

**OSCP Training and Development Plan 2022-2024**

**Our Purpose**

OSCP brings together the Statutory Safeguarding Partners (the Police, Clinical Commission Group and Local Authority) to work in close collaboration with Relevant Agencies to safeguard and promote the welfare of all children and young people in Oldham. This is achieved through the co-ordination of collaborative partnership activity at a local level to identify and respond to local safeguarding need, ensure local arrangements for the safeguarding of children are fit for purpose and provide scrutiny of, and challenge to, those arrangements where appropriate.

**Our Vision**

“For everyone to work together to ensure that all children and young people are safe and feel safe within their homes, schools and communities.” This vision is underpinned by the strategic aims and priorities identified throughout the strategic plan for 2021-2024. It supports the principle that safeguarding is everyone’s business and reinforces the need for us all to work together to support children and young people in Oldham to achieve their full potential.

**Our Strategic Aims**

1. Excellent practice is the norm across all practitioners in Oldham.

2. Partner agencies hold one another to account effectively.

3. There is early identification of new safeguarding issues.

4. Learning is promoted and embedded.

5. Information is shared effectively.

6. The public feel confident that children are protected.

**Working Together to Safeguard Children 2018**

Working Together to Safeguard Children states that professionals working in all 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 issues including online grooming, sexual exploitation, and radicalisation.

Working Together to Safeguard Children 2018, Chapter 1 states that the three safeguarding partners should consider what training is needed locally and how they will monitor and evaluate the effectiveness of any training they commission (page 14).

Working Together to Safeguard Children 2023

This Department for Education (DfE) statutory guidance sets out what organisations and agencies who have functions relating to children must and should do to help, protect and promote the welfare of all children and young people under the age of 18 in England. The 2023 edition replaces Working together to safeguard children 2018.

Oldham Safeguarding Children Partnership and Safeguarding Review & Learning Hub are committed to providing quality multi-agency training to complement and support single agency training from partner agencies in meeting their statutory requirements with regards to safeguarding children. This in line with the requirements of Working Together to Safeguard Children 2018 and other local, national policy, procedure, and practice guidance.

**Our Priorities**

**Multi-agency training**

Multi-agency training is one way to ensure that a culture of inter-agency cooperation is developed and supported. Research from Carpenter (2009) has shown that multi-agency training is useful and valued by professionals in developing a shared understanding of child protection and decision making.

Effective safeguarding depends on staff and volunteers across all agencies having a clear understanding of their individual roles and responsibilities. This includes the ability to recognise when a child is at risk as well as the knowledge and skills to respond effectively.

Learning from Safeguarding Child Safeguarding Practice Reviews (CSPRs) and Domestic Homicide Reviews (DHRs) and Multi Agency Audits also shows that the key to successful safeguarding is the ability to work effectively in multi-disciplinary and multi-agency settings.

The objective of our multi -agency training is to ensure everyone working with children, young people and families in Oldham have the right skills and knowledge and are competent in the work they undertake and can provide timely support and interventions to protect them from abuse and neglect.

**Overarching Training aims and Principles are:**

|  |
| --- |
| ***Aim: To devise and deliver high quality innovative training programmes and initiatives that meet*** ***the business requirements of the Safeguarding Partnership and the priority safeguarding issues being processed.*** |

Effectively responding to children’s needs, developing new ways of working and opening new conversations. There is a commitment to invest in the workforce to ensure it is equipped with the right knowledge and skills to work within the most challenging of circumstances to ensure outcomes for children are improved.

The aim of this training and development plan is to ensure that the sector’s workforce continues to be made up of talented and highly skilled professionals who are able to deliver integrated high-quality services to meet the changing needs of children and their families in Oldham.

Our work is centred on improving outcomes and quality of life for those most vulnerable children and families in our community.

* Ambitious for every child and young person
* Committed to safeguarding and promoting the welfare of children
* Highly skilled and excellent in their practice
* Committed to partnership and integrated working
* Respected and valued as professions

The training offer aims to deliver effective and cohesive training activity and continuous professional development for our workforce to ensure that all children and young people are safe and feel safe within their homes, schools, and communities.

That all learning supports and encourages inter-agency working to enable staff to develop a cohesive culture of behaviours, attitudes, skills and knowledge for greater inter-professional dialogue, curiosity, and cooperation.

That these skills and behaviours ensure good outcomes for children, young people, and families.

That it is multi-agency i.e., the learning outcomes and programme content are aimed at a multi‑agency audience, with input design and delivery from all agencies.

All training supports reflective practice by encouraging participants to share experiences and ideas in the learning environment and within their own supervision.

**Kolb’s Learning Theory**

**Training Levels**

All staff are required to undertake some level of child protection training designed to build skills and knowledge. Participants at introduction level required to complete single agency training before undertaking training offered by the Partnership. This model below reflects the specific targeting of multi-agency training. These levels are not intended to be exhaustive but offer a framework to enable managers to determine the appropriate level of training required to meet the needs of their individual staff.

**Foundation:** Those who have contact with children who may become aware of possible abuse and neglect i.e., adult services, GPs, elected members, receptionists, Council staff, faith groups, voluntary sector.

**Core 1:** Those who predominantly work with children and/or who have responsibility for safeguarding within their organisation i.e., housing, youth justice, police, probation, health, education, children’s social care, voluntary sector, designated leads, early help, specialist services.

**Core 2:** Those whose work contributes to assessment, planning interventions, and reviewing the needs of a child. Those with responsibility to contribute/coordinate section 47 enquiries, assessments, and plans. Those responsible for supervision, management, and strategic oversight, named persons i.e., paediatricians, managers, probation, police, health, education, housing, children’s social care.

**Training Pathway**

Currently we have three training pathways relating to domestic abuse, complex and contextual safeguarding, and neglect. Like the training levels these pathways suggest the appropriate level of training that may be required from different staff dependent on their responsibilities and job role.

**On-going dissemination and cascade of learning**

Learning opportunities coordinated locally embrace a wide range of delivery methods beyond the classroom setting.

All learning and findings across the Partnership are disseminated and incorporated into the day‑to‑day business of the local workforce and informed by the ongoing review of the business plan. The aim of the multi-agency training offer is to meet the changing environment and be flexible and responsive to the business plan. With this in mind we offer four quarterly training spotlights (training offers) not an annual training offer.

**Mediums for dissemination of information include:**

* Classroom based learning
* e-learning
* Webinars
* Briefings i.e., Information Highway
* Audits and workshops
* Newsletter
* Quarterly safeguarding training spotlight
* Conferences
* Greater Manchester Combined Authority workstreams, i.e., trauma informed workforce
* 7-minute briefings
* OSCP twitter feed and website
* Seriously good case reviews
* District based briefings
* Monitoring and evaluation of impact

**Training Pool**

The OSCP training programme is predominantly delivered by our training pool. Pool members are experienced practitioners who work in Oldham and are released by their agencies to deliver training. They are from a wide range of partnership agencies. The Partnership also commissions experts to facilitate specialist training when required. Training pool members are encouraged to attend our train the trainer’s course and are offered informal supervision/practitioner forums to discuss any issues/successes or areas where improvements can be made.

**Training Needs Analysis**

Training needs analysis is the process of identifying the gap between training and needs of training. The expectation is that each partner agency will undertake their own training needs analysis. Any cross-cutting themes will be fed into the Safeguarding Review & Learning Hub. This forms a significant part of forward planning in respect of the Partnership’s training programme and analysis.

**Evaluation and Monitoring**

There is an expectation that paid staff and volunteers, at all levels across all disciplines, should be responsible for continuing their own learning and development by updating their skills and knowledge in safeguarding and promoting the welfare of children and young people.

All learning and development events will be evaluated in line with the OSCP Training Quality Assurance Framework.

All partner agencies are expected to feed any cross-cutting themes or emerging issues from their single agency training audits to the Safeguarding Review & Learning Hub.

OSCP training quality assurance process will address the relevance and accuracy of course material on an annual basis, ensuring it meets local needs, current legislation, and policy guidance.

The Training Consultant will monitor agency attendance levels and report data to the Safeguarding Review & Learning Hub and identify any issues for escalation.

The Safeguarding Review & Learning Hub will recommend a programme of learning and development which is informed by training needs analysis, including lessons learnt from child practice review, safeguarding conversation, feedback from local audits research findings and local/national guidance.

The Safeguarding Review & Learning Hub members will be active participants in deep dive evaluations of training.

**Oldham Safeguarding Children Partnership - Training Quality Assurance**

Analysis and evaluation of training is vital to ensure we are providing the training the workforce want and need. It must be effective with robust measurement of impacts, ultimately to demonstrate the training has made a positive difference to families we work with to ensure the best outcomes for them and their children.

Training is therefore a shared responsibility between those who provide training, organisations, managers, and course participants. If learners do not talk about/reflect on learning new skills and work out how to practice them within a few weeks of attending training, positive change is unlikely to take place (Kolb adult learning theory). The role of supervision/reflective practice is a vital part of the learning process.

The current training evaluation used is based on the 4 level Kirkpatrick model. This model of evaluation evolved out of Donald Kirkpatrick’s four levels and is regarded as the industry standard in the evaluation of training.

The OSCP training evaluation process outlines the roles and responsibilities of the OSCP and partners in ensuring quality standards across multi agency training. This includes training delivered by the training pool and external trainers commissioned.

OSCP evaluation process primary consideration is around the following:

* Quality of training delivered
* Short and longer-term outcomes
* Impact on working together and inter-professional relationships
* Impact on outcomes for children and young people

**We do this in a variety of ways:**

**The Evaluation Form:** All course participants are required to complete a pre/post learning scale (Likert scale) and evaluation form, which are reviewed by the OSCP Training Consultant.

**The Pledge and Action Planning:** A selection of courses will be identified in which participants pledge one action/a variety of actions as the result of training they will carry within one month, pledges are returned to the OSCP Training Consultant for review and follow up.

**The Deep Dive:** A selection of course will be identified to undertake a deep dive three months after training. This will take the form of a telephone or Teams interview in which a set of pre-selected questions will be submitted to the participant and their manager.

Although the OSCP Training Consultant will have overall responsibility for coordinating this activity (deep dive) it is the responsibility of all members of the Safeguarding & Review Learning Hub to nominate members to conduct the interviews and analysis finding with participants and managers.

**Appendices**

Domestic Abuse Training Competences



Complex Safeguarding Training Pathway

