

Suffolk Safeguarding Partnership's Quality Assurance Process for Safeguarding Training

September 2020

Document control

Version	Detail	Author	Date
0.3	Updated following comments from LSCB manager	P Nicholls	September 2011
0.4	Update competencies in Appendix A & assumptions	P Nicholls	November 2011
0.5	Standard 7 updated to include agency specific reqs.	P Nicholls	December 2011
2.0	Updated to remove refs to SOSG group	P Nicholls	August 2013
3.0	Working Together 2015 references	P Nicholls	May 2015
4.0	Update of addresses and removal of Panel References	T Murphy	August 2017
5	Revised and the inclusion of SAB.	T Murphy	April 2019
6	Updated logos and terminology.	T Murphy	November 2019
7	Final Checks.	T. Murphy	August 2020

Legislative Background

The Suffolk Safeguarding Partnership has a statutory responsibility to ensure that appropriate safeguarding and child protection training is provided in Suffolk and that it meets local needs.

Working Together to Safeguard Children 2018 sets out how organisations and individuals should work together to safeguard and promote the welfare of children and young people in accordance with the Children Act 1989 and 2004. Working Together 2018 states that Safeguarding Partnerships should:

'monitor and evaluate the effectiveness of training, including multi-agency training, for all professionals in the area. Training should cover how to identify and respond early to the needs of all vulnerable children, including unborn children; babies; older children; young carers; disabled children; and those who are in secure settings.'

The Suffolk Safeguarding Partnership also has a responsibility to ensure that appropriate safeguarding training is provided for adults at risk in Suffolk and that it too, meets local needs.

Quality Assurance of Safeguarding Training

The Suffolk Safeguarding Partnership will quality assure and endorse both the training materials and the training delivery.

Benefits for Agencies and Schools

The quality assurance of training will benefit agencies and schools by:

- Supporting the monitoring and evaluation of training.
- Meeting their children's Section.11 or Section 175/137 Self-assessment for schools/ adult Self-Assessment responsibilities related to training and making links to their workforce strategy.
- Avoiding duplication in provision by linking organisations providing the same courses.
- Providing courses with recognised Safeguarding Partnership standards and promoting consistency.
- Providing qualitative evidence for SSP Board members and external Inspections.

The Suffolk Safeguarding Partnership is committed to supporting partner agencies and schools with both the training and educational resources that they provide.

Safeguarding Partnership Quality Assurance Standards

The Safeguarding Partnership has identified seven standards which support good practice in the design and delivery of safeguarding courses, which ultimately optimise the chances that training will be effective.

These are:

Standard 1	Target groups are clearly defined, and links are made to the course aims, learning outcomes and Safeguarding Partnership competencies (Please refer to the Competence Does Matter booklet on the SSP website).
Standard 2:	Course design and content meet the requirements of the aims and learning outcomes and are fit for purpose.
Standard 3:	There is evidence that course trainers are up to date on current safeguarding practice and knowledge.
Standard 4:	There is a clear selection and monitoring process for trainers.
Standard 5:	A robust and transparent evaluation process is in place.
Standard 6:	There are post course administration processes in place.
Standard 7	There is a process for reviewing how learning has been taken into the workplace. Agency specific statutory requirements have been met.

There is an expectation that partners will evidence how the above standards are met before SSP quality assurance and endorsement can be awarded.

Competency Document for Children's Safeguarding Training

The framework outlined in the Competence Does Matter document outlines suggested training content for safeguarding training and training methods for groups of workers. It also outlines the responsibilities of SSP partner agencies in ensuring the appropriate training is delivered to the respective groups.

How Does the SSP Support Partners with the Provision and Delivery of Safeguarding Training?

- The quality assurance of safeguarding training is provided through the application of an agreed set of competences as outlined in the Competence Does Matter document and legislative framework.
- By offering assistance, advice and guidance to partners regarding responsibilities related to the quality assurance of training and policy and procedure.

- Supporting partners to join up with each other, learn from each other and therefore avoid duplication of resource.

Responsibilities Expected of Partners

- Ensuring staff are both competent and confident against the agreed set of competencies and legislation.
- Ensuring their employees are appropriately trained in line with the Competency Does Matter document on the SSP website and know how to recognise and act on signs of abuse.
- Ensuring that all those working with children and young people and adults at risk undertake mandatory Induction which includes familiarisation with safeguarding responsibilities and the policy and procedure to be followed if they have concerns about the safety or welfare of a child or young person or adult at risk.

What the SSP Cannot Provide as Part of the Quality Assurance Process.

- Promotional material on behalf of any external company, agency, or partner.
- Assistance with promoting one service where other similar services are available in Suffolk.

Quality Assurance of Safeguarding Training

Trainer:

Agency/School:

Assessor:

Single-Agency/School Training Evaluation

Date:

Location:

Preparation		
Did the Trainer?	Yes/No	Comments
Check the environment and resources beforehand?		
Take into account any health and safety issues?		
Ensure there were enough resources for all the learners?		
Have a session plan?		
Training Delivery		
Communicate the aims and objectives of the training session?		
Use the CYP/ACS workforce slides for safeguarding training or slides of their own?		
Was the information on the slides up to date and current and included historic and current legislation?		
Ensure that participants understand the context of safeguarding and promoting the welfare of children, young people and adults at risk?		

Enable the participants to acquire an increased knowledge in the recognition and knowledge of risk, exploitation, and abuse?		
Provide a forum for discussing best practice when working with children and young people and adults?		
Did the Trainer?	Yes/No	Comments
Provide participants with knowledge of their individual roles and responsibilities with regard to safeguarding practice along with a clear understanding of what is expected of them within their agency when they are concerned about a child or young person's welfare or adult at risk?		
Answer participants' queries and questions with a good level of safeguarding knowledge and skill?		
Ensure participants left the training knowing how to i) recognise the signs and symptoms of abuse and risk, ii) what to do if they are worried, iii) how to make a referral and iv) how best to support the child/young person and adult?		
Give details of the designated lead for their agency/school and indicate when and how they would need to contact them regarding safeguarding concerns.		
Deliver an introduction, main content and conclusion?		
Establish and maintain a rapport with the group?		
Demonstrate up to date knowledge of their subject including a knowledge of contextual safeguarding?		

Manage the session appropriately and effectively e.g. dealing with conflict, disagreement, challenge?		
Appear confident and professional?		
Demonstrate good communication skills: active listening, use of body language, awareness of 'mood' of the group/ability to 'read' the room?		
Signpost to the relevant Suffolk Safeguarding Partnership website for further information.		
Clearly demonstrate the appropriate referral routes for safeguarding in Suffolk.		
Were there any omissions from the training?		
Did you have any worries about the training?		
Summarise the session?		
Provide an evaluation sheet for participants to complete?		
Monitoring During the Session		
Did the Trainer?		
Regularly ask questions and involve the group/individuals?		
Give feedback/answer questions where relevant?		
Training Materials		
Were the materials easy to read and understand?		
Was the design of the power point slides appealing to the audience?		

Were the materials made available to the audience before the training?		
Follow-Up		
Did the Trainer?		
Describe how they would follow up on any issues or concerns arising from the evaluation forms?		
Describe how they would incorporate the feedback from the evaluation forms into future training sessions?		
Describe how they ensure the learning has been put into practice.		

Observation and Quality Assurance of Safeguarding Training

Feedback to Trainer

Include positive feedback and comments. Examples of things to focus on are: was the presentation clear, were questions dealt with, was the **training** dynamic and did it hold the attention of the group?

Additional Comments

Focus on how the trainer keeps their learning up to date and if there are other trainers, how are these being kept up to date and current?

Is there anything else the trainer needs from the SSP?

This could be additional resources or support. Anything the trainer wants to raise.

Is additional assessment required: YES / NO

Trainer's signatureDate:

Assessor's signature.....Date: