



**Kent Safeguarding Children**  
multi-agency partnership

# **Draft Learning and Improvement Framework**

**Review Date: January 2021**

# Contents

**Section 1 - Introduction**

**Section 2 - What this document is about**

**Section 3 – Partnership approach to learning and improvement**

**Section 4 - Guiding Principles**

**Section 5 – Learning Methodologies**

**Section 6 - Evaluation and impact of learning**

**Section 7 – Added Value**

**Section 8 – Our Ambition**

**Appendices**

**Appendix 1 – Safeguarding Priorities (Domains 2019/20)**

**Appendix 2 – Training Tree**

## 1. INTRODUCTION

The arrangements in Kent for complying with our multi-agency obligations to safeguard children, as required by Working Together 2018<sup>1</sup>, are laid out in the Kent Safeguarding Children Multi-agency Partnership (KSCMP) arrangements and, as such, these Terms of Reference should be read in conjunction with that document.

This document provides an overview of the KSCMP Learning and Improvement framework (LIF). It demonstrates how learning will be identified, disseminated and implemented in practice within a multi-agency context in order to improve outcomes for children and young people and their families in Kent. The KSCMP LIF is central to the KSCMP Multi-agency Safeguarding Arrangements and the ambition to drive forward improvements to the safeguarding system to, in turn, achieve the most positive outcomes for children and young people.

## 2. WHAT THIS DOCUMENT IS ABOUT

As outlined in Working Together 2018, multi-agency training is important to supporting the collective understanding of local need and for multi-agency practitioners to be effective in universal services and across the safeguarding arrangements. This spans the needs of early help practitioners through to targeted and specialist services. To be effective, practitioners need to continue to build their knowledge and skills and be aware of the new and emerging themes. In addition, individual organisations and agencies are required to ensure that their workforce is sufficiently trained and competent in safeguarding children. The premise of multi-agency training is that it is 'added value' and 'better together' to provide a collective understanding of the local needs of children and families and the threshold of intervention. To support the delivery of the partnership's vision, an innovative, holistic approach to learning has been developed, as this document expounds.

## 3. PARTNERSHIP APPROACH TO LEARNING AND IMPROVEMENT

This framework is designed to underpin and facilitate the development of a culture of continuous learning and improvement across the whole children's safeguarding system in Kent. It is based on a number of areas of focus (Figure 1), including:

- locally agreed priorities set out by KSCMP
- understanding the needs of the children's workforce and partner agencies
- knowing our strengths, what we do well and do more of it
- knowing what children and young people say
- learning from national research

---

<sup>1</sup>Working Together to Safeguard Children – A guide to inter-agency working to safeguard and promote the welfare of children 2018  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/779401/Working\\_Together\\_to\\_Safeguard-Children.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard-Children.pdf)

- an outcomes-based accountability methodology which asks: “how much did we do? How well did we do it? And what difference did it make to outcomes for children and young people?”
- a shared commitment to implementing and embedding improvement actions
- a shared commitment to focus and learn from good practice as well as those cases meeting statutory criteria.



Figure 1: Learning – area of focus (City of London & Hackney, 2016)

Operation of the framework requires trust between partners that:

- there will be a high level of mutual support, agreement to ambitious expectations and a willingness to embrace effective, constructive challenge
- fully involves professionals to contribute their perspectives without fear of being blamed for actions they took in good faith
- avoids the development of a ‘blame culture’.

It is essential that all learning and improvement activity supports local safeguarding priorities and demonstrates improvements in safeguarding arrangements and multi-agency working, ensuring children and young people receive ‘the right service at the right time’. Within the partnership, we are committed to developing a consistent approach to multi-agency training. This is underpinned by robust evaluation processes to support the intent that the training programme should be clearly focused on the core objectives: the delivery of effective services and the training needs of partners.

Under the new KSCMP arrangements, the safeguarding partners will undertake a training needs analysis to understand what local training is required. All safeguarding partner organisations and the relevant agencies will be required to contribute. In addition, the training programme will be informed by new legislation, case audit, findings from inspection, local and national practice reviews, child death reviews and research. These arrangements embody a partnership approach to learning and

improvement across the multi-agency children’s safeguarding system and provide opportunities to proactively share learning and identify knowledge gaps. In this way, we aim to maximise the partnership’s drive to ensure that Kent’s multi agency workforce has the knowledge, skills, understanding and competence to effectively support our children, young people and families.

#### 4. GUIDING PRINCIPLES

KSCMP’s learning and development offer provides an opportunity for multi-agency practitioners to learn together, share views and experiences, and to consider issues of local and national importance. It facilitates discussion and critical reflection; consolidates good practice; engineers change and helps develop skills and knowledge. At its best, good quality, training and development can help equip the workforce to provide continually improved services and better outcomes for children and their parents/carers. To this end, KSCMP’s training has been developed in accordance with the theory of reflective learning. (Figure 2)



Figure 2: Kolb’s Model of Reflective Learning

- The guiding principles of KSCMP’s learning offer are:
  - **Child-centred** – with particular emphasis on the importance of understanding the lived experiences of children and young people and ensuring their needs, wishes and strengths are recognised
  - **Consistency** – KSCMP’s training offer is delivered by local multi-agency practitioners who understand local procedures, services and issues. These ‘Associate Trainers’ are then able to cascade KSCMP learning within their

own organisation at no additional cost. KSCMP course routinely content references local cases/reviews as appropriate.

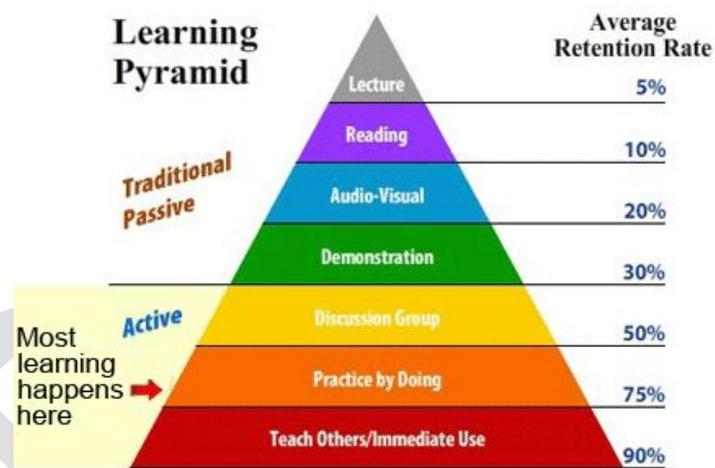
- **Collaboration** – KSCMP courses are developed and reviewed collaboratively with partners, and where possible, delivered in partnership with Medway Safeguarding Children’s Partnership
- **Quality** – Training content is regularly reviewed by multi-agency partners to ensure relevance and accuracy, and new courses developed in response to emerging themes. KSCMP Trainers undertake a 5-day ‘Train the Trainer’ course with accreditation to the Diploma of Education programme
- **Evaluation and Impact** – A four stage process has been developed, implemented and is regularly reviewed, including a six-monthly audit of courses with qualitative evidence as to how learning has impacted on practice and benefitted children, young people and families.
- **Communication** – KSCMP’s website is a central resource hub. Trainers regularly receive an electronic Trainer Bulletin and an annual Trainer Development Day provides an opportunity for trainers to meet, network and receive key information. The annual learning and development seminar ensures that multi-agency partners are kept up to date with local and national developments.
- **Delivery of a comprehensive learning offer** – including:
  - face to face training – full and half days
  - e-learning – a range of topics
  - ‘need to Know’ sessions – shorter courses relating to new initiatives
  - podcasts and films
  - learning and development days
  - conferences/ seminars
  - briefings
  - practitioner learning events
- **Continuity:** KSCMP has developed a unique ‘College of Trainers’ to sustain its training offer to a wide range of partner agencies. The College now comprises 130 trainers, i.e.:
  - **Intake Trainers** - recruited annually to deliver core Basic Awareness training
  - **Associate Trainers** - multi-agency trainers who deliver generic courses
  - **Specialist Trainers** - multi-agency subject matter experts
  - **External Trainers** - Independent trainers commissioned as necessary
- **Cost Effectiveness** – KSCMP’s free venue and Associate Trainer programme have realised significant financial efficiencies. The expansion of the College

of Trainers incrementally increases our capacity to deliver bespoke training and increase income generation, whilst realising savings for partners.

- **Innovation** – ongoing development of a range of learning opportunities to enable practitioners to actively engage with children, young people and their families.

## 5. LEARNING METHODOLOGIES

A range of learning will be offered and all KSCMP member organisations have an obligation to provide relevant, detailed and up to date information. KSCMP courses are specifically designed to maximise the learning experience, using a range of learning techniques, in accordance with the 'learning pyramid' theory (Figure 3).



Source: National Training Laboratories, Bethel, Maine  
Figure 3: Pyramid of Learning

## 6. EVALUATION AND IMPACT OF LEARNING

KSCMP is committed to the ongoing development of evaluation mechanisms to evidence the impact of its learning and development offer, in accordance with the Kirkpatrick model below (Figure 4). Partners will be challenged to demonstrate the impact of staff training and development in respect of organisational performance in general and positive outcomes for children and families in particular.

In order to ensure that changes are embedded, sustainable over time and have the desired effect, monitoring will be undertaken through the following processes:

- performance analysis
- scrutiny and assurance and audit activity (KSCMP assurance and audit programme undertaken by partner agencies)
- survey activity (children, young people and their families, practitioners and line managers)

- feedback from practitioners and line managers on the impact on practice of learning and development activity, and from children, young people and their families on the impact of Early Help services and statutory intervention.

Learning will be used to understand what we do well and do more of it. It will also be used to challenge the Partnership and partner agencies to make improvements through implementing action plans from inspections, reviews, audits etc. The impact of learning will be explored through scrutiny processes to identify the benefits both to the workforce and to services to reduce the risk of future harm.



*Source: from Kirkpatrick, 1996*

Figure 4: Kirkpatrick Model of Evaluation

## 7. ADDED VALUE

KSCMP is committed to adapting and extending its learning and development offer to support both partner organisations and the wider children's workforce. Achievements in this respect are detailed in KSCMP's Learning and Development Annual Report. These relate to:

- **Trainer Development** – KSCMP Associate trainers have the opportunity to be trained to deliver generic courses from the 'Training Tree' offer. This negates the need to commission in external training and enables them to train staff as and when required. There is now the opportunity for Associates to become accredited to external organisations e.g. Marie Collins Foundation, and also to achieve a formal training qualification through KSCMP's 5-day Train the Trainer course.
- **Free Venue programme** – partners offering the use of a free training venue are able to select the topic to be delivered with places ring fenced for their staff. This enables their workforce to access relevant training on site at no extra cost.
- **Hosted learning** – KSCMP is working with a number of partners to make training that they externally commission available to the multi-agency workforce e.g. Public Health – suicide awareness g; KCC commissioning – parents with challenging behaviour; Headstart – mental health.

- **Course development** – KSCMP has:
  - enabled the development of new bespoke e-learning products to support partners a much-reduced costs. The flexible products are made available to multi-agency partners as well as being sited within KCC’s Delta offer.
  - identified and hosted new topics of relevance e.g. Sexual Abuse Referral; Centre to build on existing learning
  - Supported partners by designing and delivering new courses to a large number of multi-agency partners as part of a structured roll out programme, e.g. Kent Support Levels (KCC); Safeguarding Children in Care (NSHE)
  - Progressed partner initiatives by fully co-ordinating a granted funded training offer e.g. Youth Suicide Awareness courses (Public Health)
  - Identified new and innovative engagement tools to enable the lived experience of children and families to be properly understood e.g. Focus cards

**Champions Programme** – KSCMP has created and supports a pool of multi-agency Exploitation and Online Safeguarding Champions to ensure that essential learning in respect of these topics is cascaded within individual agencies.

- **Media products** – KSCMP has led on the development of safeguarding films and podcasts to support partners, e.g. NHS England – GPs and Unaccompanied Asylum-Seeking Children (UASC)
- **Income generation** – KSCMP has increased the amount of income generated year on year, whilst also realising savings in respect of delivery of the core multi-agency training offer and this is set to continue.

## 8. OUR AMBITION

KSCMP’s LIF sets out our ambition for the local development and delivery of a high quality, comprehensive and effective safeguarding learning and development offer for all multi-agency partners in Kent.

Our priority is to develop a highly knowledgeable, skilled, confident and ‘child-centred’ workforce which can:

- recognise the needs and interests of children and families at the earliest opportunity
- understand the lived experience of children and young people
- provide timely, appropriate and effective support
- understand what is required of them individually and how they need to work effectively together in partnership with others

This child centred approach is fundamental to safeguarding and promoting the welfare of every child, keeping the child in focus when making decisions about their lives and working in partnership with them and their families.

## APPENDIX 1 - SAFEGUARDING PRIORITIES (DOMAINS) 2019/20

<b>Priority 1:</b>	<b>Adolescent risk</b>
Learning opportunities	Adolescent to Parent Violence Child protection Basic Awareness CSE Online safeguarding Self-Harm Gangs Young Carers Club Drugs and Novel Psychoactive substances Youth suicide awareness Focus cards Signs of Safety
<b>Priority 2:</b>	<b>Non-accidental injury in non-mobile children</b>
Learning opportunities	Child Protection Basic Awareness Early Help, Risk and Resilience Parental Mental Health Child Death Review Working with Men in assessments
<b>Priority 3:</b>	<b>Transition</b>
Learning opportunities	Children in Care Disabled Children Safeguarding Vulnerable Adults
<b>Priority 4:</b>	<b>Neglect</b>
Learning opportunities	Child protection Basic Awareness Introduction to Neglect Understanding Neglect
<b>Priority 5:</b>	<b>Child sexual abuse</b>
Learning opportunities	Child protection Basic Awareness Understanding Sexual Abuse Marie Collins Foundation courses: <ul style="list-style-type: none"> <li>• Practitioners/Managers</li> <li>• Practitioners working with victims of online sexual abuse</li> </ul>
<b>Priority 6:</b>	<b>Domestic abuse impact on children</b>
Learning opportunities	Domestic Abuse – the effect on children and young people FGM

APPENDIX 2 – TRAINING TREE

