



Cheshire West and Chester  
Safeguarding Children  
Partnership



## Safeguarding Children and Adults Training Standards

### 1. Introduction

- 1.1 Cheshire West and Chester Safeguarding Children Partnership (SCP) and the Local Safeguarding Adults Board (LSAB) is committed to a culture of continuous learning and improvement. There are large numbers of people working with children, young people and adults both employed and as volunteers, and it is important that they are sufficiently skilled to spot the signs of abuse. We need to know who in the workforce needs to be trained, hold their organisations to account to ensure that they receive appropriate training and to seek evidence that the training and learning opportunities have made a positive difference to safeguarding practice.
  
- 1.2 The importance of multi-agency training is reinforced through research and reinstated through local and national case reviews. Effective safeguarding is underpinned by strong multi-agency working and professionals understanding and acting upon their respective roles and responsibilities in relation to safeguarding children and vulnerable adults. It must be remembered that individual agencies remain responsible for ensuring that their staff are competent and confident to carry out their roles safely including their safeguarding responsibilities. Within the Working Together guidance, it is clear that the role of the Safeguarding Children Partnership (SCP) in the delivery of training is a matter for local determination, but irrespective of who delivers training the SCP and the LSAB should review and evaluate the quality, scope and effectiveness of single and multi-agency training to ensure it meets local need.

### 2. The Role of the Training and Development Hub

- 2.1 The Training and Development Hub is responsible for the planning, co-ordination, commissioning and evaluation of high quality multi-agency training to the

children's and adult's workforce. The Hub ensures that the learning and development provided within agencies will equip professionals to safeguard children and vulnerable adults. The core functions of the Hub include:-

- a. Co-ordinate the training offer to the multi-agency partnership on behalf of the Local Safeguarding Adult Board, Safeguarding Children Partnership, Community Safety Partnership and Domestic Abuse Partnership.
- b. To develop and review multi-agency learning and development programmes within the context of local and national policies, research and practice developments.
- c. To ensure standards are set for single agency basic awareness training and evaluate the extent of single agency provision.
- d. To commission the design, planning, organisation and implementation of the training/learning programmes based on priorities, learning from Case Reviews including Safeguarding Children Practice Reviews, Safeguarding Adult Reviews, Domestic Homicide Reviews.
- e. Monitor and evaluate the quality and effectiveness of the multi-agency training programme.
- f. Support, develop and oversee the multi-agency training pool.
- g. To ensure oversight and information about individual agency training that links to the Partnerships/Boards' priorities.
- h. To ensure that individual agencies focus on how staff in their organisations are achieving and maintaining their competencies in safeguarding using a range of learning opportunities.
- i. To provide the partnerships described above with impact evaluation of training on a quarterly basis in order to measure it's overall effectiveness on practice.

### **3. The Role and Responsibility of Agencies**

3.1 Individual agencies are responsible for ensuring that their workforce are competent and confident in carrying out their responsibilities for safeguarding and promoting children's and vulnerable adults welfare. Employers should ensure that their employees are aware of how to recognise and respond to safeguarding concerns, including signs of possible maltreatment. This knowledge and expertise should be put in place before employees attend multi-agency safeguarding training

as part of their single agency training plan. Employers also have a responsibility to identify adequate resources and support for multi-agency training by:

- Allocating and protecting the time required to complete training and development opportunities.
- Ensuring staff receive relevant single agency training that enables them to maximise the learning derived from multi-agency training and have opportunities to consolidate learning.
- Contributing to the evaluation of training.

#### **4. Training and Delivery**

4.1 The SCP Training and Development Offer works closely with the Training and Development Hub, and co-ordinates the work of the multi-agency training pool. The training pool comprises skilled and experienced staff from a wide range of organisations who co-facilitate a broad range of the training courses.

4.2 The Training and Development Hub offer a blended mix of safeguarding learning opportunities which include e-learning courses; bespoke single agency training; multi-agency training; briefings; workshops, conferences and events. The content of the programme is based on our training needs analysis; feedback from participants; case reviews and audits; local and national drivers and thematic areas links to the partnerships priorities. This range of information provides the basis of our priorities for the programme and our reviewed annually through our Business Plan. The training programme is set for a year and runs from April to March. It is evaluated consistently to ensure courses are effective, appropriate and reflect any issues or developments arising in practice. The programme can be found on the training page of the [SCP website](#).

4.3 All SCP training is currently funded through allocation of partner agencies' contributions. As a result there is a charge for attendance of organisations that do not provide a financial contribution to the partnership budget. This ensures the sustainability of the training and provides for additional commissioned packages that may be required due to emerging needs within the training period. A charge will also be levied for failure to attend a session without providing 7 working days'

notice. The [LSCB Charging Policy](#) includes details of fees and the cancellation process.

## **5. Quality Assurance Standards for Training**

5.1 In order for us to be able to effectively quality assure safeguarding training the Training & Development Hub have an agreed set of standards for both single agency and multi-agency safeguarding training which are as follows:

### **Minimum Standards/Criteria for single-agency Basic Awareness in Safeguarding Training**

1. Accountability within own agency. Training must reinforce that safeguarding is everyone's responsibility.
2. As outlined in Working Together 2018 definitions and signs and symptoms of the four types of abuse. In addition there should be reference to Radicalisation and the Prevent agenda as well as Child Exploitation.
3. As outlined in the Care Act 2014 definitions and signs and symptoms of the ten types of adult abuse.
4. Reference to agencies policies and procedures and what to do when there are concerns a child or adult is being abused.
5. Understanding of confidentiality and information sharing relating to safeguarding and child protection.
6. Knowledge of what information to record, how to record it and safe storage of information.
7. Maintaining a child or person centred approach, demonstrating throughout that the child's/adults needs are paramount.
8. All training should have clear aims and objectives outlined.

### **In addition to single- agency Minimum Standards for Basic Awareness in Safeguarding Training**

1. Consider use of service user experience and an understanding of the rights of the child/adult in developing all courses.
2. Courses should be informed by an active respect for diversity and a commitment to ensuring equality of opportunity.

3. Courses should be regularly reviewed; evaluated and kept up to date to ensure they meet the agreed learning outcomes and are having a positive impact on practice.
4. Courses should be informed by current research evidence, lessons from Case Reviews and local and national policy and practice.
5. Trainers must meet the requirements in the person specification and will have experience and knowledge in the area being delivered.
6. Courses should utilise a range of teaching methods in order to be responsive to learners needs.
7. There should be a means to evaluate training – a delegates understanding of content and confidence to put learning into practice.
8. Organisations need to have the ability to record completion of the training to ensure that an appropriate renewal period can be set and tracked. All safeguarding training should be renewed as a minimum every three years, some agencies and settings e.g. schools are required to refresh every two years.

## **June 2019**

Developed with reference to the National Competency Framework and Care Certificate Standards.

This guidance aims to support organisations to plan and deliver safeguarding children and adults training for their workforce of staff and volunteers so that it is appropriate to their roles and remit.

This learning pathway incorporates national standards; supports local strategic aims and promotes the need for cultural change for agencies that support children/adults at risk. The learning opportunities outlined are based upon minimum standards and what outcomes specific groups of staff should be capable of achieving. The levels of competence those groups of staff should hold remains the responsibility of each organisation to measure with their own performance management processes. The pathway profiles four groups of staff who may have different levels of responsibility to safeguard people. The list of job roles within each group provided below is not exhaustive or exclusive to those suggested. Each grouping is a guide and some roles may overlap. Each organisation needs to identify the necessary capability that staff

may require in their organisation and consider links to safeguarding children and adults and the Think Family agenda.

### **1. Staff Group A**

Members of this group have a responsibility to contribute to safeguarding children/adults, but do not have specific organisational responsibility or statutory authority to intervene. They may come into contact with children and vulnerable adults in their day to day but are unlikely to work directly with individuals.

Including, but not limited to: All support staff, drivers, admin staff, HR staff, Domestic and Ancillary staff, volunteers, befrienders, and trustees.

### **2. Staff Group B**

This group have considerable professional and organisation responsibility for safeguarding children/adults because their roles bring them into direct contact with children and vulnerable adults. They have to be able to recognise signs and symptoms of abuse and how to act on concerns. This group may need to work within multi-agency contexts. Including, but not limited to: social workers, nurses, teachers, home carers and providers, residential care staff, police, probation, prison staff.

### **3. Staff Group C**

This group is responsible for ensuring the management and delivery of safeguarding children/adult services is effective and efficient. They are likely to have supervisory responsibility for Staff Group B and need to be assured that safeguarding concerns are dealt with effectively. They are likely to be individuals that hold a Designated Safeguarding Officer or Lead responsibility for their organisation or department.

In addition they may 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 service.

Including, but not limited to: operational managers, service managers, registered managers, safeguarding children/adult officers or leads

#### **4. Staff Group D**

This group is responsible in ensuring their organisation is fully committed to safeguarding children/adults at all levels, and have in place appropriate systems and resources to support this work in an intra and inter agency context.

Including, but not limited to: Safeguarding Board/Partnership members, executive and non-executive directors, chief executive officers, elected members.

#### **1. Staff Group A**

- Awareness Level or NHS Level One
- All staff (including volunteers)
- Irrespective of role everyone has a responsibility to contribute to safeguarding children/adults
- Staff Group A come into contact with children/adults but do not have specific organisational responsibility or statutory authority to intervene.

#### **1.1 Competency**

- Know what safeguarding is.
- Recognise signs that a child/adult may be in need of safeguarding and take relevant action.
- Understand dignity and respect and cultural diversity when working with individuals.
- Understand the local procedures for raising a safeguarding concern.
- Know about local and organisational policy, procedures and legislation around safeguarding relevant to that role.
- Ensure effective administrations and quality of safeguarding processes.

#### **1.2 Possible Evidence**

- Able to describe possible signs and indicators of abuse or neglect.
- Able to name categories of abuse.

- Able to explain how to handle a disclosure of abuse.
- Able to explain what they should do if they are worried, and who they should tell.
- Able to explain what to do if the named person isn't available.
- Able to describe boundaries of confidentiality.
- Able to demonstrate an awareness of key legislation relation to safeguarding.
- Able to locate safeguarding policies relevant to their role.
- Able to record clearly their concerns and know the correct paperwork to use.
- Able to explain the process of reporting a colleague or their organisation if they are worried about practice.

### **1.3 Opportunities for Learning**

- This learning can be provided via e-learning or face to face training and should be covered as part of induction for everyone.
- Organisations should consider how often refresher opportunities are available and what form this should take but should be able to demonstrate that staff and volunteers have up to date knowledge.
- E-learning courses include:
  - Cheshire West Basic Awareness in Adult Safeguarding e-learning.
  - Other awareness key training is available from multiple providers. Employers should ensure the package used meets the competencies required for Staff group A.

## **2. Staff Group B1**

- Responder Level or
- NHS Level Two
- In addition to the duties above this group are also:
- Staff who are in regular direct contact with people who may be an 'child/adult at risk' and who may need to raise a safeguarding concern and/or complete a safeguarding referral form

### **2.1 Competency**

All competencies for staff group A plus:



- Demonstrate skills and knowledge to contribute effectively to the safeguarding process.
- Awareness and application of a range of local and national policy and procedural frameworks when undertaking safeguarding activity.
- Ensure service users/carers are supported appropriately to understand safeguarding issues to maximise their decision making.
- Understand dignity and respect and cultural diversity when working with individuals.
- Maintain accurate, complete and up to date records and achieve best evidence.

## **2.2 Possible Evidence**

- Able to respond to concerns raised in a timely manner.
- Able to follow local pathways and referral processes.
- Able to locate referral information, telephone numbers, forms.
- Able to demonstrate knowledge of key legislation relating to safeguarding.
- Able to maintain accurate, timely records.
- Able to work with service users to ensure they are fully aware of all the options available to them.
- Able to develop protective strategies for those who have capacity and decline services.
- Able to confidently use whistle blowing procedures when needed.
- As safeguarding referrer for your organisation:
- Understand your responsibilities as a referrer when a concern is raised with you or you have become aware that abuse or neglect of a child/adult at risk has occurred, or is suspected.
- Understand potential decisions which may result from the work you undertake as nominated referrer.

## **2.3 Opportunities for Learning**

- At this stage training should be face to face and can be single agency but preferable will be multi-agency training. Training should take place as soon as awareness level training is complete (above).
- Safeguarding Children Partnership

- Basic Awareness in Safeguarding Children (3 hours)
- Local Safeguarding Adults Board
- Basic Awareness in Safeguarding Adults (3 hours)
- Organisations should consider how often refresher opportunities are available and what form this should take but should be able to demonstrate that staff have up to date knowledge and skills.
- Other responder level training is available from multiple providers. Employers should ensure the package used meets the competencies required for Staff group B1.

### **3. Staff Group B2**

- Responders & Specialist Practitioner Level
- NHS Level 3
- In addition to Group A & B1, this group have the responsibility for making decisions for concerns raised. They hold key roles within safeguarding children/adults, in particular Section 42 enquiries with the Care Act and Section 47 enquiries.
- Safeguarding Manager
- Safeguarding Enquirers

#### **3.1 Competency**

All competencies for staff groups A and B1 plus:

- Ensure that information is shared appropriately and all relevant partners involved.
- Demonstrate appropriate responses to safeguarding concerns.
- Manage safeguarding concerns and enquiries.
- Ensure that dignity and respect and cultural diversity are embedded in work with individuals.
- Clear understanding of relevant legislation, policies and procedures and local processes.

#### **3.2 Possible Evidence**

- Able to confidently contribute to meetings, enquiries and share information appropriately.
- Able to identify and reduce any potential & actual risks following disclosure, concern or allegation.
- Able to understand the pathways in response to a referral and the requirements of gathering information.
- Able to explain policy and legislation to support preventative strategies.
- Show understanding of organisational cultures and challenge those that may lead to poor practice in safeguarding.
- Show understanding of how abuse may affect decision making processes e.g. domestic violence and modern slavery.
- Able to provide information on local and national groups that may be able to support e.g. Victim Support, Salvation Army, safeguarding advocate.
- Able to provide written and verbal information on local safeguarding processes and how they can be accessed by service users and carers at any time.
- Able to demonstrate awareness of the potential impact of abuse on all parties involved.
- Recognise service users' rights to freedom of choice and the voice of the child.

### **3.3 Possible learning**

- Staff group B2 should be attending multi agency training, with other practitioners from the local area in order to build multi agency working relationships and understanding.
- Organisations should consider how often refresher opportunities are available and what form this should take but should be able to demonstrate that staff have e up to date knowledge and skills.
- Basic Awareness in Safeguarding Adults/Children (3 hours)
- Working Together to Safeguard Children (full day)
- Child Protection, Children in Care and SMART Planning Workshop (3 hours)
- Managing Good Practice in Safeguarding Adults (full day)
- Managing and Preventing Organisational Abuse (full day)
- Range of themed safeguarding training provided by the Safeguarding Children Partnership and the Local Safeguarding Adults Board. Other training is

available from alternative providers. Employers should ensure the package used meets the competencies required for Staff Group B2 and is multi agency.

#### **4. Staff Group C**

- Decision Makers or
- NHS Level 4
- In addition to group A & B this group is responsible for ensuring that the management and delivery of safeguarding children/adult services is effective and efficient. They will have oversight of the development of systems, policies and procedures in accordance with national, local and organisational policies and procedures.
- Head of Services, Registered Managers, Designated Safeguarding Managers, Safeguarding Leads

##### **4.1 Competencies**

All competencies for staff groups A and B plus:

- The provision of training and supervision to develop and promote safeguarding.
- Robust inter agency and multi-agency systems to promote best practice.
- Support the development of robust internal systems to provide consistent, high quality safeguarding service that promotes dignity, respect and cultural diversity.
- Chair safeguarding meetings or discussions.
- Ensure record systems are robust and fit for purpose.

##### **4.2 Possible evidence**

- Able to demonstrate an understanding of the different roles and responsibilities of all agencies involved in investigations and ensure these are met.
- Awareness of up to date protocols and able to implement them.
- Able to challenge poor practice at an intra and inter agency level.
- Ensure effective supervision policy and practice in place.
- Ensure regular supervision being provided.
- Support whistle blowing policy and procedures.

- Monitor and audit safeguarding systems to ensure accuracy and consistency across safeguarding records and implement learning from audits.
- Demonstrate that systems are established to support good practice.
- Ensure appropriate record keeping of safeguarding meetings e.g. minute taking.
- Able to chair meetings in line with local policy/procedures.
- Ensuring all staff are kept up to date with training and development opportunities in line with their roles and responsibilities.

#### **4.3 Possible learning**

- Staff group C should be attending multi agency training, with other practitioners from the local area in order to build multi agency working relationships and understanding.
- This staff group will need to access training and conferences on a wide range of themes provided by the Safeguarding Children Partnership and the Local Safeguarding Adults Board including:
  - Prevent
  - Domestic Abuse
  - Modern Slavery
  - Child Criminal Exploitation
  - Sexual Abuse
  - Neglect
  - Self-Neglect
  - Mental Capacity Act
  - Managing and Preventing Organisational Abuse
  - To book Training and Conferences in Cheshire West available from Safeguarding Children Partnership Local Safeguarding Adults Board

#### **5. Staff Group D**

- Governance & Board/Partnership Level
- NHS Level 5

- In addition to groups A, B & C this group is also responsible for strategic oversight and planning of services for children/adults at risk.
- Safeguarding Adult Board Members, Safeguarding Children Partnership members executive and non- executive directors, chief executive officers and elected members

### **5.1 Competencies**

All competencies for staff groups A, B and C plus:

- Lead the development of effective policy and procedures for safeguarding services in your organisation.
- Ensure plans and targets for safeguarding are embedded at a strategic level across your organisation.
- Develop and maintain systems to ensure the involvement of those who use your services in the evaluation and development of your safeguarding services.
- Promote awareness of safeguarding systems within and outside of your organisation.

### **5.2 Possible evidence**

- Work with partner agencies to develop a consistent approach to safeguarding.
- Strategic understanding of the scope of safeguarding services.
- Provide leadership for the workforce stating clear aims and objectives in safeguarding.
- Ensure contractual arrangements with service providers adhere to policy and procedures.
- Communicate effectively a pro-active approach to safeguarding. Ensure written and verbal information on local safeguarding processes are available to service users and carers at any time.
- Able to account for your organisations practice and ensure whistle blowing procedures are in place.
- Ensure internal audit systems are robust.
- Actively engage in and have understanding of inspections and prevention strategies are being developed and used in practice.

- Commission effective training and continuing professional development to support development and ensure workforce is appropriately trained.
- Ensure policy and practice re in place to support effective risk and decision making in practice.
- Implement audit and inspection regimes.

### **5.3 Possible learning**

- Staff group D should ensure they have confidence in practice for all of the training themes and courses for staff groups A, B and C
- Attendance at refresher training, conferences and other learning events should form part of modelling good practice to colleagues and ensuring confidence with new and existing processes.
- Professional development is wider than attending events and should encompass a wide range of learning opportunities.