



## Safeguarding Training Expectations

### A Guide for Single Agencies

If your agency delivers its' own safeguarding training to teams and colleagues it is important that the information used is accurate, up to date and appropriate to your service and the age of children and young people you work with.

This guide will provide you with some key documents to include in your single agency training, who should use them and where to find them. It is important to be proactive with your own professional development and ensure you remain update in between your "formal" safeguarding training. This can be done in the following ways:

- Signing up to credible websites to receive alerts on safeguarding updates. For example [NSPCC](#), [WSSCB](#), [NWG](#) and [CEOP](#).
- Reading national and local Serious Case Reviews and the learning recommendations for them. Click [here](#) to view these.
- Exploring a variety of safeguarding topics during team meetings and supervisions to promote discussion between professionals.

If your agency chooses to carry out safeguarding training in house, it is important to ensure the following;

- The person identified to deliver the training is at an appropriate level / has an adult teaching qualification and has sufficient knowledge in safeguarding to be able to answer any questions that may come up.
- The Person identified is aware of the variety of adult learning styles and adapts the training session accordingly to meet the needs of the learners.

Please note this list is not exhaustive but should be used as a guide. It is important to include your own organisations' policies and processes throughout the training to familiarise staff with the systems in place that apply to their role.

Key Documents	Who should use them?	Where to find them
Working Together to Safeguard Children 2018	Everybody working with children and young people and their families.	<a href="#">HERE</a>
Keeping Children Safe in Education 2018	Those working in schools	<a href="#">HERE</a>
Continuum of Need & Threshold Guidance	Everybody working with children and young people and their families.	<a href="#">HERE</a>
Early Years Foundation Stage (EYFS) Statutory Framework	Schools and childcare providers who care for children from birth to 5 years.	<a href="#">HERE</a>
Neglect Identification Measurement Tool (NIMT)	All professionals working with children, young people and their families who have concerns around neglect.	<a href="#">HERE</a>
	Professionals who wish to escalate a	<a href="#">HERE</a>

WSSCB Escalation Policy	concern about another professional from a different agency to their own.	
Howe's 4 Types of Neglect	All professionals working with children, young people and their families who have concerns around neglect.	<a href="#">HERE</a>
Signs of Safety Framework	This approach can be used by any professional working with children, young people and their families and can also be used between colleagues.	<a href="#">HERE</a>
Bruising Protocol for Children Who Are Not Independently Mobile	Professionals working with small non-mobile babies or children with a disability which prevents them from being mobile.	<a href="#">HERE</a>
Child Sexual Exploitation (CSE) Screening Tool	Professionals working with children and young people.	<a href="#">HERE</a>
Female Genital Mutilation (FGM) Flowchart	Professionals working with children and young people.	<a href="#">HERE</a>
PREVENT	Everybody working with children and young people and their families.	<a href="#">HERE</a>
MASH referral doc	Everybody who works with children and young people.	<a href="#">HERE</a>

**The most effective training session:**

- Provides clear information to learners about what they are going to cover before you start.
- Allows the learner time to process, consolidate and "test out" new information, through case studies, discussion, questions, etc.
- Has a trainer who is confident, engaging, knowledgeable and able to signpost,
- Relates to the practice of those taking part.
- Uses a variety of methods to share the information, including written, discussion, visual aids and group work to as cover a variety of learning styles.
- Stays on track in terms of time and subject