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## VERSION CONTROL

### Document Location

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### Revision History

**Date of this revision: September 2015**

**Date of next revision: September 2017**

Version	Date	Author	Change Description
1.0	September 2015	David Coan/ Paul Cooper	New document - written in line with current legislation

### Approvals

This document requires the following approvals:

Name / Committee	Title (if individual)
Linda Izquierdo	Director of Nursing, Quality and Patient Safety and Experience
Audit Committee	

### Distribution

This document has been distributed to:

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## 1.0 Introduction and Brief

1.1 Safeguarding training has been mandatory following on from Victoria Climbié and other national profile cases. Children Act 1989 and 2004.

1.2 The Working Together 2015 identifies that:

*Local Safeguarding Children Boards (LSCBs) should monitor and evaluate the effectiveness of training, including multi-agency training, for all professionals in the area. Training should cover how to identify and respond early to the needs of all vulnerable children, including: unborn children; babies; older children; young carers; disabled children; and those who are in secure settings.*

1.3 This Training Strategy for Safeguarding has been written within a legislative framework.

1.4 For safeguarding children and young people, these responsibilities are identified in:

1.4.1 Children Act 1989;

1.4.2 Children Act 2004;

1.4.3 Working Together to Safeguard Children (2015);

1.4.4 Safeguarding children and young people: roles and competences for health care staff (Intercollegiate document  
<http://www.rcpch.ac.uk/improving-child-health/child-protection/updates/child-protection->

1.5 For safeguarding adults: There has been recognition at a national level that there needs to be a similar coordination of the knowledge, skills and competency required at different levels for health staff. The NHSE have therefore launched a draft document which will inform future developments and the ratification of the final version is eagerly awaited [see 1.6.5 below]. In addition to that the Care Act has transformed the area of adult safeguarding. This includes giving safeguarding enquiries a statutory footing as well as the formal creation of Safeguarding Adult Boards to oversee this work. This in turn will oversee a review of the Safeguarding Training Strategy for the whole health economy. As such this work document will be subject to review when this is complete.

The following documents are important in the development of safeguarding training for those working with adults

1.5.1 Department of Health guidance 'No Secrets' published in March 2000.

1.5.2 ADSS, 'Safeguarding Adults - A National framework of standards 2011'.

1.5.3 National Capability Framework for Safeguarding Adults – Bournemouth University

1.5.4 Statement on CQC's Roles and Responsibilities for safeguarding Children and Adults. 2015

<http://www.cqc.org.uk/sites/default/files/20150710%20CQC%20New%20Safeguarding%20Statement.pdf>

- 1.5.5 Safeguarding Adults: Roles and competences for health Care Staff – Intercollegiate Document. 2014. Please note this document from NHS England is still in draft, but seeks to provide the definitive guide to the level of skills and competency all health care professionals will be required to have



Intercollegiate\_document\_draft1.docx[1]

- 1.5.6 Care and Support Statutory Guidance. Issued under the Care Act 2014 Department of Health.

## **2.0 Training strategy**

- 2.1 Shropshire Clinical Commissioning Group (CCG) is committed to safeguarding and promoting the welfare of children and young people and adults. As a commissioning organisation, it must ensure that its employees and staff working in those services commissioned and contracted by them understand their role and responsibilities regarding safeguarding children, young people and adults.
- 2.2 Delivery of this strategy will ensure the foundations are in place from which the CCG will discharge its statutory duty to safeguard and promote the welfare of children as defined for NHS staff (Section 11 of the Children Act 2004).
- 2.3 'Working Together to Safeguard Children' (HM Government 2015) clearly affords the responsibility to employees to ensure their staff are competent and confident in carrying out their responsibility to promote the safety and welfare of children and young people. In order to help address the many different training needs, the guidance recommends 'Safeguarding Children and Young People: Roles and Competencies for Health Care staff, the Intercollegiate Document' (RCPCH 2015) to provide guidance on competencies, knowledge and skills required for all levels of health care staff. The intercollegiate levels of competency, knowledge and skills are therefore explicit within this strategy, which are commensurate to individual roles and responsibilities in relation to children and young people.
- 2.4 The adult safeguarding intercollegiate document fully recognises how safeguarding adults is pivotal to good care. It reminds us that in order to protect adults at risk from harm and abuse, all healthcare staff must have the competences to recognise adult abuse and to take effective action as appropriate to their role. Equally the CCG is aware that It is the duty of employers to ensure that those working for them clearly understand their

contractual obligations 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.

- 2.5 It remains the responsibility of organisations to develop and maintain quality standards and quality assurance, to ensure appropriate systems and processes are in place and to embed a safeguarding culture within the organisation through mechanisms such as safe recruitment processes including use of vetting and barring, staff induction, effective training and education, patient experience and feedback, critical incident analysis, risk assessments and risk registers.

### **3.0 Local context**

#### **Local Safeguarding Boards (LSB/SAB)**

- 3.1 There are individual Safeguarding Children and Adult Boards within Shropshire which are both currently working towards shared strategic training objectives. Both Boards deliver safeguarding training for those staff who need a higher level of expertise. Individual organisations deliver the basic safeguarding training.

### **4.0 Training delivery arrangements**

- 4.1 Safeguarding children and young people, and safeguarding adults training is embedded in all commissioned services' contractual arrangements.
- 4.2 The emphasis is upon the importance of maximizing flexible learning opportunities to acquire the necessary competencies.
- 4.3 Providers will ensure that there are internal mechanisms in place to record and monitor all training.
- 4.4 For Children Training can be delivered in any method that meets the requirements set out in 'Safeguarding Children and Young People: Roles and Competencies for Health Care Staff, the Intercollegiate Document' (RCPCH 2015) and 'Working Together' (HM Government 2015). Note for all face to face training for children this should as a minimum have multiagency trainers to facilitate the training. Similarly for Safeguarding adult training there are a number of delivery routes. This includes training that can be accessed by the National Skills Academy e-learning materials. <http://www.nsahealth.org.uk/e-learning/courses-we-offer>. In addition to that the joint training team deliver a substantial amount of training courses in the area of safeguarding which can be accessed via [joint.training@shropshire.gov.uk](mailto:joint.training@shropshire.gov.uk)

- 4.5 Training/education should be delivered by trainers who:
- 4.5.1 Have good facilitation skills and sound knowledge of safeguarding and promoting the welfare of children and adults;
  - 4.5.2 Have undergone “train the trainer accreditation” with the Safeguarding Board; for adult safeguarding the Safeguarding Adult Board is currently working on this as part of its strategy and is yet to determine the required standards. It will be linked to the NHSE Safeguarding Adults intercollegiate document when this is finally ratified.
  - 4.5.3 Have training material agreed by the learning and improvement sub group or the CCG.

- 4.6 All training / education sessions must:
- 4.6.1 Be informed by current research evidence, lessons from serious case and child death reviews, and national and local developments;
  - 4.6.2 Reflect an understanding of the rights of the child and adult;
  - 4.6.3 Be informed by an active respect for diversity, the experience of service users and a commitment to ensuring equality of opportunity;
  - 4.6.4 Be reviewed regularly to ensure that it meets the agreed learning outcomes;
  - 4.6.5 Request Individual feedback from learners following each session;
  - 4.6.6 Be modified in accordance with trends and themes from feedback with version control of the content of successive courses being auditable.

## **5.0 Training values**

- 5.1 All training should place as the centre focus the child and the adult at risk of abuse and promote the importance of understanding of both the adult and child’s daily life experiences, ascertaining their wishes and feelings, listening to the child and never losing sight of his or her needs.
- 5.2 All training should create an ethos that:
- 5.2.1 Values working collaboratively with others (valuing different roles, knowledge and skills);
  - 5.2.2 Respects diversity (including culture, race, religion and disability);
  - 5.2.3 Promotes equality;
  - 5.2.4 Encourages the participation of children and families in the safeguarding process.

## **6.0 Training responsibilities**

- 6.1 It will be the responsibility of managers to evaluate the different roles within their organisation at the recruitment stage to determine the level of safeguarding training that is appropriate to the role. Adherence to the levels will be reviewed through the appraisal process.

6.2 The CCG acknowledges that safeguarding adults, children and young people work is often complex and stressful, and that effective supervision is important to ensure good standards of safeguarding practice.

## **7.0 Training requirements for CCG Staff**

7.1 Different groups require different levels of safeguarding adult and child protection competencies, depending on:

7.1.1 Their role and degree of contact with adults, children, young people and families;

7.1.2 The nature of their work; and

7.1.3 Their level of responsibility.

7.2 All safeguarding training should be consistent with 'The Common Core of Skills and Knowledge', Children's Workforce Development Council (CWDC); 'Safeguarding Children and Young People: Roles and Competencies for Health Care Staff, the Intercollegiate Document' (RCPCH 2015), and 'Working Together' (HM Government 2015). Again for adults this will be confirmed when the intercollegiate document is ratified

7.3 All staff need a basic safeguarding (child and adult) awareness training session as part of their induction programme.

7.4 For those staff who have frequent face to face contact with service users, additional training (level 2 for children and Mental Capacity Act for adults) will be required.

7.5 **Children - Level 1** eLearning mandatory for all staff yearly

7.6 **Children - Level 2** eLearning yearly training. For those staff who have frequent face to face contact with service users additional training (level 2 face to face for children and MCA for adults)

7.7 **Children - Level 3 Training**, (minimum of 2 hours training each year) education and learning opportunities should be multi-disciplinary and Multi-agency, and delivered internally and externally. This training should include personal reflection and scenario-based discussion, drawing on case studies, serious case reviews, lessons from research and audit, as well as communicating with children about what is happening. This training has to be carried out by use of different learning styles and should as a minimum be multi-professional and/or multi-agency staff meetings/supervision/peer discussions, clinical updates around safeguarding, clinical audit, reviews of critical incidents and significant unexpected events, E learning and face to face level 3 multiagency training. Records of all training need to be kept by the individual and submitted to their manager and the safeguarding lead.

7.8 **Child & Adults Board Training level 1 PLUS** e-learning level 1 and additional training. All board members must have a level of knowledge equivalent to level 1 and additional training provided by the safeguarding leads

around promoting a positive culture of safeguarding children/Adults across the Board. Being aware of national and local procedures for safeguarding and insuring these polices are present in provider and own organisation. Not just child protection but also the wider area of safeguarding for example safer recruitment; whistle blowing.

7.9 Note for the Designated and named professionals level 4 and level 5 training is expected and this will be reviewed as part of both the NMC revalidation process and annual appraisals.

**8.0 Adult Safeguarding Levels** – The safeguarding adults' intercollegiate document for the first time offers a similar level of detailed guidance regarding the requirements for safeguarding adults training. The CCG therefore eagerly awaits confirmation from NHSE and then the subsequent work of the Safeguarding Adults Board in ratifying this work. However the CCG recognises the importance of ensuring the organisation are sighted of the developments and support the fluent nature of this work going forward.

This Framework identifies five levels of competence, and gives examples of groups that fall within each of these, the levels are as follows:

- **Level 1:** All staff including non-clinical managers and staff working in health care settings,
- **Level 2:** Minimum level required for non-clinical and clinical staff who have some degree of contact with adults and/or parents/carers
- **Level 3:** Clinical staff working with adults and who could potentially contribute to assessing, planning, intervening and evaluating the needs of an individual
- **Level 4:** Safeguarding professionals
- **Level 5:** Designated professional

In addition this version of the framework also provides specific detail for Chief Executives, Chairs, Chief Officers of CCGs, Board members including executives, non-executives and lay members

Those requiring competences at Levels 1 to 5 should also possess the competences at each of the preceding levels.

Annual appraisal is crucial to determine individuals' attainment and maintenance of the required knowledge, skills and competence. Employers and Responsible Officers should assure themselves that appraisers and have the necessary knowledge, skills and competence to undertake appraisals and in the case of medical or nursing staff to oversee revalidation.

### **Level 1:**

#### **All staff working in health care settings**

This level is equivalent to basic safeguarding training across all partner organisations working with children and young people. Access via E- learning and induction training

Competences should be reviewed annually as part of staff appraisal in conjunction with individual learning and development plan.

### **Level 2:**

All non-clinical and clinical staff who have any contact with adults and/or carers via e- learning and face to face training yearly training

### **Level 3:**

All clinical staff working with Adults at risk of abuse or harm and/or their parents/ carers and who could potentially contribute to assessing, planning, intervening and evaluating the needs of an adult where there are safeguarding concerns

This training will include along with level one and 2 training of Aware of the implications of legislation, inter-agency policy and national guidance

- Understand the importance of the individuals rights in the safeguarding context, and related legislation
- Understand information sharing, confidentiality, and consent related to adults
- Aware of the role and remit of the Safeguarding Adults Board (SAB)
- Have core knowledge (as appropriate to one's role) of court and criminal justice systems, the role of different courts, the burden of proof, and the role of a professional witness in the stages of the court process.
- Understand relevance of multi-agency audits and own role in multi-agency inspection processes
  
- Understand processes for identifying whether an individual is known to professionals in Social Care and other agencies
- Aware of resources and services that may be available within Health and other agencies, including the voluntary sector, to support families
- Know what to do when there is an insufficient response from organisations or agencies

- Know the long-term effects of abuse and how these can be detected and prevented
- Know the range and efficacy of interventions for adult abuse / harm
- Understand procedures for proactively following up on an individual who miss outpatient appointments or patients under the care of adult mental health services who miss outpatient appointments
- Have an understanding of the management of the death of an individual in the safeguarding context
- Understand and contribute to processes for auditing the effectiveness and quality of services for safeguarding, including audits against national guidelines

This training will be a combination of multi-disciplinary and Multi-agency, and delivered internally and externally. This training should include personal reflection and scenario-based discussion.

## **9.0 Assurance and Governance**

- 9.1 Assurance will be required by the CCG/Shropshire, The Children safeguarding board, The Shropshire adult safeguarding board, and NHS England. That all staff, have, been trained to an appropriate level, in safeguarding children, young people, and adults.
- 9.2 Activity and quality metrics for all providers will be performance monitored on a quarterly basis through the CQRM framework
- 9.3 Training activity for CCG directly employed staff assurance will be received via annual appraisals and monitored as part of mandatory training arrangements.
- 9.4 All GP and associated practice staff will be monitored via annual appraisals and via requests from the CCG and NHS England.
- 9.5 The Practice manager will keep a record of all training for staff and reported to the lead safeguarding adult/child on a bimonthly basis.
- 9.6 Any outside training provided by the LSCB and LSAB, a copy of the certificate will be sent to the individual who will need to provide a copy to the practice manger or to the leads for safeguarding for monitoring purposes.

## **10.0 Additional support**

- 10.1 A safeguarding tool book will be produced by the safeguarding team for GPs and updated around Children safeguarding.