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Bradford District Safeguarding Children Partnership

Bradford Safeguarding Adults Board

*Updated August 2023*

Multi Agency training strategy 2023-2024

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1. **Introduction:**

The Bradford District Safeguarding Children Partnership (BDSCP) and Safeguarding Adults Board (BSAB) are responsible for safeguarding and promoting the welfare of children, young people and adults at risk. The overall aim of the TPB and BSAB is to coordinate and ensure the effectiveness of work undertaken by member agencies in safeguarding children, young people and adults. To achieve this, there must be a knowledgeable and well-supported workforce.

The purpose of the Learning and Improvement Sub Group for the BDSCP and the Training Sub Group of BSAB is to ensure that the children and adults’ workforce in Bradford are provided with appropriate and effective training to meet their needs and support in their practice. This strategy has been developed to ensure that both boards have a clear and shared vision of safeguarding training priorities and how this will be achieved.

This strategy is aligned with;

* Working Together 2018 Guidance
* Care Act 2014
* BDSCP and BSAB Business Priorities [SaferBradford](https://www.saferbradford.co.uk/)
* BDSCP and BSAB Learning and Improvement Framework

1. **Outcomes:**

Safeguarding training within Bradford aims to identify specific areas of priority.

These priorities are;

* Responding to the BDSCP and BSAB Learning and Improvement Framework outcomes and local, regional and national issues.
* Providing a comprehensive multi-agency workforce development programme
* To seek assurance from single agency training through self-assessment checklists.

1. **Aims:**

Multi-Agency Safeguarding Training is effective in helping professionals understand their respective roles and responsibilities, as well as the roles and responsibilities of other professionals. Effective multi-agency training promotes better outcomes for children, young people and adults. It is essential to have a shared understanding of each agency's decision-making practice and its roles and responsibilities. Furthermore, the opportunity to learn together can have great significance with participants building on professional confidence in working with colleagues from other agencies and creating greater mutual respect. Bradford District Children and Adult Partnerships deliver a rolling multi-agency safeguarding training and events programme.

* A shared understanding of processes, principles, roles and responsibilities;
* Improved communication and information sharing between professionals, including a common understanding of key terms, definitions and thresholds for action.
* Effective working relationships, including promoting the ability to work in multi-disciplinary groups or teams.
* Safeguarding training gaps and needs identified from BDSCP and BSAB, identified from each learning and improvement sub-group.
* Findings from Child Safeguarding Practice Reviews, Safeguarding Adult Reviews, Domestic Homicide Reviews (involving children/adults at risk) and Multi-Agency Reviews.
* Safeguarding Partnership Board priorities linked to Adult and Children Business Plans.
* Information sharing and embedding new local safeguarding priorities (e.g., Effective Support for Children and Families (Threshold) document (Children).
* Research (academic and professional research (i.e. Research in Practice, NSPCC, SCIE)) and national findings (Governmental Reviews).

1. **Training Resources:**

To elevate professional standards and refine practice, the BDSCP and BSAB offer an array of invaluable resources. These resources are meticulously curated to support the holistic development of professionals in the field. Noteworthy among these resources are:-

* **Insightful 7-Minute Briefings:** Designed to be efficient yet impactful, our series of concise 7-minute briefings provide a wealth of up-to-date information. These briefings offer insightful snapshots of critical topics, ensuring professionals remain informed and adept in their roles.
* **Comprehensive Executive Summaries:** Our Safeguarding Adult Review and Child Safeguarding Practice Review executive summaries encapsulate the core lessons from in-depth reviews. By distilling complex findings into digestible formats, we equip practitioners with the knowledge necessary to enhance their practice.
* **Empowering Training Packs:** Our comprehensive training packs cover specific areas of safeguarding practice. Each package includes a collection of assets such as slides, trainer notes, exercises, and supporting materials. These packs facilitate engaging and practical training sessions that cultivate expertise.
* **Innovative Learning Approaches:** Recognising the importance of adaptable learning methods, we prioritise accessibility. We ensure that learning opportunities are available at diverse levels by harnessing new and innovative approaches, including lunchtime briefings, professional practice sessions, webinars, and interactive eLearning modules. This ensures that professionals can continuously evolve their knowledge and skill sets.

Our commitment extends beyond conventional avenues, and we are dedicated to nurturing professional growth through inventive strategies and a path toward continuous improvement and excellence in safeguarding practice.

1. **Training Principles:**

Safeguarding training should value working collaboratively, whether it is delivered on a single-agency or multi-agency basis.

Multi-Agency Safeguarding Training is governed by a set of inter-agency training principals.

All aspects of multi-agency training are based on the following principles:

* Child Centred / Lived Experience of the Child.
* Person Centred /Lived Experience of the Adult at Risk.
* Partnership with Parents / Family and Carers.
* Equal opportunity/ Diversity / Cultural Competence.
* Communication/ Sharing of Information.
* Involving the Adult, Child and their Carers.
* Holistic Approach.
* Interagency Collaboration.
* Evidence Based.
* Evaluation of Training.
* To implement the six key principles of the Care Act 2014.
* Embedding of Making Safeguarding Personal (MSP) within each workforce.

**6)** **Groups and Frequency of Multi-Agency Safeguarding Training:**

BDSCP and BSAB offer a range of safeguarding training options. This includes fundamental eLearning modules as well as comprehensive courses on specialised topics like Criminal Exploitation, Hoarding, and Self-Neglect. While the BDSCP and BSAB recommend refreshing Multi-Agency Safeguarding training at least every three years, it's acknowledged that some organisations might have more frequent renewal requirements for their single-agency training. Consequently, individuals should consult their respective agency's specific training guidelines.

1. **Role of the Learning and Improvement subgroups of the BDSCP and BSAB:**

* BDSCP and BSAB are responsible for ensuring that multi-agency training on safeguarding and promoting the welfare of those individuals at risk meets local needs.
* Training opportunities are available to meet the priorities identified by BDSCP and BSAB.
* Workers who have contact with children, young people or adults and their carers are trained to recognise signs of abuse and neglect and how to respond.
* Members of the Learning and Improvement sub groups are to collate training requests/ complete gap analysis to ensure the training programme is meeting the needs of all agencies and an ever-changing safeguarding agenda.
* Make appropriate additions to the training programme in relation to the above; Quality assures the training programme and measures the impact of training on practice/outcomes for children, young people and Adults.

1. **Evaluation and Quality Assurance of Multi-Agency Safeguarding Training:**

BDSCP and BSAB have a responsibility to ensure that multi-agency safeguarding training is of a high standard to meet required training needs. Quality assurance methods are to be used to evaluate Safeguarding Training that is delivered to all agencies and to measure the impact on practice.

See below for the quality assurance methods that are used to evaluate all multi-agency safeguarding training:

* Post-course evaluation form to be completed.
* Separate Annual Training Reports (Children / Adults) collating attendance, evaluation and the impact of the training on professional practice are reported to the Training Sub Groups, Quality Effectiveness Groups and the Boards.
* A selection of BDSCP and BSAB members may attend training in order to monitor the delivery of the training.
* The content of all safeguarding courses is reviewed at least annually to ensure that their content is up to date and fit for purpose.
* All courses are amended in line with any new local policies and procedures and governmental/legal changes.

1. **Training Expectations:**

**Knowledge:**

* Training is delivered by trainers who have a sound knowledge of safeguarding and good facilitation skills.

**Accuracy:**

* Training Materials are to be clear, up to date, accurate, current and relevant.

**Confidentiality:**

* Training events will be conducted within boundaries of confidentiality unless concerns arise of a Safeguarding nature.

**Training environment:**

* The training environment will need to be suitable, safe and conducive to learning.

**Participants:**

* During the learning process, participants will be expected to actively engage. This will entail undertaking pre-course preparation in the form of reading and to attend the training course in its entirety. This will also include the expectation that the participant completes a course evaluation.

**Managers:**

* Managers must support staff to attend specific training to meet the learning needs of the workforce. Managers must also allow sufficient time for staff to undertake any pre-course preparation and to attend the training event.

**Challenge Respectfully:**

* Discussions and debates are important and seen as valuable whilst undertaking and engaging in multi-agency training. This should be done in a respectful manner, being mindful of any offense and oppression to others. Any issues that arise will need to be respected and managed in a professional manner outside of the training environment.

**Unacceptable Behaviour:**

* Training should be a valuable learning experience for participants. Any unacceptable behaviour during training events will be addressed in a proactive manner. In this event, if a participant or trainer is acting in such a way they will be asked to leave and the incident will be reported to their line manager.

1. **Single Agency Safeguarding training:**

BDSCP and BSAB have a responsibility to ensure that multi-agency safeguarding training is of a high standard to meet required training needs. Quality assurance methods are to be used to evaluate. It will not be the responsibility of either the Bradford Partnership or the Safeguarding Adults Board to provide single-agency training specialised for agency roles.

Any single-agency training will need to be provided by the agency by whom the practitioner is employed. Multi-agency training will complement single-agency training to ensure that practitioners learn how to work together and promote understanding of each agency’s roles and responsibilities for safeguarding those most vulnerable children, young people and adults. Furthermore, it is important that multi-agency training is not used to replace single-agency training.

Both boards will need to have assurance from single-agency training to ensure that the training is fit for the purpose of developing the workforce to safeguard and protect children, young people and adults who are at risk. Assurance will be sought through the organisational safeguarding self-assessment audit tool. This tool provides all organisations in Bradford with a consistent framework to assess, monitor and /or improve their safeguarding arrangements. The link to the self-assessment audit tool can be found here: <https://saferbradford.co.uk/resources/organisational-safeguarding-self-assessment-audit/>

1. **Groups and course levels, Children and young people:**

To ensure that multi-agency is being accessed by the relevant practitioners Working Together 2018 describes target audiences (Groups 1 -8). These groups do not correspond to vocational or academic qualifications and are for BDSCP multi-agency training and single agency safeguarding children training validation only. It is recognised that some professional groups have their own guidance with which to be compliant.

|  |  |  |
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| Groups | Training need | Staff required to undertake safeguarding training. |
| Group One – staff in infrequent contact with children, young people and/ or parents’ carers. | Basic understanding and awareness of safeguarding issues.  Need to be able to recognise child abuse and respond to this.  Understand normal child development. | Librarians, GP receptionists, community advice centre staff, grounds men, recreation assistants, environmental health officers |
| Group Two – Those in regular contact or have a period of intense but irregular contact with children, young people and/ carers including all clinical health staff. | Basic understanding and awareness of safeguarding issues.  Need to be able to recognise child abuse and respond to this.  Understand normal child development.  Awareness of necessity of information sharing, assessments, accurate recording, knowledge of how to use the escalation policy and an appreciation of their own roles and responsibilities to safeguard children. | Housing, hospital staff, YOT staff and staff in secure settings, the police other than those in specialised child protection roles, sports development officers, disability specialist, faith groups, community youth groups, play scheme volunteers. |
| Group Three - Members of the workforce who work predominantly with children, young  people and/ or their parents/ carers. | In addition to the skills needed for Groups One and Two, staff within this group need to be aware of the importance of family history, the impact of parenting issues and of working together to identify, assess and meet the needs of children where there are safeguarding issues. | Paediatricians, GP’s, youth workers, those working in the early years’ sector, residential staff, midwives, school nurses, health visitors, sexual health staff, teachers, probation staff, sports club welfare officers, those working with adults in, for example, learning disability, mental health, alcohol and drug misuse services, those working in community play schemes. |
| Group Four -Members of the workforce who have particular responsibilities in relation to  undertaking Section 47 enquiries. | This group of staff need to have all the skills required for the groups above and also need to have an awareness of section 47 enquiries, taking emergency action, professional judgements, working with complexity and a greater understanding of engagement with children and families. (Level 3 Training). | Professionals from health, trainers, education, police and children’s social care,  those who work with complex cases and social work staff responsible for co-ordinating  assessments of children in need. |
| Group Five - Professional advisors, named and designated lead professionals. | In addition to the content for Groups 1,2,3 and 4 this group of staff need to (if they are advising these groups of staff) have an understanding of promoting effectiveness, professional practice and giving advice to others. | Designated Doctors / Designated Safeguarding Leads. |
| Group Six - Operational Managers at all levels. | Skills are needed for Groups 1 – 4 (if supervising staff in those groups) and this group of staff also need an awareness of supervising child protection cases, managing performance to promote effective interagency practice and specialist training for key roles. | Practice supervisors, front line managers and managers of child protection units. |
| Group Seven: Senior Managers responsible for strategic management of services. | In addition to the content for Groups 1,2 and 3 this group need to have an awareness of Section  11 expectations, roles and responsibilities. | NHS Board members |
| Group Eight: Members of the BDSCP | In addition to the content for Groups 1, 2 and 3 and roles and responsibilities, this group need to  have an awareness the expectations of members to promote effective co-operation and improve effectiveness, current policy, lessons learned from serious case reviews and specialist training to undertake their nominated roles. | Board members, Independent Chair, Director of Children’s Services, Elected  Members, Lay Members, Members of Executive and Sub/ Task Groups, SCPB Independent  Safeguarding Partnership Service, inter-agency trainers. |

1. **Groups and Course levels - Safeguarding Adults:**

To ensure that multi-agency training is being accessed by the correct practitioners, the table below describes target audiences (Groups 1 - 8). These groups do not correspond to vocational or academic qualifications and are for BSAB multi-agency training and single-agency safeguarding adult training endorsement only.

|  |  |  |
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| Groups | Training need | Staff required to undertake safeguarding training. |
| Group One: Staff who are in infrequent contact with adults at risk. | This group of staff need a ‘basic’ understanding and ‘awareness’ of safeguarding issues, know how to recognise adult abuse and neglect, know about making safeguarding personal, the mental capacity act, deprivation of liberty and know what to do if they suspect an adult at risk is being abused. | All support staff in health and social care settings, GP receptionists, Drivers and other transport staff, clerical staff, domestic and ancillary staff. |
| Group Two: Those in regular contact or have a period of intense but irregular contact,  with adults at risk including all clinical health staff. | In addition to basic understanding and awareness of safeguarding issues, this group of staff need to have an awareness of the necessity of information sharing, consent, assessment, accurate recording, knowledge of how to use the escalation/ resolution policy and an appreciation of their own roles and responsibilities to safeguard adults at risk. | Housing, hospital staff, staff in secure settings, the police, sports development officers, disability specialists, faith groups. |
| Group Three: Members of the workforce who work predominantly with adults at risk. | In addition to the skills needed for Groups 1 and 2, staff within this group need to be aware of the importance of family history and of working together to identify, assess and meet the needs of an adult at risk where there are safeguarding issues. | GPs, those working in the sector, residential staff, district nurses, sexual health staff, further education staff, probation staff, sports club welfare officers, those working with adults in, for example, learning disability, mental health, alcohol and drug misuse services. |
| Group Four: Members of the workforce who have particular responsibilities in relation to undertaking Section 42 enquiries. | This group of staff need to have the skills needed for the above groups and need to have an awareness of Section 42 enquiries, taking emergency action, professional judgements, working with complexity and a greater understanding of engagement with adults at risk and their families. | Professionals from health, police, adult social care, those who work with  complex cases and social work staff responsible for co-ordinating assessments of adults at risk. |
| Group Five: Professional advisors, named and designated lead professionals. | In addition to the content for Groups 1,2,3 and 4 this group of staff need to, (if they are advising these groups of staff), have an understanding of promoting effectiveness, professional practice  and giving advice to others. | Designated Doctors / Designated Safeguarding Leads. |
| Group Six: Operational Managers at all levels | Skills are needed for Groups 1 – 4 (if supervising staff in that group) and this group of staff need an awareness of supervising adult at risk cases, managing performance to promote effective  interagency practice and specialist training for key roles. | Practice supervisors, front line managers and managers of adult units/ teams. |
| Group Seven: Senior Managers responsible for strategic management of services | In addition to the content for Groups 1,2 and 3 this group need to have an awareness of the SAB self-assessment tool, roles and responsibilities | NHS Board members |
| Group Eight: Members of the SAB | In addition to the content for Groups 1,2 and 3 and roles and responsibilities, this group need to  have an awareness of the expectations of members to promote effective co-operation and improve effectiveness, current policy, lessons learned from serious adult reviews and specialist training to undertake their nominated roles. | Board members, Independent Chair, Director of Adult’s Services, Elected Members, Lay Members, members of executive and Sub/ Task Groups, SAPB Independent Safeguarding Partnership Service. |