



North Yorkshire Safeguarding Children Partnership and North Yorkshire Safeguarding Adults Board

Multi-Agency Safeguarding Training Standards

June 2020

Version 1.1

Title	Multi-Agency Safeguarding Training Standards
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Update and Approval Process			
Version	Group/Person	Date	Comments
0.1	Initial draft	March 2020	
1.0	NYSCP Learning and Improvement Subgroup	28 April 2020	Amended following comments from Learning and Improvement Subgroup. Baseline version
1.1	NYSAB Policies, Practice Development and Legislation Subgroup	15/06/2020	Amended following feedback from the PPDL

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Reviewing Officer	Policy and Development Officer for NYSCP and NYSAB

Purpose

The purpose of this document is to set out the training standards for the North Yorkshire Safeguarding Children Partnership (NYSCP) and the North Yorkshire Safeguarding Adults Board (NYSAB) partners. This document is to assist partners in identifying the **minimum** requirements which should be in place across all organisations that work with children, young people or adults.

For the purpose of this document the term staff refers to anyone who is in paid employment, volunteers, is elected, contracted or commissioned to work for with children, young people or adults.

Understanding roles and responsibilities

1. All staff:
 - 1.1 Are aware of organisational safeguarding policies, procedures and codes of conduct/behaviour, and how to access them
 - 1.2 Are aware of legislation impacting on their role and agreed ways of working
 - 1.3 Are aware of their main duties and responsibilities and how this relates to safeguarding
 - 1.4 Are aware of where they can access advice and support regarding safeguarding concerns, including how to access their organisations safeguarding policies and procedures, the [Vulnerability Checklist](#) (threshold document for children and young people), the NYSCP website (safeguardingchildren.co.uk) the NYSAB website (safeguardingadults.co.uk) and key points of contact within their organisation and externally
 - 1.5 Know what to do if they identify or are informed of a safeguarding concern regarding a child, young person or adult

Equality, diversity and inclusion

2. All staff (i.e. full-time, part-time, seconded, volunteer, temporary, agency and student placements):
 - 2.1 Receive training in and understand the standards and codes of conduct and practice that relate to their role and behaviours, including staff, children, young people and adults
 - 2.2 Understand what is meant by diversity and discrimination
 - 2.3 Know how discrimination might occur where they work
 - 2.4 Understand what is meant by equality and inclusion
 - 2.5 Know how practices that support equality and inclusion reduce the likelihood of discrimination
 - 2.6 Know how to access the organisations equality, diversity, inclusion and behaviour policies

Induction Training for All Staff

3. All staff:
 - 3.1 Receive induction training within the **first three months** of their employment
 - 3.2 Induction training includes reference to organisational policies and procedures including:
 - What to do if a safeguarding concern is identified
 - What to do if an allegation has been made against a member of staff
 - The North Yorkshire pathways for raising a safeguarding concern
 - Equality, diversity and inclusion
 - How they can make a complaint and raise a concern using whistle-blowing policies and procedures
 - Details of relevant contact points for seeking advice and support including organisational safeguarding leads and the North Yorkshire County Council Customer Service Centre

Safeguarding Training

4. All safeguarding training includes:
 - 4.1 Reference to organisational policies regarding safeguarding children, young people and adults and how these can be accessed
 - 4.2 Identifies key legislation, policies and procedures relevant to safeguarding concerns
 - 4.3 What to do if there is a safeguarding concern regarding a child, young person or adult

Staff Working with Children, Young People or Adults

5. All staff working with children, young people or adults:
 - 5.1 Are kept up to date of any changes in safeguarding policies, procedures and practice which may impact on their role
 - 5.2 Are provided with opportunities to improve their knowledge of safeguarding policies, procedures and practice commensurate with their role, responsibilities
 - 5.3 Staff are required to improve their knowledge of safeguarding policies, procedures and practice as part of their role and responsibilities
 - 5.4 Have supervision which includes reflection on good practice and identifying training needs and addressing any training requirements relating to safeguarding commensurate with their role and professional standards (if applicable)

Specialist Roles

6. Staff and volunteers with special responsibilities in relation to safeguarding have training to enable them to develop the necessary skills and knowledge, and have regular opportunities to update their knowledge and understanding. Staff in specialist roles:

- 6.1 Have ongoing Continuous Professional Development (CPD) relevant to their roles and any professional registrations as required
- 6.2 Are kept up to date of safeguarding policies, procedures and practice which may impact on their role
- 6.3 Are provided with opportunities to improve their knowledge of safeguarding policies, procedures and practice commensurate with their role and responsibilities by a range of activity which may include training, independent research or other relevant means
- 6.4 Who are engaged in recruitment activities are given training regarding safer recruitment
- 6.5 Who are engaged with multi-agency meetings for safeguarding children, young people or adults received relevant training to support their role as outlined in relevant multi-agency policies and procedures for safeguarding children, young people and adults
- 6.6 Will identify and determine any specialist training requirements through supervision and/or identified organisational need
- 6.7 Staff are required to improve their knowledge of safeguarding policies, procedures and practice as part of their role and responsibilities

Monitoring, Evaluation and Quality Assurance

7. A strategy for providing training at all tiers has been identified by the organisation. As part of the strategy the organisation:
 - 7.1 Undertakes an annual Training Needs Analysis to identify training requirements for **all** roles
 - 7.2 Has in place a Quality Assurance Framework/arrangements which identifies how the need for courses are identified, how they are developed and quality assured
 - 7.3 Has in place a system for evaluating feedback from delegates attending/undertaking training
 - 7.4 Has identified as part of its Quality Assurance Framework/arrangements how feedback from delegates is used to improve course delivery
 - 7.5 Has in place a quality assurance framework/arrangements which identifies how courses are updated based on local, county, regional and national learning as well as changes in legislation, statutory guidance and best practice

Training Recording

8. The organisation is able to evidence the safeguarding training it has provided, including the number of delegates trained and the type and level of training delivered. Training records should identify:

- 8.1 Individual training records for each member of staff
- 8.2 All requests for training whether accepted or rejected
- 8.3 The date and course attended
- 8.4 Whether a member of staff has passed or failed a course, together with the date of passing/failing where applicable
- 8.5 The date of expiry of any training

Linked Organisational Arrangements

9. The organisation:
 - 9.1 Has in place policies and procedures for safeguarding children, young people and adults in line with the multi-agency policies and procedures of the North Yorkshire Safeguarding Children Partnership and North Yorkshire Safeguarding Adults Board
 - 9.2 Safeguarding policies and procedures reflect the North Yorkshire pathways for raising safeguarding concerns for children, young people and adults
 - 9.3 Makes available their policies and procedures for staff and the public
 - 9.4 The organisation has procedures in place to ensure staff are encouraged and enabled to access relevant safeguarding training commensurate with their role within the timescales directed by their organisational training strategy
 - 9.5 Has policies and procedures available in an accessible format
 - 9.6 The organisation's policies and procedures also include equality, diversity, inclusion, safer recruitment, complaints, allegations against staff and whistle-blowing