



Safeguarding Adult and Children Partnership Board Safeguarding Training Strategy 2019 – 2021

Contents

1. Introduction	3
2. Outcomes.....	3
3. Multi-Agency Safeguarding Training Programme	3
4. Additional Training Resources.....	4
5. Training Principals.....	4
6. Groups and Frequency of Safeguarding Training	5
7. Evaluation and Quality Assurance of Multi-Agency Safeguarding training	5
8. Single Agency Safeguarding Training	6
9. Governance	6
10. Website Links	7
11. Appendix One – Training Principles for Children and Adults at Risk	8
12. Appendix Two: SCPB Groups and Course Levels	9
13. Appendix Three: SAPB Groups and Course Levels	11

1. Introduction

Safeguarding Children Partnership Boards (SCPB) and Safeguarding Adult Partnership Boards (SAPB) are responsible for safeguarding and promoting the welfare of children and adults at risk. This includes ensuring that there are appropriate training and learning opportunities for people who work with children, adults at risk, carers and families.

The purpose of this document is to provide a framework to support safeguarding training across Cambridgeshire and Peterborough, so that those who work with children, young people, adults at risk, carers and families (including managers, practitioners), from both statutory and voluntary agencies are appropriately skilled, competent and confident in carrying out their responsibilities in regard to safeguarding. This strategy is aligned with;

- Working Together 2018 Guidance
- Cambridgeshire & Peterborough Safeguarding Children Partnership Board's Business Priorities
- Cambridgeshire & Peterborough Safeguarding Adult Partnership Board's Business Priorities
- SCPB and SAPB Learning and Improvement Framework

2. Outcomes

The SCPB and SAPB has identified four key priorities in relation to safeguarding training within the county of Cambridgeshire. These priorities are;

- Responding to the SCPB and SAPB Learning and Improvement Framework outcomes and local, regional and national issues.
- Providing a comprehensive multi agency workforce development programme
- Validation of single agency safeguarding training (children safeguarding training) and Endorsement of single agency safeguarding training (adults safeguarding training)
- Monitoring and evaluating the provision of single agency safeguarding training to ensure that it is effective and is being appropriately accessed by the workforce.

3. Multi-Agency Safeguarding Training Programme

Research has shown that multi-agency training is highly effective in helping professionals understand their respective roles and responsibilities, the procedures of each agency involved in safeguarding children and adults at risk, and in developing a shared understanding of assessment and decision-making practices. Furthermore, the opportunity to learn together is greatly valued; participants report increased confidence in working with colleagues from other agencies and greater mutual respect. Cambridgeshire and Peterborough Children and Adult Partnership Boards have the responsibility for delivering a rolling multi agency programme of safeguarding training and events. There is a joint multi-agency training brochure and website links, for professionals to book onto advertised safeguarding training.

The content of the Safeguarding Children and Adult Partnership Boards (SCAPB) multi agency training programme is based on both local need and national priorities, these include:

- Safeguarding partnership board's audit activities /Self-Assessment Audit Tool (adults) / Section 11 Self-Assessment Audit Tool (Children Act 2004)
- Safeguarding training gaps and needs identified from partnership agencies
- Findings from Child Safeguarding Practice Reviews, Safeguarding Adult Reviews, Domestic Homicide Reviews (involving children / adults at risk) and Multi-Agency Reviews
- Safeguarding Partnership Boards priorities linked to Adult and Children Business Plans
- Information sharing and embedding new local safeguarding priorities (e.g: Effective Support for Children and Families (Threshold) document (Children) / Multi-Agency Risk Management (MARM) (Adults))
- Research (academic and professional research (i.e. Research in Practice, NSPCC, SCIE)) and national findings (Governmental Reviews)

All SCAPB training is delivered by trainers who have been approved to do so by the Head of Service for Cambridgeshire & Peterborough SCAPB. Training events include; training days, workshops and conferences.

4. Additional Training Resources

The SCAPB provide a variety of resources to support professional development and professional practice. These include:

- Leaflets and resources for professionals
- Professional Briefings
- Safeguarding Adult Review and Child Safeguarding Practice Review executive summaries
- Training packs (slides /trainer notes / exercises / support materials) for specific areas of safeguarding practice

5. Training Principals

All Cambridgeshire and Peterborough Multi-Agency Safeguarding Training is governed by a set of inter-agency training principals, that include: the lived experience of the child and adult at risk, partnership with parents, family and carers, diversity and cultural competence, communication, interagency collaboration, evidence base practice and evaluation of training. A full list of the Training Principles can be found in Appendix One.

6. Groups and Frequency of Safeguarding Training

Both the Safeguarding Children Partnership Board and the Safeguarding Adult Partnership Board run a suite of safeguarding courses that include basic awareness courses through to in depth courses and specific subject matter (e.g. Criminal Exploitation, Self-Neglect and Hoarding)

The different groups of training available are designed to meet the differing safeguarding training needs of staff members. To ensure that multi agency training is accessed by the correct practitioners information about the groups (safeguarding board levels of training) can be found in Appendix Two (Children Safeguarding Training) and Appendix Three (Adults at Risk Safeguarding Training) .

The Safeguarding Boards recommends that all staff receive safeguarding information in their induction (this should include information on Prevent). Safeguarding training should be refreshed at a minimum of every three years. It is recognised that some agencies and some professional roles may require that training is refreshed more regularly than every three years. For this reason, individuals should refer to their own single agency training requirements.

7. Evaluation and Quality Assurance of Multi-Agency Safeguarding training

Both the Safeguarding Boards have a responsibility to ensure that safeguarding training is of a consistently high standard. The quality assurance methods outlined below are used to evaluate all multi-agency safeguarding training provided by the boards and to measure the impact of professional safeguarding practice:

- All courses ask delegates to complete a post course evaluation form.
- An impact review is undertaken, by attendees, approximately six weeks after the course. The delegate is asked to evaluate the impact of the training on their practice.
- After completion of the impact review form practitioners are sent a certificate of completion of the course to evidence their professional development
- Separate Annual Training Reports (Children / Adults) collating attendance, evaluation and the impact of the training on professional practice are reported to the Training Subgroups, Quality Effectiveness Groups and the Boards
- A selection of SCPB and SAPB training may be attended by the Head of Service for Cambridgeshire & Peterborough CAPB who will monitor the delivery of the training.
- The content of all safeguarding courses is reviewed at least annually to ensure that their content is up to date and fit for purpose.
- All courses are amended in line with any new local policies and procedures and governmental / legal changes

8. Single Agency Safeguarding Training

Neither the Safeguarding Children Partnership Board nor the Safeguarding Adult Partnership Board provide single agency training specialised for particular agency roles. This training is only provided by the agency to whom the practitioner is employed by. Safeguarding multi-agency training (SCP/B /SAPB) should not be used to replace single agency training but to complement agency training for learning how to work together and understanding all agencies roles and responsibilities for safeguarding children and adults at risk.

There is an 'expectation', from both the Boards, that single agency safeguarding training is reviewed and monitored by the Boards to; ensure that it is fit for purpose for training and developing the safeguarding workforce to protect children and adults at risk. For adults training this process is referred to as '*Endorsement*' and for children's training this is called '*Validation*'. Single agency safeguarding training is to be validated or endorsed by the Board every three years or subject to any major changes. All agencies who undergo this process are allowed to use the SCPB and SAPB logos and their training is listed on the Safeguarding Boards website. This shows that the training is compliant to the Boards safeguarding requirements and is a pre-requisite safeguarding training course needed for particular roles and responsibilities within an organisation. Full details of both processes can be found on the SCPB and SAPB websites.

9. Governance

The SCPB and SAPB have separate Training Subgroups, chaired by the Head of Service, which meet twice a year. Responsibilities of that group include; training needs analysis of the children and adult at risk workforce, development and contribution towards the multi-agency training programme and a commitment to ensure that single agency training is fit for purpose.

Alongside the training subgroups are the Adult and Children Quality Effectiveness Groups, which meet six times a year. This group explores SCPB and SAPB auditing and single agency audits where safeguarding is concerned. Multi-agency training safeguarding needs are identified from this audit activity and fed back to the training subgroup and both the safeguarding boards. Training reports and analysis are reported to this group.

As part of the Learning and Improvement Framework, lessons learned and training opportunities identified from local and national CSPR and SARs are fed back into the QEGs and Training subgroups for inclusion within all single and the SCPB and SAPB multi-agency training.

10. Website Links

Adults

Training Brochure and Booking onto Multi-Agency Safeguarding Courses

<http://www.safeguardingcambspeterborough.org.uk/availabletraining/>

Leaflets and Resources

<http://www.safeguardingcambspeterborough.org.uk/adults-board/about-the-adults-board/leaflets/>

Endorsement Process

<http://www.safeguardingcambspeterborough.org.uk/adults-board/adult-safeguarding-training/single-agency-safeguarding-training-endorsement/>

Children

Training Brochure and Booking onto Multi-Agency Safeguarding Courses

<http://www.safeguardingcambspeterborough.org.uk/children-board/professionals/training/>

Leaflets and Resources

<http://www.safeguardingcambspeterborough.org.uk/children-board/about/resources/>

Professional Briefings and Learning Lessons

<http://www.safeguardingcambspeterborough.org.uk/children-board/about/learning-lessons/>

Validation Process

<http://www.safeguardingcambspeterborough.org.uk/children-board/professionals/training/single-agency-training-validation/>

11. Appendix One – Training Principles for Children and Adults at Risk

Child Centred / Lived Experience of the Child - Person Centred / Lived Experience of the Adult at Risk

All training reflects that the welfare of the child is paramount and that it incorporates and actively promotes 'children's rights', 'children's voice' (what children tell/show us) and their 'needs'

All training reflects that the welfare of the adult at risk is paramount and that it incorporates and actively promotes 'adult at risk's rights', 'adult at risk's voice' (what an adult at risk tells/shows us) and their 'needs'. All adult safeguarding training should reflect all of the principals of Making Safeguarding Personal (MSP)

Partnership with Parents / Family and Carers

All training recognises and actively promotes the need for working in partnership and engaging with parents, carers and where possible, the adults at risk's family. The training recognises the 'family' as a whole when safeguarding children, young people and adults at risk.

Diversity / Cultural Competence

All training is informed and governed by equal opportunities and reflects the diversity and cultural needs of the individuals, communities and organisations, within Cambridgeshire and Peterborough, that have responsibilities for safeguarding and promoting the wellbeing of children and adults at risk.

All training incorporates a 'golden thread' of *cultural competence*, for working with children, adults at risk and their families, engaging staff to be *professionally curious* to find out what's life is like for the child and the individual and not to make assumptions.

Communication

All training will focus upon shared information and communication between professionals to safeguard child(ren) and adults at risk

Interagency Collaboration

All training promotes the need for interagency working, bringing together people and organisations, to effectively safeguard children and adults at risk from harm

Evidence Based

All training will be 'evidence based' containing the latest research, reflective practice and the 'lessons learned' on a local and a national level (i.e. Child Safeguarding Practice Reviews (Serious Case Reviews) / Child Deaths / Government Reports / multi-agency Audits / Domestic Homicide)

Evaluation

All training is responsive to identified local needs and will be subject to regular rigorous review and evaluation

12. Appendix Two: SCPB Groups and Course Levels

To ensure that multi-agency is being accessed by the correct practitioners Working Together 2010 describes target audiences (Groups 1 -8). These groups do not correspond to vocational or academic qualifications and are for SCPB multi-agency training and single agency safeguarding children training validation only

<p>Group One :Staff who are in infrequent contact with children, young people and / or parents carers</p>
<p>This group of staff need a ‘basic’ understanding and ‘awareness’ of safeguarding issues, know how to recognise child abuse, know what normal child development is and to know what to do if they suspect a child is being abused.</p> <p><u>Staff include:</u> Librarians, GP receptionists. community advice centre staff, grounds men, recreation assistants, environments health officers</p>
<p>Group Two: Those in regular contact or have a period of intense but irregular contact, with children, young people and/or parents/carers including all clinical health staff</p>
<p>In addition to basic understanding and awareness of safeguarding issues this group of staff need to have an awareness of the necessity of information sharing, assessment (Common assessment framework), accurate recording, knowledge of how to use the escalation policy and an appreciation of their own roles and responsibilities to safeguard children.</p> <p><u>Staff include:</u> Housing, hospital staff, YOT staff and staff in secure settings, the police other than those in specialist child protection roles, sports developments officers, disability specialists, faith groups, community youth groups, play scheme volunteers</p>
<p>Group Three: Members of the workforce who work predominantly with children, young people and/or their parents/carers</p>
<p>In addition to the skills needed for Groups 1 and 2 staff within this group need to be aware of the importance of family history, the impact of parenting issues and of working together to identify, assess and meet the needs of children where there are safeguarding issues</p> <p><u>Staff include:</u> Paediatricians, GP’s, youth workers, those working in the early years sector, residential staff, midwives, school nurses, health visitors, sexual health staff, teachers, probation staff, sports club welfare officers, those working with adults in, for example, learning disability, mental health, alcohol and drug misuse services, those working in community play schemes</p>
<p>Group Four : Members of the workforce who have particular responsibilities in relation to undertaking section 47 enquiries</p>
<p>This group of staff need to have the skills needed for the above groups and need to have an awareness of section 47 enquiries, taking emergency action, professional judgements, working with complexity and a greater understanding of engagement with children and families. (Level 3 Training)</p> <p><u>Staff include</u> :Professionals from health, trainers, education, police and children’s social care, those who work with complex cases and social work staff responsible for co-ordinating assessments of children in need.</p>

Group Five: Professional advisors, named and designated lead professionals
<p>In addition to the content for Groups 1,2,3 and 4 this group of staff need to (if they are advising these groups of staff) have an understanding of promoting effectiveness, professional practice and giving advice to others</p> <p><u>Staff include:</u> Designated Doctors / Designated Safeguarding leads</p>
Group Six : Operational Managers at all levels
<p>Skills are needed for Groups 1 – 4 (if supervising staff in that group) and this Group of staff need an awareness of supervising child protection cases, managing performance to promote effective interagency practice and specialist training for key roles</p> <p><u>Staff include:</u> Practice supervisors, front line managers, and managers of child protection units</p>
Group Seven: Senior Managers responsible for strategic management of services
<p>In addition to the content for Groups 1,2 and 3 this group need to have an awareness of Section 11 expectations, roles and responsibilities</p> <p><u>Staff include:</u> NHS board members</p>
Group Eight: Members of the SCPB
<p>In addition to the content for Groups 1,2 and 3 and roles and responsibilities this group need to have an awareness the expectations of members to promote effective co-operation and improve effectiveness, current policy, lessons learned from serious case reviews and specialist training to undertake their nominated roles.</p> <p><u>Staff include:</u> Board members, Independent Chair, Director of Children’s Services, Elected members, Lay members, Members of executive and sub/task Groups, SCPB Independent Safeguarding Partnership Service, inter-agency trainers</p>

13. Appendix Three: SAPB Groups and Course Levels

To ensure that multi-agency training is being accessed by the correct practitioners the table below describes target audiences (Groups 1 -8). These groups do not correspond to vocational or academic qualifications and are for SAPB multi-agency training and single agency safeguarding adult training endorsement only.

Group One :Staff who are in infrequent contact with adults at risk
<p>This group of staff need a ‘basic’ understanding and ‘awareness’ of safeguarding issues, know how to recognise adult abuse and neglect, know about making safeguarding personal, the mental capacity act, deprivation of liberty and know what to do if they suspect an adult at risk is being abused.</p> <p><u>Staff include</u>: all support staff in health and social care settings, GP receptionists, Drivers and other transport staff, clerical staff, domestic and ancillary staff</p>
Group Two : Those in regular contact or have a period of intense but irregular contact, with adults at risk including all clinical health staff
<p>In addition to basic understanding and awareness of safeguarding issues this group of staff need to have an awareness of the necessity of information sharing, consent, assessment, accurate recording, knowledge of how to use the escalation/resolution policy and an appreciation of their own roles and responsibilities to safeguard adults at risk.</p> <p><u>Staff include</u>: Housing, hospital staff, staff in secure settings, the police, sports developments officers, disability specialists, faith groups,</p>
Group Three : Members of the workforce who work predominantly with adults at risk
<p>In addition to the skills needed for Groups 1 and 2 staff within this group need to be aware of the importance of family history and of working together to identify, assess and meet the needs of an adult at risk where there are safeguarding issues</p> <p><u>Staff include</u>: GP’s, those working in the sector, residential staff, district nurses, sexual health staff, further education staff, probation staff, sports club welfare officers, those working with adults in, for example, learning disability, mental health, alcohol and drug misuse services</p>
Group Four : Members of the workforce who have particular responsibilities in relation to undertaking section 42 enquiries
<p>This group of staff need to have the skills needed for the above groups and need to have an awareness of section 42 enquiries, taking emergency action, professional judgements, working with complexity and a greater understanding of engagement with adults at risk and their families.</p> <p><u>Staff include</u> :Professionals from health, police and adult social care, those who work with complex cases and social work staff responsible for co-ordinating assessments of adults at risk.</p>
Group Five : Professional advisors, named and designated lead professionals
<p>In addition to the content for Groups 1,2,3 and 4 this group of staff need to (if they are advising these groups of staff) have an understanding of promoting effectiveness, professional practice and giving advice to others</p>

Staff include: Designated Doctors / Designated Safeguarding leads

Group Six : Operational Managers at all levels

Skills are needed for Groups 1 – 4 (if supervising staff in that group) and this Group of staff need an awareness of supervising adult at risk cases, managing performance to promote effective interagency practice and specialist training for key roles

Staff include: Practice supervisors, front line managers, and managers of adult units/teams

Group Seven: Senior Managers responsible for strategic management of services

In addition to the content for Groups 1,2 and 3 this group need to have an awareness of SAB self-assessment tool, roles and responsibilities

Staff include: NHS board members

Group Eight: Members of the SAPB

In addition to the content for Groups 1,2 and 3 and roles and responsibilities this group need to have an awareness the expectations of members to promote effective co-operation and improve effectiveness, current policy, lessons learned from serious adult reviews and specialist training to undertake their nominated roles.

Staff include: Board members, Independent Chair, Director of Adult's Services, Elected members, Lay members, Members of executive and sub/task Groups, SAPB Independent Safeguarding Partnership Service