



Safeguarding Partnership Board

SAFEGUARDING CHILDREN TRAINING FRAMEWORK TO SUPPORT COMPETENT PRACTICE

Short Title	Safeguarding Children Training Framework
Document Purpose	This document is a revision of the previous training strategy (May 2016). It is based on current guidance, definitions and terminology and is subject to change. This document will be reviewed on a regular basis to consider and reflect any changes in legislation, guidance, terminology and practice.
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Author	Strategic Training Group
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Contact Details	Board Manager safeguardingpartnershipboard@gov.je

CONTENTS

		PAGE
1.	Introduction	3
2.	The Training Framework	3
3.	The Process	4
4.	Context	6
5.	Essential Information	7
6.	Timescale for Refresher/Update Training	8
7.	Requirements and Responsibilities Relating to all Competencies	9
8.	Core Values	9
8.	The Safeguarding Children Training Framework	9
9.	Appendix 1 – Core Competencies	10
	<ul style="list-style-type: none"> • Target Group 1 • Target Group 2 • Target Group 3 • Target Group 4 • Target Group 5 • Target Group 6 	10 11 12 13 14 14

Introduction

This Safeguarding Children Training Framework is for use in Jersey to support individuals and organisations to undertake their safeguarding roles and responsibilities in a confident and competent manner.

There is an expectation that organisations (statutory, private or third sector) will ensure that all staff and volunteers providing a service know how to respond to all concerns in line with Government of Jersey requirements.

Some individuals will work in settings which provide both universal and specialist services for children and adults. It is the responsibility of the organisation to determine the knowledge and learning that is required.

This training framework is for use by everyone who works or volunteers with children, young people and their families,

‘Everyone who works with children has a responsibility for keeping them safe. No single practitioner can have a full picture of a child’s needs and circumstances and, if children and families are to receive the right help at the right time, everyone who meets them has a role to play in identifying concerns, sharing information and taking prompt action.’

(Page 10 Working Together to Safeguard Children 2018)

The Training Framework

This includes:

- Adult Workforce Practitioners who may be able to contribute to assessments of parenting capacity
- Staff who support a whole family approach
- Other individuals, who offer a service within the community i.e. housing maintenance staff, receptionists of community centres etc.

N.B. There is separate Safeguarding Adults Training Framework that you may also need to use within your organisations.

Existing Mandatory Standards

Some organisations have their own mandatory frameworks for example, 'Keeping Children Safe in Education' and 'Safeguarding Children and Young People: Roles and Competences for Health Staff' if these frameworks generally aligned with this framework there is no need to do both.

However, if your organisation does not have a safeguarding training framework in place, this framework should be used.

This training Framework provides the minimum standards expected by the Safeguarding Partnership Board.

The Process

- This document covers a range of competencies which will reflect the variety of roles and responsibilities held by workers and volunteers within the children's workforce
- Everyone regardless of their job role must demonstrate competency in the core competencies which are those numbered 1-6
- Depending on an individual's role and responsibility, further competencies may need to be achieved and evidenced.
- **It is the responsibility of the organisation to determine the knowledge and learning that is required for each of their roles.**

Read the Training Framework Document



Identify which competencies reflect the role, responsibilities and duties of the individual. A manager/individual can select any competencies additional to the core competencies that are relevant to their role or they can use the suggested competencies for certain groups



Plan for appropriate learning opportunities identified and accessed/provided



Manager and worker provide the evidence and record that the competencies have been achieved (evidence recorded must refer to a learning activity that has taken place in the last 12 months)



**Update and refresh
Competencies should be completed with staff at a minimum of every three years**

Context

This Training Framework document:

- Provides some guidance regarding how to identify the appropriate competencies for roles by suggesting groups within the Children's Workforce
- Outlines the minimum competency for staff and volunteers within each group
- Provides suggestions regarding a range of training, learning and development methods and opportunities through which the competencies might be achieved
- Suggests a format for recording this evidence
- Suggests that the evidence is reviewed yearly to support development of workers

This Training Framework has been prepared following consultation with the partner agencies within the children's workforce of Jersey and the Strategic Training Group for the Safeguarding Partnership Board. It is in accordance with the SPB Child Protection Procedures www.safeguarding.je and relevant legislation.

This Training Framework has been prepared in accordance with 'Working Together to Safeguard Children' 2018 and reflects research and local drivers and priorities.

Everyone, regardless of their job role, must demonstrate competency in the Core Competencies (1-6)

The content of learning opportunities should be proportionate to the individual's role and responsibilities, in order that it is relevant and meaningful.

Essential Information

This Training Framework acknowledges that in addition to traditional training events, there are different ways of learning and developing. Whilst training activities help to provide the knowledge and skills that contribute to staff being able to meet their competencies, attending a training course does not automatically mean that the competencies will have been met - discussion and verification after the event may be required.

Different recognised activities that could contribute to meeting the competencies include:

- Taught courses, conferences and briefings (single agency, multi-agency, joint courses – in house or external provider)
- Practice based workshops (single, joint and multi-agency)
- E-Learning /workbooks
- Personal research such as reading and using articles
- Self-directed learning and distance learning
- Mentoring and shadowing
- Reflective supervision
- SCB (Safeguarding Children Board) and SAB (Safeguarding Adults Board) briefings/Serious Case Review briefings
- Formal education/Qualification pathway
- Peer reviews, case conferences
- Learning / knowledge from previous qualifications

Evidencing and Recording the training requirements

It is the responsibility of organisations to:

- Identify which competencies their staff/volunteers need to meet
- Recognise and consider different learning activities, in addition to traditional training events and ensure that these development opportunities are accessible; which includes allowing the individual the time to attend a training course or other learning
- Identify on-going developmental needs
- Identify and use a system to record learning and then evidence that the minimum competency has been achieved – this must be based on learning activities that have taken place within the previous 12 months. NB there is a template provided to record that competencies have been met – but any system that is clear on what has been evidenced, when, and how would be appropriate.
- Ensure that staff and volunteers are given learning, training and development opportunities within the appropriate timescales to enable individuals to meet their minimum requirements over a 3-year period
- Submit information about learning and development undertaken by staff to the relevant SPB as requested

It is important that the opportunity to reflect on learning is also provided and recorded, to ensure the competencies were fully met.

These competencies can be assessed in several ways, often using mechanisms that are already in place to assess the level of skill and knowledge in staff members and volunteers. The following methods could be used to assess competency:

A manager could assess through:

- Induction programme
- Probationary period
- Direct observation
- Supervisions / one-to-ones
- Performance and Development Reviews (PDRs) / appraisals
- Discussion, formal or informal
- Questioning, individually or in staff meetings
- File audits
- Completion of an e-learning assessment module

A Trainer or Assessor could assess through:

- Direct observation as part of a qualification
- Coursework and assignments as part of a qualification

A practitioner could assess through:

- Peer audits

The Training Framework below contains suggestions of evidence that can be used to demonstrate the competency of staff members and volunteers. The decision about how to assess should be made by individual agencies, in a way that is appropriate and relevant for their workforce and their service users, as well as meeting any statutory and regulatory requirements.

It is recommended that assessments of competency take place as early as possible for all new starters – this will ensure that any development needs are identified as soon as possible, to reduce the risk of children, young people and families experiencing abuse or harm. These assessments of competency could be formal or informal, and could include discussion, questions at interview or observations of practice.

Timescale for Refresher/Update Training:

It is recommended that training/learning is attended every three years (minimum), and, best practice would be for this to be multi-agency training. As well as meeting the competencies within the Training Framework, attending multi-agency training will support with learning, networking and will allow organisations to better understand the roles of partner agencies. This particularly applies to those who carry out safeguarding assessments and investigations.

Requirements and Responsibilities Relating to all Competencies:

The employing agency/organisation has the responsibility for:

- Ensuring and evidencing that staff meet the required competencies and the Core Values (below)
- The organisation, delivery and recording of learning undertaken.
- Ensuring that any Safeguarding Children learning reflects the Core Values

The Safeguarding Children Board has the responsibility for:

- Ensuring that partner agencies and organisations monitor, and quality assure the training / learning provided to enable staff to have the opportunity to meet the minimum requirements.
- Seeking assurance from employing agencies/organisations that the training/learning has been effective

Core Values

The Safeguarding Children Training Framework is underpinned by two Core Values that all staff and volunteers and safeguarding trainers should demonstrate throughout their evidence in meeting the competencies:

- **Place the child at the centre** and promote the importance of understanding the child's daily life experiences, ascertaining their wishes and feelings, listening to the child and never losing sight of his or her needs
- **Create and support an ethos** that values working collaboratively with others (valuing different roles, knowledge and skills), respects diversity (including culture, race, religion and disability), promotes equality and encourages the participation of children and families in the safeguarding processes

The Safeguarding Children Training Framework

The competencies are set out below in suggested groupings. All staff must complete competencies 1-6, which are the Core Competencies. Some staff must then complete additional competencies to reflect their role and responsibilities.

A complete list of the competencies is available in Appendix 1

APPENDIX 1

Core Competencies

Target Group 1: I work or volunteer mainly in a service in the community that children may access but I don't work directly with children, e.g. receptionist, cleaner, caretaker, administrator, maintenance staff, tourist attraction staff, etc

	Competency
1	Describe what life is really like for a child, listen to their voice and put them first
2	Know how to recognise possible signs and indicators of abuse and neglect including what may make some children more vulnerable
3	Know how to respond to and communicate with children, young people or adults when they may be trying to tell you something. This could be verbally, non-verbally or through their behaviour
4	Know what to do if you're worried about a child, how it should be recorded, how it should be shared safely and who to tell
5	Recognise the importance of sharing information and what could act as a barrier to doing this
6	Follow up your concerns, notice, check and share. Escalate where necessary

Target Group 2: I work or volunteer mainly with children under the daily direction of a supervisor or manager, eg teaching assistant, lunchtime supervisor, volunteer/sessional youth worker, assistant sports coach, charity support worker, etc

Core Competencies 1-6 PLUS:

7	Recognise that safeguarding requires working effectively across teams, different agencies and professions, as well as with children, young people and families themselves
8	Know safeguarding legislation and guidance, as well as other 'safeguarding' bodies/agencies (e.g. SPB) appropriate to your role
9	Describe child development appropriate to your role, to help identify changes in behaviour or progress, which may indicate abuse.
10	Clear about own and other colleagues' roles and responsibilities and professional boundaries, including professional abuse and raising concerns about conduct of colleagues
11	Know how to contribute to assessments of children and, young people and/or parents/carers
12	Use your knowledge of the child to start the 'right help, right time' process and escalate to Children and Families Hub if necessary
13	Assess children, families and their communities considering the child's developmental needs, parenting capacity and family and environmental factors
14	Recognise and respect the role of other agencies

Target Group 3: I can (sometimes or all the time) work directly with children on my own, i.e. with no other adults present e.g. teacher, GP, coach, assistant/senior youth worker, nurse, counsellor, police officer, probation officer, support staff who work on their own, sports club welfare officer etc.

Competencies 1-14 PLUS:

15	Participate in all relevant statutory multi-agency meetings such as strategy meetings, core groups, conferences etc
16	Ability to work with children and families, where there are safeguarding concerns, as part of a multidisciplinary team, when assessing a child
17	Know how to use organisational recording documentation, present safeguarding concerns verbally and in writing and how to store documents
18	Ability to assess risk, need, and to follow procedures/pathways to engage with appropriate services.
19	Ability to use your judgement to make decisions as to whether a child or young person is suffering, or likely to suffer significant harm
20	Know how to use specialist assessment tools of children and/or parents/carers appropriate to role
21	Ability to work with children and families where there are safeguarding or child protection concerns, as part of a multidisciplinary team, when assessing a child.
22	Recognise the role of other agencies and their limitations as well as your own and understand the role and function of the SPB
23	Ability to give effective feedback and offer professional challenge to colleagues across agencies

Target Group 4: I have a safeguarding (lead) role in my organisation e.g. designated safeguarding lead in a school, safeguarding lead GP, social worker, named doctor or nurse, police public protection unit etc.

Competencies 1-23 PLUS:

24	Ability to give feedback and offer professional challenge to those who you are advising
25	Supports contributions to serious case reviews (SCR) and other multi-agency reviews and audits. Co-ordinate any action plans arising from these
26	Understand the safer recruitment practices and managing allegations where relevant to the role
27	Leads and promotes staff supervision
28	Ensure that staff have appropriate knowledge and skills in relation to Safeguarding and child protection according to their role
29	Ability to manage performance to demonstrate that individuals are competent, having the skills, knowledge and understanding needed to carry out their role.
30	Leading the development of policy and procedures for safeguarding children in their organisations
31	Know your responsibilities for promoting awareness of safeguarding children within and outside their organisation
32	Develop and maintain systems to ensure the involvement of children and families in the evaluation and development of service provision
33	Undertakes regular documented reviews of own (and or team) safeguarding practice as appropriate to role (in various ways, such as through audit, case discussion, peer review, and supervision and as a component of education and training)
34	Management of conflict and disagreement between practitioners within and across services/agencies and confidence to appropriately challenge and escalate where necessary
35	Ability to give effective feedback and offer professional challenge to those you are advising

Target Group 5: I manage or supervise Safeguarding leads e.g. lead paediatrician, designated nurse/doctor, senior practitioner social work, designated safeguarding officer education, etc.

Competencies 1-35 PLUS:

36	Ensure plans and targets for safeguarding children are embedded at a strategic level across the organisations including recommendations from SCRs reviews etc.
37	Have oversight and responsibility for leading, developing and embedding effective policy and procedures for safeguarding and child protection in their own organisation

Target Group 6: I am a senior leader, senior manager, chief executive or board member of an organisation that may work with or provide services to children.

38	Have oversight and overall responsibility for ensuring the quality of safeguarding practice across their organisation including recommendations from SCRs reviews etc.
39	Understand the role and function of the SPB
40	Promote awareness of safeguarding children within and outside their organisation
41	Able to work collaboratively with other agencies and organisations to ensure quality assurance and strategic direction to multi-agency safeguarding work through the SPB.