialist training in mental health following the introduction of the 1989 Mental Health Act 1983, Dartington Social Research Unit and services for children in need and child protection). Within Kent, the authority has worked closely with the University of Kent and Christ Church University. Further a field, the authority has established training links with European counterparts and with Harvard in the USA. It is proposed that similar partnerships be established to meet the needs of the demands of child protection work. In acknowledgement of the importance of the need for close co-ordination of the various professions contributing to the safe care of children, training initiatives should not be restricted to social workers but should include other specialists and form a major element of the qualifying and post-qualifying training of professionals in the police service, teaching, health visiting, midwifery, and nurses and doctors in general practice and in accident and emergency units.

Should seek to establish a multi-agency specialised training unit within the county aimed at developing the necessary skills for working with difficult uncooperative families.

Para 71

A particular demand of child protection work for all professionals is the ability to make good assessments and to implement effective child protection plans when dealing with difficult

parents and carers who may be aggressive, manipulative, and devious in their attempts to conceal abuse or who give a misleading impression of co-operation. National child protection inquiries and serious case reviews have drawn attention to the need for "respectful uncertainty" (stressed by Lord Laming in his report and recommendations following the death of Victoria Climbié in 2003) however, developing the professional skills and resilience to maintain focus on a child's welfare in the face of obstructive and misleading parents or carers is one that takes time. However, it is such an important aspect of good child protection work that it should be given a very high priority. Consequently, among the training programmes that should be developed through links with academic institutions, it is proposed that emphasis be given to specialist training in dealing with difficult families. To be effective, this needs to be skill based rather than purely theoretical and there is considerable merit in establishing a specialised training centre equipped with video technology where the whole range of professionals who may be involved with such families can develop skills through role-play with actors and review and appraise their attempted interventions (this model makes an important contribution to the development of skills for emergency workers dealing with major disasters and is likely to have similar advantages for skill development in child protection). The Chief Executive of Kent County Council has had exploratory discussions with the University of Kent and Christchurch College who have expressed their support for the establishment of this facility and Kent Police have indicated their willingness to explore the possibility of sharing their assets and the financial and practical responsibilities with social services. Further inquiry should be undertaken with other agencies with a view of establishing a truly multi-professional training centre.

An Analysis of Serious Case Reviews Undertaken by Kent Safeguarding Children Board

*(The University of Edinburgh/NSPCC Centre for UK-wide Learning in Child Protection) Vincent
2009*

Key Findings:

1. **In comparison with some studies which have highlighted that** there is often a lack of information in relation to the families and the environments they live in, **overall the standard of information in these reports was fairly good. There were, however, some gaps and more information in relation to parent's employment situation and/or social class and financial situation would have been useful. Interestingly a number of cases appear to have involved relatively middle class families where parents were employed in professional occupations.**
2. Multiple vulnerability factors could be identified in some cases. **For example in one case the family contained six children, four of the children had disabilities or significant health needs, both parents had had troubled childhoods, both parents had mental health problems, the family had moved a number of times and had financial difficulties, there was a history of domestic violence and the father had previously been cautioned and placed on the sex offender's register for indecent assault of an under 14 year old.** In such cases, risks were clearly visible and it is in relation to these types of cases that SCR panels concluded that professionals had under-reacted or made inappropriate responses.
3. **In some cases** there were far fewer risk factors but there may have been a high number of GP appointments and/or hospital attendances for injuries or illness. **While high numbers of health consultations may be a risk factor, however, other cases suggest that** a low number of GP appointments or a number of missed health appointments might also be a risk factor. **The high number of children or siblings where issues around school attendance had been identified** suggests that periods of absence from school may warrant further investigation. In some cases schools had not referred such concerns to CSS.
4. There was a distinct absence of risk factors in some cases. **For example, in one case involving a mother who had concealed two pregnancies from her husband and other family members, as well as from professionals,** very few risk factors could be identified. **Indeed psychiatric assessment of the mother following the death of the baby could find no reason why she had acted as she had.** Health was the only agency that would have been expected to have had contact with this woman but health professionals had not known she was pregnant and could not have been expected to take any action to protect the baby.
5. The high prevalence of mental health problems found in this study may warrant further consideration. **In some cases parental mental health was a major**

contributory factor to the abuse or neglect, in other cases it was unlikely to have had a direct impact on the case but was one of a number of risk factors within the family. In cases where mental health appeared to have a direct impact mental health problems were usually more serious. **However, in most of these cases parents had originally been diagnosed with depression and** their mental health problems had later become more serious, sometimes in conjunction with the birth of a child, suggesting that parental mental health should be monitored to ensure that depression has not turned into a more serious mental health problem. **In some cases there were no concerns at all about the way in which parents with mental health problems, particularly those where fabricated illness was an issue, had parented one or more of their children, and there were only problems in relation to their parenting of one particular child.** The overview reports revealed that mental health services often focused on the parents' needs and did not always consider the risks to the child suggesting the need for further consideration of the potential impact of parents' mental health problems on children.

6. The high number of families experiencing housing problems is concerning. **Having to endure overcrowded living conditions, sometimes following numerous moves and/or eviction would no doubt have added to the already high stress levels within some families.** In many cases professionals had been trying to help families with housing problems but in most cases they appear to have had little success in trying to obtain alternative housing for them.
7. **In contrast to families in some other studies,** most of the families in this study had not experienced social isolation and did not lack family support. Indeed many of them were reported as having a high level of support from extended family members. However, in a number of these same families family relationships were also frequently described as volatile or as characterised by conflict or control. **Indeed in a number of cases the police had been called following violent incidents between family members,** suggesting that family relationships may be complex and not necessarily as supportive as they might appear.
8. **Many of the agency themes which have been identified have been similarly identified in other studies and there would be little value in repeating them here.** One theme which is worthy of mention, however is that of professional difference. While professionals work to the same multi-agency procedures evidence from some of these cases suggests that they do not necessarily interpret them in the same way since there were sometimes considerable differences of opinion in relation to thresholds. **The fact that** some education and housing staff reported that they had been reluctant to refer because of the response they had received from previous referrals is particularly concerning. **It was revealed** in some reports that education staff, probation staff and housing staff had not been invited to, or were unable to attend, multi-agency meetings or had not undertaken multi-agency training. **Multi-agency attendance at meetings and multi-agency training for all agencies working with children and parents is essential if professional differences are to be discussed and resolved.**
9. The difficulties involved in working in partnership with parents is another theme which comes out clearly across the SCRs. Professionals were variously criticised for focusing on parents' needs rather than children's, being over-optimism with regard to parents' capacity to change, not addressing or challenging inadequate standards of care, and accepting parental explanations without question. **Working with parents who may be intimidating, hostile and manipulative and attempting to maintain poor levels of parental compliance with services on a**

day to day basis must be extremely difficult. In a small number of cases good practice was commended in relation to the sensitive balance that professionals managed to achieve in working with parents after the incident.

- 10. Lastly an issue that came up in a high proportion of reports was how to track adults who might pose a risk to children in the future. In most of these cases health will be the only agency that might come into contact with them in the future and most of the recommendations which are made in relation to this issue relate to the need for health records to include information about the risk they might pose. Some of the cases included in this study reveal, however, that families can avoid health surveillance by concealing pregnancies or by moving house a number of times. This issue will not be unique to Kent and may require debate at a national level.**

KSCB Learning and Development Action Plan - DRAFT

Objectives	Actions	Timescale	Lead	Outcome evaluation
1. To ensure the consistent delivery of high quality training that takes account of local and national developments in safeguarding, including SCR's.	Review of each training course to be undertaken to ensure it is current, up to date and relevant to the target audience.	Nov 2010	MJ	Audit trail of reviews to be produce to demonstrate currency and relevance. COMPLETE
	Trainers to check evaluations and improve content from any relevant queries. Trainers to respond to any queries or negative comments on evaluation forms. 'Trainers' review' form to be completed for every course.	Oct 2010	All KSCB Trainers	Audit trail of trainers' evaluations to be produced. Courses to reflect feedback from trainers and attendees. COMPLETE
	Trainers to check handouts for out of date information and to refresh content at least twice a year.	Ongoing	All KSCB Trainers	Audit trail of reviews of all handouts.
	SCRs to be posted on Claromentis for access by all trainers.	Ongoing	MJ	No of SCRs posted on Claromentis.
	Key messages from SCRs to be incorporated into training.	Ongoing	All KSCB Trainers	Lessons from SCRs are quickly included in training and participants aware of resulting responsibilities.
	To review and enhance the existing training evaluation process to assist in the ongoing development of the training programme.	Ongoing	MJ	Evaluation process reviewed and finding submitted to the Learning and Development Group.
	2. To increase the number of people accessing training and in particular groups who have been under-represented on courses thus far including experienced practitioners.	Identify the attendance demands on the existing programme.	Ongoing	MJ
Review the current training programme and its capacity to meet the demands.		Ongoing	MJ	Demand led training plan produced.
Increase the number of courses offered in the next programme to meet the projected demands.		Jan 2011	MJ	Demand led training plan produced. COMPLETE

	Identify those agencies/organisations that have been under represented on KSCB training courses.	Ongoing	MJ All Training Managers	More applicants from identified groups attend courses and become aware of their responsibilities.
	Undertake proactive marketing to advertise the training programme.	Jan 2011	MJ	Marketing implemented. COMPLETE
	Re-launch the E-Academy e-learning programme.	July 2010	MJ	No of people undertaking the E-Academy training. COMPLETE
3. To develop new courses to meet identified needs in line with priorities agreed by the Learning and Development Group.	Undertake a Training Needs Analysis to identify gaps in the existing single agency and KSCB training programmes.	Mar 2012	MJ	TNA completed.
	To consider future courses in the light of the new Working Together guidance and in light of the needs of more experienced practitioners.	Ongoing	MJ	Number of additional courses in the KSCB Training Plan.
	New courses proposals to be submitted to the Learning and Development Group for consideration and inclusion in the training programme.	Ongoing	MJ	Number of additional courses in the KSCB Training Plan.
4. To further develop the training College.	Undertake one trainer of trainers' course per year. All agencies to be given the opportunity to nominate attendees.	Ongoing	MJ All Training Managers	Training College members increase and reflect a fuller range of partner agencies including social care.
	Work with Canterbury Christ Church University to set up a formal support network for all KSCB Training College members.	June 2010	MJ	Trainer support programme in place. COMPLETE
	Trainers to have access to all available training material.	Ongoing	MJ	Claromentis to be updated with existing and new training material.
5. To develop a greater range of learning routes, including Action Learning Sets, lunch and learn, evening and weekend training, regional workshops and on-line training courses.	Produce a developed Training Plan to include a variety of learning routes, appropriate to the topic being delivered.	Ongoing	MJ	Number of additional sessions advertised in the KSCB Training Plan.
6. Working with the subgroup and single	Multi-agency training audit to be undertaken.	Ongoing	MJ	County wide Safeguarding Training

agency trainers to avoid training duplication, create a single agency training database and ensure the ongoing monitoring and evaluation of their training.			All Training Managers	data base produced.
7. To develop the KSCB website Training page to include – latest news, policy/legislation updates, learning the lessons (SCR's), emerging research.	Training staff to be canvassed on additional elements that could be included on the website.	Ongoing	MJ	Additional elements included. Number of 'hits' on the KSCB website.

Appendix K

TRAINING COURSES 2011-2012 (as at 5/4/11)

COURSE	TRAINING GROUPS	DATE	VENUE	TRAINER	CPD Event Code
Adolescence					
Safeguarding Sexually Active Young People (half day - am)	2, 3, 4	7 June 2011	The Friars, Aylesford	Wendy Everett	11/062
	2, 3, 4	5 July 2011	Brogdale Farm Faversham	Jane Downing	11/060
	2, 3, 4	14 September 2011	St Julian's Club Sevenoaks	Annie Readshaw	11/064
	2, 3, 4	17 October 2011	East Kent (TBC)	Jane Downing	11/061
	2, 3, 4	17 November 2011	Oakwood House Maidstone	Judith Ward	11/063
Children with Disabilities					
Introduction to Safeguarding Disabled Children (half day)	2, 3, 4	14 July 2011	Oakwood House Maidstone	<i>KSCB College of Trainers</i>	11/065
	2, 3, 4	15 September 2011	Oakwood House Maidstone	<i>KSCB College of Trainers</i>	11/066
	2, 3, 4	19 January 2012	St Julian's Club Sevenoaks	<i>KSCB College of Trainers</i>	12/012
Child Death					
Child Death Review Process: Basic Course (half day - am)	2, 3, 4	19 April 2011	Brogdale Farm, Faversham	<i>Greg Barry</i>	11/010
	2, 3, 4	28 June 2011	St Julian's, Sevenoaks	<i>Greg Barry</i>	11/011
	2, 3, 4	13 September 2011	Lenham Community Centre	<i>Greg Barry</i>	11/012
	2, 3, 4	18 October 2011	Oakwood House, Maidstone	<i>Greg Barry</i>	11/013
	2, 3, 4	6 December 2011	The Stock Pot, Ashford	<i>Greg Barry</i>	11/067
	2, 3, 4	7 February 2012	The Ark, Dover	<i>Greg Barry</i>	12/001

Child Death Review Process: Intermediate Course (full day)	5, 6, 7	8 June 2011	Hall Place, Canterbury	<i>Greg Barry & Child Death Team</i>	11/008
Child Protection					
Basic Awareness Child Protection Training (half day – am)	1, 2	18 April 2011	Lenham Community Centre	<i>Jenny Hay</i>	11/032
	1, 2	16 May 2011	Brogdale Farm, Faversham	<i>Jenny Hay</i>	11/033
	1, 2	9 June 2011	The Friars, Aylesford	<i>Andrea Goddard & Sheila Green</i>	11/034
	1, 2	13 September 2011	Benenden Hospital Cranbrook	<i>Angela Holland</i>	11/035
	1, 2	11 October 2011	St Julian's Club Sevenoaks	<i>KSCB College of Trainers</i>	11/068
	1, 2	18 November 2011	St Alphege, Seasalter	<i>KSCB College of Trainers</i>	11/069
	1, 2	1 December 2011	East (TBA)	<i>KSCB College of Trainers</i>	11/070
	1, 2	7 February 2012	Oakwood House Maidstone	<i>KSCB College of Trainers</i>	12/013
	1, 2	20 March 2012	St Julian's Club, Sevenoaks	<i>KSCB College of Trainers</i>	12/014
Basic Awareness Child Protection Training (full day)	1, 2	5 July 2011	Hall Place, Canterbury	<i>Jenny Hay</i>	11/023
	1, 2	1 November 2011	Oakwood House Maidstone	<i>KSCB College of Trainers</i>	11/076
	1, 2	10 January 2012	St Julian's Club Sevenoaks	<i>KSCB College of Trainers</i>	12/016
Basic Awareness Child Protection Training – Refresher (half day - am)	1, 2	12 July 2011	The Friars, Aylesford	<i>Anita Boddington</i>	11/071
	1, 2	29 September 2011	St Julian's Club Sevenoaks	<i>KSCB College of Trainers</i>	11/072
	1, 2	8 December 2011	Benenden Hospital, Cranbrook	<i>Angela Holland</i>	11/073

	1, 2	28 February 2012	East (TBA)	<i>KSCB College of Trainers</i>	12/015
	1, 2	6 March 2012	St Julian's Club Sevenoaks	<i>KSCB College of Trainers</i>	12/024
Child Neglect (two day)	3, 4	15 and 16 June 2011	The Ark, Dover	<i>Simon Tapp</i>	11/021
Understanding Fabricated and Induced Illness – Introduction	2, 3	8 April 2011	Hall Place, Canterbury	<i>Sue Turner</i>	11/028
	2, 3	6 September 2011	Benenden Hospital, Cranbrook	<i>Shirley Robinson</i>	11/030
	2, 3	6 October 2011	The Ark, Dover	<i>Sue Turner</i>	11/031
Understanding Fabricated and Induced Illness – Advanced (full day)	3, 4	22 June 2011	Hall Place, Canterbury	<i>Gretchen Precey</i>	11/015
	3, 4	28 September 2011	St Julian's Club, Sevenoaks	<i>Gretchen Precey</i>	11/016
	3, 4	17 January 2012	Lenham Community Centre,	<i>Gretchen Precey</i>	12/002
E-Safety					
Module 1 E-Safety Basic Awareness (half day - am)	2, 3, 4	11 May 2011	Aylesham	<i>Becki Avery</i>	11/078
	2, 3, 4	24 May 2011	The Friars Aylesford	<i>Becki Avery</i>	11/079
	2, 3, 4	7 September 2011	Aylesham	<i>Becki Avery</i>	11/080
	2, 3, 4	14 September 2011	Oakwood House Maidstone	<i>Becki Avery</i>	11/081
	2, 3, 4	11 October 2011	St Julian's Club, Sevenoaks	<i>Becki Avery</i>	11/082
	2, 3, 4	8 February 2012	Oakwood House Maidstone	<i>Becki Avery</i>	12/017
	2, 3, 4	15 February 2012	Aylesham	<i>Becki Avery</i>	12/018

	2, 3, 4	06 March 2012	St Julian's, Sevenoaks	<i>Becki Avery</i>	12/019
Module 2 Think You Know (half day - pm)	2, 3, 4	11 May 2011	Aylesham	<i>Becki Avery</i>	11/083
	2, 3, 4	14 September 2011	Oakwood House Maidstone	<i>Becki Avery</i>	11/084
	2, 3, 4	11 October 2011	St Julian's Club, Sevenoaks	<i>Becki Avery</i>	11/085
Module 3 Teaching E-Safety to Parents (half day - pm)	2, 3, 4	24 May 2011	The Friars Aylesford	<i>Becki Avery</i>	11/087
	2, 3, 4	7 September 2011	Aylesham	<i>Becki Avery</i>	11/088
	2, 3, 4	8 February 2012	Oakwood House Maidstone	<i>Becki Avery</i>	12/020
	2, 3, 4	15 February 2012	Aylesham	<i>Becki Avery</i>	12/021
	2, 3, 4	6 March 2012	St Julians	<i>Becki Avery</i>	12/022
Module 4 Advanced E-Safety (full day)	2, 3, 4	14 February 2012	Aylesham	<i>Becki Avery</i>	12/023
E-Learning					
Safer Recruiting		Any	Must have access to computer/internet	<i>n/a</i>	
Safeguarding Children with Disabilities		Any	Must have access to computer/internet	<i>n/a</i>	10/061
Safeguarding Children – Refresher Training		Any	Must have access to computer/internet	<i>n/a</i>	
Safeguarding Children from Abuse by Sexual Exploitation:		Any	Must have access to computer/internet	<i>n/a</i>	

Parental Mental Health		Any	Must have access to computer/internet	<i>n/a</i>	10/060
Hidden Harm		Any	Must have access to computer/internet	<i>n/a</i>	
E-Safety		Any	Must have access to computer/internet	<i>n/a</i>	
Child Development		Any	Must have access to computer/internet	<i>n/a</i>	
Awareness of Child Abuse & Neglect - Police		Any	Must have access to computer/internet	<i>n/a</i>	
Awareness of Child Abuse & Neglect – Introduction		Any	Must have access to computer/internet	<i>n/a</i>	10/056
Awareness of Child Abuse & Neglect – Foundation		Any	Must have access to computer/internet	<i>n/a</i>	
Awareness of Child Abuse & Neglect – Core		Any	Must have access to computer/internet	<i>n/a</i>	10/057
Teenage Pregnancy		Any	Must have access to computer/internet	<i>n/a</i>	
Law and Procedure					
Multi-Agency Decision Making (2 day course)	3, 4, 5	23 & 24 June 2011	Hall Place, Canterbury	<i>Gretchen Precey</i>	11/019
	3, 4, 5	28 & 29 November 2011	Oakwood House, Maidstone	<i>Gretchen Precey</i>	11/043
	3, 4, 5	8 & 9 March 2012	The Friars, Aylesford	<i>Gretchen Precey</i>	11/046
Report Writing	2, 3, 4	10 & 11 May 2011	The Friars, Aylesford	<i>Gretchen Precey</i>	11/017

(2 day course)	2, 3, 4	29 & 30 September 2011	St Julian's Club, Sevenoaks	<i>Gretchen Precey</i>	11/018
	2, 3, 4	18 & 19 January 2012	Lenham Community Centre	<i>Gretchen Precey</i>	11/045
Eligibility and Threshold Criteria for Specialist Children Services (half day workshops)	2, 3, 4	10 May 2011	Salomons Science Theatre Tunbridge Wells	<i>KSCB and KCT</i>	11/096
	2, 3, 4	10 May 2011	Salomons Science Theatre Tunbridge Wells	<i>KSCB and KCT</i>	11/097
	2, 3, 4	11 May 2011	The Ark, Dover	<i>KSCB and KCT</i>	11/098
	2, 3, 4	11 May 2011	The Ark, Dover	<i>KSCB and KCT</i>	11/099
	2, 3, 4	13 May 2011	Medway Room, Folkestone Race Course	<i>KSCB and KCT</i>	11/100
	2, 3, 4	13 May 2011	Medway Room, Folkestone Race Course	<i>KSCB and KCT</i>	11/101
	2, 3, 4	17 May 2011	David Lloyd Centre, Darenth Road, Dartford	<i>KSCB and KCT</i>	11/102
	2, 3, 4	17 May 2011	David Lloyd Centre, Darenth Road, Dartford	<i>KSCB and KCT</i>	11/103
	2, 3, 4	18 May 2011	Council Chambers, Civic Street, Gravesend	<i>KSCB and KCT</i>	11/124
	2, 3, 4	18 May 2011	Council Chambers, Civic Street, Gravesend	<i>KSCB and KCT</i>	11/125
	2, 3, 4	24 May 2011	Ashford Enterprise Centre, The Towers School, Ashford	<i>KSCB and KCT</i>	11/104
	2, 3, 4	24 May 2011	Ashford Enterprise Centre, The Towers School, Ashford	<i>KSCB and KCT</i>	11/105
	2, 3, 4	7 June 2011	Walnut Lounge, Woodlands, Hilda May	<i>KSCB and KCT</i>	11/122

			Avenue, Sevenoaks		
	2, 3, 4	7 June 2011	Walnut Lounge, Woodlands, Hilda May Avenue, Sevenoaks	<i>KSCB and KCT</i>	11/123
	2, 3, 4	10 June 2011	Canterbury Christchurch University, Broadstairs	<i>KSCB and KCT</i>	11/106
	2, 3, 4	10 June 2011	Canterbury Christchurch University, Broadstairs	<i>KSCB and KCT</i>	11/107
	2, 3, 4	16 June 2011	Brogdale Farm, Faversham	<i>KSCB and KCT</i>	11/108
	2, 3, 4	16 June 2011	Brogdale Farm, Faversham	<i>KSCB and KCT</i>	11/109
	2, 3, 4	20 June 2011	New Line Learning Academy, Boughton Lane, Loose	<i>KSCB and KCT</i>	11/110
	2, 3, 4	20 June 2011	New Line Learning Academy, Boughton Lane, Loose	<i>KSCB and KCT</i>	11/111
	2, 3, 4	21 June 2011	Darwin College, UKC, Canterbury	<i>KSCB and KCT</i>	11/112
	2, 3, 4	21 June 2011	Darwin College, UKC, Canterbury	<i>KSCB and KCT</i>	11/113
	2, 3, 4	28 June 2011	Riverside Centre, The Angel Centre, Angel Lane, Tonbridge	<i>KSCB and KCT</i>	11/114
	2, 3, 4	28 June 2011	Riverside Centre, The Angel Centre, Angel Lane, Tonbridge	<i>KSCB and KCT</i>	11/115
	2, 3, 4	4 July 2011	Riverside Centre, Dickens Road, Gravesend	<i>KSCB and KCT</i>	11/116

	2, 3, 4	4 July 2011	Riverside Centre, Dickens Road, Gravesend	<i>KSCB and KCT</i>	11/117
	2, 3, 4	15 July 2011	Cheriton Baptist Church, Quedsted Road, Cheriton	<i>KSCB and KCT</i>	11/120
	2, 3, 4	15 July 2011	Cheriton Baptist Church, Quedsted Road, Cheriton	<i>KSCB and KCT</i>	11/121
	2, 3, 4	19 July 2011	New Line Learning Academy, Boughton Lane, Loose	<i>KSCB and KCT</i>	11/118
	2, 3, 4	19 July 2011	New Line Learning Academy, Boughton Lane, Loose	<i>KSCB and KCT</i>	11/119
Substance Misuse					
DUST (Drug Use Screening Tool) (full day)	2, 3, 4	5 May 2011	The Friars, Aylesford	<i>Kim Cottington</i>	11/090
	2, 3, 4	22 June 2011	St Julian's Club, Sevenoaks	<i>Kim Cottington</i>	11/091
	2, 3, 4	7 July 2011	TBC (East)	<i>Kim Cottington</i>	11/092
	2, 3, 4	15 September 2011	TBC (East)	<i>Kim Cottington</i>	11/093
	2, 3, 4	13 October 2011	Oakwood House Maidstone	<i>Kim Cottington</i>	11/094
	2, 3, 4	10 Nov 2011	St Julian's Club, Sevenoaks	<i>Kim Cottington</i>	11/095
Substance Mis-using Parents and the Impact on Children and Young People (full day)	2, 3, 4	21 April 2011	The Ark, Dover	<i>Chris Crotty</i>	11/024
	2, 3, 4	22 September 2011	Benenden Hospital, Cranbrook	<i>Chris Crotty</i>	11/025
	2, 3, 4	24 January 2012	Brogdale Farm, Faversham	<i>Chris Crotty</i>	12/007
Substance Mis-using Pregnant Mothers	2, 3, 4	9 June 2011	Hall Place, Canterbury	<i>Chris Crotty</i>	11/026
	2, 3, 4	12 October	The Ark, Dover	<i>Chris Crotty</i>	11/027

(full day)		2011			
	2, 3, 4	14 March 2012	Oakwood House, Maidstone	<i>Chris Crotty</i>	12/008
Adult Mental Health					
Impact of Parental Mental Health on Children's Wellbeing	2, 3, 4	12 th May 2011	Hall Place, Canterbury	<i>Dr Agnieszka Klimowicz</i> <i>Dr Elizabeth Best</i> <i>Dr Alison Puffett</i>	11/126
Other Training					
Trainer of Trainers (3 modules)	2, 3, 4	7 & 8 April 2011 27 & 28 April 2011 16 May 2011	Hall Place, Canterbury	<i>CCCU</i>	11/058



Proposed Externally Provided Training on Behalf of KSCB

Contact Point		Organisation	
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Proposed training topic			
How was this topic identified as in need of training?			
Aims and objectives			
Target audience			
Duration		Cost	
Who will deliver the training?			
Additional Comments			
Presented to the KSCB L&D Sub Group – date			
L&D comments/conditions/signed off			
Entered/advertised on KSCB Training Website - date			
Dates of proposed training			
Course evaluation results			
L&D Sub Group Review – comments			
Dates of future courses, if applicable			

Principles of Kent Safeguarding Children Board Training.

The child protection training strategy is based on the following principles:

- Ensuring all training is presented from a child centred viewpoint, in which the child's perspective and welfare are paramount
- Ensuring all training accords with the expectations of the KSCB and reflect Government guidelines/recommendations, locally agreed policies and procedures and a high standard of child care/child protection practice
- Ensuring all training complies with the principles of the *Children Act 1989* and *Children Act 2004* and the *Humans Rights Act 1998* and all other legislation relevant to child protection.
- KSCB training incorporates equal opportunities and anti-oppressive practice and reflects the diversity of communities served
- KSCB training promotes and places the child within the family and recognises the need for working together and in partnership with parents and carers.
- KSCB training promotes the need for inter-agency working to safeguard children from harm.
- KSCB training is available to those in statutory, voluntary and independent organisations working with children and their carers.
- Ensuring all training is congruent with the principles underpinning "Every Child Matters", "Working Together to Safeguard Children" and the "Framework for the Assessment of Children in Need and their Families" (and any associated guidance).
- All multi-agency training will promote inter-agency collaboration and partnerships to support and protect children and vulnerable young people who may be at risk of harm.
- Equality and respect for diversity will be promoted in all training methods and training materials (including awareness of race/ethnicity/culture/faith, gender, sexuality, age, disability, health, etc).
- All training will be consistent with the common core of skills and knowledge, with particular focus on safeguarding and promoting children's welfare, sharing information, and interagency work.
- All training will create an ethos which values working collaboratively with others.
- Training has clear and measurable outcomes.
- Training will be planned and developed and regularly updated to take account of local and nationally agreed research and inquiries.
- Methods of training are responsive to individuals as adult learners.

Standards for KSCB Training

- KSCB arrangements are in place to enable both single and inter-agency safeguarding children and young people training within Kent.
- Single and Interagency safeguarding children and young people training is clearly linked to meet the needs identified at national and local levels.
- Specified inter-agency training to safeguard children and young people should complement the provision of level one training by individual agencies and reflect current KSCB strategies.
- Accountability for co-ordinating inter-agency training is with the KSCB.
- Training needs are prioritised by the KSCB Training and Development Group, taking into account local and national legislation, guidance, reviews and research.
- A commitment exists which ensures that equal opportunities issues at all stages of the training cycle is in place.
- Single and Interagency training maintains a child centred focus at all stages and must promote the principle of partnership with parents and carers.
- Resources and materials used in training are clear, accurate and relevant.
- Training methods are varied and take account of how adults learn and of the diversity of participants.
- Training is delivered from a range of venues and times to allow appropriate access.
- Single and Inter-agency training is delivered by trainers who are working to an agreed level of competence, appropriate to their role and contribution.
- Those involved in KSCB training are provided with access to development opportunities.
- The effectiveness of single and inter-agency training is evaluated and training developed in line with agreed outcomes from the evaluations.
- All who work with children and their families, in any capacity, are provided with access to training information and forms for individual courses.