

# WORCESTERSHIRE SAFEGUARDING CHILDREN PARTNERSHIP

**Training Guidance**

**November 2019**

This guidance aims to support and assist agencies in the development and management of a comprehensive safeguarding children training programme that meets required standards and locally identified needs.

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# The Purpose of the Training Guidance

This guidance aims to support and assist agencies in the development and management of a comprehensive training programme within their individual agencies that meets the required standards under Section 11 of the Children Act 2004.

# Principles of Effective Safeguarding Training

All safeguarding training provided should:

* Promote the welfare of the child as paramount
* Place the child at the centre and promote understanding of children’s daily life experience, wishes and feelings
* Maintain that children have the right to healthy development in all aspects of their lives
* Promote the principles of partnership working with children and their families, especially maintaining a child within his/her own family if this is compatible with the welfare of the child
* Ensure that content and delivery promote the value of difference in race, religion, language, culture, gender, disability and sexual orientation.
* Respect diversity and promote equality
* Enable and support the full personal and professional development of others and an understanding that all staff will have equal access to training and development
* Be compatible with legal requirements, local policy and procedures
* Aim to produce good practice within agencies/organisations and co-operation in inter-agency working in order to maximise the benefits offered by services to children and families
* Take account of up-to-date local and national research, guidance and findings from serious case reviews/serious practice reviews
* Encourage reflective practice and individual responsibility for ongoing personal and professional development
* Be based on adult learning principles
* Training is practical in its basis and relevant to personal goals and organisational objectives

# The Role of Individual Agencies

Legislation places duties on a range of organisations and individuals (Working Together; 2018) to ensure that their function, and any services that they contract out to others, are discharged having regard to the need to safeguard and promote the welfare of children'. With regards to training the duty is placed upon them to:

* Ensure staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
* Provide a mandatory induction, which includes familiarisation with child protection responsibilities and procedures to be followed if anyone has any concerns about a child's safety or welfare
* Provide regular reviews of their practice to ensure they improve over time

It is expected that agencies will:

* Identify training required for each role within their agency
* Develop a training pathway specific to their agency and the need of the workforce
* Be able to provide assurance to the Safeguarding Partnership on the effectiveness of training via the QAPP
* Keep accurate records of training attended

# The Role of Practitioners

Practitioners should ensure that following training they implement the knowledge that they have gained and:

* Attend training relevant to roles and responsibilities
* Reflect on their practice and make any necessary changes considering the findings from Quality Assurance systems, such as audits, service user feedback, compliments, complaints and reflective supervision
* Recognise their own training development needs and discuss with their line manager

In addition, practitioners should:

* Keep their learning up to date between training events via continuing professional development
* Alert their line manager to any barriers to accessing training
* Keep a record of their safeguarding training and any certificates received

# Identification of Training Needs

Training needs will be identified via mandatory agency requirements:

* Local and national Serious Case Reviews/Serious Practice Reviews
* National Inquiries
* Child Death Reviews
* Safeguarding Adult Reviews (SARs)
* Multi-Agency Case Audits
* Single agency audits and training needs analysis
* Domestic Homicide Reviews
* Service User Feedback
* Research
* Feedback and evaluations from single and multi-agency training events
* Annual appraisals and performance reviews

# Training Provision

Safeguarding Training should be available at several levels to fulfil mandatory requirements of their role based upon their degree of contact with children and or parents/carers, their level of responsibility and independence of decision making.

WSCP defines single and multi-agency training as:

* Single agency training, which is carried out by an agency for its own staff, and;
* Inter (or multi) agency training, which is for employees of different agencies who either work together formally or come together for training or development.

# Single Agency Training

Single agency training for all staff should include governing body and employer requirements:

*“staff should be given a mandatory induction, which includes familiarisation with child protection responsibilities and the procedures to be followed if anyone has any concerns about a child’s safety or welfare” (Working Together; 2018)*

In addition to this, agencies will have their own specific responsibilities and training needs identified from Serious Practice Reviews and strategic priorities

# Multi- Agency Training

Research has shown (Carpenter et al, 2009) that multi-agency training is useful and valued by professionals in developing a shared understanding of safeguarding children and decision making. The purpose of multi-agency training is to achieve better outcomes for children and young people by fostering a shared responsibility of the tasks, processes, principles, roles and responsibilities outlined in national guidance and local arrangements for safeguarding children and promoting their welfare. It is recognised that multi-agency training should complement single agency training.

# Training Pathway

In brief there are 4 levels of core training, which are:

|  |  |  |
| --- | --- | --- |
| **Level**[[1]](#footnote-1) | **Target groups** | **Description of courses** |
| **Specialist training****Intercollegiate Level 4/5** | Professional advisors, named and designated lead professionals, managers, practitioners with lead roles or dealing with specific issues | Skills and knowledge specialists need to assess and respond to specific needs of children and their families |
| **Safeguarding Lead Training****Practitioner training** | Members of the workforce who work predominantly with children, young people and/or their parents/carers and who could potentially be involved in the assessing, planning, intervening and taking part in multi-agency processes where there are safeguarding concerns | Skills and knowledge which the workforce requires to ensure services are:* Inclusive
* Responsive
* Accessible
* Meet the additional needs of children and young people and families who may be vulnerable
 |
| **Universal training****Intercollegiate Level 1** | All staff who have frequent/infrequent contact with children/young people and/or families /carersAgencies may decide this level is suitable for all the workforce | Skills and knowledge that everyone working or in contact with children and young people to identify additional needs and ensure that those from vulnerable groups can access and benefit from their services |
| **Induction****Training** | All staff | Familiarisation with safeguarding children responsibilities and procedures to be followed if anyone has any concerns about a child's safety or welfare |

# Useful Links

**Interagency procedures**

<http://westmidlands.procedures.org.uk/>

**WSCP website**

<https://www.safeguardingworcestershire.org.uk/>

**Serious Case Reviews undertaken by WSCP**

<https://www.safeguardingworcestershire.org.uk/wscb/serious-case-reviews/>

# References

**Working Together (2018)**

<http://www.education.gov.uk/aboutdfe/statutory/g00213160/working-together-to-safeguard-children>

**Keeping Children Safe in Education (2019)**

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

 **Intercollegiate document (2014)**

<https://www.rcpch.ac.uk/sites/default/files/Safeguarding_Children_-_Roles_and_Competences_for_Healthcare_Staff._Third_Edition_March_2014.pdf>

**Research in Practice (undated) Ensure effective training; Briefing for Local Safeguarding Boards (N.B. There is a charge for this resource)**

<https://www.rip.org.uk/resources/publications/strategic-briefings/ensuring-effective-training-briefing-for-local-safeguarding-children-boards-strategic-briefing-2014>

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# Appendix 1: Training Pathway



**WORCESTERSHIRE SAFEGUARDING CHILDREN PARTNERSHIP**

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|  | **Learning outcomes** | **Agency Responsibility** |
| **Induction** | The employee is aware of the definitions of significant harm and abuse and neglect (Working Together: 2018)The employee has received a written copy of the definitions of significant harm and abuse and neglect and has signed to confirm that they have read thisEmployee understands the process of Safeguarding and is aware whom to contact with safeguarding concerns; including matters of consent  | To provide a common induction for all new staff in line with agency policy |
| **Universal Training** | Recognise the signs of, and be able to respond appropriately to:* Physical Abuse
* Sexual Abuse
* Emotional Abuse
* Neglect

Know what to do if abuse or neglect are suspectedUnderstand the importance of multi-agency workingUnderstand the importance of keeping records | To ensure that all staff who have contact with children/young people and /or families/carers attend training in line with agency policyTo ensure all staff refresh their training not less than every 3 years or in line with statutory requirements |
| **Safeguarding Lead Training** | * To understand the professional expectations created by Section 47 Children Act 1989
* To be aware of the timescales set down in regulation or guidance
* To develop awareness in how to advise others on when and how to share information on a child about whom they have concerns
* Recognise the impact of anxiety on effective interagency communication and develop strategies to overcome this
* Recognise the importance of establishing and maintaining working partnerships of trust and mutual respect
* To develop an awareness of the need for effective verbal and written contribution to planning and review meetings
* Develop an awareness of factors which may inhibit the recognition of concerns
* Be able to explain the purpose of their activity and the rationale for decisions and the intended outcomes for the child
* Understand factors at an inter-personal, inter-personal and systemic level which influence the possibility of change
* To recognise the necessity of challenging decisions in complex situations by looking beyond immediate role and asking questions
* To consider the circumstances which may trigger the need for emergency action
* To become aware of the enabling mechanisms available
* Be able to work with other practitioners, children and families on complex tasks such as joint enquiries under Section 47 Children Act 1989
* To develop understanding of the ways in which group processes can influence and distort decision making
* Develop understanding of the impact of aggression or non-compliance on the ability to safeguard and promote the welfare of a child
* Consider good practice in collaborative working including what encourages it or gets in the way
* Understanding the requirement to seek the wishes and feelings of children and young people and to act upon them
* Demonstrate awareness of the skills necessary in communicating
 | To ensure that all- members of the workforce who work predominantly with children, young people and / or their parents/carers and who could potentially be involved in the assessing, planning, intervening and taking part in multi-agency processes where there are safeguarding concerns with specific reference to Section 47To ensure all staff attend refresher training not less than every 3 years or in line with statutory requirements  |

N.B. The reference to Intercollegiate document is for health professionals. All professionals should check with their current agency statutory guidance for current training requirements

# Appendix 2: Framework for Evaluation



**Introduction**

The focus of any evaluation of training should be based on the extent to which training is improving the knowledge and skills of the workforce in order to work together and safeguard and promote the welfare of children. Demonstrating the effectiveness of training is not an easy matter and this document aims to support partner agencies in achieving this goal.

**Stages in monitoring and evaluating the effectiveness of training:**

**Stages in monitoring and evaluating the effectiveness of training**

|  |  |
| --- | --- |
| **Action** | **Partner agencies responsibilities** |
| **Is up to date relevant training provided?** | To ensure that in-house/commissioned\* single agency training reflects current evidence-based practice, research and learning from Serious Practice ReviewsAll staff to have attended mandatory induction |
| **Are the correct staff attending training?** | To identify staff roles and be aware of requirements of role and link to Training Pathway |
| **Are staff attending training at the appropriate time?** | To keep accurate records of when staff attend trainingTo monitor attendance and due dates when training required |
| **Quality of training** | Quality of trainer and training to be undertaken by commissioning\* bodyTo ensure regular, planned review of training to ensure quality  |
| **Impact on practice** | Conduct regular impact evaluations on training deliveredSupervision to include reviewing how training has been embeddedUse case file audits to support `picture' of impact on practiceTo record impact on improvements in front-line practice and the experiences of children, young people, families and carers. |
| **Identify any gaps in provision** | Identify any gaps in provision and provide single agency training or report via WSCP Quality Assurance and Practice GroupTo be aware of current research, evidence and learning from audits, Serious Case Reviews and reviews |

1. The Intercollegiate References relate to: **Intercollegiate document (2019)**

https://www.rcn.org.uk/professional-development/publications/007-366 [↑](#footnote-ref-1)