



Newham Safeguarding Children Board

| | |
|--------------------|-----------------------|
| Date | 17th June 2013 |
| Agenda Item | 10 |

| | |
|---------------------|---|
| Report Title | Newham SCB Learning and Development Programme 2012 - 2013 |
| Author | Dipti Morjaria, Children's Social Care Development Officer |

Purpose: **Information** **Discussion** **Decision**

1. Introduction

The Local Safeguarding Children Board (LSCB) has a statutory responsibility to ensure that appropriate training on safeguarding and promoting welfare for children and young people is provided in Newham 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 in line with statutory guidance: Working Together to Safeguard Children 2010 and 2013.

The purpose of NSCB training is to provide a programme of training in Newham to ensure that staff and volunteers working with children, young people and/or adults who are parents/carers are competent and confident to carry out their responsibilities for safeguarding and promoting the welfare of children.

The report will describe how multi-agency training has been provided to enable staff and volunteers to work effectively across boundaries and organisations in order to safeguard children and young people.

The Newham Learning and Development Programme ran between April 2012 and March 2013 and the courses delivered in this year included:

| Name of Course | Duration | Number of days |
|--|-----------------|-----------------------|
| Safeguarding Children Framework | 1 full day | x6 |
| Protecting Children from Harm | 1 full day | X9 |
| Working Together to Safeguard Children | 1 full day | X5 |
| Impact of Parental Substance Misuse | 1 full day | x1 |
| Domestic Violence and Child Protection | 1 full day | x2 |
| Safeguarding and Child Protection for Managers | 1 full day | x1 |
| Cultural Competence in Safeguarding | 1 full day | x2 |
| Impact of Parental Mental Health on Children and | 1 full day | x1 |

| | | |
|--|------------|-----|
| Young People | | |
| Emotional Abuse and Neglect | 1 full day | x1 |
| Protecting Disabled Children from Abuse | 1 full day | x1 |
| Identifying Child Sexual Exploitation | 1 full day | x1 |
| Witchcraft, Juju & Working to Safeguard African Children | 1 full day | X2 |
| Working with Aggressive and Violent Families | 1 full day | x1 |
| Gangs Training Workshop | 1 full day | X2 |
| Duty To Refer | 1 full day | x1 |
| CFAB – Children and Families Across Borders | Half day | x2 |
| Learning from Serious Case Reviews | Half day | x10 |
| Lunchtime / Twilight Seminars:- | | |
| Induced Fabricated Illness | 2 hours | x1 |
| Private Fostering | 2 hours | x1 |
| Child Death Overview Panel | 2 hours | x1 |

2. Principles of the LSCB Training

The training programme and development is based upon the following principles that will underpin all training events to ensure that training is:

- Child focused so that the voice of the child and the child's welfare remain paramount
- Delivered by trainers who are knowledgeable about safeguarding, child protection and promoting welfare. When delivering on complex areas trainers will have relevant specialist skills and knowledge
- Informed by current research, lessons from serious case reviews and child deaths and national and local policy and practice development.
- Underpinned by the values contained within Working Together 2013.
- Regularly reviewed, evaluated and quality assured to ensure that it meets the agreed learning outcomes and has a positive impact on practice.

3. Advertising

There has been an increase in the uptake of and attendance at courses, particularly towards the end of the year due to increased publicity and advertising especially via routine email circulars to the LSCB membership. Specific courses have been targeted at certain groups, i.e. Managers - Safeguarding and Child Protection for Managers and the LSCB team is committed to further expanding its networks and contacts across Children and Young People services in Newham to ensure a wide and diverse range of professionals and services have access to the training. The mailing list is currently being reviewed and the facility to access the training will be available via a new website by September 2013.

4. Attendance

During this year **784** professionals have attended NSCB courses and **117** professionals attended the Serious Case Review seminars. **77** people dropped in without a booking and **158** people did not turn up. We hope to reduce the number of

non-attendees by introducing a charging policy. The implementation of this will start in April 2013 and will also apply to those attendees who arrive late (after the first 45 minutes). We had 157 males and 644 females attending the LSCB training last year. The majority of attendees do fill out a booking form. However on one course we had 10 drop-ins and one another we had 28 non attendees.

The total number of people trained across partner agencies last year was **903**.

4.1 Local Authority & Education

Children's Social Care was identified as the highest users of the programme with **170** attendees. The schools estate also had a very high level of engagement with **165** attendees with significant number of participants from secondary schools, and an even higher level of staff attendance from primary schools. The number of participants from nurseries and playgroups was much lower at **14** and **24** respectively indicating the need for this sector to be more closely targeted.

4.2 Housing, Youth Services and Leisure

These services continue to be underrepresented on the programme with a decrease from last year of participants attending from the Youth Offending Service (**11**) and again there were no participants from across housing and leisure services.

4.3 Health

Again there was an increase in attendance from the health sector. A small number of participants identified themselves as belonging to Newham University Hospital Trust /Primary Care Trust and East London Foundation Trust. A small number were also identified from the NHS, totalling **158** participants.

4.4 Police, Probation and UKBA

These agencies continue to be under-represented on the programme although there has been a slight increase in attendance from last year. There were 12 attendees from probation services, compared to none last year; **11** participants from the Police service, compared to none last year and **4** attendees from the UKBA again we had none last year.

4.5 PVI Organisations

The programme continues to enjoy good representation from the Private and Voluntary Sector (**159**) and the engagement of PVI organisations on the board has been targeted for the year ahead. Training and induction onto the board and support in engagement on sub groups will hopefully maintain the level of involvement currently seen.

A programme of single agency safeguarding training is in development and due for delivery from June. A total number of 98 organisations have been invited to attend as part of the engagement strategy being driven through the work of the faith and culture sub group.

4.6 Faith organisations and Faith Schools

For the first time there have been participants identified as attending from these groups, from faith schools (5) and from community faith organisations (5). The programme will continue to target this group in Newham as it is representative of a number of influential young people's services within the local community.

5. Networking

The benefits of local multi agency training were identified across the evaluations; participants identified increased familiarity with the roles and responsibilities of all the professionals responsible for safeguarding children. Participants also described an increased knowledge of local service provision.

'Group discussions with participants was the best part'

'Learning about other agencies roles, especially regarding safeguarding and what happens next was really useful'

'I am so much more aware of the support there is for young people in Newham'

6. Learning Outcomes

Feedback from participants highlighted that there is good delivery of the objectives. Participants reported enhanced learning in the areas of safeguarding and referrals, substance misuse, child protection processes and the legal framework. Most evaluations recorded very good or good in terms of meeting the learning outcomes and none were graded as fair or poor. In terms of meeting learning outcomes, 40% of participants rated this as excellent and all courses were described as 'very informative and useful'.

'Relevant info, practical to me working with families misusing substances'

'It has enabled me to develop more of an understanding of safeguarding. Other forms of abuse/vulnerability passed to children'

'The legal section was most useful, I thought the trainer did this well'

'How to analyse information to draw a conclusion about CP'

'When to report safeguarding concerns and to whom'

'Most helpful part of the course was about the Children's Act and understanding safeguarding children'

7. Diversity Issues

Diversity is embedded in all the training provision delivered by the NSCB. Most participants were positive in their feedback and described increased insight and understanding of issues relating to culture, faith, gender, identity and discrimination.

A minority of participants felt the courses they attended need to address the issue much more explicitly.

'Looked at family and substance use in holistic way, encompassing culture etc...'

'Issues of cultural sensitivity and stereotypes were fully covered'

'The trainer never discussed the issues in relation to the types of families we work with in Newham – I would have found that really helpful'

'There is so much diversity in Newham, it would have been good if we could have looked at the specific issues in relation to specific religions, communities etc.'

'The course didn't go into the details of the family's religion – it is an issue – it was too focused on African communities''

8. Evaluation and Review

The purpose of the NSCB training evaluation programme is to obtain feedback on the quality and impact of training and development activity. Participants evaluate the training they have received at the end of each course. These evaluations are collated by the Development Officer summarised and presented at each training sub group in order to identify future learning requirements, provide a quality assurance of training and to inform the development of future programmes. Evaluations include feedback on:

- The relevance of training to agency objectives and participants roles in their agencies
- The standard and quality of training in terms of content and delivery
- The likely impact of skills and knowledge gained by participants and on the development on their practice, for service delivery and outcomes for service users.

Feedback has been positive and encouraging with an extremely high number of satisfied participants. We will be following up with all participants, via an online survey, how their learning on a LSCB course has impacted on their practice. This will be completed by October 2013.

For 2013/14, we will be following up evaluations to test post course impact and whether or not participants practice has changed as a result of them attending the training and if so how. These follow-up evaluations will start three months after the course date, the first will commence in August 2013.

Below is a random selection of comments and feedback from participants from a range of courses:

What aspects of the course did you find most helpful?

- Group discussions, variety of professions so good hear everyone's views and opinions.
- The materials used and the training methods
- Overview of cultural issues with regards to witchcraft
- All of it – it expanded my knowledge to a greater understanding
- It was an eye-opener, I was not aware of such cases in the UK
- Understanding the impact of DV on the child
- Made me question my practice and think outside of the box
- The group work and discussions with different people from other organisations
- To help spot signs and provide support to those involved in gang violence
- Understanding the lives of young men and women linked to gangs
- A good explanation of the Triage system and referral process
- The Serious Case Review section
- Help me to inform processes within a school structure
- Helped me feel more confident in Child Protection issues
- It will help me be more observant and take more things into consideration
- It will help me to communicate better with children

What aspects of the course did you find most unhelpful?

- Some statistics were quite old but still helpful
- There needs to be more emphasis differentiating between pagan witchcraft and Juju, it's not the same and witchcraft does not always mean something bad. These 'witches' are usually about peace and light not dark and evil.
- It was good but focused mostly on Asian and British cultures

How will this be useful in your work?

- I will be delivering an inset day to the whole school on what I have learnt today and it will impact on ensuring staff are fully aware of diversity issues.
- Having a better understanding of the law and legislation.
- As a student social worker, this course will really help me in child protection cases.
- It will help me to identify early signs of DV and to ensure victims and children are listened to.
- The use of risk assessments to help consider the degree of risk and help think about what questions need to be asked.
- I have a clearer understanding of my role as a designated safeguarding officer and the role other agencies play
- Having clearer ideas about information sharing protocols

Name one thing you have learnt from the course, this can be either a piece of information or a new skill that you will use in your work:

- Harmful practices that take place
- Confident in actions to take if there is an issue within the school and how to deal with it
- Better assessment of diversity issues
- When to initiate section 17 and 47 enquiries. The process of Child Protection
- How to question to gain information
- It will help me look past 'traditional practices' but doing so in a professional way

- The referral process was clarified
- Assessing attachment

As a result would you like to identify any further training needs that you have?

- Engaging parents in school community
- Social services procedures
- I would like to know more about FGM
- How to make a referral to social services and how they keep me informed of the progress of that
- Sexual Exploitation
- Working with families who are resistant to change

9. Course Organisation

There were a series of comments which highlighted that participants were disappointed with the standard of facilities at the training venue for refreshments and parking. Drinks only are now provided and most venues are centrally located next to busy streets which offer a varied range of lunch options.

10. Training Materials

Participants identified the use of written materials as a helpful aide to their learning. There was recognition that they provide a useful tool for pacing sessions and that materials will be used to assist participants to share their learning with other colleagues and professionals.

'Written materials were all useful and relevant'

'Useful to have info while going through each session'

'Written material was provided at the end of the training – would have been helpful at the beginning'

'Good material to refer to with recent studies undertaken to highlight parental substance misuse'

11. Training Methods

Training is delivered using a variety of learning methods. Facts, figures and statistics were presented as slides or hard copy documents. Participants were encouraged to undertake experiential learning through role play and case studies. Skills and knowledge share are undertaken through joint discussion groups and practical tools were introduced in small group and individual task focused activities. Participants feedback on training methods used were varying:

'The most useful part was hearing other people's experiences and sharing how they dealt with a specific situation'

'Case studies with role play, being the client and then the professional was useful'

'Using family history, we were able to look at each person which highlights individual needs'

Some participants identified that the information and knowledge they needed may require more than one day.

'Learning about drugs and the law was useful but long and therefore the case studies were rushed – maybe we should have two days'

There is a lot to take in; I felt this course needed to be longer'

12. Recommendations

Members are asked to action the following recommendations.

12.1 Training Sub group

The training sub group will need to liaise with NSCB representatives in service areas where there is identified low attendance. In order to gain evidence of single agency training statistics to ensure that these agencies are meeting their requirements under Working Together 2013 and Section 11 Children Act 2004.

12.2 Faith and Culture Sub group

The faith and culture sub group to present an evaluation and progress report to the training group in July 2013

12.3 Training Programme 2012/13

We would like to introduce a charging policy from this year for those participants who do not turn up for the training and/or fail to inform the administrator that they will not be attending. This is £100 per day and £50 for half day. The training brochure will explain the charging policy and participants will also be reminded of this with the confirmation of their booking.

Identified learning needs from the evaluations will be used to inform the development of the 12/13 training programme. The training programme will focus on domestic violence, faith, culture and diversity and child sexual exploitation. The serious case reviews seminars have been further developed into half training events taking in learning from national and local reviews and putting the learning into practical exercises for the participants.