



Safeguarding training guidance

This guidance has been written to set out what can be considered as safeguarding training.

What is safeguarding training?

Safeguarding is described as “Safeguarding is the action that is taken to promote the welfare of children and protect them from harm”. For practitioners this means: protecting children from abuse and maltreatment, preventing harm to children’s health or development, ensuring children grow up with the provision of safe and effective care and taking action to enable all children and young people to have the best outcomes. NSPCC 2017.

Child protection is part of the safeguarding process. It focuses on protecting individual children identified as suffering or likely to suffer significant harm. This includes child protection procedures which detail how to respond to concerns about a child.

Safeguarding training therefore can be considered as “any learning opportunity which informs a person or persons about safeguarding” this may include but is not exclusive to: child protection policy’s procedures and best practice, introduction to safeguarding, signs of abuse, working together, prevent, child sexual exploitation, Neglect, Harmful practices, toxic trio, Digital safeguarding and safeguarding the child with a disability.

Delivery of safeguarding training.

Safeguarding training does not need to be delivered through face to face courses alone although for some topic areas research has shown that this is most effective (carpenter 2010). Learning opportunities need to be available through a range of methods: which will maximise participation from the wide variety of practitioners who are delivering services to children and families. Some of these opportunities can be delivered through service specific courses; others can be accessed via the LSCB multi agency training program. Possible routes for accessing such a learning opportunity may include: full or half day face to face courses. E-Learning packages, seminars, workshops and conferences. Other learning opportunities exist through supervision, job shadowing, reflective review of practice, formal and informal discussions and participation in training development or delivery. The LSCB in Cheshire East facilitates all of these methods to enable a diverse and comprehensive safeguarding training offer to be accessed by practitioners.

LSCB multi agency training

The LSCB learning and improvement sub group reviews the training program on a quarterly basis. A needs led approach is utilised to ensure relevant learning opportunities are made available to staff in a timely way.

The training program is varied and offers a wide range of safeguarding topics. Means of delivery include: conferences, workshops, seminars, face to face courses, training bulletins and E-learning. It is very unlikely that once a participant has attended a particular course that they would need to attend again. The LSCB does not insist that courses are repeated, where there is a mandate from an inspecting or governing body the recommendation is that a variety of courses are accessed to satisfy professional requirements. For example designated leads can access a different course every year to satisfy the requirements from Ofsted.

Managers must work with staff to decide if attendance on a particular course is appropriate. For some practitioners attending full days safeguarding training on a particular topic is not relevant to the role. In order to help identify which courses are suitable please review the LSCB training brochure for more information about each course we deliver.

Impact of training

Many practitioners are required to provide evidence that they are up to date and meeting professional expectations in relation to safeguarding. Certificates of attendance on courses are not always enough to satisfy this requirement. In order to support and enable practitioners in Cheshire East provide this evidence the LSCB in has developed a reflective learning journal template to allow practitioners to make a record of the impact any learning opportunity had or is anticipated to have on practice. This record can then form part of discussions through supervision, performance management and appraisal.

Electronic nomination forms will only be accepted with managers details included. Managers may be asked to complete further evaluations to assist in evidencing impact on practice from LSCB training