



## **Impact Analysis of SSCB Training January – July 2017 Summary of Findings**

### **Introduction**

The SSCB has introduced a four-stage process to evaluate the impact of training in practice. This report analyses feedback from participants as part of the third stage of the evaluation process.

### **Methodology**

In order to evaluate the impact of training on practice the training team selected a sample of fourteen courses that took place between January and July 2017 and were relevant to the SSCB priorities, and invited all those who attended to complete an online questionnaire hosted on Surrey Says. The courses selected were:

- Foundation Module 1: Introduction to safeguarding (two sessions)
- Foundation Module 2: Child protection plans and core groups (two sessions)
- Safer Surrey/Signs of Safety multi-agency briefings
- Learning from Serious Case Reviews, Audits and the Child Death Overview Process
- Child Sexual Exploitation
- Building professional confidence in responding to self-harm
- Professional Challenge
- Managing Allegations against staff and volunteers
- Early Help Assessment
- The Dynamic Management of Neglect
- Honoured based violence and female genital mutilation
- Working with fathers and male partners
- Disguised compliance
- Safeguarding disabled children
- Abuse linked to faith and spirituality

In total, 507 professionals were invited by email to complete the questionnaire. 73 responses were received which means the return ratio was 14.39%. The limitation to the process is that professionals' participation was on a voluntary basis as they were not offered any incentives to complete the questionnaire or consequences if they did not. Delegates were asked to indicate their agreement or disagreement against six statements and also provide examples for each of their

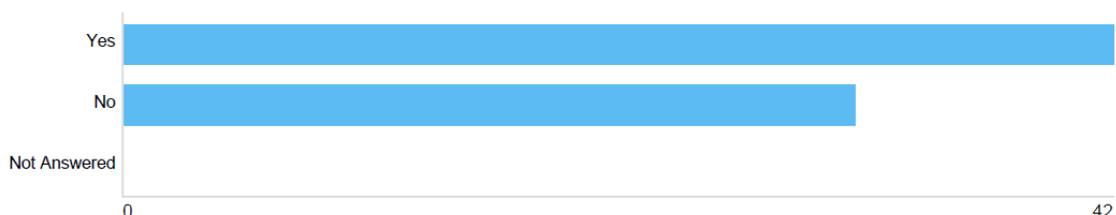
responses. The questionnaire is attached to this report as Appendix 1. All responses were collated and analysed and a summary of the findings is presented below.

## Findings

As stated, professionals were invited to complete an online questionnaire rating their agreement or disagreement with six statements. They were also asked to indicate what organisation they worked for, what course(s) they attended and whether or not they would be prepared to participate further in the evaluation process of their training. Interestingly, as shown below, a significant percentage of participants stated that they did not wish to be contacted further.

### Question 11: Would you be happy for us to contact you to discuss this consultation further?

*Would you be happy for us to contact you to discuss this consultation further?*



Option	Total	Percent
Yes	42	57.53%
No	31	42.47%
Not Answered	0	0%

Below is the breakdown of the participants per organisation. It is worth noting that professionals from independent schools make up the biggest cohort of respondents. This is encouraging in that it demonstrates improvement in engagement with the safeguarding process, as well as the activity of the SSCB, by Surrey independent schools. Furthermore, it is important to note that 52% of the responses to the questionnaire came from professionals in Surrey schools or early years settings. This reflects the fact that those professionals make up the largest group of delegates who participate in SSCB training. It is also important to note that health, charitable organisations and the local authority (children’s services and family services) had similar levels of representation, whereas there were no responses from police or probation officers. This reflects the fact that the levels of representation from these agencies to SSCB training are significantly lower.

Boroughs and Districts	1	1.37%
Charitable Organisation	7	9.59%
Early Years: Home-based childcarer / childminder	1	1.37%
Early Years: Maintained Nurseries Schools and Classes	1	1.37%
Early Years: Private, Voluntary, Independent Sector (Full day & Sessional Day Care)	8	10.96%
Early Years: Sure Start Children Centres	4	5.48%
Education: Academy	5	6.85%
Education: Independent school	12	16.44%
Education: Maintained school	7	9.59%
Faith Sector	0	0%
Further Education	0	0%
Health: GP and Dental Practice	0	0%
Health: Ashford and St Peter's Hospitals	2	2.74%
Health: Central Surrey Health	6	8.22%
Health: Clinical Commissioning Group	0	0%
Health: Epsom and St Helier Hospitals	0	0%
Health: First Community Health and Care	0	0%
Health: Frimley Park Hospital	0	0%
Health: Private/Independent Health Sector	0	0%
Health: Royal Surrey County Hospital	0	0%
Health: SABP	0	0%
Health: Surrey and Sussex Health Care NHS Trust	0	0%
Health: Virgin Care	0	0%
HM Armed Forces	0	0%
Independent Organisation/Individual	0	0%
OTHER	5	6.85%
Out of School (Breakfast, After School, Holiday, Evening and Weekend Activities)	0	0%
Police	0	0%
Probation: Kent, Sussex and Surrey Community Rehabilitation Company	0	0%
Probation: National Probation Service	0	0%
Sports and Leisure Organisation	0	0%
SSCB	1	1.37%
Surrey CC: Children's Services	7	9.59%
Surrey CC: Early Years	0	0%
Surrey CC: Other	0	0%
Surrey CC: Public Health	0	0%
Surrey CC: Youth Support Services	6	8.22%
Not Answered	0	0%

The six statements that participants were asked to comment on were in relation to changes in their practice, increase in their knowledge or skills, as well as confidence and effectiveness and also whether or not they shared aspects of their learning with others in their organisation and whether or not they would recommend this training to colleagues. As shown below, almost 96% of the respondents stated that they would recommend the SSCB training to others. This is indicative of how valuable delegates consider this training for their organisations.

**Question 10: I would recommend this training to others.**

*I would recommend this training to others*

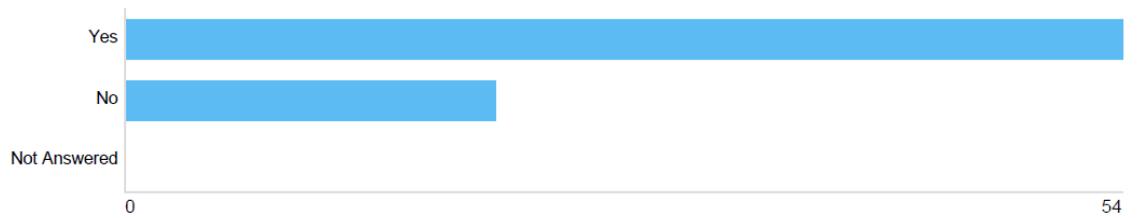


Option	Total	Percent
Yes	70	95.89%
No	3	4.11%
Not Answered	0	0%

Another positive development is that, as per graph below, approximately 74% of respondents stated that they shared aspects of their training with colleagues. Therefore, although the numbers of professionals who attend SSCB training are relatively small in comparison to the workforce in Surrey, it can be deduced that the messages the SSCB is disseminating through training do reach a wider audience of practitioners.

**Question 9: I have shared aspects of this training with my colleagues and/or manager(s).**

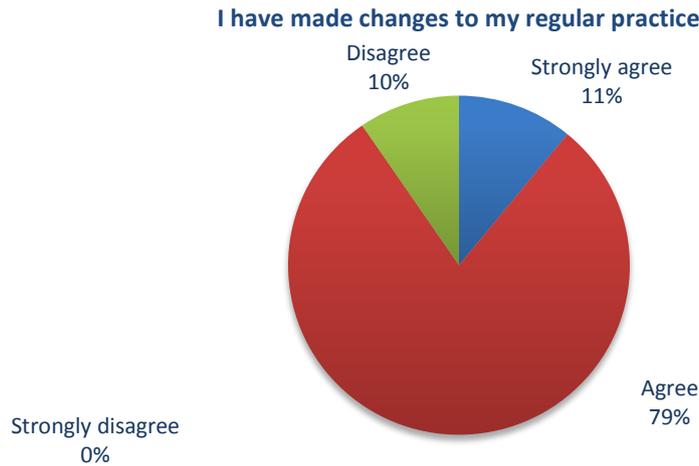
*I have shared aspects of this training with my colleagues*



Option	Total	Percent
Yes	54	73.97%
No	20	27.40%
Not Answered	0	0%

**Statement 1: I have made changes to my regular practice in response to what I learnt on the training**

As can be seen in the graph below, 90% of the respondents stated that they have made changes to their practice in response to the training they received. It is important to note here that this percentage is identical to that of the previous survey we conducted for the earlier part of the training year. Therefore, there is consistency within the workforce in that the overwhelming majority of the sample surveyed has made improvements in their practice as a result of the training that they received from the SSCB.



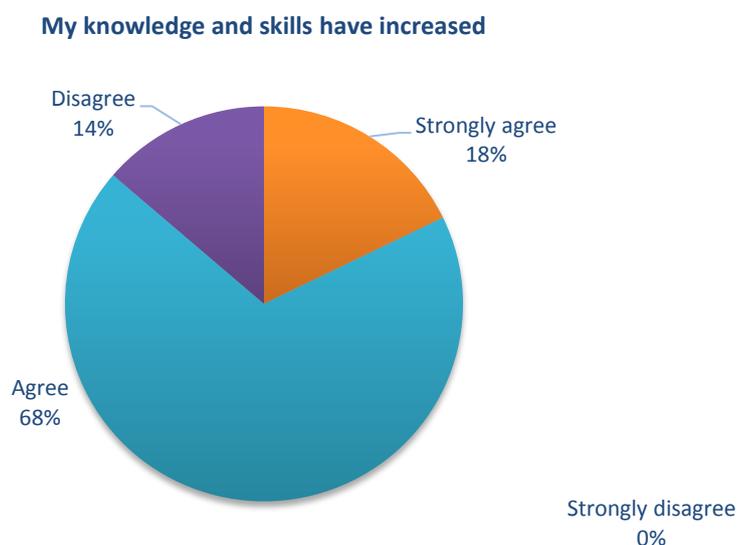
Examples of changes in practice include:

- The school now has a new database in place where all staff can add notes about students which go directly to the tutor and safeguarding officer.
- I now follow a strengths based model in my daily practice with staff, students and parents.
- I made sure that a statement about safe recruitment was added to our website.
- I have more strategies to provide to young people when they are self-harming as alternatives and I have learned about the Hope Service and the Extended Hope Service and how to refer in.
- I ensure that two emergency contacts are given for each child and I pass on child protection files to new schools when children move on.
- Improvements in case recording, including new templates and materials given out at the training. Recording is being done in a timely manner and information recorded is accurate, factual and includes dates and initials.
- I dig deeper with questioning of parents and I check responses with other professionals.
- In supervision, I ensure that my supervisees have contacted all relevant agencies, increasingly we are contacting dentists and routinely asking for housing checks and I ensure that my supervisees always contact absent fathers and talk to any new partners in the home.
- I now have contact numbers on my desk notice board for who to contact if there are any safeguarding concerns.

**Statement 2: The training has increased my knowledge and skills in working with children, young people and families**

86% of the professionals who took part in the survey told us that they agree or strongly agree with the statement that the training has increased their knowledge and skills. This is consistent with the

survey that covered the earlier part of the training programme, where the percentage of professionals who agreed or strongly agreed with the same statement was 89%.



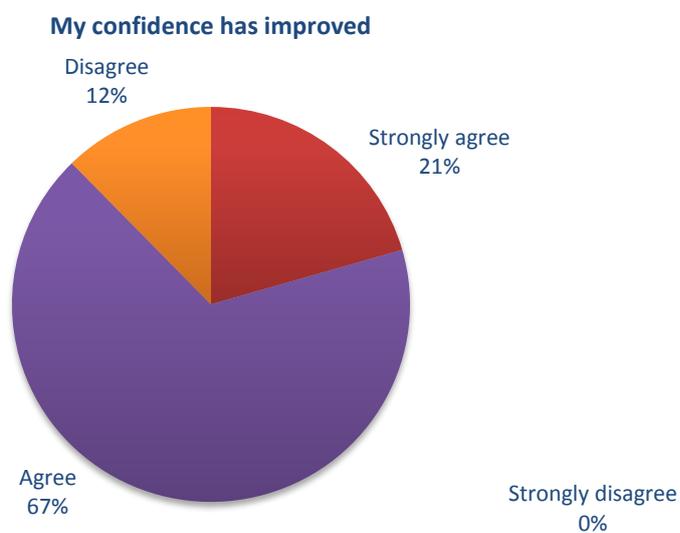
Examples of how the SSCB training contributed to increased knowledge and skills among the workforce are as follows:

- Lots of ideas on how to engage one to one or in small groups with children affected by DA.
- I learnt about the new laws and regulations.
- Understanding the theory behind self-harming.
- I recently attended a child in need meeting and understood the process and what was expected of me.
- I have a secure understanding of policies, updates and processes which I did not possess before attending the courses. I understand how concerns raised are dealt with and the windscreen threshold.
- My knowledge of strengths based approach and my understanding of Surrey Levels of Need increased.
- I am now better at seeing the children as victims [this comment is in relation to CSE training].
- The role play gave a good insight into how a child protection conference is conducted. I have a better understanding of the different professions involved in each case now.
- Understand the process of the child protection meetings more clearly.
- Raised awareness of differences in promoting engagement of fathers across services.
- Recognise potential indicators for CSE. Better awareness of how to support young people around exploitation.

- I feel I am much better equipped to deal with situations as I now know how and where to get advice and support.

**Statement 3: The training has improved my confidence when working with children, young people and families**

As with previous statements, the majority of respondents to the survey agreed or strongly agreed that the training improved their confidence when working with children and families. Specifically, 88% agreed or strongly agreed with this statement. This is consistent with the responses to the survey for the earlier part of the training programme, where the percentage was 84%.



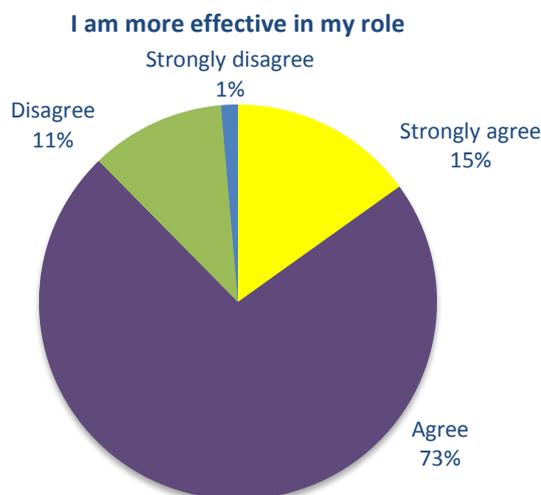
In what follows, some of the examples provided are listed:

- Knowing that other professionals in the service are doing the same make you more confident in doing so and schools more likely to engage as now know it is part of the process.
- Confident to know when I need to make a referral.
- My confidence has greatly improved with all the knowledge gained at the training. I have resources to tap into whenever I need it.
- It has improved my confidence in advising staff on working with young people.
- I have held meetings with parents in which I have felt more confident in my working knowledge and have been able to provide them with additional information and support since my training.
- I already felt confident with this as I have been working with children, young people and families for a number of years. It has however given me confidence in the child protection conference situation, as I had not attended one before. This was a really beneficial element of the training in Module 2.

- In a recent incident, due to the training, I was able to quickly identify an issue and how to resolve it. Prior to the training I would not have known where to look to find the correct course of action. Otherwise I would say that I am no more or less confident than I was prior to completing the training.

**Statement 4: I believe I am more effective in my role as a direct result of this training**

The majority of respondents agreed or strongly agreed with this statement as well (88%). However, there was one respondent who strongly disagreed. When clarification was provided in regards to this response, it transpired that the reason for the response was that the professional was not in the role prior to attending training and therefore, they did not feel they could make a comparison.



Examples of what delegates fed back include:

- Colleagues have approached me for advice and support as they know I am trained and knowledgeable, which leads me to believe that I am more effective in my role as a direct result of my training. I feel much confident in my own practice as a result of this training and would feel confident with making a referral or making a decision should I need to.
- Have increased knowledge, given opportunity to reflect on our service offers and to support discussion and processes to promote engagement.
- I didn't know anything about early help or the assessment prior to the training so the early help training enabled me to have a better understanding of early help and the referral process. It also gave me a better understanding of what happens next and who is part of the early help team. The safeguarding modules one and two have increased my awareness of what to look out for and how to report any concerns I have. It also helped having other agencies there that could give ideas on how to deal with situations when they unfold and how to approach/deal with the families in question.

- Able to complete the risk assessment tools used in Surrey and able to signpost to appropriate services.

## Themes and concluding remarks

The themes that emerge from the analysis of all the responses received are as follows:

- The role-play element of Foundation Module 2 is useful in providing professionals with a good understanding of what is expected from them in child protection conferences and how decision-making takes place. However, professionals told us that in order for the training to have even better impact in their practice it needs to happen in a timely manner. They felt that if there is a long time between attending training and applying the learning into practice some of the benefits of training are lost.
- Professionals fed back that SSCB training has been useful as a refresher of skills and knowledge. At the same time though, some professionals and trainers felt that very experienced practitioners do not really benefit from attending induction and other basic training. Therefore the SSCB training team should emphasise the use of the exemption process and disseminate widely advanced and specialist courses that might be of more benefit to experienced professionals.
- Professionals reported that following the training, aspects of their practice have improved. For example they told us that their recording has improved in that they now make accurate and factual notes in a timely manner and these notes include dates and initials.
- Finally, professionals highlighted that SSCB training enhances knowledge of processes and procedures and provides a wealth of information and resources. In addition, they told us that they find particularly useful the fact that they can interact with professionals from other agencies and learn from each other's practice. This also helps them to understand each other's roles better and improves inter-agency working. Therefore, the SSCB should maintain classroom-based inter-agency training.

Most of the participants agreed or strongly agreed with the statements of the survey and provided examples to support their views. Overall, SSCB training seems to have a positive impact on Surrey's children's workforce in that it increases knowledge, skills, confidence and efficiency in practice. At the same time it is important to acknowledge that outcomes can be improved further by ensuring that examples of 'what good looks like' are included regularly in training courses, where appropriate, and that the SSCB training team emphasises the use of the exemption process for professionals who might be new to Surrey but are experienced in their area of practice. In addition, the SSCB training team must ensure that information about timeliness of the training is disseminated widely to professionals. This can be done by including relevant information in the training pathway document and the online description of courses. Finally, the majority of professionals fed back that classroom-based training enables them to network and enhance their practice through learning from others. So, it is important that classroom-based training is maintained, at least for some courses, in a future training offer.

As well as the data obtained from the formal 4 stage evaluation process the training team also receive a significant amount of anecdotal information from internal trainers (range of partner organisations) and delegates at and soon after events. As the Training Officers facilitate a large number of training sessions there is a wealth of verbal feedback that is received and responded to. Feedback includes comments upon the content, multi-agency working, benefit of learning about the range of services/provision to support children and families, SSCB booking process, venues,

refreshments and many other areas. This information helps inform the content, range of materials used and planning of future training.

There are also discussions around practice issues addressing the benefits and challenges of multi-agency working which are then incorporated into training. Generally feedback on the day is positive and many delegates say that the overriding benefit of the training is the opportunity to meet, learn from and better understand different practitioners and the service offered. The opportunity for relationship building cannot be underestimated and for those who have previous safeguarding knowledge often they feel the opportunity to reflect, meet others and take time out of their busy schedule is beneficial for their practice.

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May 2018