Leicester, Leicestershire & Rutland
Safeguarding Children Learning

Best Practice in Safeguarding Training Guidance

April 2014
(Reviewed June 2015)
Introduction

This document gives guidance around the expected standards for Safeguarding Children Learning across Leicester, Leicestershire and Rutland. The guidance will support consistency in learning and provide a working guide for those involved with the commissioning, organisation and delivery of safeguarding learning, training and development opportunities across Leicester, Leicestershire & Rutland.

The development of the guidance has followed consultation with partner agencies, and also from independent providers, who are keen to seek guidance around commissioning of training.

The Leicester, Leicestershire and Rutland Safeguarding Multi-Agency Training, Learning and Development Commissioning and Delivery Group has supported the development and endorsed this Best Practice Guidance, in order to support the learning, offer consistency and contribute to Quality Assurance processes.

The guidance will:

- Support the commissioning and delivery of events / activities (including e-learning) that contribute to Safeguarding Learning; by providing guidance about the expectations of delivered learning.
- Be used with the Best Practice Matrix\(^1\) to support the identification of appropriate training providers by giving guidance to the commissioner and provider, and also support with the evaluation of the delivered learning.
- Form the basis and expectations of the Partnership Agreement for the Safeguarding Multi-Agency Programme.
- Form part of the Quality Assurance processes that is undertaken by the Safeguarding Effectiveness Group of the LSCB in Leicester and Leicestershire and Rutland.

The Leicester, Leicestershire and Rutland Safeguarding Learning Strategy\(^1\) recognises that learning is achieved via many different forms, and there are many different valid learning experiences that are recognised and will contribute to learning and development.

The Best Practice Guidance will support organisations in organising quality learning activities; whilst not aiming to be overly prescriptive. A pragmatic approach should be taken, which allows flexibility and different learning approaches to be valued and recognised. All learning should strive to meet these standards, however it is recognised that some learning events may not fully reach these expectations (i.e. a 2 hour briefing session would be unlikely to reflect a variety and range of different learning styles).

Available on LSCB website
Expected Standards

This has been written in a way which follows the process of a learning event being commissioned.

General

The Core Values and Golden threads should be considered in all formal safeguarding Learning Events.

The 'Golden Threads' are:

- Maintaining a child focus in safeguarding, including supporting the ‘Voice of the child’ being recognised and represented.
- Recognition of factors that create additional vulnerabilities (i.e. disability, age, looked after status, socio-economic factors etc.)
- Diversity and difference
- Effective multi-agency working
- Roles and responsibilities (including use of relevant policy and procedures, including information sharing guidance and including ‘whistleblowing’ and reporting procedures.)

The learning and knowledge within the Learning Activity should be proportionate to the individual’s roles and responsibilities, in order to provide learning that is meaningful and relevant.

The learning should have a clear commitment to anti discriminatory practice. Safeguarding learning should make a contribution to the learner achieving their Competencies².

All safeguarding learning will be reviewed and developed in line with local policy, procedures and legislation will remain current and receive an annual update and review.

**The Organisation/Commissioner should:**
- Have a Safeguarding / Child Protection Policy.  
- Have a clear understanding about what are the requirements for their workforce, in respect of skills and knowledge, to allow them to undertake their duties in respect of safeguarding, appropriate to their roles and responsibilities.
- Allow staff to access relevant meaningful learning opportunities
- Prioritise staff learning and allow time and support the learning being embedded into practice
- Promote a culture where training and learning is valued.
- Ensure that delegates understand why they are attending the learning event, and the relevance to their role and responsibilities be clarified.

**The Trainer/Provider should:**
- Have appropriate experience, knowledge and expertise in delivery of safeguarding learning, or have other relevant skills, experience and qualifications which allow them to deliver quality safeguarding learning and present with authority on the subject.
- Have appropriate experience and understanding around Safeguarding issues and working with children. This is essential.
- Be able to access support and / or supervision.

Have experience and ‘working’ knowledge around adult learning and teaching / training in safeguarding, which could be evidenced by:
- Knowledge around Training Needs Analysis and also evaluation processes.
- Knowledge / working understanding about Adult learning theory and understanding of different learning styles.
- Understanding of the learning cycle.
- Understanding of and strategies to manage the ‘emotional component’ of safeguarding learning.
- Understanding and strategies to manage ‘blocks and challenges’ that arise within a learning session, including managing difficult and challenging situations.

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3 Advice & Guidance on policy can be gained from Children’s Workforce Matters, [http://www.childrensworkforcematters.org.uk/index.php](http://www.childrensworkforcematters.org.uk/index.php) or for the Voluntary Sector at Safe Networks [http://www.safenetwork.org.uk/Pages/default.aspx](http://www.safenetwork.org.uk/Pages/default.aspx)
Stage 1 - ‘Commissioning’

- The commissioner and trainer have a clear understanding of the organisation, role and functions of the delegates.
- A Training Needs Analysis has been / is undertaken and the specific needs of the organisation / individual have been considered in order to plan appropriate Safeguarding learning.
- Consideration of the delegates experience, required knowledge and previous training / learning experiences should be made, in order to ensure that the learning is relevant, engaging and meaningful.
- Consideration made of any local sensitivities, recent events, or issues that may affect or block the learning activities, and consider strategies to manage these and any support requirements.
- Consideration of information about any learning support needs, and strategies / to meet these needs for the learner, in a way that is appropriate to the individual that allows them to fully benefit / participate with the learning.
- Consideration of Health and Safety issues is made prior to the delivery.
- Appropriate levels of liability insurance is available, where appropriate.
- The Provider has demonstrated relevant knowledge and understanding about Adult Learning theory, and understanding of different learning styles required for the proposed learning event. Where appropriate formal training events will reflect a variety of delivery methods to reflect different styles in order to incorporate different learners needs. (however it is acknowledged that different sort of learning i.e. short workshops / briefings be unlikely to meet all learning styles)
- The provider has demonstrated knowledge / expertise in the area of learning required.
- There is understanding of the learning cycle and this should be incorporated into the development of the training.
- All training should be planned, reviewed prior to each delivery, and receive an annual review in order to incorporate any changes to legislation, policy and procedure.
- Consideration made of local policy, procedures, guidance and Competency Framework, which should be considered during the learning.
- Any National / local drivers are considered at the point of commissioning.
- An agreement and process for managing concerns that arise from the learning event, (e.g. practice / attitudinal concerns and additional / recommended learning), and this needs to be explicit in the learning.
- Discussion about how the organisation will support the learning being embedded.
Stage 2  -  Planning & Delivery of the Learning Activity

Planning & development:

- A learning event should (where appropriate) have clear aims and objectives / learning outcomes which are SMART (Specific, Measurable, Achievable, Reviewed and Timely). It is recognised that some forms of learning i.e. briefings etc., may not have formal learning outcomes.
- The provider should design the learning event to take into account the different learning styles and needs of the participants and encourage participants to take responsibility for their own learning.
- The Learning event should also provide guidance on national and local procedure to a depth that is proportionate to roles and responsibilities of the learner.
- The event should contribute to staff meeting their LLR Safeguarding Competencies, and should be clearly indicated which Safeguarding Competencies are contributed to.
- Delegates and managers should have discussed the learning with employees prior to the event to ensure there is clarity about the purpose of attending the learning event and how the learning links to their work role and responsibilities.
- Any pre-requisite knowledge or skills are clearly identified, as well as expected outcomes / behaviour change following the learning, this may also include pre course assessment /evaluation processes.
- Ideally Safeguarding Learning should be delivered by a minimum of 2 trainers – however this is not always possible. Consideration and discussion is required to consider how to manage presenting issues. (I.e. if commissioned training – could there be a contact person in the training (i.e. managers) who could offer support during the training.
- Consideration is made of appropriate maximum numbers of delegates for the event, in order to meet the stated aims and objectives.
- The provider will ensure that they understand the aims, objectives and target audience and facilitate the learning event to meet these.

Delivery:

- The identified learning support needs have been considered and appropriately responded to.
- All prospective delegates will have appropriate information sent to them which highlights information about the event, details about how this links to competencies.
- The learning will be accessible, in terms of an appropriate accessible venue, access to materials, IT etc.
- The environment will be conducive to promoting learning and planning will allow time for refreshment and comfort breaks in order to meet the learner’s needs.
- Consideration of practicalities around the training i.e. timings for delivery, length of session, who should deliver (knowledge, skills, experience, practice background, gender etc.), in order to promote the best learning environment.
- The learning will comply with relevant legislation, in particular Health and Safety and Disability Discrimination Acts.
- There is recognition of the ‘emotional impact’ of safeguarding learning, and have strategies in place to manage issues that may arise during or after the learning.
• There is a ‘Working Together’ statement (about values, respectful challenge, working together, listening, contribution and confidentiality) and this is discussed explicitly with the group at the start of the event.

• The event should be structured in order to promote and encourage delegates to actively learn with discussion, reflective time and opportunities to learn and test out new ideas and views should be encouraged.

• At the end of the event, prior to evaluation there is a recap of the aims and learning objectives.

• The learner has opportunity to give feedback on the learning event and facilitation of the event.

After the event:

• A certificate of attendance is issued for learners who have attended the whole of the event.

• The details of the delegates who have attended are recorded.

• Following the event, evaluation should take place both immediately and ideally post learning, in order to consider effectiveness and the ‘impact of the learning’ to look at increase / change in knowledge, skills, attitudes and behaviour.

• Any issues in respect to individuals and general feedback are given to both the individuals and commissioner in an appropriate and timely manner.

• The managers / organisation will need to evidence that the competency has been met and record the learning has been undertaken.

• Complete the facilitator assessment to support evaluation processes.

• All training needs to include evaluation and review processes.

• The organisation will keep a record of who has attended the training – in order to ensure accurate records are maintained for audit to establish that the workforce are meeting the required competencies and minimum training requirements in terms of timescales. These records will contribute towards the Quality Assurance processes.

Other:

• The commissioner / trainer is invited to feedback any significant or reoccurring themes around safeguarding also including difficulties in delivery / accessing the training to the LSCB Policy officer, in order that these can be considered strategically.

• Commissioners / providers are invited to access the Leicester, Leicestershire & Rutland trainer’s network and mailing list, which is a source of support, information and offers development opportunities for those involved with delivery of Safeguarding Learning across Leicester, Leicestershire and Rutland.

• Further guidance is available on the LSCB website.

This guidance will be used as part of the Quality Assurance Framework and will be used to support the scrutiny work of the Local Safeguarding Children Board across Leicester, Leicestershire and Rutland.