



Bath and North East Somerset Community Safety and Safeguarding Partnership

TRAINING STRATEGY 2021 - 2024

Date approved by BCSSP	
Author	Original Author: Jen Russell Review Author:
Date for review	To be reviewed annually
Detail of review amendments	New strategy

Contents		Page
1	Introduction	1
2	Context	2
3	Legislation and Guidance	2
4	Training & Development Sub-group	3
5	Training Principles	4
6	Frequency of Training	4
7	Training Administration	5
8	Evaluation & Quality Assurance	6
9	Conclusion & Review Process	7
Appendices		
A	Legislation & Guidance	8
B	Terms of Reference	10
C	Training Programme	13
D	Training Principles	15
E	Children's Training Standards Guidance	16
F	Adults' training Standards Guidance	29
G	Charging Policy	38
H	Example Evaluation Form	39

1. Introduction

Partners in B&NES have been creative and constructed exciting new governance arrangements for community safety and safeguarding, which is committed to maximising the integration of safeguarding children and adults with community safety. This new Partnership is designed to offer the workforce the chance to work more effectively and with joint purpose to protect children, adults, families and communities who most need help.

The B&NES Community Safety and Safeguarding Partnership (BCSSP) is committed to:

- Ensuring that the voice of children, adults, families and communities is strengthened
- Strengthening and improving the work on 'Think Family and Community'
- Improving strategic decision making and leadership by having one cohesive conversation
- Focusing on shared strategic objectives to achieve the greatest impact and improve outcomes for children, adults, families and the community
- Reducing duplication and therefore enable us to use our resources more effectively across B&NES

The Partnership shares the vision that:

“Safeguarding and Community Safety is Everybody’s Business”

This strategy provides the framework and direction to equip people to work effectively to safeguard and promote the welfare of children and adults and keep our communities safe. All training will take into account community safety and children’s and adults’ safeguarding .

Training for multi-agency work in safeguarding and community safety is intended to promote better outcomes by fostering:

- A shared understanding of roles and responsibilities and improve effective working together;
- 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 and community' approach to create strengths-based child focused / adult at risk assessments which explores opportunities to improve life chances alongside the examination of risk and ensures the individual at risk is fully involved and central to the process;
- Learning from Child Safeguarding Practice Reviews (CSPR), Safeguarding Adult Reviews (SARs) and Domestic Homicide Reviews (DHRs) and putting that learning into practice.

The training provided by the Partnership ensures that participants are provided with opportunities to develop new knowledge skills and competences. It is the expectation that individual organisations provide the required support to ensure and sustain a culture of continuous learning and improvement in line with the Practice and Learning Cycle identified in the BCSSP Learning and Development Framework.

2. Context

Whilst the Training Strategy's primary purpose is to meet the relevant statutory responsibilities of the Community Safety & Safeguarding Partnership, it also provides a route through which the workforce development requirements of the following complementary work streams can be advanced.

The BCSSP Annual Reports and Work Programmes identify the priorities for the year ahead which the Partnership 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 safeguard and promote the welfare of children and adults at risk and keep our communities safe need to reflect on the quality of their services and learn from their own practice and that of others.

The Children and Young People's Plan (CYPP) is overseen by the Children and Young People's Sub Committee of the Health and Wellbeing Board. The CYPP outlines the work that services across health, social care and commissioned services undertake to support children, young people and their families. There will be an interim CYPP for 2021-2022 to enable the next 3 year plan to be aligned to the New Health and Well Being Strategy 2022.

Bath and North East Somerset Health and Wellbeing Strategy 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. A new Strategy is being written for 2022

3. Legislation and Guidance

The framework and direction provided by this strategy takes into consideration the requirements set out in the relevant legislation and guidance, including:

- [Children Act 2004](#)
- [Care Act 2014](#)
- [Children and Social Work Act 2017](#)
- [Mental Health Act 1983](#)

- [Mental Health Act 2007](#)
- [Mental Capacity Act 2005](#)
- [Education Act 2002](#)
- [Crime and Disorder Act 1998](#)
- [Domestic Violence, Crime and Victims Act 2004](#)
- [Anti-social Behaviour, Crime and Policing Act 2014](#)
- [Serious Crime Act 2015](#)
- [Modern Slavery Act 2015](#)
- [Counter-Terrorism and Security Act 2015](#)
- [Counter-Terrorism strategy \(CONTEST\) 2018;](#)
- [Working Together 2018](#)
- [Safeguarding Children and Young People: roles and competences for health care staff \(2019\)](#)
- [Adult Safeguarding: roles and competences for health care staff \(2018\)](#)
- [Keeping Children Safe in Education \(2021\)](#)

Please refer to Appendix A for further detailed information on the main Legislation and Guidance within which we work and provide training..

The training programme will also be reviewed and adapted in response to changes in government guidance or service and training needs resulting from exceptional circumstances e.g., the Covid-19 pandemic

4. Training and Development Subgroup (T&D S-g)

The T&D S-g operates to help ensure the continuing development of all staff in all partner organisations in order for them to safeguard and promote the welfare of children and adults at risk and to keep our communities safe.

The Subgroup is responsible for identifying training and development opportunities that should be made available in order to meet the BCSSP's statutory functions and to respond to national and local issues. It also considers any community safety and safeguarding development issues that might adversely affect an organisation's capacity to meet their safeguarding obligations. See Appendix B for Terms of Reference

The T&D S-g membership comprises 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 delivery.

Programme Development

The Subgroup has a focus on the skills, knowledge and behaviours required for multi-agency working and oversees provision of a suite of learning and development opportunities which includes basic awareness workshops through to in-depth courses and specific subject matter. Appendix C sets out further information on the suite of training provision provided by the BCSSP

Training Delivery

The development and delivery of the BCSSP training programme is overseen by the B&NES Organisational Development Business Partner who specialises in Safeguarding and Multi-agency training. The programme is flexible to meet demands and makes use of internal expertise and trainers, as well as commissioned specialist training providers and ELearning. The Business Partner also makes provision for the effective administration, evaluation and quality assurance of the courses.

The BCSSP employs a Safeguarding & Community Safety Trainer who is managed by the Business Partner. The Trainer is responsible for the development, and in many cases, the delivery of courses. Where there is a need for specialist input, the BCSSP Trainer will work with colleagues from other agencies (e.g. Domestic Violence & Substance Misuse) or delivery will be undertaken by colleagues from partnership organisations or external independent trainers.

It is recognised that focused training specific to those who work with adults or children may be appropriate in some situations. However, 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 and Community' 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 an holistic approach to learning and development, better outcomes can be gained for the individuals and families of Bath & North East Somerset.

5. Training Principles

All Bath & North East Somerset's Multi-Agency Safeguarding Training is governed by a set of multi-agency training principles, that include: 'Think Family and Community'; the lived experience of the child and the adult with care and support needs; partnership with parents, families and carers; diversity and cultural competence; interagency collaboration; evidence-based practice and evaluation of training. Further details of the Training Principles can be found in Appendix D.

6. Frequency of Training

The BCSSP recommends that all staff receive safeguarding information in their induction which incorporates a wider understanding of community safety.

Safeguarding training should be refreshed at a minimum of every three years, at the level appropriate to roles and responsibilities. It is recognised that particular agencies and some professional roles may require that training is refreshed more regularly, equally additional training may be required to meet an individual's personal / professional development plans. For this reason, individuals should refer to their own single agency training requirements. For example, 'Keeping Children Safe in Education 2020' 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.

7. Training Administration of BCSSP Programme

Agencies and organisations ,must ensure that their staff have an appropriate level of safeguarding training.

The different training opportunities available are designed to meet the differing safeguarding needs of staff members. To ensure that the multi-agency training is accessed by appropriate practitioners, the BCSSP has provided 'Training Standards Guidance'. This guidance can be found in Appendix E (Safeguarding Children's Training Standards) and Appendix F (Safeguarding Adults' Training Standards).

Bookings

Applications for places on all BCSSP training courses must be made through the Bath & North East Somerset's 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>

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 different dates to ensure a good agency mix on each programme.

Most courses will accommodate between 20 - 25 places, however some courses are more effectively delivered to groups of 18, whereas other events can accommodate greater numbers.

Further information about the booking system and all other BCSSP training matters should be directed to the training team at childrensandadultsworkforce_training@bathnes.gov.uk in the first instance.

Charging Policy

Course Attendance

The standard Child Protection training and the Level 2 Safeguarding Adults' training is free to all agencies within Bath & North East Somerset. A tiered system of charging applies to other BSCCP training. The charging model takes into account the size of the organisation and enables equity of access for smaller community-based organisations.

Cancellations and Non-Attendance

Cancellations made less than 10 working days before the course date, or non-attendance on the day will incur the full course price for the delegate. It should be noted that late cancellation and non-attendance charges apply to all delegates including those that contribute to the BCSSP budget.

For further information on the charging policy please refer to Appendix G

8. Evaluation & Quality Assurance

Through its Training & Development Subgroup, the BCSSP evaluates the provision and quality of its multi-agency training offer and ensures that training and safeguarding learning opportunities are reaching all relevant staff. The Subgroup also provides support for individual organisations through promoting the minimum standards and learning outcomes set by the BCSSP for single agency training; and continually developing training for Safeguarding leads to enable them to deliver learning that meets the required standards.

Monitoring and Evaluation of Inter-agency training

In order to evaluate the effectiveness of BCSSP multi-agency training, 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 courses are meeting the needs of staff, with transparent overview and accountability to the Training & Development Sub-group and the BCSSP.
- Ensure evaluations inform the planning and development of future training
- Ensure messages from training are being embedded in practice.

Methods of Evaluation

All courses advertise the learning outcomes expected for participants by the end of the course. Evaluation forms remind attendees of those learning outcomes and delegates are asked to score, before and after each course, their views to assess the effectiveness of the training and addressing the identified aims and objectives. . 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 H shows an example feedback form).

Research into the effectiveness of multi-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 can improve their practice. All delegates are therefore invited at the end of a course 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 and adults with whom they work.

For selected courses additional evaluation forms will be sent to delegates 3 months after the session 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. A form is also sent to the delegate's manager with set questions requesting information about the impact attending the training has had on the delegates' practice.

It is recognised that delegates' managers play an important role in promoting development and in embedding knowledge from training. The Training &

Development Subgroup 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.

Quality Assurance – External Observation.

Over the course of the year, the Training & Development Subgroup will take part in a 'deep dive' quality assurance process, across BCSSP courses. In addition to the participants feedback sheets, an external observation will occur, ensuring that the teaching style meets with the high standards of anti-discriminatory and anti-oppressive practice of the Partnership. It will ensure that facilitators provide accurate information that is reflective of local practice, and the delivery style is inclusive to all delegates.

Monitoring and Evaluation of Single agency training

BCSSP partner agencies, in the case of the children's workforce are required to complete an annual Section 11 audit 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.

The BCSSP 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. This will usually be included within the annual peer review

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 Subgroup Chair will report to the BCSSP on a quarterly basis. The report will include the following:

- A progress report on 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 ensures that BCSSP members can have assurance and be satisfied that training is having the intended, beneficial effect on operational performance; is value for money and that 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 2024.

Appendix A

Legislation and Guidance

- [Children Act 2004](#) is a development from the 1989 Act. It reinforced that all people and organisations working with children have a responsibility to help safeguard children and promote their welfare.
- [Care Act 2014](#) 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 BCSSP.
- [Children and Social Work Act 2017](#) is intended to improve support for looked after children and care leavers, promote the welfare and safeguarding of children, and make provisions about the regulation of social workers. The Act made changes to the arrangements for local child safeguarding partnerships and the serious case review process, including provision for a central Child Safeguarding Practice Review Panel for cases of national importance. It also established a new regulatory regime for the social work profession.
- [The Mental Health Act 1983](#) (as amended, most recently by the [Mental Health Act 2007](#)) is designed to give health professionals the powers, in certain circumstances, to detain, assess and treat people with mental disorders in the interests of their health and safety or for public safety.
- [Mental Capacity Act 2005](#) is designed to protect and empower people who may lack the mental capacity to make their own decisions about their care and treatment. It applies to people aged 16 and over. The consideration of mental capacity is crucial at all stages of safeguarding adults' procedures as it provides a framework for decision making to balance independence and protection.
- [Crime and Disorder Act 1998](#) sets out statutory requirements for local authorities, police and other key partners & agencies to work together to reduce crime, disorder, substance misuse and reoffending in their area, in turn improving the quality of domestic, social and economic lives within the community.
- [Domestic Violence, Crime and Victims Act 2004](#) is concerned with criminal justice and concentrates upon legal protection and assistance to victims of crime, particularly domestic violence. Through the introduction of the offence of "causing or allowing the death of a child or vulnerable adult" the Act closed a loophole in the law, which enabled those co-accused of the death of a child or vulnerable adult to escape justice.

- [Anti-social Behaviour, Crime and Policing Act 2014](#) introduced simpler, more effective powers to tackle anti-social behaviour that provide better protection for victims and communities.
- [Serious Crime Act 2015](#) ensures that law enforcement agencies have the powers they need to effectively pursue, disrupt and bring to justice serious and organised criminals. The Act also includes provisions to strengthen the protection of vulnerable children and others (including to tackle female genital mutilation and domestic abuse).
- [Education Act 2002](#) introduced the requirement of safeguarding children and young people from abuse or neglect. It sets out the roles and responsibilities of teachers and those with delegated responsibility for child protection. It requires anyone working with children and young people to share information or concerns in relation to a child's safety and wellbeing.
- [Modern Slavery Act 2015](#) consolidated the current offences relating to trafficking and slavery and introduced a range of new measures around the prevention of modern slavery events and the support and protection of victims of modern slavery
- [Counter-Terrorism and Security Act 2015](#) (known as The Prevent duty) on specified authorities, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism, along with the [Counter-terrorism strategy \(CONTEST\) 2018](#); to reduce the risk to the UK and its citizens and interests overseas from terrorism, so that people can go about their lives freely and with confidence.
- [Working Together 2018](#) emphasises the importance of having a system that responds to the needs and interests of children and families; and in which practitioners are clear about what is required of them individually, and how they need to work together in partnership with others to safeguard and promote the welfare of all children in their area.
- [Safeguarding Children and Young People: roles and competences for health care staff \(2019\)](#) 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.
- [Adult Safeguarding: roles and competences for health care staff \(2018\)](#) is concerned with the competencies required to support adult safeguarding. It focuses on the knowledge and skills needed to undertake this important and core professional role.
- [Keeping Children Safe in Education \(2021\)](#) sets out the legal duties school and college staff must follow to safeguard and promote the welfare of children and young people in education.

Appendix B



Terms of Reference – Training and Workforce Development Sub-Group

The Purpose

The B&NES Community Safety and Safeguarding Partnership (BCSSP) arrangements are committed to integrating safeguarding children and adults with community safety and the work of the Responsible Authorities Group (RAG).

The purpose of the all-age Training and Development subgroup is to deliver a programme which enables the Partnership to discharge its responsibility to either directly provide or commission training and development opportunities for the workforce in B&NES. The programme will ensure local and national standards are delivered and that emerging needs are identified, and appropriate training provided to meet these.

Scope

This sub-group will be all age and focus on the following key areas:

- Delivery of the Training and Development Strategy (this requires a refresh due to the three areas being combined)
- Direct delivery and commissioning of the Partnership Training and Development Programme
- Evaluation and monitoring of training effectiveness
- Implementation and monitoring of the Training Charging Policy

Roles and Responsibilities

- Ensure the group operates and adheres to statutory guidelines and legislation for delivery of training and development
- Ensure that the voice of children adults and communities is included within all training and development programmes and that Think Family, Think Communities is embedded
- Ensure the completion of any relevant outstanding work from previous LSCB, LSAB and RAG that relates to training and development
- Ensuring all training draws on evidence-based practice and draws upon emerging issues arising from national and local reviews, legislation and audit findings
- Develop communication materials in line with Communication Plan

- Review and implement training and development request from partnership sub-groups and task and finish groups
- Implement a work plan for the group which delivers the objectives of the Partnership
- Monitor and evaluate the effectiveness of the group
- Provide updates to the Partnership in accordance within set timeframes to provide recommendations for change or future work
- Develop Training Evaluation and Impact Framework
- Review the policy and procedures the sub group employs to deliver its business (this includes but is not limited to:
 - Training and Development Strategy
 - Training Charging Policy

Membership

The Chair will be a senior member of one of the statutory partners

Representatives from:

Avon and Somerset Constabulary
 Avon and Wiltshire Mental Health Partnership NHS Trust
 Avon Fire and Rescue
 B&NES, Swindon and Wilshire NHS Clinical Commissioning Group
 Bath and Wells Diocese
 Bath College
 Bath & North East Somerset Council
 Children and Family Court Advisory and Support Service
 Curo
 Lay Member
 National Probation Service
 Oxford Health NHS Foundation Trust
 Representatives from the 3rd Sector Group
 Representative from Care Homes and Domiciliary Care Providers
 Representative from Early Help Providers
 Representative from the Voluntary Sector Network
 Royal United Hospitals Bath NHS Foundation Trust
 Virgin Care and Health

All members must appoint a deputy who is able to make decisions on their agency's behalf. The agency, whether the deputy or the principal member, must be present at all meetings with the principal member being present for at least 50% of the meetings.

Quoracy

A member from each of the five statutory agencies must be present to be quorate.

Frequency

Quarterly

Administrative Support

Administrative support will be provided by the allocated Administrator. Records of each meeting will be kept centrally and circulated to members.

An agenda and previous minutes will be circulated prior to each meeting.

Meeting date/time and venue to be identified and circulated by Administrator. Dial in facilities will be made available at all meetings, venue permitting.

Accountability, reporting and governance arrangements

The Training and Development sub-group is accountable to B&NES Community Safety and Safeguarding Partnership. The Chair will provide a written summary of the groups work and outcomes on a six-monthly basis. The work-plan will be reviewed annually, and a sub-group annual report submitted to the Partnership. The Terms of Reference for the group will be reviewed triennially, unless required earlier.

Training provided on the BCSSP programme will adhere to Bath and North East Somerset Council's Commissioning and Procurement Framework.

Date approved by the Executive Group:
Renewal due:

Appendix C

BCSSP Training Programme

The BCSSP offer a programme of training and development opportunities in order to equip people to work effectively to safeguard and promote the welfare of children and adults and keep our communities safe.

Whilst the programme is adjusted on an annual basis to respond to workforce needs arising from national or local Child Safeguarding Practice Reviews, Safeguarding Adult Reviews and Domestic Homicide Reviews, changes in legislation and issues identified through audits, the programme will comprise of the following elements:

A Suite of awareness, standard, advanced and specialist courses. Please see below a list of example topics which are provided in order to meet these different areas of learning need.

Online Learning

- Adults Safeguarding
- Awareness of Forced Marriage
- Child Sexual Exploitation
- Children of Prisoners
- Domestic Abuse
- Female Genital Mutilation (FGM)
- Introduction to Safeguarding and Child Protection
- Modern Slavery and Human Trafficking
- Prevent
- Prevent -Channel General Awareness
- Radicalisation
- Self – Neglect

Standard

These courses / workshops are appropriate for all members of the workforce and are aimed to help staff gain introductory knowledge about the topic and be able to recognise and respond to safeguarding issue appropriately. It is assumed that individuals will have completed either single agency or e-learning on general safeguarding.

- Child Exploitation Awareness
- Domestic Abuse Awareness
- Early Help Assessment including Lead Professional and Team Around the Child
- Exploitation and County Lines
- Female Genital Mutilation
- Inter-agency Child Protection – Standard
- Introduction to the Mental Capacity Act
- Modern Slavery and Human Trafficking

- Neglect & Child Protection Awareness
- Online Safety - Safeguarding Children in the Digital World
- Private Fostering
- Safeguarding Adults Awareness Training - Level 2
- Self – Neglect Adults – Level 2
- Toxic Trio & Child Protection Awareness
- Workshop Raising Awareness of Prevent

Advanced

These courses are open to members of the workforce who have completed the level of standard training required and need to update and deepen their knowledge. These courses are particularly appropriate for designated leads within organisations.

- Child Exploitation - Advanced
- Difficult & Aggressive Behaviour
- Inter-agency Child Protection – Advanced
- Inter-agency Child Protection – Advanced Refresher
- Managing Allegations
- Safeguarding Adults Training – Undertaking Safeguarding Enquiries - Level 3

Specialist

These courses are designed to deepen knowledge and improve skills for dealing with particular issues of safeguarding. They are suitable for those who have completed the level of advanced training required. This level of training is particularly appropriate for designated leads within organisations.

- Child Exploitation - Skills and Practice
- Child Exploitation - Working with Parents
- Child Sexual Abuse: Safeguarding & Child Protection
- 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
- Train the Trainer: Child Exploitation

Appendix D

Training Principles

All Bath and North East Somerset's Community Safety and Safeguarding Partnership training will be delivered against the following principles:

- **'Think family and community'** All training recognises the importance of adopting a 'think family and community' approach to ensure better outcomes can be achieved.
- **The Lived experience of the child and adult with care and support needs** 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. All adult safeguarding training will reflect the principles of Making Safeguarding Personal and working in partnership with the individual. The lived experiences of the individuals' and families will be directly incorporated into training sessions whenever possible, including through the use of case studies, feedback, individual stories or written / verbal submissions.
- **Partnership with Parents and Carers** All training recognises and actively promotes the need for working in partnership with parents and carers and those deemed to be important by the individual at risk. The training recognises the 'family' as a whole when safeguarding children and adults at risk.
- **Diversity / Cultural Competence** All training is informed and governed by equal opportunities and reflects the diversity and cultural needs of the individuals, communities and organisations, within Bath & North East Somerset. All training incorporates a 'golden thread' of cultural competence, for working with children, adults at risk, and their families, engaging staff to be professionally curious to find out what life is like for the child and individual and not to make assumptions.
- **Accessibility** All individuals who work with children 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

Appendix E

TRAINING STANDARDS GUIDANCE

Bath and North East Somerset Community Safety &
Safeguarding Partnership



Safeguarding Children's Training Standards

The document needs to be considered with reference to the Safeguarding Children and Young People: Roles and Competencies for Healthcare Staff: 2019.

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

This learning pathway incorporates national standards; supports local strategic aims and promotes the need for cultural change for agencies whose work brings them into contact with children via the provision of a service and includes paid workers and voluntary workers. The learning opportunities are based upon minimum standards and what outcomes specific groups of staff should be capable of achieving and incorporates a 'blended' approach to learning, integrating a variety of learning options for example e-learning, e-bulletins, classroom training and conferences.

The regulatory requirements for each organisation and levels of competence those groups of staff should hold **remains the responsibility of each organisation to measure** with their own performance management processes. Additionally, the expectation is held that training activities and learning undertaken will be discussed within organisations and consideration will be given to how the knowledge and skills gained have been applied to practice to improve outcomes.

The pathway profiles four groups of staff who may have different levels of responsibility to safeguard people. The lists 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 the Think Family, Think Community agenda.

Staff group A This group has infrequent contact with children and/or families but does not work directly with children as part of their job, however they do have a responsibility to contribute to the safeguarding of children. Including, but not limited to: All care and support staff, admin staff, HR staff, domestic and ancillary staff, transport staff, maintenance staff, volunteer befrienders, trustees.

Staff group B This group has regular contact with children and/or families and has considerable professional and organisational responsibility for safeguarding children. They must be able to act on concerns, work within multi- agency contexts and contribute appropriately to policies, procedures and legislation. This group is divided into two sections B1 and B2, as there is a wide differentiation of roles in this sector. Including, but not limited to: Social workers, domiciliary care workers and providers, frontline managers, teachers, those working in the early years sector, residential care staff, police, members of the youth offending service, substance misuse practitioners, youth workers, sexual health staff, family support practitioners, contact officers, nurses, and other health staff including midwives, health visitors, GPs, dentists, psychologists, mental health staff, LD practitioners, paramedics and HCAs.

Staff group C This group is responsible for ensuring the management and delivery of children's safeguarding services is effective and efficient. 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 service. Including, but not limited to: named professionals eg: named doctors, named nurses, named midwives and named GPs, operational managers, service managers and registered managers.

Staff group D This group is responsible in ensuring their organisation is fully committed to safeguarding children 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: B&NES Community Safety and Safeguarding Partnership, director of services, executive and non-executive directors, chief executive officers, elected members.

Staff Group	Competency	Possible Evidence	Opportunities for Learning
<p>Staff Group A</p> <p>Awareness Level NHS Level One</p> <p>All staff (including volunteers)</p> <p>Irrespective of role everyone has a responsibility to contribute to safeguarding children</p> <p>Staff Group A come into contact with children but do not directly work with them.</p>	<ol style="list-style-type: none"> 1. Understand what is meant by safeguarding and the different ways in which children and young people can be harmed. 2. Recognise signs that a child may need protection and the importance of taking relevant action. 3. Recognise the importance of listening to children and young people. 4. Recognise the potential impact of a parent/carers physical and mental health on the well-being of a child or young person. 5. Understand the local procedures for raising a safeguarding concern. 	<ul style="list-style-type: none"> • Able to describe possible signs and indicators of abuse or neglect. • Able to name all 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 safeguarding lead isn't available. • Able to describe boundaries of confidentiality. • Able to explain what to do if workplace policies and local procedures on reporting concerns have been followed, and they are not satisfied with the response. • Able to demonstrate an awareness of key legislation relating to child safeguarding. • Able to locate safeguarding policies relevant to their role 	<p>This learning can be provided via e- learning or face to face training and should be covered as part of an individual's induction, within 6 weeks of starting their post.</p> <p>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.</p> <p>All regions: E-Learning – including: BCSSP Safeguarding and Child Protection https://bathnes.learningpool.com/course/view.php?id=373</p> <p>Other awareness level training is available from multiple providers. Employers should ensure the package used meets the competencies required for Staff group A</p>

	<p>6. Know about local and organisational policy, procedures and key legislation around safeguarding children relevant to the role. (including the UN Convention on the Rights of the Child and Human Rights Act.)</p> <p>7. Maintain accurate, complete and up to date records of safeguarding concerns which differentiates between fact and opinion.</p>	<ul style="list-style-type: none"> • 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 	
Staff Group	Competency	Possible Evidence	Opportunities for Learning
<p>Staff Group B1</p> <p>Responder Level NHS Level Two In addition to the duties above this group are also:</p>	<p>All competencies for staff group A plus:</p> <p>1. Awareness of the ways in which abuse and neglect may impact on the usual development of children both in the short and longer term.</p>	<p>All evidence for staff group A plus:</p> <ul style="list-style-type: none"> • Able to describe potential effects of abuse and neglect on a child's growth, behaviour, physical and mental health, educational attainment and ability to 	<p>At this stage it is preferable that training is face to face. The training can be single agency but if possible will be multi agency training. Training should take place as soon as awareness level training is complete, but within 6 months of starting the post.</p> <p>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.</p>

<p>Staff who are in regular direct contact with children and/or adults who may pose a risk to children and who may need to raise a safeguarding concern and/or complete a safeguarding referral.</p>	<p>2. Demonstrate skills and knowledge to contribute effectively to the safeguarding process, including making a referral to social care, as appropriate to role.</p> <p>3. Demonstrate knowledge about own and colleagues' roles, responsibilities, and professional boundaries, including professional abuse and raising concerns about conduct of colleagues.</p> <p>4. Understand and apply a range of local and national policy and procedural frameworks when undertaking safeguarding activity, including the local process for 'early help' offers.</p> <p>5. Demonstrate the ability to act as an</p>	<p>develop and maintain healthy relationships.</p> <ul style="list-style-type: none"> • 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, relevant forms. • Able to understand potential responsibilities /action which may result from raising concerns that abuse or neglect has occurred or is suspected. • Able to demonstrate knowledge of key legislation relating to safeguarding, including preventative strategies. • Able to describe the paramount importance of the child's best interests as reflected in legislation and key statutory and non-statutory guidance. • Able to maintain accurate, timely records that achieve best evidence. 	<p>The BCSSP do not currently provide Specific safeguarding and child protection training at this level. However, this staff group can access training, learning and workshops on a wide range of themes provided by the BCSSP including:</p> <ul style="list-style-type: none"> • Child Exploitation • Complex (Toxic) Trio Awareness • Private Fostering • Online Safety • Neglect Awareness <p>Other responder level training is available from multiple providers. Employers should ensure the package used meets the competencies required for Staff group B1</p>
--	--	--	---

	<p>effective advocate for children,, ensuring that they have the opportunity to participate in decisions affecting them as appropriate to their age and ability.</p> <p>6. Understand the importance of dignity, respect, diversity and cultural needs when working with children and families.</p> <p>7. Recognise how own beliefs, experience and attitudes might influence professional involvement in safeguarding work.</p> <p>8. Understand how to escalate concerns appropriately and challenge other professionals if it is felt that concerns are not being taken seriously.</p>	<ul style="list-style-type: none"> • Able to confidently use whistle blowing procedures when needed. 	
--	---	---	--

Staff Group	Competency	Possible Evidence	Opportunities for Learning
<p>Staff Group B2</p> <p>Responders & Specialist Practitioner Level NHS Level 3</p> <p>In addition to Group A & B1, this group have the responsibility to contribute to assessing, planning, intervening and reviewing the needs of a child and parenting capacity where there are safeguarding concerns or have particular responsibilities in relation to making decisions for concerns raised. For example</p>	<p>All competencies for staff groups A and B1 plus:</p> <ol style="list-style-type: none"> 1. Hold advanced knowledge of patterns and indicators of child maltreatment, including harm from the internet or a child's own risk-taking behaviour. 2. Demonstrate appropriate responses to child protection concerns: Know the boundaries of personal competence and responsibility, when to involve others, and where to get advice and support. 3. Demonstrate an ability to assess risk and need, provide an opinion and instigate processes for appropriate interventions relevant to role. 	<p>All evidence for staff groups A and B1 plus:</p> <ul style="list-style-type: none"> • Able to describe patterns and indicators of abuse or neglect, including subtle signs expressed through play, behaviour and the way children approach relationships. • Able to identify and reduce any potential & actual risks following disclosure, concern or allegation, including the assessment of proportional risk taking. • Able to show an understanding of how abuse may affect care and / or decision making processes e.g. domestic violence and modern slavery. • Able to understand inter-agency frameworks and child protection assessment processes, as appropriate to role, including the use of relevant assessment frameworks. 	<p>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.</p> <p>Training should take place as soon as possible, but within 6 months of starting the post.</p> <p>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.</p> <p>BCSSP Introduction to Child Protection Training (full day)</p> <p>BCSSP Advanced Child Protection Training</p> <p>BCSSP Advanced Inter-Agency Child Protection Training update (half day)</p> <p>This staff group will need to access training, learning and conferences on a wide range of themes provided by the BCSSP including:</p> <ul style="list-style-type: none"> • Child Sexual Abuse • Complex (Toxic) Trio • Domestic Abuse • Exploitation • FGM • Modern Slavery • Neglect

<p>holding key roles within safeguarding in particular Section 47 enquiries within the Children Act.</p>	<ol style="list-style-type: none"> 4. Be able to provide input to strategy discussions, S.47 investigations, and child protection conferences, relevant to role. 5. Be able to work with children and family members, to promote wellbeing and reduce risk, including addressing lack of co-operation and superficial compliance within the context of your role 6. Have advanced knowledge of child-care legislation, policies, procedures information sharing, and inter-agency arrangements for safeguarding children, including the role of adult services. 7. Ensure that information is shared appropriately, and that all relevant partners 	<ul style="list-style-type: none"> • Able to understand the pathways in response to a referral and the requirements of gathering information. • Able to understand roles, responsibilities and collaborative practice required in S.47 investigations. • Able to confidently contribute to meetings, enquiries and share information appropriately. • Able to ensure that the voice and needs of children are central to practice and decision making. • Able to demonstrate an understanding of the impact of a family's cultural and religious background when assessing risk to a child and managing concerns. • Able to provide information on local and national groups that may be able to provide support services. • Able to provide advanced knowledge of child-care legislation, information sharing, information 	<ul style="list-style-type: none"> • Online Safety • Prevent • Substance Misuse <p>Further information can be found on the Learning Zone</p> <p>https://bathnes.learningpool.com/login/index.php</p> <p>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.</p>
--	--	--	--

	<p>are involved in relation to child protection and children in need.</p> <p>8. Understand the importance of professional challenge and how to implement and the escalation process.</p>	<p>governance, confidentiality and consent.</p> <ul style="list-style-type: none"> • Able to demonstrate knowledge of the function of the Community Safety and Safeguarding Partnership. • Able to challenge organisational and professional cultures that may lead to poor practice in safeguarding. • Able to provide knowledge on the escalation process and how and when this is used. 	
Staff Group	Competency	Possible Evidence	Opportunities for Learning
<p>Staff Group C</p> <p>Decision Makers Level NHS Level 4</p> <p>In addition to group A & B this group is responsible for ensuring that the management and delivery of</p>	<p>All competencies for staff groups A and B plus:</p> <p>1. Understand the need to provide training and supervision to develop and promote safeguarding and child protection. [ensuring appropriate reflective practice is embedded in the organisation]</p>	<p>All evidence for staff groups A and B plus:</p> <ul style="list-style-type: none"> • Able to demonstrate an understanding of the different roles and responsibilities of all agencies involved in investigations and ensure these are met. • Able to provide knowledge of up to date 	<p>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. Training should take place as soon as possible, but within 12 months of starting the post.</p> <p>BCSSP Advanced Child Protection Training</p> <p>BCSSP Advanced Child Protection Training Update (half day)</p> <p>This staff group will need to access training, learning and conferences on a wide range of themes provided by the BCSSP including:</p>

<p>children's safeguarding 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</p>	<ol style="list-style-type: none"> 2. Have knowledge of latest safeguarding /child protection research evidence, and be able to review, evaluate and update guidance, policy and procedures in light of these findings to ensure best practice. 3. Able to support the development of robust internal systems to provide consistent, high quality children's safeguarding services, including the implementation of action plans and learning following multi agency reviews. 4. Provide advice and information about safeguarding and child protection proactively and reactively, including at senior / Board level in both single and multi-agency forums as required. 	<p>protocols, relevant case law and research and able to implement learning as a result.</p> <ul style="list-style-type: none"> • Able to ensure all staff are kept up to date with training and development opportunities in line with their role and responsibilities. • Able to ensure effective supervision policy and practice in place, ensuring it meets the standards required of regulatory body where relevant. • Able to ensure regular supervision is being provided. • Able to monitor and audit safeguarding systems to ensure accuracy and consistency, implement learning from audits and reviews. • Able to challenge poor practice at an intra and inter agency level. • Able to support colleagues implement the escalation policy and procedures. 	<ul style="list-style-type: none"> • BCSSP Board members Learning & Development sessions • Safer recruitment • Policy & Procedure launches • Specialist learning events <p>Further information can be found on the Learning Zone – https://bathnes.learningpool.com/login/index.php</p> <p>Other training is available from alternative providers. Employers should ensure the package used meets the competencies required for Staff group C and is multi-agency.</p>
---	--	---	---

	<p>5. Have knowledge to ensure recording systems are robust and fit for purpose.</p> <p>6. Be able to support colleagues in the escalation process and in challenging views offered by other professionals / organisations as appropriate.</p>	<ul style="list-style-type: none"> • Able to support whistle blowing policy and procedures. 	
Staff Group	Competency	Possible Evidence	Opportunities for Learning
<p>Staff Group D</p> <p>Governance & Board Level NHS Level 5 Designated Professionals</p> <p>In addition to groups A, B & C this group is also responsible for strategic oversight and planning of</p>	<p>All competencies for staff groups A B and C plus:</p> <p>1. Lead the development of effective policy and procedures for children's safeguarding services in your organisation.</p> <p>2. Ensure plans and targets for safeguarding children are embedded at a strategic level across your organisation.</p>	<p>All evidence for staff groups A, B and C plus:</p> <ul style="list-style-type: none"> • Able to work with partner agencies to develop a consistent approach to safeguarding. • Able to demonstrate a strategic understanding of the scope of safeguarding services. • Able to provide leadership for the workforce stating clear aims and objectives in 	<p>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</p> <p>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.</p> <p>Professional Development is wider than attending events and should encompass a wide range of learning opportunities.</p>

<p>children's services.</p>	<p>3. Develop and maintain systems to ensure the involvement of those who use the service in the evaluation and development of provision.</p> <p>4. Promote awareness of children's safeguarding systems within and outside of the organisation.</p>	<p>children's safeguarding.</p> <ul style="list-style-type: none"> • Able to effectively commission training and CPD to support development & ensure workforce is appropriately trained. • Able to reconcile differences of opinion among colleagues from different organisations and agencies. • Able to effectively communicate a proactive approach to safeguarding. Ensuring written and verbal information on local safeguarding processes are readily available to professionals and the wider community. • Able to ensure internal audit systems and inspection regimes are robust. • Able to understand and actively engage in inspections (eg: OFSTED). • Able to provide an evidence base for 	
-----------------------------	--	---	--

		<p>decisions around investment and resources in services to safeguard/protect children.</p> <ul style="list-style-type: none">• Able to ensure contractual arrangements with service providers adhere to policy and procedures.• Able to ensure prevention strategies are being developed and used in practice.• Able to ensure policy & practice are in place to support effective risk and decision.• Able to work in partnership on strategic projects with executive officers at local, regional, and national bodies, as appropriate.• Able to account for your organisations practice and ensure whistle blowing procedures are in place.	
--	--	---	--

Appendix F

TRAINING STANDARDS GUIDANCE

Bath and North East Somerset Community Safety &
Safeguarding Partnership



Safeguarding Adults Training Standards

Developed with reference to the National Competency Framework, Care Certificate Standards and South Gloucestershire, Bristol & North Somerset Safeguarding Boards Competency Framework and Learning Pathway.

The document needs to be considered with reference to the Adult Safeguarding: Roles and Competencies for Health Care Staff: 2018
This guidance aims to support organisations plan and deliver safeguarding adults training for their workforce of staff and volunteers so that it is appropriate for their roles.

Introduction

This learning pathway incorporates national standards; supports local strategic aims and promotes the need for cultural change for agencies who support adults at risk. The learning opportunities are based upon minimum standards and what outcomes specific groups of staff should be capable of achieving and incorporates a 'blended' approach to learning, integrating a variety of learning options for example e-learning, e-bulletins, classroom training and conferences.

The regulatory requirements for each organisation and levels of competence those groups of staff should hold **remains the responsibility of each organisation to measure** with their own performance management processes. Additionally, the expectation is held that training activities and learning undertaken will be discussed within organisations and consideration will be given to how the knowledge and skills gained have been applied to practice to improve outcomes.

The pathway profiles four groups of staff who may have different levels of responsibility to safeguard people. The lists 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 the Think Family agenda.

Staff group A Members of this group have a responsibility to contribute to safeguarding adults, but do not have specific organisational responsibility or statutory authority to intervene.

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

Staff group B This group have considerable professional and organisational responsibility for safeguarding adults. They have to be able to act on concerns and contribute appropriately to local and national policies, legislation and procedures. This group needs to work within multi- agency contexts. This group is divided into two sections B1 and B2, as there is a wide differentiation of roles in this sector.

Including, but not limited to: Social workers, home carers and providers, frontline managers, residential care staff, police, probation, prison staff, nurses, and other health staff including midwives, Health Visitors, GPs, dentists, psychologists, LD Health practitioners, substance misuse practitioners, paramedics, sexual health staff, phlebotomists, HCAs, Allied Health Practitioners and Foundation stage Drs ie: juniors..

Staff group C This group is responsible for ensuring the management and delivery of safeguarding adult services is effective and efficient. 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 service.

Including, but not limited to: Operational managers, service managers, registered managers, safeguarding adult leads

Staff group C This group is responsible for ensuring the management and delivery of safeguarding adult services is effective and efficient. 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 service.

Including, but not limited to: Operational managers, service managers, registered managers, safeguarding adult leads

Staff group D This group is responsible in ensuring their organisation is fully committed to safeguarding 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: B&NES Community Safety and Safeguarding Partnership, executive and non-executive directors, chief executive officers, elected members.

Staff Group	Competency	Possible Evidence	Opportunities for Learning
<p>Staff Group A</p> <p>Awareness Level NHS Level One</p> <p>All staff (including volunteers)</p> <p>Irrespective of role everyone has a responsibility to contribute to safeguarding adults.</p> <p>Staff Group A come into contact with adults and may have specific organisational responsibility or</p>	<p>8. Know what adult safeguarding is.</p> <p>9. Recognise signs that an adult may be in need of safeguarding and take relevant action.</p> <p>10. Understand dignity and respect and cultural diversity when working with individuals</p> <p>11. Understand the local procedures for raising a safeguarding concern.</p> <p>12. Able to advise the reporter on the next steps and action that may be taken.</p> <p>13. Know about local and organisational policy, procedures and legislation around</p>	<ul style="list-style-type: none"> • Able to describe possible signs and indicators of abuse or neglect. • Able to name all 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 how to keep people safe • Able to describe boundaries of confidentiality. • Able to demonstrate an awareness of key legislation relating to adult safeguarding. • Able to locate safeguarding policies relevant to their role 	<p>This learning can be provided via e-learning or face to face training and should be covered as part of an individual's induction, within 6 weeks of starting their post.</p> <p>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.</p> <p>All regions: E-Learning – including:</p> <p>https://bathnes.learningpool.com/course/view.php?id=792</p> <p>- http://www.scie.org.uk/publication</p>

<p>statutory authority to intervene.</p>	<p>safeguarding adults relevant to the role.</p> <p>14. Maintain accurate, complete and up to date records.</p>	<ul style="list-style-type: none"> • 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 	<p>s/elearning/adultsafeguarding/index.asp</p> <p>Other awareness level training is available from multiple providers. Employers should ensure the package used meets the competencies required for Staff group A</p>
Staff Group	Competency	Possible Evidence	Opportunities for Learning
<p>Staff Group B1</p> <p>Responder Level NHS Level Two In addition to the duties above this group are also:</p> <p>Staff who are in regular direct contact with people who may be an 'adult at risk' and who may need to raise a safeguarding concern and/or complete a safeguarding adults referral form</p>	<p>All competencies for staff group A plus:</p> <p>9. Demonstrate skills and knowledge to contribute effectively to the safeguarding process</p> <p>10. Ensure service users /carers are supported appropriately to understand safeguarding issues to maximise their decision making and desired outcomes.</p> <p>11. Understand dignity and respect and cultural diversity when working with individuals</p> <p>12. Awareness and application of a range of local and national policy and procedural frameworks when undertaking safeguarding activity</p>	<p>All evidence for staff group A plus:</p> <ul style="list-style-type: none"> • 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 adult 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 carry out a Capacity 	<p>At this stage it is preferable that training is face to face. The training can be single agency but if possible will be multi agency training. Training should take place as soon as awareness level training is complete, but within 6 months of starting the post.</p> <p>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.</p> <p>BCSSP Level 2 Safeguarding Adults training (3.5 hours) https://bathnes.learningpool.com/course/view.php?id=607</p> <p>Other responder level training is available from multiple providers.</p>

	<p>13. Awareness of essential relevant legislation and codes of practice / guidance eg: Care Act 2014, (including making safeguarding Personal) & Mental Capacity Act 2005</p> <p>14. Maintain accurate, complete and up to date records and achieve best evidence.</p>	<p>Assessment</p> <ul style="list-style-type: none"> • Able to confidently use whistle blowing procedures when needed. <p>As Safeguarding Adults Referrer for your organisation:</p> <ul style="list-style-type: none"> • Understand your responsibilities as a referrer when a concern is raised with you or you have become aware that abuse or neglect of an adult at risk has occurred, or is suspected • Understand potential decisions which may result from the work you undertake as nominated referrer • Decision making and desired outcomes are kept under review. 	<p>Employers should ensure the package used meets the competencies required for Staff group B1</p>
Staff Group	Competency	Possible Evidence	Opportunities for Learning
<p>Staff Group B2</p> <p>Responders & Specialist Practitioner Level NHS Level 3</p> <p>In addition to Group A & B1, this</p>	<p>All competencies for staff groups A and B1 plus:</p> <ol style="list-style-type: none"> 1. Ensure that information is shared appropriately, and all relevant partners involved 2. Demonstrate appropriate responses to safeguarding adult concerns 	<p>All evidence for staff groups A and B1 plus:</p> <ul style="list-style-type: none"> • 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, 	<p>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.</p> <p>Training should take place as soon as possible, but within 6 months of starting the post.</p>

<p>group have the responsibility for making decisions for concerns raised. They hold key roles within safeguarding adults, in particular Section 42 enquiries within the Care Act.</p> <p>Safeguarding Adult Managers Safeguarding Adult Enquirers</p>	<p>3. Manage safeguarding adult concerns and enquiries</p> <p>4. Ensure that dignity and respect and cultural diversity are embedded in work with individuals</p> <p>5. Clear understanding of relevant legislation, policies, procedures and local processes</p>	<p>including the assessment of proportional risk taking with Service Users.</p> <ul style="list-style-type: none"> • 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 provide support e.g. victim support, IMCA services and safeguarding advocates • Able to provide written and verbal information on local safeguarding adult 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 	<p>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.</p> <p>BCSSP Level 2 Safeguarding Adults training (3.5 hours) https://bathnes.learningpool.com/course/view.php?id=607</p> <p>BCSSP Safeguarding Adults Training - Level 3 – Undertaking Safeguarding Enquiries (full day) https://bathnes.learningpool.com/course/view.php?id=608</p> <p>This staff group will need to access training, learning and conferences on a wide range of themes provided by the BCSSP including:</p> <ul style="list-style-type: none"> • Self-Neglect • Mental Capacity Act • Domestic Abuse & Coercive Control • Modern Slavery • FGM • Prevent <p>Further information can be found on the Learning Zone</p>
--	---	---	--

			https://bathnes.learningpool.com/login/index.php 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.
Staff Group	Competency	Possible Evidence	Opportunities for Learning
Staff Group C Decision Makers Level NHS Level 4 In addition to group A & B this group is responsible for ensuring that the management and delivery of safeguarding adult services is effective and efficient. They will have oversight of the development of systems, policies and procedures in accordance with	All competencies for staff groups A and B plus: 1. The provision of training and supervision to develop and promote adult safeguarding 2. Robust Inter agency and multi-agency systems to promote best practice 3. Support the development of robust internal systems to provide consistent, high quality safeguarding adults service that promotes dignity, respect, cultural diversity and lifestyle choice. 4. Chair safeguarding adults' meetings or discussions.* 5. Ensure recording systems are robust and fit for purpose	All evidence for staff groups A and B plus: <ul style="list-style-type: none"> • 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, relevant case law and research and able to implement learning as a result • Able to challenge poor practice at an intra and inter agency level • Ensure effective supervision policy and practice in place, ensuring it meets the standards required of regulatory body where relevant • Ensure regular supervision being provided 	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. Training should take place as soon as possible, but within 12 months of starting the post. This staff group will need to access training, learning and conferences on a wide range of themes provided by the BCSSP including: <ul style="list-style-type: none"> • Self-Neglect • Mental Capacity Act • Domestic Abuse & Coercive Control • Modern Slavery • FGM • Prevent

<p>national, local and organisational policies and procedures</p> <p>Head of Adult Service Registered Managers Named Adult Safeguarding professionals Safeguarding Adult Leads</p>	<p>*Is this competency / evidence we wish to include within this framework and if so is it included in the correct staffing group? – Further discussion to be held.</p>	<ul style="list-style-type: none"> • Support whistle blowing policy and procedures • Monitor and audit safeguarding systems to ensure accuracy and consistency, implement learning from audits and SARs • 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 role and responsibilities • Understand circumstances that may cause service users to disengage, for example trauma, and strategies for encouraging engagement from service users 	<p>Further information can be found on the Learning Zone –</p> <p>https://bathnes.learningpool.com/login/index.php</p>
Staff Group	Competency	Possible Evidence	Opportunities for Learning
<p>Staff Group D</p> <p>Governance & Board Level NHS Level 5 Designated Named Professionals In addition to groups A, B & C this group is also responsible for</p>	<p>All competencies for staff groups A B and C plus:</p> <ol style="list-style-type: none"> 1. Lead the development of effective policy and procedures for safeguarding adult services in your organisation 2. Ensure plans and targets for safeguarding adults are embedded at a strategic level across your organisation 	<p>All evidence for staff groups A, B and C plus:</p> <ul style="list-style-type: none"> • 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 	<p>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</p> <p>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.</p>

<p>strategic oversight and planning of services for adults at risk.</p> <p>Safeguarding Adults Board Members Executive and non- executive directors Chief executive officers and Elected members</p>	<p>3. Develop and maintain systems to ensure the involvement of those who use your services in the evaluation and development of your safeguarding adults' services.</p> <p>4. Promote awareness of safeguarding adults systems within and outside of your organisation</p>	<p>adults</p> <ul style="list-style-type: none"> • Ensure contractual arrangements with service providers adhere to policy and procedures • Communicate effectively a proactive approach to safeguarding. Ensure written and verbal information on local safeguarding adult processes are readily available to service users and carers. • 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 (for example CQC) and prevention strategies are being developed and used in practice. • Commission effective training and CPD to support development & ensure workforce is appropriately trained • Ensure policy & practice are in place to support effective risk and decision making in practice 	<p>Professional Development is wider than attending events and should encompass a wide range of learning opportunities.</p>
--	---	--	---

		<ul style="list-style-type: none">• Implement audit and inspection regimes	
--	--	--	--

Appendix G



Charges for BCSSP and Children's and Adults' Workforce training programmes commencing from the 1st April 2021.

The Introduction to Child Protection course and the Safeguarding Adults' Level 2 Course are free to anyone who works within the Bath and North East Somerset Children or Adults' Workforce. All other courses will be charged as follows:

Organisation / Agency	Full day course	Half day course
B&NES Clinical Commissioning Group B&NES Council Police	£0	£0
Agencies with an annual turnover of less than £100,000 Home based Early Years setting	£35	£20
B&NES Maintained Schools B&NES Academy Schools B&NES Colleges Care Homes Domiciliary Care GPs* Group based Early Years settings Non – profit making Commissioned Services with an annual turnover of more that £100,000 (including Virgin Care and RUH staff)	£70	£35
B&NES Independent Schools B&NES University All Other Organisations (including independent contractors)	£100	£50

*GP Safeguarding Leads please contact the CCG Safeguarding Administrator for information on funding.

Cancellations and Non attendance

Cancellations made less than 10 working days (Mon – Fri) before the course date or non-attendance on the day will incur the full course price for the delegate (see above table of charges). Please note that the organisations in the first tier of the table will be charged £70 for late cancellation or non-attendance. The Cancellation and non-attendance charges apply to both virtual and classroom courses.

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.

Appendix H

Course Title and Date

Name		EXAMPLE
Job Title		
Managers Name		
Work Postal Address		

		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
			↔					↔		
1						Learning Objective 1				
2						Learning Objective 2				
3						Learning Objective 3				
4						Learning Objective 4				
5						Learning Objective 5				
6						Learning Objective 6				
7						Learning Objective 7				

