

Norfolk Safeguarding Children Board



Learning and Development Strategy 2013

September 2013

(Review date September 2015)

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Forward by Chair:

Working Together 2013 states that “Professionals working in universal services have a responsibility to identify the symptoms and triggers of abuse and neglect, to share that information and work together to provide children and young people with the help they need. Practitioners need to continue to develop their knowledge and skills in this area. They should have access to training to identify and respond early to abuse and neglect, and to the latest research showing what types of interventions are most effective” (p12).

We hope that the learning and development opportunities outlined in this strategy document will help practitioners to meet this requirement and effectively safeguard Norfolk’s children and young people.

Also set out within this document is guidance for agencies around the NSCB validation process, which is another significant role of the NSCB set out in Working Together.

We hope that you will find this information interesting and informative and that it will assist you in developing a learning pathway for yourselves and your teams.

Colin Chapman

Chair NSCB

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Introduction

Aim and purpose

The aim of this strategy is to assist the Norfolk Safeguarding Children Board (NSCB) in fulfilling one of its key responsibilities—to support employers in their responsibility ‘for ensuring that their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role’ (Working Together 2013 Page 48) and ‘to monitor and evaluate the effectiveness of training, including multi-agency training, to safeguard and promote the welfare of children’ (Working Together 2013 Page 60).

The purpose of this strategy is to outline a framework for delivering the inter-agency/ multi-agency safeguarding learning and development programme as well as evaluating the high quality and consistency of single agency safeguarding training.

This strategy has been informed by a number of national and local policies and guidance documents, including Working Together (2013) and relevant single agency guidance.

As Working Together 2010 provided a comprehensive breakdown of the various levels of staff and what their learning and development needs are, the NSCB Workforce Development Group have elected to maintain reference to these groups and associated competencies within this document.

Values

All training should create an ethos that

- Values working in partnership, in collaboration with others (acknowledging and valuing different roles, knowledge and skills)
- Respects diversity
- Promotes equality
- Encourages the participation of children and families in the safeguarding processes
- Is compatible with the NSCB’s ‘10 principles for professionals working with children & their families in Norfolk’

Early Help

The NSCB recognises the importance of the role of Early Help in supporting children, young people and families by taking action to address emerging concerns before they become safeguarding issues. Specific training events are being organised throughout 2013-14 to provide the workforce with tools they can use to facilitate this work.

Learning principles

The following principles are central to the NSCB learning and development strategy:

- Child-centred
- Rooted in knowledge of child development
- Focused on the outcomes for children
- Respect towards fellow participants
- Delegates take responsibility for their own learning
- Participation and constructive challenging
- Informed by evidence and local learning
- Multi/inter-agency in approach.

Training sessions are only one element of the learning opportunities available to the workforce. It is anticipated that staff will take responsibility for accessing self-directed learning opportunities.

Programme Delivery Standards

NSCB training standards are based on relevant legislation and statutory guidance which relate to multi-agency training provided by the different SCBs. NSCB partner agencies may also use these standards for single agency training.

Training standards are as follows:

- NSCB to ensure that relevant multi-agency training is provided and that relevant staff attend. The WDG to evaluate the quality of the training.
- Training content to be compliant with national safeguarding competency standards. These are structured in the competency framework (annex 1).
- All training materials to be updated to reflect national changes in legislation and, guidance and local practice developments.
- Training to be delivered only by experienced trainers with experience of safeguarding work.
- Single-agency provided training to be validated (see section on the validation process).
- Training delivery and standards to be reinforced and periodically monitored by the workforce development group.
- Impact of training on practice to be evaluated by WDG and MEG

- Learning from national and local Serious Case and Multi-Agency Reviews will be incorporated into training.

Key functions of the Workforce Development Group

- Provide guidance to all agencies regarding levels of training required to meet identified competencies (based on Working Together 2013).
- Facilitate training needs assessments based on competencies and emerging practice issues on a regular basis
- Determine a clear process for the quality assurance of single and multi-agency training
- Utilise the validation process to monitor individual agencies' development and delivery of single agency training programmes
- Commission or deliver both one-off and on-going training programmes, including issue- based awareness-raising sessions.
- Assess and evaluate the impact of single and multi-agency safeguarding training to explore the embedded and changed behaviour.

Safeguarding training levels and target groups

Please see annex 2 for guidance. However, some organisations have individual guidance documents which they must also adhere to.

Staff should be provided with learning opportunities appropriate to their role and agencies should be able to evidence this. Individual agencies will provide 'Core' safeguarding training to their staff with the NSCB providing learning opportunities for delegates to build on this knowledge in line with their individual competencies.

Commissioning of Training

When commissioning training externally, the NSCB should ensure a written contract or a service level agreement. This should specify in as much detail as possible the type of training, expected outcome and impact of the training, as well as materials to be used, financial responsibility for all aspects of the programme, the venue and the cost of the trainer.

Training contracts will be reviewed on an annual basis.

Expected Outcome and Impact

The expected impact of the safeguarding training for children and young people is consistent with the five key children's well-being outcomes. These are: be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being. Safeguarding training has a particular focus on the 'stay safe' element.

Training should enable staff to meet the competencies specific to their role working with children, young people and their families.

Course Administration and Allocation

All course administration will be done by the NSCB team.

All courses will be published on the NSCB website and kept updated regularly. Applications may be made either by email or post. Application packs are available on the website. Short listing will take place four weeks before the date of the course. The applicants will be notified once the short listing is completed. Places are not to be allocated on a 'first come first served basis'. The NSCB's aim is to have multi-agency participants to reflect inter-agency working and to learn from each other.

Delegates are strongly encouraged to apply for training being held in their own locality to facilitate networking with colleagues from other agencies.

Confirmation of a place and venue instructions will be sent by e-mail to the applicant and to their manager four weeks prior to the event. Similarly, unsuccessful applicants and their managers will be informed by e-mail four weeks prior to a course date.

Cancellation and Charging Policy

Demand for the NSCB courses is high and some applicants may not obtain a place. It is therefore essential that a minimum of **seven working days** notice is given of any cancellation in order to allow the place to be offered to another candidate.

A cancellation charge will be payable where a booking is cancelled less than seven working days in advance, or where a candidate fails to attend a training event.

If the agency of the individual who is cancelling are able to fill the place with an appropriate substitute then the cancellation fee will not apply.

Certificates of Course Completion

Certificates of course completion will usually be available on the day. In order to achieve a certificate the delegate must attend for the entire course and a course evaluation form must be completed. This can be used as evidence of continuing professional development (CPD).

Expectations

In order to maintain a positive learning environment for all participants, when delegates attend a NSCB training event they can expect:

- to be treated in a professional and respectful manner
- the session to be lead by a knowledgeable and experienced trainer
- training sessions to start and end at the times specified
- any concerns regarding the training/trainer to be followed up and feedback given.

In return participants are expected to:

- actively participate in the exercises and discussions in order to most fully benefit from the training
- behave in a professional manner. Aggressive, threatening and discriminatory behaviour is unacceptable and will not be tolerated. Anyone exhibiting such behaviour will be asked to leave the training event and this will be reported back to their line manager and the NSCB
- attend for the whole training session. Delegates arriving late or leaving early will not receive a certificate of attendance.

Training sessions are not confidential environments and any inappropriate/concerning issues or behaviour relating to safeguarding children will be reported back to the individual's line manager and the NSCB.

Learning from Serious Case and Multi-Agency Reviews

Learning from Serious Case and Multi-Agency Reviews is a significant element of Workforce Development. The NSCB will disseminate learning from reviews to facilitate implementation of learning through:

- Best Practice Groups – aimed at senior managers/team leaders
- Road shows – open to the whole workforce
- Handouts/flyers detailing recommendations

Application of learning

It is expected that delegates will take responsibility for applying their learning to practice:

- Identifying their own training needs
- Considering how they will build on the learning from events attended
- Through action planning

- Reviewing the learning with their line manager

Delegates will also be expected to share knowledge within their teams.

Funding

Financial resources will be provided from the NSCB budget and will be accounted for accordingly.

Quality Assurance and Evaluation

The NSCB has a responsibility to ensure the quality of multi-agency training. Training must be consistent and of a high quality. The effectiveness of training should be continually and consistently evaluated.

Measuring the quality and effectiveness of the training will be done at various stages. The stages are set out in the quality assurance cycle from validation of a training course to post evaluation which applies for both single and multi-agency safeguarding training. Further information on single agency safeguarding training validation process can be found on the NSCB website (www.nscb.norfolk.gov.uk)

Multi agency safeguarding training evaluation cycle is currently in progress.

Validation

The NSCB has an established process for validation of single-agency training courses. See annex 3 for guidance on the validation process.

Training Impact Assessment

Training Impact Assessments will be undertaken on an annual basis in conjunction with the Workforce Development Group.

Complaints

All concerns relating to any aspect of the NSCB's learning and development programme should be referred to the Workforce Development Officer and will be dealt with in line with the NSCB complaints procedures.

NSCB COMPETENCIES FOR SAFEGUARDING CHILDREN: Version 4, Sept 2013

COMPETENCIES For Groups 1 And 2

Grp 1. Those in infrequent contact with children, young people and/or parents/carers who may become aware of possible abuse or neglect.

AND

Grp 2. Those in regular contact or have a period of intense but irregular contact, with children, young people and/or parents/carer, who may be in a position to identify concerns about maltreatment, including those that may arise from the use of Family Support Form.

- | | |
|---|---------|
| <input type="checkbox"/> Understand what is meant by safeguarding and promoting the welfare of children and the different ways in which children and young people can be harmed. | Group 1 |
| <input type="checkbox"/> Aware of the statutory duties to safeguard and promote the welfare of children in accordance with the Children Act 1989 and 2004. | Group 1 |
| <input type="checkbox"/> Familiar with the summary of “ <i>What to do if you are worried a child is being abused</i> ”, and able to locate national guidance and Norfolk Safeguarding Children Board (NSCB) procedures. | Group 1 |
| <input type="checkbox"/> Appreciate own role and responsibilities and those of others in safeguarding and promoting the welfare of children. | Group 1 |
| <input type="checkbox"/> Able to make judgements about when to seek advice and how to act to safeguard and promote the welfare of a child in line with <i>What to do if...</i> | Group 1 |
| <input type="checkbox"/> Aware of NSCB and its remit | Group 1 |

- | | |
|---|----------------|
| <input type="checkbox"/> Know what to do if you feel your concerns are not taken seriously. | Group 1 |
| <input type="checkbox"/> Aware of what factors increases vulnerabilities of children (e.g. disabilities) | Group 1 |
| <input type="checkbox"/> Be aware of normal child development. | Group 1 |
| <input type="checkbox"/> Understand statutory requirements governing consent, confidentiality and information sharing. | Group 2 |
| <input type="checkbox"/> Understand the necessity for information sharing and accurate recording within the context of safeguarding and promoting the welfare of a particular child. | Group 2 |
| <input type="checkbox"/> Able to record observations accurately distinguishing between facts and opinions | Group 2 |
| <input type="checkbox"/> Know the boundaries of personal competence and responsibility, when to involve others and where to seek advice and support. | Group 2 |
| <input type="checkbox"/> Able to identify concerns about possible maltreatment arising from completion of a Common Assessment Framework | Group 2 |
| <input type="checkbox"/> Know when and how to respond to immediate safety issues in relation to a particular child and other children within the household | Group 2 |
| <input type="checkbox"/> Understand the impact of aggression, anger and violence from carers on practice and know how to manage this. | Group 2 |
| <input type="checkbox"/> Know what to do when there is an insufficient response from other organisations and agencies, while maintaining a focus on safeguarding and promoting the welfare of the child. | Group 2 |
| <input type="checkbox"/> Understand the safeguarding roles of parents and carers and recognise factors that can impact on parenting capacity. | Group 2 |
| <input type="checkbox"/> Appreciate the effect of cultural and religious beliefs on practice when working together to safeguard and promote the welfare of children. | Group 2 |
| <input type="checkbox"/> Understand when you are required to consult with a manager or designated person. | Group 2 |
| <input type="checkbox"/> Be aware of the role of the Local Authority Designated Officer and have an awareness of the principle of safe recruitment as an element of Safer Staffing with regards to Safeguarding Children. | Group 2 |

COMPETENCIES For Group 3

Grp 3. Those who work predominately with children, young people and/or their parents/carers and who could potentially contribute to assessing, planning, intervening and evaluating the needs of a child and parenting capacity where there are safeguarding concerns.

- | | |
|--|---------|
| <input type="checkbox"/> Have self-awareness to challenge own practice. | Group 3 |
| <input type="checkbox"/> Have knowledge and confidence to challenge organisations' barriers to effective safeguarding practices | Group 3 |
| <input type="checkbox"/> Understand boundaries of personal competence and responsibility; know when to involve others and where to get advice and support. | Group 3 |
| <input type="checkbox"/> Able to communicate effectively and develop working relationships with other practitioners and professionals, children and families to safeguard and promote the welfare of children. | Group 3 |
| <input type="checkbox"/> Be able to manage professional disagreements and accept challenge from other professionals. | Group 3 |
| <input type="checkbox"/> Understand the role of other practitioners and agencies in supporting and advising families and safeguarding and promoting the welfare of children and the impact of own interviewing style, decisions and actions on others. | Group 3 |
| <input type="checkbox"/> Understand the evidence based behind the increased vulnerability of certain groups of children (e.g. disabled children) | Group 3 |
| <input type="checkbox"/> Work together with others as outlined in the Working Together 2013 guidance and NSCB procedures. | Group 3 |
| <input type="checkbox"/> Have a sound understanding of the principles and processes for effective collaboration and be able to forge and sustain relationships with other practitioners and families to safeguard and promote the welfare of children. | Group 3 |
| <input type="checkbox"/> Know who to share information with, issues of consent when and how to record information related to assessment, planning, intervention and review. | Group 3 |
| <input type="checkbox"/> Have the skills to work with others to address issues of aggression and/or non-compliance by service users that may | Group 3 |

impinge on practitioners' ability to safeguard and promote the welfare of children and know when and how to seek support/advice.

- Understand the role of assessment, planning and review in effective service provision and the change process. **Group 3**
- Able to write clear evidence based and outcome focused reports. **Group 3**
- Have a broad understanding of normal child development, including sexual development. **Group 3**
- Understand the impact of age and stages of development on risk and protective factors **Group 3**

COMPETENCIES FOR GROUPS 4-6

Grp 4. Those who have particular responsibilities in relation to undertaking section 47 enquires, those who work with complex cases and social work staff responsible for co-ordinating assessments of children in need.

AND

Grp 5. Professional advisors, named and designated lead professionals

AND

Grp 6. Operational managers at all levels (including front line managers).

All of the competencies for group 3 plus

- Work together with others as outlined in the Working Together 2013 guidance and NSCB procedures, protocols and practice guidance. **Group 4/5/6**
- Able to work with other practitioners, children and families on complex tasks or particular areas of practice that have specific knowledge or skill requirement. For example, joint enquiries under section 47 of the Children Act 1989. **Group 4/5/6**
- Have the knowledge, skills and confidence to challenge the factors that contribute to the increased vulnerability of certain children (e.g. disabled children) **Group 4/5/6**
- Have skills to analyse complex family dynamics, challenge decisions, and apply the concepts of respectful uncertainty **Group 4/5/6**
- Able to assess the relevance and status of information and to pass it on when appropriate. **Group 4/5/6**

- Be able to establish and maintain working relationships of trust and mutual respect whilst recognising ways in which group process can influence and distort decision-making. **Group 4/5/6**
- Understand and be able to make an effective contribution through report writing and verbal communication to multi-disciplinary case planning and review meetings. **Group 4/5/6**
- Know how to manage conflict and disagreement between professionals when working together on complex cases. **Group 4/5/6**
- Have the skills to work with others to address issues of aggression and /or non-compliance that may impinge on practitioners' ability to safeguard and promote the welfare of a child in complex cases. **Group 4/5/6**
- Have an understanding of factors at an inter-personal, intra-personal and systemic level which influence the possibility of change. **Group 4/5/6**
- Able to take emergency action **Group 4/5/6**
- Able to advise others (where relevant to role) **Group 4/5/6**
- Have skills to provide safeguarding supervision **Group 4/5/6**
- Able to raise issues of risk to general safeguarding practices **Group 4/5/6**

COMPETENCIES FOR GROUPS 7-8

Grp 7. Senior managers responsible for the strategic management of services; NHS board members

AND

Grp 8. Members of the LSCB including: Board Members, Independent Chair, Director of Children's Services, Elected members, Lay members, Members of the executive and sub-task groups, Business support team, Inter-agency trainers.

All of the competencies for group 3 plus

- | | |
|--|------------------|
| <input type="checkbox"/> Work together with others as outlined in the Working Together 2013 guidance and NSCB procedures, protocols and practice guidance. | Group 7/8 |
| <input type="checkbox"/> Have knowledge of section 11 expectations, roles and responsibilities. | Group 7 |
| <input type="checkbox"/> Work together with others in order to promote effective co-operation and improve effectiveness. | Group 8 |
| <input type="checkbox"/> Have knowledge of current policy, research and practice developments. | Group 8 |
| <input type="checkbox"/> Have knowledge of lessons from Serious Case Reviews. | Group 8 |
| <input type="checkbox"/> Have undertaken specialist training to fulfil specific role, for example Independent Chair, Business Manager. | Group 8 |

Working Together to Safeguard Children 2010 suggested the following examples in each group

(This is not a complete list of staff/volunteers)

Group 1

Librarian, GP receptionists, community advice centre staff, groundsmen, recreation assistants, environmental officers.

Group 2

Housing, hospital staff - other than those in Paediatrics, YOTs in secure settings and in the community, the police other than those in specialist child protection roles, sports development officers, allied health professionals, disability specialists, faith groups, community youth groups, play scheme volunteers.

Group 3

Paediatricians, GPs, youth workers, those working in early years sector, residential staff, midwives, school nurses, health visitors, sexual health staff, teachers, probation staff, sports club welfare officers, those working with adults in e.g. learning disability, mental health, alcohol and drug misuse services, those working in community play schemes.

Group 4

Professionals from health, education, police and children's social care and housing: those who work with complex cases and social work staff responsible for co-ordinating assessments of children in need.

Group 5

Professional advisors, named and designated lead professionals.

Group 6

Including: practice supervisors, front line managers and managers of child protection units.

Group 7

Senior managers responsible for the strategic management of services; NHS board members.

Group 8

Members of the LSCB including: Board Members, Independent Chair, Director of Children's Services, Elected members, Lay members, Members of the executive and sub-task groups, Business support team, Inter-agency trainers.

Annex 2: **NSCB Training levels and groups**

	Level 1: FOUNDATION	Level 2: CORE	Level 3: SPECIALIST	Level 4: ADVANCED
Group 1: Staff in infrequent contact with children/YP/parent/carer	<p>Basic awareness raising training –</p> <ul style="list-style-type: none"> • What is child abuse and neglect? • Signs and indicators of abuse and neglect, • Normal child development, Maintaining a child focus, • What to do in response to a concern 	<p>Single agency Core programme -</p> <ul style="list-style-type: none"> • Documentation and sharing information regarding concerns • Using the framework for the assessment of children in Need and their families: Own safeguarding roles and responsibilities 	<p>Inter-agency/ multi-agency Core program –</p> <ul style="list-style-type: none"> • Making multi-agency assessments work 	<p>Specialist training program –</p> <ul style="list-style-type: none"> • Sexual Abuse / Child Sexual Exploitation / Sexually Aggressive Behaviour • Neglect/ Emotional Harm/ Physical harm, • Domestic Violence/ MAPPA • CP Conference and assessment/ Working with Parents • Supervision skills for complex cases • Substance misuse
Group 2: Those in regular contact or have period of intense but irregular contact , with children YP/ parents/				
Group 3: Those who work predominantly with children/YP/parents/carers				
Group 4: Those with particular specialist child protection responsibilities				
Group 5: Professional advisors , named and designated leads				
Group 6: Operational managers at all levels				
Group 7: Senior managers responsible for the strategic managements of services				
Group 8: All NSCB Board members and employees to support boards work and team, inter-agency trainers				
	Delivered by individual agency	Delivered by individual agency	Delivered/ Commissioned by NSCB	Delivered/ Commissioned by agency / NSCB
				Advanced courses -

Annex 3:

Norfolk Safeguarding Children Board TRAINING COURSE VALIDATION ON SAFEGUARDING AND PROMOTING CHILDREN'S WELFARE

Guidance Notes

Why do we need this?

Everyone in society has a responsibility in safeguarding children and young people. Safeguarding is more than protecting children from harm; it is also about promoting the welfare of children. It is important that as organisations and individuals we get this right. This is why the training and development of staff and individuals is so important; this is where the foundations are laid for keeping our children and young people safe and healthy.

Norfolk Safeguarding Children Board (NSCB) has a responsibility to monitor and evaluate the effectiveness of training, including multi-agency training, to safeguard and promote the welfare of children (Working Together 2013, p60).

Entering your training course for validation is useful and beneficial because:

- It will give you a standard that will be recognised by others such as Commissioners.
- A validated course ensures you are on the first rung of implementing effective safeguarding.
- Your staff and/or volunteers will have clear guidance as to what is expected of them in their role working with children, young people and their families.
- Validation will mean you stay up to date with changes in legislation.
- You will have access to a wide range of expertise and the 'Train the Trainers' network.
- It will support the quality assurance and monitoring of training, including meeting Section 11 responsibilities, where applicable.
- Avoiding duplication in provision by linking organisations providing the same courses and thus potentially reducing costs
- Having the option to use the NSCB logo on validated courses
- This will show commitment to multi-agency working and will support the NSCB and your organisation in meeting its statutory responsibilities.

The NSCB expects these principles to be incorporated into single agency, multi agency and other validated training, and applied in practice

10 principles for professionals working with children & their families in Norfolk

1. We will communicate with children and young people in a way that enables them to communicate with us. We will observe, listen and act, taking into consideration their wishes and feelings.
2. Referrals will be made to Children's Services using the form NSCB1 including as much information as possible to ensure an informed response. Children's Services will respond to the referrer within two working days via either the response sheet of the NSCB1 or the telephone.
3. Professional challenge, and acceptance of challenge, within and between agencies, is as integral to good practice as is mutual professional respect. All professionals should challenge decisions or practice they believe puts or leaves a child at risk of harm.
4. The decision whether to have a strategy meeting or discussion will be made involving all relevant professionals.
5. Where they have safeguarding concerns, all agencies must compile and maintain a chronology of significant events for the child.
6. All agencies must research background information and will request and read files from other locality areas and/or local authorities if needed. This information will form part of the assessment.
7. Assessments must be multi-agency, including all relevant professionals involved with the child and their family. All agencies must take proper account of diversity, identity and developmental issues for the child and their family. Joint visits will be promoted as a means of assessment and information sharing whenever possible.
8. New assessments/interventions with children/families should build on previous assessments and consider past information. Professionals should be cautious of the 'start-again syndrome' in long-term cases.
9. Our plans will be child-centred, SMART and have timescales that meet the child's needs.
10. Parents and carers will be supported but the primary focus will always be on the child, and consider "what does it feel like to be this child living in this family?"

What are the NSCB's responsibilities?

As stated in the Working Together (2013):

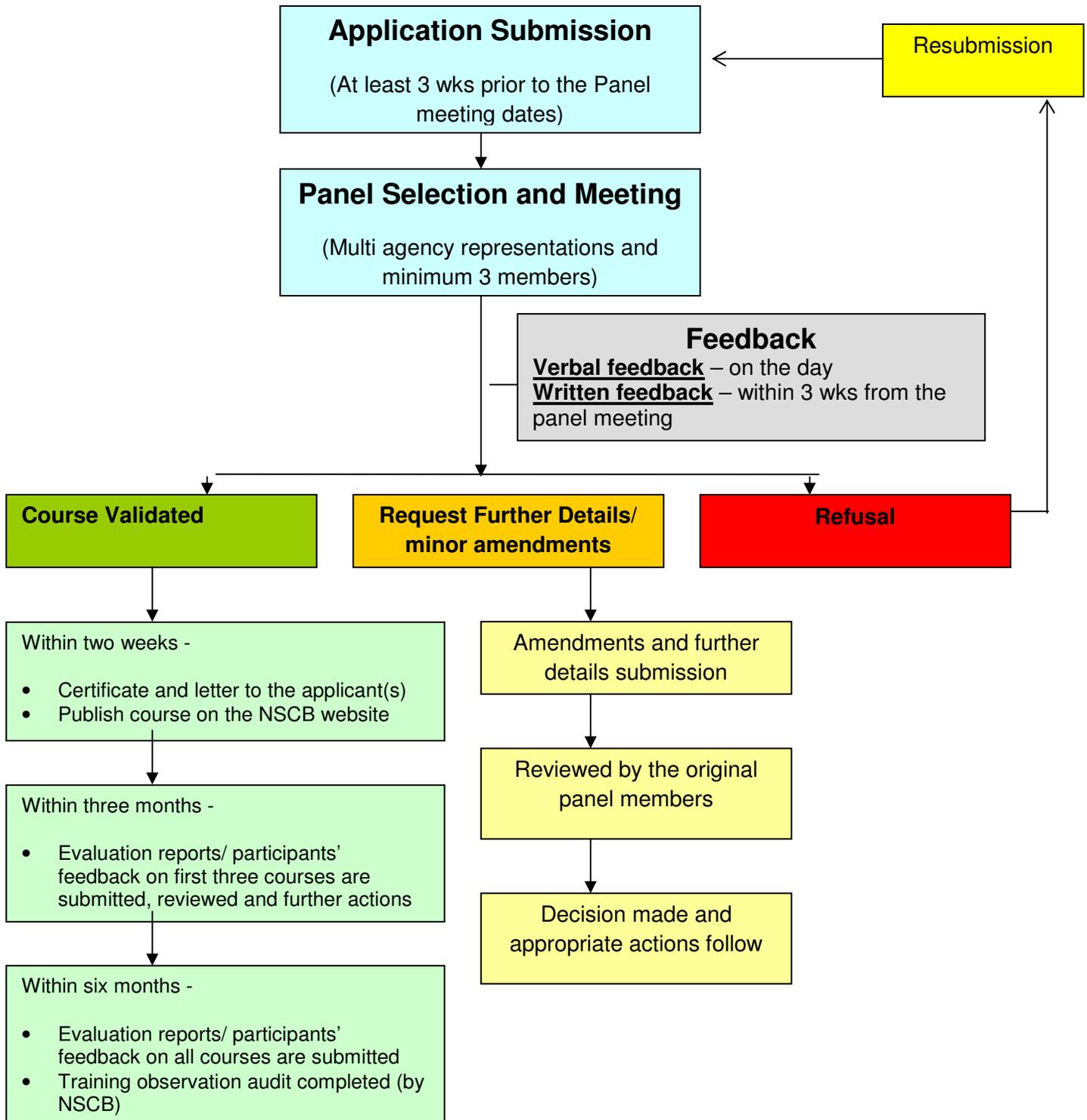
- LSCB's should monitor and evaluate the effectiveness of training, including multi-agency training, to safeguard and promote the welfare of children.
 - Training should cover how to identify and respond early to the needs of all vulnerable children, including: unborn children; babies; older children; young carers; disabled children and those in a secure setting.
- LSCBs do not commission or deliver direct frontline services though they may provide training.
- LSCBs should maintain a local learning and improvement framework which is shared across local organisations who work with children and families.

What are your organisation/group's responsibilities?

Working Together (2013) states that individual agencies are responsible for:

- appropriate supervision and support of staff, including undertaking safeguarding training:
 - ensuring that their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role.
 - staff should be given a mandatory induction, which includes familiarisation with child protection responsibilities and procedures to be followed if anyone has any concerns about a child's safety or welfare

What is the process?



Course submission

Please complete the application form and ensure the following details are included.
N.B. The form provides useful tips for each section.

- How the course links to a training strategy/plan
- How the course meets specific groups training needs in relation to safeguarding
- Aim/s and learning outcome/s
- Which NSCB competencies the course will be meeting
- How trainers are selected and monitored
- Details of the evaluation process
- Details of post course administration
- The process for the review of the course

Please include the following evidence to support your application in Form B:-

- The completed application form
- Your organisation training Strategy/Plan
- The Training Pack **including teaching notes**
- Trainer competency list and/or the standards required
- Evaluation form
- Complaints Policy, if applicable
- Evidence of learning from past evaluations e.g. a summary report
- Course Certificate

To ensure that the course can be validated timely and effectively all of the above documentation needs to be sent three weeks before the date of the validation panel to the address below. Please DO NOT bind or staple any of your documentation, as it has to be copied for all panel members: -

Cassie Wildey
NSCB Training Administrator
Room 60
Lower Ground Floor
County Hall
Martineau Lane
Norwich
NR1 2DH
Tel 01603 224228
Email cassie.wildey@norfolk.gov.uk

Course providers will be sent a letter confirming the date and time of the validation panel and an invitation to present the application (if required).

The Validation Panel

The NSCB validation panel will be made up of 3 nominated representatives from different NSCB partner agencies. These representatives are all members of the NSCB Workforce Development Sub-Group, and have suitable knowledge and experience to undertake this validation process. You will not have anyone from your area of work sitting on the panel e.g. a health representative will not oversee a course from another health agency.

The validation process is standardised with an agreed format which is followed by all members of the panel.

If they decide that there needs to be further work on the course, the same panel will meet for your resubmission. This will ensure consistency of feedback.

Panel members will not be part of the validation process when their own agency/organisation is submitting a course.

Panel members will be expected to declare any interest in the course being validated.

Applicants will be invited to attend (or make themselves available on the phone) on the date of the panel for consultation purposes.

The panel will make the following decision:

- Validate the programme for a 3 year period (subject to no major changes in the course and to a live observation during this period)
- Request further details/amendments to the programme prior to validation being given
- Refuse validation- giving reasons for their decision in order that the course can be resubmitted

Confirmation of the panel decision together will be sent to the course provider together with the return of all the submitted material within two weeks after the date of the panel.

Course Validation Review

Courses that have been validated will be reviewed after three years. This would involve a resubmission to the panel providing a progress report to include a summary of evaluations and targets achieved, highlighting changes and plans for development.

Appeals

Where a course provider wishes to appeal about a decision made by the validation panel, appeals should be put in writing to the chair of the validation panel within 15 working days of receiving the written feedback. The appeal would be considered within 1 month and would be chaired by an independent person not part of the original validation panel.

Complaints

Any complaints about an individual agency, its performance or provision of services should be responded to in accordance with the agencies complaints handling process. A complaint that relates to the work of the NSCB validation process should be made in writing to the chair of the panel within 15 working days. These will be acknowledged within 2 working days and as a first step the chair of the validation panel will meet with the complainant to address concerns raised. Where a complaint cannot be resolved, an independent person will be asked to follow up the concerns raised.

The Future

Once a course has been validated, you are able to:

- Advertise that it is NSCB validated.
- Join our list of approved providers which is held on the NSCB website.
- Join our Train the Trainers network which gives access to support and coaching sessions as well as the receipt of updates.

Please remember we are here to help you and your organisations, our aim is to ensure that we do all that we can to safeguard children and young people in Norfolk. By ensuring high quality training we are taking the first step towards a safe, competent workforce able to respond when and where our children and young people need it.

For further information on NSCB please visit

<http://www.nscb.norfolk.gov.uk>

Appendix 1 – Guidance for Standard 4

This is further information to assist you in completing Standard 4.

Delivery Methods: *What methods you will use to support learning and development?*

There are many different delivery methods to choose from. It is most effective to vary delivery of content in any given course. This variety will help trainers to meet the needs of delegate's different learning styles and to keep the participants interested, particularly if interactive delivery styles are chosen. Some delivery methods will assist you as trainer in assessing whether the course learning goals are being met.

When deciding what method and type of training is best for your participants' needs, you should consider:

- The number of learners
- What content is to be delivered
- How much time is available to deliver the course
- How often the materials will be delivered
- How many trainers there are
- The educational environment

Decisions about training methods will also depend on what you are trying to achieve and the stage of the training. This is by no means a definitive list but below is some suggested training methods and their suitability for particular types of learning:

Developing Knowledge	Changing Attitudes & Behaviour	Developing Skills
Quiz	Questionnaire	Demonstration
Brainstorming	Role play	Shadowing
Presenting and sign-posting to relevant research and information.	Debate Case studies	Pairs work Role play
Lecturing/Formal Input	Games	
Talks		
Tutorials		
Audio visual materials		

Environment: *What do you need to be aware of in terms of the physical environment, group dynamics and behaviour?*

The physical comfort of participants is of paramount importance in the creation of an environment that supports learning.

Key considerations:

- Is the room well-lit and resourced?
- Are seating arrangements comfortable and conducive to the activities planned?
- Is the temperature and external sound to the room appropriately controlled?
- Have you provided clear information to participants about:
 - The venue e.g. directions, parking, accessibility arrangements?
 - Facilities e.g. toilets, communication?
 - Catering?

Group Dynamics:

The different power and status that individuals within the training may hold and differing personal and professional attitudes can affect participation in the training and inhibit or even block learning.

Key consideration:

As a trainer, how do you promote a learning environment that encourages participation and values each person's contribution regardless of professional status?

Health & Safety: *How have you considered both the physical and emotional well-being of the participants?*

In relation to physical safety, have you ensured that both the trainer and participants are aware of the following:

- Aims and objectives?
- Programme outline?
- Fire Exits and procedure?

Managing the Emotional Component of training: *How could others be affected by the learning material?*

Any safeguarding training will have an emotional component. Some people may bring their own personal experiences of child abuse to training. In addition, work involving child protection can often be complex and stressful. Some exercises or topics may invoke a strong reaction e.g. distress or anger from participants. Trainers must be prepared to acknowledge, manage and offer support in response to the emotional responses of participants. Failure to manage these emotional responses appropriately could inhibit or even block learning as well as cause emotional distress.

When developing and delivering training, you must give due consideration to the creation of a 'safe' training environment:

- How do you set the tone and ground rules for the training?
- What methods or tools are you going to use to make the training empowering? e.g. course contracts, sign-posting to further support.
- What strategies are in place if someone becomes very distressed and leaves the room or makes a disclosure?

Equality, Diversity & Inclusion:

How do you ensure that the training:

- Is delivered in a manner that facilitates and encourages learning from diversity of experience, culture and beliefs?
- Appropriately integrates issues of anti-discriminatory practice?
- Is provided in a manner that is sensitive to different learning styles?
- Takes account of any additional needs of participants? For example do you offer the opportunity for participants to identify any additional needs they may have in your pre-course materials?