

Bracknell Forest Local Safeguarding Children Board

Safeguarding children together



**Welcome to the East Berkshire Local
Safeguarding Children Board's Training
and Quality Assurance Strategy**

April 2013- March 2014

Contents Page

Section 1 – Workforce Development Strategy	Page 3
1. Introduction	Page 4
2. Background	Page 4 - 7
3. Governance	Page 7 - 8
4. Costs	Page 8 – 9
5. Timeframes for training	Page 10
6. Training Pathways	Page 11 - 13
7. Refresher and Other Appropriate Courses	Page 14
8. Assessment of Competency	Page 14
9. Monitoring of Training Provision	Page 15 - 16
10. 10. Quality Assurance and commissioning tools	Page 16 - 17
11. Applying for Training Courses	Page 18
12. 11. Contact details	Page 19
Appendix A – Working together suggested training for target groups	Page 20– 22
Appendix B – Who should complete what training?	Page 23
Appendix C – Quality assurance proforma for basic courses	Page 24 – 28
Appendix D – Guidance for Observers	Page 29 – 32
Appendix E – Quality assurance proforma for targeted and specialist courses	Page 33 – 35
Appendix F – Commissioning tool/guidance for bespoke safeguarding courses	Page 36 – 37
Appendix G – QA guidance for schools delivering in house basic safeguarding	Page 38 - 42

Section 1

LSCB Workforce Development Strategy

1. Introduction

It is a statutory requirement that individual agencies are responsible for ensuring their staff are competent and confident to carry out their responsibilities for safeguarding and promoting the welfare of children and young people. In addition the Local Safeguarding Children Board (LSCB) has a statutory responsibility to ensure that appropriate safeguarding training is provided in East Berkshire in order to meet local needs. This covers both the training provided by single agencies to their own staff, and multi-agency training where staff from different agencies train together. The LSCB is involved with evaluating the quality of this training, ensuring that it is provided within individual organisations, and checking that training is reaching the relevant staff. Training will be organised and delivered in accordance with the requirements of *'Working Together to Safeguard Children'* and *'Safeguarding Children in Education'*.

This document provides an outline of the requirements for training for all workers in East Berkshire (paid and voluntary, within both statutory and voluntary organisations) as well as information about courses that are available and information about quality assurance processes and evaluation.

"Working Together to Safeguard Children" guidance clearly states that all employers have the responsibility to identify adequate and reliable resources and support for multi-agency training and release staff to attend appropriate multi-agency training courses. They must also ensure that staff members receive relevant in-house or single-agency training to enable them to maximise what they have learned through the multi-agency courses, and have opportunities to consolidate what they have learned (e.g. through work experience).

2. Background

What is the Local Safeguarding Children Board

The Children Act 2004 requires each Local Authority to establish a Local Safeguarding Children Board (LSCB)

This Board is the key statutory mechanism for agreeing how the relevant organisations in each local area will co-operate to safeguard and promote the welfare of children in that locality, and for ensuring the effectiveness of what they do.

CHAIR OF THE BOARDS

Slough

- Paul Burnett

RBWM

- Donald McPhail

Bracknell Forest

- Alix Walters

What are the Roles and Responsibilities of the LSCB?

The responsibilities of the LSCB are set out in Working Together (2010) and updated April 2013. The LSCB contributes particularly to Every Child Matters “Staying Safe” outcome.

The work of LSCBs is part of the wider context of Children’s Partnership cooperation arrangements that aim to improve the overall wellbeing (i.e. the five Every Child Matters outcomes) of all children in the local area.

Whilst the work of LSCBs contributes to the wider goals of improving the wellbeing of all children, it has a particular focus on aspects of the ‘staying safe’ outcome.

Whereas the Children’s Partnership Board has a wider role in planning and delivery of services, LSCB objectives are about coordinating and ensuring the effectiveness of what their member organisations do individually and together to safeguard and promote the welfare of children.

The functions of an LSCB are set out in primary legislation and regulations. The core objectives of the LSCB are as follows:

- to co-ordinate what is done by each person or body represented on the Board for the purposes of safeguarding and promoting the welfare of children in the area of the authority; and
- to ensure the effectiveness of what is done by each such person or body for that purpose.

As explained in Chapter 1, safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- undertaking that role so as to enable those children to have optimum life chances and enter adulthood successfully; and
- promoting a safe environment free from violence

What is the Children's Partnership Board?

The Children's Partnership and the LSCB have important but distinctive roles in keeping children safe. The Children's Partnership is intended to promote co-operation between the partners to improve outcomes for children with the Children's Partnership Board being specifically responsible for producing, publishing, commissioning and monitoring the implementation of the Children and Young People's Plan by the Children's Partnership membership. The LSCB should be responsible for challenging every partner of the Children's Partnership, on their success in ensuring that children and young people are kept safe.

What are the Roles and Responsibilities of the Children's Partnership?

The responsibilities of the Children's Partnership are set out in Working Together (2013). The Children's Partnership Board are responsible for ensuring that workforce strategies are developed in their local area. This includes making sure that training opportunities to meet priority needs identified by the LSCBs are available and that all staff who work or have contact with children are appropriately trained in child development, recognise potential signs of abuse and neglect and know how to respond if they have concerns about a child's welfare.

Children's Partnership Boards should ensure systems are in place for the delivery of single-agency and inter-agency training on safeguarding and promoting the welfare of children. They should consider, in discussion with the LSCB, which bodies should commission or deliver single and inter-agency training.

Safeguarding children is the responsibility of all, not just those agencies and individuals who work within the child protection field or with vulnerable children as a part of their work. All individuals and agencies, organisations, clubs and associations are expected to have a role in safeguarding children and promoting their welfare.

There are five National Outcomes Areas for children, to be overseen by an appointed Director of Children's Services, within new 'Children's Partnerships in each Local Authority. These five National Outcomes Areas are

- Be Healthy
- Stay Safe
- Enjoy and Achieve
- Make a Positive Contribution
- Achieve Economic Well-being

The Local Safeguarding Children Board will seek to ensure that all the children in its area have the opportunity and support to achieve these Outcomes.

The Common Core of Skills and Knowledge for the Children's Workforce sets out six areas of expertise that everyone working with children, young people and families including those who work as volunteers should be able to demonstrate:

1. Effective communication and engagement with children, young people and their families and carers
2. Children and young person development
3. Safeguarding and promoting the welfare of the child
4. Supporting transitions
5. Multi-agency working
6. Sharing information

Common Core of Skills and Knowledge for the Children's Workforce (2005)

3. Governance

A multi-agency approach at a strategic and operational level is essential for effective safeguarding work.

Individual Local Safeguarding Children Boards are responsible for local strategic arrangements. The Children's Partnership Boards in each borough remain

responsible for the operational delivery of training. Individual agencies are responsible for ensuring staff are able to carry out their safeguarding responsibilities and are responsible for ensuring staff have training opportunities to meet needs identified by the Local Safeguarding Children Board. Partners will usually establish systems for the delivery of training. The East Berkshire Local Safeguarding Children Board Training Sub Group terms of reference include the development of

- A training strategy for all staff and volunteers, including monitoring
- The development of a safeguarding culture in organisations

In May 2011, the final report from the [Munro Review of Child Protection](#) was published. Within this report, Professor Munro set out the important role that Local Safeguarding Children Boards have in monitoring the effectiveness of partner agencies and recognised that they are key to improving multi-agency working, to support and enable partner organisations to adapt their practice and become more effective in safeguarding children.

Munro states that Local Safeguarding Children Boards are:
'...well placed to identify emerging problems through learning from practice and to oversee efforts to improve services in response.'

Quality assurance is discussed in more detail on section 10 in page 16.

Individual Agency Workforce Development Strategies for workforce planning should set out the key strategic priorities which the agency focus its workforce effort.

The East Berkshire LSCB Training Sub-group membership comprises of representatives from all partner agencies who are responsible for the practical implementation of the safeguarding children and young people training including the monitoring, reporting and evaluation of training. The East Berkshire LSCB Training Sub-Group will report to the three LSCBs.

The East group will for merge for a pilot with West Berkshire for 6 months from April 2013 to Sept 2013 to form a Berkshire wide Training sub group. A review at the end will determine a full merger or remain as East and West.

4. Costs

Universal training is provided by individual agencies, please contact the agency organising the training for costs, which in many cases may be free. Charges for the Targeted and specialist courses are made at the standard rate agreed between Berkshire Authorities, which is currently £50 per person per day to other local authority

staff and Schools, Police, Probation and Health Staff and £25 per person per day to the private, voluntary and independent sector. Charges for higher level courses will be equally shared between those organisations from where the delegates originate. Please consult your local authority Learning and Development department to confirm costs before booking to attend any Safeguarding training.

Cancellation

If an 'in-house single agency session' has been specially arranged for your organisation, the full cost of this training will be payable in the event of cancellation, unless at least **4 weeks** notice is given.

For courses organised by LSCB partners the following applies:

- £20 administration charges for any changes in delegates within 7 days of the course.
- Cancellation at least 14 days before the event takes place **will not** be charged.
- Cancellation less than 14 days before **will** be charged unless a replacement member of staff is authorised to attend, both by their Line Manager and the Training Team.
- Cancellation on the day of the event **will** be charged unless non attendance is due to sick leave or an unavoidable emergency, providing that the Training Team are contacted prior to the course start time day by telephone or e-mail.
- Non-attendance will be charged at the rate of **£75.00** per day. **This charge will also apply to those learners who arrive 30 minutes late for the commencement of an event or who leave before the programme is completed, where prior arrangement for this has not been made.**
- The Training Team will only cancel a training, learning or development event if there are insufficient attendees to make it cost effective or an unforeseen emergency occurs. In these instances notification will be given at the earliest opportunity and staff will be invited to attend the next available programme.

5. Timeframes for Training

As a good practice guideline it is strongly recommended that workers are required to complete training within the following timeframes:

- **Induction- Introduction to Safeguarding Children, Young People and Vulnerable Adults:** Within one month of joining an organisation.
- **Universal:** Within three months of starting in a job or role where child protection training is required.
- **Targeted:** Within six months of starting in a job or role where targeted child protection training is required.
- **Specialist:** Within 12 months of taking up a post where Level 2 training is required.
- **Higher Specialist:** When training is needed and/or available

6. Training Pathways

It is essential that workers be trained effectively to a level that is appropriate to their role. The standard concerning who should undertake what training was taken by the LSCB training sub-group and endorsed by the LSCBs. This standard was based on the level of direct contact certain professional groups have with children and young people, as defined in *Working Together to Safeguard Children 2010/13* and the level of responsibility individual's roles have in the safeguarding of children and young people and families. The table in **Appendix A** groups audiences together based on their degree of contact with children and/or parents/carers and their levels of responsibility, in order to assist with the identification of training and development needs. **Appendix B** outlines which groups should do what level of training.

XX link to LSCB calendar

The only way for any practitioner to be 'exempt' from completing any of the mandatory courses is if that person is able to produce satisfactory evidence of prior learning equivalent to that course.

Once practitioners have completed their **targeted (level 2)** training course, they can access additional **specialist (level 2)** courses which are aimed at providing detailed training on specific subjects. Practitioners will not be able to access **specialist (level 2)** courses without evidencing completion of the **targeted (level 2)** training. This is because **targeted** training has been designed to provide a foundation upon which the **specialist** courses build.

Berkshire East LSCBs Training pathway for Safeguarding

The following tables summarise the range of opportunities that are offered in Berkshire East for staff to develop their safeguarding skills and knowledge, and how this provision is structured by single agency and multiagency (LSCB provision). Staff are encouraged to seek out new opportunities to promote their expertise, and should not be limited to a classroom based programme of learning.

Level of provision	Type of provision	Type of provider	Approval & Registration
<p>Training is offered at three levels:</p> <ul style="list-style-type: none"> • Universal (1/2) • Targeted (2/3) • Specialist (3/4) <p>These link to Working Together 2010 staff groups 1, 2 and 3 and with the Health Intercollegiate document and CQC levels.</p> <p>It is the responsibility of the staff member to identify the correct level of provision for them, using the <i>Working Together 2010</i> Training Groups table as a reference.</p>	<p>Safeguarding training should not be viewed as limited to classroom based courses, and staff are encouraged to be curious about the roles, responsibilities and tasks of staff in other agencies.</p> <p>Training may be formal or informal in nature.</p> <p>Formal Training: Training that has a structured, formal, and defined curriculum. Formal training includes classroom work, seminars, lectures, workshops, and audio-visual presentations.</p> <p>Informal Training: Training that is unstructured, unplanned, and easily adapted to situations or individuals. Examples include peer learning, supervision, or a case practice group.</p> <p>Training opportunities may include, but are not limited, to the following types of provision:</p> <ul style="list-style-type: none"> • Classroom courses • E-learning • Self-directed learning • Action sets 	<p>Provision of safeguarding training can vary, but the quality of the provision needs to be ensured by the Berkshire East LSCBs.</p> <p>External providers need to meet strict standards, and courses will have clear intended outcomes to match local needs and drivers.</p> <p>Internal provision can be formal or informal, and agencies are encouraged to make best use of their resources by sharing opportunities to learn.</p>	<p>Staff need to seek the appropriate levels of approval to attend training, and should be aware of cancellation policies.</p> <p>Some courses are registered or accredited, staff are encouraged to consider whether they need an accredited course to promote their learning, or whether learning can be achieved via a less formal route.</p> <p>The LSCBs are not able to accredit courses, but can provide advice about accreditation if required.</p>

	<ul style="list-style-type: none"> • Staff shadowing and mentoring • Team meeting and events • Regional and national events 		
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Provided internally – Single Agency (Basic Awareness)	
Who	<p>All those who have any contact with or working with children and young people and/or adults who are parents or carers</p> <p>Those in regular contact or who have a period of intense but irregular contact with children, young people, parents/carers</p>
What	<p>Mandatory Induction (e-learning or face to face)</p> <p>Single-agency training</p>
Type of content	<p>The above +</p> <ul style="list-style-type: none"> • Information sharing in line with Working Together • Using The Assessment Framework for Children in Need • Communication with children and young people particularly in relation to disclosures • Information from relevant national reviews, reports and initiatives
Provided by Berkshire East LSCBs – Targeted Multi Agency Training	

Who	<p>Those in regular contact or who have a period of intense but irregular contact with children, young people, parents/carers. They may make referrals to Social Care but this would be in addition to their main role.</p> <p>Refer to your line manager &/or your Agency Training Pathways for further guidance.</p>	<p>Those who work predominantly with children, young people, parents/carers and who are operationally involved in / have particular responsibilities in contributing to or undertaking S47 enquiries; needs to attend CP Conferences and Core Groups and /or have advisory, designated or specialist CP roles. Includes key professionals who mainly work with adults</p>
What	<p>Inter-agency training</p> <p>1-day course: 'Safeguarding Children: A Shared Responsibility'</p>	<p>Inter-agency training</p> <p>Targeted and specialist training courses (see full programme for details)</p> <p>+ continued relevant single agency training</p>
Type of content	<p>Same as internal provision +</p> <ul style="list-style-type: none"> • Principles underlying multi-disciplinary and multi-agency working in order • to promote the best outcomes for children and their families • Keeping the child's needs paramount - the importance of observing, • communicating and listening to children and young people so that their • wishes and feelings are taken into account • • Formally challenging other professionals. 	<p>Same as internal provision +</p> <ul style="list-style-type: none"> • Working together to identify, assess and meet the needs of children where there are safeguarding concerns • Clarifying roles and responsibilities of lead agencies undertaking S47 enquiries and duty of agencies to co-operate • Promoting a common understanding of key terms, definitions and thresholds for action with reference to national guidance and local arrangements • Improving communication and contribute to effective multi-agency working relationships • Working together on child focused assessments drawing from shared knowledge about child development, risk and resilience, family history and decision making • Learning from research and serious case reviews

There are further requirements for professional advisers, named and designated leads, operations and senior managers and LSCB board member

7. Refresher and Other Appropriate Courses

It is a statutory requirement to continuously update knowledge of legislation and guidance and maintain the ability to act on concerns about the safety and welfare of children and young people. The government guidance suggests that refresher training should take place every three years depending on role and responsibility. A certificated record of attendance on events should be retained as evidence of updating their knowledge.

It is each individual's responsibility to update their knowledge as part of their continuous professional development (CPD). Evidence of CPD will vary from individual to individual but any queries as to the suitability and acceptability of the evidence presented can be raised with the local learning and development teams. Examples of suitable refresher training would include the annual LSCB conference or attending higher specialist training programmes.

8. Assessment of Competency

A number of competency frameworks have been published by professional bodies to assist employers in identifying training and measuring competency.

Induction and Universal training provides a basic understanding of the concepts and processes within safeguarding work. The courses are designed to provide participants with an awareness level. Formative assessment will be conducted during training however it is also expected that managers, as part of their staff individual personal development plan identify additional learning from the course and ensure knowledge requirements have been met.

Targeted and Specialist should primarily be assessed via the demonstration of competency within the workplace. It is expected that managers support and develop staff, assisting them to acquire the skills and experience that build on the foundation knowledge provided by the course.

The certificates issued include an action plan on the reverse which should be used to ensure learning is discussed in supervision and embedded into practice.

9. Monitoring of Training Provision

The East Berkshire Safeguarding Children Training Sub-Group has agreed that it can be appropriate for some agencies or professional groups to deliver Universal training on a single agency basis provided it is equivalent to that endorsed by the East Berkshire Training Sub-Group. 'Equivalence' means a course which can meet the outcomes that were agreed by the group and outlined in this document. This allows certain agencies, ones with a high number of staff who need this training, to organise agency training days where everyone attends and receives the training at the same time.

The following sets out the plan for monitoring both single agency and multi-agency training.

Individual Agencies:

All agencies will need to develop their own systems to identify the training needs of its employees. Furthermore, all agencies will need to compile information on the training staff have undertaken (both single agency and multi-agency) so that they can provide clear evidence to the East Berkshire Safeguarding Children Training Sub-Group on a regularly basis about the numbers of employees who have/have not completed relevant and appropriate training. Agencies should also have systems in place to identify any reasons for workers not completing courses.

Partner agencies who are members of the Local Safeguarding Children Boards will be requested to provide the following information to the East Berkshire Safeguarding Children Training Sub-Group on a six monthly basis. Further, 25% of delegates attending training should be sampled to identify what improvements to working practice have occurred as a result of attending the training.

1. Agency plan of what single agency safeguarding training is being provided within their organisation including:
 - a. numbers of workers who have already completed this training
 - b. course outlines
 - c. CV(s) of the course trainer(to be made available as necessary)
 - d. Plan for the agency's evaluation of their single agency training.
2. Information about participation in multi-agency training including:

- a. numbers of workers within the organisation whose roles require them to complete each multi-agency safeguarding training at targeted and specialist levels.
- b. numbers of workers who have completed which multi-agency training courses
- c. barriers to staff undertaking training

Multi-Agency:

The East Berkshire Safeguarding Children Training Sub-Group will provide information to the Individual Area Local Safeguarding Children Board on training provision, outcomes and the costs of the multi-agency training programme on an annual monthly basis. This will indicate:

- A. Multi-agency courses offered in the last budget year and numbers of places available on each multi-agency course
- B. Numbers of applicants/participants to multi-agency courses
- C. Professional group and agency background of applicants/participants
- D. Numbers of participants who successfully completed multi-agency courses
- E. Costs of commissioning independent trainers for each multi-agency course provided by East Berkshire Safeguarding Children Training Group
- F. Costs of training venues and refreshments for each multi-agency course provided by East Berkshire Safeguarding Children Training Group.

10. Quality Assurance

Quality assurance (QA) processes are needed to ensure that each one of the individual training programmes are of good quality and delivered in accordance with the specifications (e.g. learning outcomes, assessment method and standards, etc).

The East Berkshire LSCB Training Operational Group has produced guidance on commissioning suitable providers of training in this arena to help ensure that any trainers selected are competent, knowledgeable and have expertise in child protection.

A number of measures are in place to monitor the quality of the training, competency of the trainer and learner learning through the table on the next page.

EXPECTATION	TARGET	METHOD
High quality courses will receive good evaluations from participants.	80% positive evaluations from participants for all courses in the multi-agency training programme. If evaluations fall below this target action will be taken to establish and to address the cause.	Participants on all courses are asked to complete evaluation forms on the last day of any training course. Data from these participant feedback/evaluation forms will be compiled by the commissioning agency and reported to the Training Sub-Group. This feedback will also be used to inform decisions about re-commissioning courses in subsequent years.
High quality courses are delivered by competent trainers	Trainer competence for course delivery to be reviewed regularly – each trainer to be observed a minimum of once per budget year by the commissioning agency and if any problems are observed in course delivery these will be addressed with the trainer before re-commissioning the course for the next budget year.	<p>A representative from the commissioning agency will observe trainers delivering courses commissioned from independent trainers as a part of the quality assurance/evaluation of the training programme</p> <p>See appendix B for templates used to QA training delivery and trainer competency for basic awareness training</p> <p>See Appendix C for QA for Targeted Safeguarding children training/ trainer.</p>
High quality courses use up-to-date training materials with relevant teaching methods and current course content that reflects current legal requirements, practice standards and lessons learned from serious case reviews.	Review of course teaching materials, teaching methods and content requirements for all courses minimum of once annually for each course.	A regular review schedule will be developed to ensure that a representative from the commissioning agency reviews each course. Where the need for an updated programme is identified, revised teaching materials and methods will be developed in partnership with the course trainer. Any need for revised course content requirements will be brought to the Training Group's attention for to ensure compliance with standards. In the case of the Universal Basic Awareness course this review has already been organised and takes place a minimum of once per year.

11. Commissioning Safeguarding training – Good Practice Guide

Basic Safeguarding children training is single agency training and should be provided by individual agencies to all their staff in key roles. The commissioning tool in **Appendix F** can assist you in commissioning in house bespoke courses.

Schools can use designated teachers to deliver in house training basic awareness sessions to staff by using the Quality assurance guidance for schools tool in **Appendix G**.

12. Applying for Training Courses

An annual training calendar will be produced and circulated to all partners.

How do I book a place on a course?

A percentage of places on each targeted and specialist course are reserved for LSCB member agencies. However there are also places put aside for voluntary and other organisations on each course. Although a place on any course cannot be guaranteed, you are advised to note dates in your diary. All applications will be considered and you will be notified in writing if you have been successful in securing a place. If you have not had confirmation in writing two weeks prior to the course, then please contact the relevant Learning and Development Team.

General Course Guidelines

- Most courses start 0930 and finish at 1700 unless otherwise stated. Delegates to arrive at venue 15 minutes prior to start for registration. Please ensure you check the joining instructions – due to the complex nature of the information and need for reflection and discussion, some courses commence at 0900.
- Late arrivals will not be accepted – unless this is pre-arranged and agreed with the trainer and / or the training coordinator.
- Please inform the relevant Learning and Development Team of any specific learning / mobility / religious requirements you may have, in order to help us to deliver the best learning and development opportunities for you.
- Individual Evaluation Forms / Action Plans will need to be completed by delegates on the day of training.

Certificates will be issued on satisfactory completion of the Training. For courses of duration of more than one day, all days must be completed in order to have a certificate.

13. Contact Details

For all Universal Training please contact your individual agency learning and development team. For all other safeguarding training courses detailed in this programme please contact one of the appropriate teams below.

BRACKNELL FOREST

Central Unit for Learning and Development,

Corporate Services Bracknell Forest Council

1st Floor Easthampstead House

Town Square Bracknell, Berkshire, RG12 1AQ

Tel: 01344 352211/2293

Email: corpsev.training@bracknell-forest.gov.uk

ROYAL BOROUGH OF WINDSOR AND MAIDENHEAD

Social Care Training Team

Town Hall, Room 212, St Ives Road,

Maidenhead, Berkshire SL6 1RF

Tel: 01628 796901, Fax: 01628 796672

Email: socialcaretraining@rbwm.gov.uk

SLOUGH

Professional Services

2nd Floor West, St Martin's Place

51 Bath Road Slough SL1 3UF

Tel: 01753 875135 Fax: 01753 875764

Email: training@slough.gov.uk

Online booking form: <https://www.slough.gov.uk/health-and-social-care/learning-and-development-booking-form.aspx>

Useful Links:

- ADSS National Framework of Standards:
<http://www.adss.org.uk/publications/guidance/safeguarding.pdf>
- Care Quality Commission
<http://www.cqc.org.uk/>
- Research in Practice
www.rip.org.uk
- Working Together to Safeguard Children
<http://www.dcsf.gov.uk/everychildmatters/resources-and-practice/IG00060/>
- NSPCC
www.nspcc.org.uk
- Safeguarding Children and Safe Recruitment in Education
<http://www.dcsf.gov.uk/everychildmatters/resources%2Dand%2Dpractice/IG00175/>
- Ofsted
<http://www.ofsted.gov.uk/>
- SCIE: "Systems" model for Serious Case Reviews
<http://www.scie.org.uk/publications/ataglance/ataglance01.asp>

Appendix A; Suggested training for different target groups

Target groups to include members of statutory, voluntary, independent and community organisations	Suggested training content	Suggested training methods	East Berkshire Multi-Agency Courses Available
<p>Group 1 Staff in infrequent contact with children, young people and/or parents/carers who may become aware of possible abuse or neglect. For example, librarians, GP receptionists, community advice centre staff, grounds men, recreation assistants, environmental health officers.</p>	<p>What is child abuse and neglect? Signs and indicators of abuse and neglect Normal child development Maintaining a child focus What to do in response to concerns</p>	<p>Integral part of agency induction Refresher training at least every 3 years For induction materials see CWDC website Could be delivered through e-learning</p>	<p>Introduction to Safeguarding Children, Young People and Vulnerable Adults.</p>
<p>Group 2 Those in regular contact or have a period of intense but irregular contact, with children, young people and/or parents/carers, who may be in a position to identify concerns about maltreatment, including those that may arise from the use of CAF. For example, housing, hospital staff, YOTs in secure settings and in community, the police other than those in specialist child protection roles, sports development officers, allied health professionals, disability specialists, faith groups, community youth groups, play scheme volunteers.</p>	<p>The above plus: Documentation and sharing of information regarding concerns Using the Framework for the Assessment of Children in Need and their Families: Own safeguarding roles and responsibilities</p>	<p>Single-agency training Refresher training at least every 3 years. Could be delivered by workshops or e-learning as a refresher</p>	<p>Introduction to Safeguarding Children, Young People and Child Protection</p>
<p>Group 3 Members of the workforce who work predominantly with children, young people and/or their parents/carers and who could potentially contribute to assessing, planning, intervening and</p>	<p>The above plus: Working together to identify, assess and meet the needs of children where there are safeguarding concerns The impact of parenting issues,</p>	<p>Inter-agency training In addition single-agency training and professional development related to specific role Refresher training at least</p>	<p>Targeted – Safeguarding Children a Shared Responsibility.</p>

<p>evaluating the needs of a child and parenting capacity where there are safeguarding concerns.</p> <p>For example, paediatricians, GPs, 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>such as domestic abuse, substance misuse on parenting capacity.</p> <p>Recognising the importance of family history and functioning</p> <p>Working with children and family members, including addressing lack of cooperation and superficial compliance within the context of role</p>	<p>every 3 years</p>	
<p>Group 4</p> <p>Members of the workforce who have particular responsibilities in relation to undertaking section 47 enquiries, including professionals from health, 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>	<p>The above plus:</p> <p>section 47 enquiries, roles, responsibilities and collaborative practice.</p> <p>Using professional judgements to make decisions as to whether a child is suffering, or is likely to suffer, significant harm. Taking emergency action.</p> <p>Working with complexity</p> <p>Communicating with children in line with interviewing vulnerable witness guidance</p>	<p>Inter-agency training</p> <p>In addition single -agency training and professional development related to specific role</p> <p>Refresher training at least every 3 years</p>	<p>Foundation Training for Social Workers in Child Protection: Undertaking Sec 47 Enquiries & Acting as a Keyworker</p> <p>Level 2 Specialist Courses</p>
<p>Group 5</p> <p>Professional advisors, named and designated lead professionals.</p>	<p>Content as for groups 1, 2 and 3 and 4 if advising staff in that group.</p> <p>Promoting effective professional practice and advising others</p>	<p>Inter-agency training</p> <p>In addition single-agency training and professional development related to specific role</p> <p>Refresher training at least every 3 years</p>	<p>Safeguarding Responsibilities for designated Leads.</p>
<p>Group 6</p> <p>Operational managers at all levels including: practice supervisors; frontline managers and managers of child protection units.</p>	<p>Content as for groups 1, 2 and 3 and 4 if supervising staff in that group.</p> <p>Supervising child protection cases</p> <p>Managing performance to</p>	<p>Inter-agency training</p> <p>In addition single-agency training and professional development related to specific role</p>	<p>Supervision in Safeguarding</p> <p>Managing Allegations</p>

	promote effective interagency practice. Specialist training to undertake key management and/ or supervisory roles in, for example, intake/duty teams	Refresher training at least every 3 years	
Group 7 Senior managers responsible for the strategic management of services; NHS board members.	Content as for groups 1, 2 and 3 and section 11 expectations, roles and responsibilities	In-house and LSCB induction programme National & local leadership programmes Refresher training every 3 years	Supervision in Safeguarding National Leadership Programmes.
Group 8 Members of the LSCB including: Board members Independent chair Directors of Children's Services Elected member Lay members Members of executive and sub/task groups Business support team Inter-agency trainers.	Content as for groups 1, 2 and 3 and roles, responsibilities and accountabilities Expectations on members in order to promote effective co-operation that improves effectiveness. Current policy, research and practice developments Lessons from serious case Reviews Specialist training to undertake specific roles , e.g. independent chair; business manager	LSCB induction programme LSCB development days Refresher training at least every 3 years CWDC support materials? National Leadership Programme	Safeguarding Responsibilities for Council Members.

Appendix B: Who should do what training?

	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
Employees and volunteer workers in Group 8 should undergo training for each group ticked.	✓	✓	✓					✓
Employees and volunteer workers in Group 1 should undergo training for each group ticked.	✓							
Employees and volunteer workers in Group 2 should undergo training for each group ticked.	✓	✓						
Employees and volunteer workers in Group 3 should undergo training for each group ticked.	✓	✓	✓					
Employees and volunteer workers in Group 4 should undergo training for each group ticked.	✓	✓	✓	✓				
Employees and volunteer workers in Group 5 should undergo training for each group ticked.	✓	✓	✓		✓			
Plus employees and volunteer workers in Group 5 if advising staff from Group 4.				✓				
Employees and volunteer workers in Group 6 should undergo training for each group ticked.	✓	✓	✓			✓		
Plus employees and volunteer workers in Group 6 if advising staff from Group 4.				✓				
Employees and volunteer workers in Group 7 should undergo training for each group ticked.	✓	✓	✓				✓	

Appendix C: Quality Assurance Pro Forma for Universal BASIC Training



Safeguarding children together

This paper outlines the minimum standards expected for all Universal Basic Safeguarding awareness training delivered within East Berkshire.

For auditing and quality assurance purposes please complete the table included in this paper. Supporting evidence can include:

- Session plans
- Course delivery
- Trainers knowledge and response to group
- Presentation
- Activities
- Handouts

Name of person completing QA:.....

Date of training: Agency :

Training Format (e.g. 1 x 4hr session/ 2 x 2hr sessions):.....

Facilitator:.....

Standards

Training meets the following objectives?

Objective	Details of Objective	Objective met (Y or N)	Evidence / comments
Basic information on Safeguarding and Child protection provided.	<ul style="list-style-type: none"> - What is the difference between safeguarding and Child Protection - Statutory responsibilities - Concept of Significant Harm - Confidentiality & Information Sharing 		
Types of abuse	<ul style="list-style-type: none"> - Each type of abuse is discussed (Physical, emotional, sexual and neglect) - Domestic Abuse & CSE is discussed - Cultural implications 		
Signs and Symptoms	<ul style="list-style-type: none"> - Delegates should know by the end of training how each type of abuse may present itself 		
Referral process	<ul style="list-style-type: none"> - How to manage a disclosure - What you should & shouldn't do - Recording - Who to go to - What happens next 		
Multi-agency working	<ul style="list-style-type: none"> - Other agencies that are involved in Safeguarding and 		

	<p>what their roles are e.g. Designated Person, R&A, LADO, Police</p>		
Allegations & Whistle blowing	<ul style="list-style-type: none"> - How to report concerns about a colleague - What should be concerning? - What happens if an allegation is made 		
Safe practice	<ul style="list-style-type: none"> - What is safe working practice - What is acceptable behaviour when working with C, YP & families 		
Safer Recruitment	<ul style="list-style-type: none"> - What to do when recruiting to a post which will involve staff or volunteers working with children and young people - What steps they need to take to ensure that recruiting that person is safe. 		
E Safety	<ul style="list-style-type: none"> - What young people may be exposed to in terms of using modern technology and the dangers which they may face 		
Serious Case Reviews	<ul style="list-style-type: none"> - What is a SCR - Where can they be accessed - Shared learning from most pertinent cases 		
Policy & Procedures	<ul style="list-style-type: none"> - Individual policies and procedures should be discussed - Told where they can be accessed - Access to Government guidance documents 		

Other standards for delivering:

Standard	Details	Standard met (Y or N)	Evidence / comments
Evidence of preparation and planning by trainer	<ul style="list-style-type: none"> - Trainer is familiar with the course content - Trainer is organised and prepared for activities 		
Trainers have appropriate training skills.	<ul style="list-style-type: none"> - Use of varied training methods and resources. Effective use within session. - Clear communication to group (and with co-trainers) - Competent presentation skills - Opportunity for learner participation 		
Trainers are knowledgeable and experienced	<ul style="list-style-type: none"> - Knowledgeable about the subject area - Able to answer delegates questions appropriately 		
Trainers are inclusive and respectful of diversity and equality	<ul style="list-style-type: none"> - respect for diversity of service users, families and delegates 		

Appendix D: Quality Assurance Pro Forma for Targeted and Specialist Training



Berkshire LSCB – Working Together to Safeguard children

Guidance on observation for LSCB members

1. Introduction

To ensure the quality of the training commissioned by the LSCB sub group, training courses in the LSCB programme are subject to an observation process.

The LSCB training group will quality assure and monitor the training it provides on behalf of the LSCB's and may also quality assure other safeguarding training provided by partner agencies. Quality assurance is achieved through observation, feedback and evaluation forms.

Observation of training provided:

- Demonstrates the quality of teaching and learning;
- Shows how the trainer engages trainees by seeking responses to questions and the material
- Demonstrates that learners' needs are being met
- Gathers feedback from the participants and observes their body language/interaction
- Identifies additional training needs, identifies and disseminates examples of good practice
- Supports and provides evidence for self assessment

2. The Observation Process

There are 4 parts to an observation.

- Observation planning, carried out by the observer
- Observation of teaching and learning and assessment
- Observation feedback, what went well and where improvements can be made
- Action planning, and carrying out actions arising from the observation.

Who gets observed?

All training course providers who are commissioned by the training group on behalf of the LSCB are observed. The observation process should be done on an annual basis or random sampling of courses as required.

This may include new providers or in house staff providing the training. The LSCB training group will regularly review the role of the observer and agree any training or development required for the observer role.

Who does the observing?

Members of the LSCB training group volunteer to carry out observations.

LSCB training observers will receive a quality assurance proforma with this guidance and can discuss the observation with other LSCB sub group members or the chair of the sub group.

Observers will be experienced practitioners in safeguarding, individuals who will have delivered or commissioned training in this field, or a lay member from the LSCB.

Please note this guidance only applies to LSCB courses and there may be additional requirements for the observation of other courses agreed locally by the commissioner.

The Classroom Observation

The training provider should tell the learners that the observation will take place, and reassure them the observer is assessing the trainer, not the learners.

The observer will not participate in the lesson, but will use the quality assurance proforma template designed for the training to ensure aims and objectives are met.

If the observer, during the observation requires an opportunity to talk to the learners about the course and their learning experience, this should be carried out during a break or lunch **not** during the training.

The observer will not feedback fully on their observation at the time of the observation, but may give some initial verbal feedback to the tutor.

3. Observation Feedback

The observer will complete the template and feedback to the relevant training officer from the commissioning/host local authority. If there have been any issues of concern that cannot be resolved these must be reported to the training group chair. If the issue remains unresolved it should be escalated to the relevant LSCB Chair.

Do's and Don'ts on observations

DO	DONT	Comments
introduce yourself to the trainer and explain your role before the course starts	appear to be inspecting the training	This is not an inspection and will not be graded
listen and see if the course has met its objectives	take part in the training, you are there to observe	Template should be completed
Watch and see if the delegates appear engaged during the training	try and distract learners with questions through the course	Is everyone on task and appear to be engaged
report any discriminatory practice	criticise or judge the trainer – particularly in front of learner	All training should respect equality and diversity
feedback on good practice	compare other training you have attended – this can be discussed with the training officer	Consider any learning points from the observation
remember you are representing the LSCB	raise issues about your agency	Remember to separate the roles

Checklist:

- Language and terminology is appropriate (in course materials, in what you say and in what the learners do and say) .
- Stereotypical attitudes both oral and written are avoided.
- Equality and Diversity is promoted throughout the session
- Breadth and appropriateness of assessment activities is maintained to ensure that they reflect a variety of different approaches to learning.
- The physical environment and how this might impact on learning
- Access and support for learners is available

Thank you for taking part in the observation process



Appendix E: Quality Assurance Proforma for Multi Agency Targeted Training

This pro forma outlines the minimum standards expected by the Berkshire LSCB's Training Subgroup for all training commissioned and delivered as part of the multi-agency training programme and should be completed when observing a LSCB course.

For auditing and quality assurance purposes please complete the table below.

Supporting evidence can include:

- Session plans
- Course delivery
- Trainers knowledge and response to group
- Presentation
- Activities
- Handouts

Name of person completing:

.....

Date of training:

.....

Course title and provider:

.....(for Berkshire LSCBs use only) **Training Standards** - Does the training / Trainer meet the following?

THIS FORM MUST BE SIGNED BY APPLICANTS LINE MANAGER WITH ALL RELEVANT SECTIONS COMPLETED

SIGNED

Standard	Details	Standard met (Y/N)	Supporting evidence
Evidence of preparation and planning	<ul style="list-style-type: none"> • Defined roles for trainer(s) & outline of the day • Stated learning outcomes • Presentation of a structured session 		
Training is child centred	<ul style="list-style-type: none"> • Training must place the child at the centre and promote the importance of understanding the child's daily life experiences, ascertaining their wishes and feelings, listening to the child and never losing sight of his or her needs (WT 2010 P4.25) 		
Trainers are knowledgeable and experienced	<ul style="list-style-type: none"> • Knowledgeable about the subject area • Able to answer delegates questions 		
Trainers have appropriate training skills	<ul style="list-style-type: none"> • Use of varied training methods and resources • Appropriate selection for subject and learners • Be able to facilitate and engage an audience • Clear communication to group (and with co-trainers) • Competent presentation skills • Provide and monitor the opportunity for learner participation 		
Training is kept up to date and content informed by local and national policy and practice developments	<ul style="list-style-type: none"> • Working Together to Safeguarding Children 2013 • Safeguarding Children and Young people: roles and competences for health care staff Intercollegiate document 2010 • Serious Case or partnership Reviews • Child Death Reviews • Munro Report 		

	<ul style="list-style-type: none"> • other 		
Training meets agreed aims and objectives	<ul style="list-style-type: none"> • Refer to agreed aims and objectives on course flyer 		
Training and trainers are inclusive and respectful of diversity and equality	<ul style="list-style-type: none"> • Course content takes in to account diversity and a respect for diversity of service users, families and delegates 		
Management of learning environment	<ul style="list-style-type: none"> • Health and Safety • Time management • Managing group dynamics 		
Any Additional Comments:			
Any Recommendations for Berkshire LSCB's Training Subgroup:			

Thank you for Quality Assuring this training. Please submit your completed form to: **[relevant LSCB training officer]**

Appendix F: Commissioning Tool

Berkshire East Local Safeguarding Children Boards – Commissioning Tool

This paper outlines the minimum standards expected by the Local Safeguarding Children Board (LSCB) for all training commissioned and delivered. LSCB targeted training approval requires the organisation providing the training to adhere to these standards, to Working Together to Safeguard Children 2010/2013, and Safeguarding Children and Young people: roles and competences for health care staff Intercollegiate document 2010.

For auditing and quality assurance purposes please complete the table included in this paper. Supporting evidence that can be submitted can include:

- Relevant documents
- Detailed comments
- Aims and objectives
- Session plans
- Competency assessment of learning
- Evaluations
- Questionnaires
- Trainer or Workforce Development observation reports

Name of person completing:

Name of organisation / contact details:

Date of submission:

(for LSCB use only)

Title of course:

Course duration:

Cost:

Appendix F: Training Standards

Please demonstrate the following:

Standard	Details	Standard		
		Met	Partially Met	Not Met
Training is single or inter agency as outlined in <i>Working Together to Safeguarding Children (2010)</i>	https://www.education.gov.uk/publications/eOrderingDownload/00305-2010DOM-EN.pdf Page 125, Chapter 4, Table 1			
Training is child centred	Must place the child at the centre and promote the importance of understanding the child's daily life experiences, ascertaining their wishes and feelings, listening to the child and never losing sight of his or her needs (WT 2010 P4.25)			
Trainers are knowledgeable and experienced	Knowledgeable about safeguarding and promoting the welfare of children (WT 2011 P4.28)			
Trainers have appropriate training skills	Have completed a Train the Trainer programme or professional equivalent or demonstrate expertise in their specialist role			
Training is kept up to date and content informed by local and national policy and practice developments	<ul style="list-style-type: none"> • Working Together to safeguarding Children 2010 • Safeguarding Children and Young people: roles and competences for health care staff Intercollegiate document 2010 • Serious Case Reviews • Child Death Reviews • Other 			
Training content refers to risk	<ul style="list-style-type: none"> • Children with disabilities 			

factors and vulnerable groups	<ul style="list-style-type: none"> • Parents with mental health problems • Parents with substance misuse problems • Domestic abuse • Parents with disabilities or other chronic/serious illness • Hard to reach/engage families • Looked after children 			
Training and trainers are inclusive and respectful of diversity and equality	Course content takes in to account diversity and a respect for diversity of service users, families and delegates			
Training is regularly reviewed and evaluated	Regularly reviewed and evaluated to ensure training meets the agreed learning outcomes and has a positive impact on practice (WT 2010 P4.45)			
Organisation are able to evidence the short and long term impact of training	<ul style="list-style-type: none"> • On individuals • On partnership working • On Outcomes for service users 			

Please submit your completed Training Standards form above to:
[details to be completed and returned to Training officer for your area]
Berkshire Child Protection procedures are now online at <http://proceduresonline.com/berks>

Appendix G: Quality Assurance Pro Forma for Universal Training Delivered in Schools by Designated People

This paper outlines the minimum standards expected by East Berkshire Training sub group for all Safeguarding training delivered within schools by Designated People.

For auditing and quality assurance purposes please complete the table included in this paper. Supporting evidence can include:

- Session plans
- Course delivery
- Trainers knowledge and response to group
- Presentation
- Activities
- Handouts

Name of person completing QA:.....

Date of training: **School:**.....

Training Format (e.g. 1 x 3.5hr session/ 2 x 2hr sessions):.....

Facilitator:.....

Date Designated Person Training completed:.....

Standards

Training meets the following objectives?

Objective	Details of Objective	Objective met (Y or N)	Evidence / comments
Basic information on Safeguarding and Child protection provided.	<ul style="list-style-type: none"> - What is the difference between safeguarding and Child Protection - Statutory responsibilities - Concept of Significant Harm - Confidentiality & Information Sharing 		
Types of abuse	<ul style="list-style-type: none"> - Each type of abuse is discussed (Physical, emotional, sexual and neglect) - Domestic Abuse & CSE is discussed - Cultural implications 		
Signs and Symptoms	<ul style="list-style-type: none"> - Delegates should know by the end of training how each type of abuse may present itself 		
Referral process	<ul style="list-style-type: none"> - How to manage a disclosure - What you should & shouldn't do - Recording - Who to go to - What happens next 		
Multi-agency working	<ul style="list-style-type: none"> - Other agencies that are involved in Safeguarding and what their roles are e.g. Designated Person, R&A, 		

	LADO, Police		
Allegations & Whistle blowing	<ul style="list-style-type: none"> - How to report concerns about a colleague - What should be concerning? - What happens if an allegation is made 		
Safe practice	<ul style="list-style-type: none"> - What is safe working practice - What is acceptable behaviour when working with C, YP & families 		
Serious Case Reviews	<ul style="list-style-type: none"> - What is a SCR - Where can they be accessed - Shared learning from most pertinent cases 		
School Policy & Procedures	<ul style="list-style-type: none"> - Each schools individual policies and procedures should be discussed - Told where they can be accessed - Access to Government guidance documents 		

Other standards for delivering:

Standard	Details	Standard met (Y or N)	Evidence / comments
Evidence of preparation and planning by trainer	<ul style="list-style-type: none"> - Trainer is familiar with the course content - Trainer is organised and prepared for activities 		

Trainers have appropriate training skills.	<ul style="list-style-type: none"> - Use of varied training methods and resources. Effective use within session. - Clear communication to group (and with co-trainers) - Competent presentation skills - Opportunity for learner participation 		
Trainers are knowledgeable and experienced	<ul style="list-style-type: none"> - Knowledgeable about the subject area - Able to answer delegates questions appropriately 		
Trainers are inclusive and respectful of diversity and equality	<ul style="list-style-type: none"> - respect for diversity of service users, families and delegates 		
Management of learning environment	<ul style="list-style-type: none"> - Health & Safety - Time Managements - Managing Group dynamics 		

Attendance Register Taken? Y / N

EBC Evaluation Forms completed? Y / N

Any Additional Comments:

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Thank you for Quality Assuring this training. Please return completed forms to area LSCB training officer