

# Quality Assurance of Single Agency and Multi-Agency Safeguarding Children and Young People Training

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With thanks to North Yorkshire LSCB for sharing their quality assurance materials with us.



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## Introduction

Welcome to Sunderland Safeguarding Children Board's (SSCB) handbook on quality assurance. This sets out the processes to ensure that both single and multi-agency safeguarding training across Sunderland is delivered to a consistently high standard.

All organisations have a legal duty under Section 11 of the Children Act 2004 to ensure that their staff, and staff employed by services they commission, participate regularly in relevant training tailored towards their individual roles and that they are trained to be alert to the potential indicators of abuse and neglect of children and to be able to respond appropriately to their role in addressing concerns for the care and safety of children.

*“Local Safeguarding Children Boards (LSCBs) 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”.*

**(Working Together to Safeguard Children 2013)**

## SSCB Verification Process for Single Agency Training in Safeguarding Children

Staff and volunteers require training to help them safeguard and promote the welfare of children effectively. This includes being able to recognise when a child may require safeguarding and knowing what to do in response to concerns about the welfare of a child. Practitioners must also be able to work effectively with others both within their own agency and across organisational boundaries. This will be best achieved by a combination of single agency and inter-agency training.

Training for inter and multi-agency work means training which will equip people to work effectively with those from other agencies to safeguard and promote the welfare of children. This work typically takes place in two ways:

- **Single Agency Training** – which is training carried out by a particular agency for its own staff
- **Multi-Agency Training** – which is for employees of different agencies who either work together formally or come together for training or development. Training delivered on a multi-agency basis is a highly effective way of promoting a common and shared understanding of the respective roles and responsibilities of different professionals and contributes to effective working relationships.

## Role of Employers

Individual agencies are responsible for ensuring that their workforce is competent and confident in carrying out its responsibilities for safeguarding and promoting the welfare of children. Employers and voluntary groups should ensure their workers and volunteers are aware of how to recognise and respond to safeguarding concerns, including signs of possible maltreatment. This knowledge and expertise should be put in place before they attend multi-agency training.

SSCB provides an e-learning course 'Core Awareness of Child Abuse and Neglect' for staff and volunteers who come into regular contact with children. However, many agencies will wish to arrange their own training at this level. In order to assist single agencies to provide an adequate level of training for their staff, SSCB has developed a verification process for single agency training based on one written by North Yorkshire LSCB.

## Verification Process

All single agency training should be submitted to the SSCB Quality Assurance Sub-Committee including independent training commissioned by agencies.

It is acknowledged that some workers will have infrequent contact with children and their families and do not require the same level of knowledge in safeguarding

practices. SSCB has therefore devised a verification process for courses aimed at two levels:

- For staff who have infrequent contact with children or parents
- For those in regular contact with children, young people and adults who are parents/carers

Agencies involved in the delivery of Basic Awareness training will be expected to match their training programmes as follows:

1. Aims and objectives or learning outcomes explicitly stated
2. Content meets core requirements
3. The duration of the training programme
4. The methods of delivery
5. The methods of evaluation

The attached proformas (1 or 2 depending on the level) are to be completed by agencies in respect of each Basic Awareness programme delivered. Copies of the content of the training programme with aims and objectives and the evaluation forms used should be attached to the completed proforma

In order for Basic Awareness training programmes to be verified, **all** core training areas have to be covered for that level as a minimum requirement, matched with a suitable time-frame to cover these areas.

It is expected that training is delivered by a suitably experienced facilitator/trainer and there should be a thorough method of evaluation.

E-learning packages may be shorter in length and the verification process for them will concentrate on content and evaluation.

A verification sub-group of at least three members of the SSCB Quality Assurance Sub-Committee led by the SSCB Development and Training Officer will be formed to assess all submissions and these will be measured against the SSCB minimum standards for single agency safeguarding training. A random sample of training courses may be selected for observation by members of the Quality Assurance Sub-Committee to ensure consistency of training across the City.

## Process

Task	Person Responsible	Timescale	Comments
Submit completed proforma 1 or 2 and evidence to the SSCB Development and Training Officer	Training provider	To be negotiated depending on when training developed/ delivered	
Meet to review the training, complete the minimum standards check list and decide to verify or not	At least 3 members of the SSCB Quality Assurance Sub-Committee	Within one month of submission	There may be some circumstances where minor amendments could be made to training to allow verification. A member of the Quality Assurance Sub-Committee could contact the provider to arrange this to avoid delay
Inform the Quality Assurance Sub-Committee of the decision	SSCB Development and Training Officer	Within two months of submission	SSCB Quality Assurance Sub-Committee meets bi-monthly. Information can be sent electronically
If verified, issue certificate and send to the agency with minimum standards' checklist. If not, state reasons on the checklist and return to the agency.  Retain copies of submission and record of decision	SSCB Development and Training Officer	Within one week of QA Sub-Committee meeting / circulation of decision  Unsuccessful submissions can be re-submitted at any time	Verification lasts two years. Records to be kept for three years. Small changes in course content or delivery method following verifications would not require further verification within the two years, but major changes would  Another facilitator/trainer with similar skills would also not require re-verification

## Basic Awareness (for staff who have infrequent contact with children or parents)

### Training Framework

#### Minimum Content

Knowledge, Skills and Values	Outcomes	Staff Targeted
<ul style="list-style-type: none"> <li>Accountability re: safeguarding (it's everyone's business)</li> <li>Definitions of the four categories of abuse</li> <li>Recognition of the signs of abuse</li> <li>Know what to do if they are concerned a child is being abused, ie agency procedure and where to seek advice. Who can support them in their agency. What to do if they don't get the response they are hoping for</li> <li>Know where to access local procedures</li> <li>Referral procedures</li> <li>What to do if they experience barriers to referral</li> <li>Sharing information, confidentiality, data protection</li> <li>Recording</li> </ul>	<p>All areas identified should be covered in training and tailored to suit the specific audience</p> <p>Participants should have gained sufficient understanding to give them an understanding of the context within which they work</p>	<p>All staff who are in infrequent contact with children or parents</p>

**Proforma 1 – Request for verification of single agency Basic Awareness training in safeguarding for staff who have infrequent contact with children or parents**

(To be completed by training provider)

<b>Agency</b>	
<b>Title of Training</b>	
<b>Name of Training Provider</b>	
<b>Qualifications/Experience of Facilitator/Trainer (unless e-learning package)</b>	
<b>Target Audience</b>	
<b>Duration of Programme</b>	
<b>Methods of Evaluation (Event itself/Impact on practice)</b>	

**NB: Please attach details copies of the learning outcomes, aims and objectives, the content and the evaluation forms used.**

## Core Areas Covered

Please tick	Core	Content	Method
	Accountability re safeguarding (it's everyone's business)	Quotes from Working Together 2013 Own accountability within the agency concerned	
	Definitions of the four categories of abuse	As outlined in Working Together 2013	
	Recognition of the signs of abuse	Signs and symptoms of the four categories of abuse  Vulnerable groups of children (ie babies, disabled children, looked after children)	
	Knows what to do if they are concerned a child is being abused, ie agency procedure and where to seek advice  Know where to access local procedures  Know where to access SSCB Threshold Guidance  Referral procedures  What to do if they experience barriers to referral	Identification of individual with responsibility for safeguarding ie Designated Person  Knowledge of SSCB policies and procedures including making a referral  Knowledge of SSCB Threshold Guidance  Knowledge of Government advice ie 'What to do if you are worried about a child'  What to do if they don't get the response they are hoping for  Who can support them in their agency	
	Sharing information, confidentiality, data protection (SSCB Information Sharing Protocol)	Understanding of confidentiality and information sharing related to safeguarding	

Please tick	Core	Content	Method
		Knowing when not to tell parents about a referral	
	Recording	Understanding of recording procedures. Knowledge of how and what to record and how it should be stored	

<b>Signed</b>			
<b>Print Name</b>		<b>Date</b>	

Please send all documents requested to:

Debra Doran  
SSCB Development and Training Officer  
Room 13  
Sandhill Centre  
Grindon Lane  
Sunderland  
SR3 4EN

0191 561 7017

[debra.doran@sunderland.gov.uk](mailto:debra.doran@sunderland.gov.uk)

**Basic Awareness (for staff in regular contact with children, young people and adults who are parents/carers)**

**Training Framework (Minimum Content)**

Knowledge, Skills and Values	Outcomes	Staff Targeted
<ul style="list-style-type: none"> <li>▣ Accountability re: safeguarding (it's everyone's business)</li> <li>▣ Context of safeguarding – Children Acts, Working Together 2013, Remit of SSCB</li> <li>▣ Definitions of the four categories of abuse and recognition related to child development</li> <li>▣ Vulnerable children groups and characteristics of parents who abuse</li> <li>▣ How we respond to children</li> <li>▣ Understanding of agency role</li> <li>▣ Agency Safeguarding Policy and Procedures including allegations against staff and support for staff</li> <li>▣ Understanding of LADO role and how to make a referral to the LADO</li> <li>▣ Referral procedures</li> <li>▣ Know where to access SSCB Threshold Guidance</li> <li>▣ Managing and challenging differences of professional opinion</li> <li>▣ Next steps in the safeguarding process. The role of other agencies in the protection of children</li> <li>▣ Local services available to protect children</li> <li>▣ Sharing information, confidentiality, data protection (SSCB Information Sharing Protocol)</li> <li>▣ Recording procedures</li> </ul>	<p>All areas identified should be covered in training and tailored to suit the specific audience</p> <p>Participants should have gained sufficient understanding to give them an understanding of the context within which they work</p>	<p>Those in regular contact with children, young people and adults who are parents/carers</p>

**Proforma 2 – Request for verification of single agency Basic Awareness training in safeguarding for staff who have regular contact with children or parents**

(To be completed by training provider)

<b>Agency</b>	
<b>Title of Training</b>	
<b>Name of Training Provider</b>	
<b>Qualifications/Experience of Facilitator/Trainer (unless e-learning package)</b>	
<b>Target Audience</b>	
<b>Duration of Programme</b>	
<b>Methods of Evaluation (Event itself/Impact on practice)</b>	

**NB: Please attach details copies of the learning outcomes, aims and objectives, the content and the evaluation forms used.**

## Core Areas Covered

Please tick	Core	Content	Method
	Accountability re child protection (it's everyone's business)	Quotes from Working Together 2013 Own accountability within the agency concerned	
	Context of safeguarding – Children Acts, Working Together 2013. Remit of SSCB	Overview of legislation. Reference to principles of Children Act 1989 and 2004 and underpinning values including the concept of significant harm  Reference to Working Together 2013 Remit of SSCB	
	Definitions of the four categories of abuse and recognition related to child development	Signs and symptoms of the four categories of abuse related to child development Highlight vulnerable groups eg babies, looked after children, disabled children  Characteristics of abusive parents (ie substance use, mental health problems, learning disability, looked after as a child, domestic abuse)  Challenging myths about who abuses and understanding the full range of potential abusers, situations of particular risk and patterns of abusers' behaviour	
	How we respond to children	How to respond to a disclosure	
	Understanding of agency role	Identification of individual with responsibility for safeguarding ie Designated Person	

Please tick	Core	Content	Method
	<p>Agency Safeguarding Policy and Procedures including allegations against staff and support for staff including LADO role</p> <p>Know where to access SSCB Threshold Guidance</p> <p>Referral procedures</p> <p>Managing and challenging differences of professional opinion</p>	<p>Knowledge of agency policies and procedures including making a referral</p> <p>Knowledge of SSCB Threshold Guidance</p> <p>Knowledge of LADO role and how to make a referral to the LADO</p> <p>Knowledge of Government advice ie 'What to do if you are worried about a child'</p> <p>Reference to SSCB procedures, including allegations against staff and resolving conflict between agencies</p> <p>Support for staff</p>	
	<p>Next steps in the safeguarding process and the role of other agencies in the protection of children</p> <p>Local services available to protect children</p>	<p>Action following referral</p> <p>Understanding of supportive/advisory/preventative/protective role of Children's Social Care/Police/Health</p>	
	<p>Sharing information, confidentiality, data protection (SSCB Information Sharing Protocol)</p>	<p>How and when information can be shared legally and safely. Situations when parents are not informed about referrals</p> <p>Reference to the process for finding out who is involved with a child</p>	
	<p>Recording</p>	<p>Understanding of recording procedures. Knowledge of how and what to record and how it should be stored</p>	

<b>Signed</b>			
<b>Print Name</b>		<b>Date</b>	

Please send all documents requested to:

Debra Doran  
SSCB Development and Training Officer  
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Sunderland  
SR3 4EN

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### Minimum Standards for Single Agency Safeguarding Training

<b>Agency</b>	
<b>Title of Training</b>	
<b>Level of Training Course</b>	
<b>Date of Accreditation/Review</b>	
<b>Reviewers</b>	

<b>Standards</b>	<b>Evidence Required</b>	<b>Have in Place</b>	<b>Standard Met (Y/N)</b>
The agency has a named professional/ named professionals responsible for the identification and prioritisation of training within the agency	Name and contact details		
The agency has a current Training Strategy in relation to safeguarding children, which is reviewed on an annual basis	Copy of Training Strategy Details of Annual Review		
The course is linked to current and evolving local, regional and national	Local, regional and national policies, practices and procedures used in		

<b>Standards</b>	<b>Evidence Required</b>	<b>Have in Place</b>	<b>Standard Met (Y/N)</b>
policies, practices and procedures	training		
The training has clear aims and objectives	Aims and objectives of course		
The course content is well researched and evidence based	Evidence of research demonstrated in the training		
Training materials are clear, accurate, relevant and up-to-date	Evidence of training material attached		
The training will be delivered by appropriately qualified and experienced facilitators/trainer(s) and linked to national occupational standards for safeguarding children	Facilitator/Trainer(s) name Details of facilitator/trainer(s) qualifications, experience of child protection and adult learning		
Training will be delivered in an environment which is conducive with learning	Details of venue and the reasons for using them		
Training will reflect anti-oppressive, non-judgemental and anti-discriminatory practice	Use of equalities material within the course		
All training will be evaluated to ensure that standards are being maintained and that it enhances practice in the long and short term	Evaluation forms and details of evaluation process supplied		

## SSCB Quality Assurance Process for Multi- Agency Training in Safeguarding Children

All SSCB training is evaluated at the end of each course using a standardised form (Appendix 1), which is available via the Learning Management System. Facilitator/Trainer(s) are required to complete course report forms which give an overview of the session (Appendix 2). Evaluation forms and course report forms are scrutinised by the SSCB Development and Training Officer and any issues will be taken up with the individuals concerned. Any issues arising from practice are referred to the Quality Assurance Sub-Committee for discussion and any necessary action.

Working Together to Safeguard Children states that Local Safeguarding Children Boards (LSCBs) 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
- ▣ children and young people who are in secure settings

The focus of the evaluation should be on the extent to which training is improving the knowledge and skills of the workforce with regard to working together to safeguard and promote the welfare of children. The Connect, share and Learn Toolkit which is available on the NSPCC website

[http://www.nspcc.org.uk/Inform/trainingandconsultancy/piat/resources/piat\\_toolkit\\_connect\\_share\\_learn\\_wda79888.html](http://www.nspcc.org.uk/Inform/trainingandconsultancy/piat/resources/piat_toolkit_connect_share_learn_wda79888.html)) measures outcomes from face to face training sessions and analyses the impact of training on participants. Only certain courses are offered for evaluation eg domestic abuse, parental mental health and the impact on children, but each year at least one SSCB course will be evaluated using this tool.

Selected courses at level two or three will be observed using the evaluation template (Appendix 3). The course will then be marked against the multi-agency training standards (Appendix 4) to ensure consistency across the City. Members of the Quality Assurance Sub-Committee will be responsible for carrying out the evaluations with reports being taken to the SSCB Training and Workforce Development Sub-Committee.

## Accredited Facilitator/Trainer(s)

As part of the quality assurance process SSCB actively recruits and supports safeguarding facilitator/trainer(s) to deliver multi-agency training. Appendix 5 outlines the assessment process and the required competencies.

## **Concerns about Training**

Any training whether single or multi-agency which is found not to meet SSCB standards, will be referred to the Quality Assurance Sub-Committee and a decision will be made as to what action will be taken.

## **SSCB Quality Assurance Process for Single Agency Training in Safeguarding Children**

The Quality Assurance Sub-Committee will select a small number of single agency courses to be observed to ensure that training is consistent with SSCB standards. This is regardless of whether agencies have requested verification of their courses or not.



**Participants' Training Evaluation Questionnaire**

(NB: this form is completed on the LMS once the participant is confirmed as having attended)

<b>Title of Course:</b>	
<b>Date:</b>	
<b>Facilitator/Trainer(s):</b>	

	Strongly Agree	Agree	Disagree	Strongly Disagree
The content matched the Learning Outcomes given?				

Please identify three key learning outcomes for yourself from the training?

	Strongly Agree	Agree	Disagree	Strongly Disagree
The training has improved my understanding and knowledge of the subject?				
The content will be of practical use to you?				

Please give one example of how you will embed the content of this training into your role.

Please give an example of how you can take this learning forward with your Line Manager.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Did the facilitators give a well organised presentation?				
Did the facilitators show a thorough knowledge of the subject				
Did the facilitators actively ensure that everyone who wanted to contribute was able to do so?				
Did the facilitators make sure that people had understood the points being made?				

Please explain what worked well during this training and/or what could be changed or improved?

Please provide any comments or suggestions for future training/Briefing or Development Sessions?



Sunderland Safeguarding  
Children Board

Appendix 2

### Course Report Form

To be completed by the Facilitator/Trainer at the end of each Course

<b>Facilitator/Trainer(s) Name:</b>	
<b>Course Details:</b>	
<b>Date:</b>	
<b>Venue:</b>	
<b>Number Attended:</b>	
<b>Equipment Used for Event:</b>	
<b>What went well on the course?:</b>	
<b>Course finished on time/early/late:</b>	
<b>If early or late, please state why:</b>	
<b>Please record any delegate problems and / or complaints:</b>	
<b>Please record any problems with the venue, equipment or event:</b>	
<b>Please record any issues for practice which arose from the training. These will be fed back to the Quality Assurance Sub-Committee for discussion and action as appropriate:</b>	
<b>Can you identify any updates required to the training programme to ensure it is fully up-to-date?:</b>	

*Thank you for completing this form. Your comments are very helpful and will form part of the evaluation of Sunderland Safeguarding Children Board training courses*

**SSCB Standards for Multi-Agency Training Courses**

<b>Course Title:</b>			
<b>Date:</b>		<b>Venue:</b>	
<b>Duration:</b>			
<b>Aims:</b>			
<b>Learning Outcomes:</b>			

<b>Quality Assurance Assessor:</b>		<b>Agency:</b>	
<b>E-Mail:</b>		<b>Tel No:</b>	
<b>Facilitator/Trainer:</b>		<b>Agency:</b>	
<b>E-Mail:</b>		<b>Tel No:</b>	

<b>Generic Standards</b>	<b>Met Y/N</b>	<b>Comments</b>
<b>The Facilitator/Trainer(s):</b>		
The facilitator/trainer establishes a group agreement/ground rules		
The facilitator/trainer is knowledgeable on the subject		

Generic Standards	Met Y/N	Comments
The facilitator/trainer promotes anti-discriminatory practice		
The facilitator/trainer actively challenges oppressive practice		
The facilitator/trainer encourages a supportive learning environment which values individuals' contributions		
<b>Venue:</b>		
The venue is accessible		
The venue is close in proximity to amenities, such as car parking/catering for lunch-time arrangements		
<b>Course Content/Knowledge:</b>		
The facilitator/trainer promotes a child-centred perspective		
The training promotes the participation of children and families within the wider safeguarding process		
The learning outcomes are identified near to the beginning of the training		
The training is based on up-to-date information, research and guidance (National and Local)		
The training refers to key messages from Serious Case Reviews and other lessons learnt reviews		
The training gives participants the opportunity to ask questions		

Generic Standards	Met Y/N	Comments
The facilitator/trainer is supportive of colleagues from different agencies to learn together in the safeguarding process		
<p>A range of methods of training are used to suit different learning styles (tick relevant):</p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Large group discussion</li> <li>• Small group discussion</li> <li>• Quizzes</li> <li>• DVDs</li> <li>• Role play/scenarios</li> <li>• Case study</li> <li>• Collage</li> <li>• Music/poetry</li> <li>• other</li> </ul>		
The course refers to SSCB procedures, access to SSCB website, SSCB Threshold Guidance, the role of the SSCB and access to e-learning and other training opportunities		
The training is evaluated by course participants		
The course provides relevant handouts and references for further research and reading		



**SSCB Minimum Standards for Multi-Agency Safeguarding Training Courses**

<b>Course Title:</b>	
<b>Level:</b>	
<b>Date of Accreditation/Review:</b>	

<b>Standards</b>	<b>Evidence Required</b>	<b>Evidence of Meeting Standard</b>	<b>Standard Met (Y/N)</b>
All safeguarding children training is linked to current and evolving local, regional and national standards	Local, regional and national policies, practices and procedures used in training		
The training has clear aims and objectives	Aims and objectives of course		
The course content is well researched and evidence based	Evidence of research demonstrated in the training		
Training materials are clear, accurate, relevant and up-to-date	Evidence of training material attached		
The training will be delivered by appropriately qualified and experienced facilitator/trainer(s) and linked to national occupational standards for safeguarding children	Facilitator/Trainer(s) name Details of facilitator/trainer(s) qualifications, experience of safeguarding and adult learning		
Training will be delivered in an environment which is conducive to	Details of venue and the reasons for using them		

Standards	Evidence Required	Evidence of Meeting Standard	Standard Met (Y/N)
learning			
Training will reflect anti-oppressive, non-judgemental and anti-discriminatory practice	Use of equalities material within the course		
All training will be evaluated to ensure that standards are being maintained and that it enhances practice in the long and short term	Evaluation forms and details of evaluation process supplied		

<b>Comments:</b>
<b>Recommendations:</b>

<b>Signed:</b>	
<b>Name:</b>	
<b>Agency:</b>	

## **SSCB Application to Become an Accredited Facilitator/Trainer**

Complete SSCB Facilitator/Trainer(s) Application Form  
(Appendix 6)



Forward Completed form to SSCB Development and Training  
Officer



Application considered by Quality Assurance Sub-Committee  
as soon as possible



Yes / No



Applicant and their Manager informed with reasons for decision  
recorded



Induction Process Agreed

**Facilitator/Trainer(s) Application Form**

<b>Name of Facilitator/Trainer:</b>	
<b>Title/Job Role:</b>	
<b>Organisation:</b>	
<b>Office Address:</b>	
<b>Telephone:</b>	
<b>Email:</b>	
<b>Relevant Background Experience (in brief):</b>	
<b>Main Qualifications relevant to safeguarding and training:</b>	
<b>SSCB Course(s) which facilitator/trainer could deliver on:</b>	
<b>Agreement by Line Manager to be released to deliver training:</b>	
Name (Manager):	
Signed (by Manager):	
<b>Any identified training or support needs:</b>	
<b>Signature of Facilitator/Trainer:</b>	
<b>Date:</b>	<b>Review Date (annually):</b>

### SSCB Competencies and Accreditation Safeguarding Children Training

The goal of these standards is to recruit the right facilitator/trainer(s) to the pool, investing in them and recognising their skills, competence and experience. It is not enough to be a competent practitioner; members of the training pool need both safeguarding knowledge and judgement, training knowledge and experience. Mentoring is essential for inexperienced facilitators/trainers.

Competency:	Knowledge:	Skills:	Experience:	How Measured:
To safeguard and promote the welfare of children	<p>SSCB Procedures</p> <p>Specialist knowledge of key subject areas eg substance misuse, domestic abuse</p> <p>Knowledge of child and young person health and development</p> <p>Knowledge of how to effectively communicate and engage with children, young people and their families</p> <p>Knowledge of sharing information</p>	<p>Ability to reflect and incorporate knowledge and experience within the training session</p> <p>Promoting positive single and multi-agency practice working</p> <p>Ability to plan, prepare and deliver training sessions, ensure aims and objectives achieved</p> <p>Presentation skills</p> <p>Familiarity with PowerPoint and other presentation methods</p>	<p>Current experience of implementing SSCB procedures</p> <p>Experience of multi-agency working</p> <p>Minimum of two years experience of working with children and families</p> <p>Prior training responsibilities</p> <p>Current experience of training</p>	<p>Peer review by another facilitator/trainer or SSCB Development and Training Officer</p> <p>Feedback from participants</p> <p>Informal, via verbal comments</p> <p>Analysis of facilitator/trainer(s) self evaluation form</p> <p>Accredited prior learning</p>

Competency:	Knowledge:	Skills:	Experience:	How Measured:
	<p>Knowledge of multi-agency working</p> <p>Knowledge of group dynamics</p> <p>Knowledge of Child in Need and Safeguarding Processes, MASH</p>	<p>Good communication skills</p>	<p><b>For new facilitator/trainer(s):</b></p> <ul style="list-style-type: none"> <li>• Shadowing of experienced facilitator/trainer</li> <li>• Training with experienced facilitator/trainer support</li> <li>• Experience of multi-agency working</li> <li>• Minimum of two years experience working with children and families</li> </ul>	
<p>Management of Training Session</p>	<p>Knowledge of current statutory and non-statutory guidance and its implications for training and practice</p> <p>Knowledge of learning styles</p>	<p>Ability to engage the participation and involvement of trainees in the training session</p> <p>Ability to manage individual and group work during the training session</p> <p>Ability to manage individual and group</p>	<p>Observation of an experienced facilitator/trainer during a training session</p> <p>Support to lead on a training session</p>	<p>Peer review by another facilitator/trainer or SSCB Development and Training Officer</p> <p>Feedback from participants (informal, via verbal comments)</p> <p>Analysis of facilitator/trainer(s) self-evaluation form</p>

Competency:	Knowledge:	Skills:	Experience:	How Measured:
		dynamics  Ability to take a lead role in the training being delivered and assisting new facilitator/trainer(s) to feel at ease with the materials and format of the training		Accredited prior learning
To work within equal opportunities and anti-discriminatory frameworks	Knowledge of oppressive and discriminatory practice and how to challenge this in practice	To demonstrate an awareness of and commitment to equal opportunities  To identify and challenge inappropriate actions and behaviours  To recognise when trainees require additional assistance	Experience of dealing with equal opportunities and anti-discriminatory issues during training	Peer review by another facilitator/trainer  Feedback from trainees

Accreditation is on a three yearly basis with facilitator/trainer(s) having to demonstrate ongoing competence through peer assessment and assessment from the SSCB Development and Training Officer, then formal endorsement of the applicant by the Quality Assurance Sub-Committee of the SSCB.

A further requirement is to undertake a minimum of four training sessions on behalf of SSCB during a twelve month period.

Accreditation can be removed at any time at the request of the SSCB Quality Assurance Sub-Committee.

## **Standards and Forms**

### **Minimum Standards for Single Agency Training**

1. Facilitator/Trainer(s) will meet the requirements of the competency criteria set out in their document and gain SSCB current Accredited Safeguarding facilitator/trainer status
2. The Agency will have in place a current individual Training Strategy agreed to by the SSCB Quality Assurance Sub-Committee
3. All safeguarding training follows the SSCB Training Programme and gains accreditation from the SSCB Quality Assurance Sub-Committee
4. All training will have explicit aims and objectives outlined and agreed by the SSCB Quality Assurance Sub-Committee
5. All training will be evaluated using the standard SSCB Evaluation Form
6. All training will be delivered in an environment conducive to learning
7. Each agency will collate and send quarterly information about what safeguarding training has been undertaken by individuals within that agency to the SSCB Development and Training Officer for monitoring purposes

### **Minimum Standards for Multi-Agency Training**

1. Facilitator/Trainer(s) will meet the requirements of the competency criteria set out in the Training Strategy, but in addition they will have experience and knowledge in the specialised area being delivered
2. All facilitator/trainer(s) will keep themselves up-to-date with current legislation and practice
3. All training will have explicit aims and objectives outlined
4. Candidates will complete training evaluation forms which will also require them to detail what effect it has upon their practice
5. All training evaluation forms will be completed on the SSCB Learning Management System
6. Training will be conducted in an environment conducive to learning
7. Candidates will receive training packs containing all the pertinent information for them to refer to as and when required (this should be provided to the SSCB Development and Training Officer for downloading onto the SSCB Learning Management System)
8. Training sessions will utilise a range of strategies geared to the different learning styles of candidates
9. After each training session, attendance registers will be forwarded to the Training Administrator for input into the SSCB Learning Management System