



2011- 2013 Safeguarding Training Strategy

September 2010

Bromley Safeguarding Children Board

Room B40A, St Blaise Building, Civic Centre, Stockwell Close, Bromley, Kent, BR1 3UH

bscb@bromley.gov.uk

www.bromleysafeguarding.org

020 8461 7816



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1. BACKGROUND

1.1. What is safeguarding Training?

Safeguarding training involves equipping staff to be able to recognise the signs and symptoms of abuse/neglect, knowing what to do in response and being able to work effectively with others within one's agency as well as across organisational boundaries. Bromley Safeguarding Children Board, through its Training Sub Committee, actively promotes agencies working together locally to ensure that all children and young people are safe and protected from harm.

1.2. Roles and Responsibilities

A core role for Bromley Safeguarding Children Board (BSCB) is monitoring the provision of safeguarding training. Its role is to establish a policy for safeguarding training and to monitor and assure its quality. This means regular evaluation and monitoring of the safeguarding training provided by agencies as well as shaping the programme for multi-agency safeguarding training.

In Working Together 2010 the core responsibilities for Local Safeguarding Children Boards (LSCBs) and local strategic partnership arrangements for children are clearly defined.

'The LSCB is responsible for developing local policies for safeguarding and promoting the welfare of children, in relation to the training of people who work with children or in services affecting their safety and welfare of children' (WT2010 4.15 p68)

LSCB responsibility extends to training on child death review processes and also serious case reviews. Furthermore, it is expected that LSCBs will: *'... contribute to, and work within, the framework of the local workforce strategy. They may decide to identify training needs and priorities and feed this information into the local workforce strategy to inform the planning and commissioning of training. LSCBs will want to review and evaluate the provision and availability of single and inter-agency training and to check that the training is reaching all relevant staff within organisations. 'WT 2010 para. 4.16).*

Children's workforce strategies are developed locally, through local partnership arrangements. A coherent approach to planning services for children and young people exists in Bromley and takes a lead on for *'making sure that training opportunities to meet priority needs identified by the LSCB are available and that all staff who work or have contact with children are appropriately trained in child development, recognise potential signs of abuse and neglect and know how to respond if they have concerns about a child's welfare.'* (WT 2010, para 4.13)

The local strategic partnership arrangement should ensure that systems for delivering single and multi-agency training on safeguarding are in place. Working jointly with the LSCB, the local partnership should consider which bodies should commission or deliver single and inter-agency training.



In Bromley, the BSCB is currently responsible for managing the delivery and monitoring of the multi-agency safeguarding training programme.



1.3. Purpose of a training strategy for safeguarding children

In setting out a strategy for safeguarding training, the BSCB aims to ensure that children and young people are appropriately safeguarded through:

- equipping all staff who have contact with children and young people in Bromley with the necessary skills, knowledge and understanding to safeguard them effectively.
- Understanding local safeguarding training needs in order to provide high quality multi-agency training.
- monitoring and evaluating all training and encouraging high-quality single-agency training.
- disseminating the learning from serious case reviews and child deaths in order to improve safeguarding practice.

The BSCB expects all agencies to understand and actively engage in its responsibilities in this safeguarding activity. This includes the responsibility to:

- commission/develop and deliver single agency training including mandatory induction;
- ensure that those in specialist roles receive the necessary training
- ensure access to multi-agency safeguarding training both as part of induction and refresher training,
- monitor and evaluate single agency training.
- identify adequate resources (which may include funding, venues for training, specialist staff) and support for the multi-agency training programme.
- Contribute to the development of the safeguarding training programme.

(WT 2010 para 4.10)



2. CONTENT & AUDIENCE

2.1. Single-Agency Child Protection Training

In line with government guidance (*Working Together*, 2010), the Bromley Safeguarding Children Board expects all agencies to provide basic single-agency training for staff that come into contact or work directly with children, young people and their families. This equips staff with the basic knowledge for recognising and responding to child development concerns or signs of child abuse and neglect. It also enables staff to access and maximise the learning from the BSCB multi-agency training. Basic single-agency training has to cover core elements agreed by the BSCB Training Sub-committee and also as set out in *Working Together* 2010:

- What is child abuse and neglect
- Signs and indicators of abuse and neglect
- Normal child development
- Maintaining a child focus
- What to do in response to concerns
- How to make a referral and information sharing regarding concerns,
- Using the common framework for the assessment of children in need and their families

The Training Sub-committee has a responsibility to monitor and evaluate single-agency training and assess whether it reaches the relevant staff. The BSCB must ensure that single agency training is delivered to a consistently high standard and that a process for evaluating the effectiveness of single agency training is in place. This process is set out in section 3 of this document.

2.2. Multi-Agency Child Protection Training

Interagency safeguarding training is for employees of different agencies who either work together formally or come together for training or development (WT 2010 4.3). In Bromley, the BSCB Training Sub-committee aims to provide a high quality multi-agency training programme that is consistent wherever possible with any regional or national programme/framework, achieves significant reach, and that is:

- Tailored to meet the training needs of staff groups 3, 4, 5 and 6 as set out in *Working Together* 2010.
- Planned on the basis of a training needs analysis, in terms of 1) target staff population figures and 2) skills/knowledge highlighted as needing to be developed.
- Up-to-date with relevant national and local research and policy developments.
- Reflects learning from any local serious case reviews or child death reviews and may be delivered through delivering adhoc briefing sessions as learning from cases require dissemination.
- Delivered by trainers who are knowledgeable about safeguarding and promoting the welfare of children and have facilitation skills and relevant specialist knowledge/skills.
- Accessible to all agencies and sectors.



- Has a good agency mix.
- Monitored for agency/sector attendance.
- Quality assured using different modes of evaluation, and improved on the basis of the findings.

In Bromley it is a pre-requisite that staff have attended single agency training prior to accessing the multi-agency programme. *Working Together 2010* helpfully sets out suggested areas for multi-agency training, which builds in the areas for single agency training. Therefore the multi-agency training programme will provide training to address:

- Working together to identify, assess and meet the needs of children where there are safeguarding concerns
- The impact of parenting issues, such as domestic abuse, substance misuse on parenting capacity
- Recognising the importance of family history and functioning
- Working with children and family members, including addressing lack of co-operation and superficial compliance within the context of role
- Section 47 enquiries, roles, responsibilities and collaborative practice
- Using professional judgements to make decisions as to whether a child is suffering, or is likely to suffer significant harm
- Taking emergency action
- Working with complexity
- Communicating with children in line with interviewing vulnerable witness guidance.
- Promoting effective professional practice
- Supervising child protection cases
- Managing performance to promote effective multi-agency practice

The detailed content of the training programme will be specified by the BSCB Training Sub Committee, based on local needs analysis and issues. However, single and multi-agency training will usually include:

- Recognising and responding to child protection concerns
- Working together effectively
- Completing child in need assessments
- Safeguarding disabled children and children who runaway
- Safeguarding children when there are concerns about domestic violence, parental mental ill health, parental substance misuse
- Learning from national and local serious case reviews

2.3. The Common Core

The *Common Core of Skills and Knowledge for the Children's Workforce* (published by DCSF 2009) state the six areas of expertise that all individuals working with children and young people need to be able to demonstrate. *Working Together* is clear about the expectation that all safeguarding training single agency and multi-agency should be consistent with the Common Core. All BSCB



multi-agency training programmes are to be appropriately cross-referenced to the six areas, which are listed below.

- Effective communication & engagement
- Children and young people development
- Safeguarding and promoting welfare of child
- Supporting transitions
- Multi-agency working
- Sharing information

Training providers will be required to map their training to the common core and this will be included in course documentation and publicity.

2.4. Annual Conference

The BSCB hosts an annual conference, bringing together staff at all levels to raise awareness about a current safeguarding theme. Recent themes include bullying, domestic violence and disability. The conference and its workshops contribute to the continuing professional development of professionals. It is deemed to be a significant facet of the BSCB training programme and is managed by a sub-group of the Training Sub Committee. The annual conference will link to the BSCB priority areas as set out in its Work Plan for the next three years and where necessary will respond to any emerging safeguarding issues locally and / or nationally.

2.5. Training Members of the BSCB

The BSCB expects all Board members, including those who are members of task groups and sub-committees to access single and multi-agency training. Members will be expected to take up training offered through BSCB induction, development days, away-days and refresher Group C training, as well as any role specific training such as for business manager, lay members and independent chair.

2.6. Target Audiences for Training

The revised guidance on working together groups audiences for safeguarding training based on their degree of contact with children and their parents/carers and on their level of responsibility within their agency. The groupings help to support the identification of training and development needs and to manage provision. The eight audiences are identified as follows:



| Target Group* | Description | BSCB Current Training |
|----------------------|---|----------------------------------|
| 1 | Occasional contact with children | Single Agency |
| 2 | Regular or intensive but irregular contact with children | Single Agency |
| 3 | Work predominantly with children | Group B |
| 4 | Specialist child protection responsibilities | Group B |
| 5 | Designated lead for child protection | Group C |
| 6 | Operational managers of services for children, their parents/carers | Group C |
| 7 | Senior managers responsible for strategic management of services | Group C |
| 8 | Members of the LSCB | Group C plus bespoke development |

* Working Together to Safeguarding Children, publ. DCSF March 2010



3. ORGANISATION, DELIVERY AND EVALUATION OF TRAINING

Bromley's safeguarding training is embedded in a framework of interagency working. The Training Sub Committee is a multi agency group, comprising those who are knowledgeable about training needs and processes as well as experienced practitioners and trainers. The committee reviews, develops and co-ordinates the Training Programme. The shared goal of members is to ensure that safeguarding training, both single and inter-agency, is effective and reaches all appropriate agencies and individuals.

The demand for training has increased year on year and it is the responsibility of the committee to review the resources available and make decisions about how this is to be deployed. The funding for the interagency programme is derived from the BSCB budget. Within the BSCB budget the funds for training is ring-fenced. Ways to enhance funding and to use the current resource efficiently are being kept under review. It is important to consider how partner agencies can contribute to keeping the costs of training manageable.

The main aim for the period of this training strategy 2010/14 is to continue to extend the training programme in targeted areas in order to meet demand and address the core issues for the BSCB. Good training is an important aspect of safeguarding all children and young people by ensuring that those working with children and young people are aware of what to do to safeguard a child or young person.

Five main strategies are to be employed in order to achieve this main aim:

- Review needs annually and conduct an three yearly needs analysis
- Develop and utilise a pool of local expertise from partner agencies for the provision of training.
- Provide briefings on key safeguarding issues to a larger audience.
- Continue to develop the Annual Conference
- Liaise with LB Bromley's L+D & Workforce Development to benefit from professional assistance, developing an integrated workforce.

3.1. Needs analysis

In order to determine the need for training and manage the supply, the BSCB conducts a needs analysis with partners. The findings help the BSCB to manage the requirement for training and various types of training over a three year period. An analysis will be conducted every three years, followed by annual review and impact assessment.

Training is organised out of the local authority's Education Development Centre, and a part time training administrator manages the day-to-day co-ordination of training.

3.2. Commissioning External Consultants

Where the quality of training benefits from externally commissioned trainers, the BSCB shall continue to contract consultants. Contracts will be issued following a tendering process conducted every three years. This will ensure that the BSCB



operates an inclusive policy and meets the requirements of financial procedures set by London Borough of Bromley. A tendering process is used to ensure that the BSCB attains value for money and the best quality of provision.

3.3. Valuing Local Expertise

The BSCB have also identified the benefits of drawing on local expertise in the provision of training. These include that local procedures and networks can be better reflected in training courses; that it supports the development of a pool of local expertise and networks of professionals able to providing continuing advice and guidance.

3.4. Principles

The BSCB has agreed three key *principles* which underpin the delivery of its training programme:

- Child centred – the training must incorporate and promote children’s rights and needs. It should ensure that the child’s welfare is regarded as paramount.
- Inclusion – delivery of training and its content must show regard for diverse communities and an inclusive approach is required. Training should be inclusive of a range of individuals and organisations that have responsibility for safeguarding and promoting the well-being of all children.
- Inter-agency collaboration – valuing the importance of people working collaboratively, bringing people together in ways that support good practice and enhances networks.

3.5. Objectives

The delivery of training courses should meet the following objectives:

- Training delivered in a multi-agency context with delegates from a range of agencies helping to develop networks and share understanding of roles and situations across different settings.
- Build in time and exercises that support attendee networking to maximise the multi-agency opportunity.
- Incorporate an experiential learning approach in each course to provide attendees with opportunities to test, reflect and discuss changes to working practice.
- Support the development of delegate networks by providing mechanism for them to keep in touch.



3.6. Quality Assurance & Evaluation

Quality criteria

The BSCB has a responsibility to ensure that single and multi-agency training is delivered to a consistently high standard. The quality of the training will be evaluated on the ability to demonstrate that the principles and objectives set out above have been met by the course, alongside the demonstration of the following quality assurance criteria.

The quality of training is assured through:

- Using trainers who are knowledgeable about safeguarding (including child protection) and where relevant who have the relevant specialist knowledge and skills.
- Using trainers who have completed a training qualification, or training for trainers programme or an equivalent professional course.
- Trainers and training materials being accurate and consistent with the law, current research, lessons from local and national serious case reviews and child death reviews, as well as local and national policy and practice.
- Understand the rights of a child and child development
- The Bromley Continuum of Need and Threshold Guidance and Common Assessment Framework (CAF)
- The role of safeguarding lead and designated professionals for
- DCSF Information Sharing Guidance

Evaluation criteria

The quality, reach and impact of the BSCB multi-agency training programme is evaluated through a four-tier process. The process also supports individual agencies in their responsibility to monitor and evaluate training.

- The BSCB has established a system of working through **training leads** for agencies to convey information about training ranging from course availability to delegate attendance.
- **Course attendance** is monitored by the training administrator who ensures that a monthly report is issued to training leads. It provides in detail course attendance by agency. This can be used by the agency to monitor the training of individual staff, support supervision, professional development planning and also demonstrate compliance when auditing services. This information also helps the BSCB to identify the emergence of patterns of demand, such as increased bookings from school or health, which may reflect changes in national or local policy or practices. The regular monitoring activity also supports more effective co-ordination of the training, managing access to training across sectors.
- Each course is subject to **user evaluation**. Delegates are asked to complete an evaluation form which is then compiled into a quarterly report to the BSCB. This enables the BSCB to monitor the course quality. Where necessary



feedback can be given to trainers to secure improvements or to clarify information to those booking on to courses. .

- From 2010 the BSCB will be introducing a fourth evaluation tool, which will **assess the impact** of training for targeted courses. This will comprise issuing a questionnaire to course delegates and their managers on the use of the training in their professional practice and to assess how the training has contributed to improvements in safeguarding practice in the team/agency. An evaluation will be conducted every two years to consider the impact on multi-agency working to safeguard children and establish how it has made a positive change to practice. Evaluation of training should focus on the extent to which training contributes to knowledge and skills of workforce with regard to working together. Audit will focus on: short and long term outcomes, impact on working together and inter-professional relationships.

3.7. Evaluating Single Agency Training

Single Agency training will be evaluated by individual agencies and reported to the Training Sub Committee annually.

The single agency training evaluation should audit the quality of the provision including:

- Coverage of the appropriate common core of skills and knowledge
- Development of an understanding of the continuum of need
- The signs and symptoms of abuse

Single agency training evaluation must be able to report on the following areas to the Training Sub Committee:

- Attendance by directorate/team and numbers involved
- Nature of training for example initial, specialist, mandatory.
- Training which has been introduced to address the actions of any serious case reviews or individual management reviews.

The BSCB will provide an overview report that summarises the findings of its reviews of single agency training programmes and any actions which it has deemed necessary to improve the quality of the provision.



4. ACCOUNTABILITY

The BSCB gives account of its multi-agency safeguarding training to the BSCB Main Board comprising over 40 partner agencies from a range of sectors and it also must report to the Children's Trust Board. This evaluation forms a part of the BSCB's annual report on its activity. The annual report is presented to the BSCB Main Board, and to the local strategic partnership. The report is also available to the public and is presented on the BSCB website.

4.1. Reporting structures

In reporting to the local strategic partnership, the BSCB will provide a summary of overall progress towards implementation of the training strategy, which will include :

- information on the number of courses delivered
- delegate attendance by agency, profile, the rate of non-attendance
- delegate feedback on the quality of course provision setting out where any weaknesses were identified and how these were addressed
- Summarise the findings of its review of single agency training programmes and their evaluations.

4.2. Review of the strategy

The training strategy will undergo a major review in 2013, following an audit, in preparation for setting a three-year strategy for the future. Where local needs or national drivers are identified and require attention, aspects of the strategy may be reviewed and updated by the BSCB Training Sub Committee with agreement from the BSCB Executive.



5. NEEDS ANALYSIS & FINDINGS

5.1. Methodology

The BSCB conducted an analysis of training needs in June 2010. Agencies were asked to identify their training requirements. The request went to all BSCB members and requested information for each of the three years to 2014. The request covered multi agency and single agency programmes.

It was not possible to collect detailed training requirements from individual schools or early years settings and private nurseries, youth workers and voluntary organisations that access multi-agency training as the BSCB did not have the capacity to manage that scale of information. The project team managing the review of the strategy agreed that a reasonable forecast could be made for Group B and C provision on the basis of the training take-up for each of the past three years. This information would be provided by the training administrator.

To place the requirement for training in context, the number and type of courses made available on a multi agency basis would be included in the analysis. The single agency information requested considered basic training, which is regarded as the Group A training currently also provided by the BSCB.

5.2. Findings

The demand for Group B and Group C training has been steadily increased and the courses for this training for 2010-2011 is over subscribed, with a large number on the waiting list. The upward trend in the demand for training has spanned three years.

The number of BSCB courses overall has doubled from 20 in 2008 to 40 in 2010. To a large degree the demand has been met by increasing numbers of delegates per course, typically up from 15 to over 20 and through offering briefing sessions.

Based on the returns from agencies the BSCB should expect to see an overall increase in the demand for Group B training in the next three years. There is a particular demand from health services.

Group C full programme training levels are likely to dip, however it is anticipated that the requirement for refresher training will increase. (Sam's data)

Increases to delegate number in 2010 is in part accounted for by numbers taking up CAF training.

5.3. Analysis

The analysis of safeguarding training need has taken two forms, a direct request from agencies about training requirements and making projections based on take up over for safeguarding. Demand has increased mainly due to the attention given to safeguarding following the Haringey Serious Case Review into the death of the toddler known as Baby Peter, and with inspections in health and education featuring safeguarding as a significant facet of the inspection process and grade. Increasing numbers are applying for training and being accommodated. This demand has been met at the same time as improving the quality of the training through changing the

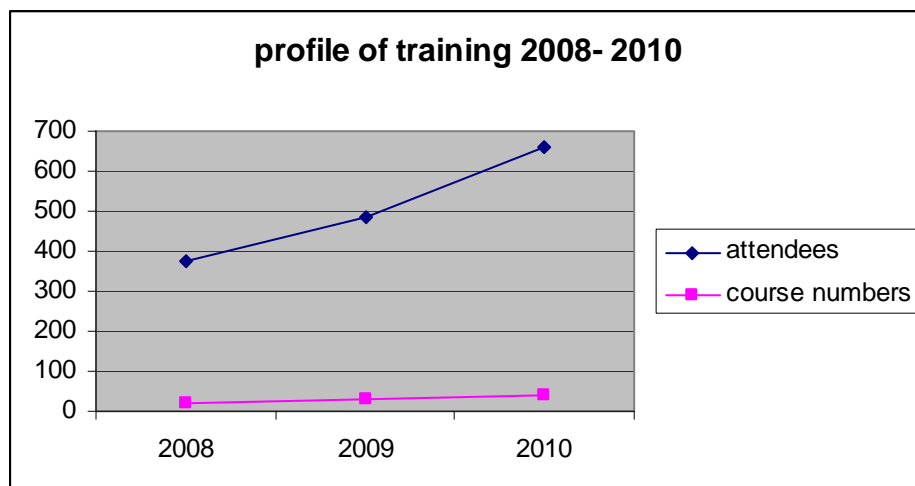


profile of training courses. For example, the BSCB now provides a 1 day courses for its Group B course, which enables access to the training for a number of professional groups and also acts as a refresher for those who previously undertook the two-day programme. A one-day refresher for Group C is now available, meeting the needs of delegates required to update their training every three years and enhancing the quality of the training experience because delegates already have experience. Additionally, in the past the BSCB provided smaller group-based training on the learning of serious case reviews, this is now delivered through larger briefings where up to 40 delegates can attend. These new arrangements have proved popular and evaluate well. In a further bid to address demand and manage resources, the BSCB has drawn on a growing pool of agency professionals to deliver specialist training this has contributed to the increased provision of training. It also achieves one the BSCB’s key principles of training, which is to foster local networks.

The demand for Group A training remains steady and this year twilight courses are being provided. There has been a tendency for this training to be mainly populated by delegates from one agency. This appears to link to the revised working together suggestion for training, where such training would be delivered single agency.

The BSCB has currently charged for single agency training delivered in school settings. It may be possible the offer Group A to other agencies on a fee basis.

There will be an increased emphasis on the role of the CAF in Bromley as there is renewed attention to improving early intervention and prevention in safeguarding children. Numbers accessing training has steadily increased and it is anticipated that it will rise steadily into the next few years.



5.4. Recommendations

- *Group A training:* in line with guidance in working together this training is designated single agency training. To bring this training in line with WT 2010, the BSCB should consider removing this from the multi agency programme and making clear the responsibilities of agencies to provide single agency training in line with the quality of the current Group A. Alternative of paid for



provision may need to be made for those individuals not working within an agency context.

- Agencies to provide a list of their single agency training provision in their training plan.
- Defer training on the London Child Protection Procedures until the revised procedures are issued, which is anticipated to be in 2011.
- The BSCB has addressed issues around training on e-safety, meeting its priorities of the 2007-2010 business plan. A wider range of agency appropriate training is available. The BSCB E-safety training should cease this year in 2010.
- The multi-agency risk assessment course is due for revision in order to address issues identified in a recent Bromley serious case review. The revisions should accommodate concerns about neglect more effectively.
- The BSCB should consider the number of Group B courses available over the next three years.
- The resources should be re-allocated to increase the number of Group B and C courses which will begin to address the demand and ensure an appropriate agency balance.
- Child death training has to a large degree served its purpose in raising awareness about the process. Information about the process can now be shared by appropriate managers.



| Level | *Audience Groups | 2011-2012 | 2012-2013 | 2013-2014 | Agency Demand (as a proportion of overall demand) |
|---|------------------|------------|------------|------------------|---|
| SINGLE AGENCY | | | | | |
| Basic/Induction Training | 1-8 | 963 | 192 | 192 | 22 SSC 575 Oxleas 750 PCT |
| Group A | 1 & 2 | 183 | 183 | 186 | Oxleas target of 475 to be trained single agency over 3 years |
| BSCB CORE TRAINING | | | | | |
| Group B | 6 | 189 | 195 | 360 | Oxleas 100 to be trained over three years. & prediction based on training in each of last three years. (9 group B courses ran in 2009-10 – 1 day training course) |
| Group C | 4/5/6 | 69 | 70 | 70 | 2012 & 13, &14 forecast based on 3 courses of 20 delegates Additional 30 based on waiting list |
| Group C refresher | 4/5/6/ | 65 | 59 | 172 ^a | ^a Significant increase projected based on numbers in 2009/10. additional 40 based on waiting lists |
| CAF training | 3/4/5/ | 221 | 222 | 222 | SSC – breakdown of 38 listed over 3 years. CAF Approximately 10 courses each year up to 20 participants. |
| BSCB SPECIALIST | | | | | |
| Risk Assessment & Neglect | Level 3 + | 92 | 92 | 92 | PCT & Risk Assessment |
| Domestic Violence | Level 3+ | 64 | 48 | 48 | half day. Consideration of 1 day programme |
| Parental Mental Health | Level 3+ | 36 | 36 | 36 | |
| Annual Totals of Multi Agency Training** | | 746 | 742 | 676 | |

- Working Together 2010 Chapter 4 Training Groups
- **does not include single agency or Group A
- Specialist training not included



6. Priorities

The overarching priorities for 2011-14 is to fully understand the demand for training and find ways in which that demand can be met and the quality of training maintained and enhanced. There is an on going priority for the BSCB to:

- Develop and grow the pool of local training expertise and this may require some investment in training trainers. The benefits include the ability of local trainers to facilitate better knowledge and understanding of local procedures within national and regional frameworks. It can also improve local networks and information sharing.
- Enhance the evaluation of training. The BSCB already gather and share a considerable amount of information about the multi-agency training programme. A key priority is to conduct an audit of training outcomes in particular how training contributes to improved working practices, to agencies working in partnership and outcomes for children. Training outcomes should be evaluated by the BSCB as part of working towards WT 2010 which sets out its expectations of training evaluation.
- Monitor single agency training in a systematic way to ensure that it is more effectively embedded in an evaluation of local safeguarding training.
- Review of training funding arrangements

Key priorities for each of the next three years are set out below. However, it is clear that priorities may change in accordance with national or local needs eg a serious case review's findings.

6.1. Priorities 2011 - 2014

- Domestic Violence – developing priorities set out in the Board's strategic plan, drawing on the Barnardos training programme.
- Safeguarding Disabled Children – to build on the awareness-raising at the BSCB Annual Conference, improve policy and procedures across all agencies and to support the implementation of the Safeguarding Disabled Children Strategy. Reports to go to the BSCB and to the authority's Disability Strategy Group.
- Learning Lessons from Serious Case Reviews – to ensure that agencies and professionals are aware of recent local serious case reviews; that professional can review their procedures and practice in relation to the recommendations from the reviews.
- Risk Assessment Training – revised course to be rolled out with a particular focus on effective assessment in order to identify neglect, followed by an audit of its effectiveness
- Gather comprehensive information about single agency training in Bromley and build this into an audit of training.
- London Child Protection Procedures - Briefings on any revision to the procedures anticipated to take place in 2011.



- Single Agency Training – BSCB exploration of good practice examples of single agency training including e-learning alternatives. This is to be shared with members.
- Audit of training outcomes - Domestic Violence, Disabled Children and Parental Mental Health training outcomes to be audited as part of WT 2010 expectations of training evaluation.

Training Needs Analysis Bromley Safeguarding Children Board

Agency {insert agency name & contact details}

Name: _____

Title/ Role: _____

| | | | | |
|----|---|----------------------------------|-----------------------------------|-----------------------------------|
| 1. | How are staff and volunteers in your agency made aware of the range of training courses offered by the Local Safeguarding Children Board? | | | |
| 2. | Is Safeguarding Children Training part of your induction programme? Yes <input type="checkbox"/> No <input type="checkbox"/> | | | |
| | If not, are there any plans to make it so? | | When will it introduced? | |
| 3. | Within your agency how many staff/volunteers require: Single agency training _____ Multi agency training? _____ | | | |
| 4. | Your training requirements Are you aware of the level of Multi Agency Safeguarding Children training they require? (See brochure for level descriptors). | | | |
| | Level | No of Staff 2010-2011 | No of Staff 2011- 2012 | No of Staff 2012- 2013 |
| | Group A | | | |
| | Group B | | | |
| | Group C | | | |
| | Specialist MA [insert course] | | | |