



Bath & North East Somerset  
Local Safeguarding Children Board



# Bath and North East Somerset Local Safeguarding Boards

## TRAINING STRATEGY 2018 - 2021

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Author	Original Author: Jen Russell Review Author:
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Detail of review amendments	New strategy

April 2018

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## 1. Introduction

The Local Safeguarding Children Board (LSCB) coordinates and monitors the work of agencies to safeguard and promote the welfare of children. In doing so the Board will:

- Promote and support activities that protect children and young people from harm and the continuing risk of harm;
- Work to raise awareness within the wider community, including statutory, voluntary and independent agencies, about how everybody can contribute to safeguarding children and promoting their welfare.

The Local Safeguarding Adults Board is committed to ensuring that all agencies work together to minimise the risk of abuse or neglect to adults and to safeguard effectively where abuse or neglect has or may have occurred. The overarching purpose of the LSAB is to:

- Assure itself that local safeguarding arrangements are in place as defined by the Care Act 2014
- Prevent abuse and neglect where possible
- Ensure timely and proportionate responses when abuse or neglect have occurred

Both Boards share the vision that.....

### “Safeguarding is Everybody’s Business”

This strategy provides the framework and direction for ensuring that people who work with children, young people, adults with care and support needs and their carers are appropriately trained to recognise and act on potential signs of abuse and neglect at the earliest opportunity.

It is a joint strategy aimed to support the learning and development of both the adult’s and children’s workforce. As many key themes of safeguarding overlap the LSAB and LSCB has brought the training provision together, to ensure multi- agency awareness and learning. It aims to achieve a shared understanding of roles and responsibilities and improve effective working together.

Training for inter-agency work in safeguarding is intended to promote better outcomes by fostering:

- More effective and integrated services at both the strategic and individual case level;
- Improved communication and information sharing between professionals, including a common understanding of key terms, definitions and thresholds for action;
- Effective working relationships, including an ability to work in multi-disciplinary groups or teams;

- Adopting a ‘think family’ approach to create sound child focused / adult at risk assessments and decision-making;
- Learning from Serious Case Reviews (SCRs) and Safeguarding Adult Reviews (SARs)

The training provided by the Boards ensures that participants are provided with opportunities to develop new skills and knowledge. It is the expectation that individual organisations provide the required support to embed and sustain this learning and apply it to practice.

## 2. Context

Whilst the Training Strategy’s primary purpose is to meet the relevant statutory responsibilities of the LSCB and LSAB, it also provides a route through which the workforce development requirements of the following complementary work streams can be advanced.

**The LSCB and LSAB Annual Reports and Work Programmes** identify the priorities for the year ahead which the Board Sub-groups use to develop their annual plans. The Training & Development Sub-group will use this plan to determine which learning opportunities need to be provided in addition to the core offer.

**The Learning & Improvement Framework** describes the way that professionals and organisations that work to protect children need to reflect on the quality of their services and learn from their own practice and that of others.

**Safeguarding Children and Young people: roles and competences for health care staff (2014)** sets the out the expectation that all health staff must have the competences to recognise child maltreatment and to take effective action as appropriate to their role.

**Keeping children safe in education (2016)** sets out the legal duties school and college staff must follow to safeguard and promote the welfare of children and young people in education.

**The Children and Young People’s Plan (CYPP) 2018 - 2021** sets out the work that organisations represented on Bath and North East Somerset’s Health and Wellbeing Board will undertake to support children, young people and their families.

**Bath & North East Somerset’s Early Help Offer** aims to identify and offer support to children, young people and their families as soon as problems arise.

**LSAB Prevention Strategy** focuses upon agencies fundamental role in preventing abuse and neglect wherever possible and preventing the deterioration of a situation or breakdown of a support network.

The LSCB and LSAB Training Strategy supports the principle of early help and prevention by sharing information about the offer / strategy and encouraging practices

that support early identification and an effective multi-agency response.

**Bath and North East Somerset Health and Wellbeing Strategy 2015-2019** is the overarching plan for improving health and wellbeing and reducing health inequalities in the area. Through the strategy, the Health and Wellbeing Board lead a joined up approach that supports and protects people's health and wellbeing.

### 3. Legislation and Guidance

#### **Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (2015, updated in 2017)**

emphasises the importance of early help in safeguarding and promoting the welfare of children and young people and reinforces the importance of high quality inter-agency safeguarding and child protection training. The guidance refers to existing legislation as follows:

**Section 10 of the Children Act 2004** requires each local authority to make arrangements to promote cooperation between the authority, each of the authority's relevant partners and such other persons or bodies working with children in the local authority's area as the authority considers appropriate. The arrangements are to be made with a view to improving the wellbeing of all children in the authority's area, which includes protection from harm and neglect.

**Section 11 of the Children Act 2004** places duties on a range of organisations and individuals to ensure their functions, and any services that they contract out to others, are discharged having regard to the need to safeguard and promote the welfare of children.

**Section 13 of the Children Act 2004** requires each local authority to establish a Local Safeguarding Children Board (LSCB) for their area and specifies the organisations and individuals that should be represented.

**Section 14 of the Children Act 2004** sets out the objectives of LSCBs, which are:

- a) to coordinate 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; and,
- b) to ensure the effectiveness of what is done by each such person or body for those purposes.

**Regulation 5 of the Local Safeguarding Children Boards Regulations 2006** sets out that the functions of the LSCB, in relation to the above objectives. The function relating to training requires LSCBs to develop policies and procedures for the training of persons who work with children or in services affecting the safety and welfare of children. In order to fulfil its statutory function under regulation 5 an LSCB should use data and, as a minimum, should monitor and evaluate the effectiveness of training, including multi-agency training, to safeguard and promote

the welfare of children

**The Care Act Statutory Guidance, last updated in February 2018** makes clear the responsibilities that local authorities hold for providing or arranging services to adults in need of care and support and their carers. The Act created a legal framework for safeguarding adults, highlighting how key organisations and individuals should work together in order to keep adults at risk safe in their local area. The successful implementation of the Act has major implications for the skills, knowledge and values of the workforce in England and the subsequent training plan offered by the LSAB. The key aspects of the Care Act relevant to this strategy are:

**Section 42 of the Care Act 2014** requires a local authority must make or cause other to make enquiries when there is reasonable cause to suspect that an adult in its area: (a) has needs for care and support (whether or not the authority is meeting any of those needs), (b) is experiencing, or is at risk of, abuse or neglect, and (c) as a result of those needs is unable to protect himself or herself against the abuse or neglect or the risk of it.

**Section 43 of the Care Act 2014** states that each local authority must establish a Safeguarding Adults Board and sets out the functions of the Board. LSAB's should seek assurance of the effectiveness of safeguarding activity and that safeguarding practice is continuously improving and enhancing the quality of life for adults with care and support needs and carers in its area, in line with 'Making safeguarding personal'.

**Making Safeguarding Personal (MSP)** aims to develop an outcomes focus to safeguarding work, and a range of responses to support people to improve or resolve their circumstances. It is about engaging with people about the outcomes they want at the beginning and middle of working with them, and then ascertaining the extent to which those outcomes were realised at the end.

**Section 45 of the Care Act 2014** describes the Safeguarding Adults Board responsibility for arranging a review to be held where there is reasonable cause for concern about how the Board, members of it or other persons with relevant functions worked together to safeguard an adult who has experienced abuse or neglect.

**Section 46 of the Care Act 2014** outlines the circumstance in which agencies and individuals must to provide information to a Safeguarding Adults Board in order to enable the Board to undertake its functions – this would include to make enquiries regarding a person who may be experiencing abuse or neglect, to undertake a case audit to provide information for a Safeguarding Adult Review.

**Section 81 of the Care Act 2014** requires all registered (with the CQC) providers to provide information where an incident affecting a person's safety occurs. This duty supports providers to share information with the Safeguarding Board and the Local Authority regarding instances of abuse or neglect.

#### 4. Training and Development Sub-group (T&D S-g)

The Bath and North East Somerset T&D S-g was established to ensure the continuing development of all staff in order to safeguard and promote the welfare of children and young people and adults at risk. They have a focus on the skills, knowledge and behaviours required for inter-agency working and provide courses which are aimed at those staff that are in regular and / or intense irregular contact with children and young people and adults at risk. To embrace the think family approach wherever possible these courses are made available to both the adults and children's workforce. The group also considers any safeguarding workforce development issues that might adversely affect an organisations capacity to meet their safeguarding obligations. See Appendix A for Current Terms of Reference

The T&D S-g membership is comprised of people with sufficient knowledge of the training needs and processes within and across agencies that will enable them to make informed contributions to the development and evaluation of a training strategy.

#### Programme Development

The T&D S-g is responsible for identifying the training and development opportunities that should be made available in order to meet the LSCB's and LSAB's statutory functions and to respond to national and local issues. Course aims and objectives will identify which audience the course is intended. The programme will comprise of the following elements:

- **Support for single-agency training** – The Boards will set minimum standards and required learning outcomes for single agency training in Bath & North East Somerset. The T&D Sub-group will develop its provision for the training of lead safeguarding staff to support them in delivering training within their organisations that meets the standards. The provision of single agency training within organisations will be monitored through annual returns.
- **LSCB Core offer of Inter-agency training:** The LSCB will provide the following courses on multiple occasions throughout the year. These courses are for those 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 reviewing the needs of a child and parenting capacity where there are safeguarding concerns.
  - a) **Early Help & Integrated Working** – Comprising sessions on the Common Assessment Framework, Team around the Family and Lead Professional, this training promotes integrated working as the most appropriate way of identifying children with additional needs at the earliest opportunity. The training helps delegates to make use of integrated processes such as the Common Assessment Framework, Team around the Family and Lead Professional.
  - b) **Standard Inter-agency Child Protection** - This one day course aims to promote and improve the inter-agency approach and response to Child Protection issues. Delegates have the opportunity to develop their

knowledge around child protection issues and the processes involved. They will explore with colleagues from other organisations the challenges and benefits of working in a multi-agency system. The course includes identifying child protection concerns, understanding how to make a referral, the process of information sharing and understanding roles and responsibilities in relation to safeguarding children. (Learning Outcomes at Appendix C)

- c) Advanced Inter-agency Child Protection** - This course is for staff with particular responsibilities in relation to safeguarding children and young people and will be contributing to section 47 enquiries, taking part in child protection conferences and core groups and/or working with complex cases.

The course covers:

- Assessment;
- Investigations and enquiries;
- Preparation for child protection conferences;
- The role of the various agencies in these processes;
- Achieving positive outcomes for children;
- Working with complex families where there may be issues of non-compliance, disguised compliance or hostile and aggressive behaviour; and,
- Input from the Police and Health in relation to their role and working together.

(Learning Outcomes at Appendix C)

- **LSAB Core offer of Inter-agency training:** The LSAB will provide the following courses on multiple occasions throughout the year. These courses are to support the workforce in understanding their responsibilities regarding safeguarding adults at risk and for anyone who may be required to undertake or co-ordinate a Safeguarding Enquiry for the Bath and North East Somerset Safeguarding Adults Board.

**a) Level 2 - Safeguarding Adults Awareness Training** - This half day course focuses on a multi-agency approach and response to Safeguarding Adult Protection issues. The course is an opportunity to develop knowledge around Adult protection issues and the processes involved, to enable confidence in recognising abuse, reporting concerns and promoting a good quality of life for all vulnerable adults.

**b) Level 3 – Undertaking Safeguarding Enquiries** -This one day course focuses on undertaking a Safeguarding Enquiry. It aims to develop confidence in undertaking or coordinating an enquiry; focusing on the outcomes identified by the individual; assessing risk and developing an effective safeguarding protection plan. The training will consider the relevance of the Mental Capacity Act to adult safeguarding and highlight the importance of multi-agency working.

**c) Introduction to MCA** –This is a half day course providing an introduction to the Mental Capacity Act. The course aims to develop an understanding



of what having mental capacity means, how to assess decision making capacity and understand how to make decisions on behalf of people who are unable to do so themselves. The course will consider how the legislation is relevant to individual's roles and its impact on their practice.

- d) Assessing capacity, Best Interests decision making and case law –** This is a full day course providing an overview and more detailed guidance on how to assess decision making capacity and how this should be approached and recorded. It also considers how to make and record thorough and legally robust best interest decisions as well as examining recent case law in this area.

- **Specialist Inter-agency Training** – these courses are run throughout the year and are aimed at those members of the workforce who have completed the Advanced Inter-agency Child protection course or for members of the workforce who have a specific role within their agency related to the course subject. Courses include:

- Domestic Abuse
- Substance Abuse
- Child Sex Abuse
- Mental Health
- Complex Trio
- Neglect
- Self-Neglect
- Child Sexual Exploitation
- Human Trafficking and Modern Slavery
- Fabricated Induced Illness

It should be noted that Workshops Raising Awareness of Prevent are included on the council's corporate programme, and are available to all partner agencies.

- **Additional Training** – Some capacity will be maintained for the development of additional courses identified by the T&D S-g. These will typically be those arising from national or local Serious Case Reviews, Safeguarding Adult Reviews, changes in legislation and issues identified through local audits etc.

The T&D Sub-group will consider additional training needs and allocate resources as appropriate. Requests/suggestions for additional training should be made to the Sub-group via the request form (Appendix L)

Please see appendix B for training available within the financial year, further information about courses below can also be found at: [www.bathnes.learningpool.com](http://www.bathnes.learningpool.com)

## **Training Delivery**

The development and delivery of the LSCB and LSAB training programme is overseen by the Children's Workforce Manger, who also makes provision for the effective administration, evaluation and quality assurance of the courses. The programme will be flexible to meet demands and will make use of internal expertise

and trainers, as well as commissioned specialist training providers and E – Learning.

The LSCB employs a Training Coordinator who is managed by the Children’s Workforce Manager. The LSCB Training Coordinator is responsible for the development, and in many cases the delivery, of courses. Where there is a need for specialist input the Training Coordinator will work with colleagues from other agencies (e.g. Domestic Violence & Substance Misuse).

The LSAB courses are delivered through the Safeguarding Adults Quality Assurance Team, colleagues from other agencies and external trainers.

Wherever possible courses will be made available to both the adults and children’s workforce or the content will be made applicable to both audiences to embrace the think family approach. Experience shows that support and services are much less effective if they are provided in isolation or without awareness of the wider circumstances or challenges faced. Therefore through adopting a ‘holistic’ approach to learning and development better outcomes can be gained for the individuals and families of Bath and North East Somerset.

## 5. Training Standards

All Local Safeguarding Children and Adult’s Board training will be delivered against the following principles:

- **‘Think family’** All training recognises the importance of adopting a ‘think family’ approach to ensure better outcomes can be achieved. Training will incorporate and actively promote the rights, voice and needs of all services users, whilst reflecting that the welfare of the child is paramount.
- **Partnership with Parents and Carers** All training recognises and actively promotes the need for working in partnership and engaging with parents and carers. The training recognises the ‘family’ as a whole when safeguarding children and young people and adults at risk.
- **Diversity** All training is informed and governed by equal opportunities and reflects the diversity and cultural needs of the individuals and organisations, within Bath & North East Somerset.
- **Accessibility** All individuals who work with children, young people and/or adults at risk in the statutory, voluntary and independent sectors have access to the training
- **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. Wherever possible the training will incorporate the views of service users.
- **Evaluation** All training is responsive to identified local needs and will be subject to regular rigorous review and evaluation

## 6. Frequency of Training

Keeping Children Safe in Education 2016 recommends that, in schools, colleges and maintained nursery schools, the designated safeguarding lead (DSL) and any other deputies should undergo training to provide them with the knowledge and skills required to carry out the role and that the training should be updated every two years. This also applies to childminders who, by the nature of their role are DSLs.

For all other staff, the Boards recommend that Safeguarding training is refreshed at least every 3 years.

## 7. Training Administration

### Allocation and Application

Agencies and organisations will want to ensure that their staff have an appropriate level of safeguarding training. The guide to workforce groups and training matrix will assist in identifying which staff need to do which courses. (Appendix C, D, E, F & G)

All LSCB partner agencies are required to complete an annual Section 11 return which asks for workforce data showing the number of staff at each work group and the percentage that have received up to date and relevant training. (Appendix H)

The LSAB requires that all arrangements for staff development relating to Safeguarding Adults (which should include training on the Mental Capacity Act 2005 and Deprivation of Liberty Safeguards) are audited annually by each organisation. (Appendix J)

Applications for places on all LSCB and LSAB training courses must be made through the Children's Workforce Learning Zone – an online training portal that allows users to view courses and book places on a self-serve basis. The Learning Zone can be accessed at <http://bathnes.learningpool.com> Further information about this system and all other LSCB and LSAB training matters should be directed to the training team at [childrensworkforce\\_training@bathnes.gov.uk](mailto:childrensworkforce_training@bathnes.gov.uk) in the first instance.

Places will normally be allocated on a first come first served basis so that applicants can plan their work commitments with some degree of confidence. However, it is important that there is good multi-agency representation on each course so it may be that applicants are offered places on subsequent dates.

Most courses will accommodate between 20 - 25 places, however some courses including the Advanced Child Protection course and the Adults Level 3 – Undertaking Safeguarding Enquiries course are effectively delivered to groups of 18. Other events can accommodate greater numbers.

### Charging Policy

A review is currently being undertaken on the LSAB and LSCB Charging Policy, present attendance costs are identified on the Learning Pool.

## **Cancellations**

Cancellations made fewer than 6 working days before the course date will incur a charge of **£50** per person. This charge applies to all agencies including those that contribute to the LSCB training budget. If it is possible and appropriate for another member of staff from the same team/service to attend, then this charge would not be applicable.

## **Non-Attendance**

Failure to attend a course will incur a charge of **£65** per person. This charge applies to all agencies including those that contribute to the LSCB budget. If there is an exceptional operational situation, supported by the relevant line manager, this charge may be waived.

## **8. Evaluation & Quality Assurance**

Through its Training & Development Sub-group, the LSCB and LSAB evaluate the provision and quality of both single and multi-agency training, ensuring that it is provided within individual organisations, and checking that training is reaching all relevant staff.

### **Monitoring and Evaluation of Single agency training**

Partner organisations are required to submit a Section 11 audit to the LSCB on an annual basis. Amongst other performance measures, partners are asked to complete sections dealing with their provision and take up of safeguarding and child protection training. They are also asked to provide information on the extent to which their workforce has taken part in inter-agency training relevant to their role in working with children and young people.

### **Monitoring and Evaluation of Inter-agency training**

In order to evaluate the effectiveness of multi-agency training in Bath and North East Somerset, a variety of methods are employed to achieve four goals:

- Ensure the learning outcomes for each course are met, and reflect evidence based 'best practice'.
- Ensure the continual evaluation by the Children's Workforce Training Manager to ensure courses are meeting the needs of staff, with transparent overview and accountability to the Training & Development Sub-group and both Boards.
- Ensure that evaluations inform the planning and development of future training
- Ensure that messages from training are being embedded in practice.

### **Methods of Evaluation**

All courses advertise the learning outcomes expected from participants by the end of the course. Evaluation forms remind attendees of those learning outcomes and delegates are asked to scale pre and post course their confidence in these areas to assess the effectiveness of the training in addressing the identified aims and objectives on the day, with space provided for additional comments. If a common theme emerges around objectives not being met this will trigger a review of the course content/ delivery style so that adjustments can be made (Appendix J shows

an example feedback form).

Research into the effectiveness of inter-agency training suggests that for participants to gain the most from training they need to be able to make direct links to their own practice, and consider how the knowledge gained in training can improve their practice. All delegates are therefore invited at the end of training to consider an action plan for changing their behaviour in the workplace, and thinking through the impact that this change will have on the children, young people and adults with whom they work.

For selected courses the evaluation forms will be sent to delegates 3 months after the course has been completed, with the request that they rate their confidence once more to help understand how effective the training has been over a longer time frame. The original evaluation form is also sent to the delegate's manager with a set questions requesting information about the impact attending the training has had on the delegates practice.

It is recognised that delegate's managers play an important role in promoting development and in embedding knowledge from training. The Training & Development Sub-group recommend that line managers follow up impact of the learning in practice with their staff via supervision and appraisals as well as sharing practice at team meetings, case reviews and peer reviews.

All feedback and evaluations are used on an on-going basis to improve existing courses and to assist in the design and delivery of new training and learning opportunities. Course evaluations are used on an on-going basis to improve existing courses and to assist in the development of new training and learning opportunities.

### **Quality Assurance – External Observation.**

Over the course of the year, the Training & Development Sub-group will take part in a 'deep dive' quality assurance process, across both LSAB and LSCB courses. This will involve in addition to the participants feedback sheets, an external observer, ensuring that the teaching style meets with the high standards of anti-discriminatory and anti-oppressive practice of both Boards. It will ensure that facilitators provide accurate information that is reflective of local practice, and the delivery style is inclusive to all delegates.

## **Conclusion & Review Process**

This strategy will be used to inform an annual work plan for the Training and Development Sub-group and the annual training programme.

The Chair of the sub-group will report to the LSCB and the LSAB on a 6 monthly basis. The report will include the following:

- A progress report against the Training and Development Sub-group work programme and associated areas
- Details of the training delivered over the previous 6 months to include evaluations.

This way both the LSAB and LSCB Board members can be satisfied that training is having the intended, beneficial effect on performance on those who attended, is value for money and statutory requirements are being fulfilled.

The Strategy will be monitored annually to ensure that it remains up to date with legislation, guidance and structures and reviewed in its entirety every 3 years. The next review will be scheduled for 2021.

## Appendix A



### **Bath and North East Somerset Local Safeguarding Children Board / Local Safeguarding Adults Board (LSCB/LSAB) Training and Development Subgroup**

## **TERMS OF REFERENCE**

### **Purpose**

The LSCB/LSAB Training and Development Sub Group is responsible for ensuring that single agency and multi -agency training on safeguarding is provided in order to meet Local and National standards.

### **Responsibilities**

- To provide assurance to the LSCB/LSAB that multi - agency safeguarding training meets required National and Local quality standards.
- To develop an annual training and development work plan that incorporates the actions allocated to the subgroup in the LSCB and LSAB Business Plans.
- To develop multi - agency training on safeguarding and promote the welfare of children and adults with care and support needs.
- To set standards and required learning outcomes for single agency and multi – agency safeguarding training.
- To develop additional training to address emerging issues typically arising from national and local serious case reviews, changes in legislation and issues identified through local audits etc.
- To ensure learning from serious case reviews, adult safeguarding reviews, domestic homicide reviews and case reviews are incorporated into multi agency and single agency training.
- Provide feedback to the LSCB/ LSAB on areas requiring development or presenting challenges.
- To consider where issues may have an impact on children or adults with care and support needs to ensure “Think Family” approach is taken across all the work of the subgroup.
- To develop a Training Evaluation and Impact Framework for 2018-19

### **Membership Responsibility**

- To actively participate in the agenda and discussion, bringing safeguarding learning and development issues to and from their own agency

- To commit to 4 x 2.5 hour subgroup meetings per year and attendance at training subgroup development events, If unable to attend the scheduled meetings members will arrange for someone to attend on their behalf.
- To undertake agreed tasks with regard to training in their agency on behalf of subgroup.
- To actively promote the importance of safeguarding learning and training within their own agency to support the development of best practice.
- To ensure that systems are available within their own agency to effectively disseminate information about safeguarding issues, learning and development events to all appropriate staff.
- To ensure that managers and practitioners in their agency receive information from serious case reviews, adult safeguarding reviews, domestic homicide reviews and case reviews.

### **Accountability**

- Training and Development Sub Group is accountable to both B&NES LSCB /LSAB.
- Quarterly reports from the sub-group on progress against the annual work plan and key points to be submitted to B&NES LSCB/LSAB.
- The Chair's to meet with the Chair of the LSCB/LSAB and Chairs of other sub-groups on a quarterly basis.

### **Structure**

- Joint Chairs will be B&NES CCG Designated Nurse for Safeguarding (Children and Adults) and Head of Safeguarding Adults Avon and Wiltshire Mental Health Partnership NHS Trust
- Administration support will be provided by B&NES Council.

### **Frequency of Meetings**

It is proposed that the group meet quarterly.

### **Quorum**

A minimum of four agencies must be represented in addition to the Chair for Training and Development sub-group meetings to be quorate.

### **Membership**

#### **Core members**

The training and development sub-group should include people with sufficient knowledge of training needs and processes to enable them to make informed contributions to the development and evaluation of a training strategy.



The following organisations and/or individuals should be represented:-

<b>ORGANISATION</b>
B&NES Council
B&NES Clinical Commissioning Group
Virgin Care
Oxford Health NHS Foundation Trust (CAMHS)
Royal United Hospitals Bath NHS Foundation Trust
Avon & Wiltshire Mental Health Partnership NHS Trust
Representative Voluntary Services
Avon and Somerset Constabulary
Nursing/Care/Domiciliary care providers
Bath Urgent Care Centre

### **Specialist advisor members**

South West Ambulance Service Foundation Trust

Avon Fire and Rescue Service

Bath College

Other specialists to suit agenda theme as required

### **Dispute**

In the event of a dispute or conflict of interest arising between agencies across or within groups, which cannot be resolved, the Chair will draw this to the attention of the LSCB/LSAB Chair for appropriate action and the LSCB Escalation Policy for Resolving Professional Disagreements will be invoked.

[http://www.bathnes.gov.uk/sites/default/files/sitedocuments/Children-and-Young-People/ChildProtection/lscb\\_escalation\\_policy\\_for\\_resolving\\_professional\\_disagreement.docx](http://www.bathnes.gov.uk/sites/default/files/sitedocuments/Children-and-Young-People/ChildProtection/lscb_escalation_policy_for_resolving_professional_disagreement.docx)

**Date: July 2017**

## **Appendix B**

### **2018 – 2019 LSAB / LSCB Training Programme**

The following courses will be provided across the 2018 – 2019 LSAB / LSCB programme, additional training topics will be added throughout the year in response to local and national issues and workforce need.

#### **Online Learning**

- Child Sexual Exploitation
- Children of Prisoners
- Common Assessment Framework
- Domestic Abuse
- Female Genital Mutilation (FGM)
- Forced Marriage
- Introduction to Safeguarding and Child Protection
- Mental Capacity Act
- Modern Slavery and Human Trafficking
- Workshops
- Prevent
- Prevent -Channel General Awareness
- Private Fostering
- Radicalisation

#### **Standard**

These courses are appropriate for members of the workforce would have completed Single Agency Safeguarding training.

- CSE Awareness Raising
- Common Assessment Framework
- Inter-agency Child Protection – Standard
- Introduction to the Mental Capacity Act
- Lead Professional and Team Around the Child
- Neglect & Child Protection Awareness Training
- Online Safety - Safeguarding Children in the Digital World
- Raising Awareness: Child Protection and Poor Parental Mental Health Training
- Safeguarding Adults Awareness Training - Level 2
- Toxic Trio & Child Protection Awareness Training
- Trafficking and Slavery
- Workshop Raising Awareness of Prevent

#### **Advanced**

These courses are open to members of the workforce who have completed the Standard Inter-agency Child Protection training course or Safeguarding Adults Awareness Training (as applicable) and who need to update and deepen their

knowledge. These courses are appropriate for designated leads within organisations.

- CSE Advanced Training
- Difficult & Aggressive Behaviour
- Early Help CSE
- Inter-agency Child Protection – Advanced
- Safeguarding Adults Training – Undertaking Safeguarding Enquiries - Level 3
- Working with CSE: Skills and Practice
- Working with Parents and CSE

### **Specialist**

These courses are designed to deepen your knowledge and improve your skills for dealing with particular issues of safeguarding.

They are suitable for those who have completed the Advanced Inter-agency Child Protection course or members of the workforce who have completed the Advanced Safeguarding Adults Training (as appropriate). This level of training is appropriate for designated leads within organisations.

- Child Sexual Abuse: Safeguarding & Child Protection
- Critically Curious Conversations
- Disabled Children: Safeguarding & Child Protection
- Domestic Abuse, Safeguarding and Child Protection
- Fabricated and Induced Illness
- Mental Capacity Act - Assessing Capacity, Making Best Interest Decisions and Recent Case Law
- Neglect, Safeguarding & Child Protection
- Parental Substance Misuse, Safeguarding and Child Protection
- Rapid Response Training
- Safeguarding Adults and Domestic Violence & Abuse (DVA)
- Safer Recruitment
- The Toxic Trio - Safeguarding & Child Protection
- Train the Trainer: Single-agency Child Protection

## Appendix C

### Single agency training Advised Content:

<b>Learning Outcomes</b>	
Laws, policies and Procedures	<ul style="list-style-type: none"> <li>• To have an awareness of key statutory and non-statutory guidance and legislation to safeguard children, including the UN Convention on the Rights of the Child and Human Rights Act.</li> <li>• To be able to access workplace policies and procedures on helping children and young people who are at risk, or have been abused.</li> </ul>
Providing a safe environmen	<ul style="list-style-type: none"> <li>• Have an awareness of what contributes towards a safe environment for the children and young people they work with (Statutory duty to promote the welfare of children in accordance with the Children’s Act 1989 &amp; 2004)</li> </ul>
Recognising and responding to abuse	<ul style="list-style-type: none"> <li>• Understand the different ways in which children and young people can be harmed by adults including               <ul style="list-style-type: none"> <li>○ Physical Abuse</li> <li>○ Sexual Abuse</li> <li>○ Emotional Abuse</li> <li>○ Neglect</li> <li>○ Domestic Abuse</li> </ul> </li> <li>• Recognising the potential impact of a parent/carers physical and mental health on the well-being of a child or young person</li> <li>• Understand the importance of documenting safeguarding/child protection concerns in order to be able to inform the relevant staff and agencies as necessary, maintains appropriate record keeping, and differentiates between fact and opinion.</li> </ul>
Working with other agencies	<ul style="list-style-type: none"> <li>• Understand what ‘inter-agency’ working means for you and your work environment</li> </ul>
Whistle blowing (reportin g failures in duty)	<ul style="list-style-type: none"> <li>• Know when and how to refer a concern you have about a child protection concern.</li> <li>• Know what to do if you have followed your own workplace policies and local procedures on reporting concerns, and you are not satisfied with the response.</li> </ul>

**\* Individual Agencies will want to make sure that in addition to these generic learning outcomes their single -agency training includes any learning that is specific to their organisation.**

**LSCB Inter-agency ‘early help’ training – advised content:**

Staff required to complete this level, should have already completed single agency training. This training includes the learning outcomes highlighted in the single agency training. This includes Intercollegiate Level 3 (4 & 5), and children’s workforce group 2 (3-5)

	<b>Learning Outcomes</b>
Laws, policies and Procedures	<ul style="list-style-type: none"> <li>To understand the role of ‘early help’ (Working together 2013, Intercollegiate 2014), and how this is the responsibility of all members for the workforce to safeguard children and young people (Children’s Act 1989, 2004)</li> </ul>
Providing a safe environment	<ul style="list-style-type: none"> <li>To understand the interface between early help and child protection work</li> </ul>
Recognising and responding to abuse	<ul style="list-style-type: none"> <li>To understand when ‘early help’ assessments are needed and proportionate to risk</li> </ul>
Working with other agencies	<ul style="list-style-type: none"> <li>To understand how good integrated working across agencies can involve families and lead to timely information sharing and planning.</li> </ul>
Whistle blowing (reporting failures in duty)	<ul style="list-style-type: none"> <li>As in single agency training – bespoke to each agency</li> </ul>

## LSCB Standard Inter-agency Child Protection Training:

Staff required to complete this level, should have already completed single agency training. This training includes the learning outcomes highlighted in the single agency training. This includes Intercollegiate Level 3 (4 & 5), and children’s workforce group 3 (4 & 5).

	<b>Learning Outcomes</b>
Laws, policies and Procedures	<ul style="list-style-type: none"> <li>• Have awareness and basic working knowledge, where appropriate of the laws and policy areas relevant to your role that relate to safeguarding children and young people, including in the online world.</li> <li>• Demonstrate knowledge of the function of LSCBs</li> <li>• Demonstrate understanding of appropriate information sharing in relation to child protection and children in need</li> <li>• Be aware of local procedures and inter-agency arrangements for safeguarding children and young people, including the role of adult services.</li> </ul>
Providing a safe environment	<ul style="list-style-type: none"> <li>• Understand what is meant by safeguarding and the different ways in which children and young people can be harmed. This includes by other children or young people, by a single event or on-going maltreatment, through the internet and other media, or their own risk taking behaviour.</li> <li>• Know the boundaries of personal competence and responsibility, when to involve peers, managers, supervisors or professional bodies, and where to get advice and support.</li> <li>• Working with children and family members, including addressing lack of co-operation and superficial compliance within the context of your role</li> </ul>
Recognising and responding to abuse	<ul style="list-style-type: none"> <li>• Identify signs of sexual (including CSE), physical, or emotional abuse or neglect</li> <li>• Demonstrates knowledge of patterns and indicators of child maltreatment, including harm from the internet or a child or young person’s own risk-taking behaviour</li> <li>• Understand that signs of abuse or neglect can be subtle and can be expressed through play, artwork on online activities as well as behaviour and the way children and young people approach relationships with other children and adults.</li> <li>• Understand the impact of parenting issues such as domestic abuse, substance misuse and poor mental health.</li> <li>• Demonstrates an ability to assess risk and need and instigates processes for appropriate interventions</li> <li>• Understand the local process for ‘early help’ offers, this can include Common Assessment Framework</li> </ul>
Working with other	<ul style="list-style-type: none"> <li>• Understand the crucial role that information sharing plays in maintaining the safety and wellbeing of children and young people</li> </ul>
Whistle blowing (reporting)	<ul style="list-style-type: none"> <li>• As in single agency training – bespoke to each agency</li> </ul>

## LSCB Advanced Inter-agency Child Protection Training

Staff required to complete this level, should have already completed single agency training and the Standard Inter-agency child protection. This training includes the learning outcomes highlighted in both the single agency training and the Standard child protection. This includes Intercollegiate Level 3 (4 & 5), and children's workforce group 4 (& 5)

	<b>Learning Outcomes</b>
Laws, policies and Procedures	<ul style="list-style-type: none"> <li>• Understand roles, responsibilities and collaborative practice required in S.47 investigations</li> <li>• Advanced knowledge of child-care legislation, information sharing, information governance, confidentiality and consent.</li> <li>• Be aware of local procedures and inter-agency arrangements for safeguarding children and young people, including the role of adult services.</li> </ul>
Providing a safe environmen	<ul style="list-style-type: none"> <li>• As in Standard Child Protection</li> </ul>
Recognising and responding to abuse	<ul style="list-style-type: none"> <li>• Understand best practice in safeguarding/ child protection</li> <li>• Understand the process of using professional judgements to make decision as to whether a child is suffering, or is likely to suffer significant harm</li> <li>• Understand how to take emergency action</li> <li>• To have an understand of the challenges of working with complexity</li> <li>• Communicating with children in line with interviewing vulnerable witness guidance.</li> </ul>
Working with other	<ul style="list-style-type: none"> <li>• To understand the importance of professional challenge as appropriate.</li> </ul>
Whistle blowing (reportin g failures in duty)	<ul style="list-style-type: none"> <li>• As in Standard child protection</li> </ul>

## Appendix D

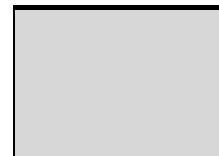
### WORKFORCE GROUPS AND TRAINING

Working together (2010), produced a guide to identifying the level of training required for different staff, calling them groups 1-8. Whilst the guide was not included in the 2013 and 2015 revisions of working together, the information has been included below to aid the workforce in determining suitable training for their role. A comparable document was produced by health (Intercollegiate document 2014) outlining the training requirements for different staffing levels, calling them Level 1-5 and including 'Board Level for Chief Executive Officers, Trust and Health Board Executive and non-executive directors/members, commissioning body Directors' The chart below outlines the levels and groups.

WT (2010 ) Groups	Description & Examples	Intercollegiate 2014 Levels
1	<p><b>All staff working in health care settings</b></p> <p>This includes, for example, Board level Executives and non-executives, lay members, receptionists, administrative, caterers, domestics, transport, porters, community pharmacist counter staff and maintenance staff, including those non clinical staff working for independent contractors within the NHS such as GPs, optometrists, contact lens and dispensing opticians, dentists and pharmacists, as well as volunteers across health care settings and service provision.</p> <p><b>Staff in infrequent contact with children, young people and/or parents/carers who may become aware of possible abuse or neglect.</b></p> <p>For example, librarians, GP receptionists, community advice centre staff, grounds staff, recreation assistants, environmental health officers.</p>	Level 1
2	<p><b>All Clinical Staff who have any contact with Children, Young People and/ or parents/ carers</b></p> <p>This includes administrators for looked after children and safeguarding teams, health care students, clinical laboratory staff, phlebotomists, pharmacists, ambulance staff, orthodontists, dentists, dental care professionals, audiologists, optometrists, contact lens and dispensing opticians, adult physicians, surgeons, anaesthetists, radiologists, nurses working in adult acute/community services (including practice nurses), allied health care practitioners and all other adult orientated secondary care health care professionals, including technicians.</p>	Level 2



**Those in regular contact or have a period of intense but irregular contact, with children, young people and/or parents/carers including all health clinical staff, who may be in a position to identify concerns about maltreatment, including those that may arise from the use of CAF.**



3	<p><b>All clinical staff working with children, young people and/or their parents/carers and who could potentially contribute to assessing, planning, intervening and evaluating the needs of a child or young person and parenting capacity where there are safeguarding/ child protection concerns.</b></p> <p>This includes GPs, forensic physicians, forensic nurses, paramedics, urgent and unscheduled care staff, all mental health staff (adult and CAMHS), child psychologists, child psychotherapists, adult learning disability staff, learning disability nurses, specialist nurses for safeguarding, looked after children's nurses, health professionals working in substance misuse services, youth offending team staff, paediatric allied health professionals, sexual health staff, school nurses, health visitors, all children's nurses, midwives, obstetricians, all paediatricians, paediatric radiologists, paediatric surgeons, lead anaesthetists for safeguarding I and child protection paediatric intensivists, paediatric orthodontists and dentists with a lead role in child</p> <p><b>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 reviewing the needs of a child and parenting capacity where there are safeguarding concerns.</b> 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>	Level 3
4	<p><b>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 coordinating assessments of children in need.</b></p>	
5	<p><b>Specialist roles - named professionals.</b> This includes named doctors, named nurses, named health visitors, named midwives (in organisations delivering maternity services), named health professionals in ambulance organisations and named GPs for Organisations commissioning Primary Care.</p> <p><b>Professional advisors named and designated lead professionals.</b></p> <p><b>Specialist roles - designated professionals</b> This applies to designated doctors and nurses, lead paediatricians, consultant/lead nurses, Child Protection Nurse Advisers (Scotland)</p>	Level 4+ 5
6	<p><b>Operational managers at all levels including: practice supervisors; front line managers and managers of child protection units</b></p>	
7	<p><b>Senior managers responsible for the strategic management of services; NHS board members.</b></p> <p><b>Board Level for Chief Executive Officers, Trust and Health Board Executive and non-executive directors/members, commissioning body Directors</b></p>	
8	<p><b>Members of the LSCB including: board members; independent chairs; directors of children's services; elected members; lay members; members of executive and sub/task groups; business support team; inter-agency trainers.</b></p>	

## Appendix E

### Training Matrix

All the groups are required to undertake some level of child protection training in relation to their role. Below is a guide to the minimum level of early help and child protection training that each group is expected to undertake.

Workforce Group	Induction	Single-agency	Inter-agency Early Help	Standard Inter-agency CP	Advanced Inter-agency CP	Specialist CP	Intercollegiate
1	<input type="checkbox"/>	<input type="checkbox"/>					1
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				2
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			3
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4, 5
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Board Level for Chief Executive Officers, Trust and Health Board Executive and non-executive directors/members, commissioning body Directors

\*Individual organisations/agencies will want to determine which staff in Groups 2 are required to attend the Inter-agency Early Help training.

\*\* Child Protection training must be undertaken at regular intervals. For most this will be a minimum of every 3 years; however, staff with designated or lead safeguarding roles should undertake child protection training every 2 years.

## Appendix F

### Safeguarding Adults Training Levels and Staff Groups

Different staff groups will inevitably have different training needs. The matrix below sets out the different levels of training required at different levels of the organisation by staff, managers, volunteers and others, depending on their job roles.

The matrix is for **general guidance** as it is not possible to specify every role. Each partner organisation will need to translate this guidance into an operational methodology for the staff it employs and to ensure it meets their agency's regulatory framework. However, every member of staff, including managers and volunteers, should have at least a basic level of awareness about Safeguarding Adults issues.

Staff Group	Including, but not limited to, the following:	Minimum Level of Training Required
<p><b>Staff Group A</b></p> <p>Members of this group rarely or never have any contact with users of services or sensitive information about service users.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> HR staff</li> <li><input type="checkbox"/> Clerical and admin staff</li> <li><input type="checkbox"/> Some domestic and ancillary staff</li> <li><input type="checkbox"/> Health and Safety Officers</li> <li><input type="checkbox"/> Elected Members</li> <li><input type="checkbox"/> Charity trustees</li> </ul>	<p><b>Level 1 Training Only</b> (basic level of training, which may be delivered face-to-face or by e- learning methods). In some organisations, this may form part of an induction programme or by the provision of reading materials.</p> <p>This training should be delivered within 3 months of starting in post and a training 'refresher' delivered on a (minimum) 3-yearly basis.</p>

<p><b>Staff Group B</b></p> <p>Members of this group have day-to-day contact with service users but do not have responsibility for investigating Safeguarding concerns</p>	<ul style="list-style-type: none"><li><input type="checkbox"/> All support and care staff in health and social care settings – including all health care professionals</li><li><input type="checkbox"/> Other frontline professionals, such as GPs, the Police, Probation, Emergency Services, Housing etc</li><li><input type="checkbox"/> Drivers, other transport staff</li><li><input type="checkbox"/> Volunteer Befrienders</li><li><input type="checkbox"/> Domestic and ancillary staff who have direct contact with service users</li></ul>	<p><b>Level 2 Training</b></p> <p>Level 2 training should be delivered within 6 months of the member of staff starting in post and a training update / 'refresher' on a (minimum) 3 - yearly basis.</p> <p>Most staff undertaking Level 2 training will have already undertaken Level 1.</p>
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Staff Group	Including, but not limited to, the following:	Minimum Level of Training Required
<p><b>Staff Group C</b></p> <p>This group have considerable professional or organisational responsibility for Safeguarding Adults. They are responsible for investigating Safeguarding alerts and / or for have to be able to act on concerns and contribute appropriately to local and national policies, legislation and procedures.</p> <p>This group needs to work within an inter-agency or multi-agency context</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Social workers</li> <li><input type="checkbox"/> Senior Healthcare Professionals who may be involved in complex cases and / or investigations (as appropriate)</li> <li><input type="checkbox"/> Frontline locality managers and Team Managers/ Assistant Team Managers</li> <li><input type="checkbox"/> Senior Managers responsible for Care and Health services</li> <li><input type="checkbox"/> Managers of residential, nursing or domiciliary services who may be required to carry out in-house investigations</li> </ul>	<p><b>Level 3 Training</b></p> <p>Level 3 training should be undertaken before the postholder is required to play a role in Safeguarding investigations.</p> <p>Level 3 update / refresher to be provided on a (minimum) 3 -yearly basis.</p> <p>Most staff undertaking Level 3 training will have already undertaken Levels 1 and 2.</p>
<p><b>Staff Group D</b></p> <p>This group is responsible for ensuring the strategic management and delivery of Safeguarding Adults services is effective and efficient.</p> <p>In addition they will have oversight of the development of systems, policies and procedures within their organisation to facilitate good working partnerships with allied agencies to ensure consistency in approach and quality of services.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Senior managers in health and social care settings</li> <li><input type="checkbox"/> LSAB Members</li> <li><input type="checkbox"/> Board Members, Trustees, Non-Executive Directors etc</li> </ul>	<p><b>Strategic Level Training</b></p> <p>This training will provide a strategic overview of the roles and responsibilities of Senior Managers / Board Members / Directors in relation to Safeguarding Adults</p> <p>Serious Case</p> <p>Reviews Media</p> <p>Training</p>

## Appendix G

### Competency Framework for Safeguarding Adults

*This Competency Framework sets out the minimal requirements for each level of training and the competencies which those attending training should be able to meet.*

#### Level 1 Training

All those who meet the requirements for Level 1 training will be able to:

Competency	Suggested evidence (must be proportionate to role)
1. Understand what Safeguarding is and their role in Safeguarding Adults	<ul style="list-style-type: none"><li>• Show clear understanding of their role in identifying and reporting concerns regarding adult abuse (including whistle-blowing policy)</li><li>• Show understanding of their organisation's policy and procedures</li><li>• Show understanding of Local Authority / Sirona roles: duty to protect</li><li>• Treat reports seriously</li><li>• Understand that there are limits to confidentiality</li></ul>
2. Recognise an adult potentially in need of Safeguarding and take appropriate action	As appropriate to role: <ul style="list-style-type: none"><li>• Show a clear understanding of the meaning of 'vulnerable adult' as defined in relevant policy guidance e.g Care Act 2014</li><li>• Shows an understanding of what 'abuse' is</li><li>• Know the different forms of abuse and how to recognise indicators / signs of them</li><li>• Demonstrate an understanding of the factors that might increase the risk of abuse</li><li>• Report concerns to someone above them</li><li>• Contact emergency services if the individual is in immediate danger</li></ul>

## Level 2 Training

***All those who meet the requirements for Level 2 training will be able demonstrate competencies 1 and 2 above and, in addition, demonstrate the following:***

Competency	Suggested evidence (must be proportionate to role)
3. Understand the procedures for making a 'Safeguarding Alert'	<ul style="list-style-type: none"><li>• Show understanding of what your employer's Safeguarding Adults policy and procedures are</li><li>• Know how to ensure the individual is safe when the risk of abuse is high</li><li>• Know who they should contact</li><li>• Know how to make a referral</li><li>• Work in manner that seeks to reduce the risk of abuse</li></ul>
4. Understand dignity and respect when working with individuals	<ul style="list-style-type: none"><li>• Value individuality and be non-judgmental</li><li>• Recognise the individual's rights to exercise freedom of choice</li><li>• Recognise the individual's right to live in an abuse-free environment</li><li>• Be aware of how values and attitudes influence someone's understanding of a situation</li><li>• Listen to individuals and allow individuals time to communicate any preferences and wishes</li></ul>
5. Have knowledge of policy, procedures and legislation that support Safeguarding Adults activity	<ul style="list-style-type: none"><li>• Demonstrates knowledge of national and local policies/legislation that support Safeguarding activity e.g. Mental Capacity Act; Deprivation of Liberty Safeguards; No Secrets; Human Rights Act; Care standards for registered services; employing agencies policy and procedures</li><li>• Understand how to 'whistle-blow' using related policies and procedures</li></ul>



### Level 3 Training

***All those who meet the requirements for Level 3 training will be able demonstrate competencies 1-5 above and, in addition, demonstrate competencies 6-12 as follows:***

Competency	Suggested evidence (must be proportionate to role)
6. Demonstrate skills and knowledge to contribute effectively to the Safeguarding process	<ul style="list-style-type: none"><li>• Works to local and national guidance in Safeguarding</li><li>• Respond to alerts/referrals in a timely manner</li><li>• Identify and reduce potential and actual risks after disclosure or an allegation has been made</li><li>• Practice effective multi-agency partnership e.g. convene strategy meeting</li><li>• Adhere to timescales</li><li>• Attend and contribute to investigations/meetings/information sharing</li><li>• Develop protective strategies for those who decline services</li><li>• Has awareness of and confidence to use 'whistle-blowing' policy and procedures when required</li></ul>

Competency	Suggested evidence (must be proportionate to role)
<p>7. Awareness and application of a range of local and national policy and procedural frameworks when undertaking Safeguarding activity</p>	<ul style="list-style-type: none"> <li>• Show critical understanding on the levels, thresholds or pathways of investigating in response to a ‘Safeguarding referral’ and the requirements for gathering initial information</li> <li>• Describe the purpose of a strategy meeting/discussion and how to contribute to this and any subsequent investigation plan</li> <li>• Describe the purpose of a Safeguarding case conference, and how to contribute to this and any subsequent protection plan</li> <li>• Use of appropriate forms and recording systems</li> <li>• Know why and what legislation/policy informed a specific piece of work and why - including, but not limited to: <ul style="list-style-type: none"> <li>• Mental Capacity Act (Section 15 and 44) and Deprivation of Liberty Safeguards</li> <li>• Human Rights Act 1998</li> <li>• Sexual Offences Act 2003</li> <li>• Police and Criminal Evidence Act 1984</li> <li>• Fraud Act 2006 (Section 4)</li> <li>• Care Standards Act 2000 (Section 23)</li> <li>• Independent Safeguarding Authority (ISA)</li> <li>• Multi-Agency Public Protection Arrangements (MAPPA)</li> <li>• Multi-Agency Risk Assessment Conference (MARAC)</li> </ul> </li> <li>• Use of alternative policy and legislation to support preventative strategies e.g. carer support</li> <li>• Be aware and, if necessary, challenge organisational cultures that may lead to poor practice in Safeguarding</li> </ul>

Competency	Suggested evidence (must be proportionate to role)
<p>8. Ensure service users/carers are supported appropriately to understand Safeguarding issues to maximise their decision making</p>	<ul style="list-style-type: none"> <li>• Work with service users to ensure that they are fully aware of all options available to them and also of the preventative measures that they may be able to put in place to protect themselves from abuse i.e. Lasting Powers of Attorney (Mental Capacity Act), police involvement etc.</li> <li>• Recognise service users rights to freedom of choice</li> <li>• Show understanding of how abuse may affect individuals' decision making processes</li> <li>• Provide information on local and national groups that may be able to provide support e.g. victim support, IMCA service, local carers group etc.</li> <li>• Provide written and verbal information on local Safeguarding processes and how they can be accessed by service users and carers</li> <li>• Have knowledge of resilience factors and how these might interact with Safeguarding</li> <li>• Understand how policy/legislation can have the potential to be used oppressively e.g. Mental Capacity Act, Best Interests decisions may conflict with Human Rights Act</li> <li>• Describe the potential impact of abuse on vulnerable adults, the staff or individuals who are alleged to have committed abuse and the person who raised the alarm</li> <li>• Recognise perpetrators of abuse may be vulnerable themselves and require support</li> <li>• Actively engage with individuals who decline services and/or engage the support of others to achieve this</li> </ul>

Competency	Suggested evidence (must be proportionate to role)
9. Understand how best evidence is achieved	<ul style="list-style-type: none"> <li>• Show a comprehensive and detailed knowledge of gathering, evaluating and preserving evidence</li> <li>• Describe why it is important to preserve evidence</li> </ul>
10. Understand when to use emergency systems to Safeguard adults	<ul style="list-style-type: none"> <li>• Use emergency services when necessary e.g. call for an ambulance and/or police intervention</li> <li>• Contact out of hours service</li> <li>• Describe when emergency protection plans might be required</li> <li>• Use legislation where immediate action may be required e.g. Section 4 of the Mental Health Act 1983 or Urgent Authorisation under Deprivation of Liberty Safeguards</li> </ul>
11. Maintain accurate, complete and up-to-date records	<ul style="list-style-type: none"> <li>• Evidence of protection planning</li> <li>• Evidence of collation and monitoring of 'Safeguarding alerts' within your service through observation and discussion</li> <li>• Evidence of report writing</li> <li>• Evidence of information sharing</li> <li>• Evidence of multi-agency partnership working</li> <li>• Evidence of risk assessments and management plans</li> <li>• Evidence of contemporary case recordings</li> <li>• Explicit understanding of issues of confidentiality and data protection</li> </ul>
12. Demonstrate required levels of skills and knowledge to undertake a Safeguarding Adults investigation	<ul style="list-style-type: none"> <li>• Show thorough knowledge and application of purpose, duties and tasks involved in Safeguarding investigations</li> <li>• Plan and carry out agreed strategy to protect an adult from abuse during and following an investigation</li> <li>• Understand the different roles and responsibilities of the different agencies involved in investigating allegations of abuse</li> </ul>

## Appendix H

SECTION 11 - WORKFORCE DATA RETURN					
Organisation					
Name				Email Address	
Designation				Date	
Using the chart overleaf please complete the table below to indicate the number of staff (not FTE) that your organisation employs at each of the levels. Health agencies should refer to the Intercollegiate levels. All other organisations should use the WT 2010 levels.					
WT 2010 Level	Intercollegiate Level	Required Level of CP Training	Number of staff at this level (A)	Number of staff that have been trained (B)	% of staff that have been trained (B/Ax100)
1	1	Induction & Single-agency			
2	2	Induction & Single-agency			
3	3	Induction, Single-agency & Standard Inter-agency			
4					
5	4, 5 & 6	Induction, Single-agency, Standard Inter-agency, Advanced Inter-agency & Specialist CP			
6		Induction, Single-agency, Standard Inter-agency, Advanced Inter-agency & Specialist CP			
7		Induction, Single-agency & role appropriate training			
8		Induction, Single-agency & role appropriate training			
<b>TOTALS</b>					

## Appendix J

### Safeguarding Adults Training and Development - Organisational Audit Annual Return

This Audit Tool is intended as a means for each organisation to measure the level, quality and effectiveness of its Safeguarding Adults training and development and for the LSAB to ensure a consistent approach across the local area.

Each partner organisation must undertake an audit **on an annual basis** and submit the results to the Chair of the LSAB Training & Development Sub Group. Completed audits should be returned to the Chair of the Sub Group by **30<sup>th</sup> April 2013**.

<b>Name of organisation:</b>	
1.1 Name of person completing audit	
1.2 Role of person within organisation	
1.3 Contact details for person completing audit (email/telephone)	
1.4 Business of organisation (e.g. Supporting People, residential or nursing care home, health provider etc)	
1.5 Total number of staff currently employed (both full time and part time)	
1.6 Brief overview of main staff roles within organisation (e.g. care assistants, support workers, qualified nurses etc.)	
1.7 How many SA alerts has your organisation raised in the past 12 months?	

<b>2. Arrangements for Staff Training and Development</b>	<b>Response</b>
2.1 What arrangements do you have in place for staff to raise Safeguarding Adults concerns?	
2.2 How are any development / training needs related to Safeguarding Adults identified, recorded and met?	
2.3 What arrangements do you have in place to ensure that your staff are competent (according to their role) in Safeguarding Adults? (e.g. induction programme, e-learning, DVDs, face to face training, workbooks, observation, mentoring, discussion in supervision and staff meetings, lessons learned meetings)	
2.4 What methods do you use to evaluate the effectiveness of Safeguarding Adults training?	
2.5 How do you ensure that learning is put into practice? (e.g. discussion in supervision, staff meetings, reviewing individual action plans, observations of practice or identifying opportunities to put learning into practice)	

	Response	Comments
2.6 What % of new staff have undertaken an appropriate level of SA training (according to their roles and responsibilities) within 3 months of starting in post?		
2.7 What % of all staff are currently up-to-date with their Safeguarding training (ie have undertaken the appropriate level of training within the past 24 months)?		
<b>3. Training Providers</b>	<b>Response</b>	
3.1 Name and contact details of training provider/s used by your organisation		
3.2 Are all Safeguarding Adults trainers suitably qualified and experienced? <i>(please give details)</i>		
3.3 How do trainers ensure that local arrangements to safeguard adults are included in the training and that the competencies included in this Framework (Appendix 2) are covered?		
3.4 How do trainers ensure they are kept up to date with local and national developments in Safeguarding Adults, including any learning from SCRs?		
<b>4. Sign-Off</b>	<b>Response</b>	
Date of previous audit		
Signature of person undertaking audit:		
Signature of responsible/registered manager		
Date of sign-off		



## Appendix K

### Course Title and Date

<b>Name</b>		<b>EXAMPLE</b>	
<b>Job Title</b>			
<b>Managers Name</b>			
<b>Work Postal Address</b>			

	Before Course:					Please complete this evaluation form before and after participating in the xxx course, this will enable us to measure the effectiveness of our training approach.	After Course:				
	Not Sure	Knowledge			Confident		Not Sure	Knowledge			Confident
		↔					↔				
<b>1</b>						Learning Objective 1					
<b>2</b>						Learning Objective 2					
<b>3</b>						Learning Objective 3					
<b>4</b>						Learning Objective 4					
<b>5</b>						Learning Objective 5					
<b>6</b>						Learning Objective 6					
<b>7</b>						Learning Objective 7					

## Learning into Practice: Course Title

(It is the expectation that delegates & their managers will discuss the training course and the learning undertaken and consider how the knowledge and skills gained have been applied to practice to improve outcomes for children and young people)

What did you gain most from this training session?	
How are you going to use this knowledge to improve your practice?	
How will you know that your practice has improved?	
How will the children & young people you are working with know?	

Any additional comments about today's training

## Appendix L

### Training Need Development Pro-forma

Course working title	
Aim of the course:	
Target group/audience:	
Learning outcomes/objectives:	
What will the learners be able to do on completion of the course?	
What evidence can you provide to demonstrate the need to develop this course?	
Can any existing materials or resources be utilised for this course?	
Do you know of anyone who can deliver this training?	
How will you know that the need has been met?	
Additional comments:	
Name	
Designation	
Contact Details	