



**KBSP  
Training  
Standards**

**2018 -  
2019**



## Introduction

All the partners on the Bristol Safeguarding Children Board (KBSP) want to make sure that everyone has the protection of vulnerable children and young people at the heart of what they do; and that they have the skills, knowledge and experience to deliver high quality safeguarding services.

We are publishing this document to support all employers and voluntary organisations to meet the minimum standards for the provision of effective safeguarding and child protection training.

When we refer to training in this document, it is not limited to formal events but includes a wide range of learning and development opportunities including; e-learning, shadowing, presentations, conferences and shared practice sessions.

The implementation of this document is not mandatory, it represents standards of good practice, and helps us to fulfil our responsibilities as outlined in Chapter 3 of “Working Together to Safeguard Children” (2018).

This document consists of:

- Minimum Training Standards for Safeguarding & Child Protection Training
- Recommended Learning Outcomes for Foundation level Safeguarding and Child Protection Training (as recommended by South West Inter Agency Training Group)

In addition to this, we have published an example Foundation Child Protection Training package which when adapted to reflect an individual organisations practices will meet the recommended learning outcomes.

This document is also informed by the KBSP Training Strategy, the KBSP Inter Agency Training Plan, and the KBSP Learning and Development Strategy.

## Minimum Training Standards

- The organisation has a named person responsible for coordinating the training plan internally and ensuring that training records are maintained.
- All training is delivered by trainers who are knowledgeable about safeguarding, child protection and promoting welfare. If training is for a specific topic (for example, Child Sexual Exploitation) then the trainer has specialist knowledge and experience related to that area.

- Training explicitly contains the voice of the child, and promotes the importance of understanding the child’s daily lived experience.
- Training is informed by current research and includes lessons from Serious Case Reviews, and local and national policy and practice developments.
- Training materials are clear, accurate, relevant and up to date.
- The training has clear and measurable aims and objectives which reflect the local and national learning priorities in relation to safeguarding and child protection.
- Training is delivered in an environment which is conducive with learning and ensure that all appropriate staff are given the opportunity to attend.
- Training creates an ethos that values working collaboratively with others, respects diversity (including culture, race, religion and disability) and promotes equality and appropriate challenge.
- Training encourages appropriate challenge and use of existing processes and practices, both local and national to achieve this.
- Training is evaluated with regard to its relevance, being up to date and accurate in content, and for quality of training delivery.
- Training is evaluated to measure the impact in short and longer term on staff practice in their settings and working in partnership.

### Recommended Learning Outcomes for Foundation Child Protection Training

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| <b>Laws, policies and Procedures</b> | <ul style="list-style-type: none"> <li>• To have an awareness of key statutory and non-statutory guidance and legislation to safeguard children, including the UN Convention on the Rights of the Child and Human Rights Act.</li> <li>• To be able to access workplace policies and procedures on helping children and young people who are at risk, or have been abused.</li> <li>• Clear about own and colleagues’ roles, responsibilities, and professional boundaries.</li> </ul> |
| <b>Providing a safe environment</b>  | <ul style="list-style-type: none"> <li>• Have an awareness of what contributes towards a safe environment for the children and young people they work with (Statutory duty to promote the welfare of children in accordance with the Children’s Act 1989 &amp; 2004).</li> </ul>   |

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| <p><b>Recognising and responding to abuse</b></p>                | <ul style="list-style-type: none"> <li>• Understand the different ways in which children and young people can be harmed by adults including: Physical, Emotional (including Domestic Abuse), Sexual, Neglect and Contextual Safeguarding concerns.</li> <li>• Recognising the potential impact of a parent/carers physical and mental health on the well-being of a child or young person.</li> <li>• Understand the importance of documenting safeguarding/child protection concerns in order to be able to inform the relevant staff and agencies as necessary, maintains appropriate record keeping, and differentiates between fact and opinion.</li> </ul> |
| <p><b>Working with other agencies</b></p>                        | <ul style="list-style-type: none"> <li>• Understand what ‘inter-agency’ working means for you and your work environment.</li> </ul>   |
| <p><b>Whistle blowing (upholding professional standards)</b></p> | <ul style="list-style-type: none"> <li>• Know when and how to refer a concern you have about a child protection concern.</li> <li>• Know what to do if you have followed your own workplace policies and local procedures on reporting concerns, and you are not satisfied.</li> </ul>  |

### Commissioning Safeguarding & Child Protection Training

Whether agencies are commissioning in house training for staff, or making a decision about attending external courses we recommend the following as part of the decision making process:

- Identify evidence that the training provider meets the minimum training standards. This could be by asking questions, checking the accuracy of course content by using our website ([www.bristolsafeguarding.org/children](http://www.bristolsafeguarding.org/children)) or South West Child Protection Procedures (<https://www.proceduresonline.com/swcpp/>), checking references, asking to see evidence of experience/qualifications/specialist knowledge or identifying their feedback process, including actions, regarding quality of training provision.

- Ensure that either the training provider will measure impact (and report to you), or arrange for an internal process that robustly tests what difference the training has made to staff practice in the short, and longer, term.
- If arranging foundation/induction training for staff, compare the course content to the recommended learning outcomes, and ensure that any course is adapted to reflect your organisation's policy and practice.
- If you are not satisfied with the training, provide accurate, specific feedback to the training provider that explains how it fell short of the minimum training standards.

These standards will be reviewed annually and amended as required.

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| Author: Esther Lambert | Training & Development Officer |
| Adopted:               |                                |
| Review due:            |                                |