



Fife Child Protection Committee Multi-agency Learning and Development Strategy

2024-2027

Document Name:	Fife Child Protection Multi-Agency Learning and Development Strategy
Approved by/date:	CPC/14.11.24
Last Approved Date:	20.04.2016
Review Due:	November 2026
Version:	V4.0 (Approved)

Contents

	PAGE NUMBER
Introduction	<u>3</u>
Strategy Aims	<u>3</u>
Process and Governance	<u>4</u>
Context and Approach	<u>4</u>
Who is the Workforce in Fife?	<u>5</u>
Multi-Agency Learning & Practice Development	<u>5</u>
Designing, Delivering and Evaluating Learning	<u>6</u>
Evaluation	<u>6</u>
CPC Improvement Plan: Actions & Outcomes Linked to Learning and Development	<u>7</u>

Introduction

Protecting Children and Young People: Child Protection Committee and Chief Officer Responsibilities (2019) sets out the expectations of Chief Officers in fulfilling their responsibilities within the partnership area. Ultimately, they are responsible for improving the experience and outcomes for children who may need protection. Local Child Protection Committees have a pivotal role in continuous improvement of the protection of children and young people and several functions relate directly to this role.

Fife's Child Protection Committee (CPC) has an obligation to publish, implement and review the multi-agency Learning and Development Strategy to ensure that each partner has a suitably skilled, confident, and competent workforce to deliver the CPC's priorities and meet the needs for children and young people in their area.

Strategy Aims

This strategy aims to support our workforce across Fife to become increasingly competent, confident, engaged and skilled over time in their specific areas of responsibility across all areas of Child Protection. This strategy aims to promote a multiagency learning culture and best possible practice to be achieved by building on existing values, skills and knowledge and providing opportunities for learning on a multiagency basis.

This strategy aims to ensure the design, development, delivery and evaluation of learning and practice development activities that:

1. Identify abuse/harm and potential abuse/harm at an early stage
2. Prevent abuse/harm
3. Protect those at risk and intervenes and supports those who have experienced abuse and/or harm

All activity related to the implementation of this strategy will:

- Place the child at the centre.
- Hear the voice of the child within training delivery.
- Work towards involving children and young people in the development and delivery of training where appropriate.
- Support practitioners to never lose sight of the child and their needs.
- Create and underpin person centred values through working with others whilst promoting equality, respecting diversity, and encouraging the participation of children and their families in the public protection processes.
- Embed the appropriate legislation and national/local policies and procedures.
- Recognise, respect and respond to the needs of everyone in Fife, as well as children who are not from Fife but live there.
- Promote and deliver relevant and meaningful learning to the workforce which is accessible to those with additional support needs.
- Include quality assurance processes to identify the impact of our learning and development and the overall effectiveness of the learning on outcomes for children and their families through data analysis.
- Reflect and actively include learning from local and national learning reviews and any relevant new research.
- Include learning opportunities that are outcome focused and reflect trauma and trauma responsive practice.
- Promote digital capabilities and competence of the workforce

Process and Governance

The strategy has been written by the Learning and Practice Development Group (LaPDG), a Working Group of the CPC and is mandated through the CPC's Improvement Plan 2023 – 26. The LaPDG is responsible for overseeing the strategy and reporting to the CPC regularly on progress; it will produce an annual report on its learning and development activity which will be presented to the CPC as evidence of quality monitoring and reporting. The strategy is agile to respond to emerging issues and any local or national changes within its lifetime.

Context and Approach

The context for the strategy is laid out in the [Scottish Government's National Framework for Child Protection Learning and Development in Scotland 2024](#) which ensures that the strategy is aligned to national practice and guidance in Scotland.

Our approach to Learning and Development in Fife encompasses the following:

1. Our learning and development activities will support staff to have a relationship-based approach and trauma informed lens to their practice.
2. Our training will support and complement single-agency training. By taking a multiagency approach we will provide opportunities for staff from different disciplines to come together for learning and development experiences, and to become familiar with each other's role in the Child Protection arena.
3. We will use a blend of approaches, including face-to-face training and on-line learning (using virtual platforms and self-paced on-line learning).
4. We will encourage and promote the sharing of good multiagency practice in our learning and development activities.
5. Over the lifetime of this strategy, we will create further opportunities for multiagency reflection in order to improve practice.
6. Our training will primarily focus on 'core' training in respect of the different aspects of Child Protection, and on the training that is mandatory for specific roles.
7. Our training priorities will be informed by ongoing training needs analysis undertaken by the teams and organisations across the partnership as well as outcomes of reviews and inspections, new legislation and government policy. We will therefore be responsive to changes in the political, legislative, and social context.
8. In designing and delivering training, we will ensure that we promote the interconnectedness across all the Public Protection themes that come under the responsibility of Chief Officers.

Multi-agency learning and practice development opportunities are designed to enhance, complement, and build upon learning at a single agency level. As a commitment to delivery of this strategy, it is expected that partners and agencies will:

- Provide a mandatory induction for all staff which contains learning on child protection responsibilities and procedures.
- Identify key multiagency training needs of their staff and volunteers and to make these known to the Workforce Development Lead Officer so this can be reflected in the training plan and calendar. These training needs are built on training analysis and learning from previous years.
- Provide learning for all levels of the workforce within their own agencies to ensure that it is clear who has responsibility for interagency sharing of information in the event of a concern for a child's welfare and to ensure staff are aware of messages from local and national practice.
- Maintain accurate training records of what individual staff/teams have completed and provide support where training needs of an individual are raised.
- Ensure that their lead/designated person attends and participates in the Learning and Practice Development Group and cascades back current information.

Who is the Workforce in Fife?

The strategy endorses the description of the workforce in Section 3: Workforce groups and key learning in the National Framework for Child Protection Learning and Development in Scotland 2024, namely:



Multi-Agency Learning and Practice Development

We aim to support the development of the multi-agency workforce by helping to develop and enhance skills and knowledge in a range of ways that are designed to promote and support learning into practice; these include but are not limited to; facilitated courses, online and digital learning, webinars, briefings, practitioner forums, specialist inputs.

Training needs are identified through:

- Learning identified from Learning Reviews.
- The outcomes of reviews and inspections as well as measures introduced by new legislation and Scottish Government policy.
- Feedback from partners and relevant agencies represented on the Learning and Practice Development Group.
- Feedback from partners and relevant agencies via the annual Learning and Training Needs Analysis.
- Course evaluations from learning and development sessions.

Designing and Delivering

All courses (unless otherwise stated) are available to all those who support children and their families in Fife. Training will be designed to reflect the Wider Workforce, General Workforce, Specific Workforce and Intensive Workforce.

The learning/training opportunities provided will reflect the learning styles of adult learners; these will include pre course reading, direct delivery, webinars, video clips, case studies and Power Point presentations; it is vital that organisations ensure that participants are supported to share their learning experience and to evidence how the learning is being put into practice, which places an onus on the workforce to take responsibility for their own practice.

All training and practice learning events will be inclusive, and participants will be asked to identify any support needs they have to all trainers to remove any potential barriers to learning.

The strategy relies on the contribution of partners and staff in direct practice to be involved in the design and delivery of training and practice learning events, which provides a real-time exploration of what new learning might look like in practice.

The LaPDG will work collaboratively with other CPC Working Groups to ensure that any training and practice learning needs that emerge through the Working Groups inform the CPC's approach to learning and improvement – this also allows the CPC to provide evidence of practice improvement.

The LaPDG will ensure that an annual training brochure is published that details the courses and practice development activities available, their learning outcomes, and a calendar of events.

Evaluation

All multi-agency training delivered as part of this strategy will be subject to post-course evaluation, to ensure that the training has met participants' expectations and that it contributes to on-going learning needs analysis.

Post-course evaluation data will be included in the annual report to the CPC to provide an annual summary of multiagency learning, data re participants, reflections of how the learning has helped the workforce build confidence, knowledge and competence. Evaluation materials will also be made available to the Quality Assurance and Data Group to enable the CPC to demonstrate the impact of training, and to inform the CPC's Improvement Plan.

CPC Improvement Plan: Actions & Outcomes Linked to Learning & Development

The CPC Improvement Plan 23-26 outlines our collective efforts and strategic actions to safeguard the wellbeing of children and young people in Fife. Key Learning and Practice Development Group actions from the CPC Improvement Plan 23-26 are highlighted below and integral to our approach in Fife.

Outcome 2

We develop and maintain constructive, positive, trusting relationships with children, their families and those significant within their life. We recognise the impact of Trauma and Adverse Childhood Experiences on wellbeing, welfare, and risk. We achieve this through having a confident and competent multi-agency workforce applying trauma informed intervention to establish positive engagement and relationships with children and families.

No.	Actions	Strategic Lead	Timescale	Outcomes
2.3	Review all interagency training and practice guidance to ensure that significant adults form part of the assessment and planning for children.	Lead Officer CPC LAPDG	August 2024	Assessment processes are strength based and include community and wider family assets.
2.4	Deliver training and review practice guidance to promote understanding of the need to retain the child at the centre, promoting professional understanding around the potential impact of: <ul style="list-style-type: none"> • Over optimism • parental capacity to sustain change. • Lack of professional curiosity • High parental need 	LAPDG for Training Lead Officer CPC for Practice Guidance	January 2025	Practitioners have an awareness of and understanding of how to challenge and identify concerns thereby ensuring that every action taken is in the best interests of the child.

Outcome 4

Our staff have access to high quality training and guidance to support decisions around the timely sharing of information. Our information sharing processes are robust, secure, and user-friendly enabling staff across the partnership to share information swiftly and securely. Children and families benefit from multi-agency plans based on effective information sharing and includes chronologies.

No.	Actions	Strategic Lead	Timescale	Outcomes
4.1	<p>Multi-agency partnership guidance for information sharing is completed and supports effective practice.</p> <ul style="list-style-type: none"> • Develop and deliver multi-agency training to support effective and timely information sharing. • Quality assurance arrangements are in place to ensure that timely and effective information sharing arrangements are embedded in practice. 	<p>Lead Officer CPC</p> <p>LAPDG</p> <p>Quality Assurance & Data Group</p>	<p>April 2024</p> <p>August 2024</p> <p>December 2024</p>	<p>Staff across the partnership share information effectively to support the assessment of possible or actual risk of harm, in accordance with single agency procedures.</p>

Outcome 6

We draw on a range of sources including, national policy and legislation, research, local quality assurance, practise experience and Learning Reviews to inform our approach to local policy and practice development. Local leadership in child protection is effective in driving improvements in child protection practise and in improving outcomes for children and young people at risk of harm.

6.4	<p>Develop a Learning and Development Strategy to meet the Learning and Development needs of the partnership.</p>	LAPDG	July 2024	<p>The partnership has a well-informed, highly skilled, and effective workforce. The CPC's Learning and Practice Development Strategy embodies local and national policy and practice developments, is agile and responds to emerging learning and practice development needs.</p>
-----	---	-------	-----------	--

No.	Actions	Strategic Lead	Timescale	Outcomes
6.5	Plan, deliver, evaluate, and review the annual multi-agency workforce learning and development programme to support best practice in our workforce and in child protection activity.	LAPDG		There is a Learning and Practice Development Workplan in place that delivers an annual learning and practice development plan for Fife's Multi Agency partners.
6.6	Areas of learning and practice development that arise in Learning Reviews are helping inform the LAPDG Strategy and Workplan.	LAPDG		The LAPDG Strategy and Workplan can evidence what activities it has implemented that address multi-agency training needs in learning reviews and evaluation of these activities show that the workforce is more effective and confident in their practice.