



**WEST SUSSEX
LOCAL SAFEGUARDING CHILDREN BOARD**

LSCB TRAINING STRATEGY 2013 – 2014

“Research has shown that interagency training is highly effective in helping professionals understand their roles and responsibilities, the procedures of each agency involved in safeguarding children and developing a shared understanding of assessment and decision-making practices”

Working Together to Safeguard Children (2010)

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Introduction

West Sussex Local Safeguarding Children Board (WSLSCB) have a statutory responsibility to ensure that appropriate safeguarding and child protection training is provided in West Sussex and that it meets local needs. This includes training provided by single agencies to their own staff and inter-agency training where, staff from different agencies come together to train. The LSCB has a role in monitoring and auditing single agency training to ensure that it is appropriate and is reaching the relevant staff.

Please note that this is a “one year” strategy only as at the time of writing funding for 1FTE Training post is to be cut from 1st January 2014. During this year work will be undertaken to review and determine LSCB member agencies multi-agency training needs and to agree the method of training delivery from January 2014 onwards. Once clarity about the future of LSCB training is determined this strategy can be reviewed and updated to reflect this.

Purpose of this strategy

- 1.1** The purpose of this one year strategy is to provide a framework for safeguarding training in West Sussex to ensure that staff and volunteers working with children, young people and adults who are parents / carers, are competent and confident to carry out their responsibilities for safeguarding and promoting the welfare of children.
- 1.2** This strategy describes the training and development opportunities that equip those working with children and adults who are parents and carers, with the knowledge and skills to carry out their roles and responsibilities in relation to safeguarding and promoting welfare of children
- 1.3** This strategy provides a means in which inter-agency training will be provided to enable staff and volunteers to work effectively together across boundaries and organisations so that they will be competent and confident in recognising and raising concerns about the safety and welfare of children
- 1.4** In addition, training for specialist skills and knowledge will be developed in relation to the objectives identified in the LSCB Business Plan, along with any training needs identified as a result of Serious Case Reviews and child deaths
- 1.5** This strategy has been developed by the LSCB Training Task Group and has been informed by the following legislation and guidance as follows:

2. National and Local Drivers underpinning this strategy

- Working Together to Safeguard Children 2010
- Working Together to Safeguard Children 2013
- Children Act 1989
- Children Act 2004
- Common Core of Skills and Knowledge for the Children's Workforce (2009)
- Safeguarding Children and Safer Recruitment (2006)
- National Framework for Children, Young People and Maternity Services (2004)
- Sussex Child Protection and Safeguarding Procedures (2011)
- NSPCC Safeguarding in the Voluntary and Community Sector (2008)

Other Drivers

3.1 In addition to the above, this strategy has been written in accordance with recommendations from Serious Case Reviews and Child Deaths both at a local and national level

Purpose of Inter-agency Training

The purpose of inter-agency training is to promote the achievement of better outcomes for children by bringing people together to explore:

- A shared understanding of the tasks, processes, principles, roles and responsibilities outlined in national guidance
- More effective and integrated services at both strategic and individual case level
- Improved communication between professionals including a common understanding of key terms, definitions and thresholds for action
- Effective working relationships, including an ability to work in multi-disciplinary groups or teams
- Sound child focussed assessments and decision-making
- Learning from Serious Case Review's and reviews of child deaths

3. Roles and Responsibilities in relation to Inter-agency Training

Role of the LSCB

3.1 The LSCB is responsible for developing policies for safeguarding and promoting the welfare of children in the area of the authority, in relation to the training of people working with children, or in services affecting the safety and welfare of children. This includes training in relation to child death review processes and serious case reviews.

3.2 The Training Strategy will be congruent with, and contribute to the Children's Workforce Development Strategy. The LSCB will check and evaluate single and inter-agency training to ensure that it is meeting local needs

3.3 The LSCB Training Task Group is responsible for the co-ordination, commissioning, delivery and evaluation of the inter-agency safeguarding children training programme and is accountable to the LSCB Steering Group

Role of the Think Family Partnership

4.1 Through the Children & young People's Plan, the Think Family Partnership Board is responsible for ensuring that workforce strategies are developed in their local area. This includes making sure that training opportunities to meet needs identified by WSLSCB, are available.

4.2 They should establish systems for the delivery of single agency and inter-agency training on safeguarding and promoting the welfare of children. They should consider in discussion with the LSCB which bodies should commission or deliver training

4. West Sussex LSCB Training Task Group

The Training Task Group is responsible on behalf of the LSCB, to ensure that both single and inter-agency training is delivered to a consistently high standard, and that a process exists for evaluating the effectiveness of training (Working Together to Safeguard Children 2010)

Terms of Reference

- To contribute to meeting the identified objective for the Training and Development Team as set out in the West Sussex LSCB Business Plan
- To develop an Annual Action Plan to contribute to the LSCB Annual reporting arrangements
- To identify training needs in relation to safeguarding and promoting the welfare of children and child protection, to inform planning for the Children's Trust Workforce Development Strategy
- To take a lead role in identifying, planning, delivering and evaluating inter-agency training
- To ensure that learning from Serious Case Reviews, current legislation, guidance and research, is incorporated within inter-agency training
- To audit and monitor the single agency training provided by agencies and organisations in respect of safeguarding and promoting the welfare of children and child protection
- To provide or commission inter-agency training as appropriate to meet the requirements of the LSCB Training pathway
- To provide, commission or co-ordinate child protection training for the private and independent sector, including independent schools
- To provide, commission or disseminate information concerning training, relating to specialist or emerging areas in safeguarding and promoting the welfare of children
- To plan and develop the annual Training Programme in conjunction with the LSCB Training Manager

Role of Employers

4.3 Individual agencies are responsible for ensuring that their staff are competent and confident in carrying out their responsibilities for safeguarding and promoting the welfare of children

4.4 Employers should ensure that their employees are aware of how to recognise and respond to safeguarding concerns, including signs of possible maltreatment. Employers should ensure that employees undertake single agency child protection training before they attend inter-agency training

4.5 Employers also have a responsibility to identify adequate resources and support for inter-agency training by:

- Providing staff with relevant expertise to support the LSCB by delivering training or sitting on the Training Task Group
- Allocating the time required to complete inter-agency tasks appropriately
- Releasing staff to attend the appropriate inter-agency training courses
- Ensuring that members of staff receive relevant single agency training which enables them to maximise the learning derived from inter-agency training, and have opportunities to put their learning into practice
- Contributing to the planning, resourcing, delivery and evaluation of training

Role of Employees

4.6 Employees also have responsibilities as below:

- To maintain and improve their professional knowledge and competence
- To identify their own learning and development needs
- To access the training provided
- To keep a record of training attendance on training

5 Principles of the LSCB Training Strategy

5.1 The Training Strategy of the LSCB is based upon the following principles that will underpin all training events to ensure that:

- All training is child focussed so that the voice of the child and the child's welfare remain paramount
- To work towards involving children and young people in the design, delivery and evaluation of training
- Training will be delivered by trainers who are knowledgeable about safeguarding, child protection and promoting welfare. When delivering on complex areas trainers will have relevant specialist skills and knowledge
- Training will be delivered by trainers who have completed a train the trainer programme or professional equivalent
- Training will be informed by current research, lessons from serious case reviews and child deaths and national and local policy and practice developments
- Training will be underpinned by the values contained within Working Together 2010
- Training will be regularly reviewed and evaluated to ensure that it meets the agreed learning outcomes and has a positive impact on practice

6. Structure and funding

6.1 Member agencies of the LSCB contribute towards the delivery of inter-agency training in the following ways:

- Membership of the Training Task Group
- A 1.0FTE Training Manager and 2 x 0.5FTE Practice Development Officers
- Contributing to the delivery of training
- A budget that covers the current training costs until the end of December 2013

6.2 The initial funding for inter-agency training was agreed for a two year period from April 2008 – March 2010. As the LSCB has developed its strategic priorities and broadened its scope, funding for a further two years was agreed. This enabled a three year training strategy to be developed to maintain and build on the training framework agreed in 2008 and takes us through to 31st March 2013. At a meeting in January 2013 to Review the Form and Function of the LSCB, a decision was taken to reduce funding through cutting a 1.0FTE training post from 31st December 2013.

7. LSCB Training pool

7.1 The LSCB training pool is in place and includes practitioners and managers who commit to contributing to the delivery of LSCB training on different levels. In terms of the "Working Together to Safeguard Children Modules 1 & 2, there are no members of the Training Pool at this current time, who would be able to commit to leading on the delivery of these modules due to workload pressures.

A Trainers Development Group is in place with Terms of Reference and trainers are expected to attend 2 half day update workshops to keep their knowledge and skills up to date. The numbers from each agency are as follows and include anyone who makes any contribution to LSCB training delivery in any way:

Social Care 6

Health 6

Learning 1

Police 4

LSCB 5

CAMHS 1

WAMHS 1

Probation 1

WSCC Learning & Development 2

8.0 Evaluation Strategy

4.43 *Working together 2010* states that “the LSCB, or the training sub-group acting on its behalf, has a responsibility to ensure that both single and inter-agency training is delivered to a consistently high standard, and that a process exists for evaluating the effectiveness of training. The LSCB, or the training sub-group acting on its behalf, has a responsibility to ensure that both single and inter-agency training is delivered to a consistently high standard and that a process exists for evaluating the effectiveness of training.

4.44 Monitoring arrangements should be in place to ensure that:

- training is available for the target groups identified above
- opportunities for refresher training are available and utilised
- and regular review and updating of training programmes takes place in line with the training strategy and local and national developments

4.45 The LSCB should agree an evaluation strategy and determine the appropriate level at which evaluation of training courses should take place. The focus of the evaluation should be on the extent to which training is contributing to improving the knowledge and skills of the workforce with regard to working together to safeguard and promote the welfare of children. Evaluation should include the following:

- relevance, currency and accuracy of course content
- quality of training delivery
- short and longer term outcomes
- the impact on working together and inter-professional relationships.

4.46 The LSCB should ensure that outcomes from an evaluation of training courses or programmes inform the planning of future training. In its annual report to the Think Family Partnership a review of the quality, scope, reach and effectiveness of both single and inter-agency training should be provided”.

In 2012-13 the LSCB Core Training Group prioritised the following areas to monitor and review training, and to evaluate the extent to which training is contributing to improving the knowledge and skills of the workforce with regard to working together to safeguard and promote the welfare of children.

- **How to make referrals**
- **Joint investigations & ABE**
- **CP Conferences & Core Group Working**

In 2013-14 the priorities to develop in relation to evaluation are:

- to develop ways of evaluating the impact that LSCB training has on developing practice
- to consider how training transfer (getting learning into the workplace) takes place within each agency

Current evaluation processes include:

- 8.1 Practitioners delivering LSCB training are expected to attend two half day trainer development workshops to update their knowledge and skills
- 8.2 Trainers complete a paper evaluation at the end of each course
- 8.3 Participants complete a paper evaluation at the end of the course
- 8.4 Line manager evaluations sent out at 3 months post course
- 8.5 The training manager reviews all evaluation forms and raises any significant issues at the Training Task Group
- 8.6 Training materials are updated regularly to ensure content is up to date, relevant and current

Training Task Group Objectives for April 2013 – March 2014

What	Who	How	When
Training Task Group Work Plan	SH/Training Group	Agreed annually Reviewed annually All members to contribute to the work of the group	In January each year In September each year Ongoing
Accountability to the LSCB Steering Group	SH	Update on progress of Work Plan to Steering Group	Quarterly as per meeting dates, ongoing
Maintain delivery of a high quality training programme	SH / Training Group	Quarterly Training Task Group meetings to review and monitor progress of the training programme	Quarterly, ongoing
Training programme reflects the needs of member agencies	SH/Training Group	Member agencies to provide details of the training needs of their organisation / agency Training Group to agree the Annual Training Programme	April each year December each year
Training delivered in accordance with values and content outlined in Working Together 2010	SH/Training Group	Training Programme content and target groups are in line with Working Together to Safeguard Children 2010	December 2013
Training needs analysis undertaken	SH/Training Group	Agencies will have identified their multi-agency training needs	May 2013
Delivery of annual training programme to be reviewed to take into account changes to the number of training posts from January 2014	SH/Training Group	Future delivery of the Training Programme will have been reviewed and agreed	September 2013

What	Who	How	When
Quality assurance & evaluation processes in place to monitor effectiveness of LSCB training	SH / Training Group	Training strategy updated to include new priorities	January 2013
Multi-agency standards in place	SH / Training Group	Bi-annual audit of training against standards	May 2014
Content of all courses reviewed annually and updated regularly as appropriate	SH/MS/AL/ Training Group	Through Training Group meetings	Ongoing
Develop ways of evaluating the impact that LSCB training has on developing practice	SH/Training Group	Through Evaluation Strategy and Training Group meetings	September 2013
Consider how training transfer (getting learning into the workplace) takes place within each agency	SH/Training Group	Through Evaluation Strategy and Training Group meetings	September 2013
Resources, budgets and spending monitored	SH/SS/DB	Quarterly reporting of spending and resources provided for the Training Task Group/ Steering Group and Board Manager	April, June, September, Dec
Statistical data on attendance on training provided quarterly to LSCB member agencies	SH	Data to be included in the County data set Data reported to Training Group quarterly	April, June, September, Dec
Information provided to LSCB Board annually	SH	Annual training report written	June each year

Membership of the LSCB Training Task Group

Agency/organisation represented	Title	Name
West Sussex Local Safeguarding Children Board	LSCB Training Manager	Sheila Holman (Chair)
West Sussex PCT	Consultant Nurse / Designated Nurse	Lorraine Smith
West Sussex Community NHS Trust	Named Nurse	Audrey Pike
West Sussex Community NHS Trust	Designated Doctor	Jo Crane
West Sussex County Council	Principal Manager Care Management	Mark Frankland
Sussex Police	Child Protection & Safeguarding Manager	Eddie Hick
West Sussex County Council	Safeguarding Children Manager – Education and Allegations Management Team	Rosemary Terry
Youth & Youth Offending Service	Youth Development officer	Graham Hill
Early Childhood Services	Workforce Project Officer	Lesley Bennett / Lorraine Kelly
District & Borough Councils	Community & Wellbeing Manager	Steve Hansford
Voluntary & Community Sector	Vacant	

West Sussex LSCB Training Pathway

Target Groups	Training Content/Course	Training Method	Delivery
<p>Group 1 Those who have infrequent contact with children, young people and/or their parents/carers who may become aware of possible abuse or neglect.</p> <p>For example, librarians, GP receptionists, community advice centre staff, grounds men, recreation assistants, and environmental health officers.</p>	<p>What is child abuse and neglect?</p> <p>Signs and indicators of abuse and neglect.</p> <p>Normal child development.</p> <p>Maintaining a child focus.</p> <p>What to do in response to concerns.</p>	<p>Integral part of each agencies induction programme.</p> <p>Own agency refresher training at least every 3 years.</p>	<p>The employer is responsible for organisation and delivery.</p> <p>Designated members of staff deliver “What to Do if you’re Worried about a Child” within schools and colleges.</p> <p>LSCB delivers What to Do if you’re Worried about a Child” training to the Voluntary, Independent and Private sector on request if capacity available</p>

Group 2

Those who have regular contact or have a period of intense but irregular contact, with children, young people and/or their parents/carers, who may be in a position to identify concerns about maltreatment, including those that may arise from the use of CAF.

For example, housing, hospital staff, YOTs in secure settings and in community, the police other than those in specialist child protection roles, sports development officers, allied health professionals, disability specialists, faith groups, community youth groups, play scheme volunteers.

The above content plus:

Documentation and sharing of information regarding concerns.

Using the Framework for the Assessment of Children in Need and their Families.

Own safeguarding roles and responsibilities.

Single-agency training

Own agency refresher training at least every 3 years

The employer is responsible for organisation and delivery.

Designated members of staff deliver "What to Do if you're Worried about a Child", within schools and colleges.

Please contact your in-house training provider.

[LSCB delivers What to Do if you're Worried about a Child" training to the Voluntary, Independent and Private sector on request if capacity available](#)

Group 3

Members of the workforce who work predominantly with children, young people and/or their parents/carers and who could contribute to assessing, planning, intervening and evaluating the needs of a child and parenting capacity where there are safeguarding concerns.

For example, paediatricians, GPs, youth workers, those working in the early years sector, residential staff, midwives, school nurses, health visitors, sexual health staff, teachers, probation staff, sports club welfare officers, those working with adults in, for example learning disability, mental health alcohol and drug misuse services, those working in community play schemes.

The above content plus:

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 cooperation and superficial compliance.

Inter-agency training

Single-agency training and professional development related to specific role.

Own agency refresher training at least every 3 years.

As above plus

For group 3 the LSCB delivers the following:

[Working Together to Safeguard Children Modules 1 & 2](#)

[Child Protection Conferences & Core Group Working](#)

[Child Protection & Parental Mental Ill Health](#)

[Neglect: Effective Assessment & Intervention](#)

[Impact of Parental Alcohol & Substance Misuse on Children](#)

[Impact of Child Abuse on Child Development](#)

[Mouths Matter](#)

[MAPPA](#)

[Understanding Domestic Abuse *](#)

[Reducing the risk through a Multiagency Response *](#)

[Living with domestic Violence – Impact on Children *](#)

*Worth Services

Group 4

Members of the workforce who have particular responsibilities in relation to undertaking child protection enquires, including professionals from health, education, police and children's social care; those who work with complex cases and social work staff responsible for co-ordinating assessments of children in need.

Section 47(Children Act 1989) enquires, 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.

Communicating with children in line with interviewing vulnerable witness guidance.

Joint-agency training.

Single –agency training and professional development related to specific role.

Own agency refresher training at least every 3 years

[Working Together to Safeguard Children Modules 1 & 2](#)

[Child Protection Conferences & Core Group Working](#)

[Mind the Gap: Child Protection & Parental Mental Ill Health](#)

[Neglect: Effective Assessment & Intervention](#)

[Impact of Parental Alcohol & Substance Misuse on Children](#)

[Learning Lessons from Serious Case Reviews](#)

[Impact of Child Abuse on Child Development](#)

[Mouths Matter](#)

[MAPPA](#)

[Understanding Domestic Abuse *](#)

[Reducing the risk through a Multiagency Response *](#)

[Living with domestic Violence – Impact on Children *](#)

- [Worth Services](#)

Group 5

Professional advisors, named and designated lead professionals.

Operational managers at all levels including: practice supervisors; frontline managers and managers of child protection units.

As above for groups 1, 2 and 3 and 4 if advising or supervising staff in that group.

Promoting effective professional practice.

Managing performance to promote effective interagency practice. Specialist training to undertake key management and/or supervisory roles in, for example, intake/duty teams.

Inter-agency training.

Single-agency training and professional development related to specific role.

Own agency refresher training at least every 3 years

As above plus
The LSCB delivers

[Safer Recruitment](#)

[Development Seminars for Managers & Decision Makers in Child Protection](#)

[Allegations Management](#)

Group 6 - 8

Senior managers responsible for the strategic management of services; NHS board members. LSCB board members.

As for groups 1, 2 and 3. Section 11 expectations. Roles and responsibilities.

In-house and LSCB induction programme.

National and local leadership programmes.

Own agency refresher training every 3 years.

All of the above plus:

[Safer Recruitment](#)

[Development Seminars for Managers & Decision Makers in Child Protection](#)

[Safer Recruitment](#)

[Allegations Management](#)

[Induction Workshop for LSCB Board Members.](#)

	Suggested training content	Suggested Training Methods	Employer, LSCB and CT responsibilities
<p>Group 1 Staff in infrequent contact with children, young people and/or parents/carers who may become aware of possible abuse or neglect. For example, librarians, GP receptionists, community advice centre staff, groundsmen, recreation assistants, environmental health officers.</p>	<p>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</p>	<p>Integral part of agency induction Refresher training at least every 3 years For induction materials see CWDC website Could be delivered through e-learning</p>	<p>The employer is responsible for organisation and delivery. The LSCB, as part of the wider Children's Trust arrangements, is responsible for monitoring provision by individual agencies and ensuring that the training is reaching the relevant staff within organisations. The LSCB is responsible for quality assurance</p>
<p>Group 2 Those in regular contact or have a period of intense but irregular contact, with children, young people and/or parents/carers, who may be in a position to identify concerns about maltreatment, including those that may arise from the use of CAF. For example, housing, hospital staff, YOTs in secure settings and in community, the police other than those in specialist child protection roles, sports development officers, allied health professionals, disability specialists, faith groups, community youth groups, play scheme volunteers.</p>	<p>The above plus: Documentation and sharing of information regarding concerns Using the framework for the Assessment of Children in Need and their Families: Own safeguarding roles and responsibilities</p>	<p>Single-agency training Refresher training at least every 3 years Could be delivered by workshops or e-learning or combination</p>	<p>The employer is responsible for organisation and delivery. The LSCB, as part of the wider Children's Trust arrangements, is responsible for monitoring provision by individual agencies and ensuring that the training is reaching the relevant staff within organisations. The LSCB is responsible for quality assurance.</p>

<p>Group 3</p> <p>Members of the workforce and work predominantly with children, young people and/or their parents/carers and who could potentially contribute to assessing, planning, intervening and evaluating the needs of a child and parenting capacity where there are safeguarding concerns.</p> <p>For example, paediatricians, GPs, youth workers, those working in the early years sector, residential staff, midwives, school nurses, health visitors, sexual health staff, teachers, probation staff, sports club welfare officers, those working with adults in, for example, learning disability, mental health, alcohol and drug misuse services, those working in community play schemes,</p>	<p>The above plus:</p> <p>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</p> <p>Recognising the importance of family history and functioning</p> <p>Working with children and family members, including addressing lack of co-operation and superficial compliance within the context of role</p>	<p>Inter-agency training</p> <p>In addition single-agency training and professional development related to specific role</p> <p>Refresher training at least every 3 years</p>	<p>The employer is responsible for organisation and delivery</p> <p>The LSCB, as part of the wider Children’s Trust arrangements, is responsible for monitoring provision by individual agencies and ensuring that the training is reaching the relevant staff within organisations. The LSCB is also responsible for quality assurance</p> <p>Depending on local arrangements, the LSCB or Children’s Trust may take responsibility for the delivery of inter-agency training.</p> <p>The Children’s Trust is responsible for ensuring training is available to meet identified needs.</p>
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<p>Group 4 Members of the workforce who have particular responsibilities in relation to undertaking section 47 enquiries, including professionals from health, education, police and children's social care; those who work with complex cases and social work staff responsible for co-ordinating assessments of children in need.</p>	<p>The above plus: 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</p>	<p>Inter-agency training In addition single-agency training and professional development related to specific role Refresher training at least every 3 years</p>	<p>The employer is responsible for organisation and delivery. The LSCB, as part of the wider Children's Trust arrangements, is responsible for monitoring provision by individual agencies and ensuring that the training is reaching the relevant staff within organisations. The LSCB is responsible for quality assurance Depending on local arrangements, the LSCB or Children's Trust may take responsibility for the delivery of inter-agency training. The Children's Trust is responsible for ensuring training is available to meet identified needs.</p>
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<p>Group 5 Professional advisors, named and designated lead professionals.</p>	<p>Content as for groups 1, 2 and 3 and 4 if advising staff in that group. Promoting effective professional practice Advising others</p>	<p>Inter-agency training In addition single-agency training and professional development related to specific role Refresher training at least every 3 years</p>	<p>The employer is responsible for organisation and delivery. The LSCB, as part of the wider Children's Trust arrangements, is responsible for monitoring provision by individual agencies and ensuring that the training is reaching the relevant staff within organisations. The LSCB is responsible for quality assurance. Depending on local arrangements the LSCB or Children's Trust may take responsibility for the delivery of inter-agency training. The Children's Trust is responsible for ensuring training is available to meet identified needs.</p>
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<p>Group 6 Operational managers at all levels including: practice supervisors; front-line managers and managers of child protection units.</p>	<p>Content as for groups 1, 2 and 3 and 4 if supervising staff in that group. Supervising child protection cases Managing performance to promote effective inter-agency practice. Specialist training to undertake key management and/or supervisory roles in, for example, intake/duty teams</p>	<p>Inter-agency training In addition single-agency training and professional development related to specific role Refresher training at least every 3 years</p>	<p>The employer is responsible for organisation and delivery. The LSCB, as part of the wider Children's Trust arrangements, is responsible for monitoring provision by individual agencies and ensuring that the training is reaching the relevant staff within organisations. The LSCB is responsible for quality assurance. Depending on local arrangements the LSCB or Children's Trust may take responsibility for the delivery of inter-agency training. The Children's Trust is responsible for ensuring training is available to meet identified needs.</p>
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<p>Group 7 Senior managers responsible for the strategic management of services; NHS board members.</p>	<p>Content as for groups 1, 2 and 3 and section 11 expectations, roles and responsibilities</p>	<p>In-house and LSCB induction programme National and local leadership programmes Refresher training every 3 years</p>	<p>The employer is responsible for organisation and delivery. The LSCB, as part of the wider Children's Trust arrangements, is responsible for monitoring provision by individual agencies and ensuring that the training is reaching the relevant staff within organisations. The LSCB is responsible for quality assurance. Depending on local arrangements the LSCB or Children's Trust may take responsibility for the delivery of inter-agency training. The Children's Trust is responsible for ensuring training is available to meet identified needs.</p>
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<p>Group 8 Members of the LSCB including: Board members Independent chair Directors of Children’s Services Elected member Lay members Members of executive and sub/task groups Business support team Inter-agency trainers</p>	<p>Content as for groups, 1,2 and 3 and roles, responsibilities and accountabilities Expectations on members in order to promote effective co-operation that improves effectiveness. Current policy, research and practice developments Lessons from serious case reviews Specialist training to undertake specific roles, for example independent chair; business manager</p>	<p>LSCB induction programme LSCB development days Refresher training at least every 3 years CWDC support materials? National Leadership Programme</p>	<p>The employer in collaboration with the LSCB is responsible for organisation and delivery The LSCB, as part of the wider Children’s Trust arrangements, is responsible for monitoring provision by individual agencies and ensuring that the training is reaching the relevant staff within organisations. The LSCB is also responsible for quality assurance Depending on local arrangements the LSCB or Children’s Trust may take responsibility for the delivery of inter-agency training. The Children’s Trust is responsible for ensuring training is available to meet identified needs</p>
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