

# WORKFORCE DEVELOPMENT POLICY



Isle of Wight  
Safeguarding  
Children  
Partnership



# Contents

<b>Purpose</b> .....	3
<b>Roles and responsibilities</b> .....	3
Isle of Wight Executive .....	3
Isle of Wight Workforce Development Subgroup (WFD) .....	3
All organisations working with children and families .....	4
<b>Single and multi-agency learning and development activities</b> .....	4
Single agency learning and development activities .....	4
Multi-agency learning and development activities .....	4
Joint working with the Local Adult Safeguarding Board .....	4
<b>Quality Assurance for process for digital learning</b> .....	5
<b>Learning outcomes</b> .....	6-7
Intended Learning Outcomes - IOWSCP/HSCP Learning and Development Policies..	6-7
Learning and Development Activities Delivery .....	8
<b>Evaluation of learning and development activities</b> .....	8
<b>Review of the policy</b> .....	9

## 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.<sup>1</sup>

Working together to safeguard children sets out the expectation that senior leaders will promote and embed a learning culture, including learning from local practice and learning reviews. The provision of appropriate multi-agency safeguarding professional development and training is noted as a joint function of the safeguarding partners.<sup>1</sup>

Multi-agency learning and development activities will be important in supporting a collective understanding of local need. Multi-agency training will be important in supporting a collective understanding of local needs, the local practice framework and the services available to support children.<sup>1</sup>

## 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.

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<sup>1</sup> Working Together to Safeguard Children 2023

### **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.

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**

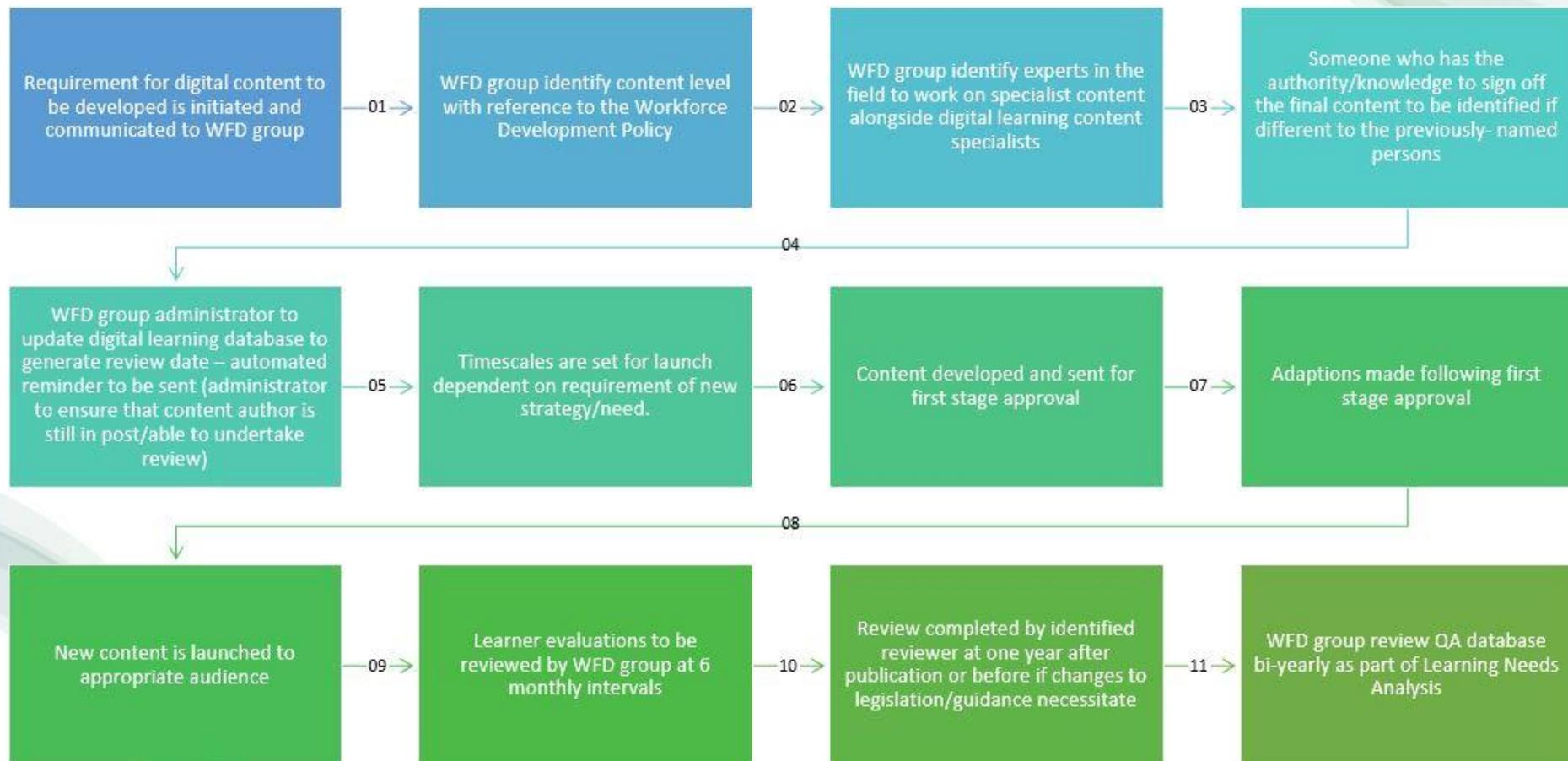
There is now one workforce development group which support both the LSCP and the LSAB. This group brings together workforce development and safeguarding leads to help develop best practice across children and families and adults' workforces.

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.

### **eLearning**

See quality assurance image on next page for flowchart on development and sign off process.

# Quality Assurance process for digital learning content



## 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.

<p><b>Level One</b>  <b>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.</b></p> <p><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></p> <p>Awareness of the definitions of significant harm, abuse and neglect. Recognising signs of abuse and neglect. Awareness of who within the organisation should be contacted regarding any concern about a child's safety or welfare (including who to contact if that person is unavailable)</p>	<p><b>Level Two</b>  <b>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.</b></p> <p><i>Competence and confidence in recognising abuse, sharing concerns, and carrying out the duty to safeguard all children and young people.</i></p> <p>Understands the thresholds for intervention and the duty to refer to Children's Social Care.</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, parenting issues, domestic abuse, drug and alcohol use and parenting capacity.</p> <p>Working with fathers.</p> <p>Recognising the importance of family history and functioning.</p> <p>Lessons learned from Local Child Safeguarding Practice Reviews.</p>	<p><b>Level Three</b>  <b>(Levels 1,2 plus)</b>  <b>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.</b></p> <p><i>Using professional judgements to make decisions as to whether a child is suffering, or is likely to suffer, significant harm.</i></p> <p>Understand processes involved in Section 47 enquiries: roles, responsibilities, and collaborative practice.</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 gather a full social history in partnership with parents, carers, and colleagues.</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>Keep up to date with the latest changes in legislation/guidance.</p>	<p><b>Level Four</b>  <b>(Levels 1,2,3 plus)</b>  <b>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.</b></p> <p><i>Ensuring that appropriate action is taken whenever thresholds are crossed.</i></p> <p>Ensuring that their agency responds appropriately to concerns and allegations regarding children within their families.</p> <p>Providing advice/support to colleagues where there are unresolved disagreements, disputes, or conflict with other agencies.</p>	<p><b>Level Five</b>  <b>Operational managers of professional advisors nominated and designated persons for child protection.</b></p> <p><i>Supervising child protection cases.</i></p> <p>Discharging responsibilities under child protection plans.</p> <p>Contributing to decisions regarding risk and challenging decisions where there is disagreement.</p> <p>Managing performance to promote effective interagency practice.</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><b>Level Six</b>  <b>Members of the SCP including: Independent Chairs, Executive Members Board Members, Members of Subgroups also, senior managers responsible for the strategic management of services.</b></p> <p><i>Members understand their role and responsibilities as active members of IOWSCP/HSCP.</i></p> <p>Members understand expectations and are able to promote multi-agency communication and collaboration in respect of safeguarding processes.</p> <p>Members promote agency contributions to the work of the IOWSCP/HSCP.</p> <p>Members are abreast of current policy, research, and practice developments.</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 should be contacted regarding any concern about a colleague's behaviour towards a child or potential risk that they may present.</p> <p>Familiarity with local safeguarding children procedures.</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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## 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 standards<sup>2</sup>:

- 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.
  - where appropriate, highlights local procedures, protocols, assessment tools and resources.
- 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.
- Audit process of quality assuring and keeping our own in-house produced eLearning.
- Section 11 audit programme
- Single agency safeguarding learning and development audit programme (part of annual Learning Needs Analysis)
- Yearly 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

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<sup>2</sup> Adapted from: PIAT (2003) *Sustaining quality: Standards for Interagency Child Protection Training and Developments*

## Review of the policy

This policy will be reviewed on a bi- 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:** November 2024

**Next Review due:** November 2026