

This Policy Relates to the following Legislation

- The Children Act 1989
- The Children Act 2004
- The Care Standards Act 2000
- The Employment Rights Act 1996
- The Employment Relations Act 1999

This Policy Relates to the following Regulations

- Children’s Homes (England) Regulations 2015.
- Independent Schools Regulations 2014
- The Conduct of Employment Agencies and Employment Businesses Regulations 2003

This Policy Relates to the following Guidance

- The DfE publication, “Guide to Children’s Home Standards Including Quality Standards April 2015

This Policy Applies To:

- a) All those directly employed by The Lioncare Group.

Scope of Application

The terms Training and Learning and Development cover various forms of learning that take place at workplace settings owned and operated by The Lioncare Group, through online training providers, as well as at specialist and academic institutions. The content of learning covers technical and non-technical fields, capacity building, as well as general employee training and skills acquisition and attainment.

Responsibilities Associated with this Policy:

All employees, whether they are ‘front-line’ engaged directly in the task of caring for, educating, and supporting the children in our care, or ‘ancillary’ (e.g. House Keeper, Maintenance Worker, Administrator etc.), are personally responsible for following and promoting this policy.

All employees whether they are ‘front-line’ or ‘ancillary’ are also responsible for supporting their colleagues and co-workers to follow and promote this policy.

Members of the Management Team (Senior Therapeutic Carers, Deputy Managers, and Registered Managers) are responsible for ensuring all those employed directly or indirectly or on a voluntary basis or as a student placement are made aware of this policy and guidance, and for monitoring their adherence to this policy and their personal and professional learning and development through benefiting from this policy and guidance.

The Executive Team (Service Managers and Executive Director) are responsible for reviewing this policy and at least annually and more frequently if and when it is considered necessary to do so, and for ensuring this policy remains fit-for-purpose.

Monitoring and Review of this Policy:

The implementation of this policy and its corresponding guidance will be monitored continuously, and the policy itself will be reviewed at least annually in August of each year by the Executive Team and in consultation with relevant others including where possible and feasible those involved in caring for, educating, and supporting the children in our care, and where feasible and appropriate through seeking views and opinions and feedback from the children themselves.

Definitions:

- Accreditation means a process through which an organization’s capability to perform or deliver training and / or assessment is recognized.

- Assessment means a process of gathering sufficient information for evaluating what learners know and can do; this may take place through a number of methods, for example, portfolios, online training courses, face-to-face evaluations, simulations, workplace discussion and assessment, or written and oral examinations.
- Career pathways means a plan you need in order to progress through the learning methods on a chosen career path.
- Training and Learning and Development means practices which directly or indirectly promote or support learning. Teaching or designing learning materials or programmes, or managing learning opportunities or programmes are all examples of such practices.
- In-House means programmes that are made available to and can be accessed by employees of The Lioncare Group through services and provision and methods internal to The Lioncare Group.

Policy Statement

The Lioncare Group recognises and values the contribution employees make to its success. It also recognises that to maintain a committed and competent workforce, it needs to ensure that there is adequate training and development provided for all employees.

The Lioncare Group is committed to the structured and systematic training and development of all its employees on an ongoing basis to enable them to perform their duties effectively and efficiently. Training and skills development will also be provided to enable employees to acquire the skills, knowledge and other attributes and develop their potential to meet the changes needs of The Lioncare Group, of the children in our care, of placing authorities, and through changes to legislation and regulation and best practice guidance in relation to the work carried out by The Lioncare Group.

The training, learning and development of an employee will commence with their appointment and continue for as long as they are employed by The Lioncare Group. Current employees are involved in the training process in accordance with priorities established through individual supervision, performance reviews, and team development sessions, as well as in accordance with agreed organizational objectives in place at any given point in time.

The Lioncare Group has developed clear policies and written procedures for meeting the training, learning, support and professional development needs of its workforce. The policy has been produced in line with current employment legislation and sector-specific regulation and guidance.

The policy is designed to support and promote the following principles and objectives:

- employees are properly trained in the skills they need to carry out their present jobs at a standard acceptable to The Lioncare Group, the children in our care, and our partner agencies, organisations, regulators and customers.
- employees are provided with the skills they may need for changes in the way jobs are carried out.
- as far as possible, employees are encouraged to develop their skills and talents to enable them to progress within The Lioncare Group and reach their full potential.
- The Lioncare Group is committed to making the most effective use of the talents, skills and abilities of its workforce and to helping all employees maximise the contribution they can make. To demonstrate its commitment, The Lioncare Group has formalised its training through this policy statement and through the allocation of specific budget resources.
- opportunities for training will be offered and based on an assessment of employees' development needs, irrespective of their sex, age, marital status, disability, race, colour, ethnic or national origin or sexual orientation.
- Employees and managers should develop and maintain their training and learning and development on an ongoing basis through proper professional training and through self-guided learning opportunities.
- Every individual is in the first instance responsible for their own continuous professional and personal development in the work setting.

Initial Orientation and 6-Month Basic Training

All adults taking up employment with The Lioncare Group are provided with a planned and comprehensive 2-week

orientation programme prior to undertaking care duties or role responsibilities, followed by a 6-month basic training programme. We consider provision of a basic training programme as being a crucial element in enabling new members to a team to make a satisfactory and positive start to their career with the organisation, maintaining high standards of good enough care and provision to the children, and ensuring at all times the safety and welfare of the children in our care.

The basic training programme is facilitated by line managers and monitored and overseen by the Registered Manager or Head Teacher. Where appropriate and beneficial, other members of the team may be invited to assist with the process either in recognition of their expertise in a particular area or as part of their own training and learning and development plans. The whole programme represents the final phase of the recruitment process. The programme aims to assist new employees in the following areas:

- Orientation to the “way of being” and ethos of their respective work-setting
- Establish an understanding of the relevance of their roles within their work setting and the wider organisation
- Introduce the concept of good practice as perceived and understood by The Lioncare Group
- Introductions to the stated policies and procedures of the work setting and organisation including Fire Prevention, Safeguarding, Child Protection (including Child Sexual Exploitation and Radicalisation), Risk Assessment and Management, Record Keeping, Employment Policies, and Administration of Medication.
- Ensures consistency of approach between all adults in each work-setting and across the organisation
- Ensures all adults in each work wetting are knowledgeable of the life histories, care plans, placement plans, treatment programmes, behaviour support programmes, and daily routines (i.e. Case Records) relating to each individual child living at the home and/or attending the school.

Basic (Induction) Training

The Basic Training Programme uses The Induction Standards for the Children’s Workforce established by the Children’s Workforce Development Council’s as a basic starting point from which a more sophisticated programme has been built that is relevant to the therapeutic community approach followed across The Lioncare Group.

We endeavour to ensure all adults caring for the children living in our homes and/or attending our school have completed training in core subjects within the first 6 months of their employment. The core areas considered to be necessary to maintain and promote high standards of good sound professional therapeutic practice are:

- First Aid for Child Carers (Induction Standard 6: Keeping children safe from harm)
- Basic Food Hygiene (Induction Standard 3: understand health and safety requirements)
- Introduction to The Therapeutic Community Approach and Group-Work (Standard 2: understand your role as a worker, Standard 5: understand the development of children)
- Report Writing and Recording (Standard 4: know how to communicate effectively)
- Safeguarding (Induction Standard 6: Keeping children safe from harm)
- Risk Assessment and Management (Induction Standard 6: Keeping children safe from harm)
- Restrictive Physical Intervention (Induction Standard 6: Keeping children safe from harm)
- Equality and Diversity (Standard 1: understand the principles and values essential for working with children)
- Safe Environments (Induction Standard 3: understand health and safety requirements)
- Management Training Programme [for those taking up management positions]: (Standard 2: understand your role as a worker)
- Supervision Training [for those taking up management positions]: (Standard 2: understand your role as a worker)

Staff Training and Development

We are committed to providing training to all adults caring for or working with the children in our homes and school. We consider ongoing training and development to be beneficial to the organisation in terms of good practice, and to the development and motivation of each team. Our commitment has been publicly demonstrated through our achievement of the Investors in People award in February 1995 (being the first organisation in the field of residential childcare in England to be given this award).

We are also proud of our Level 3 Diploma course in Therapeutic Child care and Education (externally approved and verified by Laser Learning Awards), and that has been running every year since May 2005. When combined with the online induction training programme provided by the organisation, the course and induction programme satisfy and are considered equivalent to the relevant level 3 requirements for the Level 3 Diploma for Residential Childcare (England) qualification.

Specific training needs are recognised, discussed and agreed through the Performance Review process, and entered on individual training and development programmes. This includes basic induction training provided through team training days using the services of professional and qualified instructors, in-house training developed and delivered by our team of trainers and instructors and also facilitated by the management team and consultants, and external recognised courses leading to vocational awards and professional qualifications up to and including Master Degree level. The sharing and cascading across teams of information and knowledge from course attendance is strongly encouraged and supported.

External Professional Qualification

We aim to offer all adults caring for the children in our homes and school the opportunity at some point during their career to attend external courses that lead to professional qualifications. In particular, we encourage attendance on training programmes for the following:

- PG Certificate &/or PG Diploma in Therapeutic Communication with Children
- Level 5 Leadership and Management Award
- The Lioncare Level 3 Diploma in Therapeutic Child Care and Education in partnership with Laser Learning Awards (that leads to the Level 3 Diploma for Residential Childcare [England] qualification)
- PG Certificate in Psychodynamic Counselling
- PG Certificate in Management Studies
- PG Diploma in management studies
- PG Certificate in play and communication with children
- M.A. in Strategic Leadership and Management

Professional Supervision

The Lioncare Group operates a very clear line management system to ensure effective means of communication and accountability are maintained and promoted. Each adult employed, regardless of position or responsibilities, is supervised.

It is our practice to monitor the performance of all newly appointed employees, through formal supervision within the first two weeks of their employment. Thereafter, supervising Managers endeavour to meet with their supervisee once every 4 weeks with acknowledgment that this may be extended by agreement of both parties in situations where circumstances such as annual leave or illness or incapacitation or part-time hours or the demands of the primary task of the home (i.e. caring for the children) determine and dictate that a rigid and prescriptive frequency of once every 4 weeks is unrealistic and/or unnecessary. If an adult is in need of more frequent supervision, efforts are made to arrange for this. Additional support sessions may be carried out between scheduled supervision sessions and for the avoidance of doubt, these are also recorded as being supervision sessions.

Supervision meetings are facilitated by the Registered Manager and the Deputy Manager, and also the Senior Therapeutic Carers and Senior Waking Night Therapeutic Carer, or in school the Head Teacher and Assistant Head Teacher and senior members of the team, who have received formal and recognised training in this task through attendance on courses, run by qualified and experienced trainers. The summary notes of the meetings are recorded, and agreed by both parties by means of email confirmation. The summary note is recorded and stored in digital format and retained securely through a relevant ICT system. The adult is also provided with an electronic copy of the notes after each supervision session.

Performance Reviews (PR)

Newly appointed employees and currently employed adults who gain successful promotion to a position of greater responsibility meet with their line manager within 6 weeks of taking up their position and role, in order to undertake an Initial Performance Review. The purpose of this review is to monitor the performance and capability of all newly

appointed and newly promoted adults, highlight any gaps in practice, formally assess any training and learning needs, and agree the Induction and Probationary Period Development Plan.

Thereafter, adults meet with their line managers after 6 months in post for an End of Probation Performance Review (EPPR). Successful completion of the EPPR at this stage denotes confirmation of the adult in post. Alternatively, significant concerns raised by the line manager at this EPPR may lead to the adult undertaking up to 3 months extended probationary period and a further EPPR to monitor and confirm their competency to undertake the work they carry out in the home or school. Subsequently, Performance Review meetings occur at the 12 month stage of employment and then once within every 12 month period after. The PR includes a plan for the adult’s professional development and training and carer pathway plan over the coming year.

Refreshing and Renewing Training and Learning and Development

Each mandatory course or programme of learning offered and provided by The Lioncare Group has a validity period attached to it after which it is considered to have ‘expired’. Upon expiry, the employee will be expected to retake the course or programme. In this way, we ensure that employees regularly update their skills and understanding of importance areas of their practice in line with changes in theory or approach or subject knowledge occurring through developments and new ideas from research.

The following sets out the validity periods for each of the courses and programme currently offered and provided to employees by The Lioncare Group; note this list is not exhaustive and additional specialist courses and programmes of training and learning and development are also available to employees where a need is recognised and agreed:

Face-to-Face (group-based learning):

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| 1. Autism Awareness | No set expiry period |
| 2. Protective Behaviour | No set expiry period |
| 3. Bwise | No set expiry period |
| 4. Conducting Disciplinary Investigations and Hearings | No set expiry period |
| 5. Introduction to Management | No set expiry period |
| 6. Introduction to Supervision | No set expiry period |
| 7. Health & Safety in the Workplace Level 2 Award | No set expiry period |
| 8. Lioncare Level 3 Diploma in Therapeutic Childcare and Education | No set expiry period |
| 9. Paediatric 1st Aid | Every 3 years |
| 10. Risk Assessment & Management | No set expiry period |
| 11. Safeguarding for Schools | Every year |
| 12. Safeguarding for Residential Care | Every year |
| 13. Sexually Harmful Behaviours | No set expiry period |
| 14. Anti-Bullying (restorative approach) | No set expiry period |
| 15. Understanding Self-Harm and Suicide (Advanced) | No set expiry period |
| 16. Developmental Trauma Awareness | No set expiry period |
| 17. W.A.V.E. (restrictive physical intervention) Full Training | Every 2 years |
| 18. W.A.V.E. (restrictive physical intervention) Refresher | Every 2 years |
| 19. W.A.V.E. (restrictive physical intervention) Individualised | As needed |

Online-Learning:

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| 20. Awareness of Prevent Duty | Every 3 years |
| 21. Child Sexual Exploitation Level 1 | No set expiry period |
| 22. Domestic Abuse | No set expiry period |
| 23. Eating Disorders | No set expiry period |

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| 24. E-Safety Risks to Children | No set expiry period |
| 25. Fire Awareness | Every year |
| 26. Food Safety Level 2 | Every 3 years |
| 27. Keeping Good Records | No set expiry period |
| 28. Medication | Every year |
| 29. Safeguarding Children Level 1 & 2 | No set expiry period |
| 30. Childrens Workforce Induction | No set expiry period |
| 31. Fire Warden Training | Every year |
| 32. Honour Based Violence and Forced Marriage | No set expiry period |
| 33. Safeguarding Adults Level 2 | No set expiry period |
| 34. Understanding Development – Adolescence | No set expiry period |
| 35. Bullying & Cyberbullying | No set expiry period |
| 36. Substance Misuse | No set expiry period |
| 37. Legal and Care Systems (Children's Homes) | No set expiry period |
| 38. LGBT (Children's Homes) | No set expiry period |

Employees training records are recorded on the Training Record Log Sheet accessible through the organisation's GDrive ICT system. This record displays the date of the next course an employee can attend, the date they attended or achieved the course, when they are scheduled to refresh or retake the course, and their current status for each course (e.g. enrolled, pending, in progress, achieved etc.).

Each employee also has a permanent record of the courses and programmes they have achieved and where they have been awarded certificates of achievement and/or professional and academic qualifications. This is found in their personnel file saved to the secured shared drive at our central office (Lioncare House).

Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) is an assessment process through which employees may be awarded credit for learning which they have already obtained through work experience or some form of prior learning. The employee must be able to evidence that they meet the learning outcomes in the learning standards for a particular qualification through demonstrating what they know and are able to do. It is possible to achieve a whole qualification, or part of a qualification, through RPL. Where The Lioncare Group has established a standardised course or programme of learning for all employees, but that an employee can evidence and demonstrate they have already undertaken previously and that the previous course or programme they have undertaken is of a very similar nature and content to that established as a standard by The Lioncare Group, this will be considered as being the same and the employee will not be required to undertake the course or programme set by The Lioncare Group.

RPL assessment is subject to:

- Operational requirements
- Organizational needs
- The availability of financial and Human Resources
- Operational constraints

The Lioncare Group is committed to:

- Advocating RPL as an accessible and developmental tool for building the organization and its employees, and recognizing the rights of employees to participate on a purely voluntary basis.
- Establishing and implementing an RPL system starting with a policy which outlines the purposes, methodologies, contexts, procedures and resources of and RPL function.
- Implementing an organisation-wide system of RPL to redress the past career limitations of employees.
- Provide reward impetus to employee motivation towards lifelong learning.