Training Strategy

May 2014

**DOCUMENT PROFILE**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Short Title</td>
<td>2014 Training Strategy</td>
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<tr>
<td><strong>Document Purpose</strong></td>
<td>To provide an outline of Safeguarding Partnership Board training in order to help local organisations determine their safeguarding training needs. This document also summarises the Safeguarding Partnership Boards' two year plan for training development &amp; delivery.</td>
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<tr>
<td>Target Audience</td>
<td>All professionals working with children and/or adults at risk.</td>
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<tr>
<td><strong>Author</strong></td>
<td>Training Sub Group</td>
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<td>July 2014</td>
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<td>Training Sub Group; Safeguarding Partnership Board</td>
</tr>
<tr>
<td><strong>Contact details</strong></td>
<td><a href="mailto:atonsberg@gov.je">atonsberg@gov.je</a>; <a href="mailto:cfarley@gov.je">cfarley@gov.je</a></td>
</tr>
</tbody>
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‘Safeguarding and promoting the welfare of children and adults is the responsibility of everyone who comes into contact with them and their families/carers.’

**Safeguarding Partnership Board, Memorandum of Understanding 2013**

**Aim**
The aim of this strategy is to provide an outline of how the Safeguarding Partnership Board delivers a range of single and multi-agency training in order to help local organisations determine their safeguarding training needs, and ensure staff access training appropriate to their role. This document also summarises the Safeguarding Partnership Boards’ two year plan for training development & delivery.

**1. Introduction**

Research\(^1\) for the Department of Children, Schools and Families and the Department of Health has shown that inter-agency training is highly effective in helping professionals understand their respective roles and responsibilities, the procedures of each agency involved in safeguarding, and developing a shared understanding of assessment and decision making practice.\(^2\) The opportunity to learn together is greatly valued; participants report increased confidence in working with colleagues from other agencies and greater mutual respect. Furthermore, the learning from a number of recent Serious Case Reviews (SCR) highlights the importance of safeguarding training for all professionals who come into contact with children and adults, and that training should be offered within a multi-agency forum promoting positive working relationships and a clearer understanding of different agencies roles and responsibilities in relation to safeguarding.\(^3\) All Safeguarding Partnership Board (SPB) courses from level 2 upwards are delivered ‘multi-agency’ and promote effective interagency working to improve the welfare of children and adults.

Children and adults are best safeguarded when professionals are clear about what is individually required of them and how they need to work together. The SPB is committed to delivering an annual training programme to support multi-agency work and best practice within child and adult safeguarding.

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\(^3\) *Serious Case Review Re Daniel Pelka,* Coventry Safeguarding Children Board (2013), *The Overview Report of the Serious Case Review in respect of Young People* 1,2,3,4,5,6, Rochdale Borough Safeguarding Children Board (2013). *Serious Case review in Respect of the death of Keanu Williams,* Birmingham Children Safeguarding Board (2013)
2. Strategic Context

The framework outlined in this strategy supports one of the primary duties that the UK Children Act (2004) creates: ‘to ensure Local Authorities and key agencies work together to improve outcomes for children.’ The Children (Jersey) Law (2002) provides the legislative framework for protecting children in Jersey and also highlights the need for professionals to work effectively together in order to safeguard children and young people. Our local multi-agency child protection procedures\(^4\) emphasise the need for a shared responsibility in relation to safeguarding children and young people and states that everybody who works with, or has contact with children or young people should be able to recognise and know how to act on evidence that a child may be suffering from, or at risk of abuse. Furthermore UK Guidance stipulates clearly that Local Safeguarding Children’s Boards (LSCBs) have a responsibility to ensure that training is delivered and to a consistently high standard.\(^5\)

The SPB Safeguarding Adults training is underpinned by the Department of Health guidance ‘No Secrets: Guidance on protecting Vulnerable Adults in Care’ (2000). This guidance requires statutory, voluntary and independent sector agencies to work together to produce policy, guidance and training about working with adults in need of safeguarding. The SPB Training Programme also draws on best practice outlined within UK guidance.\(^6\) The Jersey Safeguarding Adults Interim Policy and Procedures (2012) reinforces the need for effective local multi-agency working to form a collaborative partnership between agencies that have contact with adults in need of safeguarding.

Local organisations that have signed up to the SPB Memorandum of Understanding (2013) have committed to ensuring staff training is appropriate and in line with the recommendations outlined within this strategy as outlined within standard ‘e.’

3. SPB Training Core Principles

All training delivered by and on behalf of the SPB must:

- Incorporate and promote children’s and adult’s rights and needs ensuring their welfare is paramount.
- Promote partnership working with parents/carers, recognising families’ strengths in responding to the needs of their children/loved ones.
- Highlight issues of diversity and diversity within both child and adult safeguarding.
- Be inclusive of the wide range of individuals and organisations that have responsibilities for safeguarding adults and children.

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• Place value on people working collaboratively in order to safeguard and promote the wellbeing of children and adults.

4. SPB Training Sub-Group

The Safeguarding Partnership Board is responsible through its Training Sub-Group for ensuring that both single and multi-agency Child Safeguarding training and Adult Safeguarding training is delivered consistently to a high standard. The Training Sub-group oversee and support the work of the Inter-Agency Training Officers ensuring safeguarding training delivered by and on behalf of the SPB meets the stipulated learning outcomes and is cost effective.

5. SPB Inter-Agency Trainer role

There is currently 1 x FTE Training Officer post, responsible for:
• Planning, development and delivery of all child and adult safeguarding courses delivered by and on behalf of the SPB.
• Recruitment, accreditation and management of the Single-Agency Pool Trainers.
• Audit and evaluation of both single-agency and multi-agency training on behalf of the SPB.
• Ensuring training provided by the SPB is fit for purpose and based on local need through regular training needs analysis
• Managing the SPB Child and Adult Safeguarding Training databases
• Commissioning appropriate courses from the UK to provide training that cannot be delivered locally by SPB trainers or other local experts.

6. Training Levels

The SPB produces an annual Multi-Agency Training Programme with a variety of courses covering different subjects aimed at different levels of professional need.
• Level 1 encompasses ‘Foundation Training’ which is normally delivered on a single-agency basis by SPB Pool Trainers.
• Level 2 training provides further learning in relation to safeguarding skills such as record keeping, information sharing and understanding thresholds for referral of concerns.
• Level 3 training provides more in-depth knowledge and understanding in relation to identified categories of adult/child abuse.
• Level 4 courses are specifically designed to raise awareness for those with a strategic responsibility for safeguarding within their organisation such as senior managers, organisational directors and politicians.

6.1 Identifying the right level of training

Professionals must be equipped to function effectively within their role, therefore self-assessment and managerial assessment is essential to establish the competence and knowledge needed. The individual course Learning Outcomes within the annual SPB Training Programme and the
competencies attributed to each course within this strategy will help professionals/managers identify the most appropriate course(s).

Individuals can access any course within Level 2 or 3 if the course is applicable to their job role. However it is compulsory to have completed Foundation safeguarding training (either via SPB local single agency training or UK equivalent) before applying for a course between Levels 2-4 within the programme.

7. Foundation Level Training (delivered single-agency)

7.1 Who should be trained?
The SPB strongly recommends that all professionals who come into contact with children, young people and adults should undertake foundation safeguarding training as a minimum to support them in their ability to provide appropriate care.

All staff who work within the voluntary, statutory and independent sectors who come into contact, however limited, with children during the course of their work should complete the SPB Child Safeguarding Foundation course. This is offered as either a half day or full day course. The decision of which course is most appropriate should be determined by individual service managers.

All staff who work within the voluntary, statutory and independent sectors who come into contact, however limited, with adults at risk during the course of their work should complete the SPB Adult Safeguarding Foundation course as a minimum. This is a 3 hour (half day) course.

Professionals who work with parents should be trained in both child and adult safeguarding. Managers are responsible for ensuring their staff/volunteers receive adequate training. The SPB Inter-Agency Trainers are able assist and advise on the most appropriate courses and the best method of delivery for each organisation.

Safeguarding training provided by UK umbrella groups
Some organisations, e.g. Churches, Sports associations, provide UK organisational training to staff or volunteers working in Jersey. It is essential that in such cases the key local referral information is included in the training, as referral of concerns must be made locally; the SPB recommends that Designated Safeguarding Officers from such agencies attend – as a minimum – local foundation training so that they are fully made aware of the local context. Details of how to access foundation training can be obtained by contacting the SPB Training department on 442759.

7.2 Who delivers Foundation Training?
Single agencies are responsible for the organisation and delivery of foundation level safeguarding training. Foundation courses are delivered within each organisation by SPB Pool Trainers. Individuals who have successfully completed the SPB Training for Trainers course become a
member of the SPB Training ‘Pool’ and are able to deliver single-agency safeguarding foundation training. Pool Trainers are expected to deliver, in pairs, a minimum of two foundation courses per year within their own organisation. Pool Trainers can also deliver SPB Foundation training within other organisations at their manager’s discretion. Please see Appendix 1 for full details of Pool Trainer requirements.

7.3 Training for Trainers Course
In order to comply with the requirements of best practice and to ensure appropriate, recognised, uniform and quality assured training is provided across the island the SPB provides ‘Training the Trainers’ courses for both adult and child safeguarding. This four day course provides delegates with enhanced safeguarding knowledge as well as the skills required to effectively deliver the SPB Foundation course. SPB Foundation materials and courses may only be delivered by individuals who have completed either the child or adult SPB Training the Trainers course.

7.4 How often should Foundation Training be repeated?
Unless accessing regular annual ‘refresher’ training (see below) and/or accessing safeguarding training at a higher level through the SPB training programme, the Safeguarding Board recommends that professionals should undertake Foundation training every 3 years in order to maintain their safeguarding skills and to ensure they are up to date with changes in policy and/or procedures.

8. Continuous Professional Development (CPD)
The SPB recommends that professionals should have access to safeguarding Continuous Professional Development (CPD) on an annual basis. This could be in the form of ‘refresher training’ that aims to summarise the learning outcomes from the foundation course by a variety of difference methods, a brief presentation on a safeguarding topic, a guided discussion, or for example a scenario activity. CPD can be provided within a range of settings such as within a staff meeting, through an e-learning package, or through professional supervision and managed through staff appraisals. Single agency CPD sessions can be delivered by SPB Pool Trainers or by another member of staff e.g; the designated lead and/or senior/manager for safeguarding within that organisation. The SPB recommends these sessions last approximately one hour. However the content and duration of annual Safeguarding CPD for staff is for each agency to determine depending on the needs of their staff. The SPB encourages agencies to ensure safeguarding CPD opportunities are sector-specific where applicable.

9. Multi-Agency Safeguarding Training (Levels 2-4)
The Safeguarding Partnership Board is responsible for multi-agency training for employees/volunteers from any agency or organisation. SPB multi-agency training is designed to complement the training available to staff in single agency settings. It is generally conducted (or commissioned) by the SPB
Inter-Agency Training Officers in partnership with local experts, and the focus is on “working together” - placing value on people working collaboratively in ways that mirror the diversity of practice networks engaged with children, adults and their families.

It is recognised that within the 2014 Training Programme there are more courses available in relation to child safeguarding than to adult safeguarding. This is due to the fact that the Child Safeguarding arm of the SPB has been in existence for a longer time. A large group of Pool Trainers is already established and has been delivering Foundation level Child Safeguarding Training for several years. Furthermore professional relationships already exist with a large number of local experts in Child Safeguarding who co-deliver training at levels 2-4 with the Inter Agency Training Officers. Developing standardised Foundation Adult Safeguarding Training and establishing a group of Adult Safeguarding Pool Trainers was prioritised within 2014 to ensure a base-line of understanding across all services in relation to adult safeguarding. Moving forward, the SPB aims to develop and deliver more adult safeguarding training opportunities/events at levels 2-4.

10. Management and Monitoring of staff Safeguarding Training

Requirements for organisations to manage and monitor staff safeguarding training are outlined within the Safeguarding Partnership Board Memorandum of Understanding (2013). Organisations signed up to the MOU have agreed to ensure staff training on safeguarding is appropriate and in line with recommendations within this strategy. This may be evidenced through:

- A clear induction process is in place for all staff that addresses safeguarding and is delivered in a timely way
- Staff receive appropriate safeguarding training (as outlined within the SPB Training Strategy) and individual training plans are in place
- Organisations can evidence training undertaken by staff through a database
- Organisations can demonstrate impact of training on practice and improved outcomes.
## 11. Levels of Training and Competencies

<table>
<thead>
<tr>
<th>Level of Training</th>
<th>Competencies</th>
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</thead>
<tbody>
<tr>
<td><strong>Level 1</strong></td>
<td>1-7 (Single Agency delivery)</td>
</tr>
<tr>
<td>For anyone who works with children and/or adults either in a professional or voluntary capacity, including but not limited to those in: health and Social Care, private, independent and voluntary organizations, care workers and day centre staff, volunteers, carers, all hospital staff</td>
<td></td>
</tr>
</tbody>
</table>

| **Level 2**       | 1-19 |
| For individuals whose role requires additional safeguarding knowledge and skills. |
| All staff responsible for making referrals/enquiries under the SPB multi-agency policies and procedures. And all managers of services including private and voluntary organisations |

| **Level 3**       | 1-25 |
| For individuals whose role requires specialist safeguarding knowledge and skills |
| All staff who are responsible for co-ordination of multi-agency investigations and/or who have responsibility for the safeguarding process within their organisation/department. |
| And/or all staff whose role requires them to have specialist knowledge and skills in order to effectively safeguard the children/adults they work with. |

| **Level 4**       | 1-20 |
| For individuals who have a strategic responsibility for safeguarding |
| Staff with line management responsibility who are responsible for making decisions as part of the implementation of safeguarding procedures. |
| Competencies 24 to 28 can also be achieved but are not required. |
11.1 Safeguarding Partnership Board Training Competencies

1. Understand what is meant by ‘safeguarding’ and the different ways in which adults/children can be abused

2. Understand the principles and values that underpin all safeguarding adults/children activities

3. Recognise an adult/child who may be abused or at risk of abuse

4. List the main categories of abuse and recognise their common indicators

5. Recognise factors that may increase the risk of abuse

6. Identify barriers to safeguarding children/adults

7. Know when and to whom suspected child/adult abuse should be reported according to individual organisational policies and SPB safeguarding procedures.

8. Be familiar with a range of assessment tools in order to clarify concerns about the welfare of a child and establish whether or not an enquiry to MASH should be made.

9. Understand and use appropriately the Safeguarding Partnership Board’s Multi-Agency Child Protection Procedures and/or the Safeguarding Adults (Interim) Procedures

10. Identify and minimise potential risks following a disclosure or allegation of abuse

11. Understand the importance of recording and documenting all information appropriate to any allegation and investigation in accordance with local policy and procedure

12. Understand the principles of information sharing in accordance with local policy and procedure

13. Understand what actions to take when an allegation of abuse is reported according to organisational policy and/or SPB procedures

14. Know how to make an enquiry/referral to the appropriate child/adult safeguarding team/MASH.

15. Engage in positive Multi-Agency approach to safeguarding adults and/or children

16. Know how to promote working environments and practice which minimise the risk of abuse
17. Name the relevant legislation and guidance that provides the framework for safeguarding children and young people/adults in Jersey.

18. Understand the impact of abuse on children/adults.

19. Identify the differing attitudes and stereotypes that can exist about different categories of abuse.

20. Understand the different roles and responsibilities of all agencies involved in investigations.

21. Participate in investigations into allegations of abuse involving paid staff or volunteers and understand interface between the safeguarding investigation and disciplinary practice.

22. Identify key decisions to be made at a child protection conference and/or safeguarding adult conference and feel confident and competent to take part in the decision making process.

23. Undertake risk assessments of the possibility of further abuse in the provided service after planning in a strategy discussion or meeting.

24. Understand the concept of mental capacity and the framework used to assess mental capacity for an adult at risk in relation to safeguarding.

25. Be confident and able to work competently with all agencies in safeguarding adults/children.

26. Make sound and consistent decisions as part of implementing the Safeguarding Adults/Children procedures.

27. Provide supervisory safeguarding support to line-managed staff and ensure records of discussions and actions are contained in the case files.

28. Ensure that individual and team practices comply with and support high standards of social work, including safeguarding guidelines, confidentiality and data protection.
12 Delivery of Safeguarding Partnership Board Training

12.1 Facilitator Competence
In order to quality assure SPB Foundation Training all SPB Pool Trainers are supported by a quality assurance programme. Pool Trainers are required to attend quarterly Training Pool meetings, a CPD event each year and are their delivery of learning outcomes is observed once a year to support their professional development. Full details of the requirements of Pool Trainers are outlined within Appendix 1.

All SPB courses have clear learning outcomes and are delivered by SPB Trainers and/or outside experts from various other agencies. All multi-agency training facilitators must have substantial relevant experience and/or hold a recognised qualification in a related subject.

It is accepted that individual agencies may engage other trainers to deliver safeguarding training specific to the needs of that agency. Specialist trainers may also be commissioned by the SPB to deliver training within levels 2 to 4.

12.2 Resources
There are currently two part-time Training Officers. The Training Department also has a part time Administrator who manages the administration of all multi-agency training courses, the SPB Training Database and provides support for SPB training related events such as Pool Trainer CPD Days, workshops and seminars. The Training Department has a limited budget which supports the delivery of stand alone events.

The majority of courses offered within the Safeguarding Partnership Board Training Programme are free. However, annually there are a small number of courses commissioned from the UK which operate on a cost-recovery basis.

The SPB Training Department has a designated Training room within the main offices at Beresford House. The majority of multi-agency training is undertaken there, however in some cases outside venues catering for a larger number of delegates are used.

12.3 Monitoring and Evaluation of SPB Training
Both Single-Agency Foundation courses and all Multi-Agency courses are evaluated using a pre and post course evaluation form. This enables the SPB to gather data that reflects the increase in delegate knowledge following the delivery of each course. The evaluation form data is reflected back to the Training Sub Group annually in the Training Officers Report in order to guide future planning and delivery of courses. Pool Trainers are required to send all single agency evaluation forms to the SPB Training Administrator to ensure all single agency evaluation data is collected centrally.
13 Training Quality Assurance Programme

As part of the broader cycle of evaluation and review a quality assurance programme has been assigned to both adult and child single-agency Foundation level safeguarding training. Foundation courses delivered by Pool Trainers on behalf of the SPB are standardised and must demonstrate an agreed set of learning outcomes. All Single Agency Pool Trainers are observed once a year to ensure consistency in training delivery, and to provide support to trainers in relation to their professional development.

In addition to observations, an annual CPD event is also provided for both adult and child Pool Trainers both to encourage professional development and in recognition of individual’s ongoing commitment to the SPB. In order to maintain a high level of delivery across the island Pool Trainers must deliver a minimum of 2 training sessions per year and attend a minimum of three out of four Training Pool meetings.

13.1 Audit

The Training Sub Group is responsible for undertaking bi-annual single and multi-agency audits of training as part of a wider SPB audit cycle. Both single and Inter agency training is audited following the PIAT (Promoting Inter-Agency Training) Audit Model. This process involves contacting delegates at three different time periods (before the course, at the time of course delivery and a few months after the course has finished) to assess their learning. Please see Appendix 2 for further details of the chosen audit model for both single and inter-agency training.

The 2013 SPB Inter-Agency Training Audit provides six recommendations in relation to the development of multi-agency training. These recommendations include the need for a comprehensive training needs analysis in order to establish what training is required, and at what level, in order to meet the needs of various organisations across the island. A further recommendation is to undertake a mapping exercise in order to establish which organisational sectors should be targeted for training and to support effective marketing strategies (please see Appendix 3 for full list of recommendations).

14 Moving Forward- Strategic Planning for SPB Training

In addition the recommendations made within the 2013 SPB Multi-Agency Training Audit there are a number of tasks included within the SPB 2014-2015 Training Sub Group Business Plan that provide further guidance as to how the Training Sub group will forward.

Task 10 within the Business Plan requires that a comprehensive Training Needs Analysis is undertaken by 2015, and task 15 shows a training gap analysis is expected to be completed by the end of 2014. The Training Business Plan also includes the need for future training resources to be identified to ensure the SPB Training Sub Group can meet anticipated future increase demands for safeguarding training. (Please see Appendix 4 for full 2014-15 SPB Training Sub Group Business Plan).
14.1 Actions to be completed by 2016

In conclusion, in order to plan effectively for the delivery of future SPB training the SPB Training Sub Group will complete the following by the end of 2015:

- A comprehensive Safeguarding Training Needs Analysis

- A Mapping Exercise to identify organisational sectors to be targeted for future training

- Create a business plan that identifies the need for future training resources in order to accommodate the anticipated increase in demand for both child & adult Safeguarding training.
Appendix 1

Contract for the membership of the SPB training pool for the delivery of single agency Foundation Course Child/Adult protection training

1. Attendance at SPB quarterly training pool meetings

2. Delivery of Foundation Course child protection training for a minimum of two days a year

3. To ensure that adequate preparation is undertaken prior to each Course to ensure that training is delivered in professional and organised manner

4. To ensure that all training delivers complies with the values, principles and standards expected by the SPB, and comply with PIAT standards for child protection training

5. To attend training events provided for training pool members

6. To ensure that their own professional development in terms of child protection is maintained by attending a minimum of one days training either in Jersey or the UK

7. To maintain and exhibit a commitment to inter-agency child/adult safeguarding training in order to foster and promote good practice in inter-agency child protection practice

8. To actively address and challenge when necessary discrimination within the training field and the workplace

9. To use the training material and format for foundation course training without altering, redesigning, corrupting any changes to be agreed by the training officer

10. Agree not pass on to others or allow anyone other than a training pool member to use the programme or resources of the Foundation Course

11. Collect statistics of courses held and numbers attending and pass them to the training officers

12. To provide and collate evaluation forms for each training course

13. Support the annual audit of child/adult safeguarding foundation training delivered

14. Provide input and expertise in the updating and re-evaluation of the Foundation Course
Appendix 2

**SPB Training AUDIT/ Evaluation Cycle**

**Inter-Agency courses**

<table>
<thead>
<tr>
<th>Time</th>
<th>Responsible person</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annually</td>
<td>Training sub-group</td>
<td>Agree which courses should be evaluated, select relevant measures. Maximum 3 courses per year (annual cycle unless any concerns)</td>
</tr>
<tr>
<td>Before start of course</td>
<td>Training Officer</td>
<td>Brief course trainer and explain that the course is being evaluated anonymously for the Safeguarding Partnership Board</td>
</tr>
<tr>
<td>At course registration</td>
<td>Course Administrator</td>
<td>Send participants via post or email</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Letter to encourage participation in evaluation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Information sheet</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Demographic form and copy of evaluation questionnaire</td>
</tr>
<tr>
<td>At start of course</td>
<td>Course trainer</td>
<td>Get completed demographic form</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Distribute one copy of the evaluation questionnaire</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Check the participants have self-coded the questionnaire</td>
</tr>
<tr>
<td>At the end of the course</td>
<td>Course trainer</td>
<td>Distribute and collect one copy of the evaluation questionnaire</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Collect and send to course administrator</td>
</tr>
<tr>
<td>After course</td>
<td>Course administrator</td>
<td>Separate questionnaires</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Clearly mark the title and date of course</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Put all the completed forms in a sealed envelope</td>
</tr>
<tr>
<td>After three months</td>
<td>Course administrator</td>
<td>Send copy of questionnaire to training participants</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Cover letter plus stamped, self addressed envelope if sent by post</td>
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<tr>
<td></td>
<td></td>
<td>- Send polite reminder after two weeks if not received</td>
</tr>
<tr>
<td>After follow up</td>
<td>Course administrator</td>
<td>Match up responses using person codes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Enter data into spread sheet</td>
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<tr>
<td></td>
<td></td>
<td>- Compare ratings to those outcomes of interagency training to safeguard children final report</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Draft report for training subgroup</td>
</tr>
</tbody>
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## Single Agency Courses

<table>
<thead>
<tr>
<th>Time</th>
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<td>Training sub-group</td>
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<td></td>
<td>• Letter to encourage participation in evaluation</td>
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<td>• Demographic form and copy of evaluation questionnaire</td>
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<td>• Distribute and collect one copy of the evaluation questionnaire</td>
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<tr>
<td></td>
<td></td>
<td>• Put all the completed forms in a sealed envelope</td>
</tr>
<tr>
<td>After three months</td>
<td>Course administrator</td>
<td>• Send copy of questionnaire to training participants</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Cover letter plus stamped, self addressed envelope if sent by post</td>
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<td></td>
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<td>• Send polite reminder after two weeks if not received</td>
</tr>
<tr>
<td>After follow up</td>
<td>Course administrator</td>
<td>• Match up responses using person codes</td>
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<tr>
<td></td>
<td></td>
<td>• Enter data into spread sheet</td>
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<td></td>
<td></td>
<td>• Compare ratings to those outcomes of interagency training to safeguard children final report</td>
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<td>• Draft report for training subgroup</td>
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Appendix 3

2013 Inter-Agency Training Audit Recommendations:

- Each partner organisation should carry out a training needs analysis to quantify what training and at what level is required in order to respond to their need for training.

- A mapping exercise should be undertaken in order to identify the organisational sectors to be targeted for training and to support effective marketing strategies.

- To introduce timely agreed indicators in order to be able to assess the level of success of the training programme.

- Explore with partner organisations ways of measuring the impact of training on practice.

- To consider a creating a quality assurance framework for those professionals who deliver on behalf of the SPB at levels 2-4 to determine ‘professional experience and expertise’

- To create a plan of action to promote inter-agency working together with indicators to measure success.
1 Safeguarding Partnership Board Business Plan 2014 -2016

Introduction
Welcome to the SPB Business Plan 2014-16. This business plan identifies the priorities and key actions identified and agreed by members of the SPB Boards. It does not reference or include all the activity or work of the SPB, much of which will be contained in the annual work plans of the SPB sub groups. This is a working document which will be used by SPB members to ensure priorities are achieved and actions completed which evidence outcomes and improve the effectiveness of safeguarding arrangements for children, young people and adults in Jersey.

The significant area of challenge for the SPB is moving to a performance framework that can evidence the effectiveness of safeguarding arrangements in Jersey so actions taken to improve are demonstrably the right ones, resulting in better outcomes for our community and best use of our resources.

This plan will be reviewed through exception reporting at the Joint SPB Meeting. The annual work plans of the SPB sub groups will be reviewed by the Core Business Group to ensure they support the priorities of the SPB and are congruent with each other. 7

Themes
1. Raising awareness of safeguarding and the work of the SPB
2. Recruitment, supervision and development of the workforce
3. Developing strategy and practice through understanding performance
4. Ensuring multi agency working is effective
5. Participation of children, young people, parents, adults and carers
6. Making and embedding changes in response to learning from SCRIs, other inquiries, research, legal and policy developments
7. Effective use of resources

7 Business Planning Process for SPB see Appendix 1 page 16
SPB Structure Chart see Appendix 2 page 17
1. Theme – Raising Awareness of Safeguarding and the work of the SPB

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| 1.1 Raising awareness of the work of the SPB and safeguarding in general across the island community | Increased awareness in the community and agencies to ensure that children and adults in need of protection are identified and referred appropriately and supported/protected  
Increased awareness in the community and agencies of strategies, actions, supports that can work to prevent children and adults at risk from significant harm or being at risk of significant harm | • Communication plan to be completed [including use of board members existing methods of communication]  
• Website and social media development  
• Work with Tri.X to ensure accessibility of Multi – agency adult and child protection policy and procedures  
• Public Awareness raising campaigns in relation to adult safeguarding | CBG/SPB team  
SPB team  
CBG/SPB team | QTR 3 2014  
QTR 2 2014  
ongoing | CHs  
AD |
| 1.2 Ensure that the Commission of Inquiry into Historical Abuse fully considers the needs of those impacted by their past experience plus the current Inquiry and ensures the necessary supports are in place and accessible | The necessary supports will be in place and accessible to those who may need additional support as the Commission of Inquiry progresses | • SPB Independent Chair to notify Chief Minister of the SPBs concerns  
• Services/agencies to plan a strategic response in timing with the progress of the Inquiry | SPB Ind. Chair  
SPB Members and relevant partners | QTR 1 2014  
QTR 1 2014 | GREEN  
AMBER  
RED |
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<th>Objective</th>
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</table>
| 2.1 Review Training Strategy to ensure it meets the identified needs of the workforce, through a variety of mechanisms | • Increased numbers trained to an appropriate level which can be routinely evidenced  
• Able to target training including refresher training  
• Agencies and the SPB able to understand and demonstrate the impact of training on practice  
• Ensure access to a range of learning materials for colleagues, supporting a learning culture  
• Able to respond to learning needs that emerge from SPB or the Sub groups, ensure the timely dissemination of information and learning | • Training needs analysis to include identification of numbers requiring training and at what level  
• Quality assurance cycle and reporting to continue with emphasis on gap analysis, impact on practice and to include single agency training  
• Development of core training pathway for those who work with vulnerable adults to ensure colleagues access the appropriate level of learning as required by their role and responsibilities  
• Develop web site as an information/resource portal to support learning  
• Ensure capacity for additional learning events on topical issues as required by the SPB and/or the SPB Sub Groups. | Departments/Services  
TSG/TOs  
TSG/TOs | QTR 4 2014  
Ongoing | Ongoing |
| 2.2 SPB is assured that effective safeguarding supervision arrangements are in place. This includes consideration of frequency, recording arrangements and quality. | Those practitioners working with adults at risk and children in need of protection access high quality supervision, lines of accountability and decision making are clear and focused on needs of the child/adult at risk | • Develop multi agency safeguarding supervision policy  
• Audit of multi agency supervision arrangements including access to training | PP Adults SG  
PPA Children’s SG – jointly through CBG  
Performance SG –Adults/PPA Children’s SG/TSG via CBG | QTR 4 2014  
QTR1 2015 | |
| 2.3 Developing understanding of issues of diversity in safeguarding adults at risk, | Practitioners and managers are skilled and knowledgeable in safeguarding in minority ethnic groups/or know when to | • Data is collected to understand how diversity features in adult/child | Performance SG /PPA | QTR 2 2014 | |
| children and young people | seek advice. There is a shared understanding in the workforce of the importance of ethnicity, religion, language and culture when working with families from a variety of different backgrounds | protection process  
- Performance Frameworks include reporting on diversity  
- Training includes exploring diversity and how it may impact on professional practice  
- SPB Practice guidelines are developed for working with children, families and people from minority ethnic groups | Performance SG/PPA TSG PP/PPA | QTR 2 2014 QTR 4 2014 | CHs |
|---|---|---|---|---|---|
| 2.4 SPB is assured that safer recruitment arrangements are in place | Adults working with children and young people and adults are risk are safe | Use of SPB organisational audit to identify areas for improvement and ensure actions are completed by SPB departments/services  
- Consider what arrangements are in place of those services/providers that are commissioned and contracted by departments/services  
- Consider capacity building work in partnership with VCS to promote safer recruitment arrangements within the voluntary and community sector | SPB Board members and SPB team | QTR 4 2014/ QTR 4 2015 | |
| 2.5 SPB members induction | New SPB members have a good understanding of the work and purpose of the board and are subject to DBS | Material and information is kept up to date through annual review  
- New members have an induction meeting with the SPB Professional Officer and the Independent Chair  
- Members are subject to the Disclosure and Barring Scheme | SPB team  
As necessary  
As necessary | QTR 4 2014/ QTR 4 2015 | |
### 3. Theme – Developing strategy and practice through understanding performance

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<tr>
<th>Objective</th>
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<tr>
<td>3.1 Develop Performance Framework for the SPB which focuses on both qualitative and quantitative performance information with a focus on outcomes</td>
<td>Provides an evidence base of which parts of the system are working effectively and which parts require development. Business planning and intervention focused on key areas that ensure the protection and promote the welfare of children/young people and adults at risk.</td>
<td>• Performance framework developed and agreed by the SPB&lt;br&gt;• Quarterly performance report of key indicators and analysis to SPB&lt;br&gt;• Annual performance report&lt;br&gt;• Audit reports</td>
<td>Performance SG/PPA SG</td>
<td>QTR 2 2014&lt;br&gt;QTR 3 2014&lt;br&gt;QTR 1 2015&lt;br&gt;As per work plan of PPA/Performance SG</td>
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<tr>
<td>3.2 Annual audit of organisational safeguarding standards as outlined in the Memorandum of Understanding</td>
<td>Supports agencies/services in Jersey in meeting the organisational safeguarding standards as agreed in the Memorandum of Understanding. These standards are the critical foundation to effective safeguarding arrangements</td>
<td>• Audit tool developed&lt;br&gt;• Audit cycle agreed&lt;br&gt;• Audit completed&lt;br&gt;• Report to SPB</td>
<td>SPB team&lt;br&gt;PPA and PP sub groups</td>
<td>QTR1 2014&lt;br&gt;QTR 2 2014&lt;br&gt;QTR 3 14/15&lt;br&gt;QTR 4 14/15</td>
<td></td>
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<tr>
<td>3.3 SPB challenges service/departments that are not effectively safeguarding children, young people, adults</td>
<td>SPB supports agencies/services/departments to effectively safeguard children and young people and adults through challenging performance and/or practice</td>
<td>• SPB members effectively challenge and hold each other to account and a record of these challenges is maintained through the minutes of SPB meetings including sub groups&lt;br&gt;• Agreed Board actions are completed, within timescales</td>
<td>SPB members/SPB team</td>
<td>As required</td>
<td></td>
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<tr>
<td>3.4 Learning from Serious case reviews, case reviews, audit and performance</td>
<td>Lessons and action identified from SCRs, case reviews, audit and performance are implemented and translated into the necessary changes to policy, procedure and practice</td>
<td>• Action plans are implemented&lt;br&gt;• Actions are specific, measurable, achievable, relevant and timed with a focus on embedding learning and necessary changes</td>
<td>SCR SG and SPB members</td>
<td>As required</td>
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### 4. Theme: Multi-agency working is effective

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<th>Objective</th>
<th>What difference will this make?</th>
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| 4.1 Revise as required multi agency Safeguarding Adult and Child Protection Policy and Procedures | Promoting a shared understanding of the policy and procedures across the workforce ensuring they are up to date with the local guidance and best practice | • Engage relevant practitioners from across services/departments in the required revision to the existing policy and procedures  
• Update annually | PPA/PP SG  
PPA/PP SG | QTR 2 2014  
QTR 2 2015 | CHS  
AD |
| 4.2 Ensure accessibility of multi agency safeguarding policy and procedures | Policy and procedures can be accessed online in an accessible format for ease of use by busy practitioners and are accessible to members of the public | • Work with Tri.X to web enable policy and procedures  
• Update annually | SPB team  
SPB team | QTR 3 2014  
QTR 2 2015 | CHS  
AD |
| 4.3 SCR Procedures are developed for Adults | To make sure that staff involved are clear about their role and the purpose of SCRs and that learning is maximised | • Procedures developed by working group using learning from Adult SCR and best practice and guidance | PP/SCR SG | QTR 3 2014 |  |
| 4.4 SPB[Children] is assured of the application of thresholds in safeguarding children and young people and that staff challenge decisions regarding thresholds | Making sure that the right children are identified as in need of protection and are responded to within timescales and there is evidence of professional discussion and challenge regarding safeguarding decisions | • Thresholds guidance is revised in the light of feedback from practitioners regarding use, triangulated with information from the Multi-agency safeguarding hub and other sources of learning including SCRs  
• Escalation procedure is embedded in multi agency child protection procedures and guidance for staff to use when they are concerned a safeguarding referral not being accepted or acted on has left a child at risk of significant harm | PPA  
PAA | QTR 2 2015  
QTR 4 2014 |  |
| 4.5 SPB[Adults] is assured of the application of thresholds in safeguarding adults at risk, this includes developing a greater understanding of issues of consent and capacity and evidence that staff challenge decisions regarding thresholds | Making sure the right adults at risk are identified as in need of protection and are responded to within timescales with due regard to mental capacity and consent considerations and that there is evidence of professional discussions and challenge regarding safeguarding decisions | • Multi agency threshold guidance is developed  
• Focus on consent and capacity in SPB core training  
• Case studies/ examples highlighting issues in consent and capacity provided in web enabled multi agency policies and procedures | PP  
PP  
TSG | QTR1 2015  
QTR 4 2014  
QTR 1 2015 |  |
## Multi-agency practitioners and managers are engaged in the development of Escalation procedures

Escalation procedure is embedded in multi-agency Safeguarding Adult procedures and guidance for staff to use when they are concerned a safeguarding referral not being accepted or acted on has left an adult at risk of significant harm.

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<td><strong>4.6</strong></td>
<td><strong>SPB is assured of the effectiveness of Early Help arrangements for children and young people, to ensure children, young people and their families who have emerging needs are responded to as the need arises, before the problem becomes entrenched or a crisis happens, and this is co-ordinated across professionals when required.</strong></td>
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<tr>
<td><strong>4.7</strong></td>
<td><strong>Any reviews of multi agency working in relation to safeguarding commissioned by the SPB or by single agency to be presented to the board to ensure learning and good practice is shared.</strong></td>
</tr>
<tr>
<td><strong>4.8</strong></td>
<td><strong>The Children’s Policy Group and the Adult’s Policy Group have significant responsibility in ensuring an integrated approach to policy/strategy development across the States.</strong></td>
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<td>Multi agency practitioners and managers are engaged in the development of Escalation procedures.</td>
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<tr>
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<td>Identification of agencies/services that are part of the Island early help offer.</td>
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<td>Review of the MASH to be presented to the SPB.</td>
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<td>Development of partnership agreement to ensure the following:</td>
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<td></td>
<td>Development of a partnership agreement to ensure the following:</td>
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<td>Children, young people and their families only have to tell their story once.</td>
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<td></td>
<td>Needs are met as they are identified.</td>
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<td></td>
<td>Identification of any criteria for access and model of intervention.</td>
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<td></td>
<td>Identification of any criteria for access and model of intervention.</td>
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<tr>
<td></td>
<td>Review of existing arrangements that support the co-ordination of packages of support for children, young people and families.</td>
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<tr>
<td></td>
<td>Review of existing arrangements that support the co-ordination of packages of support for children, young people and families.</td>
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<td>Support the development of the SPB as a learning organisation.</td>
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<td>Review of MARAC and other Safeguarding partnership working arrangements for e.g. Multi Agency Safeguarding Teams in schools.</td>
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<td>Clear accountability and a mechanism to ensure the development of all strategies in relation to children, young people and adults at risk considers safeguarding and promoting welfare.</td>
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<td>Annual reports from both groups are shared with the SPB members.</td>
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<td><strong>PP</strong></td>
<td><strong>QTR 1 2015</strong></td>
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<tr>
<td><strong>PP</strong></td>
<td><strong>QTR 1 2015</strong></td>
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<tr>
<td><strong>PPA</strong></td>
<td><strong>QTR 3 2014</strong></td>
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<td><strong>SPB</strong></td>
<td><strong>QTR 2 2014</strong></td>
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<tr>
<td><strong>SPB/CPG/APG</strong></td>
<td><strong>QTR 3 2014</strong></td>
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</table>
of Jersey. Therefore, effective arrangements need to be in place to ensure effective partnership arrangements between the SPB and the APG/CPG particular the overarching strategic framework – e.g. Children and Young People’s Strategic Framework and Children and Young People’s Plan

4.9 Ensure effective strategies are in place regarding
- Sufficient flexible accommodation to meet the needs of adults with complex issues [including people with learning disabilities and mental health needs, who need a short term place of safety
- Domestic Abuse
- Substance Misuse
- Assessing and understanding capacity - Adults
- Child Sexual Exploitation
- Sexual Abuse

The SPB has a range of strategies that support effective practice in relation to a number of priority areas relevant to the Jersey context.

4.10 SPB is assured of the quality and timeliness of assessments, investigations and multi agency child protection/ adult safeguarding plans across agencies

Practitioners and managers in agencies are aware of and fulfil their

<table>
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<th>4.11 Continue to promote effective information sharing</th>
<th>SPB Independent</th>
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<tr>
<td>Practitioners and managers in agencies are aware of and fulfil their</td>
<td>QTR 1 2014</td>
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- The Independent Chair’s Annual report is shared with both CPG and APG
- CPG/ APG/SPB are able to hold each other to account regarding practice/policy / strategy in relation to safeguarding
- The SPB Independent Chair brings matters to the attention to the CPG/APG as required

4.9 Ensure effective strategies are in place regarding
- Sufficient flexible accommodation to meet the needs of adults with complex issues [including people with learning disabilities and mental health needs, who need a short term place of safety
- Domestic Abuse
- Substance Misuse
- Assessing and understanding capacity - Adults
- Child Sexual Exploitation
- Sexual Abuse

The SPB has a range of strategies that support effective practice in relation to a number of priority areas relevant to the Jersey context.

- Review current provision and practice regarding these issues undertaking a gap analysis
- Develop strategies as required ensuring monitoring arrangements are in place
- Provision of learning opportunities and training as required

SPB sub group chairs and SPB members
[see SPB SG work plans]
TSG

4.10 SPB is assured of the quality and timeliness of assessments, investigations and multi agency child protection/ adult safeguarding plans across agencies

Children, young people and adults at risk are effectively safeguarded

- Audits findings are presented to the SPB and actions completed

Timings of audits – see PPA and Performance SG work plans

Timings of audits – see PPA and Performance SG work plans

4.11 Continue to promote effective information sharing

Practitioners and managers in agencies are aware of and fulfil their

- Information Protocol is agreed and signed off by relevant agencies

SPB Independent
QTR 1 2014
| arrangements and practice | responsibilities to share information to safeguard and promote the welfare of children and young people and adults at risk | • Information sharing guidance and information is up to date and accessible to practitioners  
• Information sharing is part of the core training provided by SPB | Chair  
PPA [Children]  
and PP [Adults]  
TSG | As per work plan  
As per quality assurance cycle |
| --- | --- | --- | --- | --- |
| 4.11 Review arrangements for children/young people/vulnerable adults that arrive/leave the island and may not be known to appropriate universal services – recognising areas of risk that relate to  
  • CSE  
  • Private fostering  
  • Missing children  
  • Children missing from education  
  • Human trafficking | SPB can be assured that appropriate arrangements are in place that mitigate against increased risk to newly arrived or leaving vulnerable children, young people, and adults | • Review multi agency practice – initial work to focus on key professional groups/services –  
Customs/Immigration/Social Security  
GPs/HVs  
Schools – newly arrived pupils  
Recommendations and actions from this work presented to the SPB for approval | PPA/P SGs | QTR1 2015 |
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</table>
| 5.1 Identify any island-wide consultation channels and mechanisms that can be used by the SPB | Best use of resources in participation, engagement and consultation | • Mapping  
• Identification  
• Consultation built into business processes | CBG/SPB team | QTR 1 2015 | |
| 5.2 Identify participation forums/groups that the SPB can learn from to ensure best practice | Shared learning promoting best practice | • Consideration of shadow function  
• Lay members on Board? | CBG/SPB | QTR 2 2015  
QTR 2 2015 | |
| 5.3 Ensure priorities of the SPB are informed by the views of children, young people, parents and carers and adults | Co-production of priorities to ensure they are meaningful and reflect the needs community agencies/services serve | • Consultation and Involvement plan | CBG/SPB team | QTR 2 2015 | |
| 5.4 Ensure services/departments can evidence consultation with children, young people, parents, carers and adults as appropriate | Making sure the views and voice of the service user informs planning and practice development | • Use of Organisational audit against safeguarding standards to evidence  
• Services/agencies to share best practice | Performance and PPA SGs | QTR 4 2014 | |
### Theme: Making and embedding changes in response to learning from SCRs, other inquiries, performance information, research, legal and policy developments

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</table>
| 6.1 SCRs are undertaken where appropriate and Learning Reviews of cases that do not meet the SCR criteria are used where appropriate to do so | Drive improvements to multi agency and multi disciplinary practice | • Referrals are considered against the criteria for SCRs  
• SCRs are commissioned as appropriate  
• Feedback is provided to SCR Sub group and local agencies regarding learning and action plans  
• Learning Reviews are commissioned as appropriate | SCR SG | SCR SG dates |  |
| 6.2 SPB is assured that learning from SCRs and Learning Reviews are shared across the workforce at all levels and that board members are leaders in this | Ensure that learning is shared and embedded in practice | • Action plans tracked - exception reporting to CBG/SPB  
• Changes to policy and procedures communicated to colleagues at all levels through a variety of media and activity as part of communication plan  
• Lessons from Serious Case reviews/ Learning Reviews are a consistent part of workforce development programme of SPB across all levels  
• Development of materials for use by team managers with their teams to embed learning  
• Audit this frontline learning activity for messages which the SPB view as priority | SCR SG  
CBG  
TSG  
TSG/TOs  
TSG/TOs | As required  
As required  
Revise as per SCR requirements QTR 3 2015  
QTR 4 2015 |  |
| 6.3 SPB is assured that practitioners are aware of and can access research, legal and policy developments easily and that this is promoted and ensured through line management structures | Learning organisations, such as the SPB, need to ensure access to shared knowledge and information | • Web enabled accessible information available to practitioners [targeting frontline managers and their staff]  
• Development of materials for use by team managers with their teams to embed learning  
• Audit frontline learning activity for messages which the SPB view as priority | SPB team  
SPB team  
SPB team | QTR 2 2014  
QTR 3 2015  
QTR 3 2013 |  |
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<tr>
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| 7.1 The Safeguarding Partnership Board has the right representation from all the necessary departments/services and members attend regularly | Members have a strategic role in relation to safeguarding and promoting the welfare of children and adults and are able to:  
- Speak with authority of the their organisation  
- Commit their organisation on policy and practice matters and  
- Hold their own organisation and others to account  
The SPB is able to show decision making and changes that directly result from the work of the SPB |  
- Membership is reviewed  
- Appointment of lay members and representatives from the Vol and Community Sector this needs to be by April 14  
- Attendance is monitored  
- Evidence of challenge by SPB members to their own organisations and the SPB  
- Evidence members are held to account by the Board | SPB  
SPB  
SPB  
SPB Independent Chair | QTR 1 2014/QTR 1 2015  
QTR 2 2014  
QTR 1 2014/QTR 1 2015 | | |
| 7.2 Memorandum of Understanding in operation | All signatories are clear of the expectations on organisations with regard to the need to safeguard and promote the welfare of children and adults | Continue to encourage signatories from across “harder to reach” professional groups | SPB Independent Chair | On going | | |
| 7.3 SPB members understand the importance of the effectiveness of early help and prevention services and strategies reflect this. | Effective early help [early intervention and prevention] supports better outcomes for children and young people than statutory intervention. A shared approach to developing strategy in this area will result in children and young people receiving help and support as a problem or need arises, not waiting until a situation becomes so critical statutory intervention is necessary | SPB works co-operatively with the CPG and APG to ensure that strategic development supports a range of mechanisms to meet need reducing statutory intervention in some children and young people’s, adults lives. This is facilitated through annual joint development session | SPB/CPG/APG | QTR 4 2014/QTR 4 2015 | | |
| 7.4 Working co-operatively with APG/CPG and SPB to ensure effective use of resources through the partnership agreement and the Children and Young People’s Plan and Strategic Framework. | Integrated planning for outcomes for children and families  
- Working to make sure there is no gaps between services  
- Duplication of services  
- Shared view of services and support offered  
- Shared understanding/identification of priorities | Clarity of role and function of services/ agencies  
- Identification of any potential areas of duplication/gaps in services  
- Use of APG/CPG/SPB partners to re-commission services to ensure vulnerable children, young people and adults do not fall through gaps between services | SPB/CPG/APG | QTR 4 2014 Review QTR 4 2015 |
|---|---|---|---|---|
| 7.5 SPB to assure themselves of effective use of the Boards resources | SPB operates effectively within identified budget [apart from SCRs] | Quarterly budget report  
- Receive annual budget report | CBG  
SPB team/SPB Independent Chair | QTR 1, 2, 3, 4 2014/2015  
QTR 1 2015 |
| 7.6 Business planning process to support the work of the SPB in place. Ensuring priorities are identified, shared, mitigating against drift and delay and ensuring best use of partners resources | Effective business planning to make sure priorities are achieved | Priorities identified and agreed by the SPB members  
- Exception reporting review of the business plan  
- SPB SG work plans to CBG  
- Risk register is developed  
- Risk register is maintained | SPB member  
SPB team  
SG chairs  
CBG  
CBG | Annual  
Dev.Day  
Quarterly  
QTR 1 2014/2015  
QTR 2 2014  
Quarterly |
| 7.7 Development of Child Death Overview Panel and processes in partnership with Guernsey | Appropriate and timely responses to families that experience a child death.  
- Information to inform strategies to prevent child deaths where possible | To establish panel  
- Explore links with Guernsey  
- Develop project plan | SPB/CBG | Q1 2015 |
| 7.8 Annual reporting process agreed by SPB members to ensure the SPB receives relevant annual reports and is consulted and participates in the development / monitoring of relevant strategies – for e.g. Alcohol and Licensing Strategy | Effective challenge of partners progress if required  
- Raising awareness of safeguarding issues within broader strategies/plans  
- SPB members are informed of and can inform SoJ strategic developments | SPB members to agree annual reporting process | SPB Members | QTR 2 2014 |