Safeguarding Training Quality Assurance Scheme

V 1.March 2017

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Appendices

SAMPLE DOCUMENTS:

(These are reviewed and revised yearly)

- Annual Review Form

- Adult Safeguarding - Raise a Concern and Referrer – Training Content
  Annual Review Checklist

- Introduction to Safeguarding Children - Training Content
  Annual Review Checklist

Purpose of the scheme

Both Nottingham City and Nottinghamshire Safeguarding Children and Safeguarding Adults Boards have a responsibility to ensure that people working with children and adults at risk in the City and County have access to safeguarding training that meets appropriate quality standards. This scheme aims to quality assure both children's and adults safeguarding training in order to assure the safeguarding boards that all staff from partner agencies are receiving relevant safeguarding awareness training that includes the appropriate content .

Children's Safeguarding

Working together to safeguard children (2015) states that:

"The LSCB should monitor and evaluate the effectiveness of training, including multi-agency training, for all professionals in the area. *(WTSC, page 67))*

Adult's Safeguarding

The Care Act 2014 states that:

 "In order to respond appropriately where abuse or neglect may be taking place, anyone in contact with the adult, whether in a volunteer or paid role, must understand their own role and responsibility and have access to practical and legal guidance, advice and support. This will include understanding local inter-agency policies and procedures" *(14.51 Care Act 2014).*

This Quality Assurance Scheme has therefore been established in order to provide minimum standards and a process for both Nottingham City and Nottinghamshire Safeguarding Children and Safeguarding Adults Boards to fulfil these responsibilities for both safeguarding children and safeguarding adults at risk training.

Objectives of the scheme

In order to fulfil this purpose, the scheme has three main objectives:

1. To ensure that course content meets appropriate standards.
2. To ensure that course content is updated regularly in line with new relevant national/ local legislation or practice guidance.
3. To ensure that the effectiveness of training is monitored and evaluated and informs future practice.

The Scheme does not assess quality of training delivery as this is deemed the responsibly of relevant managers within each partner agency.

The training standards outlined in this document are informed by consultation with key partners and by national and local legislation, guidance and competencies relating to either children or adult safeguarding including:

Children's Safeguarding

- Working Together to Safeguard Children (HM Government) 2015
- National Competence Framework for Safeguarding Children (Bournemouth University) 2011
- Nottingham City & Nottinghamshire Safeguarding Children Competency Framework

Adult's Safeguarding

- The National Capability Framework for Safeguarding Adults (Learn to Care) 2010
- Safeguarding Adults - a National Framework of Standards for Good Practice and Outcomes in Adult Protection Work (Bournemouth University) 2005
- The Care Act (HM Government) 2014
- Nottinghamshire Competency Framework & Learning Pathway – NSAB only.

<u>Implications of the scheme for partner agencies</u>

- The scheme will be applied to Introduction to Safeguarding Children / Adult Raise a Concern and Adult Referrer training (Face to face courses and e learning courses if applicable).

- All four Boards require partner agencies to co-operate with the scheme. This is a responsibility in line with statutory practice guidance. One reminder e mail will be sent out if documentation isn't returned by deadline. If agencies fail to submit documentation and other details for quality assurance, this will result in the matter being escalated for the attention of the Boards and the senior representatives from those agencies.

- If course content doesn't meet the required standard feedback will be given to partner agencies about additions or changes that are required, and further clarity will be needed that requirements will be met.

- An annual validation certificate will be issued to each agency once their course has been quality assured.

- There will be an implementation scheme for each year, of which will be monitored and the results fedback to the appropriate Board Training/Learning & Development Sub Groups.

Evaluation and review of the scheme

The Quality Assurance scheme will be evaluated and reviewed by each Boards Training/Learning & Development Sub Groups at the end of each financial year.

This is to ensure that it remains 'fit for purpose' and to ensure that any changes in national or local expectations regarding course content or training standards are reflected in reviewed versions.

The Validation Process

The aim is to validate every partner agencies safeguarding training yearly. The Training Coordinator/ Development Officer for each Board will request Quality Assurance documentation in March with the expectation that agencies return documents within 2-3 weeks. If agencies work cross authority they will only be requested for information once, on behalf of all of the Boards.

The Quality Assurance process is designed to be as quick and simple as possible and as such there are only 2/3 forms which need completing each year:

Annual Review Form

To ensure ongoing quality assurance, partner agencies will be required to complete an Annual Review Form (see p9). This helps clarify what courses are being provided, whether they are face to face or e learning and aims to assure the Boards how agencies are evaluating training and therefore informing future training events.

Adult Safeguarding - Raise a Concern and Referrer – Training Content
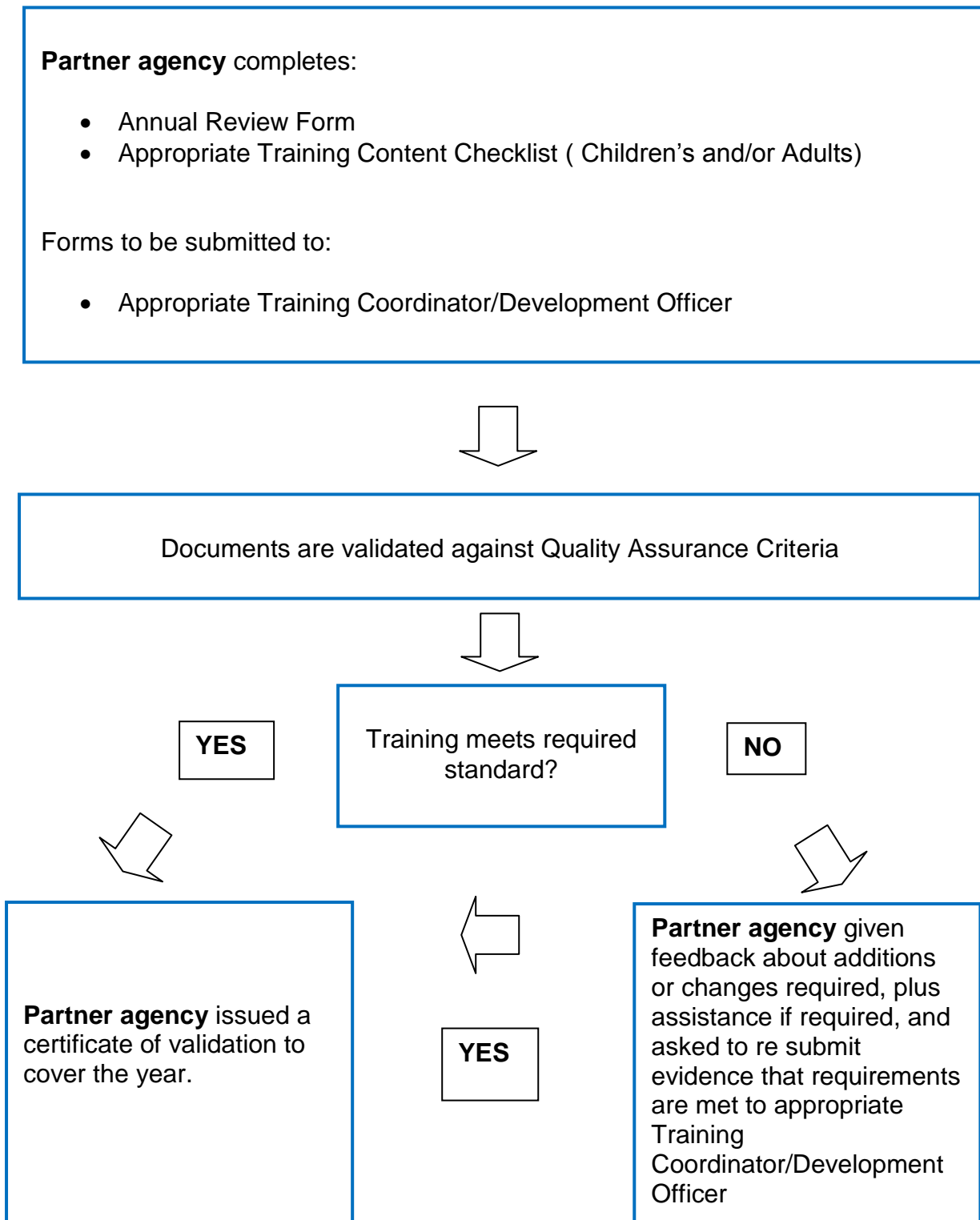### *Annual Review Checklist*

and/or

Introduction to Safeguarding Children - Training Content
Annual Review Checklist

Training Content - Annual *Review Checklists* (see p11) need to be completed to assure the Boards that the required content is still being covered, and has been appropriately updated. This is the *minimum* content the Boards would be expecting; of course further content may be included depending on different agencies, roles and responsibilities and length of training event. There are separate Training Content Checklists for Adult safeguarding courses and Children's and therefore agencies need to complete the appropriate form(s). Some agencies may deliver a combined safeguarding course which covers both safeguarding children and adults, if this is the case both forms will need to be completed, to ensure that all required content is included.

Feedback

Once submitted the forms will be validated against the Quality Assurance Criteria. If all requirements are met there will be no further action for agencies and a validation certificate will be issued. However if the requirements are not met or any queries are raised further feedback and explanation will be requested. Once an adequate response has been received a certificate will be issued.

Annual Validation Process Flowchart

Partner agency completes:

- Annual Review Form
- Appropriate Training Content Checklist (Children's and/or Adults)

Forms to be submitted to:

- Appropriate Training Coordinator/Development Officer

Documents are validated against Quality Assurance Criteria

YES

Training meets required standard?

NO

Partner agency issued a certificate of validation to cover the year.

YES

Partner agency given feedback about additions or changes required, plus assistance if required, and asked to re submit evidence that requirements are met to appropriate Training Coordinator/Development Officer

Additional Information

Quality Assurance of Non-Partner Agencies/Organisations

For any other organisations in Nottingham City or Nottinghamshire who would like to take part in the quality assurance process we have adapted the course content checklists specifically for non- partner organisations.

These can be used to assure yourself that your safeguarding children and adults training is up to date and meets minimum requirements agreed by the City and County's Children's and Adults Safeguarding Boards.

Please note that when you have used this checklist, this does not enable you to include the Safeguarding Boards logos on your training materials, however you may use the following statement:

"Our training materials include all the recommended content included within the 'Training Content Checklist' provided annually by the NCSCB/NSCB *and /or* NSAB/NCSAB."

These checklists can be found on the relevant Safeguarding Board website.

Competency Frameworks

Two other documents which link in closely with the Quality Assurance Scheme and may be of use to partner agencies are the:

- Nottingham City & Nottinghamshire Safeguarding Children Competency Framework (NSCB & NCSCB)

- Nottinghamshire Competency Framework & Learning Pathway (NSAB)

These have been developed for all agencies to use to review that different staff groups are competent to an appropriate level in relation to safeguarding children and adults and that they are accessing appropriate training to support this. There are target groups identified which also helps align staff to particular safeguarding courses.

Board Websites:

http://www.nottinghamshire.gov.uk/nscb

http://www.nottinghamcity.gov.uk/children-and-families/safeguarding-children/

www.safeguardingadultsnotts.org

http://www.nottinghamcity.gov.uk/health-and-social-care/adult-social-care/adult-safeguarding/

Appendices

Sample Documents- Reviewed Annually

Nottingham City and Nottinghamshire

Safeguarding Training Quality Assurance Scheme

Annual Review Form

Date Review Form completed:

Organisation :

Name of person completing form and Job Title:

Which of the following courses are we validating : *Please tick or put X in relevant boxes*	In House Face to Face Course	In House E Learning
Introduction to Safeguarding Children		
Safeguarding Adult Raising a Concern.		
Safeguarding Adult Refer		

External E Learning Opportunities

- **If your organisation *only* provides access to the following e learning courses : the Virtual College – ACAN (Awareness of Child Abuse and Neglect) as an introductory Safeguarding Children course, or the SCIE Safeguarding adults – an introduction course– then you do not need to complete QA documentation as these are already quality assured through the Boards.**

Part A. Training Content:

Please *review* your training content against the relevant checklist (s) and return with this form, to confirm that your training continues to cover the core requirements and that materials have been updated accordingly.

Part B. Training Evaluation:

Do you evaluate your training events?	YES	NO

If YES, how do you evaluate the effectiveness of whatever method of training you use?

If No, Why not? How do you ensure your training is effective?

Please can you summarise the feedback you have received regarding your courses.

How has this informed future training events?

Part C. On-going Safeguarding Training:

Following on from these initial training opportunities do you provide further Safeguarding learning and development opportunities for staff and if so what does this include?

Any further comments you would like to share regarding your Safeguarding training?

Adult Safeguarding – Raise a Concern and Referrer - Training Content

Annual Review Checklist

This training content checklist is to be used as part of the Annual Review Process in relation to quality assuring the *training content* on behalf of the Nottingham City Safeguarding Adults Board (NCSAB) and Nottinghamshire Safeguarding Adults Board (NSAB).

It is updated annually to reflect any changes as a result of legislation or policy that agencies have been required to include in their content during the year.

Its purpose is to support the ongoing quality assuring of Raising a Concern and Referrer Adult Safeguarding training, and covers the competences for the appropriate staff groups identified in the National Capability Framework for Safeguarding Adults.

The two part checklist has been constructed to outline the content that the Nottingham City Safeguarding Adults Board and Nottinghamshire Safeguarding Adults Board (based on the above capabilities) expect to be covered in Raise a Concern courses (Part 1) and Referrer courses (Part 2), and against which such courses are quality assured.

So, if you are delivering a Raise a Concern course, you need to complete Part 1only. If you are delivering Referrer training, you need to complete Part 2 as well.

Completing the checklist

Place a tick in either the yes or the no column to indicate whether the subject matter is included (*via power point slide, through exercises, examples or case study work*), and updated, in your training.

If it is no longer included or updated, then please provide an explanation and what action is being taken about this.

Name of Agency / Organisation ………………………………………………………………………………….

Name of course being validated ………………………………………………………………………….........

Content that should have been updated (*since last year)*:

Updated Content for Part 1
Reference to the multi-agency adult safeguarding procedures (included in Criteria 4)
Change to 'definition of vulnerable adult' due to Care Act 2014. See Criteria 6. Should now be: Safeguarding duties apply to an adult who: • Has needs for care and support (whether or not the local authority is meeting any of those needs) and;   • Is experiencing or is at risk of abuse or neglect; and   • As a result of those are and support needs is unable to protect themselves from either the risk or

experience of neglect or abuse			
Updated Content for Part 2			
Inclusion of initial enquiries needing to include finding out the wishes and views of the adult concerned.			

Part 1 – this is the minimum content (in no particular order) that any Raise a Concern training should include, and is suitable for Staff group A (Members of this group have a responsibility to contribute to safeguarding adults, but do not have specific organisational responsibility or statutory authority to intervene).

Content	Yes	No	If no, please provide an explanation
1. What is safeguarding			
2. What is the participant's role in safeguarding adults, including identifying and reporting concerns regarding adult abuse?			
3. National and local policies and legislation that support safeguarding (eg The Care Act 2014, Mental Capacity Act,			

Deprivation of Liberty Safeguards, Human Rights Act) Promotes person-centred values, including individuality, independence, privacy, partnership, choice, dignity, respect and rights			
4. Organisational policies and procedures, including what's expected of employee / volunteer, and awareness of Board multi-agency procedures			
5. Role of the Local Authority			
6. Who safeguarding duties apply to, as outlined in Care Act 2014 Guidance			
7. When and what to report and who to?			
8. Issues of confidentiality			

9. What constitutes abuse – identifying different categories			
10. Signs and indicators of abuse			
11. What factors can increase the risk of abuse			
12. Working in a way that reduces the risk of abuse			
13. Considering the rights of individuals – freedom of choice / to live in an abuse free environment / to have choices and preferences listened to. Promotes style of working that supports individuals to exercise choices and rights, recognising			

the balance between managing risk and enabling independence, choice and control"			
14. Importance of being non-judgemental and aware of own values and attitudes			
15. Equality and diversity issues and the role of discrimination in supporting abuse.			
16. Whistle-blowing policy and procedure			

Part 1 checklist completed by …………………………………………… Date ………………………………...

Role in organisation ……………………………………………………………………………..

Part 2 – in addition to part 1 above, if training is delivered to Staff Group B (This group have considerable professional and organisational responsibility for safeguarding adults. They have to be able to act on concerns and contribute appropriately to local and national policies, legislation and procedures. This group needs to work within inter or multi-agency contexts) they need to cover the following content in the form of **Referrer** training:

Content identified above plus;	Yes	No	If no, please provide an explanation
1. What is the role of the Referrer?			
2. How to use emergency services where necessary.			
3. What initial enquiries should the Referrer make in order to inform their decision to refer or not to refer to Adult Social Care, Health and Public Protection (County) and Health and Care Point (City)/ This must include the wishes And views of the adult concerned.?			
4. Recognising when to refer, and how to make a referral			

5. Preserving forensic evidence.			
6. Actively supporting a multi-agency approach to safeguarding adults. The value and importance of collaborative working with others.			
7. Identify support needs for the adult concerned, the person who raised a concern and other staff.			
8. Consider what information is given to others in line with the safeguarding adult's information sharing protocol.			
9. Referrals to the Disclosure & Barring Service (DBS).			
10. Maintain accurate, complete and up to date records.			
11. What is the Referrers role in collating and monitoring concerns within			

their organisation?			
12. What are the Referrers responsibilities as far as their own internal procedures are concerned?			
13. Consideration of any other actions to safeguard others who may be vulnerable.			
14. Consideration of whether the person alleged to be responsible for the abuse is an adult who needs care and support themselves.			

Part 2 checklist completed by …………………………………………… Date …………………………………

Role in organisation ……………………………………………………………………………………………

Introduction to Safeguarding Children – Training Content

Annual Review Checklist

This training content checklist is to be used as part of the Annual Review Process in relation to quality assuring the *training content* on behalf of the Nottingham City Safeguarding Children Board (NCSCB) and Nottinghamshire Safeguarding Children Board (NSCB).

It is updated annually to reflect any changes as a result of legislation or policy that agencies have been required to include in their content during the year.

Its purpose is to support the ongoing quality assuring of introduction level safeguarding children training, and therefore only covers the competences for the first 2 staff groups identified in the National Competence Framework, and previously in the 2010 version of Working Together to Safeguard Children.

Some partner agencies will provide one introduction to safeguarding children course for all of their staff. Others (often larger agencies and organisations) provide different courses depending on the knowledge and information that various staff roles require.

Part 1 of the checklist outlines the absolute minimum content that any introductory level of safeguarding children training should include and therefore applies to training delivered to any group of staff. The Competence Framework specifically identifies, but is clear this is not limited to:

- Staff in infrequent contact with children, young people and/or parents/carers who may become aware of possible abuse or neglect. E.g. librarians, GP receptionists, community advice centre staff, grounds men, recreation assistants, environmental health officers (Staff Group 1).

Part 2 of the checklist outlines the additional content that should be covered for staff who work more regularly with children, young people and families, with the Competence Framework specifically identifying, but again, not limited to:

- Those in regular contact or have a period of intense but irregular contact with children, young people and/or parents/carers including all health clinical staff, who may be in a position to identify concerns about maltreatment, including those that may arise from the use of CAF. E.g. housing, hospital staff, YOS staff and staff in secure settings, the police other than those in specialist child protection roles, sports development officers, disability specialists, faith groups, education staff, community youth groups, play scheme volunteers. (Staff Group 2)

Completing the checklist

Place a tick in either the yes or the no column to indicate whether the subject matter is included (*via power point slide, through exercises, examples or case study work*), and updated where required, in your training.

If it is no longer included or nor updated, then please provide an explanation and what action is being taken about this.

Name of Agency / Organisation: ……………………………………………………………………………………

Name of course being validated …………………………………………………………………….......

Content that should have been updated (*since last year*)

Content
If working within the County, then content in Part 2 (Criteria 19) should now refer to the EHAF (Early Help Assessment Framework) rather than CAF. It remains as the CAF in the City
If working in the City, there is an additional criteria (Criteria 2) in Part 2 relating to Signs of Safety.

Part 1 – this is the minimum content that any Introduction to Safeguarding Children training should have
.

Content	Yes	No	If no, please provide explanation
1. How and why safeguarding children is an essential part of the responsibilities of all staff. (including basic legal information)			
2. What is child abuse and neglect? Including reference to Working Together definitions.			

3. Signs and indicators of abuse and neglect – links with definitions which enable staff to know what to be aware of			
4. The importance of identifying concerns at the earliest stage possible (early intervention and better outcomes for children)			
5. The importance of being child focussed.			
6. What to do if you have a concern about the welfare of a child – who to talk to, what to record, where and when to do this, why this is important			
7. Details of local points of referral (Child Protection and Early Help)			
8. Handling disclosure – what should I say and do if a child or someone discloses abuse to me			
9. Confidentiality – what information can I share / must I share. What if I'm asked to keep a secret?			

10. Issues around consent – what do I do if someone doesn't agree that I can talk to someone else			
11. Sources of support – who can I speak to about this, what support is there for me?			
12. The importance of collaborative working with others			
13. The importance of respecting diversity. Being sensitive to and taking difference into account, but not at the cost of risk of harm to a child			
14. Single agency safeguarding policy – make sure that staff know about it and who to speak to in their organisation?			

Part 1 checklist completed by …………………………………………… …….Date…………………………….

Role in organisation   …………………………………………………………………………………

Part 2 – in addition to part 1 above, the following content should be covered for staff who work regularly with children, young people and families

	Yes	No	If no, please provide explanation
Content identified above plus;			
16. Brief overview of child development – what would we expect children of particular ages to be able to do?			
17. Bruising in non-mobile babies and significance. i.e. *Babies who don't cruise don't bruise*			
18. Relevant legislation to safeguarding and agency role			
19. Awareness and use of local approaches to early intervention. Family Support Strategy / Pathway (City) and Pathway to Provision (County)			
20. Specific input about the use of the Common Assessment Framework (CAF) in the City and / or			

Early Help Assessment Form (EHAF) in the County			
21. Signposting to Safeguarding Board web sites and what to find there, including the web based inter-agency safeguarding children procedures and practice guidance.			
22. Some reference to vulnerable children and risk factors –May include : disability, race and racism, private fostering, fabricated or induced illness, child sexual exploitation, children who go missing, female genital mutilation, forced marriage, gang activity, belief in spirit possession, radicalisation and trafficking.			
23. Reference to adult risk factors, including when two or more may be present in the same household (trilogy of factors).			

24.The importance of promoting equality (e.g. both women and men can be perpetrators, issues apply to same sex as well as opposite sex relationships)			
24. The participation of children and families in safeguarding processes is promoted and encouraged			
25. Key messages from learning from Serious Case Review's and other reviews (Relevant to target group)			
City only 26. Reference to Signs of Safety and it's use in referral and assessment processes			

Part 2 checklist completed by …………………………………………………..Date……………………………

Role in organisation …………………………………………………………………………………………….

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