



**HAMPSHIRE SAFEGUARDING CHILDREN  
BOARD**

**LEARNING AND DEVELOPMENT POLICY**

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## 1. 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, including online abuse, grooming, sexual exploitation and radicalisation'.<sup>1</sup>

This policy should be used as a guide in conjunction with each agency's own learning and development policies and procedures.

## 2. Purpose

The purpose of this policy is to outline:

- The roles and responsibilities of the HSCB, 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.
- A common understanding of single and multi-agency learning and development.
- Standards for the provision and delivery of learning and development.
- Evaluation of the learning and development provided.

## 3. Roles and responsibilities

### 3.1 HSCB

HSCB will be responsible for maintaining and reviewing this learning and development policy.

There is no requirement for LSCBs to commission or deliver learning and development. However, the Board recognise the importance of complementing single-agency learning and development and to support partner agencies in meeting their statutory responsibilities with regards to safeguarding learning and development.

HSCB's role and responsibilities regarding learning and development is discharged through its Workforce Development Group (WDG).

### 3.2 Workforce Development Group

The WDG's role and function is to:

- To identify multi-agency learning and development needs by undertaking an annual needs analysis.
- To develop, maintain and review a multi-agency learning policy.
- To agree a costed programme of learning events and to contribute to commissioning arrangements on behalf of the Board.
- To ensure that HSCB's learning remains up-to-date, relevant and provides local context.

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<sup>1</sup> HM Government (2018) *Working Together to Safeguarding Children*.

- To ensure that the 'voice of the child' is considered in the commissioning of the Board's multi-agency learning programme.
- To consider opportunities for children to contribute to the Board's annual conference.
- To ensure that learning from audits, inspections and case reviews is incorporated within the Board's multi-agency learning programme.
- To deliver an annual HSCB conference aligned to the Board's priorities.
- To consider, through member updates, agency compliance with in-house and multi-agency training and to escalate risks to the Board through the risk register
- To monitor and evaluate the effectiveness of the Board's programme of learning through observations (undertaken by members of the group) and impact assessments.
- To consider HSCB decisions and recommendations relating to workforce development and to assure HSCB that they are implemented through a coordinated agency response.
- To authorise decisions on behalf of the Board (e.g. commissioning of learning).
- To work with other strategic boards to maximise co-commissioning of learning events to achieve efficiency and promote a family approach.
- To provide the workforce development contribution to the HSCB Annual Report.

### **3.3 All organisations working with children and families**

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

Staff should have access to appropriate safeguarding learning and development in order that they have the knowledge and skills to identify and respond early to abuse and neglect.

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

Relevant staff and volunteers should receive a mandatory induction which includes familiarisation with child protection responsibilities and procedures to be followed if anyone has any concerns about a child's safety or welfare. Refresher learning and development should be provided at least every three years. HSCB will seek assurance on this and other areas of learning and development via members of the Workforce Development Group and the Section 11 Audit.

Staff should be released to attend safeguarding learning and development and to complete any pre-course learning tasks.

Various statutory duties and statutory guidance apply to specific organisations working with children and families and are set out in Working Together to Safeguard Children (HM Government, 2018).

## **4. Single and Multi-agency learning and development**

### **4.1 Single-agency learning and development**

This learning and development must be delivered by a particular agency for its own staff and volunteers.

Each agency is responsible for developing its own learning and development content in line with statutory legislation, local and national guidance, and its own evaluation and assurance mechanisms.

The frequency and depth of single-agency learning and development courses on safeguarding will depend on the level of that agency's contact with children and the extent of its role within the safeguarding process. The safeguarding learning and development pathway set out below will give guidance to assist in the identification of learning and development needs.

### **4.2 Multi-agency learning and development**

Multi-agency learning aims to promote a shared understanding of respective roles and responsibilities and the need to work closely with other professionals. Research has shown that multi-agency learning is useful and valued by professionals and supports collaborative decision making<sup>2</sup>.

HSCB commissions and delivers a multi-agency learning programme that complements single-agency learning.

## **5. Standards**

### **5.1 Introduction**

All organisations working with children and families are responsible for ensuring that those working with children and families receive appropriate safeguarding learning and development relevant to their role and responsibilities.

To assist organisations in fulfilling this responsibility, HSCB has produced a set of learning and development standards which it expects all organisations working with children and families to follow. These learning and development standards relate to:

- Learning and development pathways
- Learning and development delivery

### **5.2 Learning and development Pathway**

The HSCB learning and development pathway standards outlines:

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<sup>2</sup> Carpenter et al (2009) *The Organisation, Outcomes and Costs of Inter-agency Learning and development to safeguard and promote the welfare of children*. London: Department for Children, Schools and Families.

Who should have safeguarding learning and development in terms of staff groups. The content/learning outcomes of learning and development in terms of the levels of learning and development each staff group should complete.

The table below provides an overview of the safeguarding learning and development pathways for all staff groups and volunteers. Staff will need to find out which group they are in so that they can determine the courses best suited to their role.

## Learning Outcomes

The grid below provides an overview of the safeguarding learning outcomes for all staff groups and volunteers. Staff should agree with their line manager which learning they need. Staff will determine with their line manager in supervision and in annual appraisals the courses best suited to their role or those which they are required to attend.

<u>Group One</u>	<u>Group Two</u>	<u>Group Three</u>	<u>Group Four</u>	<u>Group Five</u>	<u>Group Six</u>
<p><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>A shared understanding of roles and responsibilities for safeguarding children and promoting their welfare within their own agency and as part of a wider IOWSCB/HSCB partnership.</p>	<p><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>Competence and confidence in recognising abuse, sharing concerns and carrying out the duty to safeguard all children and young people.</p> <p>Knowledge of legislation, guidance and local safeguarding children procedures.</p> <p>Recognising the possible signs of abuse and neglect.</p>	<p><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>Using professional judgements to make decisions as to whether a child is suffering, or is likely to suffer, significant harm.</p> <p>Understand the assessment of risk and harm.</p> <p>Putting into practice knowledge of how to improve child resilience and reduce risks of harm.</p> <p>Ability to maintain a focus on</p>	<p><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>Ensuring that appropriate action is taken whenever thresholds are crossed.</p> <p>Providing advice/support to colleagues where there are unresolved disagreements, disputes or conflict with other agencies.</p> <p>Ensuring that their agency responds appropriately to concerns and allegations regarding children within their families.</p>	<p><b>Operational managers of professional advisors, nominated and designated persons for child protection.</b></p> <p>Supervising child protection cases.</p> <p>Managing performance to promote effective interagency practice.</p> <p>Discharging responsibilities under child protection plans.</p> <p>Contributing to decisions regarding risk.</p> <p>Challenging decisions where there is disagreement.</p> <p>Co-work on complex tasks, e.g. joint enquiries and investigations.</p>	<p><b>Members of the LSCB including: Independent Chairs Board Members Members of Sub-groups and senior managers responsible for the strategic leadership of services.</b></p> <p>Members understand their role and responsibilities as active members of IOWSCB/HSCB.</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</p>

<p>Awareness of the definitions of significant harm, abuse and neglect.</p> <p>Recognising signs of abuse and neglect.</p> <p>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>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>Recording guidance about observations and concerns, distinguishing between observation, fact and opinion.</p> <p>Thresholds (or levels of need) and knowing when to act.</p> <p>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>Information about how to check other professionals' involvement and actions in a given case.</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>Awareness of information sharing protocols.</p> <p>The impact of parenting issues, such as domestic</p>	<p>the child.</p> <p>Understands the thresholds for intervention and the duty to refer to Children's Social Care.</p> <p>Latest changes in legislation /guidance.</p> <p>Processes involved in Section 47 enquiries; roles, responsibilities and collaborative practice.</p> <p>Able to take emergency action.</p> <p>Works with complexity.</p> <p>Able to present child protection concerns in a child protection conference.</p> <p>Ability to maintain professional engagement with families where there are child protection concerns.</p> <p>Ability to gather a full social history in partnership with parents, carers and colleagues.</p> <p>Working with children and family members, including addressing lack of co-operation and superficial compliance within the context of role.</p> <p>Ability to contribute to serious case reviews or equivalent process.</p>	<p>The employee understands the thresholds for intervention and the duty to refer to Children's Social Care.</p>	<p>Section 11 expectations, roles and responsibilities.</p> <p>The individual promotes their agency contribution to the multi-agency safeguarding processes.</p> <p>Promote their agency contribution to the work of the IOWSCB/HSCB.</p> <p>Specialist training to undertake key management and/or supervisory roles.</p> <p>Knowing legal and organisational frameworks, including levels of accountability of decision making in other agencies.</p>	<p>the work of the IOWSCB/HSCB.</p> <p>Members are abreast of current policy, research and practice developments.</p> <p>Members know and are able to use lessons from Serious Case Reviews as part of their safeguarding responsibilities.</p>
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<p>Familiarity with local safeguarding children procedures.</p>	<p>abuse, substance misuse, on parenting capacity.</p> <p>Factors that impact on the vulnerability of children, including disability.</p> <p>Recognising the importance of family history and functioning.</p> <p>Working with fathers. Lessons learned from Serious Case Reviews.</p>	<p>Managing disagreements or conflict with other organisations</p> <p>The importance of considering fathers in assessments.</p> <p>The importance of analysis of previous referrals and interventions, particularly those relating to child in need or child protection.</p>			
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All organisations working with children and families are responsible for ensuring that safeguarding learning and development is delivered to the following standards<sup>3</sup>:

1. The organisation should nominate a named professional who will be responsible for the identification and prioritisation of learning and development within the agency/organisation.
2. The organisation will have in place a current learning and development strategy in relation to safeguarding children which is reviewed on an annual basis.
3. All safeguarding learning and development is linked to current and evolving local, regional and national standards.
4. All safeguarding learning and development is based on explicit principles and have clear aims and objectives.
5. The course content will be well-researched and evidence-based, including 'lessons learnt' both on a local and a national level.
6. Learning and development materials will be clear, accurate, relevant and up to date.
7. The learning and development will be delivered by appropriately qualified and experienced trainers who have attended a train the trainer programme or professional equivalent.
8. Learning and development will be delivered in an environment which is conducive to learning.
9. Learning and development will reflect anti-oppressive, non-judgemental and anti-discriminatory practice.
10. Learning and development will reflect that the welfare of the child is paramount and that it incorporates and actively promotes children's rights, children's voice and their needs
11. All learning and development recognises and actively promotes the need for working in partnership and engaging with parents and carers. The learning and development recognises the family as a whole when safeguarding children and young people.
12. All learning and development promotes the need for interagency working, bringing together people and organisations, to effectively safeguard children from harm
13. Learning and development will be evaluated to ensure that standards are being maintained and that it well received and has a positive impact on practice.

## 6. Evaluation

The HSCB cannot accredit or approve single-agency safeguarding learning and development.

All organisations working with children and families should evaluate themselves against this learning and development policy in terms of their roles and responsibilities and compliance with the learning and development standards. This evaluation should inform the organisation's learning and development strategy.

HSCB will hold agencies to account in their efforts to ensure that all staff and volunteers working with children and families are trained in safeguarding to an appropriate level.

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

HSCB will monitor and evaluate the effectiveness of single and multi-agency safeguarding learning and development via:

- Section11 audit programme.
- Work plan of the Board's Workforce Development Group.
- Annual report into the effectiveness of safeguarding.
- Observations conducted by members of the Workforce Development Group on multi-agency learning and development.

## **7. Review of the strategy**

This policy will be reviewed on an annual basis by the Workforce Development Group.