

LSCB Learning, Development and Evaluation Strategy

2017 - 2019

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1. Introduction and Aims

1.1 The overall aim of the North East Lincolnshire Local Safeguarding Children Board (LSCB) is to coordinate and ensure the effectiveness of work undertaken by member agencies in safeguarding children and young people.

1.2 In order to fulfil its statutory function the LSCB should use data and, as a minimum, should:

- Assess the effectiveness of the help being provided to children and families, including early help;
- Assess whether LSCB partners are fulfilling their statutory obligations
- Quality assure practice, including through joint audits of case files involving practitioners and identifying lessons to be learned
- Monitor and evaluate the effectiveness of training, including multi-agency training, to safeguard and promote the welfare of children

1.3 The aim of the LSCB Learning, Development and Evaluation strategy is to set out how the LSCB will;

- Ensure safeguarding training/learning activities are based on local need, meet the needs of practitioners, in being able to recognise and respond to need and risk.
- Measure the impact of safeguarding training on safeguarding practice and improving outcomes for children and young people
- Ensure that the learning from the LSCB Learning and Improvement Framework of the LSCB (performance, SCRs, Audits, Child Death Process, Voice of the Child) is embedded into practice and ensures continuous learning and improvement across the safeguarding children system in North East Lincolnshire.
- Communicate key safeguarding messages, research, lessons and procedural expectations to agencies/professionals, ensuring a consistent approach to safeguarding children and continuous learning.

1.4 Wider elements of the strategy include;

- The Children's Workforce Professional Capabilities Framework (PCF) has been developed to define the knowledge, skills and behaviours required for anyone who works, volunteers or leads work with children, young people and families within North East Lincolnshire. The LSCB considers this to be a best practice document that is available to support partners in ensuring they identify development needs for their workforce.
- Ensuring that learning opportunities are available and accessible at an appropriate level to all those managers/practitioners who require them, by using new and innovative learning methods (lunchtime briefings, e learning etc.).
- Ensuring any issues with organisational culture, peer support and management supervision and support, preventing the application and transfer of learning in practice are highlighted and addressed through the LSCB.
- Developing horizon scanning practice that will inform the development of learning opportunities and allow managers and professionals to keep informed of changing issues relating to safeguarding children.
- Developing a strength based approach to learning from serious case reviews and learning from significant incidents both nationally and locally.
- Developing or approving quality learning opportunities that will allow for specialist knowledge that may be required by certain professions e.g. GP's, Social workers.
- Monitor and evaluate the effectiveness of training, including multi-agency training, for all professionals in the area. Training should cover how to identify and respond early to the needs of all vulnerable children.
- ensuring that multi-agency learning opportunities are provided to up skill and inform managers and practitioners around NEL Outcomes Framework and LSCB priorities of;

- Child sexual exploitation
- Neglect
- Early help
- Domestic Abuse

2 Responsibility of the LSCB

2.1 The LSCB structure consists of the LSCB Leadership Board which is responsible for ensuring the effectiveness of local safeguarding arrangements. The LSCB Operational Board is responsible for the delivery of the LSCB business through its scrutiny of the work of the LSCB subgroups which are aligned to the LSCB statutory functions and the LSCB priorities.

2.2 The LSCB subgroups are given their mandate by the leadership board, Quality Assurance, Serious Case Review, Child Death Overview Panel, Safeguarding Health, Safeguarding Education, Learning and Development, Keeping Children Safe Group (includes Child Sexual Exploitation, Domestic Abuse, Harmful Sexualised Behaviour and the Missing from Home and Care).

2.3 The LSCB Leadership Board through the work of the Operational Board, subgroups and the challenge of the Quality Assurance subgroup will challenge services to improve practice and therefore outcomes for children.

2.4 The NEL Safeguarding Children Learning, Development and Evaluation Strategy 2015 -17 is aligned to;

- Working Together 2015 Guidance
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf
- NEL SCB Business Plan 2015-17 <http://nelsafeguardingchildrenboard.co.uk/data/uploads/documents-and-reports/reports-and-plans/nel-lscb-business-plan-2015-17-final.pdf>
- NEL Learning and Improvement Framework
http://www.proceduresonline.com/nelincs/lscb/chapters/p_learn_improv_framework.html
- NEL Children's Workforce Development Strategy 2017-19 <https://www.nelincs.gov.uk/wp-content/uploads/2016/01/NEL-CYP-Families-Workforce-Development-Strategy-2016-2019-Final-Version-2.pdf>
- NEL Children's Professional Capability Framework (PCF) <https://www.nelincs.gov.uk/jobs-training-and-volunteering/childrens-and-young-peoples-workforce-training/childrens-workforce-professional-capability-framework/>

2 Responsibilities of Partner Agencies and Single agency training

3.1 Section 11 of the Children Act 2004 places a duty on organisations^[1] to have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children. This includes:

“appropriate supervision and support for staff, including undertaking safeguarding training....employers are responsible for ensuring that their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role”

Working Together to Safeguard Children 2015

3.2 Partner agencies are responsible for ensuring a culture of continuous learning and improvement and taking account of the NELSCB Business Plan and the NEL Learning and Improvement Framework within their single agency

development opportunities for staff and volunteers. Opportunities to work together and to draw on what works and promote good practice should be identified in order to safeguard and promote the welfare of children, young people and families.

3.3 Role of all agencies as employers:

- Be responsible where applicable for the organisation and delivery of basic/ introductory and refresher training for all relevant staff.
- Provide appropriate representation when requested to NEL LSCB Learning and Development sub group. The identified representatives are required to implement subsequent actions within their organisations and across the wider LSCB partnership.
- Release staff to attend multi-agency training where required and appropriate.
- Commit resources to support multi-agency training by providing and releasing trainers for the LSCB training pool.
- Have training plans in place and systems to record the attendance of their staff on safeguarding children training so that they can provide assurance that they are making the right provision and can provide monitoring evidence to the Board when required.
- Adhere to the Standards for Training.

3.4 Role of Employees in all agencies regarding their professional development;

- To maintain and improve their professional knowledge and competence
- To identify their own learning and development needs, the PCF can be used to identify development needs.
- To access the training provided
- To keep a record of training attended

3.5 Role of the LSCB Training pool - Multi-agency training will be delivered by practitioners who are knowledgeable about safeguarding and promoting the welfare of children and who have completed an approved training for trainers course or equivalent.

3.6 Role of the LSCB Learning and Development Subgroup – the responsibilities of the LSCB Learning and Development Sub Group members are outlined within the LSCB Learning and Development subgroup Terms of Reference.

<http://nelsafeguardingchildrenboard.co.uk/about-lscb/structures-sub-groups/>

3.7 Role of the North East Lincolnshire Learning Solutions Team (NELC) is to manage and co-ordinate a safeguarding learning and development programme that meets the needs set out by the LSCB L&D sub group and the LSCB leadership and operational boards. To annually review and update training courses delivered as part of the programme as a minimum, but to ensure any legislative/policy and practice changes are made as required. Ad hoc learning needs requested will be collated by the team in order to evidence requests made and actions taken to meet the need.

- When commissioning training internally, a local area agreement will be drawn up between the NELC Learning Solutions Team (NELC) and the provider. When commissioning training externally, NELC's Learning Solutions Team (NELC) should enter into a written contract and follow the Local Authority Procurement Procedure, set out by the EU.
- If a decision is made by the LSCB L&D subgroup to develop the course locally, the following will take place:-
 - Representative of the Learning Solutions Team (NELC) to lead in the co-ordination of a working group of key professionals, to develop the training programme. The scope of the training course programme will be identified and timescales set for completion
 - Pilot the new course, using key professionals from different agencies
 - Update the training pack if necessary, following feedback from participants at the pilot event

- Finalise the pack and submit to the LSCB L&D subgroup for accreditation
- Incorporate training event into the safeguarding children training programme, review annually and resubmit to Learning and Development subgroup.

Find out about LSCB training;

<http://nelsafeguardingchildrenboard.co.uk/training-material/>

The following can be found on the LSCB website;

- Safeguarding courses timetable
- Safeguarding training levels
- Professional Capabilities Framework
- LSCB Children training pathway
- Neglect training pathway (available via the neglect page)
- Skills and Experience form for prospective trainers
- Definition of the Safeguarding Children Trainers role
- Training charges
- Details of face to face and E learn courses available

4 Evaluation and impact of training on practice

4.1 The aim of this strategy is to develop a robust approach to evaluating training delivered by the LSCB to measure both the quality of training delivered and to evidence the impact on practice. This strategy will evaluate training directly provided by North East Lincolnshire LSCB based on the following:

How well are we doing?

- The quality of the training (has it met participants learning needs and course objectives?)
- The immediate impact of the training (has the training had an impact on the participants knowledge and confidence levels? How will the learning impact upon the participants' work? What will the participant do differently/change in their working practice going forward?)
- What difference are we making? - the longer term impact of the training (has the training had an impact on learners' practice and specific outcomes for children and young people?)

4.2 The Framework Outline

Quality assurance of training takes place through a triangulated process of collection of participant feedback, trainer feedback and capturing the voice of children and young people through service and agency feedback, with a specific role of quality assurance and transfer of learning into practice. The framework used to evaluate training has been broken down into three levels:

- **Pre-Course Evaluation** - Participants are asked to scale themselves between 1 (little) and 10 (extensive) on their level of knowledge and confidence in relation to the specific area of training which they are attending. This form is treated as the baseline for each participant's level of knowledge and confidence. The pre-evaluation is always completed on the day at the beginning of the course.
- **End of course evaluation (Reaction and Learning)** - Participants are again asked to scale their knowledge and confidence levels at the end of the course and this data is then compared to the baseline evaluation and will evidence whether the course has had an immediate impact on their knowledge and confidence levels.

A range of questions are also asked which explore whether; the training was pitched appropriately for the audience, has met its objectives and measures what the participant has learned from the training session. Participants are asked how the learning will impact upon their work and what they will do differently/change in their working practice as a result of attending the training. The end of course evaluation is always completed on the day at the end of the course.

An end of course evaluation form is also completed by the facilitator(s) which includes questions about content, delivery, participation of attendees and peer review of the session where applicable.

- **Post course evaluation (Behaviour)** - The North East Lincolnshire Learning and Development Sub-Group have identified that a number of courses will be followed up at 3–6 month post evaluation stage. It is not possible to undertake a 3-6 month post evaluation of every course. The courses identified are selected by the L&D Sub-Group and are aligned to the North East Lincolnshire LSCB priority areas.

The approach identified at the 3-6 month follow up is via an electronic survey to the participant to ascertain how the knowledge, skills and tools gained from attending the course have impacted on individual practice, exploring levels of increased confidence and to explore if there have been any barriers or difficulties in embedding their learning into practice.

The purpose of this level of evaluation is to assess training transfer. Examples of training transfer and any issues arising are directed to the North East Lincolnshire LSCB Operational Board for noting and action if necessary.

All of these sources of data are routinely reviewed and analysed and where issues are identified these are followed up as appropriate by an identified LSCB L&D sub-group member.

4.3 Capturing the Voice of the Child

- Via Audits/surveys and feedback - The LSCB Learning and Development Sub-Group is to maintain strong links with all LSCB sub-groups to enable easy identification of any audits/surveys being undertaken that will feedback the voice of the child, to meet LSCB priorities. Data from these audits/surveys and feedback provided will be fed back into the Learning and Development Sub-Group for consideration and action.

This evaluation element of the strategy will be reviewed annually by the LSCB Learning and Development Sub-Group to ensure it remains fit for purpose and to plan for the training programme for the following year.

5 Implementation of the strategy

The learning, Development and Evaluation strategy will be implemented through the learning and development sub group action plan.

The learning and development sub group action plan will be managed and monitored by the Learning and Development Sub group and overseen by the LSCB Operational Board.