



Croydon Safeguarding Children Board (CSCB)

**Learning and Development Strategy 2017-19
and Delivery Plan 2017-18**

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1. Learning and Development Strategy 2017-19

Introduction

- 1.1 We are committed to supporting better outcomes for children through developing a culture of continuous learning and improvement amongst all partners. This is a core aim of the Croydon Safeguarding Children Board (CSCB). How we achieve this across a range of agencies and roles requires a strong commitment from each partner agency. And, a willingness amongst teams and individual staff to learn and share, develop and deliver quality learning and development that meets local needs and the means to effectively evaluate impact on practice.
- 1.2 Working Together 2015 states that the Local Safeguarding Children Board is required to develop policies and procedures in their area relating to,
- “... training of persons who work with children or in services affecting the safety and welfare of children.”
- Regulation 5 (of LSCB Regulations 2006) states that there is a role for the Board to,
- “... monitor and evaluate the effectiveness of training, including multi-agency learning and development, to safeguard and promote the welfare of children.”
- 1.3 This Plan sets out how the CSCB will fulfil its statutory requirements in relation to these matters. The Plan draws on the key elements of learning from other CSCB functions and activities as set out within the [CSCB Learning & Improvement Framework](#) (2016). This includes learning from:
- Serious Case Reviews and Learning Reviews
 - Inspections
 - Section 11 Audits
 - Multi-Agency Case Audits
 - Quantitative and Qualitative data
 - Feedback from children and families
 - Feedback from practitioners and managers
 - Feedback from the public and community
- 1.4 This plan is consistent with the Pan-London Safeguarding Children Board [‘Competence Still matters: Safeguarding Learning and development for all](#)

[employees and volunteers](#)' (2014) and the '[Safeguarding Children and Young People: roles and competencies for health care staff](#)' intercollegiate guide' (2014).

- 1.5 Competence Still Matters provides an illustration of the safeguarding learning requirements for professionals and volunteers working in different types of roles.

2. Learning and Development vision

- 2.1 The Learning and Development Sub-Group, on behalf of the CSCB, is responsible for enabling the delivery of high quality multi-agency safeguarding learning and development activity based on the CSCB priorities, utilising effective quality assurance processes and monitoring the provision of safeguarding learning and development at single agency level.

- 2.2 In addition to using the required safeguarding learning set out in Competence Still Matters, this strategy uses the following principles to inform the approach and implementation of this Strategy:

- **Be outcomes focussed**
 - to achieve better outcomes for children, families and practitioners
- **Make a positive contribution to the practice of children's safeguarding**
 - setting high expectations, be motivating and promote application of learning to practice, and meet the standards stated in Working Together (2015) and the Ofsted Framework (2016)
- **Promote continuous organisational learning**
 - Quality Assurance processes will enable a continuous learning loop through effective evaluation and use of outcomes data to inform priority areas and future learning pathways
- **Be evidence led**
 - informed by local need and best practice
- **Be accessible for a range of teams and roles**
 - using good planning, a variety of learning approaches and aiming for good availability and access to resources
- **Use quality and effective commissioning approaches**
 - in the purchasing and selection of course development, design and facilitation - to ensure design meets demand and that our programme uses a mix local expertise and purchased activity.

3. Roles and Responsibilities

3.1 Board member's role in fulfilling on CSCB's Commitment to learning and development

Croydon Safeguarding Children Board is determined to support the development of 'expert practitioners' across the multi-agency landscape so we can ensure we have a confident and competent workforce. This will contribute towards practitioners being able to identify, help and support children and young people at the earliest point of possible intervention. To achieve this requires commitment and support from members of the Board.

There is an expectation that members of the CSCB will ensure that their staff are competent and confident in carrying out their responsibilities for safeguarding and promoting children's and young people's welfare, by:

- Promoting multi-agency safeguarding children learning and development available to them
- Identifying and enable staff to attend multi-agency learning and development, and support their teams to apply their learning in practice
- Encouraging those staff to contribute to the evaluation and development of quality multi-agency learning and development, including involving supervisors in evaluating the impact on practice
- Providing staff who have the relevant expertise to support the CSCB (for example, by actively contributing to the learning and development sub-group);
- Ensuring that staff receive relevant single-agency learning and development that enables them to maximise the learning derived from multi-agency learning and development
- Committing resources for multi-agency learning and development, for example through funding, providing venues.

3.2 Roles and responsibilities regarding safeguarding learning and development

CSCB seeks to support individuals in keeping up to date with their knowledge and skills and also in the acquisition of enhanced skills and knowledge through the provision of learning and development and other professional development opportunities. The learning and development provided by the CSCB supports practitioners in maintaining and developing their core skills for working and engaging with children, young people and their families.

The standards that individuals must demonstrate:

- Children / young people at the centre of what we do
- Respect for individuals, promoting their dignity and individuality

- That the wellbeing and safeguarding of individuals is promoted
- A value base that is built around recognising the rights of individuals
- Honesty and integrity in their interactions with others
- High standards in the quality of service, care and support for individuals, data protection, information sharing and record keeping
- An awareness and understanding of responsibilities to assess and manage risk
- Accountability for actions and decisions
- Keeping up to date with knowledge and skills.

3.3 Listening and Learning: Engagement and participation with children, families and communities

The experience of children, parents/carers and families is an essential source of information to understand the outcomes have been achieved and to help determine our learning priorities.

The CSCB is committed to understanding the ‘voice of the child’ through a range of multi-agency and single agency activity – such as specific engagement and consultation activities, service feedback or from youth-led community projects.

Different methods will be used to identify themes and messages from these activities – such as feedback through the LSCB sub-groups or through direct engagements with community groups. The findings from these activities will be fed into our learning and development activities.

3.4 Case Reviews and Inspections

Serious Case Reviews (SCR), Learning Reviews (LR) and Inspections provide opportunities to learn and improve. These often identify repeat themes as areas for development and may include:

- Understanding best practice concerning information sharing, including what information can be shared with whom, when and why;
- Knowledge of child development;
- The ability to listen, hear the voice of the child and empathise with the child’s experience;
- The ability to assess and analyse the key information gathered through assessment, reaching a judgement on risk, demonstrate decision-making skills and develop effective child centred plans from this.

Locally we will disseminate this learning thorough different methods, such as workshops, e-briefings and reflecting the key themes in the content of future learning and development plans.

3.5 S11 Audits

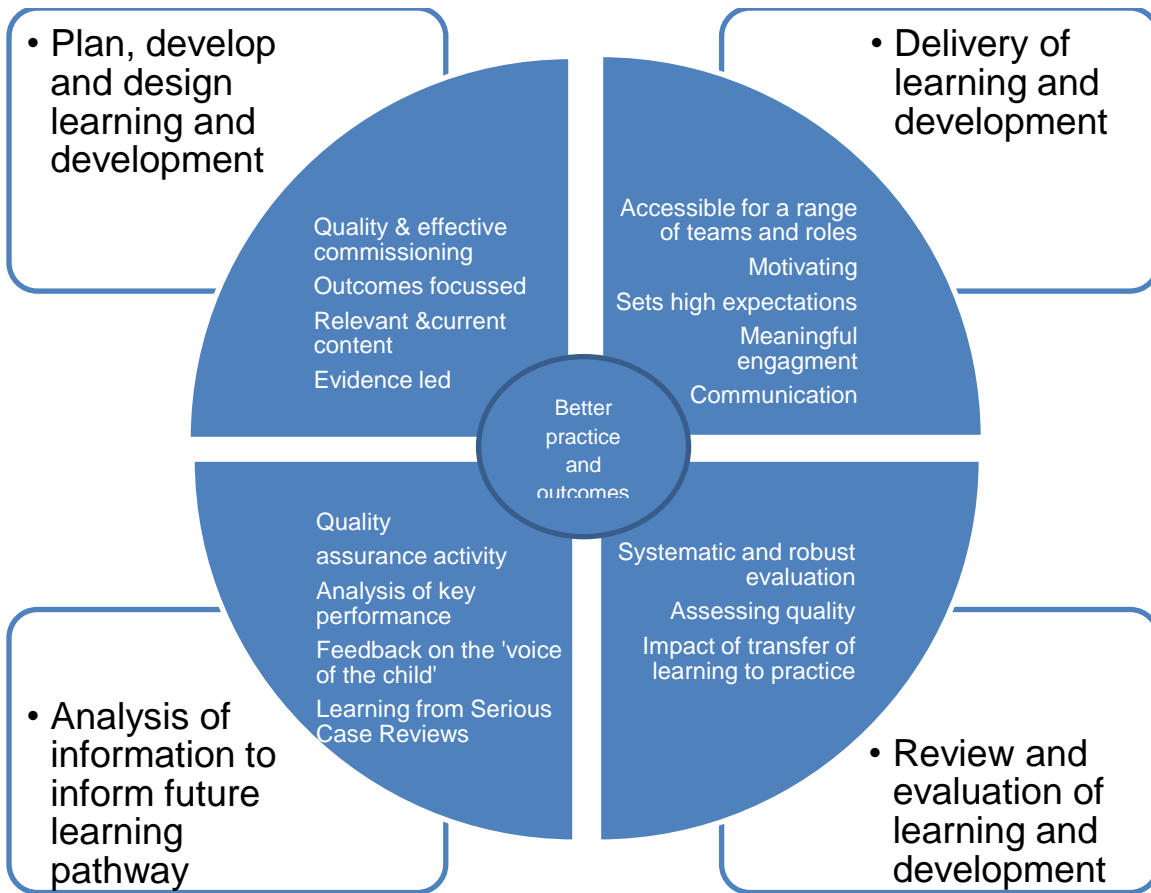
Our learning and plans will be responsive to the findings of S11 Audits to support all agencies access appropriate learning and development for staff – which could include key safeguarding procedures, safe recruitment, induction and specific topics.

3.6 CSCB Quality Assurance

The CSCB approach to quality assurance has been reviewed during 2015-16 with a greater emphasis on defining the data that the Board requires to monitor the effectiveness of the Board's statutory functions. As a result the Board has embarked on a dataset project which incrementally builds up a range of quantitative and qualitative data that better illustrates the amount of activity, the quality of the activities and whether we have made a difference. The new dataset should enable the Board to gauge what is working well for children and where there are gaps and be able to take action where needed.

In addition, the conclusions of themed multi-agency case audits, the evaluations from learning and development (in particular the evidence of a positive shift in practice) and the feedback from children and families will provide important data to be fed back into the Board's systems and be able to inform the development of this Plan and the multi-agency learning and development programme.

The CSCB quality assurance cycle is illustrated below.



4. Evaluating the impact of learning and development

- 4.1 We are committed to understanding the impact that learning and development has on practitioners' and managers' judgements and decisions – and how these consequently impact on children and families' lives. We acknowledge that learning and development is one element that contributes towards this impact and must be evaluated alongside other influences such as supervision, peer support, workload pressures and management policy.
- 4.2 There are a number of factors which influence 'learning and development transfer'; the application of someone's learning to their job - including the individuals themselves, the working environment, how relevant and prominent the subject is, and the quality of the learning and development itself. Measuring and evidencing the impact and application of learning and development to practice is a complex but important area. Standard evaluation practice looks at the quality of the learning and development and this will remain a core part of our practice because we do

need to know that the learning and development has met people's learning needs. However, we also need to become smarter about the how we evaluate the impact of learning and development to identify the level of application of the learning to practice. To achieve this requires effective planning and the co-operation of those directly involved as participants and those indirectly involved (i.e. supervisors, see 4.5-6 above). We will routinely evaluate the impact of learning and development through quality evaluation surveys which will be used before learning and development to assess current knowledge and afterwards at key points. An important element of this strategy is encouraging supervisors to maintain conversations about safeguarding learning needs and the application of learning to practice; this could happen in one-to-one supervisions and in team meetings.

5. Communication

- 5.1 We will promote our learning and development offers and events through the CSCB website (via the 'Professionals' webpage), newsletters and organisational emails. Similarly we will be promoting information on best practice, briefings on new legislation and opportunities to be involved in research and development. We also want people to know that their input has been of value, we will therefore have the findings of Learning and development Needs Audits available to ensure transparency and openness.
- 5.2 We will maintain the online booking system introduced in 2016 which also provides learning and development delegates the opportunity to provide evaluation and obtain their learning and development attendance certificates.

6. Governance and Delivery Plan

- 6.2 The CSCB Learning and Development Subgroup is accountable to the Board through the CSCB Quality Assurance Practice and Performance Subgroup (QAPP). The CSCB Learning and Development Subgroup will provide quarterly learning and development attendance data and a six monthly report to the QAPP setting out:
 - The titles of face to face courses held and the reasons for any being cancelled or postponed
 - The numbers of attendees for each face to face course broken down into agency type
 - A summary of the self evaluations by attendees for face to face courses detailing:
 - The overall learning and development ratings
 - The presentation ratings

- The facilitator's' knowledge and skills ratings
- Whether attendees consider they have a greater understanding of the subject area, and
- How the learning and development will impact the attendees' practice.
- A summary of the surveys to understand the impact of learning and development on frontline practice
- The number of people who have completed online learning and development broken down into agency type
- The number of people who have started but not completed online learning and development broken down into agency type
- The number of non-attendances, the number of fees requested to be paid and the success rate in receiving fines
- Any action taken in relation to:
 - over or under subscribing for face to face course
 - the capacity or suitability of trainers
 - the capacity or suitability of venues
 - demands on the Learning & Development Unit budget
 - the capacity by the Learning & Development Unit to support the multi-agency learning and development programme
- Recommendations on areas for development

6.3 The Learning & Development Subgroup will provide an annual report to the main Board and will use this a base to contribute towards the CSCB Annual Report and Business Plan.

7. Review of this Plan

7.1 As part of the Learning & Development Subgroup's annual report to the Board, a review of this Plan will be undertaken and the Plan will be updated every two years and published on the CSC website.

8. Evaluation of the CSCB Learning & Development Strategy 2014-16

8.1 The Plan for 2014-16 has informed the ongoing development and delivery of the multi-agency learning and development programme, which continues to be delivered within existing resources.

8.2 We consider there has been a better focus on developing current and future learning through improved course evaluations and triangulating this data with the themes emerging from serious case reviews and audits. These themes and the challenges posed are:

Responsibility and Accountability

- 8.3 How can Learning and Development events promote better understanding of roles, responsibilities and relationships – including use of Early Help and the use of Early Help Pathways, Safeguarding Supervision, Escalation and Professional Challenge?
- 8.4 Whilst the Board's Learning and Development programme is not intended to replace Single Agency Learning and development, it does aim to complement it. Within Croydon key statutory partners are responsible for providing single agency learning and development for their workforce. One of the main benefits of the Board's learning and development programme is that it fosters a culture of learning together to promote a better understanding of roles and responsibilities. It should therefore remain a key aim of the Board's learning and development programme that Board Members' help to promote the benefits of engaging with the. To support single agencies own safeguarding learning and development, the Board has identified a need to improve the availability of safeguarding learning information and resources to partners. For example an illustration of learning objectives relating to a safeguarding topic such as CSE or others.

Communication and Information sharing

- 8.5 Communication and information sharing is a core issue across almost all serious case reviews. Similarly feedback from learning and development activities shows that Practitioners do recognise this need for information and analysis of a case to be shared to help inform decision making.
- 8.6 Therefore this is a theme that needs to weave throughout all learning and development activities and needs support by the wider system to ensure this is improved.

Early Intervention

- 8.7 Feedback from audits, reviews and learning and development shows that there is a need, and interest to work better at intervening early and using Early Help approaches such as Lead Professional and 'Team Around the Child' (TAC). In order to strengthen the understanding of Early Help approaches, all Safeguarding and Early Help Learning and Development offers have been integrated into CSCB Learning and Development programme and this will continue to be fully reflected in the 2017-18 programme.

Joint working on assessments, plans and interventions

- 8.8 Improving how well practitioners undertake assessments and manage cases together is an area of on-going need and should be reflected throughout the Board's Learning and Development offers. Feedback from learning and development evaluations show that practitioners acknowledge this as an area that learning and development has helped them with, including the quality of recording and working to ensure that the right professionals are involved in cases (such as GPs). Maintaining professional curiosity and challenge is another area identified by practitioners as an area of practice which learning and development has helped them improve. However, feedback also suggests that many professionals do feel that more needs to be done to enable the local safeguarding system to respond to challenges and escalation.

Working Together with Children and Families

- 8.9 Feedback from learning and development, and recommendations from audits and reviews share similar views with regards to how the voice of children and families is reflected in assessment and plans. No matter how difficult, capturing the voice of the child is needed to ensure the child and family's needs are understood and met, where possible and safe. On a broader level engaging with local communities (e.g. faith groups) can help address cultural and community level issues. This is a theme that needs to be reflected in all learning and development activity.

Learning from Serious Case Reviews

- 8.10 Chapter 4 of the Working Together to Safeguard Children 2015 outlines the regulations for Local Safeguarding Boards to undertake the reviewing and investigative functions of Serious Case Reviews. We have considered the key themes from Serious Case Reviews / Learning Reviews that need to be reflected in our ongoing learning and development activity, see **Appendix A** for details.

9 Learning and Development Strategic Priority Planning 2017-19

- 9.1 The following workstreams for 2017-19 will develop our learning and development practice. This is shown in **Appendix B**

1. Continue to provide annual CSCB safeguarding learning and development offer
2. Agree joint commissioning with Safeguarding Adult Board for shared priority areas
3. Use evaluation feedback to improve learning and development content, namely to have local context reflected in learning and development.
4. Increase evaluation surveys which assess the application of learning to practice
5. Support and promote the use of online booking systems/learning management systems
6. Assess the rate of agency engagement and individual non-attendance and develop options for enforcing non-attendance charges
7. Develop use of a Safeguarding Learning and development Pool
8. Develop a range of Learning and Development information and resources available to professionals to use with and for their settings, including commissioning or procuring safeguarding toolkits.
9. Undertake Multi-Agency Learning and development Needs Audits to better understand the level of met and unmet safeguarding learning and development need of different agencies.

- 9.2 The Learning & Development Subgroup will oversee the delivery of the priority planning area to monitor and ensure actions are on target.

10 The CSCB Learning and Development Programme Delivery Plan 17-18

- 10.1 The programme of multi-agency courses for 2017-18 is publicised on the Board's website. The learning and development programme will continue to be a mixture of face to face learning, online learning and dissemination of briefings. We will continue to use a mixture of commissioned providers, partner agency representatives, voluntary sector practitioners and other local experts to deliver learning and development. This will enable us to maintain high standards, ensure diversity and equality issues are appropriately addressed and achieve better value for money. Learning and development Plans are revised annually and retains flexibility throughout the year to respond to emerging issues and needs.
- 10.2 The **Learning and Development programme for 2017/18** identifies specific content area to be developed and delivered, including:
- Develop a Learning and Development programme in line with CSCB priorities
 - Revise the learning and development offer for:
 - Impact of Parental Substance Misuse on children
 - Impact of Parental Mental Health on children
 - Engaging Fathers (this is particularly low for Early Years settings)
 - Serious Case Reviews learning sessions
 - Agree the content and design for CSCB Annual Conference (2017)

Appendix C illustrates the learning and development delivery programme for 2017/18. **The actual full learning and development programme will be published on the Board's website: www.croydonlscb.org.uk**

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- **Appendix A –**
Themes from Serious Case Reviews linked to L&D Activity (15-16)
 - **Appendix B –**
CSCB Learning & Development Priorities for 2017-18 and Delivery Plan
 - **Appendix C –**
The CSCB Learning and Development Programme Delivery Plan 17-18

APPENDIX A: Themes from Serious Case Reviews linked to L&D Activity (15-16)

Theme	SCR Evidence	L&D activity
Early Help & Safeguarding	Children Anon Child LG	L3 Safeguarding EH Assessments Lessons from SCRs EH Conference (15/16) Multi-Agency Induction
Parental Substance Misuse & Mental Health, and Domestic Abuse	Children Anon Child LG Child P	Impact of Parental Mental Health Impact of Substance Misuse Domestic Abuse <i>Annual Conference</i>
Complex Neglect	Children Anon Children F,G,H	L3 Safeguarding Neglect Critical Thinking and Risk Assessment Impact of Parental Mental Health Impact of Parental Substance Misuse <i>Annual Conference</i>
Use of Escalation Policy	Children Anon Children F,G,H Child T	L3 Safeguarding Lessons from SCRs Multi-Agency Induction
Use of Pre-Birth Assessment	Children Anon	Critical Thinking and Risk Assessment
Assessments and Joint Working	Children Anon Children F,G,H Child T Child LG Child P	Critical Thinking and Risk Assessment L3 Safeguarding Lessons from SCRs EH Assessments and Lead Professional Multi-Agency Induction

Theme	SCR Evidence	L&D activity
Working with Avoidant families	Children Anon Children F,G,H	Critical Thinking and Risk Assessment L3 Safeguarding Lessons from SCRs EH Assessments and Lead Professional Multi-Agency Induction
Voice of the child in assessments and interventions	Children F,G,H Child LG Child T	Critical Thinking and Risk Assessment L3 Safeguarding Lessons from SCRs EH Assessments
Use of Safeguarding Supervision	Children Anon Children F,G,H Child T	L3 Safeguarding Lessons from SCRs
Fabricated or Induced Illness	Children F,G,H	Signs and behaviours of FII
Information and analysis sharing	Children Anon Children F,G,H Child T Child LG Child P	L3 Safeguarding Critical Thinking and Risk Assessment Lessons from SCRs EH Assessments and Lead Professional Multi-Agency Induction
Protecting Children who are looked after	Child T	LADO Conference Critical Thinking and Risk Assessment
LAC and CP plans	Child T	LADO Conference Strengthening Families Framework
Communicating with U5's and CWD	Children Anon Children F,G,H	Critical Thinking and Risk Assessment Safeguarding CWD
Engaging Fathers	Children Anon Children F,G,H Child LG	Critical Thinking and Risk Assessment Critical Thinking and Risk Assessment Lessons from SCRs EH Assessments and Lead Professional

APPENDIX B: Learning and Development Strategic Priority Planning 2017-19

The following workstreams in 2017-18 will develop our learning and development practice and support the overall 2017-19 L&D strategy. The actual full learning and development programme will be published on the Board's website:

www.croydonlscb.org.uk

	Priorities	What action is needed?	Who is responsible?	When is the target date?	What is the expected impact?
1.	Continue to provide the annual CSCB safeguarding learning and development offer each year	Agree content in line with CSCB priorities Secure trainers, venues and publicity within CSCB L&D budget	L&D Sub Group / CSCB L&D Co-ordinator	April 2017 and Feb 2018	To enable safeguarding practice improvement across partnership
2.	Agree joint commissioning with Safeguarding Adult Board for shared priority areas	Identify shared themes and delivery options to secure trainers, venues and publicity (including e-learning packages)	CSCB L&D Co-ordinator and SAB lead	Q2 2017	Better awareness of safeguarding children and parental needs across child and adult workforce
3.	Use evaluation feedback to improve learning and development content (e.g. more local context in L3 Safeguarding)	Ensure evaluation reports identify points for content development, agree content with trainers	L&D Team and CSCB L&D Co-ordinator	Q2 2017	Better responsiveness and on-going improvement

	Priorities	What action is needed?	Who is responsible?	When is the target date?	What is the expected impact?
4.	Increase evaluation surveys which assess the application of learning to practice	Systemise method and frequency of contact with learning and development delegates to survey how learning has been applied	L&D Team and CSCB L&D Co-ordinator	Q3 2017	Secure data to evidence and assess positive proactive shift and return on investment
5.	Explore options for improving self-serve booking systems and e-learning provision	<p>Prepare options for identifying areas for improvement: specifically for self-serve booking and attendance records and e-learning provisions</p> <p>Improve access and use of current system through addressing known issues</p> <p>Promote and advise on use to access the benefits, e.g. learning and development attendance</p> <p>Explore options to provide an alternative or improved system</p>	CSCB L&D Co-ordinator	Q4 2018	Enable ease of access to practitioners to access and record safeguarding learning and development

	Priorities	What action is needed?	Who is responsible?	When is the target date?	What is the expected impact?
6.	Assess the rate of agency engagement and individual non-attendance and develop options for enforcing non-attendance charges	<p>Ensure access to and reporting of relevant data</p> <p>Prepare business case for adopting a non-attendance charging framework</p> <p>Agree charging rates method and criteria with L&D sub-group</p> <p>Ensure system development to enable charging (linked to 5.)</p> <p>Ensure publicity on changes before go live</p>	CSCB L&D Co-ordinator and Board Team (QA and Manager)	Q4 2018	Develop new revenue stream for CSCB L&D budget and promote attendance
7.	Develop use of a Safeguarding Learning and development Pool	<p>Agree engagement plan with L&D sub-group</p> <p>Agree delivery plan with L&D Sub Group</p> <p>Agree quality assurance framework for Pool</p>	CSCB Co-ordinator / L&D sub Group	Q3 2017	Increase the use of local experts that support local practice – improving local knowledge and application of skills to local systems

	Priorities	What action is needed?	Who is responsible?	When is the target date?	What is the expected impact?
8.	Develop a range of Learning and Development information and resources available to professionals to use with and for their settings	Build content in line with CSCB priorities and local practice Provide list of recommended learning standards and safeguarding trainers for purchasing on-site learning and development	CSCB Co-ordinator / L&D sub Group	Q4 2018	To enable practitioners in different settings to access resources that support their own agency's safeguarding learning and development
9	Undertake Multi-Agency Learning and development Needs Audits to better understand the level of met and unmet safeguarding learning and development need of different agencies	Design method and frequency for TNA surveys Agree areas of focus for audit	CSCB Co-ordinator / L&D sub Group	Q3 2017	Better range of data to support future learning pathways and plans

APPENDIX C - The CSCB Learning and Development Programme Delivery Plan 17-18

	To be delivered	What action is needed?	Who is responsible?	When is the target date?	What is the expected impact?
1.	Develop full Learning and Development offer (full programme will be published on Board website)	Agree offer in line with CSCB priorities Publish full details of offer on CSCB website	CSCB Co-ordinator/ L&D Sub-Group	April 2017	Provide face to face and e-learning offers to enhance safeguarding practice
2.	CSCB Annual Conference	Agree theme, content and delivery	CSCB Co-ordinator and CSCB Manager	May 2017	Quality thematic conference to engage partners
3.	Revise learning and development offer for <ul style="list-style-type: none"> - Impact of Parental Substance Misuse - Impact of Parental Mental Health - Thresholds and Early Help - Engaging Fathers 	Review content based on learning and development needs feedback and evidence from reviews and audits Re-design delivery of face to face formats Improve publicity across children and adult workforce	CSCB Co-ordinator/ L&D Sub-Group	April 2017	Improved engagement with learning across partnership
4.	SCR Learning	Develop new delivery sessions for SCR learning Develop learning resources	CSCB Co-ordinator/ L&D Sub-Group	April 2017	Improved access to SCR messages and support to sustain improved practice via learning information and resources

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