

WORKFORCE DEVELOPMENT POLICY



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Introduction

Practitioners working in both universal services and specialist services have a responsibility to identify the symptoms and triggers of abuse and neglect, to share that information and provide children with the help they need. To be effective, practitioners need to continue to develop their knowledge and skills in this area and be aware of the new and emerging threats such as Criminal Exploitation.

To enable this, the three safeguarding partners should consider what learning and development activity is needed locally and how they will monitor and evaluate the effectiveness of any learning and development activity they commission.¹

Multi-agency learning and development activities will be important in supporting a collective understanding of local need.

Purpose

The purpose of this policy is to outline:

- The roles and responsibilities of the IOWSCP, partner agencies and all other organisations working with children and families in ensuring all those working with children and families receive appropriate safeguarding learning and development activities.
- A common understanding of single and multi-agency learning and development activities.
- The standards for the provision and delivery of learning and development activities.
- How the training provided by IOWSCP will be evaluated.

Roles and responsibilities

Isle of Wight Executive:

The roles and responsibilities regarding learning and development activities are discharged through the Isle of Wight Workforce and Development Subgroup (WFD). This group will be responsible for maintaining and reviewing this workforce development policy.

This group commissions and delivers multi-agency learning and development activities to complement single agency learning and development activities and supports partner agencies in meeting their statutory responsibilities with regards to safeguarding learning and development activities.

Isle of Wight Workforce Development Subgroup (WFD):

The WFD's role and function is to:

- Produce the IOWSCP workforce development policy and oversee its dissemination, implementation, and evaluation.
- Issue guidance on the learning and development activities pathway for the local workforce working with children and families.
- Recommend to the Executive a multi-agency safeguarding learning and development activities programme, which is informed by an annual Learning Needs Analysis that includes learning from Local Child Safeguarding Practice Reviews (LCSPRs), feedback from local audits, research findings and national guidance.
- Ensure that lessons learnt from practice reviews are disseminated to the local workforce working with children and families and embedded within local safeguarding learning and development activities.
- Monitor and evaluate the effectiveness of single agency and multi-agency learning and development activities.

All organisations working with children and families:

All organisations working with children and families are responsible for ensuring that their staff/volunteers are competent to carry out their responsibilities for safeguarding and promoting the welfare of children.

Staff should have access to appropriate safeguarding learning and development activities in order that they have the knowledge and skills to identify and respond early to abuse and neglect. Staff should be released to attend safeguarding learning and development activities and to complete any learning tasks.

¹ Working Together to Safeguard Children 2018

There must be processes in place to identify which staff need training, to what level and to evaluate the impact that the learning and development activity has on practice.

Relevant staff and volunteers should receive a mandatory induction. This should include familiarisation with child protection responsibilities and procedures to be followed if anyone has any concerns about a child's safety or welfare. Professionals should refer to their own organisation's policy for requirements regarding refresher training.

Single and Multi-agency learning and development activities

Single agency learning and development activities

These are learning and development activities delivered by a particular agency for its own staff or volunteers. Agencies are responsible for ensuring that their staff are competent and confident in carrying out their responsibilities for safeguarding and promoting children and young people's welfare.

The number and depth of single agency learning and development activities on safeguarding will depend on the level of that agency's contact with children and the extent of its role within the safeguarding process. Safeguarding learning outcomes are set out in section 5 and will give guidance to assist in the identification of the level of training required by staff and volunteers. It is also intended to inform the implementation of coherent and integrated training pathways for staff and volunteers.

Multi-agency learning and development activities

Multi-agency learning and development activities are for employees or volunteers of different agencies who either work together formally or come together for training or development. Increasingly this is now bringing together employees and volunteers who work across the children's and adult's workforce in a Family Approach.

Multi-agency learning and development activities aim to promote a common, shared understanding of respective roles and responsibilities and the need to work closely with other professionals.

Joint working with the Local Adult Safeguarding Board

There is now one workforce development group which support both the LSCP and the LSAB. This group brings together workforce development and safeguarding leads to help develop best practice across children and families and adults' workforces.

This 'bringing together' supports the systems and process for Learning Needs Analysis, planning, monitoring, quality assurance and evaluation of learning and development activities offered across both the LSCP and the LSAB.

Learning outcomes

Intended Learning Outcomes as per IOWSCP/HSCP Learning and Development Policies

The grid below provides an overview of the safeguarding learning outcomes for all staff groups and volunteer workers. Staff will determine with their line manager in regular supervision discussions the level which best suits their role.

These standards are based on previous statutory guidance² and existing guidance for the health sector - UK Core Skills Training Framework 2016) Highlighted outcomes from the intercollegiate health document

Level One Staff and volunteers who have limited contact with children, young people and/or parents/carers who have a responsibility to contribute to safeguarding and promoting the welfare of children in the community, but do not necessarily have specific safeguarding organisational responsibilities. <i>A shared understanding of roles and responsibilities for safeguarding children and promoting their welfare within their own agency and as part of a wider IOWSCP/HSCP partnership.</i>	Level Two (Level 1 plus) Staff and volunteers who work regularly with children, young people and with adults who are parents/carers who have considerable professional and organisational responsibility for safeguarding and promoting children and young people's welfare. <i>Competence and confidence in recognising abuse, sharing concerns, and carrying out the duty to safeguard all children and young people.</i>	Level Three (Levels 1,2 plus) Staff who work with children, young people and/or their parents/carers and have particular responsibilities for safeguarding and child protection – with a substantial degree of personal responsibility and autonomy to act on children and young people's welfare concerns. <i>Using professional judgements to make decisions as to whether a child is suffering, or is likely to suffer, significant harm.</i>	Level Four (levels 1,2,3 plus) Professional advisors, named, nominated, and designated persons for child protection and their deputies in all services who offer guidance and advice to colleagues in respect of appropriate levels of intervention when a concern about a child arises. <i>Ensuring that appropriate action is taken whenever thresholds are crossed.</i>	Level Five Operational managers of professional advisors nominated and designated persons for child protection. <i>Supervising child protection cases.</i>	Level Six Members of the SCP including: Independent Chairs, Executive Members Board Members, Members of Subgroups also, senior managers responsible for the strategic management of services. <i>Members understand their role and responsibilities as active members of IOWSCP/HSCP.</i>
be aware of relevant legislation (i.e. Childrens Acts 1989, 2004 and the Sexual Offences Act 2003), guidance and local safeguarding children procedures. Understand the importance of children's	Understand key statutory and non-statutory guidance and legislation including the UN Convention on the Rights of the Child, Human Rights Act Understands the thresholds for intervention and the duty to refer to Children's Social Care. Understand what constitutes child maltreatment and be able to identify the signs of child abuse or neglect Be able to document safeguarding/child protection concerns in a format that informs the relevant staff and agencies appropriately	Be able to identify possible signs of sexual, physical, or emotional abuse or neglect using child and family focussed approach Know what constitutes child maltreatment including the effects of care/parental behaviour on children and young people Know how to undertake, where appropriate, a risk and harm assessment including how to improve child resilience. Understand forensic procedures in child maltreatment, and how to relate these to practice in order to meet clinical and legal requirements Know how to contribute to and make considered judgements about how to act to safeguard/protect a child or	Ensuring that their agency responds appropriately to concerns and allegations regarding children within their families. Providing advice/support to colleagues where there are unresolved disagreements, disputes, or conflict with other agencies. (L3 Health - specialist roles) Know how to advise	(Level 3 Health – specialist roles) Know how to work with children, young people, and families where there are child protection concerns as part of the multidisciplinary team and with other disciplines, such as adult mental health, when assessing a child or young person (L3 Health – specialist roles) Know how to apply lessons learnt from audit and Local Child Safeguarding Practice Reviews/management reviews/significant case reviews to improve practice Discharging responsibilities under child protection plans. (L3 Health – specialist	Members understand expectations and are able to promote multi-agency communication and collaboration in respect of safeguarding processes. Members promote agency contributions to the work of the IOWSCP/HSCP. Members are abreast of current policy,

² HM Government (2018) *Working Together to Safeguarding Children*

<p>rights in the safeguarding/child protection context</p> <p>Recognising potential indicators of child maltreatment – physical, emotional, sexual, neglect, radicalisation, child trafficking and FGM</p> <p>Understand the impact a parent/carers physical and mental health can have on the well-being of a child or young person, including domestic violence</p> <p>Know what action to take if there are concerns, including to whom concerns should be reported and from whom to seek advice (including who to contact if that person is unavailable)</p> <p>Knowing how and when to share information appropriately about children, young people, and families.</p> <p>Awareness of the expected standards of behaviour by staff towards children</p> <p>Awareness of who within the organisation</p>	<p>Be able to identify the appropriate and relevant information and how to share it with others</p> <p>How to maintain appropriate records including being able to differentiate fact from opinion</p> <p>Be able to act as an effective advocate for a child or young person</p> <p>Be able to identify their own professional role, responsibilities, and professional boundaries and those of colleagues in a multi-disciplinary team and multi-agency setting</p> <p>Knowing how and when to refer to social care if safeguarding/child protection is identified as a concern</p> <p>Procedures for reporting concerns about a colleague's behaviour.</p> <p>When and how to contribute to/use the Common Assessment Framework.</p> <p>Factors that impact on the vulnerability of children, including disability.</p> <p>Be aware of the risk factors for radicalisation and know who to contact regarding preventative action and support for those vulnerable young persons who may be at risk of, or are being drawn into, terrorist related</p>	<p>young person with an ability to maintain a focus on the child.</p> <p>Understand processes involved in Section 47 enquiries: roles, responsibilities, and collaborative practice.</p> <p>Be able to document concerns in a manner that is appropriate for safeguarding/child protection and legal processes</p> <p>Know how to contribute to/formulate and communicate effective management plans for children and young people who have been maltreated</p> <p>Know how to appropriately contribute to inter-agency assessments by gathering and sharing information</p> <p>Able to take emergency action. Works with complexity.</p> <p>Able to present child protection concerns in a child protection conference.</p> <p>Ability to maintain professional engagement with children and families where there are child protection concerns including addressing lack of co-operation and superficial compliance within the context of role.</p> <p>Know how to communicate effectively with children and young people, and how to ensure that they have the opportunity to participate in decisions affecting them as appropriate to their age and ability</p> <p>Ability to gather a full social history in partnership with parents, carers, and</p>	<p>other agencies about the health management of individual children in child protection cases (L3 Health – specialist roles)</p> <p>Know how to advise others on appropriate information sharing (Level 3 Health – specialist roles) Know how to participate in and chair multi-disciplinary meetings</p>	<p>roles) Know how to ensure the processes and legal requirements for looked after children, including after-care, are appropriately taken</p> <p>Contributing to decisions regarding risk and challenging decisions where there is disagreement.</p> <p>(L3 Health – specialist roles) Know how to work (and manage those who work) effectively on an inter-professional and interagency basis when there are safeguarding concerns about children, young people, and their families</p> <p>Section 11 expectations, roles, and responsibilities. The individual promotes their agency contribution to the multi-agency safeguarding processes and the work of the IOWSCP/HSCP.</p> <p>Knowing legal and organisational frameworks, including levels of accountability of decision making in other agencies.</p>	<p>research, and practice developments.</p> <p>Members know and are able to use lessons from Local Child Safeguarding Practice Reviews as part of their safeguarding responsibilities.</p>
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<p>should be contacted regarding any concern about a colleague's behaviour towards a child or potential risk that they may present.</p> <p>Understand the risks associated with the internet and online social networking</p>	<p>activity</p> <p>Understand the potential impact of a parent's/carer's physical and mental health on the wellbeing of a child or young person to be able to identify a child or young person at risk</p> <p>Working with fathers.</p> <p>Lessons learned from Local Child Safeguarding Practice Reviews.</p> <p>Be aware of the risks of FGM in certain communities, be willing to ask about FGM while taking a routine history, know who to contact if a child makes a disclosure of impending or completed mutilation, be aware of the signs and symptoms and be able to refer appropriately for further care and support</p> <p>Be able to identify and refer a child suspected of being a victim of trafficking and/or sexual exploitation</p>	<p>colleagues.</p> <p>Know how to undertake documented reviews of safeguarding/child protection practice as appropriate to role (e.g., through audit, case discussion, peer review, and supervision and as a component of refresher training)</p> <p>(L3 Health – specialist roles)</p> <p>Know how to appropriately contribute to Local Child Safeguarding Practice Reviews /case management reviews/significant case reviews, and child death review processes</p> <p>The importance of analysis of previous referrals and interventions, particularly those relating to child in need or child protection.</p> <p>Managing disagreement/ conflict with other organisations</p> <p>The importance of considering fathers in assessments.</p> <p>Understand the issues surrounding misdiagnosis in safeguarding/child protection and to know how to effectively manage diagnostic uncertainty and risk</p> <p>Know how to deliver and receive supervision with effective models of supervision and/or peer review, and be able to recognise the potential personal impact of safeguarding/child protection work on professionals</p> <p>Keep up to date with the latest changes in legislation/guidance.</p>		<p>(Level 3 Health – specialist roles) Know how to obtain support and help in situations where there are problems requiring further expertise and experience</p>	
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*Please note: Level 3 subject-specific learning and development activities may not cover all Level 3 learning outcomes

Learning and Development Activities Delivery

All organisations working with children and families are responsible for ensuring that safeguarding learning and development activities are delivered to the following standards³:

- 1) A named professional is responsible for the identification and prioritisation of learning and development activities within the agency/organisation
- 2) A current learning and development activity strategy in relation to safeguarding children, which is reviewed on an annual basis
- 3) All safeguarding learning and development activities adhere to the following principles:
 - linked to current and evolving local, regional, and national standards.
 - based on explicit principles and has clear aims and objectives.
 - well researched, evidence based, clear, accurate, relevant, and up to date content including 'lessons learnt' (locally and nationally)
 - delivered by appropriately qualified and experienced trainers, who have attended a train the trainer programme or professional equivalent in an environment, which is conducive to learning.
 - Inclusive, respectful and promotes cultural competence
 - reflects that the welfare of the child is paramount, incorporating and actively promoting children's rights, children's voice, and their needs
 - recognises and actively promotes the need for working in partnership and engaging with parents and carers: recognising the family as a whole, when safeguarding children and young people.
 - promotes the need for inter-agency working, bringing together people and organisations, to effectively safeguard children from harm
 - evaluated to ensure that standards are being maintained that it was well received and has had a positive impact on practice.
- 4) All attendees at learning and development activities are expected to behave in a professional and respectful manner towards the trainer(s) and other attendees. Any concerns about the learning and development activity should be brought to the Workforce Development Group's attention via the evaluation forms completed by attendees.

Evaluation of learning and development activities

The WFD group does not accredit or approve single-agency safeguarding learning and development activities. All organisations working with children and families should evaluate themselves against this workforce development policy in terms of their roles and responsibilities and compliance with the learning and development activities standards. This evaluation should inform the organisation's learning and development activities strategy.

IOWSCP will hold agencies to account in their efforts to ensure that all staff and volunteers working with children and young people or their parents/carers are trained in safeguarding to an appropriate level.

IOWSCP will monitor and evaluate the effectiveness of multi-agency safeguarding learning and development activities on the IOWSCP learning and development activities programme via:

- Course evaluations
- Feedback to and from trainers
- Planned observations of learning and development activities sessions by WFD members using standardised forms and procedures.
- Section 11 audit programme
- Single agency safeguarding learning and development audit programme (part of annual Learning Needs Analysis)
- Annual report on the effectiveness of safeguarding learning and development activities and their impact
- Learning workshops delivered in response to need by in-house expertise across agencies
- Longitudinal evaluations

³ Adapted from: PIAT (2003) *Sustaining quality: Standards for Interagency Child Protection Training and Developments*

Review of the policy

This policy will be reviewed on an annual basis by Isle of Wight Workforce Development Subgroup. It will be updated prior to this to reflect any changes in statutory guidance.

Approved By: IOWSCP Executive Group

Date: February 2023

Next Review due: February 2024