



Working Together
to safeguard adults
in Solihull

**SAFEGUARDING CHILDREN,
YOUNG PEOPLE,
AND ADULT'S AT RISK**

**WORKFORCE DEVELOPMENT
STRATEGY**

2013/2015

1. INTRODUCTION

- 1.1** In 2011 a joint (children and adult's) safeguarding training sub-group was established which is accountable to Local Safeguarding Children Board (LSCB) and Solihull Safeguarding Adult Board (SSAB).
- 1.2** This workforce development strategy outlines the plan, for the period 2013- 2015, to provide children's and adults safeguarding training to multi-agency staff.
- 1.3** The scope of this strategy extends to the paid and voluntary workforce of all organisations operating in Solihull who work or provide services to children and young people or adults at risk.

2. CONTEXT

- 2.1** Both safeguarding boards (LSCB/SSAB) have a responsibility to ensure that qualitative and sufficient training, development and learning opportunities are available to the workforce and to quality assure local safeguarding training. These learning opportunities embrace a wide range of delivery methods beyond a 'classroom' type setting and examples include conferences, workshops, leaflets, handouts, worksheets, e-learning. Reference to 'training' in this report therefore includes a range of activities to develop practitioner's skills, knowledge, attitudes and practice in safeguarding.
- 2.2** This workforce development strategy is informed by key national and local drivers, legislation and guidance as set out in in Appendix 1. It is recognised that during the life of this workforce development strategy there are likely to be changes and updates to these requirements, not least in relation to local learning. These will be included and incorporated into training to ensure that the work of the LSCB and SSAB remains current and relevant.

3. PURPOSE

- 3.1** The purpose of the strategy is to ensure that the multi-agency workforce is competent and appropriately skilled to carry out their safeguarding duties. It will provide a framework for the training and development of employees, volunteers who work with children and/or their parents/carers, young people and adults at risk in Solihull.
- 3.2** It provides a framework for:
 - agencies to identify specific training requirements and responsibilities for those who work with children, young people and adults at risk.
 - The levels of safeguarding training required by staff dependent on roles.

- Staff groups requiring single and/or multi- agency training.
- The learning outcomes that will support the delivery of quality services for children, young people and adults at risk.
- The skills and competencies that should be developed as an outcome of training by multi-agency staff.

3.3 This document will be supported by effective organisational arrangements which are the responsibility of strategic managers and are monitored separately by the LSCB/SSAB e.g. Section 11 monitoring reports

4. PRINCIPLES

The Solihull LSCB and SSAB believe the following principles should inform all safeguarding training:

- The overall purpose of training is to improve the quality of practice and subsequent outcomes for children, young people and adults at risk in Solihull.
- Training content will reflect relevant, accurate and current information arising from legislation, guidance, research, theory, procedures and practice wisdom.
- All child safeguarding training is child centred, incorporating and promoting children's rights and needs and ensuring that their welfare is paramount.
- All adult safeguarding training is focused on protecting adults at risk.
- Training addresses issues of diversity and promotes understanding and recognition of additional vulnerabilities e.g. disability.
- Training promotes building effective relationships with children and young people as well as working in partnership with parents and carers and adults at risk recognising their strengths in addition to their needs and any risks posed.
- Training promotes inter-agency working including effective information sharing.
- Training places value on people working collaboratively, bringing people together in ways which mirror the diversity of practice networks engaged with children, young people, adults at risk and their families.

- Training recognises the principles of adult learning and will reflect these in the commissioning, delivery and evaluation of learning opportunities.
- Training is most effective when there is a joint responsibility between the LSCB/SSAB and agencies who can support the transfer of learning into practice back in the workplace.

5. ROLES AND RESPONSIBILITIES

To support the LSCB and SSAB to ensure that qualitative and sufficient training opportunities are available to the workforce and there are a number of stakeholders who play a significant role and their roles and responsibilities are set out below.

5.2 Role and responsibilities of employers

- Identifying staff to be actively involved in the training sub-group who have organisational responsibility for training participants and who have sufficient authority to make decisions in relation to training.
- Support the delivery of inter-agency training including contribution in kind or via a financial contribution.
- Identify staff safeguarding training needs.
- Ensuring staff receive safeguarding training as required by their role and responsibility.
- Ensuring staff have opportunities to consolidate learning from training.
- Establishing systems to monitor the attendance of their staff.
- Establishing systems to evaluate the quality and impact on training.
- Produce an annual report on the delivery of safeguarding training for LSCB/SSAB.

5.3 Role and responsibilities of leaders and managers

- That staff receive the opportunity to learn.
- That staff develop in the post in which they are employed enabling them to be more effective at work. This includes providing opportunities to reflect upon and transfer learning back into the workplace.
- That a structured approach is used to ensure that all staff have access to their required level of training and updates to fulfil their obligations to safeguard and promote the welfare of children and adults at risk.

5.4 Staff groups will have different training needs in order to fulfil their duties, depending on their role/degree of contact with children, young people and adults at risk. This is outlined within the competency framework for safeguarding children and adults (see Appendix 2).

5.5 Role and responsibilities of employees and volunteers

- Engage in reflective conversation to identify their own development needs and application of learning into practice
- Access, attend and engage in the training provided
- Identify and apply their learning to practice
- Maintain and improve their professional knowledge and competence

5.6 Role and responsibilities of the joint training sub-group

These are set out as per Terms of Reference (see Appendix 3)

5.7 Training Work Plan

A detailed annual work plan will be implemented by the joint training sub-group and will be underpinned by both boards' business plan and priorities. The work plan will be reviewed and monitored at every subgroup meeting and amended accordingly.

6. LEARNING NEEDS ANALYSIS

To a large extent, learning needs of the children's and adult's workforce are informed and determined by:

- national drivers (such as those laid out in Appendix 1) because it is critical to ensure that practice reflects legislation and guidance.
- learning from national and local serious case reviews/case audits, changes to local policy/procedures and local needs.
- the competency framework (Appendix 2), which sets out the required competencies and minimum standards required of both the children's and adult's workforce.

These three significant areas will inform the development of the LSCB and SSAB training programmes to ensure that local practice reflects existing frameworks and is responsive to national and local developments.

All organisations will, on an annual basis be asked to forward data regarding learning needs and gaps in provision through an annual report (Appendix 4). Information emerging from this will support the LSCB and SSAB's on-going learning needs analysis and development of training as necessary.

The joint training subgroup will consider training needs arising from this variety of sources to implement the training programmes for the next financial year, subject to both boards' approval and financial considerations.

7. JOINT CHILDREN'S AND ADULT'S SAFEGUARDING COMPETENCY FRAMEWORK

The training sub group have agreed the use of joint children's and adults safeguarding competency framework (Appendix 2). The aim of the framework is to provide a baseline of standards of competence across the workforce to promote the safety of children, young people and adults at risk. It provides agencies with a benchmark for the minimum standard of competence required for those who work to safeguard children, young people and adults at risk.

It is intended to be used alongside and compliment guidance from professional bodies e.g. Royal College of Paediatrics and Child Health and Intercollegiate Document (2010).

7.1 LEVELS AND DELIVERY OF TRAINING

The joint children's and adults competency framework sets out the levels of competencies required for particular staff roles (see Appendix 2). In summary, the levels are:

Level	For staff groups
Foundation	Those working in an agency with a statutory duty to safeguard; those whose work brings them into contact with children, adults who are parents/carers and/or adults who might be at risk of harm – this includes those working in the statutory, voluntary, community or independent sectors.
Level 1	Those in regular contact with, or have a period of intense but irregular contact with children, adults who are parents/carers and/or adults who might be at risk of harm; those who may be in a position to identify welfare concerns including neglect and abuse.
Level 2	Those who predominantly work with children, their parents/carers and adults at risk; designated or lead professionals who contribute to multi-agency safeguarding assessments and inquiries. Applicants must have completed Level 1 safeguarding training.
Level 3	Those in roles with particular safeguarding responsibilities (for children and adults) including contributing, co-ordinating or managing safeguarding inquiries/investigations, participating in Conferences and making/implementing protection plans. This includes supervisors and managers of staff undertaking these roles. Applicants must have completed Level 1 and preferably Level 2 training.
Level 4	Those with supervisory responsibilities for staff undertaking safeguarding work; managers and strategic leads in multi-agency organisations. Applicants must have completed Level 1 and preferably training at Levels 2 and 3.

8. QUALITY ASSURANCE, EVALUATION AND REQUIRMENTS

8.1 Quality Assurance

The LSCB and SSAB have a responsibility to ensure that training is of a consistently high standard from the starting point of undertaking 'learning needs analyses', through to commissioning, delivery and evaluation. It is important that the LSCB/SSAB's principles (in paragraph 4 above) are reflected meaningfully in the training function. The effectiveness of training and the implementation of learning to effect positive changes in practice is essential and will be continuously evaluated.

A number of mechanisms already exist to support the quality assurance of training and include: a commitment from the LSCB and SASB to being learning organisations; an effective joint training group; a competency framework; a well established administrative system to manage training; training and development officer roles for LSCB and SSAB; websites for each board; a LSCB Safeguarding Officer who contributes expertise which supports the needs analysis and delivery of training.

8.2 Evaluation

Both qualitative and quantitative evaluation data is – and will be – sought in order to ensure that training is of a high standard and is translated into practice. It is important that evaluation takes into account participants' reflection on their training experience; the extent of their increased knowledge and skills and the impact upon practice.

It is important that evaluation takes place at all levels of safeguarding training and whilst responsibilities for this will be shared among agencies, the LSCB/SSAB will lead and support evaluation processes.

As part of the evaluation of Level 2 LSCB training, the Inter-professional Working Questionnaire (IPW) is being piloted between April to October 2013 (reference: Carpenter et al, 2011).

8.3 Requirements

In order to ensure arrangements are in place across agencies to ensure take up of levels of safeguarding training and evaluate the quality of single agency safeguarding training, the LSCB and SASB will seek data collection for performance monitoring from agencies by way of an annual report. The data to be sought within this report is at Appendix 4.

9. Resources

The LSCB and SSAB will ensure resources are available to support the delivery of their training functions. This will include dedicated staff time funded through the board's budgets. Additionally contributions in kind to support the delivery of multi-agency training will be made by partner agencies where required. The value of contributions in kind is recognised as it promotes professional development as well

as knowledge of local working arrangements. This has proved an effective model of collaborative working in Solihull. In accordance with the learning needs analysis, some courses will be externally commissioned.

Agencies who contribute to the training pool are set out in Appendix 3 – Terms of reference for the joint training sub-group.

10. Charging of Cancellation Fees

The LSCB and SSAB retain the right to operate cancellation fees, details of which can be made available from the relevant training administrator.

Drivers informing the Workforce Development Strategy

This workforce development strategy is informed by key legislation, guidance, professional standards. A summary of some of these is given below; it is recognised that there is a breadth and diversity of drivers and that these will continue to develop throughout the life of this strategy.

Legislation

- Children Acts 1989 & 2004
- Mental Capacity Act 2005
- Safeguarding Vulnerable Groups Act 2006

Guidance

- No Secrets DoH 2000
- Working Together 2010 & 2013
- Guidance about Compliance - Essential Standards of Quality and Safety, Care Quality Commission, 2010

Professional Standards

- Safeguarding Children and Young People: Roles and Competences for Health care staff. Intercollegiate Document September 2010
- Towards a National Competence Framework for Safeguarding Adults: Bournemouth University, 2010.
- National Competence Framework for Safeguarding Children : Bournemouth University 2011

Procedures

- <http://solihullscb.proceduresonline.com/index.htm>
- <http://www.solihull.gov.uk/adultsocialcare/26798.htm>

Joint Children's and Adult's Competency Framework

Introduction

This competency framework is intended to be a **working tool** to help organisations to assess the training, learning and developmental needs for their staff¹. Staff groups will differ in terms of their role, level of responsibility, degree and type of contact with children and adults - this document identifies the levels of competency they will need to effectively safeguard children² and adults at risk.

This framework applies to both the safeguarding of children and adults at risk and has been agreed by both the Local Safeguarding Children's Board and the Solihull Safeguarding Adults Board. These competencies have been assessed against the competency frameworks of professional bodies and are consistent with them – the Intercollegiate document (2010) levels are specifically referenced in this framework which relate to competencies for safeguarding children.

It is anticipated that organisations will use this framework as guidance to:

- clarify the competencies required of particular staff groups depending on type of contact they have with children/young people and adults at risk
- enable the relevant staff to access development opportunities, including refreshing learning, at their required level of need
- ensure that staff access learning opportunities for **both** children/young people's and adults at risk depending on the type and nature of their work.

This **joint** framework is intended to highlight a '**think family**' approach to working with individuals and families so that staff have the required skills and knowledge to confidently recognise and respond to the safeguarding needs of children/young people and adults at risk – and to be aware of where these needs cross over. The framework illustrates that having competencies in, for example children's safeguarding, does not necessarily equate to high level competencies in safeguarding adults at risk – and vice versa.

Both the Local Safeguarding Children's Board and the Solihull Safeguarding Adults Board have training and development officers who would be pleased to offer organisations advice and guidance on the use of this framework if required.

¹ The term 'staff' also includes volunteers

² The terms 'child' and 'children' in this framework refers to anyone who has not yet reached their 18th birthday

Joint Children's and Adult's Competency Framework

Foundation Level

Applicable Roles: Those working in an agency with a statutory duty to safeguard; those whose work brings them into contact with children, adults who are parents/carers and/or adults who might be at risk of harm - this includes those working in the statutory, voluntary, community or independent sectors. **Examples of roles:** Librarians; receptionists; all SMBC staff; leisure centre staff.
Relates to Intercollegiate document level: 1

Competencies for those working with children & adults who are parents/carers	Competencies for those working with adults	Delivery methods			
<ul style="list-style-type: none"> · Be aware of the importance of child-centred safeguarding practice · Understand the relevance of diversity factors (e.g. culture, language) when working with individuals and families · Recognise what constitutes abuse and neglect of children · Recognise a child who may need safeguarding, including signs and indicators of harm · Be aware of the policies and procedures to be followed if there are any safeguarding concerns 	<ul style="list-style-type: none"> · Be aware of the importance of person-centred safeguarding practice · Understand the relevance of diversity factors (e.g. culture, language) when working with individuals and families · Recognise what constitutes abuse and neglect of adults at risk · Recognise an adult at risk who may need safeguarding, including signs and indicators of harm · Be aware of the policies and procedures to be followed if there are any safeguarding concerns 	Single agency responsibility for foundation level training - advice available Taught sessions; e-learning; leaflet; LSCB & SSAB procedures			
		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1684 1074 2047 1121" style="text-align: center;">Recommended Frequency</th> </tr> </thead> <tbody> <tr> <td data-bbox="1684 1121 2047 1233">Foundation level training to be completed within 4 weeks of commencing work-role.</td> </tr> <tr> <td data-bbox="1684 1233 2047 1295">Refresher every 2 years</td> </tr> </tbody> </table>	Recommended Frequency	Foundation level training to be completed within 4 weeks of commencing work-role.	Refresher every 2 years
Recommended Frequency					
Foundation level training to be completed within 4 weeks of commencing work-role.					
Refresher every 2 years					

Level 1

Applicable Roles: Those in regular contact with, or have a period of intense but irregular contact with children, adults who are parents/carers and/or adults who might be at risk of harm; those who may be in a position to identify welfare concerns including neglect and abuse. **Examples of roles:** clinical staff; GP receptionists; housing staff; grounds or domestic staff; Police and Fire Service, faith group staff; school/college personnel; sports development staff; youth workers; care assistants; lunch club workers; trustees and elected members. **Relates to Intercollegiate document levels: 2 & 3**

Competencies for those working with children & adults who are parents/carers	Competencies for those working with adults	Delivery methods
<p>As in Foundation and additionally:</p> <ul style="list-style-type: none"> · Recognise how own values, beliefs and attitudes influence own judgements in safeguarding work · Knowledge of child development · Ability to identify the child's needs, parent/carers capacity to meet needs and the impact of wider environmental factors · Ability to recognise risk and vulnerability indicators including e.g. the impact of parental physical/mental health; domestic abuse; substance misuse on the well-being of children · Know the main legislation, policies, guidance and local procedures and act in accord with these frameworks - within the worker's role and responsibilities 	<p>As in Foundation and additionally:</p> <ul style="list-style-type: none"> · Recognise how own values, beliefs and attitudes influence own judgements in safeguarding work · Knowledge of developmental life-stages · Ability to identify the needs of the adult at risk and the impact of wider environmental factors · Ability to recognise risk and vulnerability indicators · Know the main legislation, policies and local guidance and act in accordance with these frameworks - within the worker's role and responsibilities · Understand the factors which might impair parenting capacity of an adult at risk and support assessment and interventions by 	<p>Single agency responsibility for training – advice available.</p> <p>Taught session or e-learning for adult safeguarding</p> <p>Safeguarding module in NVQ / QCF Vocational Qualification – Level 2</p>
		Recommended Frequency

Appendix 2

<ul style="list-style-type: none"> · Understand the needs and legal position of young people, including need to support a transition to adult services · Recognise the barriers that exist which serve to inhibit disclosure of harm · Support children to express their concerns and take this information forward using agency and inter-agency policies and procedures · Understand the need to work in partnership and with respect with service users · Ability to seek advice and/or refer to a supervisor or designated person if a safeguarding concern is identified · Knowledge of when and how to share relevant information with other agencies and professionals · Know how to effectively record concerns, distinguishing between observation, fact, opinion and information gained from others · Recognise the potential personal impact on self of doing safeguarding work and seek support and supervision as needed 	<p>safeguarding children services</p> <ul style="list-style-type: none"> · Recognise the barriers that exist which serve to inhibit disclosure of harm · Support adult's at risk to express their concerns and take these forward using agency policies and procedures. · Understand the need to work in partnership and with respect with service users. · Ability to seek advice and/or refer to a supervisor or designated person if a safeguarding concern is identified · Knowledge of when and how to share relevant information with other agencies and professionals · Know how to effectively record concerns, distinguishing between observation, fact, opinion and information gained from others · Recognise the potential personal impact on self of doing safeguarding work and seek support and supervision as needed · Understand needs and legal position of young people aged 16-18 and transition between cyp and adult service frameworks 	<p>Within 16 weeks of commencing employment</p> <p>Refresher every 3 years</p>
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Level 2

Applicable Roles: Those who predominantly work with children, their parents/carers and adults at risk; designated or lead professionals who contribute to multi-agency safeguarding assessments and inquiries. Applicants must have completed Level 1 safeguarding training. **Examples of roles:** Social workers; clinical staff; residential and day centre staff; early years staff; youth workers; education staff; leisure/sports officers; Youth Offending Team staff; Probation staff; housing officers; Police, Fire and Ambulance staff; managers; staff working with those who have learning disabilities, mental health difficulties, experience domestic abuse or have alcohol or substance dependencies. **Relates to Intercollegiate document levels: 3 & 4**

Competencies for those working with children & adults who are parents/carers	Competencies for those working with adults	Delivery methods
<p>As in Level 1 and additionally:</p> <ul style="list-style-type: none"> · Ability to establish purposeful relationships with children and their parents/carers through effective communication and engagement; skills in listening and building empathy · Ability to ensure the views of children and their families/carers are central to all safeguarding children processes · Awareness of roles and remit of Local Safeguarding Children Board member agencies and the availability of local resources and services · Ability to work with key agencies and to understand the value and benefits of effective multi-agency working · Ability and willingness to constructively challenge processes or decisions so that 	<p>As in Level 1 and additionally:</p> <ul style="list-style-type: none"> · Ability to establish purposeful relationships with adults at risk and their families/carers through effective communication and engagement; skills in listening and building empathy · Ability to ensure the views of adults at risk and their families/carers are central to all safeguarding adults processes · Awareness of roles and remit of Solihull Safeguarding Adult Board member agencies and the availability of local resources and services · Ability to work with key agencies and to understand the value and benefits of effective multi-agency working · Ability and willingness to constructively challenge processes or decisions so that the 	<p>Children's Workforce: 2 day LSCB safeguarding children training; half day refresher course</p> <p>Health professionals may meet these competencies by attending in-house safeguarding training (L3 Intercollegiate).</p> <p>Health professionals who routinely contribute to multi-agency safeguarding work e.g. as a member</p>

<p>children's safety and welfare is promoted</p> <ul style="list-style-type: none"> · Understanding of legislation, policies and procedures and the processes involved in safeguarding children · Ability to apply theory and research to practice when working with children and families · Ability to gather and share information within the multi-agency network · Ability to assess family functioning and take a comprehensive family history using this information to analyse risk and support decision making about a child's safety · Ability to lead/contribute to multi-agency assessment, investigation and protection planning processes · Ability to participate in reflective supervision and utilise learning from Serious Case Reviews and national research 	<p>safety and welfare of adults at risk is promoted</p> <ul style="list-style-type: none"> · Understanding of legislation, policies and procedures and the processes involved in safeguarding children; ability to work in accordance with these frameworks · Ability to apply theory and research to practice when working with adults at risk · Ability to gather and share information within the multi-agency network · Ability to lead/contribute to multi-agency assessment, investigation and protection planning processes 	<p>of a Core Group should attend LSCB training. Adult Workforce: 2 day Core safeguarding adults training</p> <p>Topic based courses as relevant to roles and responsibilities.</p> <p>Safeguarding module within NVQ / QCF Vocational Qualification – Level 3.</p> <p style="text-align: center;">Recommended Frequency</p> <p>Within 16 weeks of commencing employment</p> <p>Refresher every two years</p>
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Level 3

Applicable Roles: Those in roles with particular safeguarding responsibilities (for children or adults) including contributing, co-ordinating or managing safeguarding inquiries/investigations, participating in Conferences and making/implementing protection plans. This includes supervisors and managers of staff undertaking these roles. Applicants must have completed Level 1 and preferably Level 2 training. **Examples of roles:** Health, education, police and social work professionals who have a lead role in safeguarding; designated safeguarding leads in agencies; managers and supervisors of these roles. **Relates to Intercollegiate document levels: 4, 5 & 6**

Competencies for those working with children & adults who are parents/carers	Competencies for those working with adults	Delivery methods
<p>As in Level 2 and additionally:</p> <ul style="list-style-type: none"> • Ability to reflect on practice, recognise own contribution to effective safeguarding of children and take responsibility to develop knowledge and skills • Knowledge of wider forms of child abuse, for example child sexual exploitation and trafficking • Ability to manage complex cases • Ability to apply legislation/legal powers and use research and findings from audits and serious case reviews to inform practice • Skill in assessing the impact of parental difficulties (e.g. domestic abuse, mental ill health and substance misuse) on the child's health and development and that of parenting capacity • Skills to complete detailed risk assessments • Ability to plan and deliver interventions to support improved outcomes for children 	<p>As in Level 2 and additionally:</p> <ul style="list-style-type: none"> • Ability to reflect on practice, recognise own contribution to effective safeguarding of adults at risk and take responsibility to develop knowledge and skills • Knowledge of wider forms of adult abuse, for example self-neglect, hate crime, doorstep crime • Ability to manage complex cases • Ability to apply legislation/legal powers and use research and findings from audits and serious case reviews to inform practice • Skill in understanding the impact of family/carers difficulties (e.g. domestic abuse, mental ill health and substance misuse) on the adult at risks health and wellbeing • Skills to complete detailed risk assessments • Ability to plan and deliver interventions to 	<p>Topic based training</p> <p>Periodic briefings</p> <p>Conferences</p> <p>Safeguarding module within NVQ / QCF Vocational Qualification – Level 4 & 5 (adults workforce)</p> <p style="text-align: center;">Recommended Frequency</p> <p>Within 16 weeks of commencing employment</p>

<p>Additional competencies for some roles:</p> <ul style="list-style-type: none"> · Lead or oversee safeguarding quality assurance and improvement processes · Provide reflective safeguarding supervision for workers · Contribute as a member of a safeguarding team to the development of robust internal safeguarding policies, guidelines and protocols · Provide specialist advice to practitioners including clarification about policies, legal issues and management of safeguarding cases · Ability to work with partners in other agencies to conduct safeguarding training needs analyses and to commission, plan, design, deliver and evaluate single and interagency training · Ability to undertake safe recruitment practices 	<p>support improved outcomes for adults at risk</p> <p>Additional competencies for some roles:</p> <ul style="list-style-type: none"> · Lead or oversee safeguarding quality assurance and improvement processes · Provide reflective safeguarding supervision for workers · Contribute as a member of a safeguarding team to the development of robust internal safeguarding policies, guidelines and protocols · Provide specialist advice to practitioners including clarification about policies, legal issues and management of safeguarding cases · Ability to work with partners in other agencies to conduct safeguarding training needs analyses and to commission, plan, design, deliver and evaluate single and interagency training · Ability to undertake safe recruitment practices 	<p>Annual Level 3 training</p>
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Level 4

Applicable Roles: Those with supervisory responsibilities for staff undertaking safeguarding work; managers and strategic leads in multi-agency organisations. Applicants must have completed Level 1 and preferably training at Levels 2 and 3. **Examples of roles:** Professional advisors; operational managers; designated safeguarding leads; heads of service; directors, trustees, Board members. **Relates to Intercollegiate document levels: 5 & 6**

Competencies for those working with children & adults who are parents/carers	Competencies for those working with adults	Delivery methods
<p>As in Level 3 and additionally:</p> <ul style="list-style-type: none"> · Knowledge and skill in identifying professional support and development needs for staff/supervisee's to enable sound safeguarding practice · Ability to provide reflective supervision as a core mechanism for child protection planning · Skill and ability to enable workers to develop analytical skills and critical reflective thinking · Ability to challenge practice and question the evidence base for practice by ensuring shared knowledge of current theory, research and legislation · Ability to lead and manage services including ensuring effective safeguarding, development of policy/procedures and quality assurance processes · Demonstrate in depth knowledge of national standards and strategies to safeguard children with particular reference to own specialist area 	<p>As in Level 3 and additionally:</p> <ul style="list-style-type: none"> · Knowledge and skill in identifying professional support and development needs for staff/supervisee's to enable sound safeguarding practice · Ability to provide reflective supervision as a core mechanism for protection planning for adults at risk · Skill and ability to enable workers to develop analytical skills and critical reflective thinking · Ability to challenge practice and question the evidence base for practice by ensuring shared knowledge of current theory, research and legislation · Ability to lead and manage services including ensuring effective safeguarding, development of policy/procedures and quality assurance processes · Demonstrate in depth knowledge of national standards and strategies to safeguard adults at 	<p>Training courses</p> <p>Conferences</p> <p>Workshops</p> <p>Board Development events</p>
		Recommended Frequency
		<p>Within 16 weeks of commencing employment</p> <p>Annual Level 4 training</p>

<p>of knowledge</p> <ul style="list-style-type: none"> Ability to self reflect and make use of learning opportunities <p>Additional competencies for some roles:</p> <ul style="list-style-type: none"> Demonstrates regular participation in the development of practice and policy in own specialist area including on behalf of and with professional organisations. Ensure that safeguarding is embedded at a strategic level across the agency and organisation including by meeting regulatory requirements Ability to work strategically and collaboratively with partner agencies to promote awareness of safeguarding children and importance of multi-agency interventions Develop methods to ensure the involvement of service users in developing children’s safeguarding services 	<p>risk with particular reference to own specialist area of knowledge</p> <ul style="list-style-type: none"> Ability to self reflect and make use of learning opportunities <p>Additional competencies for some roles:</p> <ul style="list-style-type: none"> Demonstrates regular participation in the development of practice and policy in own specialist area including on behalf of and with professional organisations Ensure that safeguarding is embedded at a strategic level across the agency and organisation including by meeting regulatory requirements Ability to work strategically and collaboratively with partner agencies to promote awareness of safeguarding adults and importance of multi-agency interventions Develop methods to ensure the involvement of service users in developing Safeguarding Adults services 	
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Joint Adults and Children's Safeguarding Training Subgroup

Terms of Reference

Introduction

The group is a sub-group of both the Local Safeguarding Children Board (LSCB) and Solihull Safeguarding Adults Board (SSAB). The adult and children's sub-groups were brought together in 2011 as there were clear benefits in a joined approach.

Both Boards are appropriately resourced by way of Learning & Development Officer / Manager roles and administrative support in order that there is capacity to take forward the training and development needs of the workforce.

Reference to 'training' in this document is also intended to refer to a variety of learning and development opportunities such as briefings, workshops, action learning sets etc.

Aim & Purpose

The sub-group is a strategic group. Its purpose is to ensure that the safeguarding learning and development needs of the members of the LSCB and SSAB are met within the context of national and local drivers such as legislation, guidance, policy and practice development.

The aim is to ensure that the workforce is sufficiently equipped by way of knowledge and skills to enhance safeguarding practice and thereby promote positive safeguarding outcomes for children, young people and adults at risk.

Principles

The following principles should inform all safeguarding training:

- The overall purpose of training is to improve the quality of practice and subsequent outcomes for children, young people and adults at risk in Solihull.
- Training content will reflect relevant, accurate and current information arising from legislation, guidance, research, theory and practice wisdom.

- All child safeguarding training is child centred, incorporating and promoting children's rights and needs and ensuring that their welfare is paramount. All adult safeguarding training is focused on protecting adults at risk.
- Training addresses issues of diversity and promotes understanding and recognition of additional vulnerabilities e.g. disability.
- Training promotes building effective relationships with children and young people as well as working in partnership with parents and carers and adults at risk recognising their strengths in addition to their needs and any risks posed.
- Training promotes inter-agency working including effective information sharing.
- Training places value on people working collaboratively, bringing people together in ways which mirror the diversity of practice networks engaged with children, young people, adults at risk and their families.
- Training recognises the principles of adult learning and will reflect these in the commissioning, delivery and evaluation of learning opportunities.
- Training is most effective when there is a joint responsibility between the LSCB/SSAB and agencies which can support the transfer of learning into practice back in the workplace.

Functions

The joint training sub-group will:

- Work within Solihull Safeguarding Boards' business plans and related safeguarding strategies.
- Develop, implement and review the joint safeguarding workforce development strategy.
- Establish and maintain systems, tools and processes to enable monitoring, reporting and quality assurance of training.
- Promote and utilise a shared competency framework which meets the learning outcomes agreed by both safeguarding boards.
- Take responsibility for the promotion, planning, implementation, commissioning and evaluation of the multi-agency training programme. This will take into account:
 - Each aspect of the training cycle
 - The need to ensure that resources are deployed efficiently and effectively

- Ensuring that training is having a positive impact on practice and outcomes for individuals and families in Solihull.
- Support agencies in their provision of single agency safeguarding training and ensure that there is an overview of the quality, quantity, methods and gaps in such training.
- Ensure that all its work is informed by the principles stated in the joint safeguarding workforce development strategy and within this document.
- Consider how the views and experiences of service users will contribute meaningfully to the training function, including design and delivery.
- Ensure that each member maintains a link with their own agency and the joint training sub-group.
- Report regularly to the LSCB/SSAB Board and maintain links with other LSCB/SSAB sub-groups.
- Contribute to the Boards annual report.

Membership, Attendance, Monitoring & Quoracy

Chair and Vice-Chair

The Chair and Vice-Chair will be appointed from among the membership on a rotating basis and serve for one year.

Membership

Members will include representatives from the statutory and voluntary sectors. Members should have knowledge and skills in safeguarding work and an understanding of training priorities and processes. Agencies have a responsibility to support the attendance of their member of staff and to complete any allocated tasks.

Members should be at a level which is senior enough within their organisation to:

- share information
- promote multi-agency training including agreeing contributions in kind to the delivery of multi-agency training
- influence single agency training
- commit their organisation to the LSCB/SSAB safeguarding workforce development strategy
- commit to the development of the training sub-group work plan including contributing to task and finish groups as necessary.

Attendance and Monitoring

Members are invited to all meetings and are nominated as members for a minimum of one year.

Members are to attend all meetings to maintain consistency in the group and to enable it to conduct business in an efficient and effective manner - a minimum attendance of 75% is required; this relates to three meetings per annum.

Details of attendance are reported to both Boards.

Quoracy

To be quorate all meetings should be attended by representatives from at least four different agencies.

The following organisations and representatives are members of the joint sub-group:

Organisation	Member
Clinical Commissioning Group (CCG)	Sue Nichols Chief Nurse & Chair of Sub-group
LSCB	Bijal Ruparelia Learning & Development Manager
SSAB	Joan McHugh Safeguarding Adults Development Manager
SMBC	Workforce Development Team (Adult's/Children's social care)
Sustain	Dave Pinwell Chief Executive
Coventry and Warwickshire Partnership Trust	Penny Greenaway Lead Nurse
Heart of England Foundation Trust	Jane Fleming Safeguarding Trainer
Birmingham & Solihull Mental Health Foundation Trust	Catherine Evans Training Lead
Solihull MBC Workforce Development	Bernice Lingard Workforce Development Co-ordinator
Solihull MBC Education Welfare	Joanne Sierzega Senior Education Welfare Officer
West Midlands Police	Jon Eilbeck Detective Sergeant

Frequency, Agenda & Minutes of Meetings

Meetings will be held quarterly and dates set at the start of the year and scheduled to facilitate maximum attendance. Quarterly meetings will be supported by additional task-and-finish groups in order to ensure the work of the group remains focussed with clear outcomes.

The agenda will be agreed by the group and shared in advance. The training administrator from either the LSCB or SSAB will be responsible for taking and distributing minutes and any other papers relevant to the sub-group as well as managing the forward plan for the group.

Accountability and communication with other LSCB and SSAB Sub-Groups

The group is accountable to the LSAB/SSAB and this sub-group will report to both Boards on a quarterly basis according to the agreed governance arrangements.

Terms of reference will be agreed by the joint training sub-group and the LSCB/SSAB and reviewed periodically.

August 2013

Annual Report on Arrangements for Safeguarding Training

2013

Request for verification of safeguarding training for staff to be completed by LSCB and SSAB agencies

This request is for the provision of information by each LSCB/SSAB Executive representative to support the review of agency arrangements for the identification and delivery of safeguarding training and the management of unmet training needs.

It is important that this information is provided in a timely and complete way to support both Boards' quality assurance activity in relation to safeguarding training and also to address previous Ofsted inspection findings. The data provided will be analysed in accordance with these responsibilities.

The questions below relate to 'levels' of training and these levels – which should be referred to in completing this document - are described fully in the Joint Children's and Adult's Competency Framework document.

Statutory agencies are asked to respond to all of the questions; third sector organisations are asked to respond to questions 1 to 6f.

The date that this information is required is.....

Name of Agency:

Lead Person's Contact Name & details:

Date of Completion:

Date of Return:

1.	What is the size of the workforce (including volunteers)?
2.	What mechanism's are in place to support the identification of safeguarding training needs for particular staff roles?
3.	What mechanism is in place to ensure accurate recording and monitoring of training undertaken?
4.	What numbers (%) of non-attendance for training is experienced? Please note key reasons for failure to attend training.
5.	FOUNDATION LEVEL TRAINING
5a.	Of the staff required to do Foundation level training, what % has completed it - either for the first time or refresher training - in the last 3 years (period 01/04/2010 – 31/03/2013) for:

	safeguarding children?
	safeguarding adults?
5b.	Of the staff required to do Foundation level training, what % will need to do it at this level (including refresher training) in the coming year for:
	safeguarding children?
	safeguarding adults?
5c.	Are there sufficient resources in the organisation to meet the demand/need?
5d.	How is safeguarding training at this level provided (methods, frequency, duration)?
5e.	What is the strategy for providing refresher safeguarding training at this level?
5f.	What methods are used to evaluate safeguarding training at this level? Please can you provide any top-line evaluation data?
6.	LEVEL 1 SAFEGUARDING TRAINING
6a.	Of the staff required to do Level 1 training, what % has completed it - either for the first time or refresher training - in the last 3 years (period 01/04/2010 – 31/03/2013) for:
	safeguarding children?
	safeguarding adults?
6b.	Of the staff required to do Level 1 training, what % will need to do it at this level (including refresher training) in the coming year for:
	safeguarding children?
	safeguarding adults?
6c.	Are there sufficient resources in the organisation to meet the demand/need?
6d.	How is safeguarding training at this level provided (methods, frequency, duration)?
6e.	What is the strategy for providing refresher safeguarding training at this level?
6f.	What methods are used to evaluate safeguarding training at this level? Please can you provide any top-line evaluation data?
7.	LEVEL 2 SAFEGUARDING TRAINING
7a.	Of the staff required to do Level 2 training, what % has completed it - either for the first time or refresher training - in the last 2 years (period 01/04/2011 – 31/03/2013) for:
	safeguarding children?
	safeguarding adults?
7b.	Of the staff required to do Level 2 training, what % will need to do it at this level (including refresher training) in the coming year for:
	safeguarding children?
	safeguarding adults?
7c.	What, if any, are the gaps in the uptake of safeguarding level 2 training?
7d.	What is the strategy for ensuring staff receive refresher safeguarding level 2 training?
8.	LEVEL 3 SAFEGUARDING TRAINING
8a.	Of the staff required to do Level 3 training, what % has completed it - either for the first time or refresher training - in the last year (period 01/04/2012 – 31/03/2013) for:
	safeguarding children?
	safeguarding adults?
8b.	Of the staff required to do Level 3 training,

	what % will need to do it at this level (including refresher training) in the coming year for:
	safeguarding children?
	safeguarding adults?
8c.	What, if any, are the gaps in the uptake of safeguarding level 3 training?
9.	LEVEL 4 SAFEGUARDING TRAINING
9a.	Of the staff required to do Level 4 training, what % has completed it - either for the first time or refresher training - in the last year (period 01/04/2012 – 31/03/2013) for:
	safeguarding children?
	safeguarding adults?
9b.	Of the staff required to do Level 4 training, what % will need to do it at this level (including refresher training) in the coming year for:
	safeguarding children?
	safeguarding adults?
9c.	What, if any, are the gaps in the uptake of safeguarding level 4 training?
10.	Any other comments regarding safeguarding training arrangements?