



**Shropshire Safeguarding
Children Board
Training Strategy
2018-2020**

Contents	Page
1. Introduction	3
2. The Purpose	3
Shropshire Safeguarding Children Board Professionals Training Pathway	4
• Mandatory Induction Training	
• Universal Training	
• Targeted Training	
• Specialist Training	
3. SSCB Priorities	5
4. SSCB Safeguarding Training Strategy Tiers	5
5. Training Principles	6
6. Governance and Commissioning Arrangements	6
7. Roles and Responsibilities of Employers	7
8. Quality Assurance and Evaluation Measures	8
9. Conclusion	8
Mandatory Induction Training – Learning Outcomes	9
Universal Training - Learning Outcomes	10 - 12
Targeted Training – Learning Outcomes	13 - 15
Specialist Training	16

1. Introduction

Shropshire Safeguarding Children Board (SSCB) Training Strategy along with SSCB Training Schedule is designed to assist all employers, voluntary organisations and partner organisations to meet the minimum requirements for the provision of safeguarding children training.

This strategy sits within SSCB Learning and Improvement Framework and applies to the training and development necessary for both staff and volunteers for them to develop the right knowledge and skills to enable them to effectively safeguard and promote the welfare of children. Shropshire Statutory Safeguarding Partners Board (SSPB) consisting of Childrens Services, Health - Clinical Commissioning Group (CCG) and Police, and are jointly responsible for the safeguarding arrangements in Shropshire. They recognise the significance of a co-ordinated approach in Shropshire where safeguarding is everyone's responsibility. The importance of safeguarding across the wider partnership is recognised by SSCB, Keeping Adults Safe in Shropshire Board, Community Safety Partnership, Children's Trust, and Health and Wellbeing Board.

Working Together to Safeguard Children (2018) states:

Local organisations and agencies should have in place effective ways to identify emerging problems and potential unmet needs of individual children and families. Local authorities should work with organisations and agencies to develop joined-up early help services based on a clear understanding of local needs. This requires all practitioners, including those in universal services and those providing services to adults with children, to understand their role in identifying emerging problems and to share information with other practitioners to support early identification and assessment.

Multi-agency training will be important in supporting this collective understanding of local need. Practitioners working in both universal services and specialist services have a responsibility to identify the symptoms and triggers of abuse and neglect, to share that information and provide children with the help they need. To be effective, practitioners need to continue to develop their knowledge and skills in this area and be aware of new and emerging threats, including online abuse, grooming, sexual exploitation and radicalisation.

The three safeguarding partners should consider what training is needed locally and how they will monitor and evaluate the effectiveness of any training they commission.

(WT, 2018:13,14)

The SSCB Learning and Improvement Training Strategy and Training Schedule underpin the West Midlands Safeguarding Children and Shropshire Procedures and provide a framework for single and multi-agency training to enable professionals, volunteers, agencies, organisations and services to acquire the skills and knowledge to work effectively within existing guidance and procedures for safeguarding children. <http://westmidlands.procedures.org.uk/>

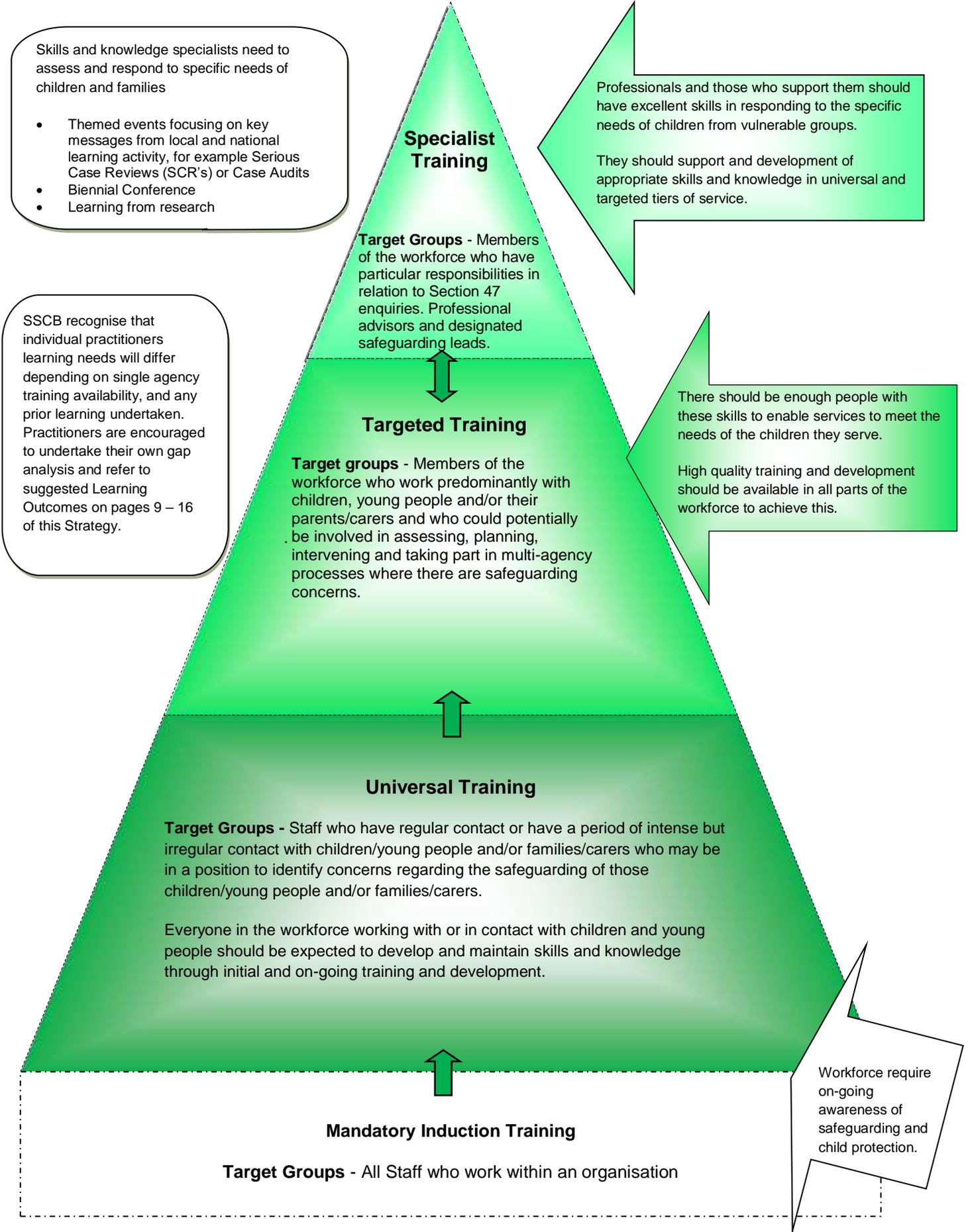
2. The Purpose

This SSCB strategy will:

- place SSCB training activities within a clear statutory and policy context and have due regard to the strategic priorities
- establish the relationship between the SSCB and partners and clarify roles in developing the children's workforce
- review, and take into active consideration, relevant national and local learning activity
- equip the workforce to deliver the priorities in the SSCB Business Plan
- outline a framework for delivery of single agency and multi-agency training to ensure that staff and volunteers receive the correct level of safeguarding children training, required in order to fulfil individual roles and responsibilities

As a result, this strategy will seek to build on the partnership arrangements already in place to deliver the Workforce Strategy. The training will adopt the model on page 2 which forms part of the Children's Workforce Strategy approach to identifying the organisation of training.

Shropshire Safeguarding Children Board Professionals Training Pathway



3. SSCB Priorities

SSCB identifies priorities as a result of learning and business planning in Shropshire and from the national triennial analysis of Serious Case Reviews. These strategic priorities can be found on SSCB website in the [SSCB Business Plan](#):

The SSCB Training Sub Group work hard to ensure these priorities are achieved by providing focus for any training delivered or commissioned by SSCB.

4. SSCB Safeguarding Training Strategy Tiers

The following are examples of the audiences for SSCB's safeguarding training strategy tiers. NB. It is the employer's responsibility to decide in which group to place a member of staff in depending on their role within that organisation.

Mandatory Induction Training

Target Group: All staff within the workforce will be expected to complete Mandatory Induction Training – in order to raise awareness of Safeguarding issues.

Refer to suggested Learning Outcomes pg. 9

Universal Training

Includes Universal training delivered within single agencies by SSCB Training Pool or by SSCB for multi-agency professionals (details in Training Schedule). Content enhances skills and knowledge that will help 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 services Refer to suggested Learning Outcomes pg. 10 - 12

Example of target group: Librarians, GP receptionists, community advice centre staff, grounds people, recreation assistants, environmental health officers, teaching staff, housing staff, hospital staff, Youth Offending Team staff and staff in secure settings, administration staff, the police other than those in specialist child protection roles, sports development officers, disability specialists, faith groups, community youth groups, play scheme volunteers

Targeted Training

Includes targeted training delivered or commissioned within single agencies or by SSCB for multi-agency professionals (details in Training Schedule). Content enhances skills and knowledge which some people in the workforce need to ensure services can reach out to include and identify and respond to additional needs of children and young people who may be vulnerable and their families. Refer to suggested Learning Outcomes pg. 13 - 15

Example of target group: Paediatricians, GP's, youth workers, those in the early years sector, residential staff, Early Help practitioners, midwives, school nurses, health visitors, sexual health staff, mental health staff, designated safeguarding leads and deputies in schools and education settings, probation staff, sports club welfare officers, community play schemes, those working with adults, for example learning disability, mental health, alcohol and drug misuse services.

Specialist Training

Includes themed events and specialist training delivered or commissioned within single agencies or by SSCB for multi-agency professionals. Refer to information on pg. 16

Example of target group: Professional advisors, named and designated safeguarding leads. SSCB members, Operational managers at all levels including; front line managers and managers of child protection units. Members of the SSCB; including Board members, independent chairs, directors of children's services, elected members, lay members, members of executive and sub-groups, business managers, inter-agency trainers.

5. Training Principles

All training provided by SSCB will be underpinned by the following principles:

- Place the child at the centre and promote understanding of the child's daily life experience and wishes and feelings, the importance of listening to and never losing sight of the child and his or her needs;
- All SSCB training takes account of all children with additional vulnerabilities including the needs of disabled children
- Create an ethos that values working collaboratively with others (valuing different roles, knowledge and skills);
- Respect diversity (including race, religion and disability) and promote equality;
- Encourage the participation of children and families in safeguarding processes

6. Governance and Commissioning Arrangements

SSCB has the role of commissioning and quality assuring the delivery of its training schedule as detailed in the SSCB Training Strategy and has a responsibility to monitor and evaluate training in order to support the wider workforce strategy. SSCB also needs to ensure sufficient resources are made available to deliver and administer the training strategy.

Roles and responsibilities for the training strategy:

- SSCB will specify the outcomes required from training and provide resources for this delivery.
- The Training Sub Group will deliver the training strategy and record agreed data for SSCB quality assurance process.
- The Training Sub Group will generate reports evaluating the impact of the training and what difference it has made to the workforce and ultimately to children and their families, there is an ongoing review/evaluation cycle to evidence the effectiveness of the training delivered or commissioned and identify improvements where necessary.

It is also essential to ensure that messages and training are cascaded effectively throughout the children's workforce. In order to do this there needs to be co-ordination of training between agencies and a cross sector group is required to collaborate on quality delivery and feedback training and development needs and issues. Therefore all strands of training and development will be managed via the Training Sub Group Chair who reports to the SSCB Executive Group.

Training updates and an Annual Training Report is provided to SSCB Executive Sub Committee meetings and SSCB, in order to ensure that:

- Recommendations from inspections, audits, scrutiny and review and serious case reviews are reflected in all SSCB training, (all courses are outlined in SSCB Training Schedule, content is responsive to emerging safeguarding themes and updated regularly).
- Training addresses current and longstanding SSCB priorities and strategies
- Single and inter-agency training responsibilities are negotiated and agreed.

7. Roles and Responsibilities of Employers

'Working Together to Safeguard Children' (2018) states that employers are responsible for ensuring that their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role

Additional responsibilities employers have in supporting the inter-agency training arrangements coordinated by the SSCB require that this is achieved by employers ensuring:

- all relevant staff receive a mandatory induction, which includes familiarisation with their child protection responsibilities and the policies and procedures to be followed if they have concerns about a child's safety or welfare. Regular refresher training should also be provided at least every two to three years dependant on agencies sector specific guidance/framework which must be followed
- relevant staff are appropriately trained in child development and how to recognise and act on potential signs of child abuse and neglect
- appropriately qualified staff undertaking specialist roles in both children's and adults' services receive the necessary specialist training
- resources are committed for inter-agency training, for example through funding, providing venues, and providing staff who contribute to the planning, delivery and/or evaluation of inter-agency training
- staff with the relevant expertise are provided to support the SSCB (for example, by actively contributing to the work of the SSCB Sub Groups)
- staff are released to attend the appropriate inter-agency training courses and ensuring the time for them to complete inter-agency training tasks and apply their learning in practice.
- staff receive relevant single-agency training that enables them to maximise the learning derived from inter-agency training.
- all relevant staff and volunteers receive safeguarding training within any appropriate service framework for example:
 - Safeguarding Children and Young People: Roles and Competences for Health Care Staff. Intercollegiate Document (2014)
 - Keeping Children Safe in Education (Statutory guidance for schools and colleges 2018).
 - Early Years Foundation Stage Statutory Framework (EYFS) 2018
 - Roles, Skills, Knowledge and competencies for Safeguarding Children in the Sports Sector (2007)
 - Prevent Duty Guidance, Home Office, 2015
 - Voluntary sector (additional advice and guidance)
<http://www.safenetwork.org.uk/Pages/default.aspx>
 - Children's Workforce Standards or Competencies include:
Common Core Induction Standards (The Children, Young People and Families Workforce Development Council (CWDC) (now DfE)
Common Core of Skills and Knowledge for the Children's Workforce

8. Quality Assurance and Evaluation Measures

This evaluation strategy will monitor the extent to which training (single and multi-agency) is contributing to improving the knowledge and skills of the workforce with regard to working together to safeguard and promote the welfare of children. In order to strengthen this role the following will be implemented and an agreed set of data will be reviewed by the SSCB Quality Assurance Sub Group as part of the Section 11 Audits specified in Children Act 2004.

The following activity will support the quality assurance, evaluation and effectiveness of training:

- An agreed set of standards against which judgements can be made about training performance and impact.
- Post training e-survey's asking questions about confidence with regard to safeguarding practice and its impact to practice and improving outcomes for service users.
- Observations of both single and multi-agency training are carried out by SSCB Training Coordinator, Training Sub-group and Training Pool members to ensure consistent standards are met for training.
- Training Sub Group will analyse the evidence regarding the impact on children and young people of any safeguarding training when agencies fulfil their statutory duty in completing and returning Section 11 Audits when requested.
- The main resource used for 'Universal' and 'Targeted' training delivery is the SSCB Training Pool. This is made up of senior safeguarding practitioners in partner agencies who have attended SSCB Train the Trainer Module. Trainers are provided with training and support to ensure that they are professionally updated on contemporary safeguarding training practices and meet four times a year for support and development.
- SSCB Train the Trainers Module supports new trainers from all organisations to develop the skills and knowledge needed to deliver high quality 'Mandatory' and 'Universal' Training in single agencies and co-train 'Targeted' multi-agency training.
- Training Co-ordinator is responsive to local and national developments, cases and research, reviews all training modules prior to delivery and reports to Training Sub Group.
- To enhance the skills set required by delegates, a variety of training methods to meet individual learning styles are used throughout all modules, including interactive group work with a focus on collaboration and interpersonal communications skills to address the challenges of multi-agency working.

9. Conclusion

Interagency training has been structured based on a model agreed by four West Mercia LSCB's Shropshire, Worcestershire, Telford & Wrekin and Worcestershire. Consistency is promoted for the delivery of training whilst allowing for the degree of flexibility required to meet locally identified needs.

Reviewed August 2018

Mandatory Induction Training

- To enable all organisations to meet their legislative duty in safeguarding children through an induction programme, see SSCB outline below to identify the learning outcomes that should be met.
- Agencies have a clear mandatory responsibility to ensure that all their staff and volunteers in contact, or working with, children and young people and/or with adults, who are parents or carers, receive a module on safeguarding children within their induction programme.
- Employers should as part of their Training Needs Analysis (TNA) allocate each employee to the relevant tier of SSCB Training Pathway on pages 2 & 3 of this document.
- Employee induction may be delivered in parts, can include e-learning or face to face sessions.
- Employee receives a copy of the definitions of significant harm, abuse and neglect and signs to confirm they have read and understood.
- Agencies have a responsibility to formally record the induction has taken place and audit compliance with this process.
- Should the individual be in a role which requires no further Safeguarding/Child Protection training, it is recommended that this is recorded, with records kept in staff training files for least every three years.
- SSCB Safeguarding/Child Protection Training Handout containing useful information and definitions is available to download/distribute from the training page of SSCB website.
- Mandatory Induction can be delivered in a variety of formats
 - Direct delivery, either as a stand-alone module or as part of a wider Induction session,
 - One to One Conversation
 - Reading of an induction Leaflet plus a conversation with Manager/Safeguarding lead
 - Undertaking e-learning

Mandatory Induction Training Learning Outcomes –

Assessed by agency as appropriate to role

- The individual is aware of the definitions of ‘Significant Harm’ and abuse and neglect (WT, 2018)

To include: Neglect, Sexual Abuse, Child Sexual Exploitation and Child Trafficking, Emotional Abuse, Domestic Abuse, Exploitation by Radicalisation Physical Abuse, Fabricated and Induced Illness, Female Genital Mutilation and Contextual Safeguarding.
- Individuals understand the process of safeguarding and are aware who to contact with safeguarding concerns

To include: Staff Behaviour/Conduct Policy, Role of Designated Officer in the Local Authority (LADO), the purpose of Compass and Initial Contact Team.
- Individual is familiar with agency child protection policies and procedures to be followed if they have concerns about a child’s safety or welfare.

Universal Training

- Employers should as part of their Training Needs Analysis (TNA) allocate each employee to the relevant tier of SSCB Training Pathway on pages 2 & 3 of this document
- Universal training should be provided within three months of commencement of employment and can also be delivered as part of Mandatory Induction Training
- Relevant e-learning can be undertaken
- SSCB Raising Awareness (RA) universal training is generally delivered for professionals in single agencies by SSCB Training Pool members who have completed SSCB Train the Trainer module (Quality Assurance is the responsibility of SSCB)
- SSCB deliver multi-agency RA training up to three times per year, details can be found in SSCB Training Schedule
- Single agencies can commission SSCB to provide RA training at a cost of £300
- Universal training should be provided at least every three years. (Agencies must follow any sector specific guidance/framework). SSCB targeted training modules can be attended as an alternative to repeating universal training
- Quality assurance for training packages other than those designed and endorsed by SSCB is the responsibility of single agencies.
- It is recommended that records are kept on all training undertaken in staff training files.
- SSCB Safeguarding/Child Protection Training Handout containing useful information and definitions is available to download/distribute from the training page of SSCB website.

Universal Training Learning Outcomes

Assessed by agency as appropriate to role

Learning Outcomes for Mandatory Induction Training must be achieved.

Principles of Child Protection Training Delivery

All training delivery and discussions must work in a child centred approach, understand the situation from the child's perspective, understand the considerations of a child's identity and cultural influences, understand normal child development and promote interagency working.

Identify Child Abuse and Neglect

- To be able to understand what constitutes child maltreatment and be able to identify any signs of child abuse or neglect. Individual forms of child abuse should be identified in terms of the impact it can have on a child's daily lived experience.
 - To include: Neglect, Sexual Abuse, Child Sexual Exploitation and Child Trafficking, Emotional Abuse, Domestic Abuse, Exploitation by Radicalisation, E-safety, Physical Abuse, Fabricated and Induced Illness, Female Genital Mutilation, Private Fostering, Contextual Safeguarding.

- Define the age of a child as under 18 years old.
- Understand the thresholds for intervention, the duty to refer to Children's Social Care, Shropshire's 'Early Help' offer, 'Compass' and when consent should be sought.

Child Development

Identify:

- how the quality of care that children receive can have an impact on their health and development
- that plans and interventions to safeguard and promote the child's welfare should be based on a clear assessment of the child's developmental progress and the difficulties the child may be experiencing
- that planned action should be timely and appropriate for the child's age and stage of development.

Function of SSCB

Identify that SSCB Website contains following information:

- Interagency policies and procedures
- Training information
- Contact details for Early Help and Child Protection Services.

Risks and Vulnerabilities for Children.

- To raise the awareness that factors in the child's life can increase their risk and vulnerability to being abused
- To be able to demonstrate an understanding of the potential impact of a parents/carers physical and mental health on the wellbeing of a child or young person in order to be able to identify a child or young person at risk. E.g. parental/other adult factors such as domestic abuse, mental illness, misuse of drugs or alcohol.

Professional Roles and Responsibilities

- To be able to identify your professional role, responsibilities, and professional boundaries and those of your colleagues in a multidisciplinary team and in multi-agency setting
- To be able to act as an effective advocate for the child or young person.

Staff Behaviour/Conduct Policy

Awareness of the organisation's:

- procedures for reporting concerns about a colleague's behaviour
- codes of conduct, safe working practice including expected standards of behaviour by staff towards children.

Safeguarding Children Policy and Procedures.

Individuals are aware:

- of organisation's safeguarding and child protection policies and procedures

- who within the organisation should be contacted regarding any concern about a child's safety or welfare
- that contact should be made without the delay, whenever the concern involves possible significant harm to a child
- of how and when to refer to Children's Social Care if a safeguarding/child protection concern has been identified.

Record Keeping

- Identify the organisation's record keeping policy, systems and SSCB record keeping guidance
- To know how to maintain records which document any action taken and how to differentiate between fact and opinion.

Information Sharing

- To be able to identify relevant information and share it with other agencies
- To be aware of government guidance regarding the sharing of information (within the organisation and with other organisations) about children and families.

Guidance Documents

- Practice will be informed by an understanding of key statutory and non-statutory guidance and legislation including:
 - UN Convention on the Rights of the Child, Human Rights Act, Working Together to Safeguard Children (2018), Information sharing advice for safeguarding practitioners (2018), What to do if you're worried that a Child is being Abused (2015)
- Emerging and historical safeguarding themes, both nationally and locally from Serious Case Reviews, Learning Together Reviews and Audits will inform training content.
- Awareness of current legislation and government guidance regarding their responsibility to co-operate with the local authority and other agencies where there are safeguarding concerns.

Continuing Professional Development

- Refer to the organisation's Safeguarding/Child Protection training plan, Training Needs Analysis and access regular updates.

Targeted Training

For more details on Targeted Training that is available, please refer to the current SSCB Training Schedule. The content is regularly reviewed and is responsive to both local and national events and to emerging safeguarding themes.

- targeted Training in SSCB Training Schedule is co-ordinated by SSCB and delivered for multi-agency professionals by Training Pool members and SSCB Training Co-ordinator.
- content of SSCB Developing Practice modules meets the requirements of Health Level 3 Safeguarding Training as identified in the Health Intercollegiate Document.
- quality assurance for SSCB training modules, and training commissioned by SSCB at this level is the responsibility of SSCB
- quality assurance for training delivered or commissioned in single agencies is the responsibility of those agencies.
- employers should as part of their Training Needs Analysis (TNA), allocate each employee to the relevant tier of Training Pathway on pages 2 & 3
- SSCB Safeguarding/Child Protection Training Handout containing useful information and definitions is available to download/distribute from the training page of SSCB website.

Targeted Training Learning Outcomes - Assessed by agency as appropriate to role

Universal Training Learning Outcomes also apply as relevant.

Working With Complexity.

To understand what constitutes contextual safeguarding (organised or multiple) abuse where young people encounter significant harm in a range of settings beyond their families.

To recognise the importance of family history and functioning, including:

- working with children and family members, understanding the nature of resistance in some families including ambivalence, denial, unresponsiveness/disguised compliance, hostility or violence.
- factors that impact on the vulnerability of children including individual factors such as:
 - Babies and very young children, disabled children, children who are picked on as being different, children who are already thought of as a problem
 - Social factors including families, living in poverty, facing racism and other forms of social isolation, living in areas with a lot of crime, poor housing and high unemployment
 - Parental strengths and difficulties, including those of an absent parent; and the relationship between separated parents.
- to be aware of national guidance and local, multi-agency procedures outlining the responses to possible complex abuse cases
- access to the latest research evidence and the implications for practice.

Professional Judgments and Collaborative Practice.

- Individuals understand the:
 - threshold for instigating enquiries under Section 47 (s47)
 - purpose of the Single Social Work (SSW) Assessment and their own role in sharing relevant information and opinion
 - purpose of the strategy discussion and their own role in sharing relevant information and opinion
 - various elements of s47 enquiries and their own role in sharing relevant information and opinion
 - their responsibility to appropriately challenge what they believe may be wrong or dangerous decisions or outcomes in respect of the SSW Assessment and/or Strategy Discussion
 - possible outcomes of s47 enquiries and the thresholds relating to these
 - their responsibility to appropriately challenge what they believe may be wrong or dangerous decisions or outcomes in respect of s47 enquiries
 - their responsibility to contribute to Initial and Review Child Protection Conferences, Core Group Meetings, Child Protection Plans, Early Help Partnership Meetings and strategy discussions
- Individuals are aware of appropriate action to take if they have not been consulted during, or informed of the outcome of, the SSW Assessment or s47 enquiries.

Effective Practice.

- Individuals understand their role and responsibilities as professional advisor/ named or designated safeguarding lead in terms of:
 - offering guidance and advice to colleagues in respect of appropriate levels of intervention when a concern about a child arises
 - ensuring that appropriate action is taken whenever thresholds are crossed in respect of Early Help Assessments, s17 and s47
 - providing advice/support to colleagues where there are unresolved disagreements, disputes or conflict with other agencies.
- Where appropriate to their agency role, individuals understand their contribution in:
 - ensuring that their agency operates a safe recruitment process, has appropriate codes of conduct, and policies and procedures in place
 - ensuring that their agency responds appropriately to allegations about the behaviour of colleagues, staff or volunteers
 - ensuring that their agency responds appropriately to concerns and allegations regarding children within their families

- ensuring that staff and volunteers receive adequate training regarding the safeguarding of children and that such training is compliant with government guidance
- understanding their Section 11 roles and responsibilities
- promoting their agency contribution to the work of the SSCB.

Safer Working Practice

- Individuals:
 - have an awareness and understanding of offender behaviour
 - identify the key features of staff recruitment that help deter or prevent the appointment of unsuitable people
 - consider policies and practices that minimise opportunities for abuse or ensure its prompt reporting
 - review their own and their organisation's policies and practices with a view to making them safer.

Specialist Training

- The SSCB Training Sub Group and Learning and Improvement Sub Group work together to coordinate learning events which will be reflective of and responsive to emerging national and local safeguarding themes and will be delivered as required.
- Quality Assurance for training commissioned by SSCB and events led by SSCB at this level is the responsibility of SSCB
- All agencies accept their responsibilities to provide specialist training for those in specialist child protection roles, following national guidance. Quality assurance for this training is the responsibility of the agency.
- All learning events will count towards CPD hours, in conjunction with statutory guidance.
- For more details on Learning Events at Specialist Training level, please refer to the current SSCB Training Schedule. The content is regularly reviewed and is responsive to local and national events and emerging safeguarding themes.