



Wolverhampton Safeguarding Children Board

Multi-Agency Training & Development Annual Report 2009 - 2010

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1 Introduction

Wolverhampton Safeguarding Children Board (WSCB) multi agency learning and development activities aim to equip people who are working (paid or unpaid) directly or indirectly with children, young people and families, this includes those working with adults who are parents/carers with the necessary competence, skills, knowledge and understanding to improve practice and cross agency relationships to ensure there is a shared responsibility across the city of Wolverhampton for safeguarding children and young people.

We believe that safeguarding children depends on a well-trained workforce that is able to recognise and respect the importance and value of working in partnership with professionals from different agencies. Providing support to children and families based on their individual and diverse needs as identified by research and clinical evidence.

The contents of all WSCB courses are firmly rooted in legislation and the regulatory framework and supported by national and local policy and practice guidelines. We have endeavoured to ensure that the programme is regularly updated and that it is made widely available for engagement in learning activities by the local workforce across partner agencies city-wide.

The contents of this report are based on activities that have been commissioned, developed, delivered or directed on behalf of WSCB between 1st April 2009 and 31st March 2010.

The report provides details of the following:

- 2009/10 WSCB Multi-Agency course list
- Breakdown of course attendance by agency
- The statistical data drawn from the delegate evaluation scores
- Extra narrative information provided by delegates
- E-Learning progress
- Additional safeguarding learning and development events and involvement throughout 2009/10
- Learning and Development priorities for 2010/11

2 Events programme 2009/2010

A total of twenty-two subject items were incorporated into the programme which produced a calendar of fifty-two events across the defined time-frame (Appendix 1). Events were organised to enable maximum capacity for workforce engagement and in accordance with the structure and style of individual events. A total of 1228 training places were made available and a 91% up-take rate was achieved overall.

3 Evaluation Summary of Individual Training Items

3.1 Introduction to Safeguarding Children

Maximum Capacity = 92 Up-take rate 95%

| Agency | Attendance Number |
|---------------------------------|-------------------|
| Probation | 16 |
| Children Centre | 7 |
| Voluntary Sector | 18 |
| Leaving Care | 6 |
| YMCA | 1 |
| NHS | 6 |
| Schools | 7 |
| Housing | 3 |
| MAST | 4 |
| Local Neighbourhood Partnership | 4 |
| Family Centre | 3 |
| Day Nursery | 4 |
| Foster Care | 3 |
| FE College | 2 |
| Locality Team | 3 |
| Total | 87 |

3.1.1 Statistical Data – Delegates Evaluation Scores

Number of evaluations received = 87 Response rate 100%

| Judgement Criteria | Total | Average Score |
|--|-------|---------------|
| Achievement of aims and objectives of the course | 425 | 4.8 |
| Relevance of content to your work | 380 | 4.3 |
| Pace and balance of the course | 410 | 4.7 |
| Quality of the learning materials and aids | 415 | 4.7 |
| Facilitation and presentation of the training | 430 | 4.7 |
| Quality of the venue and accommodation | 345 | 3.9 |
| Overall Average | | 4.5 |

Scores based on response of 1-5, where 1 = poor and 5 = excellent

3.1.2 Analysis of Findings

The average score indicates that this course is successful with overall achievement of aims and objectives and is of a very good standard.

Delegates consistently praise the amount of information given in a concise way, although there were a few mentions of *'too much material'* and that *'the course would be better delivered over 2 days'*.

Some delegates felt that whilst they had completed the level 1 e-learning programme (ref 'An Awareness of Child Abuse and Neglect'), this course was above the level of the e-learning course and that it should be listed at a higher level as it was perceived as being more in-depth.

Delegates felt they had benefited from coming together with professionals from different agencies and disciplines. They enjoyed the opportunity for discussions, and learning more about what support and services were available from other agencies.

Many felt that they were given an excellent introduction and insight into the whole subject matter which made them feel more confident to own their responsibility and could better safeguard children, young people and families as a result on attending the course. Further comments included *'that it was good to revisit the basics as a reminder that safeguarding children is, and must remain of paramount importance to everyone'*.

The definition and exercises used to explain the difference between 'CIN (s17) and CIN of Protection/Significant harm' (s47) was termed 'fantastic'. Over 75% of the delegates felt that this segment of the course put into perspective 'compulsory intervention', and where other forms of support could be sought, including initiating and or contributing to a Common Assessment Framework (CAF). Participants felt that the course has enabled them to not only recognise the differences, but also to signpost, refer, and support appropriately.

3.2 Safeguarding Children – A Shared Responsibility

Maximum Capacity = 92 Up-take rate 96%

| Agency | Attendance Number |
|------------------|--------------------------|
| Schools | 16 |
| Voluntary Sector | 8 |
| Children Centre | 5 |
| Probation | 14 |
| FE College | 2 |
| Day Nursery | 4 |
| Housing Support | 2 |
| Health | 6 |
| Leisure Services | 5 |
| C &YP | 12 |
| YOS | 2 |
| Leaving Care | 3 |
| Connexions | 6 |
| YWCA | 2 |
| MAST | 1 |
| Total | 88 |

3.2.1 Statistical Data – Delegates Evaluation Scores

Number of evaluations received = 88 Response rate 100%

| Judgement Criteria | Total | Average Score |
|--|--------------|----------------------|
| Achievement of aims and objectives of the course | 395 | 4.5 |
| Relevance of content to your work | 390 | 4.4 |
| Pace and balance of the course | 390 | 4.4 |
| Quality of the learning materials and aids | 410 | 4.6 |
| Facilitation and presentation of the training | 415 | 4.7 |
| Quality of the venue and accommodation | 350 | 3.9 |
| Overall Average | | 4.2 |

Scores based on response of 1-5, where 1 = poor and 5 = excellent

3.2.2 Analysis of Findings

The average score indicates that the course was successful with overall achievement of aims and objectives and is of a good standard.

A large number of delegates praised the amount of information given in a concise way, and praised the knowledge of the facilitator and the use of real experiences. There were a few that felt more information was needed on the identification of abuse in both middle class and 'newly arrived' families.

Some delegates felt that a missed exercise in one of the courses would have been useful to include but recognised that time constraints made this impossible.

There were comments on the value of this course both as a 'refresher' and as an introduction for existing/experienced staff. Many of the delegates commented on 'the importance not to rely on any one agency alone to safeguard children' as being the main message that would be taken from the course.

All delegates felt that the course was relevant to their area of work, with many of them stating that one of the exercises which addressed the importance of information sharing, was 'powerful'. The quiz was found useful and enjoyable as a tool for understanding private fostering and was noted to have been 'Excellent'. With regard to the lower score, this was related to the room. All the delegates from one course noted that the room was very cold.

3.3 Multi Agency Working Practices – Roles and Responsibilities

Maximum Capacity = 60 Up-take rate 92%

| Agency | Attendance Number |
|------------------|--------------------------|
| C&YP | 11 |
| Health | 10 |
| Probation | 6 |
| Children Centre | 4 |
| School | 17 |
| Voluntary Sector | 5 |
| Nursery | 2 |
| Total | 55 |

3.3.1 Statistical Data – Delegates Evaluation Scores

Number of evaluations received = 55 Response rate 100%

| Judgement Criteria | Total | Average Score |
|--|--------------|----------------------|
| Achievement of aims and objectives of the course | 270 | 4.9 |
| Relevance of content to your work | 270 | 4.9 |
| Pace and balance of the course | 260 | 4.7 |
| Quality of the learning materials and aids | 275 | 5.0 |
| Facilitation and presentation of the training | 270 | 4.9 |
| Quality of the venue and accommodation | 165 | 3.1 |
| Overall Average | | 4.5 |

Scores based on a response of 1 – 5, where 1 = poor and 5 =excellent

3.3.2 Analysis of Findings

The average score indicates that the course was successful with overall achievement of aims and objectives and is of a very high standard.

Two delegates did not respond on the point of quality of the venue and accommodation.

With regard to rating the 'relevance and content of the course to your work', everyone noted that the course was relevant. Further comments indicated that the course gave a comprehensive explanation of different roles and responsibilities, especially of the key agencies who lead on child protection matters. People felt more informed on what is, and what is not in their line of duty, and adding that after going through the case studies, they could see the reasons for leaving the investigating to those that are better trained and have the duty and experience to do that piece of work.

There were several comments from both courses that they would have benefitted more by having members from key agencies on the course. A comment made on the Evaluation sheet was that 'everyone working in a senior role or leading on consulting with key partner agencies should attend this course'.

Over 70% of respondents recorded 'excellent course', 'knowledgeable trainers' and one delegate stated 'Whilst this is always a sensitive topic, some of the material and case studies were quite complex, but thought provoking, and there was so much to learn which made it one of the best courses attended in a very, very long time'.

3.4 Safer Recruitment

Maximum Capacity = 140 Up-take rate 92%

| Agency | Attendance Number |
|--------------------|-------------------|
| C&YP | 16 |
| Voluntary Sector | 7 |
| Health | 20 |
| Schools | 61 |
| YMCA | 3 |
| YOT | 7 |
| Youth Service | 1 |
| FE College | 2 |
| Leaving Care | 2 |
| Nursery | 4 |
| Adult Services | 3 |
| Community Services | 1 |
| Leisure | 2 |
| Total | 129 |

3.4.1 Statistical Data – Delegates Evaluation Scores

Number of evaluations received = 129 Response rate 100%

| Judgement Criteria | Total | Average Score |
|--|-------|---------------|
| Achievement of aims and objectives of the course | 620 | 4.8 |
| Relevance of content to your work | 620 | 4.8 |
| Pace and balance of the course | 580 | 4.4 |
| Quality of the learning materials and aids | 500 | 3.9 |
| Facilitation and presentation of the training | 510 | 4.0 |

| | | |
|--|-----|------------|
| Quality of pre-training information | 495 | 3.8 |
| Quality of the venue and accommodation | 470 | 3.6 |
| Overall Average | | 4.1 |

Scores based on response of 1-5, where 1 = poor and 5 = excellent

3.4.2 Analysis of Findings

The average score indicates that the course was successful, with the overall achievement of aims and objectives being of a good standard.

The majority of delegates liked the way that the course was arranged in 4 parts and valued the opportunity to reflect and plan for the changes that would need to be applied in their workplace.

At least 50% of delegates from each course made comments of changes that need to take place at a corporate level to coincide with the messages that were given on the course. It was clear that there are some inconsistencies with regard to the messages given from the course, and the current operation across the city. This is currently under consultation with the 'safer recruitment sub group.

Delegates felt that the pre-reading material was useful, but commented that some of it was for information only and that it was not used during the session. Having regard for this response, it was considered that some materials could be clearly marked 'optional reading' as it was not required for use during the training event.

There was considerable mention about the opportunity to work and consult in groups which gave value to experience. Some respondents felt that there was too much information in some parts of the course and not enough in other areas. There were comments about the group dynamics as most of the attendees on some courses were predominantly from education. It was felt that places should be proportioned to include representatives from other sectors, as this is a suitable course for all.

Comments were made about the compulsory course assessment which included, *'the test makes you think really carefully about the whole process from start to finish'*, and *'knowing that grades will be added to certificates is quite a real drive to get the best results'*.

3.5 Domestic Abuse and Children's Need

Maximum Capacity = 40 Up-take rate 90%

| Agency | Attendance Number |
|--------------------|--------------------------|
| Family Centre | 6 |
| Health | 4 |
| School | 5 |
| YMCA | 2 |
| MAST | 3 |
| Voluntary Services | 5 |
| Children Centre | 3 |
| C&YP | 8 |
| Total | 36 |

3.5.1 Statistical Data – Delegates Evaluation Scores

Number of evaluations received = 36 Response rate 100%

| Judgement Criteria | Total | Average Score |
|--|-------|---------------|
| Achievement of aims and objectives of the course | 130 | 3.4 |
| Relevance of content to your work | 130 | 3.4 |
| Pace and balance of the course | 150 | 3.9 |
| Quality of the learning materials and aids | 145 | 3.8 |
| Facilitation and presentation of the training | 150 | 3.9 |
| Quality of the venue and accommodation | 110 | 2.9 |
| Overall Average | | 3.3 |

Scores based on response of 1-5, where 1 = poor and 5 = excellent

3.5.2 Analysis of Findings

The average score indicates that the course was considered satisfactory.

Delegates praised the amount of information given, however around 70% of respondents did not feel that the level was suitable to fully support their role in the workplace. On the whole, more information was considered necessary to better support associated victims of domestic abuse and children. This shortfall as remarked upon included, *'information on the legal aspects'*, and in some cases, *'how this impacts on the immigration status for some groups'*. There were many comments on *'wanting to know more about the correlation between domestic abuse and mental health, substance misuse'*, *'how to support teenagers in recognising some of the characteristics in both safe and potentially dangerous relationships'*, and for some, *'of the issues that make some groups more vulnerable'*.

Other comments referred to the similarities of this course and the contents of the e-learning programme.

In general, it was felt that changes are needed to the current course, with regard to both content and structure, and in order to enable the workforce to engage with and support children and parents in a more meaningful way.

3.6 Parental Mental Health and Safeguarding Children

Maximum Capacity = 40 Up-take rate 85%

| Agency | Attendance Number |
|-------------------|-------------------|
| Health | 4 |
| Children Centre | 7 |
| C&YP | 5 |
| Voluntary Service | 8 |
| School | 4 |
| Family Centre | 2 |
| Connexions | 4 |
| Total | 34 |

3.6.1 Statistical Data – Delegates Evaluation Scores

Number of evaluations received = 34 Response rate 100%

| Judgement Criteria | Total | Average Score |
|--|-------|---------------|
| Achievement of aims and objectives of the course | 145 | 4.2 |
| Relevance of content to your work | 155 | 4.5 |
| Pace and balance of the course | 135 | 3.9 |
| Quality of the learning materials and aids | 140 | 4.1 |
| Facilitation and presentation of the training | 145 | 4.2 |
| Quality of the venue and accommodation | 120 | 3.5 |
| Overall Average | | 4.0 |

Scores based on response of 1-5, where 1 = poor and 5 = excellent

3.6.2 Analysis of Findings

The average score indicates that the course was of a good standard.

Delegates praised the amount of information given in a concise way. Four delegates felt there was too much to take in for a day course, and commented that a course spread over 2 days could then cover aspects of 'children as carers' as well as more information on depression, the impact of parental mental health and the unborn child. There were also two comments made regarding the inclusion of a high volume of information about mental health, signs and symptom, but not enough on how then to safeguard children.

Many of the delegates stated that they feel able to apply the learning to practice, as they would now look at the client's situation from a different prospective. All delegates felt that there was an increased awareness gained from the course, which has enhanced their knowledge and would better support their role for safeguarding children.

3.7 Substance Misuse and Safeguarding Children

Maximum Capacity = 40 Up-take rate 95%

| Agency | Attendance Number |
|-------------------|-------------------|
| C &YP | 12 |
| Foster Carer | 3 |
| School | 4 |
| Voluntary Service | 11 |
| Probation | 1 |
| Health | 5 |
| Children Centre | 2 |
| Total | 38 |

3.7.1 Statistical Data – Delegates Evaluation Scores

Number of Evaluations received = 38 Response rate 100%

| Judgement Criteria | Total | Average Score |
|--|-------|---------------|
| Achievement of aims and objectives of the course | 145 | 3.8 |
| Relevance of content to your work | 140 | 3.6 |
| Pace and balance of the course | 155 | 4.0 |
| Quality of the learning materials and aids | 145 | 3.9 |

| | | |
|---|-----|------------|
| Facilitation and presentation of the training | 145 | 3.9 |
| Quality of the venue and accommodation | 125 | 3.2 |
| Overall Average | | 3.8 |

Scores based on a response of 1 – 5, where 1 = poor and 5 = excellent

3.7.2 Analysis of Findings

The average score of 3.8 indicates that the course was rated as satisfactory. Delegates felt that the course was clearly and concisely explained and that questions were answered thoroughly. Handouts were found useful, although one delegate reported receiving poor copies of forms. One delegate found the quiz '*confusing*' as it introduced new material. Two delegates commented that the training was too orientated towards the role and support of social workers. Another respondent felt that it had '*limited relevance in current role*'.

Overall it was felt that the course needs to be adapted to incorporate the involvement of the wider workforce and how they should be working together to better support children affected and/or involved with substances. It should also look at local services, good practice and equip participants to feel more confident to recognise and offer constructive support or signpost appropriately.

8 Stop it Now! – Child Sexual Abuse and the Exploitation of Children Practitioners Role in the Prevention of Sexual Abuse Child Sexual Abuse and Modern Technology

Maximum Capacity = 144 Up-take rate 87%

| Agency | Attendance Number |
|-------------------|-------------------|
| MAST | 14 |
| Voluntary Service | 19 |
| Health | 17 |
| C&YP | 24 |
| Nursery | 13 |
| Family Centre | 9 |
| Re-entry | 7 |
| YMCA | 4 |
| School | 10 |
| Foster Carer | 8 |
| Total | 125 |

3.8.1 Statistical Data – Delegates Evaluation Scores

Number of evaluations received 94 Response rate 75%

| Judgement Criteria | Total | Average Score |
|--|-------|---------------|
| Achievement of aims and objectives of the course | 500 | 3.9 |
| Relevance of content to your work | 500 | 3.9 |
| Pace and balance of the course | 510 | 4.0 |
| Quality of the learning materials and aids | 520 | 4.1 |
| Facilitation and presentation of the training | 530 | 4.2 |
| Quality of the venue and accommodation | 440 | 3.5 |
| Overall Average | | 3.9 |

Scores based on a response of 1-5 where 1= poor and 5 = excellent

3.8.2 Analysis of Findings

The average score indicates that the course was satisfactory.

Delegates valued the visual aid/presentation and felt the handouts were appropriate. One delegate found the power point text too small.

25% of respondents expressed a feeling that the training could have been longer and that there was too much information for a half day session. A large number of delegate requested more courses covering this topic and for longer periods.

There was a considerably high rate of comment about the explanation of internet acronyms and jargon as used and known by young people. This aspect of the course was considered to be exceptionally valuable.

Many of the delegates commented that the course made them feel fearful for young people. Many were amazed at the statistics presented during the course. Others mentioned that they did not realise the real dangers of all other devices, or even know that some of the modern equipment aimed for children can be connected to the internet. Delegates noted that the course would make them talk to children much more, as not communicating effectively with young people can increase vulnerability and possibly push them into a very dangerous virtual world.

There was much mentioned about the importance of sharing the information acquired from the course with others, this includes professionals, parents, and carers and that the potential dangers need to be shared with young people.

3.9 Safeguarding Children with Disabilities

Maximum Capacity = 24 Up-take rate 100%

| Agency | Attendance Number |
|-------------------|-------------------|
| School | 2 |
| C&YP | 8 |
| Family Centre | 2 |
| Housing | 2 |
| Voluntary Service | 5 |
| Health | 3 |
| Foster Carer | 2 |
| Total | 24 |

3.9.1 Statistical Data – Delegates Evaluation Scores

Number of Evaluations received = 21 Response rate 87.5%

| Judgement Criteria | Total | Average Score |
|--|-------|---------------|
| Achievement of aims and objectives of the course | 105 | 4.3 |
| Relevance of content to your work | 110 | 4.5 |
| Pace and balance of the course | 100 | 4.1 |
| Quality of the learning materials and aids | 115 | 4.7 |
| Facilitation and presentation of the training | 115 | 4.7 |

| | | |
|--|----|------------|
| Quality of the venue and accommodation | 85 | 3.5 |
| Overall Average | | 4.2 |

Scores based on a response of 1 – 5, where 1 = poor and 5 = excellent

3.9.2 Analysis of Findings

The average score of 4.2 indicates that the course was rated as good.

The multi agency involvement, group discussions and real examples of procedures were considered valuable. More feedback at the end of the course would have been appreciated.

Delegates praised the range of communication methods introduced to the group that can be adapted and used with some children, including 'Makaton' and 'BSL'. One respondent commented that they valued the opportunity to share a learning environment with other professionals and stated that as a 'foster carer' they are often excluded from training in this way, but felt that a large part of the learning was gained from people working day-to-day with young people with specific needs.

3.10 Successfully Contributing to Multi Agency Case Conferences

Maximum Capacity = 40 Up-take rate 92.5%

| Agency | Attendance Number |
|-----------------|-------------------|
| School | 10 |
| Leaving Care | 7 |
| Health | 3 |
| YMCA | 2 |
| Children Centre | 8 |
| Housing | 2 |
| Family Centre | 2 |
| C&YP | 3 |
| Total | 37 |

3.10.1 Statistical Data – Delegates Evaluation Scores

Number of evaluations received = 37 Response rate 100%

| Judgement Criteria | Total | Average Score |
|--|-------|---------------|
| Achievement of aims and objectives of the course | 160 | 4.3 |
| Relevance of content to your work | 155 | 4.2 |
| Pace and balance of the course | 175 | 4.7 |
| Quality of the learning materials and aids | 155 | 4.2 |
| Facilitation and presentation of the training | 165 | 4.5 |
| Quality of the venue and accommodation | 150 | 4.0 |
| Overall Average | | 4.3 |

Scores based on a response of 1 – 5, where 1 = poor and 5 =excellent

3.10.2 Analysis of Findings

The 4.3 score indicates that the course was of a very good standard.

There was a number of positive comments about the value of this course, which included the opportunity to watch a DVD and comment on the events of a case conference at different stages. Positive comments were received about the group exercises. More group activities and opportunities for discussion were suggested under the heading 'What could be changed or improved?'

With regard to feedback on the 'Pace and balance of course', there was a reference to the fast pace of the course. It is almost inevitable on an inter-agency course to find that some delegates have greater knowledge and experience of the subject than others. Delegates welcomed the provision of a set of comprehensive course material to take away which could be revisited prior to attending a case conference and in order to familiarise themselves on the make-up and purpose of contributors.

With regard to feedback on the 'Relevance of the content to your work', opinions were that the course was very relevant to work. Those who already attend case conferences found it useful as an updating exercise and noted that the course should be compulsory before attending a conference.

3.11 Recognising Neglect of Children and Young People

Maximum Capacity = 20 Up-take rate 105%

| Agency | Attendance Number |
|-------------------|--------------------------|
| Voluntary Service | 8 |
| Children Centre | 4 |
| School | 5 |
| Health | 2 |
| C&YP | 2 |
| Total | 21 |

3.11.1 Statistical Data – Delegates Evaluation Scores

Number of evaluations received = 21 Response rate 100%

| Judgement Criteria | Total | Average Score |
|--|--------------|----------------------|
| Achievement of aims and objectives of the course | 85 | 4.0 |
| Relevance of content to your work | 90 | 4.2 |
| Pace and balance of the course | 90 | 4.2 |
| Quality of the learning materials and aids | 100 | 4.7 |
| Facilitation and presentation of the training | 100 | 4.7 |
| Quality of the venue and accommodation | 85 | 4.0 |
| Overall Average | | 4.5 |

Scores based on a response of 1 – 5 where 1 = poor and 5 = excellent

3.11.2 Analysis of Findings

The 4.5 score indicates that the course was of a high standard.

From the evaluation sheets, it was clear that delegates were allocated to working groups in order to maximise exposure to different professions. There was a number of comments made about the value of working with colleagues from different agencies there was recognition of the difficulties faced by some agencies.

All of the delegates commented that they found it to be valuable training and for *'bringing these issues back to the forefront of working with families'*. One respondent requested more information about *'what went wrong (from a professional point of view) in some of the highlighted cases of neglect'*.

Other comments indicated that the discussions, group exercises and case studies, had helped to re-examine own values, standards and practice. There was praise regarding the quality of the handouts. It was clear from the comments made that recognising and working with cases of neglect was a huge concern and the course had increased awareness.

One delegate commented on the distance to the venue and the early start time. One person noted that someone had turned up who had not received confirmation and that they should have been turned away. This was confirmed by delegates' comments on a small room although most were satisfied with the venue as a whole.

4 E-learning Courses

The portfolio of e-learning resources as accessible to city-wide organisations providing services to children and their carers has continued to expand during the twelve month time-frame. Six e-learning courses are currently available, the details of which will continue to be promoted to enable knowledge to be gained and up-dated via this method of learning.

The numbers of service providers accessing the online learning are increasing and this form of education remains cost-effective in comparison to face-to-face training. This facility gives WSCB members free access all e-learning programmes which meets the level 1 training requirements. (Appendix 2)

5 Other Safeguarding Learning & Development Events 2009/10

5.1 Creation of the WSCB Website

During the past twelve months WSCB has continued to develop its website (www.wolvesscb.org.uk) and which currently provides full, comprehensive and up-to-date information about Safeguarding Children. There are designated web pages for professionals, parents and for children and young people. The site is linked to other websites that provide information to re-enforce the message of Safeguarding Children as being *'Everybody's responsibility'*.

5.2 E-Safety Strategy

The local e-Safety strategy has been developed and a programme exists that attends to raising awareness and offering skills to deal with internet abuse and cyber-bullying which is directed at children, young people, parents and professionals. Whilst much of this work is not delivered through the WSCB, all events are directed as part of the business of the Safeguarding e-Safety Sub-group. As part of WSCB work on e-safety, arrangements were made for the ESCape drama to be delivered into schools. The target audience was from children of years 4, 5, and 6. 4760 children and 204 parents at 61 schools accessed this production. The overall evaluation of these events has been extremely positive.

5.3 Promoting Safeguarding Week 2009

Promoting Safeguarding Week took place during the October half term week and involved bringing together some of the key agencies who work within the realms of the safeguarding agenda. Alongside the services of Base25, YWCA, Probation, FIS, WDFV, The Haven, Health Visitors, Stop it Now, SUBS and DAT, engagement with over 500 people, including children, young people, parents, and carers was achieved.

5.4 Recommendations from Lessons Learned

The required action from a recommendation of a local Serious Case Review Overview Report led to the establishment of a task and finish group which was tasked to devise an 'Exit from Service Tool', for risk assessing vulnerable adolescents. This item of work was directed to the Training Sub-committee, the outcome of which was the development of an audit tool. This work will continue into the forthcoming year and will include the development of multi-agency training in order to roll-out the use of the tool and to support direct work with vulnerable adolescents.

5.5 Additional Awareness- raising and Support activities

Communicating about Safeguarding Children has involved awareness-raising and working together with the Interfaith Forum, local mosques and churches and in order to develop a training programme relating to 'safer recruitment, managing allegations and child protection'. (Appendix 3)

Work has been undertaken with the voluntary sector and schools by the provision of an advice service and assistance has been given with the development of policies and procedures to ensure safeguarding within their respective establishments.

The Training Sub-committee has continued to collaborate with other sub-committees and working groups as engaged in the local business of Safeguarding Children and on a needs-led basis.

5.6 Safeguarding Training Calendar

The 2010/11 Training Calendar offers an extensive programme of learning which incorporates the areas of priority that have been identified in the most recently revised 'Working Together'(HM Govt 2010). A copy of the brochure can be accessed via the WSCB website at www.wolvesscb.org.uk, or requested using the following email address: wscb@wolverhampton.gov.uk, or by phone on 01902 550477.

6 In Summary

WSCB training sub-committee programmed a number of work objectives for 2009/10. All but two of these were met within the set time-scale. Items of work that have yet to be completed have been included in the work programme for the forthcoming twelve months and prioritised accordingly.

The on-going local programme of learning as made available for service providers across the city will continue to be informed by the feedback and evaluation of individual training events and courses, all of which will remain under the continuous scrutiny of the Training Sub-Committee.

'Working Together to Safeguard Children' 2010 (HM Govt 2010), identifies the following topics as of growing concern and as such they are subject matter which the children's workforce need to consider.

The subject areas include:

- Children who go missing
- Forced marriage
- Sexually exploited children
- Children affected by gang activity
- Fabricated and induced illness
- Investigating complex and multiple abuse
- Female Genital Mutilation
- Allegations of abuse made against people who work with children

Partner agencies and organisations of WSCB now need to give due consideration to the national expectations regarding local arrangements and practices and in accordance with the revised 'Working Together' guidance (Chapter 4, HM Govt., 2010).

In particular and with reference to the revised guidance, consideration will need to be given to the following:

- Agency / organisation commitment to support inter-agency training,
- WSCB links with the business of the Children's Trust Board and the local workforce strategy,
- Review of existing arrangements and responsibilities regarding WSCB's production and delivery of Safeguarding Children training programmes,
- Review of the on-going training needs of WSCB members,
- Review of the frameworks for quality and assurance of training
- Knowledge of the support and supervision arrangements for the local workforce.

On behalf of WSCB, the Training Sub-Committee will continue to support the review and development of local business regarding, training, development and supervision for inter-agency working and in accordance with legislation, national directives and local needs.

Content list in detail of 2009/10 WSCB Multi-Agency Training Courses Provided

| | Programme Title | Level | Date | Duration | Capacity | Attended | Venue |
|----|---|-------|---|----------|----------|-----------|------------------|
| 1 | Introduction to Safeguarding | 1 | 6th April 09 | 1 day | 24 | 24 | JLC |
| 2 | Introduction to Safeguarding | | 30 th June 09 | | 20 | 16 | Trinity Training |
| 3 | Introduction to Safeguarding | | 28 th October 09 | | 24 | 23 | JLC |
| 4 | Introduction to Safeguarding | | 22 nd February 10 | | 24 | 24 | JLC |
| 5 | Safeguarding Children – A Shared Responsibility | 2 | 29 th April 09 | 1 day | 24 | 22 | JLC |
| 6 | Safeguarding Children – A Shared Responsibility | | 9 th July 09 | | 20 | 18 | Trinity Training |
| 7 | Safeguarding Children – A Shared Responsibility | | 9 th December 09 | | 24 | 23 | JLC |
| 8 | Safeguarding Children – A Shared Responsibility | | 23 rd March 10 | | 24 | 25 | JLC |
| 9 | Multi-Agency Working Practices Roles & Responsibilities | 3 | 1/2 April 09 | 2 days | 20 | 20 | JLC |
| 10 | Multi-Agency Working Practices Roles & Responsibilities | | 23/24 September 09 | | 20 | 18 | JLC |
| 11 | Multi-Agency Working Practices Roles & Responsibilities | | 17/18 March 10 | | 20 | 17 | JLC |
| 12 | Safer Recruitment | 4 | 10 th June 09 | 1 day | 30 | 29 | JLC – |
| 13 | Safer Recruitment | | 2 nd October 09 | | 30 | 28 | JLC |
| 14 | Safer Recruitment | | 26 th February 10 | | 20 | 17 | JLC |
| 15 | Safer Recruitment | | 10 th March 10 | | 30 | 28 | JLC |
| 16 | Safer Recruitment | | 26 th March 10 | | 30 | 27 | JLC |
| 17 | Domestic Violence and Children's Needs | 2 | 5 th & 6 th October 09 | 2 days | 20 | 17 | JLC |
| 18 | Domestic Violence and Children's Needs | | 8 th & 9 th February 10 | | 20 | 19 | JLC |
| 19 | Parental Mental Health & Safeguarding Children | 2 | 2 nd April 09 | 1 day | 20 | 16 | JLC |
| 20 | Parental Mental Health & Safeguarding Children | 2 | 27 th October 09 | 1 day | 20 | 18 | JLC |
| 21 | Recognising Child Trafficking & Sexually Exploitation | 3 | 9 th November 09 | 1 day | 20 | CANCELLED | JLC |
| 22 | Substance Misuse and Safeguarding Children | 3 | 7 th May 09 | 1 day | 20 | 18 | JLC |
| 23 | Substance Misuse and Safeguarding Children | | 8 th December 09 | | 20 | 20 | JLC |
| 24 | 'One and All' Promoting Equality in Safeguarding Practices | 3 | 18 th January 10 | 1 day | 20 | CANCELLED | JLC |
| 25 | Developing Safeguarding Procedures – Non statutory | 4 | 6 th November 09 | 1 day | 20 | 20 | Bingley Centre |
| 26 | Child Death Overview Panel Briefing | 3 | 3 rd September 09 | ½ day | 30 | 21 | JLC |
| 27 | Child Death Overview Panel Briefing | | 15 th October 09 | | 30 | CANCELLED | JLC |
| 28 | Child Death Overview Panel Briefing | | 29 th October 09 | | 30 | CANCELLED | JLC |
| 29 | Bullying and Cyber Bullying | | 8 th March 10 | 1 day | 20 | 19 | JLC |
| 30 | Stop it Now – Child Sexual Abuse and the Exploitation of Children | 1 | 15 th September | ½ day | 24 | 21 | JLC |
| 31 | Stop it Now – Child Sexual Abuse and the Exploitation of Children | | 25 th February 10 | | 24 | 19 | JLC |

| | Programme Title | Level | Date | Duration | Capacity | Attended | Venue |
|----|--|-------|------------------------------|----------------|-------------|-------------------|--------------|
| 32 | Stop It Now – Practitioners Role in the Prevention of Child Sexual Abuse | 2/3 | 8 th July 09 | ½ day | 24 | 22 | JLC |
| 33 | Stop It Now – Practitioners Role in the Prevention of Child Sexual Abuse | | 5 th October 09 | | 24 | 23 | JLC |
| 34 | Stop It Now – Practitioners Role in the Prevention of Child Sexual Abuse | | 18 th March 10 | | 24 | 17 | JLC |
| 35 | Stop It Now – Child Sexual Abuse and Modern Technology | 2/3 | 16 th November 09 | ½ day | 24 | 23 | JLC |
| 36 | Safeguarding Children with Disabilities | 3 | 16 th July 09 | 1 day | 20 | 21 | JLC |
| 37 | Successfully Contributing to Multi Agency Case Conferences | 3 | 17 th November 09 | 1 day | 20 | 17 | JLC |
| 38 | Successfully Contributing to Multi Agency Case Conferences | 3 | 15 th January 10 | 1 day | 20 | 20 | JLC |
| 39 | Briefing - Baby P - Recommendations from Lord Laming | 4 | | ½ day | 40 | CANCELLED | JLC |
| 40 | Recognising and Working to Safeguard Children - Neglect | 3 | 7 th December 09 | 1 day | 20 | 21 | JLC |
| 41 | Mandatory briefing for designated CP teachers | 4 | 10 th November 09 | ½ day | UNLIMITED | 73 | JLC |
| 42 | Mandatory briefing for designated CP teachers | | 12 th November 09 | | UNLIMITED | 69 | JLC |
| 43 | ISA Vetting & Barring - Briefing | | 3 rd November 09 | 2 Hrs | 50 | 45 | JLC |
| 44 | ISA Vetting & Barring - Briefing | | 6 th November 09 | | 50 | 48 | JLC |
| 45 | ISA Vetting & Barring - Briefing | | 11 th November 09 | | 50 | 53 | JLC |
| 46 | ISA Vetting & Barring - Briefing | | 20 th November 09 | | 50 | 49 | Civic Centre |
| 47 | ISA Vetting & Barring - Briefing | | 26 th November 09 | | 50 | 51 | Civic Centre |
| 48 | Risk Assessment | 2/3 | 14 th December 09 | 1 day | 20 | 17 | JLC |
| 49 | Risk Assessment | | 8 th January 10 | | 20 | 17 | JLC |
| 50 | Risk Assessment | | 22 nd February 10 | | 20 | 10 | JLC |
| 51 | Risk assessment | | 5 th March 10 | | 20 | 10 | JLC |
| 52 | Risk Assessment | | 29 th March 10 | | 20 | 15 | JLC |
| | | | | 273.5hr | 1228 | 1119 = 91% | |

Online Learning
Total numbers of multi agency staff applied for online learning
1st April 2009 – 31st March 2010

| Organisation | ACAN Foundation | ACAN Core | DA | HH | SDC | SCASE | TOTAL |
|---------------------|----------------------------|----------------------|------------|------------|------------|--------------|--------------|
| Early Years | 56 | 87 | 40 | 15 | | | 198 |
| C&YP | 45 | 162 | 79 | 28 | 34 | | 348 |
| MAST | 17 | 96 | 65 | 57 | | | 235 |
| QID | 22 | 48 | 13 | 18 | | 2 | 103 |
| Education | 165 | 1103 | 281 | 96 | 15 | | 1660 |
| Independent School | | 15 | 9 | | | | 24 |
| Voluntary Sector | 103 | 659 | 196 | 82 | 11 | | 1051 |
| FE College | | 5 | | | | | 5 |
| Health WCPCT/RWHT | 6 | 79 | 37 | 14 | 12 | 1 | 149 |
| Youth & Play | 27 | 68 | 32 | 48 | | | 175 |
| Police | | | 6 | | | | 6 |
| Connexion | | | | | | | |
| Probation | | | | | | | |
| YOT | 8 | 33 | 9 | | | | 50 |
| Adult Service | 39 | 27 | | 26 | | | 92 |
| Leisure Service | 26 | 34 | | | | | 60 |
| CAFCASS | | | | | | | |
| LA Misc | 19 | 7 | | | | | 26 |
| TOTAL | 533 | 2423 | 767 | 384 | 72 | 3 | 4182 |

ACAN = Awareness of Child Abuse and neglect –

DA = Domestic Abuse –

HH = Hidden Harm –

SDC = Safeguarding Disabled Children –

SCASE = Safeguarding children from Abuse by Sexual Exploitation

Further 2009/10 activities where support was provided to agencies to assist with meeting their safeguarding responsibilities

| PROVISION | SERVICE | NO OF SESSIONS | NO IN ATTENDANCE |
|--|----------------|-----------------------|-------------------------|
| Schools – Infant, Junior, Primary, NQT, Special, PRU, Secondary School, Governor, Independent, Headteacher, TA's, School Crossing Patrols, Lunchtime Supervisors | Briefing | 62 | 1956 |
| | Inset | 17 | 411 |
| | Induction | 6 | 76 |
| | Governors | 22 | 237 |
| | Stop it Now | 18 | 352 |
| Early Years – Nurseries, Children Centres, Childminders | Briefing | 16 | 294 |
| | Training | 5 | 162 |
| | Stop it Now | 8 | 116 |
| C&YP – MAST, Foster Carers, Residential Settings, Restbite Centre, FAST, LAC, Family Centre, Shaftesbury, volunteers, EDT, Locality Teams | Induction | 4 | 65 |
| | Briefing | 13 | 92 |
| | Stop it Now | 9 | 136 |
| | Joint ABE | 4 | 12 |
| Health Health Centre, Health visitors, school nurses. GP Surgery | Briefing | 3 | 48 |
| | Stop it Now | 7 | 89 |
| FE College Wolverhampton College | Stop it Now | 1 | 15 |
| Faith Group Mosques, Temples Churches | Induction | 3 | 77 |
| | Briefing | 5 | 35 |
| | | 6 | Congregation |
| YOT | Induction | 2 | 12 |
| Voluntary Sector EYE, Base25, Haven, TLC, Hope FC Trinity Training, DAT, New Hampton Arts Centre, Spurgeons, YWCA, AWAAZ, | Briefing | 12 | 73 |
| | Stop it Now | 7 | 98 |
| Youth Service Play-scheme, youth centre | Induction | 2 | 29 |
| Connexions | Induction | 1 | 43 |
| Leisure Service Fitness/Leisure centre | Induction | 1 | 36 |
| | Briefing | 2 | 27 |

