



Training Strategy:

Safeguarding Children Training for Islington
Employees and Volunteers

A guide to the responsibilities of all ISCP organisations.

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1. Introduction

- 1.1. Islington Safeguarding Children Partnership (ISCP) is committed to ensuring that everyone working with children, young people¹ and families in our community, has the right skills and knowledge, to provide the right support and interventions to protect them from harm, and can competently fulfil their safeguarding responsibilities.
- 1.2. ISCP regards the provision of extensive single and multi-agency, safeguarding training as fundamental to ensuring the safety and wellbeing of children in the borough. The training is to be high quality and child focused, evolving to local need and wider context. Furthermore, to underpin this, ISCP champions a collective understanding and universal approach to workforce development, across relevant agencies.

2. Training Strategy Aims

- 2.1. The aim of this strategy is to set out a framework for Statutory Partners and Relevant agencies to meet their requirements for training provision and development that:
 - Ensures a competent and skill-full workforce to practice in the best interest of children.
 - Improves communications and information sharing between professionals including a common understanding of key terms, definitions, and thresholds for action.
 - Is aligned with current research, learning and local knowledge.
 - Meets required standards and local needs.
 - Supports the ISCP Business Plan objectives.
 - Promotes robust inter-agency working and understanding of how “working together” provides the best opportunity for positive outcomes for Islington’s children.
 - Reflects how inter-agency training will be internally designed (and where necessary commissioned), delivered and monitored for impact and how they will undertake any multiagency and interagency audits ²
- 2.2. This strategy describes the standards and expectations that all organisations will adopt to ensure that their managers and staff access the required safeguarding training, specific to their area of specialism and responsibilities.
- 2.3. This strategy defines how safeguarding training will be planned, delivered and evaluated to ensure requirements are met and agencies held to account, scrutinised and reviewed within the Training and Workforce Development sub-group.

3. Roles and Responsibilities

- 3.1. Safeguarding and promoting the welfare of children is everyone’s responsibility.

¹ This document defines children and young people as aged 0-18 years

² Working together to Safeguarding Children 2023, Ch 2, par 104

3.2. Working Together³ is the backbone to promoting the best interest of the child, the ISCP recognises that no single practitioner holds the full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

3.3. A collaborative Training Strategy and Schedule needs to include:

- Clear mandate for learning from senior leaders.
- Resources to enable staff across all grades, including managers, to attend training events and opportunities to consolidate learning in the workplace.
- Contribution to planning, resourcing, delivery, and evaluation of training.
- Commitment to improved practice.
- Policies, procedures, and practice guidance which uphold these principles.
- Analysis of training needs across the different agencies.
- Opportunities for refresher training in line with expectations of continuous professional development.
- Transparency and openness to scrutiny.
- The Training Quality Assurance Framework/checklist to ensure trainers have met the standard to produce training under the ISCP.

3.4. Audiences for training include everyone in the children and young people's workforce and those working with adults who are parents or carers (for example, adult psychiatrists and probation staff). It includes paid staff and volunteers working in the statutory, voluntary, community and independent sectors.

Training and Professional Development Sub-group

3.5. As agreed in the ISCP Multi-Agency Safeguarding Agreement (MASA) the subgroup responsibilities are to:

- Identify the inter-agency training and development needs of staff and volunteers. This includes needs arising from changes in legislation, formal guidance, evidence from research and learning from case reviews.
- Annually review the Training Strategy (August 2026).
- Develop an annual Training Schedule based on the LSCP Training Competency Framework, ISCP's objectives, and the MASA.
- Ensure that the content of the training offered is based on latest research and evidence 'what works' when working with children and families in need, including those in need of protection.
- Ensure training methods used are appropriate to the training outcomes to be achieved and are based on evidence of what works in respect of skill/knowledge development.

³ Working Together to Safeguard Children 2023

- Establish a quality assurance framework that will enable the sub-group and partner agencies to monitor the quality and impact of their training programmes.
- Ensure relevant training is provided by individual organisations, in accordance with the Training Competency Framework.
- Ensure that training is reaching the relevant staff within organisations.
- Ensure lessons from reviews are disseminated.
- Monitor and address attendance in training.
- Ensure the delivery of the training programme is within context of diversity and equal opportunities.
- Contribute to the Partnership's Business plan.
- Produce a comprehensive overview annual report in line with the Terms of Reference (Sub-group chair / Training and QA Manager).

Employers

- 3.6. Working Together to Safeguard Children 2023 places a duty on all employers to ensure that their staff is competent to carry out their responsibilities for safeguarding and promoting children's and young people's welfare. Employers are to create an environment where staff feel able to raise concerns and feel supported in their safeguarding role⁴.
- 3.7. Employers are responsible for;
- providing appropriate supervision and support for staff, including undertaking safeguarding training, ensuring to release staff to assist in delivering multi-agency learning as well as attending multi-agency learning.
 - offering their staff a mandatory safeguarding induction (meets the ISCP Checklist), which includes familiarisation with child protection responsibilities and procedures to be followed if anyone has any concerns about a child's safety or welfare.
 - ensuring that all professionals have regular reviews of their own practice to ensure they improve over time; and,
 - ensuring that all staff have evidence suitable basic safeguarding training. They are also responsible for ensuring evidence of updated safeguarding learning in-line with their role.

Individuals:

- 3.10 Individuals are required to engage with training in line with their roles and responsibilities and competency levels as well as frameworks relevant to their profession and time scale requirements.
- 3.11 Individuals need to be an active participant in the teaching and learning activities, contributing to an environment of learning, by using and sharing experience and knowledge. Individuals are responsible for reading any course materials, undertaking evaluations and learning reviews as needed.

⁴ Working together to Safeguarding Children 2023 pg 107

Trainers

- 3.12 Trainers are to be helpful, empathic, engaged and collaborative, providing guidance and challenge where needed during learning and discussion.
- 3.13 Trainers are to present and facilitate discussion of topics, ideas, and concepts relevant to the roles and responsibilities of attendees, in line with legislation, guidance and local context. Promoting an environment where all actively participate, learn, share, and exchange ideas to meet objectives and wider competencies.
- 3.14 Training is not designed to always present direct answers. They are intended to guide each learner in developing their own understanding on concepts to embed into practice.

4. Underpinned by – National Context

- 4.1. Legislation and government guidance have made it clear that safeguarding is everyone's responsibility, and everyone has a role to play⁵, with a clear focus on raising the quality of practice, developing a mutual understanding of roles and responsibilities, and facilitating closer multi-agency working.
- 4.2. Appendix 3 sets out the current national context for the safeguarding of children and training required to achieve this.

5. Underpinned by Local Context

- 5.1 The Local Safeguarding Children Partnership is responsible for monitoring the arrangements for the provision of training at the appropriate level for staff employed within each agency within their local area. Creating a culture of "continuous learning and improvement"⁶ across the organisations that work together to safeguard and promote the welfare of children in line with the procedures and local need.
- 5.2 In 2011 the London Safeguarding Children Board (now the LSCP) developed guidance to ensure consistency across London Councils known as *Competence Still Matters*. This document set out the core training requirements and informed the current LSCP Training Competency Framework and the local ISCP Training Schedule.
- 5.3 The LSCP sets out that training content should be regularly reviewed to ensure that lessons arising from local and national child safeguarding practice reviews and management reviews.
- 5.4 This Strategy is incorporated locally, informed by national policy initiatives and emerging areas of practice, local need, the Partnership's objectives and will link (where appropriate) to other Partnerships and the work of the London Safeguarding Children Partnership. It is further supported by ISCP Business Plan and *Islington's Multi-Agency Safeguarding Arrangements* through shared policies, procedures and training.

⁵ [Working Together 2023](#)

⁶ [London Safeguarding Children Partnership](#) (PA3, 1.9)

- 5.5 The ISCP are to evidence of the impact of training of the safeguarding partners and relevant agencies, on outcomes for children and families.
- 5.6 Islington Safeguarding Children Partnership's current priorities:
- Structural Inequalities
 - Early Intervention and Prevention (Family Support).
 - Social Emotional Mental Health (SEMH), Special Education Needs and Disability (SEND) and Inclusion.
 - Neglect and Parental Factors (including Domestic Abuse, Substance Misuse and Mental Health difficulties).

6. Equality and Diversity and Training Values

- 6.1. ISCP's expectation is that anti-discriminatory practice is promoted for all protected characteristics (Equality Act 2010) across the training schedule. This will be achieved by ensuring;
- The welfare of the child remains paramount.
 - Participants listen and respect each other: Each participant has a valid contribution to make, which will be valued and listened to.
 - Discrimination is challenged constructively: If there are differences in views, these will be heard sensitively and questioned in a way that is constructive and enabling to the process of the group and the aims of the training/development activity.
 - Oppressive behaviour and language is addressed: Each participant will take responsibility for challenging language or behaviour that is ableist, racist, or offensive to any individual or group.
 - Confidentiality is upheld: Personal feelings or issues will remain confidential. However, if there are attitudes or practices that could be harmful the trainer/facilitator will discuss these with the individual concerned and escalated when necessary.
 - Full participation and contribution to training and development activities.
- 6.2. All training will create an ethos that enables the input and co-production of learning with children and young people and their families within the learning schedule, working collaboratively with others (valuing different roles, knowledge, expertise, experience and skills). Underpinned by respecting diversity and promoting equality.

7. Key Principles

- 7.1. ISCP seeks to promote training of a high standard, appropriate to the needs of staff across all relevant agencies and sectors enabling them to effectively promote the welfare and safeguarding of children.
- 7.2. Although the ISCP may commission external training in line with this framework, it remains the statutory responsibility of individual organisations to ensure their staff are competent

and confident to carry out their child protection responsibilities. The ISCP will collate, review and analyse the wider training offer.

- 7.3. Training should create an ethos which values working collaboratively with other professionals, respects diversity (including culture, race and disability) of service users of service users and champions cultural competency holding awareness to how societal inequalities impact service users. Training to is to be child-centred, promoting the “Think Family” approach, working in partnership with children and families and recognising families’ strengths in responding to the needs of children.

8. Multi-Agency Focus

- 8.1. The training strategy supports one of the primary duties of the *Children Act (S10, 2004)*: to ensure local authorities and key agencies work together to improve outcomes for children.
- 8.2. In the context of learning skills and developing knowledge to safeguard children and promote their well-being, *Working Together* can be translated as multi-agency safeguarding professional development and training. The aim of multi-agency training is to help practitioners have a shared understanding and be better sighted in each other’s roles in response to safeguarding children.
- 8.3. Multi-agency training should complement the training available to staff in their own agencies / settings and should focus on the way in which work effectively with others to meet the needs of children.
- 8.4. Multi-agency training can be a highly effective way of promoting a common and shared understanding of the respective roles and responsibilities of different professionals and can enhance a ‘joined up’ approach in working with children and their families/carers.
- 8.5. Whilst everybody within the partnership has their own competence and training framework, the LSCP Learning and Improvement Framework sets out the levels (1-5) of competencies are required for each safeguarding role and has been adopted by the ISCP.

9. Training Schedule

- 9.1 The training schedule covers essential safeguarding professional development and training for all multi-agency training delivered across ISCP. Training can only be effective if supported by a learning organisational culture that values learning which can be embedded into practice and where there is a commitment to inter-agency collaboration. See Appendix 2 Learning Cycle.
- 9.2 All training aims to provide universal skills and knowledge and expected standards of practice. Designed to enhance the ability of staff /volunteers to meet outcomes for children and enable them to work effectively with those from other agencies. This is achieved by providing training that leads to:
- A shared understanding of processes, roles and responsibilities for safeguarding children and promoting their welfare.

- More effective multi-agency and integrated working.
- Improved communications between professionals including a shared understanding of definitions, terms and thresholds.
- Good working relationships.
- Effective and appropriate information sharing.
- Sound decision-making, based on child focussed assessments, critical analysis and professional judgement.
- Embeds the learning from Rapid Reviews, LCSPR's/, learning from case reviews and reviews of child deaths.
- Taking into consideration learnings from single and multi-agency audits.

9.3 All training material is required to meet a set of standards in relation to its presentation and content. The training is required to be child focused, accessible, with clear objectives goals, underpinned by national and local context.

9.4 The Training and Professional Development Sub-group will monitor the effectiveness of the training strategy and schedule and advise Partnership of challenges and successes. See Appendix 4 for the 2023-2024 Training offer; this will update annual in line with the Partnership priorities and needs, as well as local and national practice learning.

Moving Forward

9.5 A current objective of the Training and Professional Development Sub-group is to strengthen the multi-agency nature of training development and delivery.

9.6 The Training and Professional Development Sub-group will ensure that specific or specialist topics are covered, and training programmes be continually revised to reflect objectives, learning from local / national reviews, research and other inquiries, in line with the ISCP's objectives and priorities.

9.7 The ISCP continues to launch bitesize events for specific topic to be covered in accessible sessions. As well as providing consideration for e-learning/webinars.

10. Funding and delivery

10.1 The Partnership contributes towards the training schedule through the following mechanisms:

- A Training and Professional Development sub-group
- Inter-agency practitioner training delivery and development
- An annual budget to cover training costs (responsibility of the LSP to ensure that adequate funding is allocated and spent in line with agreed priorities⁷)

10.2 Training and learning events will be provided in both face-to-face and online platforms to aid with accessibility and needs of the partnership.

⁷ [Working Together 2023](#) pg 38

- 10.3 All training courses are free to anyone who works or volunteers with children, young people, and families within Islington.
- 10.4 Non-attendance will be reported to service managers where possible to ensure accountability. There is currently no charge for non-attendance, however this will be reviewed in line with ISCP training needs and informed by data and business unit capacity.

11. Quality Assurance and Training Evaluation

- 11.1 In accordance with Working Together 2023, the safeguarding partners are to identify what training is needed locally and how they will monitor and evaluate the effectiveness of any training delivered. This duty will continue to be discharged through the Training and Professional Development Sub-group as specified in this Strategy and through evaluation.
- 11.2 The ISCP fosters a culture of transparency, scrutiny, and independence; each Islington service will be able to base their own Training Quality Assurance process on this framework.
- 11.3 To demonstrate that lessons have been learnt and that practice has changed, partners may be required to include in their single or multiagency audits how learning has been embedded or not. If practice has not changed the agency then the partnership and trainers will need to review training delivery.
- 11.4 A Training Quality Assurance (TQA) Framework is to be developed by the ISCP Training and Professional Development Sub-group to support in evidencing the impact of training on outcomes for children and families⁸ (aimed completion December 2024), which will be underpinned by this strategy.

Training Audit:

- 11.5 Islington Safeguarding Children Partnership has accepted this strategy as the minimum standard of good practice and as such it will be the standards against which the Training and Professional Development Sub-group carries out its annual training audit and ensures scrutiny.
- 11.6 Agencies are responsible for responding to audits under section 11 of the Children Act 2004 and are to assure the board about the quality of their safeguarding and child protection practice.
- 11.7 Agencies are responsible for reporting any external inspection that contains a safeguarding element.

Trainer Audit:

- 11.8 ISCP Trainer's performance is to be monitored and evaluated through individual evaluation feedback and an assessment of the learning having a positive impact on practice post training; how this will be achieved will be outlined in the TQA Framework.

Trainee:

⁸ [Working Together to Safeguard Children](#) pg 41

- 11.9 Participants are required to complete an on-line evaluation following the training. Following completion training certification is provided.
- 11.10 To demonstrate individual learning and impact on children and young people, the ISCP proposes that preparation material is completed prior to training (course dependant), a post training evaluation and a further evaluation with their manager to evaluate the effectiveness of the learning in practice is undertaken with feedback through formal evaluation; how this will be achieved will be outlined in the TQA Framework.
- 11.11 It is essential that staff are given the opportunity to discuss recent training in supervision, to ensure that skills are transferred into the workplace. Occasionally, it may be necessary for organisations to adapt local practice and procedure to ensure they are compliant with local and national policy. All agencies should have mechanism in place to measure and understand the impact of training on practice.

A copy of the Training Strategy is located on the partnership's website.

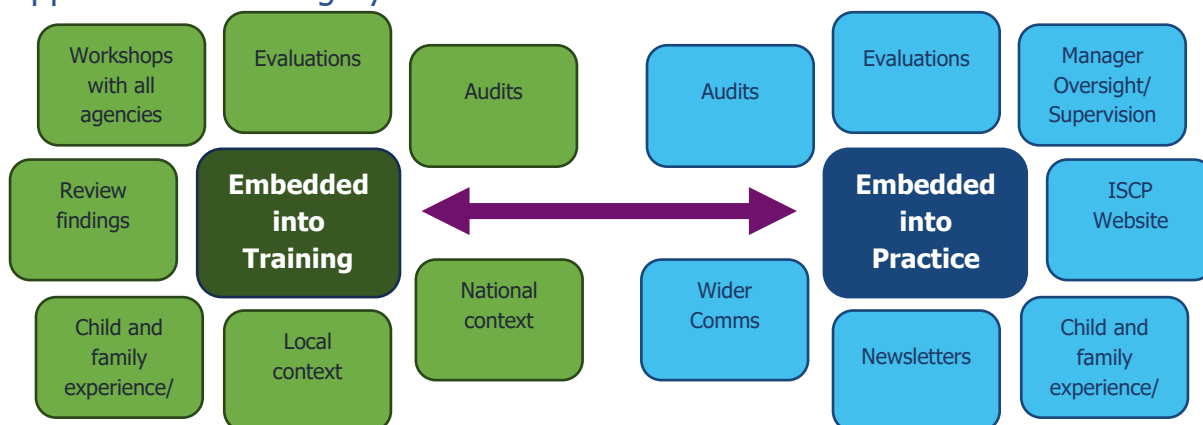
Appendix 1: Training Competency Framework- London Safeguarding Children Partnership Learning and Improvement Framework⁹

Level/Groups	Professional Competency
Level 1 Training – Single Agency/ E-Learning/ multi-Agency	
<p>Those who have occasional contact with children, young people and/or parents/carers.</p>	<ul style="list-style-type: none"> - Understanding what is child abuse and being able to recognise potential signs and indicators of abuse and neglect; - Recording and sharing of information regarding concerns; - Awareness of the organisation's basic safeguarding children procedures; - Awareness of who within the organisation should be contacted regarding any concern about a child's safety or welfare (including who to contact if that person is unavailable); - Awareness of who within the organisation should be contacted regarding any concern about a colleague's behaviour towards a child or potential risk that they may present; - Awareness of the expected standards of behaviour by staff towards children.
Level 2 Training – Single and Multi-Agency Training	
<p>Those in regular or in intensive but irregular contact with children, young people and/or parents/carers.</p> <p>Those who work predominantly with children, young people and/or parents/ carers.</p>	<ul style="list-style-type: none"> - Recording and sharing of information regarding concerns. - Using the Framework for the Assessment of Children in Need and their Families (: Own safeguarding roles and responsibilities. - Working together to identify, assess and meet the needs of children where there are safeguarding concerns. To identify child focused interventions and measurable outcomes. - Understanding the possible impact of parenting difficulties, such as domestic abuse, mental health, substance misuse, learning difficulties on parenting capacity. - Recognising the importance of family history and functioning. - Working with children and family members, including addressing lack of co-operation and superficial compliance within the context of role.
Level 3 Training – Multi-Agency Specialist Training	
<p>Those who have particular specialist child protection responsibilities.</p>	<ul style="list-style-type: none"> - Conducting section 47 enquiries, attending Child Protection Conferences and managing Core Groups; roles, responsibilities and collaborative practice.

⁹ [London Safeguarding Children Procedures: Learning and Improvement Framework](#)

	<ul style="list-style-type: none"> - Using professional judgements to make decisions as to whether a child is suffering, or is likely to suffer, significant harm. - Working with complexity. - Taking emergency action. - Communicating with children in line with interviewing vulnerable witness guidance. - Promoting effective, professional practice. - Supervising child protection cases and advising others.
Level 4 Training – Multi-Agency or Single Training Agency Specific to the Role	
<p>Operational managers of services for children, young people and/or parents / carers.</p> <p>Professional advisers and designated leads for child protection</p>	<ul style="list-style-type: none"> - Supervising child protection cases. Managing performance to promote effective inter-agency practice. - Specialist training to undertake key management and/or supervisory roles in, for example, intake/duty teams. - Safer Recruitment Training.
Level 5 Training- Multi-Agency or Single Agency Training Specific to the Role.	
<p>Senior managers responsible for strategic management of services for children, young people and / or parents / carers.</p> <p>Members of Local Safeguarding Children Partnerships.</p> <p>Board Level for Chief Executive Officers, Trust and Health Board Executive and non-executive directors/members, commissioning body Directors.</p> <p>Local Authority Elected Members, Lay Members or Non-Executive Directors.</p>	<ul style="list-style-type: none"> - Section 11 expectations, roles and responsibilities. - Expectations on members in order to promote effective co-operation that improves effectiveness. - Current policy, research and practice developments. - Implementation of lessons from Serious Case / Learning and Improvement Reviews. Specialist training to undertake specific roles, for example Independent Chair, Business Manager. - Safer Recruitment Training.

Appendix 2: Learning Cycle



Appendix 3: current national context for the safeguarding of children and training required to achieve this.

Children Act 2004

The Children Act 2004¹⁰ sets out a number of key principles of the practice of all persons working with children and families, including;

- Co-operation & multi-agency working
- Voice of the child
- Information sharing
- Safeguarding and promoting the welfare of children.

For the purposes of this framework, “safeguarding and promoting the welfare of children” is defined as *“protecting children from maltreatment whether that is within or outside the home, including online; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes”*¹¹.

The Act emphasises the need to have “a highly skilled and competent children’s workforce”. Improving and developing services to children through the enhancement of skills, knowledge and competence within the children’s workforce.

The Act seeks to ensure the creation of a ‘shared language and an understanding of issues’ between workers within the children’s workforce.

Children and Social Work Act 2017

The Children Act 2004, as amended by the Children and Social Work Act 2017, strengthens this already important relationship by placing new duties to key agencies in a local area; duties include making arrangements to work together, and with other partners locally, to safeguard and promote the welfare of all children in their area.

The ISCP’s statutory safeguarding partners are:

¹⁰ [Children Act 2004](#)

¹¹ [Working Together 2023](#) pg 161

- Local Authority: London Borough of Islington
- Health: North Central London: Integrated Care Board
- Police: Central North Basic Command Unit: Metropolitan Police.

Working Together to Safeguard Children 2023:

Working Together (2023) recommends that multi-agency training will be important in supporting this collective understanding of local need. It states that those working with children (in both universal services and specialist services) have a responsibility to identify the symptoms and triggers of abuse and neglect, share that information and provide children with the help they need.

Further setting out the duties on employers in relation to S11 of the Children Act 2004. It requires organisations and agencies to have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children, including “appropriate supervision and support of staff, including undertaking safeguarding training”¹².

Chapter two highlights the joint functions of delegated safeguarding partners to provide appropriate multi-agency safeguarding professional development and training.

It makes it clear, that to be effective, practitioners need to continue to develop their knowledge and skills in this area and be aware of the new and emerging threats, including online abuse, grooming, exploitation, and radicalisation.

Chapter 3 further outlines the need for services to address how inter-agency training will be commissioned, delivered and monitored for impact and how they will undertake any multiagency and interagency audits and embed learning from serious safeguarding incidents.

Multi-agency expectations for learning in direct practice are as follows:

- Strategic Leaders are to use evidence from direct practice in their area so that they know and can evaluate what is and isn't working well for children and families.
- Senior and middle managers are to ensure their teams have time to engage in peer learning and knowledge exchange, peer audit, group supervision and observation.
- Direct Practitioners are to learn together by drawing on the best available evidence from their individual fields and sharing their diverse perspectives during regular shared reflection on a child's development, experiences, and outcome.

A focus on multi-agency and multi-disciplinary training is provided. All practitioners working with children and families, including those in universal services and those providing services to adults with children, need to understand their role in identifying emerging problems and local demographics. They need appropriate training so that they:

¹² [Children Act 2004](#)

- know when to share information with other practitioners and what action to take to support early identification and assessment
- are able to identify and recognise all forms of abuse, neglect, and exploitation
- have an understanding of domestic and sexual abuse, including controlling and coercive behaviour as well as parental conflict that is frequent, intense, and unresolved
- are aware of new and emerging threats, including online harm, grooming, sexual exploitation, criminal exploitation, radicalisation, and the role of technology and social media in presenting harm
- are aware that a child and their family may be experiencing multiple needs at the same time.

Code of Practice for Ethical Policing | College of Policing | Continuing Professional Development ¹³

Chief officers should take action to ensure CPD within their force, which will include the following;

- Providing staff with learning and development to enable them to perform their roles professionally and ethically
- Access to: the development of ethical decision-making skills, the routine use of reflection for individual and organisational learning and supportive and inclusive supervisory and leadership practice
- Promoting a culture where recognition of success and areas for improvement are seen as learning opportunities.

Keeping Children Safe in Education 2023: Statutory guidance for schools and colleges

This guidance acknowledges that schools and colleges are an important part of the wider safeguarding system for children. It outlines that all staff should receive appropriate safeguarding and child protection training which is regularly updated. As well as receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Additionally, all staff should be aware of their local early help process and understand their role in it, alongside the process for making referrals to local authority and how to respond to any disclosures of abuse, exploitation, or neglect and of additional vulnerabilities. Requiring knowledge of confidentiality, indicators of abuse and how to exercise professional curiosity.

Children Social Care Framework 2023

This guidance alongside the Special Educational Needs and Disability (SEND) Code of Practice highlights that Local Authorities “must deliver their responsibilities, with a view to

¹³ [Code of Practice for Ethical Policing | College of Policing](#)

integrating education, training and health and social care, where this would improve the overall quality of provision for children and young people with special education needs and disabilities".¹⁴

Senior leaders should support the enablers in practice by investing in practitioner training, development, and wellbeing; identifying appropriate training for those working with groups with specific individual needs or protected characteristics. As well as supporting learning from the expertise and support of experienced colleagues¹⁵.

Practice Supervisors are for recognise areas of strength and development using practice observations, reflection, and feedback mechanisms to develop practice through appropriate training¹⁶.

The Framework further highlights the need for children and young people to be involved in identifying training, development and support needs for foster carers, residential children's home staff, supported accommodation providers and key workers¹⁷. Additionally, leaders need to be confident that these commissioned services "have the training, knowledge, and skills, to provide safe, loving and supportive care"¹⁸.

Safeguarding Children and Young People: Roles and Competencies for Healthcare Staff. Intercollegiate Document - 2019

This guidance sets out the requirements for health professionals in relation to safeguarding, required training and competencies. To protect children and young people from harm, and help improve their wellbeing, all healthcare staff must have the competencies to recognise child maltreatment, opportunities to improve childhood wellbeing, and to take effective action as appropriate to their role.

It is the duty of employers to ensure that those working for them clearly understand their contractual obligations within the employing organisation, and it is the responsibility of employers to facilitate access to training and education which enable the organisation to fulfil its aims, objectives and statutory duties effectively and safely, in line with the competency frameworks relevant to their professional roles.

Post-qualifying standard: knowledge and skills statement for child and family practitioners - May 2018 & Social Work England Profession Capabilities Framework (PCF)

The Post Qualifying Standard highlights the required skills, knowledge and attributes required for Social Workers in practice whilst the PCF guidance further sets out nine common domains of capability that Social Workers expect to develop, and which others can expect of the role holder.

¹⁴ [Children Social Care Framework 2023](#) (pg 18)

¹⁵ [Children Social Care Framework 2023](#) (pg 26)

¹⁶ [Children Social Care Framework 2023](#) (pg 27)

¹⁷ [Children Social Care Framework 2023](#) (pg 51)

¹⁸ [Children Social Care Framework 2023](#) (pg 53)

The PCF does not define all the specialist knowledge, skills or learning content that may be needed, in particular work contexts or roles, rather it underpins Social workers professional development needs for trainee and qualified Social Workers.

It supports employers, workforce leads, managers and supervisors as well as individual social workers in developing social work careers and ongoing professional learning to ensure safe, skilled and effective practitioners.

Statutory framework for the Early Years Foundation Stage: September 2023

This guidance sets out that providers must train all staff to understand their safeguarding policy and procedures, and ensure that all staff have up to date knowledge of safeguarding issues. Training made available by the provider must enable staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way.

Furthermore, it highlights that provider are responsible in ensuring practitioners have appropriate qualifications, training, skills, knowledge, and a clear understanding of their roles and responsibilities to promote the daily experience of children in early years settings and the overall quality of the provision. Providers must support staff to undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves (inc. supervision).

Appendix 4: Training offer 2023-2024

The multi-agency core training offer:

- Introduction to Safeguarding and Information Sharing
- Safeguarding Refresher and Updates to Practice
- Designated Safeguarding Lead – Roles and Responsibilities
- Learning Events (from Local SCPR's/rapid reviews/audits)
- Cultural Competency (in development)
- Disability awareness
- Information Sharing (launching autumn/winter 2024)
- Safer Recruitment (launching autumn/winter 2024)
- ISCP policy and protocol briefings

The wider multi-agency training offer:

- Domestic Violence and Abuse
- Harmful Practices and Female Genital Mutilation
- Family Group Conference
- Harmful Sexual Behaviour
- Understand and responding to Child Exploitation
- Child Sexual Abuse and Safeguarding Procedure
- LGBTQIA+ Inclusion

- Specialist team and processes briefings, including Question and Answer sessions, and reflective learning spaces.
- Significant Harm and Working Together (for S47 decision makers)