

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, home carers 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. 6. Know about local and organisational policy, 	<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 • Able to record clearly their concerns and know the correct paperwork to use 	<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>Council Staff- Safeguarding and Child Protection</p> <p>Non Council Staff - Safeguarding and Child Protection</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>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 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> <ol style="list-style-type: none"> 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. 2. Demonstrate skills and knowledge to contribute 	<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 develop and maintain healthy relationships. 	<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>The BCSSP do not currently provide Specific safeguarding</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>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 effective advocate for children,, ensuring that they have the opportunity to participate in decisions</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. • Able to confidently use whistle blowing procedures when 	<p>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"> • Exploitation • Complex (Toxic) Trio Awareness • Private Fostering • Online Safety • Neglect Awareness • Domestic Abuse 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>
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	<p>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>	<p>needed.</p>	
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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 holding</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. • Able to understand the 	<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>Council Staff – BCSSP Introduction to Child Protection Training (full day) BCSSP Introduction to Child Protection Training Refresher (Half Day) BCSSP Advanced Child Protection Training (full day) BCSSP Advanced Inter-Agency Child Protection Training update (half day)</p> <p>Non Council Staff – BCSSP Introduction to Child Protection Training (full day) BCSSP Introduction to Child Protection Training Refresher (Half Day) BCSSP Advanced Child Protection Training (full day) BCSSP Advanced Inter-Agency Child Protection Training</p>

<p>key roles within safeguarding in particular Section 47 enquiries within the Children Act.</p>	<p>4. Be able to provide input to strategy discussions, S.47 investigations, and child protection conferences, relevant to role.</p> <p>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</p> <p>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.</p> <p>7. Ensure that information is shared appropriately, and that all relevant partners are involved in relation to child protection and children</p>	<p>pathways in response to a referral and the requirements of gathering information.</p> <ul style="list-style-type: none"> • 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 governance, confidentiality and consent. 	<p>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 • Online Safety • Prevent • Substance Misuse <p>Further information can be found on the Learning Zone</p> <p>Council staff – Learning Zone</p> <p>Non Council Staff - Learning Zone</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>
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	<p>in need.</p> <p>8. Understand the importance of professional challenge and how to implement and the escalation process.</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>Council Staff – BCSSP Advanced Child Protection Training (full day) BCSSP Advanced Inter-Agency Child Protection Training update (half day)</p> <p>Non Council Staff – BCSSP Advanced Child Protection Training (full day)</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. • Able to support whistle 	<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"> • BCSSP Board members Learning & Development sessions • Safer recruitment • Policy & Procedure launches • Specialist learning events <p>Further information can be found on the Learning Zone –</p> <p>Council staff – Learning Zone</p> <p>Non Council Staff - Learning Zone</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>
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	<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>	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 children's</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 children's safeguarding services in your organisation. 2. Ensure plans and targets for safeguarding children are embedded at a strategic level across your 	<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>services.</p>	<p>organisation.</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 	
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		<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.	
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