

Getting it right for every child – Highland Pathfinder

Training Strategy

1.0 Background

1.1 In taking forward 'getting it right for every child' in the pathfinder area of Inverness, The Highland Council, NHS Highland, SCRA and Northern Constabulary have agreed that

- All staff in all of the agencies will take responsibility for action to improve children's lives.
- Staff will work differently to deliver effective children's services within a unified approach and will respond in ways that deliver the vision for Scotland's Children, and that will strengthen children's and families' capacities to care for their children well and meet their needs.
- Staff will know how to respond when there are concerns about a child. They will apply a proportionate, appropriate and timely response and they will take a clear approach to intervention within Police, Health and Education services. Additionally, staff will be clear about routes to multi-agency involvement and compulsory measures should that be necessary.
- Where more than one agency is or needs to be involved, there will be one assessment, plan and meetings process for a child, and a lead professional will be appointed.
- Children and families will be clear about what is expected of them and from the professionals involved with them.
- Bureaucracy such as report writing and attendance at children's meetings will be reduced.
- Staff will be supported to better understand the range of children's needs with the production of practice tools that are supported by research.
- Staff will be fully trained in all of the duties and processes that are necessary to work in this way.

1.2 Prior to the inception of the pathfinder team, 7 events were delivered by the NHS Highland Child Health Commissioner and the IAF co-ordinator pan Highland in 2005/6. These events were inter-

agency, and staff were advised on the developing Integrated Assessment Framework and the links with the HALL4 agenda in meeting children's needs through a single assessment process.

- 1.3 Since April 2006, the 'getting it right' team has delivered a number of training and awareness raising events both on a single and an inter-agency basis. To date, 3,500 practitioners have received training and briefing on the 'getting it right approach', and most of these sessions have included voluntary sector workers in their audiences.
- 1.4 Particular concerns that staff have raised in respect of the implications of their roles in the 'getting it right' context are that they have not the skills to undertake the requirements of the Lead Professional. Staff have also indicated that they need training in confidentiality issues, matters regarding the sharing of information, and also on communication with children not only about such issues, but also in respect of ensuring inclusion in the assessment and planning process, and on report writing especially where compulsory measures might be required. Furthermore staff groups have highlighted their requirements for training on the linkage between 'getting it right' and other processes and legislative changes, such as the Additional Support for Learning Act and how to respond to these
- 1.5 Across the agencies and within the staff groups, concerns have also been raised about meeting the demands of 'getting it right' in addition to other training events and needs, and staff have expressed anxieties on the impact on workload of attendance at this, and other training initiatives.

2.0 Single Agency Contexts

- 2.1 Each of the agencies in Highland has agency specific initiatives: NHS Highland is delivering Careaims training, ECS delivers on the Additional Support for Learning Act and A Curriculum for Excellence, the Social Work Service is working on a training strategy for staff involved in the changes led by the introduction of Carefirst, and Police Officers receive training in Domestic Abuse issues and Designated Persons for Child Protection. There are a number of cross agency packages, such as Joint Investigation and Interview courses, attended by Police and Social Work staff,

the Certificate of Child Care and Child Protection Studies, and the Interagency Child Protection modules.

- 2.2 Throughout the course of the pathfinder project, the team members have linked and will continue to do so with all of the above courses, as well as the training organisers within their own agencies to ensure that the principles and processes of 'getting it right for every child' are embedded in all training materials.
- 2.3 Work has commenced in regard to college training, e.g the Scottish Police College, Robert Gordon University, UHI, and Moray House with a view to strengthening the knowledge and skills of new practitioners.

3.0 The 'getting it right for every child' in Highland context

- 3.1 The 'getting it right team' has developed a training delivery strategy that is modular, that is based on 3 programmes and that is deliverable by both single and interagency methods
- 3.2 *Programme one, 'Basic Training and Awareness'* will be delivered to all staff and will be organised around the Associated School Groups (ASGs). Staff to receive this training will be all staff in the cluster area from Health, Education, Social Work, Adult Services, as appropriate including Housing and Criminal Justice, and staff from the Voluntary sector.
- 3.3 *Programme One* will be able to be delivered in a variety of ways, including information packs, cascade, unit meetings, direct teaching etc.
- 3.4 Individuals who undertake this learning programme should, by the end of the programme, be able to help others understand, implement and consistently work within the *Getting It Right for Every Child* processes.
- 3.5 The *Getting it Right Project* has been developed in partnership and is intended to be implemented in partnership. This learning programme is designed to build on this and it is intended that individuals attending on behalf of organisations reflect partnership working. Once individuals have received the programme, they will be able to cascade an understanding of the *Getting It Right* model within their work settings and to support others to understand and implement the process. Those attending are likely to be key

managers, professional leads and heads of departments who have a background in leading, managing, guiding and supporting staff who are working together to meet the needs of children and their families.

- 3.6 This learning programme consists of half a day. At the end of this, attendees will receive the necessary training materials for use in their workplaces. These materials will enable attendees to cascade learning development within respective staff groups.
- 3.7 This programme will focus on the application of knowledge about the Getting It Right framework. The programme has been designed to be as interactive and participative as possible. Individuals attending the programme should expect to be fully engaged and be involved.
- 3.8 The sessions will have the following focus and learning outcomes

Session	Learning Outcomes
<p>Session 1 Background, policy, principle aims and SHANARI vision</p>	<ul style="list-style-type: none"> • Identify national drivers • Understand relevant legislation • State key aims • Describe SHANARI vision
<p>Session 2 Assessment structure and process. How Services are organised and delivered. Understand the desired outcomes for children. How plans are reviewed</p>	<ul style="list-style-type: none"> • Explain the Getting it Right service delivery triangle and link to own agency • Knowledge of the 'Child's World' assessment triangle and how it links to SHANARI
<p>Session 3 Basic roles and responsibilities</p>	<ul style="list-style-type: none"> • Define the role of the named person • Define the role of the lead professional
<p>Session 4 The child's record and basic principles of information sharing,</p>	<ul style="list-style-type: none"> • Understand how the child's record is constructed • Overview of the Getting it Right sharing information with consent model. • Make links to local multi agency policy and guidance
<p>Session 5</p>	<ul style="list-style-type: none"> • Reflect on Getting it Right

<p>Knowledge of what to do if a child needs help or if there is a concern</p>	<p>processes within Child Protection procedures</p> <ul style="list-style-type: none"> • Know who to contact if a child needs help
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- 3.10 The initial delivery of the programme will be delivered by members of the *Getting It Right for Every Child* Team. It is intended that those attending the programme will be able to deliver it themselves once they have completed the half day. Local systems can then develop cascade training to suit the needs of the staff within their organisations.
- 3.11 *Programme two - 'Single Agency Processes'*. This programme will train staff on the detailed processes and links within their own agencies and will deliver to those staff who are likely to be more specifically involved in identifying the need to take action with children or who might play a part in the child's plan. This group will include paediatricians, AHPs, CAMH staff, health visitors, midwives, school nurses, support staff in education, primary class teachers, guidance staff, SMTs in schools, social workers, support staff in social work, police officers and relevant staff in the voluntary sector.
- 3.12 *Programme Two* will also form part of the induction for new staff in all the agencies, and will ensure that staff:
- Fully understand all of the 'getting it right' processes within their own agencies
 - Understand the connection between 'getting it right' and other core business and legislation within their agencies
 - Understand the purpose of and are able to complete the paperwork and documentation that is part of the child's record and plan
 - Are able to use relevant technology to support their work
 - Understand their own roles and responsibilities
 - Understand the pathways in their own agencies
 - Are clear about mentoring and consultation arrangements
- 3.13 This programme will be delivered in a variety of ways dependant on the agency arrangements for training, so will include cascade training, one to one supervisory arrangements, personal development planning, and group sessions.
- 3.14 *Programme three - inter agency modules*. This programme will be delivered to those staff across the agencies who are likely to carry

out the role of lead professional, or to be involved in assessing and/or meeting a child's needs.

- 3.15 *Programme three* modules will be grouped, and will include
- The role of the Named Person and Lead Professional
 - Recording information and assessments meaningfully
 - Involving and communicating effectively with children and their families
 - How to assess
 - Risk assessment and management models
 - Recording information
 - Resilience
 - Resolving conflict
 - Theories of child development
 - Constructing and reviewing the plan
 - Chairing meetings
 - Requirements for Compulsory Measures
 - Detailed information sharing and confidentiality
 - Underpinning research to support the assessment process
- 3.16 Staff who will require to be trained at programme one level will be scoped within the ASGs and quality assurance and evaluation methods agreed
- 3.17 In programme two, requirement for staff involvement should be determined and agreed within single agency management arrangements
- 3.18 The scope of practitioners who will be required to undertake programme three modules, which should be delivered by direct teaching, is set out below. A scoping exercise in regards to training in the voluntary sector requires to be undertaken

Staffing involved					
	Social Work (C&F)	Education	Reporters (all of Highland)	Police	Health
Chief Officers	1	2	1	1	1
Managers	15	50	1	c30	c15
Practitioners	140	800	6	c136	c100
Total	156	852	8	c170	c120

- 3.19 Bearing in mind the volume of practitioners to be trained at this level, an incremental approach will be adopted with the key modules being delivered in the first instance to those staff most likely to be involved in the initial stages.
- 3.20 Existing Inter agency Child Protection training courses are undergoing re-evaluation and change, and work has now begun to align this to, and deliver it with *getting it right for every child*, training, where possible and appropriate,

4.0 Resources

- 4.1 The pathfinder project recognises that key work has taken place in other authority areas to develop relevant training materials and discussions are underway, specifically with North Lanarkshire, Ayrshire and Grampian on adapting and using some of their materials.
- 4.2 There are a number of practitioners located across the agencies in Highland who have experience in training in a number of the necessary elements contained in the 3 programmes, and it is the intention of the team to accurately map that activity and to recruit the expertise to deliver in the 'getting it right' training packages.
- 4.3 Members of the team will be able to offer training in some of the core elements, by direct methods, by preparation of written materials and information packs.
- 4.4 Where none of the above 3 options will meet the training needs, then other experts, trainers and/or agencies will be approached to assist with specified elements of the training package.

5.0 Proposed Timescales

- 5.1 The timescales for taking forward more detailed training plans and the aspects of the various programmes are determined by the agreed phases and stages of implementation.
- 5.2 Thus, by June 2007, the 'getting it right' pathfinder team will have mapped cross agency staff against the training necessary to implement the first stages of phase one, that is, those staff who will be involved with children aged 0-5.

- 5.3 The team will then match staff groups to the training courses that need to be in place and will identify the most relevant means of delivering that training.
- 5.4 By the end of the summer, those staff who are to become involved at stage two in October, that is those who working with children who are moving into primary school, secondary school or adult services, or who will be involved in noting need and constructing plans will have been matched to appropriate training programmes and modules, with a view to commencing training in September 2007.
- 5.5 Between October and January 2008, the final phase of training needs will be analysed and detailed plans put in place.

6.0 Conclusion

- 6.1 The pathfinder team is now in a position to develop training plans in the above way, based also on the 'getting it right for every child' developments to date both within the pathfinder area and nationally, and the timescales involved in implementation and will take this work forward as a priority.