

North Lincolnshire's Local Safeguarding Children Board

Multi-Agency Training Strategy 2017-2018



Version	Approved
Date of next review	April 2018
Date of last review	April 2017
Date of approval	2013

Contents

1	Welcome and Introduction by Independent Chair of the LSCB	03
2	Background	04
3	Who is this strategy for?	07
4	Roles and Responsibilities	08
5	Values and Principles that underpin the LSCB Training Strategy	09
6	Values for Practice	11
7	How will effectiveness be judged?	12
8	Model of Learning that underpins LSCB Training and Development	13
9	Training Overview	14
10	Training Standards for the LSCB	15
11	Ensuring Effective Training	16
12	Training requirements for people who work with children and their families	17
13	Competencies for Safeguarding Children Trainers	19
	Bibliography	21
	Appendix 1 – Core Skills of Multi-Agency Practitioners	22
	Appendix 2 – Suite of Documents to Support the Implementation of Integration	23

1 Welcome and Introduction by Independent Chair of the LSCB

'Reform needs to build on such successes – and ensure that the whole system reaches new levels of consistency in providing high quality education and training' - Munro Review of Child Protection

In the final report by Professor Munro, she describes the significant multi agency reform that is required to safeguard and promote the welfare of children and recognise the skill and expertise that is implicit within this task. In addition she identifies that a core responsibility of employers is ensuring that they have a workforce in place that is supported and valued and where expertise in safeguarding children is developed and maintained in frontline workers. This workforce includes staff and volunteers who work with parents and carers as well as those who work directly with children and young people.

Local Safeguarding Children Boards (LSCB) have specific responsibilities in relation to learning and development. Overall, we need to know who needs to be trained, ensure they receive the training and that the training and learning opportunities have made a positive difference to their practice to support and help children and young people.

The importance of interagency training is reinforced through research and reinstated through Government Reviews. Effective safeguarding is underpinned by strong multi agency working, and professionals understanding and acting upon their respective roles and responsibilities in relation to safeguarding children.

The LSCB has a Learning and Improvement framework in place and a core component of this is the learning from front line practice through case audit/evaluation and reviews into cases. The Learning and Improvement Framework is focused around enhancing multi agency practice, ensuring practice is underpinned by research and evidence and that we make a positive difference to children's lives.

This strategy aims to support agencies in fulfilling their statutory responsibility around safeguarding children and training for staff and develop the expertise in practice of frontline practitioners, to ensure that they work confidently within a child centred system.

This strategy will be subject to revision on a three-yearly basis and reviewed annually in line with the annual review of the LSCB Business Plan.



Edwina R Harrison

Edwina Harrison
Independent Chair
North Lincolnshire's
Local Safeguarding
Children Board

2 Background

Section 11 of the Children Act 2004, identifies the key agencies that have a statutory duty to cooperate in order to safeguard children. Statutory Guidance Working Together 2015 outlines the key responsibilities of professionals in respect of safeguarding children, to ensure that :

- the child's needs are paramount, and the needs and wishes of each child, be they a baby or infant, or an older child, should be put first, so that every child receives the support they need before a problem escalates;
- all professionals who come into contact with children and families are alert to their needs and any risks of harm that individual abusers, or potential abusers, may pose to children;
- all professionals share appropriate information in a timely way and can discuss any concerns about an individual child with colleagues and local authority children's social care;
- high quality professionals are able to use their expert judgement to put the child's needs at the heart of the safeguarding system so that the right solution can be found for each individual child;
- all professionals contribute to whatever actions are needed to safeguard and promote a child's welfare and take part in regularly reviewing the outcomes for the child against specific plans and outcomes;
- LSCBs coordinate the work to safeguard children locally and monitor and challenge the effectiveness of local arrangements;
- when things go wrong Serious Case Reviews (SCRs) are published and transparent about any mistakes which were made so that lessons can be learnt; and
- local areas innovate and changes are informed by evidence and examination of the data.

Ultimately, effective safeguarding of children can only be achieved by putting children at the centre of the system, and by every individual and agency playing their full part, working together to meet the needs of our most vulnerable children.

(Ref: Working Together to Safeguard Children 2015, p8)

The Munro Review of Child Protection identifies that, as a minimum, the capabilities being developed for child and family work must include knowledge, critical reflection, analysis and Intervention skills. [See Appendix 1 for further information]

North Lincolnshire LSCB wants to support all professionals in developing these skills and this strategy supports this skills acquisition.

We believe that by investing in developing professional practice the outcomes for children and young people will be improved.

LSCB training focuses on building skills and knowledge that underpin effective interventions with children and families to safeguard and promote the welfare of children.

*'Few careers are as demanding or rewarding as that of working with children, young people and their families. People who enter the children's workforce, be it in health services, the police, education, youth work or social work, do so to make a difference to other people's lives. Every day, thousands of children are helped, supported and in some cases have their lives saved by these staff' - **Courage (Lord Laming 'The Protection of Children in England: A progress Report)***

Working Together 2015 identifies that children are clear what they want from an effective safeguarding system and that they want to be respected, their views to be heard, to have stable relationships with professionals built on trust and for consistent support to be provided for their individual needs.

Children have said that they need:

- Vigilance: to have adults notice when things are troubling them
- Understanding and action: to understand what is happening; to be heard and understood; and to have that understanding acted upon
- Stability: to be able to develop an on-going stable relationship of trust with those helping them
- Respect: to be treated with the expectation that they are competent rather than not
- Information and engagement: to be informed about and involved in procedures, decisions, concerns and plans
- Explanation: to be informed of the outcome of assessments and decisions and reasons when their views have not met with a positive response
- Support: to be provided with support in their own right as well as a member of their family
- Advocacy: to be provided with advocacy to assist them in putting forward their views.

Anyone working with children should see and speak to the child, take their views seriously and work collaboratively with them when deciding how to support their needs.

3 Who is this strategy for?

- Everyone who works with children, young people and their families, including those working with adults who are parents and carers
- Organisations who have section 11 duties outlined in the Children Act 2004.
- Organisations outlined in section 13 of the Children Act 2004 which are schools and further education colleges
- Organisations who are members of the LSCB

4 Roles and Responsibilities

Section 11 of the Children Act 2004 and section 175 of the Education Act 2002, outlines the duties placed on a range of organisations to ensure that their functions are discharged having due regard to the need to safeguard and promote the welfare of children and young people.

A specific duty relates to organisations having in place arrangements to ensure the appropriate supervision and support for staff, including undertaking safeguarding training. (Ref Working Together to Safeguard Children 2015 p 53)

The Local Safeguarding Children Board is responsible for having a local learning and improvement framework and for monitoring and evaluating the effectiveness of training, including multi agency training for all professionals in the area.

Research informs us that some children are potentially more vulnerable than others to abuse and neglect and therefore agencies need to be alert to this and understand what additional support may be necessary to keep vulnerable children safe. These children are:

- Children Living away from home and/ or in care
- Privately fostered children
- Asylum-seeking children in the community and in short-term holding centres and immigration removal centres
- Children in mental health settings
- Children temporarily accommodated in secure or hospital care.
- Children in secure settings, especially when placed outside their area.
- Children at risk or who are offending
- Children and young people who go missing
- Disabled Children

Everyone who works with children, young people and adults who have caring responsibilities for children/ young people, must have covered safeguarding children in their individual organisations induction and completed a basic awareness course.

Following this, agencies need to ensure that their staff undergo essential training and keep up to date with it based upon the specific roles and functions of the individual staff member. Training is organised to support the essential knowledge and skill base of staff who work with children and their families.

Organisations need to consider the work staff are doing and facilitate training opportunities in accordance with the essential skills required for them to undertake their safeguarding duties and role competently and continue to develop their professional expertise. To support this please see section 13 in this document.

The LSCB develops a training programme on an annual basis, which provides training opportunities to develop staff cores skills as outlined in appendix 1, learn lessons from national and local cases and receive training in relation to LSCB priorities. The training courses are largely delivered by local 'experts' with some specialist courses being commissioned. Multi agencies have a responsibility to support LSCB training, by providing local 'experts' to deliver appropriate courses and ensure trainers have the skills and competencies as outlined in section 14 of this document.

5 Values and Principles that underpin the LSCB Training Strategy

The following principles are applied by the LSCB:

- there should be a culture of continuous learning and improvement across the organisations that work together to safeguard and promote the welfare of children, identifying opportunities to draw on what works and promotes good practice;
- there should be a no blame culture which permeates all learning and development including serious case reviews
- we should place learning within the context of 'systems thinking' as understanding how systems behave leads to understanding better practices
- learning is a dynamic, continuous process and knowledge does not remain static
- professionals and organisations will use evidence based research to inform their practice
- knowledge should be shared across agencies to build and enhance multi agency working .
- knowledge and information will be shared to build understanding and improve professional practice in order to improve outcomes for children, young people and their families
- Professional development is an ongoing process from induction onwards

In addition the LSCB endorses the values and vision of the Children and Young People's Plan 2016 –2020:

- safe children and vulnerable adults
- supported families and carers
- transformed lives

Risk Management Principles

The LSCB endorses and works to the Integration "suite of documents" that underpin integrated ways of working. The risk management principles have been agreed and adopted by the North Lincolnshire Health and Wellbeing Board. The principles are based on the acknowledgement that those involved in working with people and communities have to support children, young people and adults to live independently, to stay in their own home and community and where necessary be supported to do so. This will involve a balanced risk assessment framework.

Therefore all agencies need to look at 'balanced risk' or being 'risk sensible'. The risk management principles have been adapted from the Association of Chief Police Officers (ACPO). The adoption and use of the risk principles should enable a stepped change towards encouraging a more positive approach to risk by openly supporting decision-making and building confidence in staff in taking assessed and managed risks. The principles include;

1. Maintaining or achieving the safety, security and well-being of individuals and communities is a primary consideration in risk decision making.
2. The standard expected and required of those working in our communities is that risk decisions are consistent across the services and professions and consideration is given to ensuring that risks are not just passed to other services to take responsibility.
3. Harm cannot be totally prevented it is the quality of the decision making that a person is judged on.
4. Good risk-taking should be identified and celebrated and staff that make decisions consistent with these principles should be encouraged and supported.
5. All partners agencies should consider and assess their decisions and impact on other services/agencies before action is taken and inform partners of strategic decisions
6. There should be openness and transparency in decisions that impact on others

This approach also supports the principles that underpin the Children Act 1989 that recognise the paramountcy of a child's welfare. Practitioners must ensure that this ethos is at the forefront of assessments, interventions and evaluations and that multi agency practice is grounded in this ethos .

Within North Lincolnshire we have developed our own risk analysis framework to underpin key single and multi-agency decisions.

6 Values for Practice

Through the coordination and delivery of safeguarding training the LSCB team will:

- Ensure that there is accurate data on professionals who have attended multi agency training
- Ensure that training is informed by current research and practice
- Ensure that learning from case audits and serious case reviews is incorporated into training
- Review single agency and multi-agency safeguarding training to ensure that it is meeting local needs
- Develop a Training Strategy every three years
- Annually review the Training Strategy to ensure that training continues to be in line with local strategy and priorities
- Facilitate a training needs analysis that will feed into the training programme year upon year
- Develop an annual training programme
- Develop and maintain a pool of multi-agency trainers who will be involved in the delivery of the training programme

The LSCB endorses a culture of continuous learning and improvement, underpinning this is a respect for the complexity of the work that individuals who work to keep children safe do. We will undertake a 'systems thinking' methodology to learning from case audit and serious case reviews, understanding that safety in complex systems is created by people through practice – at all levels in organisations and systems.

Training through the LSCB will promote safe practice and safe practitioners who are confident in their knowledge base and practice.

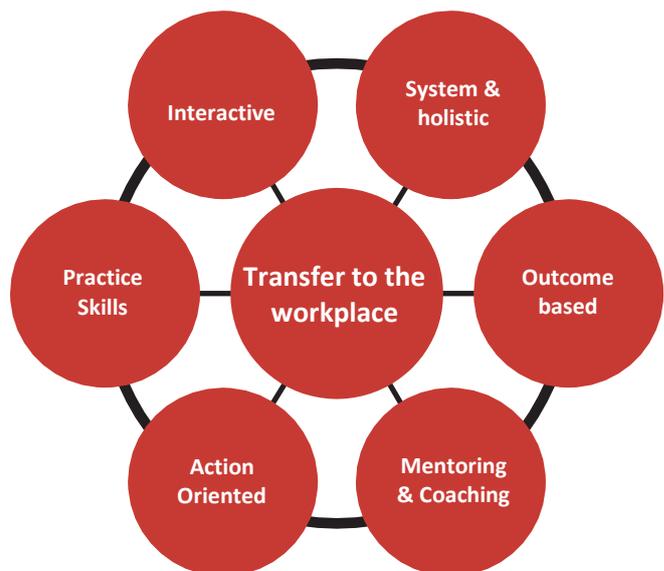
7 How will effectiveness be judged?

All LSCB training courses and development opportunities are evaluated. The evaluations consider each individual course and request feedback on the individual learning objectives. So, in the first instance, the LSCB seeks to ascertain impact on the delegate of the teaching and learning experience.

The LSCB considers the evaluation feedback, makes any appropriate response required and shares feedback with the trainers as required. This ensures that training remains responsive to feedback and continues to be developed and shaped to promote its effectiveness.

The LSCB is provided with key performance information about LSCB training. In addition information from other LSCBs in the region is shared so that we can assess our training programme against other LSCB's. This continuous cycle of feedback and development ensures that the LSCB training courses are high quality, they are informed by feedback from frontline practitioners and local, regional and national learning from cases.

One way to measure the impact of training is through case audits/evaluations. Through auditing/evaluating cases, analysing practice, decisions and judgements by professionals, the quality, the application of theory into practice and the difference it is making can be assessed. In addition any areas of further development can be fed back into the training ensuring that there is a double loop learning system in operation.



In the Ofsted Inspection of services for children in need of help and protection, children looked after and care leavers and the review of Local Safeguarding Children Boards, agencies will be judged on the quality and impact of their practice and the difference they are making to the safety and wellbeing of children and young people. This means that organisations need to ensure that frontline practitioners, managers and supervisor are up to date with research and delivered evidenced based interventions with children, young people and their families.

The LSCB will be evaluated in relation to learning and development framework in place and that the opportunities for learning are effective and engage all partners, that there is sufficient high quality multi agency training which evaluates the effectiveness and impact on improving frontline practice and experiences of children, young people and their families. In addition Board members will be judged in relation to how their staff are accessing training opportunities.

8 Model of Learning that underpins LSCB Training and Development

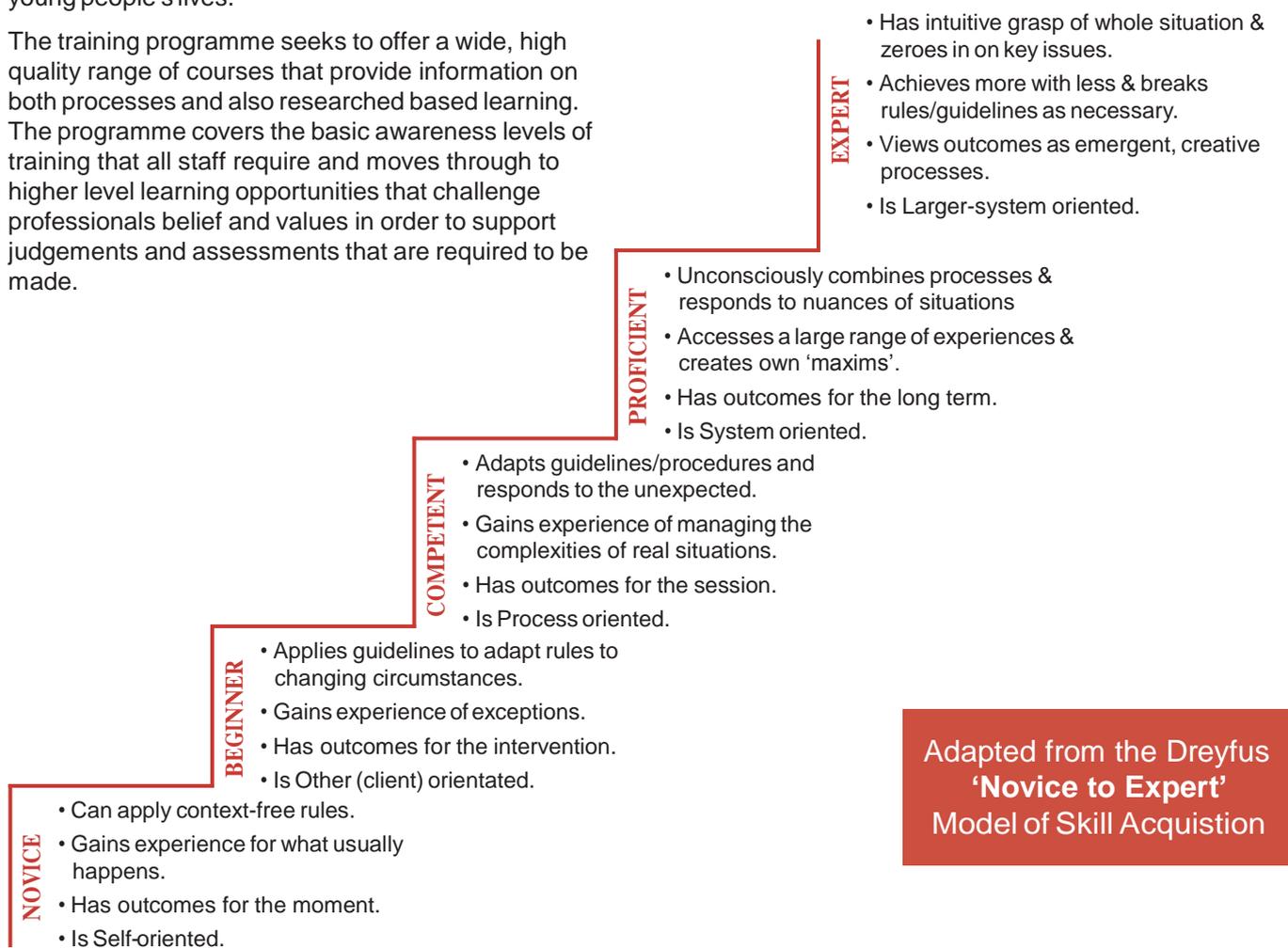
The LSCB hold the following principles for ongoing learning and development which must be applied to all aspects of practice. [Chapter 4: Learning and Improvement and Serious Case Reviews]

‘There should be a culture of continuous learning and improvement across the organisations that work together to safeguard and promote the welfare of children, identifying opportunities to draw on what works and promotes good practice.’

The Training and ongoing development opportunities for all staff who work in North Lincolnshire with children and young people are extremely important in assisting them in making decisions about individual children and young people’s lives.

The training programme seeks to offer a wide, high quality range of courses that provide information on both processes and also researched based learning. The programme covers the basic awareness levels of training that all staff require and moves through to higher level learning opportunities that challenge professionals belief and values in order to support judgements and assessments that are required to be made.

The training programme is set against the Dreyfus Model (1980). The model describes the stages of skill acquisition that individuals go through to eventually progress to expert practitioners. LSCB courses are built around this model and offer training and development opportunities at each stage so that an individual can enhance their knowledge and skills in respect of safeguarding and promoting the well-being of children and young people.



Adapted from the Dreyfus ‘Novice to Expert’ Model of Skill Acquisition

9 Training Overview

The training programme is a dynamic document and although it is set for a year, it will be evaluated throughout the course of that year to ensure courses are effective, appropriate and reflect contemporary issues in safeguarding practice.

The training programme:

- **R**eflects all ages of children and young people.
- **R**espects some difficulties faced by parents/ carers
- **R**esponds to learning lessons from Serious Case Reviews
- **R**eceives information from children and young people about their current needs and concerns – and acts on this information
- **R**e-energises professionals by meeting their ongoing learning and developmental needs and continuous professional development.

The programme can be found:
www.northlincsiscb.co.uk

10 Training Standards for the LSCB

Definitions of Single and Multi-agency training

Training needs to equip people to work effectively with those from other agencies to safeguard and promote the welfare of children. This work typically takes place in two ways:

Single-agency training, which is training carried out by a particular agency for its own staff and;

Multi-agency training, which is for employees of different agencies who either work together formally or come together for training or development.

Minimum standards

Minimum standards for single agency training

1. Trainers will meet the requirements of the competency criteria set out in this training strategy
2. The organisation will have in place a current individual training strategy
3. All single agency safeguarding awareness training will follow the LSCB Awareness standard package.
4. All training will have explicit aims and objectives outlined
5. All training will be evaluated using the appropriate evaluation form
6. Training will be delivered in an environment conducive to learning
7. At each training course, candidate information will be recorded by the agency.
8. Training records will be kept up to date and be made available to the LSCB, when required.
9. Training will reflect anti-oppressive, non-judgemental and anti-discriminatory practice
10. Working together is an essential feature of all training in safeguarding and promoting the welfare of children
11. Equip staff for working with, communicating and sharing information with others
12. Covers: What is child abuse and neglect, the Signs and indicators of abuse and neglect, Normal child development, Maintaining a child focus and What to do in response to concerns.

Minimum standards for multi-agency training

1. Trainers will meet the requirements of the competency criteria set out in the training strategy, but in addition they will have experience and knowledge in the specialised area being delivered
2. All training will have regular impact assessments completed to ensure that they are up to date with current legislation and practice, using the standard proforma
3. All training will have explicit aims and objectives outlined
4. Candidates will complete training evaluation which will also require them to detail what effect it has upon their practice
5. All summary of evaluation forms will be sent to the training coordinator
6. Training will be conducted in an environment conducive to learning
7. Candidates will receive training packs containing all the pertinent information for them to refer to as and when required
8. Training sessions will utilise a range of strategies geared to the different learning styles of candidates.
9. Training will reflect anti-oppressive, non-judgemental and anti-discriminatory practice

11 Ensuring Effective Training

Content for all audiences - All training in safeguarding and promoting the welfare of children should create an ethos which values working in partnership with others, respects diversity (including culture, race and disability), promotes equality, is child centred and promotes the participation of children and families within safeguarding processes.

LCSB training should:

- be delivered by trainers who are knowledgeable about safeguarding and promoting the welfare of children. When delivering training on complex areas of work, trainers should have the relevant specialist knowledge and skills;
- be delivered by trainers who have completed a training for trainers programme or professional equivalent;
- be informed by current research evidence, lessons from serious case and child death reviews, and local and national policy and practice developments;
- be consistent with the values of the LSCB.
- reflect an understanding of the rights of the child, and be informed by an active respect for diversity and the experience of service users and a commitment to ensuring equality of opportunity;
- involve children, young people and their parents/carers in the design, delivery and/or evaluation; and
- be regularly reviewed and evaluated to ensure that it meets the agreed learning outcomes and has a positive impact in practice.

12 Training requirements for people who work with children and their families

The grid below describes the continuing professional development for professionals who work with children and young people.

Stage of Skill Acquisition	Core Safeguarding Skills	LSCB Training Courses	
Novice	<ul style="list-style-type: none"> Communication skills Understanding child development Child Protection Awareness Understanding policies and procedures Understanding abuse and neglect 	<ul style="list-style-type: none"> Safeguarding Induction Safeguarding awareness course LSCB information sessions Awareness of safeguarding disabled children Awareness of child sexual exploitation Awareness of domestic abuse and impact on the child Introduction to diversity 	
Advanced Beginner	<ul style="list-style-type: none"> Implementing procedures Assessment skills Accessing supervision Interagency working Engagement Skills for working with families Understanding and assessing risk 	<ul style="list-style-type: none"> Early help Child development and vulnerability of babies Neglect and the impact on the child Basic substance misuse, Substance misuse/legal highs, Brief interventions with alcohol Female genital mutilation Domestic abuse courses E-Safety think-u-know Modern slavery Suicide prevention and self harm 	
Competent	<ul style="list-style-type: none"> Understanding Attachment and Bonding Intervention skills Care Planning Understanding how Parental issues can impact on children Understanding the issues which affect Children's safety and well-being 	<ul style="list-style-type: none"> Child Protection Level 3 training MARAC Impact on parenting due to mental health, parental learning disabilities Parental substance misuse, domestic Abuse (toxic trio) Working with challenging families – carrot and stick Understanding the perspective of E safety training Attachment Child Death Overview Panel Domestic abuse courses Working with challenging families 	<ul style="list-style-type: none"> Working with substance misuse Prevent Harmful sexual behavior (GMAP courses) Children who go missing from home or care and child trafficking

Proficient	Managing change Training staff Enabling Safe Systems Creating Safe Systems Analysing Practice	Train the trainer Managing allegations against people who work with children Safer recruitment
Expert	Changing systems Changing practice Sharing expertise	Undertaking systems reviews on cases Board development sessions Specialist commissioned courses

Minimum Standards for Attendance at Training

All candidates wishing to attend LSCB training must adhere to the following standards

1. To access a multi-agency LSCB training course the course application form must be fully completed
2. To apply for the training candidates must fulfil the target group criteria outlined in the Training Programme.
3. Candidates must attend the course for the specified period
4. Candidates should be willing to participate in the programme and activities as appropriate
5. Candidates must give constructive feedback upon the course on the provided evaluation form
6. Candidates must complete and return to the Training Coordinator the post course form outlining the impact training has had upon their practice, if any.
7. Candidates should respect other group members and demonstrate anti oppressive practice

13 Competencies for Safeguarding Children Trainers

The vast majority of LSCB training is delivered by local ‘expert’ practitioners from Children’s Social Care and other agencies. A small percentage of LSCB courses are delivered by externally commissioned experts. In order to ensure that we have knowledgeable, confident and proficient trainers the LSCB has the following standards in place by which trainers are measured against:

Competency	Knowledge	Skills	Experience	How Measured
To safeguard and promote the welfare of children	<p>Knowledge of LSCB procedures.</p> <p>Specialist knowledge of key subject areas, e.g. substance misuse.</p> <p>Knowledge of child and young person health and development.</p> <p>Knowledge of how to effectively communicate and engage with children, young people and their families/carers.</p> <p>Knowledge of current research evidence, lessons from serious case and child death reviews and local and national developments.</p> <p>Knowledge of sharing information.</p> <p>Knowledge of multi-agency working.</p>	<p>Ability to reflect and incorporate knowledge and experience within the training session.</p> <p>Promoting positive single and multi-agency practice working.</p>	<p>Current experience of working within LSCB procedures.</p> <p>Experience of multi-agency working.</p> <p>Minimum of 2 years experience of working with children and families.</p>	<p>Sessions reviewed by Training coordinator.</p> <p>Feedback from participants:</p> <ul style="list-style-type: none"> • formal, via evaluation sheet. • informal, via verbal comments. <p>Analysis of trainers self-evaluation form.</p>

Delivery of safeguarding training	Recognised training for trainers course Or Educational training	Ability to plan, prepare and deliver a training session, ensure aims and objectives achieved. Presentation skills. Familiarity with PowerPoint and other IT presentation packages. Good communication skills	Current experience of training. For new trainers delivering Safeguarding Children training: • Shadowing of an experienced trainer. • Training with an experienced trainer Experience of multiagency/inter-agency working. Minimum of 2 years' experience working with children and families.	Peer review by another trainer. Feedback from participants: • Formal, via evaluation sheet. • Informal, via verbal comments. Analysis of trainers self-evaluation form.
Understanding of adult learning	Knowledge of learning styles and how to develop training that reflects different styles Knowledge of group dynamics Knowledge of interagency working and challenges	Ability to manage individual and group work during the training session. Ability to manage individual and group dynamics. Engagement skills Ability to manage conflict and anxiety	Observation of an experienced trainer during a training session. Support to lead on a training session.	Peer review by another trainer. Feedback from participants: • Formal, via evaluation sheet. • Informal, via verbal comments. Analysis of trainers self-evaluation form.
Anti-discriminatory and anti-oppressive practice	Knowledge of oppressive and discriminatory practice and how to challenge this in practice. Knowledge of power dynamics in practice and how these can manifest in work with children and families.	To demonstrate an Understanding of the legislation in relation to the Equality Act To understand anti oppressive practice. To understand discrimination and to challenge this. To demonstrate a value base congruent with professional standards. To identify and challenge inappropriate actions and behaviours. To recognise when trainees require additional assistance.	Experience of dealing with equal opportunities and anti-discriminatory issues during training. Supervision to discuss afterwards.	Peer review by another trainer. Feedback from trainees.

All LSCB trainers must have line management support/approval and must be able to commit the time to deliver training.

All Safeguarding Children Trainers must be committed to their ongoing professional development and willing to undertake relevant training.

Bibliography

Working Together to Safeguard Children 2015

North Lincolnshire Children and Young People's Plan
2016 – 2020

North Lincolnshire LSCB Learning and Improvement
Framework

Review into Child Protection: A Child Centred
Approach 2011

Core Skills of Multi-Agency Practitioners

Knowledge:

- knowledge of child development and attachment and how to use this knowledge to assess a child's current developmental state;
- understanding the impact of parental problems such as domestic abuse, mental ill health, and substance misuse on children's health and development at different stages during their childhood; and
- knowledge of the impact of child abuse and neglect on children in both the short and long term and into adulthood.

Critical reflection and analysis:

- ability to analyse critically the evidence about a child and family's circumstances and to make well-evidenced decisions and recommendations, including when a child cannot remain living in their family either as a temporary or permanent arrangement; and
- skills in achieving some objectivity about what is happening in a child's life and within their family, and assessing change over time.

Intervention and Skills:

- recognising and acting on signs and symptoms of child abuse and neglect;
- purposeful relationship building with children, parents, carers and families;
- skills in adopting an authoritative but compassionate style of working;

- skills to assess family functioning, take a comprehensive family history and use this information when making decisions about a child's safety and welfare;
- knowledge of theoretical frameworks and their effective application for the provision of therapeutic help;
- knowledge about, and skills to use and keep up-to-date with, relevant research findings on effective approaches to working with children and families and, in particular, where there are concerns about abuse or neglect;
- understanding the respective roles and responsibilities of other professionals and how child and family social workers can contribute their unique role as part of a multi-disciplinary team; and
- skills in presenting and explaining one's reasoning to diverse audiences, including children and judges.

Appendix 2

Suite of Documents to Support the Implementation of Integration

Common Knowledge and Skill Set

Achieving integration requires established conditions for success. Under the auspices of the Health and Wellbeing Board, partners have agreed the conditions for successful integration. As part of this, we are committed to ensuring our staff have the common core knowledge and skills and that they are deployed in the right way at the right level to make a difference.

What are common core?

This describes the basic knowledge and skills that everyone across the children and adults workforce are expected to have if they work with people across the life stages. We have identified key areas of knowledge and skills which are outlined on the next page.

Why do we need a common core?

Our children and adults workforce includes people from different professional backgrounds with specialist skills who work with the people in our area to support children, young people, families, carers and vulnerable adults. The agreed common core gives us an agreed common set of basic knowledge and skills that help us to work together better, speak a common language and support people more effectively.

Who is the common core for?

The common core is for everyone across our children and adults workforce. This includes people who work in statutory and non-statutory services including the voluntary and community sector whose work involves contact with people in the area for some or all of the time.

How would people use the common core?

Everyone across our children and adults workforce should use the common core in a way that is relevant to their work. It can also be used to inform the way that training and development is structured and how job descriptions are written, particularly for roles that are deployed in integrated and co-located teams and work using integrated approaches.

There are 9 key areas of knowledge and skills that have been identified across the children and adults workforce:

1. Effective communication and engagement

Good communication is central to establishing trust and making sure information is shared and received in the way that is intended to encourage openness and transparency. This key area highlights the importance of knowing how to listen, empathise, explain, consult and seek support. Engagement should focus on seeing the individual as having expertise in their own needs, being asset and strengths based and solution focused, whilst recognising that at times people may need protecting.

2. Information sharing

Knowing when and how to share information is an essential part of delivering better services for children, young people, adults and older people. The skills and knowledge in this area include understanding and respecting the legislation and ethics surrounding confidentiality and security of information. As well as information sharing in relation to individuals and families, agency representatives at key groups and partnerships will be expected to take responsibility for disseminating key information and communication messages across their individual services and agencies which supports a common understanding and shared culture leading to improved outcomes.

3. Supporting people's development and transitioning through the life stages

Understanding the developmental changes that children, young people, adults and older people go through can be key to interpreting their behaviour and it can have a profound effect on their health and wellbeing. This area of expertise helps the children and adults workforce to understand what makes children, young people, adults and older people to think and act in the way they do and to encourage us to respond to and support their needs and they emerge. It also helps us to identify transitions, understand their likely impact and support as appropriate.

4. Safeguarding and promoting the welfare of children, young people and vulnerable adults

This set of skills centres on keeping children, young people and vulnerable adults safe and knowing how to recognise safety and protection concerns and how to identify if they are suffering significant harm. They also help us to see that when people are not fulfilling their potential and help us to ensure their health, wellbeing and quality of life.

5. Promoting wellbeing

This set of skills centres on everyone recognising the breadth of the concept of wellbeing and their responsibility in promoting individuals wellbeing.

6. Ownership at the point of contact

People on the frontline engage with individuals and families. This contact provides opportunities to 'own the whole' and treat everyone in that context as the customer. This set of skills requires everyone to have enough knowledge outside their professionalism and area of expertise, to help/assess and signpost where appropriate to ensure appropriate interventions at the point of contact ensuring that they 'make every contact count' and avoiding an unnecessary referral culture.

7. Multi agency and integrated working

This key area describes the skills that we need to work together effectively with people from different professional backgrounds. It highlights the importance of valuing individual expertise and of understanding the tools and processes that support multi agency and integrated working.

8. Risk management

Working with children, young people, adults and older people will require those across the children and adults workforce to look at 'balanced risk' or being 'risk sensible'. The willingness, confidence and ability to assess risk and make decisions in conditions of uncertainty is a core skill requirement.

9. Assessment Skills

There is a requirement to have robust assessment skills including communication, listening, observing, analytical and critical thinking and reflection. This core skill highlights the importance of being able to engage with people to develop their trust and undertake a meaningful assessment to inform decision making based on need which will positively affect their outcomes.

These are fundamental areas of knowledge and skills that are expected across the children and adults workforce, though they are not exhaustive and should be built on as part of individual services/agencies workforce development arrangements.