

# **Barnsley Safeguarding Children Partnership**

## **Training and Evaluation Strategy**

**2019-20**

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## 1. INTRODUCTION

The overall aim of the Barnsley Safeguarding Children Partnership (BSCP) is to coordinate and ensure the effectiveness of work undertaken by member agencies in safeguarding children and young people. Having a knowledgeable and well supported workforce is a fundamental element in achieving this. The work of the Policy, Procedure and Workforce Practice Development Sub Group of the BSCP is to ensure that the children's workforce in Barnsley are provided with appropriate and effective training to meet their needs, are supported through supervision, and that practice is underpinned with appropriate policies and procedures. This strategy has been developed to ensure that Barnsley has a clear and shared vision as to the priorities for safeguarding training and how this will be achieved.

## 2. AIM OF THE STRATEGY

2.1 As a Safeguarding Partnership the BSCP requires assurance that there are effective local arrangements to safeguard children and young people by partner agencies. Effective training in key areas associated with safeguarding children is fundamental to achieving this.

2.2 This strategy aims to:

- Ensure safeguarding training/learning activities are based on local necessity and enables practitioners to recognise and respond to need and risk;
- Measure the impact of safeguarding training on practice and improving outcomes for children and young people;
- Ensure that learning from local child safeguarding practice reviews, Audits, the Child Death Process and the Voice of the Child is embedded into practice and ensures continuous learning and improvement;
- Communicate key safeguarding messages (local and national), research, lessons and procedural expectations to agencies/professionals, ensuring a consistent approach to safeguarding children and continuous learning.

## 3. IMPROVED OUTCOMES

Safeguarding training is effective in helping professionals understand their respective roles and responsibilities and in developing a shared understanding of assessment and decision making practices. Effective training promotes better outcomes for children and young people by fostering:

- A shared understanding of processes, principles, roles and responsibilities;
- More effective and integrated services at both strategic and individual case level;
- Improved communication and information sharing between professionals, including a common understanding of key terms, definitions and thresholds for action;
- Effective working relationships, including an ability to work in multi-disciplinary groups or teams;
- Sound child focused assessments and decision making;
- Learning from local child safeguarding practice reviews and reviews of child deaths.

#### **4. WIDER ELEMENTS OF THE STRATEGY**

Wider elements of the strategy include:

- Ensuring that learning opportunities are available and accessible at an appropriate level by using new and innovative learning methods (lunchtime briefings, webinars, e learning etc.);
- Ensuring any issues preventing the application and transfer of learning in practice are highlighted and addressed through the Policy, Procedure and Workforce Practice Development Sub Group of the BSCP;
- Undertake horizon scanning to inform the development of learning opportunities and keep abreast of the Safeguarding Landscape and agenda;
- Developing a strength based approach to learning from Serious Case Reviews, local and national child safeguarding practice reviews and from significant incidents both locally and nationally;
- Monitor and evaluate the effectiveness of training.
- Training should cover how to identify and respond early to the needs of all vulnerable children;
- Ensuring that multi-agency learning opportunities are provided around current and emerging BSCP priorities.

#### **5. SAFEGUARDING TRAINING RESPONSIBILITIES**

Role of the BSCP (please note some of these responsibilities may be delegated through the Policy, Procedure and Workforce Practice Development Sub Group).

The core objective of the BSCP is to:-

- Co-ordinate safeguarding activity in promoting the welfare of children in the authority;
- Set and raise standards in safeguarding;
- Ensure single and multi-agency safeguarding training is provided which meets local need;
- Carry out the above function by having a view as to the priorities for safeguarding training based on local safeguarding themes and as directed by WTG18.
- Feed identified priorities into the Policy, Procedure and Workforce Practice Development Sub Group, in order to inform the development and delivery of safeguarding training;
- Evaluate the quality of safeguarding training, ensuring it is reaching the right people and that the children's workforce is able to recognise and respond appropriately.

#### **6. ROLE OF THE POLICY, PROCEDURE AND WORKFORCE PRACTICE DEVELOPMENT (PPWPD) SUB GROUP**

The PPWPD is responsible for ensuring that:

- Systems are in place to deliver single and multi-agency training on safeguarding and promoting the welfare of children, that meets local need;
- Training opportunities are available to meet the priorities identified by the BSCP;
- Workers who have contact with children and young people are trained to recognise signs of abuse and neglect and how to respond;

- Ensure partner agencies are able to offer assurance that appropriate training is being provided and accessed by their staff;
- Collate training requests/complete gap analysis to ensure the 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 assure the training programme and measure the impact of training on practice/outcomes for children.

## **7. ROLE OF ALL ORGANISATIONS WHO WORK WITH CHILDREN, YOUNG PEOPLE AND THEIR FAMILIES**

Section 11 of the Children Act 2004 places a duty on key persons and bodies to ensure that in discharging their functions, they have regard to the need to safeguard and promote the welfare of children and young people. Ensuring agencies have appropriate training plans in place and ensuring staff/volunteers have had appropriate safeguarding children training relevant to role and remit is an integral part of this requirement.

Agencies are responsible for ensuring:

- A culture of continuous learning and improvement;
- Staff/volunteers are competent and confident in carrying out their responsibilities for safeguarding and promoting children's and young people's welfare;
- Staff/volunteers are accessing the right level of training to meet their needs, based on their roles and responsibilities;
- That all those in contact or working with children and young people and/or with adults who are parents or carers have a mandatory induction which includes familiarisation with their child protection responsibilities and the policies and procedures to be followed if they have concerns about a child's welfare;
- That staff/volunteers who work or have contact with children are appropriately trained in child development and in how to recognise and act on potential signs of child abuse and neglect;
- That appropriately qualified staff/volunteers undertaking specialist roles in both children's and adults' services receive the necessary specialist training;
- Where applicable they deliver basic/introductory and refresher training for relevant staff or other single agency training as required;
- Committing resources and support for multi-agency training, for example through funding, provision of venues, providing staff/volunteers who can contribute to the planning, delivery and/or evaluation of multi-agency training;
- Staff/volunteers are released to attend appropriate multi-agency training and are supported in applying learning to practice;
- Staff/volunteers receive relevant single-agency training that enables them to maximise the learning derived from multi-agency training;
- Appropriate representation is made to the PPWPD and that the representatives implement subsequent actions within their organisations and across the wider BSCP partnership;
- Have training plans in place and systems to record training attendance so that they can provide assurance that they are making the right provision;
- Adhere to Standards for Training (section 11).

Role of Employees in all agencies regarding their professional development:

- To maintain and improve their professional knowledge and competence;
- To identify their own learning and development needs;
- To access training provided;
- To keep a record of training attended.

## **8. WHO REQUIRES TRAINING?**

All people who work with children and young people require appropriate safeguarding training according to their role and remit. This includes professional groups such as social workers, health, education, early years, youth support/justice services, probation, police, fire service and housing. It also includes members of the voluntary sector who work with children and families. All agencies should have their own strategy/procedures regarding the levels of training required.

Safeguarding children multi-agency training within Barnsley is accessible and available to all practitioners who work with children and families. However, it is not necessary or practical for everyone to participate and the level of training accessed should be determined based on an individual's degree of contact with children and/or parents/carers and their level of responsibility. In order to assist with the identification of training needs of individual groups, the following categorisations may be useful:

- Those who have occasional contact with children, young people and/or parents/carers;
- Those in regular or in intensive but irregular contact with children, young people and/or parents/carers;
- Those who work predominantly with children, young people and/or parents/carers
- Those who have particular specialist child protection responsibilities;
- Professional advisers and designated leads for child protection;
- Operational managers of services for children, young people and/or parents/carers;
- Senior managers responsible for strategic management of services for children, young people and/or parents/carers;
- Members of BSCP's;

## **9. TRAINING PRINCIPLES**

Working together is an essential feature of all training in safeguarding. Training should value working collaboratively, whether it is delivered on a single-agency or multi-agency basis, and regardless of the level of involvement of individuals or organisations.

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

- Child centred
- Rooted in child development
- Focused on the outcomes for children
- Holistic approach
- Ensuring Equality of Opportunity
- Involving Children and Families
- Informed by Evidence
- Multi/inter-agency in approach

Safeguarding children training should also be consistent with the ***Common Core of Skills and Knowledge for the Children's Workforce***. Whilst safeguarding is a key element, it needs to be underpinned by other skills that will support safeguarding, as listed below:

- Effective communication and engagement with children, young people and their families and carers;
- Child and young person development;
- Safeguarding and promoting the welfare of the child;
- Supporting transitions;
- Multi-agency working;
- Sharing information.

## 10. CORE VALUES IN TRAINING AND DEVELOPMENT

All safeguarding training should create the ethos that:

- Values working collaboratively with others;
- Respects diversity;
- Promotes equality;
- Is child centred;
- Promotes participation of children and families in safeguarding processes.

## 11. TRAINING STANDARDS

In order to ensure the BSCP and its partner agencies offer high quality and effective safeguarding training, the following standards should be adhered to.

### **Standard One:**

Organisations should nominate a named professional who will be responsible for the identification and prioritisation of training within the agency/organisation.

### **Standard Two:**

The organisation will have in place a current training needs assessment of its staff groups in relation to safeguarding children training, which is reviewed as a minimum every three years.

### **Standard Three:**

All safeguarding children training is linked to current and evolving local, regional and national standards.

### **Standard Four:**

All safeguarding children training is based on explicit principles and has clear aims and objectives.

### **Standard Five:**

Training is evidence based and is actively informed by recent and relevant research, practice guidance, legislation, policy and procedures.

### **Standard Six:**

Training incorporates lessons from serious case reviews and inquiries.

### **Standard Seven:**

Training reflects anti-oppressive, non-judgmental and anti-discriminatory practice.

**Standard Eight:**

All training is evaluated to ensure that standards are being maintained additionally that it is well received and has an impact on practice /outcomes.

**Standard Nine:**

Training leads to an increased awareness and understanding of safeguarding and informs practice.

**Standard Ten:**

Managers ensure that staff attending training, refresh their safeguarding children training in line with recommended standards, but as a minimum every three years.

**Standard Eleven:**

Training will be delivered by trainers with relevant experience and knowledge.

## 12. TRAINING EXPECTATIONS

**Trainers are knowledgeable in safeguarding children**

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

**Training Materials are Accurate**

Resources and materials used within training are clear, accurate, current, up to date and relevant.

**Confidentiality Framework**

Training events will be conducted within a confidentiality framework, unless concerns arise of a child protection nature.

**The Training Environment is Suitable**

Training will be delivered in an environment which is conducive to learning.

**Engagement with the Learning Process:**

**Participants**

Participants are expected to actively engage with the learning process, for example by undertaking pre-course preparation in the form of reading and to attend the training course in its entirety.

**Managers**

Managers must support training by placing value on the importance of training for their staff, and allowing sufficient time for them to undertake any pre-course preparation, and to attend the training event.

**Challenge Respectfully**

Multi-agency training values the importance of debate and discussion to encourage learning in a safe environment. However, this should be done in a respectful manner, without oppression. Any issues arising will be dealt with in a professional manner, outside of the training environment.

**Unacceptable Behaviour on Training will be Proactively Addressed**

Training should be a valuable learning experience for practitioners. In the event that a participant or a trainer is behaving inappropriately, to such an extent that this is disrupting the learning experiences of other participants, the participant will be asked to leave and the incident will be reported to their line manager.

### **13. TRAINING COURSE DEVELOPMENT**

Safeguarding training should be current and based on local need. It should also reflect national and local policy/guidance and findings from serious case reviews, as well as national research.

The Safeguarding BSCP Trainer should use the following multi-agency training model for developing a training course:

- Multi-agency training need is identified. This is through the PPWPD, BSCP sub group as a result of the outcome of a local or national serious case review, or to address themes emerging from research;
- Identify target groups for the training;
- Agreement is sought from the PPWPD, that the course is required;
- Exploratory work is undertaken to identify if expertise to develop/deliver a course is available locally.
- If not available locally, the manager should look at alternative options and agree any commissioning requirements with the PPWPD.

#### **Annual Training Programme**

A training programme will be produced annually and will include the following:-

- Courses to be delivered during the year
- Course Application Process
- Expectations of Participants
- Expectations of Line Managers
- Aim and Learning Outcomes
- Cancellation and Charging Policy
- Course Allocation
- Course Administration
- Process for Managing Difficult Behaviour at a Training Event

### **14. QUALITY ASSURANCE OF SINGLE AGENCY SAFEGUARDING CHILDREN COURSES**

All single agency safeguarding children training developed by organisations should meet the standards outlined above. Individual agencies are responsible for ensuring the quality of this training is sufficient to meet standards.

### **15. EVALUATION AND IMPACT OF TRAINING ON PRACTICE**

A key aim of this strategy is to develop a robust approach to evaluating training delivered by the BSCP, to measure both the quality of training and to evidence the impact on practice. The focus of the evaluation should be the extent to which training is contributing to improving the knowledge and skills of the workforce with regard to working together to safeguard and promote the welfare of children.

The PPWPD are responsible for the effective implementation of this training strategy and performance management measures, this in turn will form an integral part of the BSCP governance and quality assurance arrangements. The BSCP will provide an assessment of the quality, scope, reach and effectiveness of both single and interagency training within its annual report.

This strategy will aim to evaluate training directly provided by the BSCP. The BSCP must give due consideration to whether the training is effective, value for money and ultimately leads to improvements in outcomes for children and young people.

Traditional evaluation demonstrates quantity and quality of training, but is less able to evidence learning transfer and the difference it has made to children’s lives. Research suggests that it is rarely possible to demonstrate a true causal link between a particular training session or programme and a subsequent change in practice behaviour (Reason 2013). Through the ways described below, this strategy will aim to complete a robust evaluation as possible within current capacity and recognising these difficulties.

There are a number of key factors which help and hinder training transfer. This strategy has taken these into account when evaluating quality and outcomes for children.

<p style="text-align: center;"><b>Individual Characteristics</b></p> <p>Motivation to attend training, learn and transfer (mandatory v self-development).</p> <p>Learner readiness- how prepared are people to attend training.</p> <p>Perception of relevance of the training and organisational commitment.</p>	<p style="text-align: center;"><b>Training delivery and Design</b></p> <p>Relevant</p> <p>Meets pre-defined learning needs.</p> <p>Discuss how learning will be used at work during the training sessions.</p> <p>Incorporating practice and feedback on skills into the course where applicable.</p> <p>Action plans/learning goals.</p> <p>Follow up evaluation activities built into the programme outline.</p> <p>Clear and measurable learning outcomes.</p>
<p style="text-align: center;"><b>Subject Climate</b></p> <p>How good a fit is there between what training says should happen and what actually happens in the workplace.</p>	<p style="text-align: center;"><b>Workplace factors</b></p> <p>Biggest single impact on training transfer.</p> <p>Manager and peer support to utilise the new learning.</p> <p>Opportunities to apply new learning.</p> <p>Whether there is a strategic link between organisational strategy and objectives of the training.</p> <p>Follow up and impact evaluation.</p>

The strategy also draws on the work of Kirkpatrick (1977) who describes four distinct levels.

1. Reaction
2. Learning
3. Behaviour
4. Results

**Reaction** - How the delegates felt about the training. This will provide an understanding of how well the training was received and help to inform future training.

**Learning**- Measurement of increase of knowledge before and after. Have objectives been achieved? This gives a picture of the learning, and any gaps and modifications needed for future training.

**Behaviour-** Extent of applied learning to the workplace. This is pivotal in seeing a change in outcomes for children and families.

**Results** -What is the impact, have we improved outcomes for children and families?  
Training will be evaluated by asking - How well are we doing?

The quality of the training (has it met participants learning needs and course objectives?).

The immediate impact of the training (has the training had an impact on the participants knowledge and confidence levels? How will the learning impact upon the participants' work? What will the participant do differently/change in their working practice going forward?).

What difference are we making? - the longer term impact of the training (has the training had an impact on learners' practice and specific outcomes for children and young people?).

Quality assurance of training takes place through a triangulated process of collection of participant feedback and capturing the voice of children and young people through service and agency feedback, with a specific role of quality assurance and transfer of learning into practice.

The framework used to evaluate training has been broken down into three levels:

**Pre-Course Evaluation** - Participants are asked to scale themselves between 1 (little) and 10 (extensive) on their level of knowledge and confidence in relation to the specific area of training which they are attending. This form is treated as the baseline for each participant's level of knowledge and confidence. The pre-evaluation is always completed at the beginning of the course.

**End of course evaluation (Reaction and Learning)** - Participants are again asked to scale their knowledge and confidence levels at the end of the course. This data is then compared to the baseline evaluation and will evidence whether the course has had an immediate impact on their knowledge and confidence levels.

A range of questions are also asked which explore whether; the training was pitched appropriately for the audience, has met its objectives and measures what the participant has learned from the training session. Participants are asked how the learning will impact upon their work and what they will do differently/change in their working practice as a result of attending the training.

**Post course evaluation (Behaviour)** - The PPWPD Sub-Group have identified that a number of courses will be followed up at 3–6 month post evaluation stage. It is not possible to undertake a 3-6 month post evaluation of every course. The courses identified are selected by PPWPD and are aligned to the BSCP priority areas.

Follow up will be via an electronic survey to the participant to ascertain how the knowledge, skills and tools gained from attending the course have impacted on individual practice, exploring levels of increased confidence and to explore if there have been any barriers or difficulties in embedding their learning into practice. The purpose of this level of evaluation is to assess training transfer. Examples of training transfer and any issues arising are directed to the PPWPD for noting and action as required.

All these sources of data are routinely reviewed and analysed and where issues are identified these are followed up by the BSCP trainer.

In addition, safeguarding leads in BSCP partner agencies will be asked to routinely incorporate a discussion re recent learning into their supervision/appraisal process.

### **Capturing the Voice of the Child**

Via Audits/surveys and feedback - The PPWPD Sub-Group will maintain strong links with all BSCP sub-groups to enable easy identification of any audits/surveys being undertaken that will feedback the voice of the child. Data from these audits/surveys and feedback provided will be fed back into the PPWMD for consideration and action.

This evaluation element of the strategy will be reviewed every two years by the PPWPD to ensure it remains fit for purpose and to plan for the training programme for the following year.

### **A range of quantitative data will also be used to evaluate the impact of this strategy/training.**

- Training attendance figures;
- Agencies undertaking training;
- Identification of concerns/gaps in agencies undertaking training.

This will be achieved by monitoring:

- 2 Yearly BSCP Audit of Section 11 of the Children Act 1989 (including training, safe recruitment, allegations management);
- Annual Report of Effectiveness/Impact of Safeguarding Training.

### **Key Elements of Evaluation**

The effective evaluation of the quality and impact of safeguarding children training is supported by a number of key elements, as listed below:

#### **Minimum standards** by which safeguarding children training will be measured

- Training principles;
- Core values;
- Training standards;
- Training expectations;
- Suitable experienced, qualified and knowledgeable trainers;
- Training meets local identified need and identified priorities;
- Training is informed by local/ national developments and learning from serious case reviews.

### **Facilitator Competence**

Facilitators of inter-agency training and development will work to an agreed level of competence and will have access to developmental opportunities to enhance their own knowledge and skills.

## **Annual Review of Training Courses**

All safeguarding children training courses are reviewed annually and take into consideration the following:

- Continues to meet local need;
- Participant evaluations from courses held during the year;
- Trainer evaluations from courses held during the year alongside informal discussions about the flow, structure and content of sessions;
- Local and national research, legislation and guidance, along with issues arising from serious case reviews as appropriate.

## **Accreditation of Multi-Agency Training Courses**

Following the annual review of the training program, a brief report is submitted by the safeguarding BSCP Trainer to the PPWPD Sub Group, outlining updates to the pack, and requesting accreditation of the training for a further year. If there are any areas for further update following feedback from Training Sub Group members, these will be made and the course will be re-submitted for accreditation by the group. BSCP accreditation is for a two year period.

## **16. COMMISSIONING OF TRAINING**

Because of the breadth and complexity of some of the topics to be covered, there will be a need to commission training either from external, independent trainers or from 'internal' colleagues who are specialists in their area and who also have training and presentation skills. The PPWPD Sub Group will comment on the requirements and priorities. Where trainers have been commissioned to deliver courses within the BSCP training programme, those courses and the outcomes will be monitored and evaluated by the Training Manager to ensure quality standards are achieved.

The PPWPD Sub-Group acting on behalf of the BSCP has responsibility to ensure that training is delivered by trainers who are knowledgeable about safeguarding and promoting the welfare of children and have good facilitation skills.

A percentage of the income generated by the Multi-Agency Training of Designated Safeguarding Leads is to be allocated towards the enhancement of the multi-agency training programme, particularly where the commissioning of external specialist trainers is required.

## **17. RESOURCES**

The resources to run the training are based on 3 strands:

1. Income from training courses
2. Contribution from the BSCP
3. Contributions in the form of trainers from all agencies involved

This is to be co-ordinated by the PPWMD.

## **18. IMPLEMENTATION OF THE STRATEGY**

The Learning, Development and Evaluation strategy will be implemented through the PPWPD sub group action plan. This will be monitored by the PPWPD and overseen by the Chair.

## 19. REFERENCES

### Working Together 2018

Kirkpatrick, D.L. (1977) 'Evaluating training programs: Evidence vs proof', Training and Development Journal, pp.9-12.

Pike, L and Wilkinson, K (2013) How to get learning into practice. Dartington: Research in Practice for Adults

Wilkinson K, Pike L and Halliday J (2013) Evaluating Training Impact: a Guide from reason (Doing – Research and Evaluation: Planning). Dartington: reason

This Strategy is aligned to

Working Together 2018 Guidance  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419595/Working\\_Together\\_to\\_Safeguard\\_Children.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf)

## **APPENDIX 1: COURSE DESIGN, DEVELOPMENT AND REVIEW**

Courses should be designed with the following principles in mind:

- Training should be delivered in a multi-agency setting to help build networks;
- Provide an opportunity for practitioners to gain an understanding of each other's roles and situations and start to break down professional silos;
- Specific activities and time for attendees to get to know each other should be incorporated into each training course to make the most of the multi-agency opportunity;
- Specific activities and time for experiential learning should be incorporated into each training course to provide attendees with opportunities to test, reflect and discuss changes to working practices;
- Build practitioner networks amongst attendees by providing mechanisms for them to keep in touch with one another after a training course e.g. provide contact lists, mediated discussion forums.

### **Course Review**

If a decision is made by the PPWPD Sub Group to develop the course locally, the following will take place:-

- The BSCP Trainer will co-ordinate a working group of key professionals, to develop the training programme
- Scope of the training course programme to be identified and timescales set for completion
- Pilot the new course, using key professionals from different agencies
- Update the training pack if necessary, following feedback from participants at the pilot event
- Finalise the pack and submit to the PPWPD for accreditation
- Incorporate training event into the safeguarding children training programme and review annually

## **APPENDIX 2: SAFEGUARDING CHILDREN TRAINERS ACCREDITATION AND PERFORMANCE**

Safeguarding Children trainers are required by the Children's Workforce Development Team, to deliver single agency and multi-agency safeguarding children training courses. Dependent upon experience, trainers will deliver either single agency training only, or will be able to deliver both single and multi-agency training, to meet the needs of our Safeguarding Children training programme.

In order to be eligible to deliver safeguarding children training, all trainers must meet our criteria as follows:-

### **Education**

Hold a training qualification – or relevant experience

Completed LSCB accredited safeguarding children training up to and including level 3

### **Knowledge**

Understanding of the structures/complexities of their employing agency and its relationship to other agencies regarding safeguarding children

Safeguarding children legislation/ procedures and their application to statutory, private and voluntary sector organisations

Knowledge of local BSCP Policies and Procedures

The rights of children and diversity

Knowledge and understanding of private and voluntary sector organisations working with children

Demonstrate good communication skills

Ability to demonstrate effective interpersonal skills

Demonstrate effective presentation and facilitation skills

Demonstrate an awareness of anti-oppressive and anti-discriminatory practice

Able to set up training equipment and be able to use PowerPoint presentations.