



Hull Safeguarding Children Board

TRAINING STRATEGY

2012-2015

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Introduction

1. The statutory objective of the Hull Safeguarding Children Board is to “co-ordinate, and ensure the effectiveness of what is done by each person or body ...for the purposes of safeguarding and promoting the welfare of children in Hull.”
2. This strategy sets out the principles, values and standards which underpin safeguarding training, the roles and responsibilities of the Board, individual organisations and professionals and the ways in which the Board will audit training need, monitor attendance and evaluate quality and impact.
3. Whilst the new significantly reduced statutory guidance on safeguarding children (*‘Working Together to Safeguard Children’*) will be published shortly, there will be no change to the fundamental principles: that “safeguarding children is a shared responsibility” and that everyone who comes into contact with children has a role to play in keeping them safe.
4. Our strategy continues to draw on the existing statutory guidance from *‘Working Together 2010’*. It also draws on key messages from research, an understanding of the local safeguarding children context and on learning from Serious Case Reviews, locally, regionally and nationally.
5. The *‘Common Core of Skills and Knowledge for the Children’s Workforce’* (HM Government, 2010) remains in place. The ‘Common Core’ describes a common set of skills and knowledge that everyone working with children, young people and families should have. More detail on the ‘common core’ and the ‘safeguarding standards’ is set out in section 4 (page 12) and Appendix 4 (page 25).
6. The new (draft) *Working Together* reiterates a consistent message from research, reinforced by every high profile inquiry on child protection, that “*children are best protected when professionals are clear about what is required of them individually, and how they need to work together*”.
7. In order for children to receive the “*right help at the right time*”, everyone who comes into contact with them “*has a role to play in identifying concerns early, sharing information and taking prompt, informed action*”.
8. This includes, for example, midwives, health visitors, GPs, early years workers, school staff, police officers, youth workers, voluntary workers and social workers, all of whom are required to “*be vigilant and take prompt action when they suspect that a child is suffering harm.*”
9. Lord Laming’s progress report on *‘The Protection of Children in England’* (2009) considered that:

“Multi-agency training is important in helping professionals understand the respective roles and responsibilities and the procedures of each agency involved in child protection, in developing a joint understanding of assessment and decision making practices, and in learning from Serious Case Reviews. However, the scale and quality of multi-agency training needs to be substantially improved” (5.18)

10. The work of Carpenter et al (*The Organisation, Outcomes and Costs of Inter-Agency Training to safeguard and promote the welfare of children*’ (2009)) also showed that inter-agency training is “highly effective” in helping professionals understand their respective roles and responsibilities, the procedures of each agency involved in safeguarding children and in developing a shared understanding of assessment and decision-making practices. The research further showed that the opportunity to learn together is greatly valued by professionals, fostering increased confidence and mutual respect and understanding.

11. In her review (*The Munro Review of Child Protection*), Professor Munro supports the importance of continued provision of multi-agency training (quoting the work of Carpenter et al) and drawing on the findings of the 2005-07 Biennial Analysis of Serious Case Reviews:

“The tendency towards ‘silo practice’ that we found, where professionals preferred to work within the comfort zone of their own specialism, underlines the importance of joint child protection training. This should continue to be offered not just for those working with children but also to the adult workforce and any groups of workers coming into contact with children and families.”

12. Munro identified a significant risk that the expertise, independence and distinctive skills necessary to train an inter-agency audience might be lost and concluded that: *“...it is therefore important that LSCBs continue to make multi-agency training available, and draw on the partnership nature of the Board itself to encourage participation. Following on from this it is also important that LSCBs evaluate such training.”* (Para. 4.16).

13. The effective safeguarding of children relies on a confident and competent workforce, where staff across agencies are equipped with the knowledge, understanding and skills necessary, dependent on their specific roles and responsibilities, to “do the right thing at the right time”.

14. Employers are ultimately responsible for ensuring that their staff are competent and confident in carrying out their safeguarding responsibilities. Hull Safeguarding Children Board members have taken a strategic decision to invest directly in the Board’s training and development capacity. Members recognise the immense value of inter-agency training and the cost benefits of combining training resources, to reduce the need for in-house single

agency training, to secure consistent quality of training, to enable staff to train together across agencies and disciplines and to ensure a universal 'offer' into organisations and sectors which might otherwise struggle to sustain appropriate training.

15. Whilst the significant benefits of inter-agency learning are recognised and strongly supported, the Board also acknowledges the need for single agency safeguarding training. This reflects the organisational context of some partners and the challenges in releasing large numbers of staff to attend.

16. Hull Safeguarding Children Board, working in partnership with all local agencies, will continue to:

- Co-ordinate and deliver a comprehensive programme of safeguarding training which facilitates inter-agency learning
- Support, monitor, evaluate and, where practicable, facilitate single agency safeguarding training where this best meets the needs of individual partners
- Provide a flexible model and programme of delivery which ensures that staff from across the partnership can freely access the "right training, with the right people at the right time."
- Ensure that the training provided is of a high quality and is up-to-date, relevant and based on an understanding of the local safeguarding context, on learning from Serious Case Reviews and national research.
- Monitor and evaluate the quality of safeguarding training and its impact on practice.
- Develop and adjust the training programme to reflect the changing needs of the partnership.
- Nurture and sustain a wider group of approved trainers to maintain capacity and provide specialist input
- Prioritise training provision based on audited need.
- Hold partners to account for ensuring that their staff attend the training which has been agreed as essential for their role.

17. This strategy sets out how we will do this. One of the Board's four key priorities (HSCB Business Plan 2011-13) is to "review and strengthen the effectiveness of training and development to safeguard and promote the welfare of children." The outcome will be that children in Hull are safer and better supported by a confident, competent and well-trained workforce.

Section 1: Safeguarding Training: Roles and Responsibilities

Employers

1. Employers are responsible for ensuring that their staff are competent and confident in carrying out their responsibilities for safeguarding and promoting the welfare of children.
2. In doing so, employers must take account of the fact that their staff will have different training needs which are dependent upon their degree of contact with children and/or with adults who are parents or carers and on their level of responsibility and independence of decision-making. This training strategy provides a guide for employers of the nature and content of required and recommended safeguarding training for staff in a variety of role 'types'. (See Section 4).
3. Employers should ensure that their employees who work or have contact with children are appropriately trained in child development and in how to recognise and act on potential signs of abuse and neglect. Training should also include associated risk and vulnerability factors and resilience and protective factors. This includes identifying potential violent behaviour and assessing the ability of parents/carers to meet a child's needs, taking into account their own needs/circumstances/history/illness/addiction.
4. Employers should also ensure that appropriately qualified staff who undertake specialist roles receive the necessary specialist training.
5. Employers have a responsibility to ensure that all staff, including administrative staff, are given opportunities to attend local courses in safeguarding children, or to ensure (via induction and/or single agency training) that HSCB approved safeguarding training is provided within the team.
6. Those employers (agencies/organisations) with statutory duties under S11 Children Act 2004 (and related legislation) must have in place certain "key arrangements", including support for staff in undertaking safeguarding training.
7. HSCB member organisations "should collaborate to provide sufficient and sustainable resources to enable the LSCB to function effectively". In the context of safeguarding training and development, this means by:
 - Committing resources for inter-agency training, for example through funding, providing venues, providing staff who contribute to the planning, delivery and/or evaluation of inter-agency training;

- Providing staff who have the relevant expertise to support the HSCB (for example by making an active contribution to the Training and Development sub-committee)
 - Releasing staff to attend the appropriate inter-agency training
 - Ensuring that staff receive relevant single-agency training that enables them to derive maximum benefit from inter-agency training.
8. Individual HSCB member organisations and partners may choose to deliver or commission elements of their safeguarding training on a single-agency basis, based on their own organisational context and need. The Board as a whole will monitor and evaluate the quality and effectiveness of any such training, particularly where it relates to the “learning pathways” described in this strategy.

Personal and Professional Responsibilities

9. There is an expectation that workers and volunteers, at all levels and across all disciplines, recognise the need for continuing their own professional development and updating their skills and knowledge.

Hull Safeguarding Children Board Responsibilities

10. HSCB is responsible for developing local policies and procedures for safeguarding children, including in relation to the training of people who work with children or in services affecting the safety and welfare of children. These responsibilities will remain unchanged following the publication of revised statutory guidance.
11. The HSCB is also required to:
- Communicate the need to safeguard and promote the welfare of children;
 - Monitor and evaluate the effectiveness of training, including multi-agency training, to safeguard and promote the welfare of children.
12. The HSCB offers a comprehensive programme of inter-agency training, based on the local and national safeguarding context and aligned with the ‘*Common Core of Skills and Knowledge*’. This training ‘offer’ is freely available and assists local partners meet their responsibilities to ensure that their staff are equipped with the awareness, skills and knowledge to carry out their safeguarding role competently and confidently in a multi-agency context.

Section 2: Safeguarding Training: Purpose, principles and values

The Purpose of Safeguarding Training

1. The purpose of all safeguarding training is to ensure that all those whose work brings them into contact with children and families should:
 - a. Have a clear understanding of what to do when they have concerns about a child's welfare;
 - b. Know how to recognise potential signs of abuse and neglect
 - c. Understand when to make a referral to Children's Social Care
 - d. Be clear of their roles and responsibilities during assessment, planning, intervention and reviewing processes for children in need, including those requiring safeguarding;
 - e. Understand the roles of other professionals and agencies in these processes;
 - f. Understand the statutory requirements governing consent, confidentiality and information sharing and how to apply these in relation to a particular child about whom they have concerns.

Safeguarding Training Principles and Values

2. HSCB will ensure that:
 - a. All staff that work or have contact with children are appropriately trained to understand normal child development and to recognise and act on potential signs of abuse and neglect.
 - b. All training will equip staff, whether they work predominantly with children or with adults, to act appropriately on any concerns they have about the welfare of children, including when to make a referral to Children's Social Care.
 - c. All training places the child at the centre and promotes the importance of understanding the child's daily life experiences, ascertaining their wishes and feelings, listening to the child and never losing sight of his or her needs.
 - d. All safeguarding training creates an ethos that values working collaboratively with others (valuing different roles, knowledge and skills), respects diversity (including culture, race, religion and disability), promotes equality and encourages the participation of children and families in the safeguarding processes.
 - e. The need for professionals and agencies to work effectively together is an essential feature of all safeguarding training. All training, including 'single-agency' and that provided in professional settings, will always equip participants for working with, communicating and sharing information with others.

- f. Training is available at a range of levels to address the learning needs of staff, reflecting local decisions about the essential knowledge requirements of various roles. The narrative on page 13 provides a broad description of these roles and is used in the training programme to map that which is agreed as essential and that which is strongly recommended.
 - g. HSCB delivered training programmes and content reflect relevant national guidance and competency frameworks developed by national professional bodies.
 - h. There is a clearly understood local agreement on the training 'subject areas' considered essential and/or desirable for staff in various roles, based on an understanding of the local safeguarding context, learning from Serious Case Reviews and national research.
 - i. Local safeguarding training is 'quality assured', including agreed mechanisms for evaluating the impact of safeguarding training on professional practice and outcomes for children.
3. The following key principles guide the provision of safeguarding training locally and the content of safeguarding training materials:
- a. A clear preference for safeguarding training to take place, wherever possible, in an **inter-agency** context
 - b. A clear preference for **face-to-face** training (rather than e-learning) where practicable.
 - c. They are **child centred**, incorporating the views of children and young people, promoting children's rights and needs, ensuring their welfare is paramount and emphasising the importance of communicating directly with children;
 - d. They promote the importance of **working with families**, of involving, communicating with, recognising and supporting families in responding to the needs of their children;
 - e. They **promote inclusion and accessibility**, respect for the diversity of service users and the inclusion of the wide range of individuals and organisations that have responsibilities for safeguarding children. They ensure that learning, resources and opportunities are accessible to different groups;
 - f. They **promote equal rights of access** to safeguarding services, recognise the impact of inequality and discrimination and the dangers of cultural relativism;
 - g. They recognise the **vital importance of inter-agency collaboration** to safeguard children and young people and, in addition to respecting and understanding the role and contribution of others, a readiness to challenge when necessary;
 - h. They are **evidence-based**, informed by the best available up-to-date evidence, including research into the experiences and views of children and young people;
 - i. They **address feelings, values and processes**, the emotional impact of the work, the implications of values and attitudes and the

dynamics of working with others, as well as developing knowledge and skills.

Section 3: Safeguarding Training: Governance & Quality Assurance

Hull Safeguarding Children Board

1. The HSCB:
 - a. Has a strategic overview of inter-agency training to safeguard and promote the welfare of children
 - b. Appoints a Board member with lead responsibility for safeguarding training and to Chair the Board's Training & Development sub-committee
 - c. Appoints Training & Development Officers to undertake the development and delivery of inter-agency safeguarding training and to assist the Board in ensuring the quality of single-agency safeguarding training
 - d. Maintains a Training & Development sub-committee.
2. HSCB Members will designate a person with appropriate expertise and responsibility from their organisation to be an active member of the Training & Development sub-committee.
3. The Board will support, challenge and hold agencies to account for their safeguarding training provision and engagement in the inter-agency safeguarding learning programme.

HSCB Training & Development sub-committee

4. The terms of reference of the sub-committee are attached at Appendix 1.

HSCB Trainer's Forum

5. The Training & Development sub-committee supports and maintains the Hull Safeguarding Children Board Trainer's Forum. This is an inter-agency trainer's forum made up of skilled and experienced practitioners and managers from HSCB member agencies, who work together to design, deliver and evaluate inter-agency training. The Trainer's Forum enables HSCB to sustain a comprehensive training programme with sufficient capacity to meet local need and demand.
6. The terms of reference for the Trainers Forum are attached at Appendix 2.

Safeguarding Training Standards

7. One of the statutory functions of HSCB is to "monitor and evaluate the effectiveness of training, including multi-agency training, to safeguard and promote the welfare of children".

8. It is important that this evaluation includes, on an ongoing basis, the effectiveness of the training delivered by, and on behalf of, the Board itself.
9. The Board's monitoring and evaluation role extends to all locally delivered safeguarding training. It is therefore vitally important that providers and commissioners know the standards which will apply to any such evaluation.
10. All safeguarding training must comply with the purpose, principles and values set out in Section 2. The minimum standards for single-agency safeguarding training are attached at Appendix 3.

Training Evaluation

11. The impact and effectiveness of all safeguarding training must be routinely and rigorously evaluated.
12. In relation to inter-agency training, the HSCB Training & Development sub-committee will monitor this by:
 - Ensuring that a standardised written evaluation is completed by individual learners at the end of each training event
 - Receiving regular reports containing an overview of the evaluations of each training course
 - Ensuring that HSCB trainers complete written evaluations to inform the review and development of training courses
 - Using the expertise within the Trainer's Forum to review courses periodically, against the purpose, principles and values described in Section 2.
 - Directly 'sampling' courses
 - Implementing a process for evaluating the impact of safeguarding training on practice.

Section 4: Safeguarding Training: Delivery Plan & Programme

Common Core of Skills and Knowledge

1. The ‘*Common Core of Skills and Knowledge for the Children’s Workforce*’ (HM Government 2010) sets out the basic skills and knowledge needed by people (including volunteers) whose work brings them into regular contact with children, young people and families.
2. The required skills and knowledge are described under six headings:
 - Effective communication and engagement with children, young people and families
 - Child and young person development
 - Safeguarding and promoting the welfare of the child
 - Supporting transitions
 - Multi-agency working
 - Sharing information
3. All HSCB courses take account of the ‘common core’. Future revision of the ‘common core’ is subject to consultation and local safeguarding training will continue to reflect the relevant standards.
4. The ‘Common Core’ states that:

“Those who work with children and young people have a responsibility to safeguard and promote their welfare. This is an important responsibility and requires vigilance. You will need to be able to recognise when a child or young person may not be achieving their developmental potential or their health may be impaired, and be able to identify appropriate sources of help for them and their families. It is important to identify concerns as early as possible so that children, young people, their families and carers can get the help they need. As well as ensuring that children and young people are free from harm, it is equally important to ensure their well-being and quality of life.”
5. The list of required basic skills and knowledge taken from the ‘Common Core’ is attached at Appendix 4.

Target Audiences

6. ‘*Working Together 2010*’ helpfully describes the children’s workforce and the suggested safeguarding training requirements, in terms of the type of role which people fulfil and the degree and nature of their contact with children.

7. HSCB has adopted this model as a guide and used the 'groupings' to indicate the safeguarding training which is essential for staff roles within each group.
8. Additional safeguarding training courses are designed to equip practitioners with a greater depth of skills, knowledge and understanding which they need in order to recognise when a child may be suffering, or be at risk of suffering, significant harm.
9. Employers are responsible for assessing and meeting the safeguarding learning and development needs of their staff, taking into account their specific roles and responsibilities. The HSCB wider 'offer' is designed to help meet these additional learning and development needs and provides the additional benefit of an inter-agency learning environment. The categories and levels of training available are described on pages 15-18, and summarised in the table on page 19.
10. It is not possible, within the context of a partnership strategy, to 'map' the specific skills and knowledge requirements of all the many and varied roles with a shared responsibility for keeping children safe. The 'groupings' (see below) have been used as a guide. In addition to the training which we have described as 'essential', further training is described as 'strongly recommended' or 'recommended' for particular 'groups' of roles. In each case this reflects the range of skills and knowledge which staff need to possess in order to competently fulfil their safeguarding role, and the availability of inter-agency training which can help meet this requirement.
11. The groups are:
 - **Group 1.** Those who may have infrequent contact with children, young people and/or parents/carers who may become aware of possible abuse or neglect.
 - **Group 2:** Those in regular contact or who have a period of intense but irregular contact with children/young people and/or parents/carers, and who may be in a position to identify safeguarding concerns, including those which may arise from the use of a common and shared assessment.
 - **Group 3:** Members of the workforce who work predominantly with children, young people and/or their parents/carers and who could potentially contribute to assessing, planning, intervening and reviewing the needs of a child and parenting capacity where there are safeguarding concerns.
 - **Group 4:** Members of the workforce with particular responsibilities in relation to undertaking section 47 enquiries, including professionals from health, education, police and children's social care, and those with designated safeguarding lead responsibilities; those who work with complex cases.

- **Group 5:** Professional advisors, named and designated lead professionals
- **Group 6:** Operational managers at all levels including: practice supervisors and front-line managers
- **Group 7:** Senior managers responsible for the strategic management of services
- **Group 8:** HSCB Members, DCS, Elected members, Lay members, Inter-agency trainers

The HSCB Safeguarding Training Programme

12. HSCB is committed to delivering a high quality, inter-agency training programme which supports professionals, volunteers and the independent sector in their work to safeguard and promote the welfare of children and young people.
13. In order to meet the differing levels of training needs across the range of agencies and staff roles, the courses are targeted according to the level of contact with children and families and the level of responsibility for safeguarding children and/ or the responsibility for staff undertaking roles which involve safeguarding children
14. Recent biennial studies of Serious Case Reviews have emphasised the “complexity of each child’s circumstances and the consequent difficulties professionals face in making sound, professional judgements.”
15. The Training Programme is intended to enable practitioners to build up their knowledge from basic awareness through to specialist knowledge in specific areas of safeguarding children and young people where required e.g. working with a child or family with specific needs.
16. The courses are designed to support practitioners to be aware of the way in which separate factors can interact to protect from harm or cause increased risks of harm to the child and to enable understanding, clear thinking and measured decision making in assessing when it is safe to work with early, low level safeguarding concerns and when it is necessary to adopt HSCB procedures without delay.
17. The courses are regularly reviewed and updated in the light of changing policy and legislation, research, learning from Serious Case Reviews, Child Death Reviews and local and national practice experience.

Learning Pathways

18. Although each employer has a responsibility for defining learning pathways for their own staff, there is an expectation that practitioners at all levels and

across all agencies recognise the need for continuing their development and updating their knowledge and skills.

19. It is therefore recommended that staff discuss their specific training needs with their line manager, utilising the information about the courses which are provided in the Training Programme and making reference to this guidance. This is to ensure they undertake the courses which best meet their individual learning and development pathway, relevant to their role and responsibilities, and to jointly prioritise the order in which they attend those identified courses.
20. The Training Programme describes the range of courses, with a clear indication of the 'target audience' for each using the groupings outlined in paragraph 11

Essential Safeguarding Training

- **Safeguarding Children – Introduction**
This is essential training for all staff in Group 1.
This training is delivered as an inter-agency course by members of the HSCB trainer's forum, or on a single agency basis using the HSCB training materials or other HSCB endorsed materials.
- **Safeguarding Children Level 1 – A Shared Responsibility – Awareness, Recognition and Responses**
This is essential for all staff in Group 2 and above and is the mandatory 'Learning Pathway' to all other HSCB Safeguarding courses.
This is delivered as an inter-agency course by members of HSCB Trainer's Forum, or on a single agency basis using the HSCB training materials or by agencies delivering their own equivalent 'in-house' training, endorsed by HSCB
- **Safeguarding Children – Threshold Training**
This training is essential training for staff in Group 3 and above and strongly recommended for staff in Group 2.
This is delivered as an inter-agency course by members of HSCB Trainer's Forum or on a single agency basis using the HSCB training materials.
- **Safeguarding Children Level 2 – A Shared Responsibility – Working Together Effectively – Processes, Principles & Dilemmas**
This training is essential for staff in Group 4 and above and strongly recommended for staff in Group 3 and above.
This training is always delivered by the HSCB and on an inter-agency basis.

Recommended Safeguarding Training

- **‘Sources of Stress’ and Safeguarding Briefings**

21. HSCB provides a wide range of additional safeguarding training courses and briefings.
22. These consist of ‘awareness’ and ‘additional’ courses, grouped together as ‘sources of stress’ courses and safeguarding briefings. Courses are evidenced-based and designed to equip staff with the skills, knowledge and understanding they need to fulfil their safeguarding roles and responsibilities.
23. The range of ‘awareness’ courses covers issues such as domestic violence (and the impact on children), substance misuse, drug awareness, the impact of child sexual abuse, the impact of neglect, the importance of a child-centred approach, safeguarding disabled children and working with resistant and challenging families. The full list and detail can be found in the HSCB training diary (on the Board’s website):

http://www.hullcc.gov.uk/portal/page?_pageid=296,1&_dad=portal&_schema=PORTAL
24. ‘Additional courses’ explore in more depth some of the issues covered in ‘awareness’ courses. To ensure learner readiness, awareness courses must be undertaken prior to attending the linked additional courses.
25. Safeguarding Briefings cover topics such as ‘Learning from Serious Case Reviews’ and ‘Private Fostering’.
26. Awareness and additional courses and Safeguarding Briefings are recommended for staff in Group 2 and above.
27. Elements of the recommended training may be a higher priority for staff in different roles e.g. groups of staff working with a child/ family where substance misuse is an issue might give a higher priority to courses specific to that area of Safeguarding.
28. These courses and briefings are delivered as inter-agency courses by members of HSCB Trainer’s Forum.

Strongly Recommended Safeguarding Training

- **Sources of Stress and Safeguarding Briefings**

‘Awareness’ training and Safeguarding Briefings are strongly recommended and ‘additional’ courses are recommended for staff in Group 3 and above (details of these courses set out above).

Our aim is to support staff across all agencies in those groups to acquire an holistic understanding of the complex needs of some children and families and to increase their knowledge and confidence to work in a multi-agency arena where they need to be curious, think critically and systematically and challenge the opinions and decisions of other multi-agency colleagues.

Specialist Courses

29. Other training is essential for some staff in specialist roles within Groups 2 and above. For example, Social Workers and Police Officers conducting joint interviews of children and young people utilising Achieving Best Evidence Guidance must have successfully completed the 'Achieving Best Evidence and Joint Investigation' training and be able to demonstrate workplace competence.
30. Specialist training is delivered as inter-agency courses by members of HSCB Trainer's Forum or subject specialists from partner agencies. Details of specialist training can be found in the Training Programme.

Refresher Training

31. There is a requirement that all staff refresh their training on a regular basis to provide an opportunity for practitioners to renew their learning in the light of their own practice experience. The minimum requirement is that Level 1 – A Shared Responsibility (Group 2 and above) is refreshed every 3 years.
32. However, some sectors and specific roles (for example School Child Protection Coordinators) are required to refresh more frequently. It is the responsibility of employers to make this clear in their own workforce training strategy.
33. It is the responsibility of each employer and organisation to ensure that their staff have the requisite skills and knowledge appropriate to their individual role and that these staff have access to relevant learning and development opportunities. Based on this assessment, organisations will audit the demand for training in their organisations and inform the Board of need, in order to facilitate programme planning.

Communication

34. HSCB will utilise a range of methods to inform professionals and volunteers of the training programme and the availability of courses:
 - The HSCB annual training programme will be disseminated throughout partner organisations and sectors via the HSCB members.

- The HSCB e-newsletter will be used to provide information about forthcoming courses and events.
- Full details of the training programme, including how to book a place on a course, are provided on the HSCB website:
http://www.hullcc.gov.uk/portal/page?_pageid=296,1&_dad=portal&_schema=PORTAL
- The HSCB will develop the use of social media to communicate detail of forthcoming training and events.

Summary

35. The following table provides a summary of the HSCB Training Programme structure and 'learning pathways'.

<p>Introduction to Safeguarding Children</p>	<p><u>Essential</u> for Group 1</p>
<p>Level 1 – A Shared Responsibility</p>	<p><u>Essential</u> for Group 2 and above. <u>Learners Must</u> have completed this training (or agreed ‘Level 1’ equivalent) prior to attendance on any other course/ briefing.</p>
<p>Safeguarding Children Threshold Training</p>	<p><u>Strongly recommended</u> for Group 2. <u>Essential</u> for Group 3 and above.</p>
<p>Sources of Stress and Safeguarding Briefings</p>	<p><u>Recommended</u> for Group 2 and above. Some may be more relevant for practitioners working with a child/ family with particular complex needs <u>Learning Pathway</u> Level 1 – A Shared Responsibility. ‘Awareness’ courses must be completed before ‘additional’ courses.</p>
<p>Level 2 – A Shared Responsibility</p>	<p><u>Essential</u> for Group 4 and above and <u>Strongly Recommended</u> for Group 3 and above. <u>Learning Pathway</u> Level 1 – A Shared Responsibility, Safeguarding Children Threshold Training. Strongly Recommended: Sources of Stress – Awareness Courses Safeguarding Briefings Recommended: Sources of Stress - Additional Courses <u>Essential</u> for some staff in specialist roles in Group 2 and above</p>
<p>Specialist Courses</p>	

Section 5: Safeguarding Training: Priority Actions 2014/15

Priority 1: Take action to secure bespoke administrative support for the HSCB training

- Report on the issues and need to HSCB – 21st May 2014.
- Secure additional resources – July 2014

Priority 2: Work with partners to augment the pool of safeguarding trainers in order to sustain and develop the training programme

- Report to HSCB – 21st May 2014 – secure the support in principle of Board members
- Produce a 'needs assessment' and seek new trainers via Board members
- Organise additional 'Train the trainers' courses during the summer 2014.

Priority 3: Develop and pilot the new training courses as identified by the sub-committee (linked to creating additional capacity as above)

- Develop training on:
 - Child Protection planning & decision-making
 - Forced marriage & honour-based violence
 - Female Genital Mutilation
 - Effective supervision
- Pilot new training during 2014/15 – evaluate and further develop training for inclusion in the 2015/16 training calendar

Priority 4: Work closely with the Learning & Improvement Sub-Committee to develop new ways of disseminating learning

Priority 5: Develop and implement a process for routine evaluation of the impact of training on practice.

- Secure the support of HSCB members
- Dependent upon securing additional administrative capacity, implement new process from September 2014.

Appendix 1

Training & Development Sub-Committee Terms of Reference

1. Status

The HSCB Training and Development Sub-Committee is formally accountable to the Hull Safeguarding Children Board.

2. Remit

The Training and Development Sub-Committee takes lead responsibility, on behalf of the Hull Safeguarding Children Board, for ensuring the provision of a high quality and effective single and inter-agency training programme on safeguarding and promoting the welfare of children and young people, in order to meet local need.

3. Membership

The Sub-Committee will:

- a. Be chaired by a member of the Hull Safeguarding Children Board, elected by the HSCB (and reviewed annually)
- b. Comprise nominated representatives of key partner agencies of the HSCB
- c. Each Member to have a designated deputy.
- d. Extend membership to other organisations by agreement of the Chair.
- e. Be attended by a minimum of three Members, two of which must be statutory partners.

4. Accountability and Reporting

- a. The Sub-Committee is accountable via the Chair to the Hull Safeguarding Children Board

It will:

- b. Meet no less than bi-monthly
- c. Produce a summary report on progress and key issues for each HSCB meeting, to be presented by the Chair.

- d. Produce an annual report of single and inter-agency safeguarding training for inclusion in the HSCB Annual Report and to help inform the HSCB Business Plan.
- e. Be supported in its work by the HSCB Officer Team and a range of expertise from within partner agencies.

5. Key Functions/Tasks

- a. To review, and update as necessary, HSCB training criteria and principles, including the safeguarding training which should be accessed by staff depending on the level and nature of their contact and work with children and young people.
- b. To audit and map the safeguarding training provided in Hull, both by the Board and by other agencies
- c. To initiate training needs analyses in order to establish training priorities, and to ensure that safeguarding training is reaching all relevant staff within organisations.
- d. To quality assure local safeguarding training, including that provided directly by the Board and that provided by partners.
- e. To establish and oversee measures to monitor the impact of training on practice.
- f. To commission and/or directly provide training and development programmes to meet identified need.
- g. To produce an HSCB training strategy and annual calendar of safeguarding training, including relevant training delivered by partners which has been quality assured and approved by the Board.
- h. To ensure that all safeguarding children training is regularly updated, to reflect evaluation, feedback and latest research, and that the learning from Serious Case Reviews (locally and nationally) and from multi-agency case auditing is reflected in safeguarding training.
- i. To ensure that safeguarding training adheres to the agreed purpose and core principles and reflects all relevant national guidance and competency frameworks.
- j. To help support and maintain sufficient competent trainers to have the capacity to deliver the agreed programme.
- k. To explore, and wherever possible, take advantage of, opportunities for collaboration with the other Humberside LSCBs.

- l. To advise the HSCB on training which should be provided to, or attended by, Members of the Board.
- m. Ensure close liaison with the Children's Workforce Trust on wider workforce development.

Appendix 2.

HSCB Trainers Forum Terms of Reference

1. All members of the Hull Safeguarding Children Board Safeguarding Trainers Forum will deliver training on behalf of the Hull Safeguarding Children Board.
2. There is an expectation that members of the Hull Safeguarding Children Board Safeguarding Forum will attend Forum Meetings on a regular basis.
3. Meetings will be held quarterly, lasting 2 hours and dates will always be available a minimum of two quarters in advance.
4. Meetings will be held at the Hull Safeguarding Children Board unless the venue is unavailable.
5. Members should submit items for the agenda one week before the meeting
6. Meetings will have an agenda that will always include:
 - a. Introductions
 - b. Apologies
 - c. Agenda Items from Forum Members
 - d. Local Issues
 - e. Learning Programme Updates
 - f. Any Other Business
7. There will be a two way information sharing process with the Hull Safeguarding Children Board Strategic Training Group
8. There is an commitment to developing effective and confident trainers by providing Train the Trainer Programme which will include:
 - a. A clearly prescribed process or task list for those delivering training
 - b. Mentoring programme
 - c. Shadowing opportunities including opportunities to participate in the trainers planning before training and debrief at the end of a training session
 - d. Refresher training for those who have not delivered training for more than one year
9. There will be an up to date matrix of all trainers.
10. Trainers will respond promptly to requests to deliver training even if the answer is that they are not available.

Appendix 3

Safeguarding Training Standards

Minimum Standards for Single Agency Child Protection Training *(adapted from the East Riding SCB model)*
 (Single agency training – which is training carried out by a particular agency for its own staff – Working Together, 2010)

Organisation / Agency identified _____

Training provided on a single agency basis _____

Standard	Evidence	Have in place
<p>Standard one</p> <p>1.1 The organisation / agency has a nominated and named professional who will be responsible for safeguarding children training and development within the organisation.</p> <p>1.2 The individual with such responsibility will liaise with and or attend the Training & Development sub-committee on a regular basis.</p>		
<p>Standard two</p> <p>The organisation / agency will have in place a current training strategy in relation to safeguarding children training. This is reviewed annually and endorsed by HSCB via the T&D sub-committee.</p> <p>(indicating how single and interagency training meets the needs of the workforce)</p>		
<p>Standard three</p> <p>The organisation / agency report to HSCB annually, via the T&D sub-committee, any single agency training conducted, with detailed attendance records and evaluation of this activity.</p>		

<p>Standard four Training delivered on a single agency basis is endorsed by HSCB, via the T&D sub-committee and will include the following elements:</p> <ul style="list-style-type: none"> 4.1 Training courses have clear aims and objectives. 4.2 Training courses are child focused. 4.3 Course content is well researched and evidence based. 4.4 Training is clearly linked to current and evolving local, regional and national standards. 4.5 Training materials provided are clear and up to date. 4.6 Training materials make reference to policy and procedures. 4.7 Training is delivered by appropriately qualified and experienced trainers. 4.8 Training will be delivered in an environment which is conducive with learning 4.9 Training will reflect non-judgmental and anti-discriminatory practice. <p>All safeguarding training delivered on a single agency basis will conform to the purpose, principles and values set out in Section 2 of the HSCB Training Strategy.</p>		
<p>Standard 5 The organisation / agency will have in place a system to record and monitor attendance on safeguarding children training.</p>		
<p>Standard 6 The organisation / agency will have in place a system to evaluate the effectiveness and impact of single agency safeguarding children training.</p>		

Appendix 4

The 'Common Core Skills and Knowledge for the children's workforce.'

Essential Safeguarding Skills and Knowledge for all Staff

Skills

Relate, recognise and take considered action

- *Establish respectful, trusting relationships with children, young people and those caring for them.*
- *Understand what is meant by safeguarding and the different ways in which children and young people can be harmed (this includes by other children and young people and through the internet.)*
- *Make considered judgements about how to act to safeguard and promote a child or young person's welfare, where appropriate consulting the child, young person, parent or carer.*
- *Give the child or young person the opportunity to participate in decisions that affect them, as appropriate to their age and ability, and taking their wishes and feelings into account.*
- *Understand the key role that parents and carers play in safeguarding and promoting children and young people's welfare and involve them accordingly. Also recognise the factors that can affect parenting and increase the risk of abuse, for example domestic violence.*
- *Understand that signs of abuse can be subtle and expressed in play, artwork and in the way children and young people approach relationships with other children and adults.*
- *Make considered judgements about how to act to safeguard and promote a child or young person's welfare.*
- *Give the child or young person the opportunity to participate in decisions affecting them, as appropriate to their age and ability.*

Communication, recording and reporting

- *Use appropriate ICT and language skills to observe, record and report; making distinction between observations, facts, information gained from others and opinions*
- *Undertake formal, or informal, assessments and be alert to concerns about a child or young person's safety or welfare. This includes unexplained changes in behaviour and signs of abuse or neglect.*
- *Be able to recognise when a child or young person is in danger or at risk of harm, and take action to protect them.*

Personal Skills

- *Have self-awareness and the ability to analyse objectively*
- *Have the confidence to actively represent the child or young person and his or her rights*
- *Have the confidence to challenge your own and others practices*
- *Understand the different forms and extent of abuse and their impact on children's development*
- *Develop appropriate professional relationships with children and young people*

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Knowledge

Legal and procedural frameworks.

- *Have awareness and basic knowledge, where appropriate, of the most current legislation*
- *Know about Government and local guidance; policies and procedure and how these apply in wider working environments*
- *Be aware of the Local Safeguarding Children Board (LSCB) and its remit*
- *Be aware of national guidance and local procedures, and of certain roles and responsibilities within these, for safeguarding and promoting children and young people's welfare.*
- *Know about data protection in this context*

Wider context

- *Know when and how to discuss concerns with parents and carers*
- *Understand the roles of other agencies, local procedures on child protection and variations in the use of terminology*
- *Understanding the necessity of information sharing within the context of children and young people's well-being and safety*
- *Know about the Common Assessment Framework for children and young people (CAF) and, where appropriate, how to use it*
- *Understand that different confidentiality procedures apply in different contexts.*

Self understanding

- *Know the boundaries of personal competence and responsibility, when to involve others, and where to get advice and support from.*
- *Appreciate the impact of witnessing upsetting situations and know how to get support*