



**SBNI Child Safeguarding
Learning and
Development Strategy
and Framework
2015 - 2018**

Committee Responsible	SBNI Education and Training Committee
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Date	24th September 2015
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Date for Review	Every three years subject to SBNI Priorities
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Purpose	To contribute to the improvement of child protection and safeguarding training and education in Northern Ireland by setting out the key minimum learning outcomes to equip staff and volunteers in Organisations, with the skills, knowledge and competence to promote the safety and well-being of children and young people, within the remit of their roles and responsibilities.
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Signature Mrs Glenys Johnston	SBNI Interim Chair
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Version Control

Version No.	Amendments Made	Authorisation
1	Production of document	Sub-group members SBNI Education and Training Committee
2.0	Amendments to document following Consultation	Sub-group members and Professional Officer
3.0	Final version and sign-off by SBNI	Professional Officer
3.1	Amendment following the SBNI Board on 14 th January 2016.	Professional Officer

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Executive Summary

As Interim Chair of the Safeguarding Board for Northern Ireland (SBNI), I welcome the opportunity to present the 'SBNI Child Safeguarding Learning and Development Strategy 2015-2018'. This was approved by the SBNI Education and Training Committee on 18th June 2015 and endorsed by the SBNI in September 2015.

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The Learning and Development Strategy 2015-2018 is informed by the SBNI's Strategic Plan 2013-2017 and its associated vision statement, function and values. This strategy and framework contributes to the delivery of the SBNI's Business Plan priority three -: 'Providing leadership and setting direction', 3.2 (b) 'To develop a multi-agency education and training strategy to ensure that training is delivered effectively and consistently across member agencies'.

The Education and Training Committee established a short term working group (comprising representatives from five SBNI member agencies) to produce the strategy which builds upon existing good safeguarding training, sets minimum training standards and provides a graduated framework, on four levels, for agencies to use when planning and delivering safeguarding training in Northern Ireland. It also provides an opportunity for member agencies to improve opportunities for inter-agency and multi-disciplinary training and education over the next three years.

I would like to thank all Committee Members and in particular the working group for their endeavour in producing this strategy and framework. The challenge for SBNI member agencies will be to ensure that it is implemented and its effectiveness measured against the standards set out in the framework.

The SBNI Strategy and Framework will complement the guidance in the revision of 'Co-operating to Safeguard Children' and should be adhered to by all SBNI member agencies and any agencies providing services to a member agency under contractual/service level agreements. The implementation and use of the strategy and framework over the next three years will be monitored as part of the SBNI's Section 12 auditing process.

Finally, the Learning and Development Strategy 2015-2018 will be reviewed by the SBNI Education and Training Committee, as part of its annual work plan.

Mrs Glenys Johnston OBE
SBNI Interim Chair

Introduction

The statutory objective of the Safeguarding Board of Northern Ireland (SBNI) is to safeguard and promote the welfare of children and young people in Northern Ireland by coordinating the work and ensuring the effectiveness of each person or body represented on the Board. Under section 3(1) of the Safeguarding Board (NI) Act 2012 the SBNI must put in place arrangements for the on-going development and review of policies and procedures relating to the training of those working with children and young people, or their families.

The objective of the Education and Training Committee is to develop a strategy for child protection and safeguarding education and training which takes account of single and multi-agency training including its planning, delivery, monitoring and evaluation. It also takes account of DHSSPS Guidance to the Safeguarding Board for Northern Ireland (December 2012, revised May 2014) which recommends a training framework with different levels of training commensurate with the level and nature of contact with children and young people.

Aim

To contribute to the improvement of child protection and safeguarding in NI by setting out the key minimum learning outcomes to equip staff and volunteers with the skills, knowledge and competence to promote the safety and well-being of children and young people, within the remit of their roles and responsibilities.

Objectives

- 1 “Identify opportunities for developing and enhancing multi-disciplinary/multi-agency safeguarding education and training strategies across all sectors in relation to Children’s Services”.
- 2 Improve the competence of staff and volunteers involved in child protection and safeguarding.
- 3 Provide minimum learning outcomes which should be achieved by staff/volunteers in any learning and development activity.
- 4 Identify different levels of training commensurate with the level and nature of contact with children and young people, which take account of uni and multi-agency planning, delivery, monitoring and evaluation.
- 5 Inform commissioners, those developing and providing education and training programmes, plus organisations and individuals to ensure that relevant, consistent and quality assured programmes are in place, accessible and delivered at the right level.
- 6 To promote a consistent, flexible and developmental approach to safeguarding learning and development to meet individual and organisational learning needs.
- 7 Builds on child safeguarding learning which should be part of all preparatory/undergraduate programmes.

Values and principles

It is intended that learning and development delivered under this strategy will reflect the following principles:

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- A rights-based approach to safeguarding children learning and development in accordance with the UNCRC 1989 and the Human Rights Act 1998.
- Safeguarding and protecting children and young people is everyone's business and all activity should be child-centred.
- A multi-disciplinary and multi-agency approach to meeting individual and/or organisational learning and development needs is recommended where appropriate and relevant.
- Learning and development opportunities must be fit for purpose and have agreed learning outcomes as identified in this framework.
- Organisations have the responsibility to ensure that all learning and development is related to and demonstrated in practice.
- Learning and development will support improved performance in safeguarding children and young people.
- Learning and developing is not a one off event; each organisation must take responsibility to develop safeguarding children and young people learning and development strategies for their staff and volunteers, and seek to identify the most appropriate and relevant opportunities to develop staff confidence and competence in their role.
- Learning and development in safeguarding children and young people is a developmental process and requires the investment of time and resources within organisations to create a competent workforce.

Target audience

The strategy and framework is aimed at all SBNI member agencies, any agencies providing services to a member agency under contractual/service level agreement and is applicable and relevant to all organisations and individuals who come into contact with children and young people, and their families. It also includes those who work with adults who are parents or have contact with children and young people through the course of their work and/or service users who have contact with children.

Safeguarding and protecting children and young people is the responsibility of every individual in Northern Ireland across all disciplines and sectors.

Using the Learning and Development Framework

The framework has been designed in 4 levels which are not incremental but offer a continuum of learning and development where an individual may move between levels. For example if an individual can evidence a higher level of skills and knowledge, they may not need to undertake learning and development at a lower level of the framework. Each organisation should determine the level, developmental requirements and appropriate timescale for staff/volunteers to undertake the training. The Framework does specify some broad timescales but each organisation is responsible for determining if staff/volunteers require a certain level within a specific timeframe from date of appointment, for example. Where possible, organisations/individuals should take a multi-disciplinary/multi-agency approach to accessing learning and development.

The 4 levels include:

- Level 1) All staff/volunteers within the organisation
- Level 2) All staff/volunteers who have direct contact with:
 - Children and young people
 - Adult carers/parents and those who have regular contact with children

- Adults known or suspected of posing a risk to children and young people
- Level 3) All staff/volunteers who:
 - Could potentially contribute to assessing, planning, intervening and evaluating the needs of children and parental capacity where there are safeguarding issues
 - Have a managerial or supervisory role
- Level 4) All staff/volunteers with specialist safeguarding roles and responsibilities.

At each level, the framework identifies:

- Safeguarding knowledge and skills
- Key learning outcomes
- Target audience
- Potential development opportunities
- Organisational responsibility for implementation

All learning and development activity should be influenced by:

- SBNI strategic priorities;
- Recommendations from case management reviews, inquiries and other reviews
- New and emerging trends, research and issues in safeguarding in the context of SBNI strategic priorities;
- The legal and policy context, and any regulatory requirements;
- Training needs analysis (which will reflect national, regional and local needs).
- The UNCRC 1989 and the Human Rights Act 1998.
- A commitment to early intervention in children and young people's lives.

Programme Content 2015-2018

The training strategy for the next three years should include interagency training and learning outcomes as identified in the Framework, on the following:

- Child Sexual Exploitation
- Safeguarding children with a Disability
- Mental Health and its links to safeguarding
- Domestic Abuse and its links to safeguarding
- Substance Misuse and its links to safeguarding
- Children who pose a risk to others
- E Safety for children
- Outcomes of Case Management Reviews (CMRs)
- Chronic neglect as a form of child abuse
- Bullying
- Working Together/Understanding roles and responsibilities
- Thresholds/ Risk Assessment and Analysis
- Information Sharing & Confidentiality
- Physical chastisement of children
- Female genital mutilation

Organisational responsibility

The SBNI strategy and framework will complement guidance in Co-operating to Safeguard Children (DHSSPS, 2015) and should be adhered to. Organisations should therefore review their own internal training strategies/plans in accordance with this strategy and framework.

Organisations have a responsibility to ensure that staff and volunteers have the appropriate knowledge, skills and competence to effectively safeguard and protect children and young people and to meet the requirements of this framework.

Organisations must consider the current skill levels of individual staff/volunteers, the learning outcomes already met and using a personal development plan, identify future development needs, commensurate with their roles and responsibilities. This could be linked to the mandated professional development requirements for some staff groups.

Organisations have a responsibility to provide safeguarding induction to all new members of their organisation. The level of induction will depend on the individual's experience, skills and knowledge base and commensurate with their roles and responsibilities.

Organisations must record all induction and learning and development activity in relation to safeguarding. This information should be included as part of quality assurance and audit activity.

Monitoring and review

All SBNI member agencies and any agencies providing services to a member agency under contractual/service level agreements should review their own internal training strategies/plans at least every three years, and update them if required in accordance with this Strategy. Each agency/organisation should apply its own quality assurance processes. Additionally, monitoring will form part of the Section 12 auditing process required under the Safeguarding Board (NI) Act 2011 and be subject to auditing activity undertaken by the Education and Training Committee

The SBNI Education and Training Committee will review this learning and development framework every 3 years to ensure it remains fit for purpose, and reflects any relevant developments in safeguarding practice, policy and legislation.

Conclusion

An appropriately trained and supported work force is central to safeguarding children and young people in Northern Ireland. Organisations must invest in training their staff/volunteers to ensure all those who come into contact with children/young people understand their contribution to safeguarding and promoting the welfare of children and young people and are competent and confident to carry out their role.

Safeguarding Board for Northern Ireland (SBNI)

Child Safeguarding Learning and Development Framework

Level One				
Knowledge and skills	Learning outcomes	Target Audience	Development requirements	Organisational responsibility
Basic Knowledge of: <ul style="list-style-type: none"> • Signs and indicators of child abuse and contributory factors • Agency/staff policy and procedures • Reporting Procedures/processes • Record Keeping 	Ability to: <ul style="list-style-type: none"> • Recognise and respond appropriately to child safeguarding issues • Understand own role and the role of others within their organisation using their safeguarding policies and procedures 	All staff or volunteers in the organisation	Every three years access to training and Learning and Development activity that enables them to develop their skills at <u>Level One.</u>	This will be determined by the individual agencies and can take the form of: <ul style="list-style-type: none"> • A leaflet on induction or in other refresher training requirements • An 'E'-Learning programme • Corporate or departmental induction programmes • Face to face awareness sessions

Child Safeguarding Learning and Development Framework				
Level Two				
Knowledge and skills	Learning outcomes	Target Audience (Agencies can specify the particular staff or volunteers)	Development Requirements	Organisational responsibility
<p>More in depth knowledge of:</p> <ul style="list-style-type: none"> • Values and principles of safeguarding children and young people • Signs and indicators of child abuse and contributory factors • Agency/staff policy and procedures • Reporting procedures • Code of behaviour • Recording skills • Relevant legislation • Services provided by other support agencies • Confidentiality/ Information sharing • Referral process including UNOCINI • Immediate or early intervention 	<p>Ability to:</p> <ul style="list-style-type: none"> • Recognise and respond to children’s and young people’s safeguarding issues • Understand own role and the role of others • Contribute to the assessment and management of risk • Assist in safeguarding and promoting the welfare of children and young people • Understand the importance of own behaviour and boundaries 	<p>All staff and volunteers who have direct contact with:</p> <ul style="list-style-type: none"> • Children or young people • Adult carers/parents and those who have regular contact with children • Adults known or suspected of posing a risk to children or young people 	<p>Minimum 3 hours face to face formal training every three years as a stand-alone event.</p>	<p>This will be determined by the individual agencies. Additional learning and development activity outside the 3 hour formal requirement may include the following:</p> <ul style="list-style-type: none"> • Face to face/direct input training • ‘E’-Learning • Relevant safeguarding Conferences • Other relevant child protection events

Child Safeguarding Learning and Development Framework				
Level Three				
Knowledge and skills:	Learning outcomes	Target Audience (Agencies can specify the particular staff or volunteers)	Development Requirements	Organisational responsibility
<p>Knowledge of:</p> <ul style="list-style-type: none"> • Key tasks to safeguard Children • Threshold of Significant Harm • National, Regional and Local, policies, standards & guidance <ul style="list-style-type: none"> • ‘The Protocol for Joint Investigation by Police Officers and Social Workers of Alleged and Suspected Cases of Child Abuse – Northern Ireland’ (April 2013) • Models of Assessment • Impact of parenting in line with SBNI Strategic Priorities • Relevant Research, 	<p>Ability to:</p> <ul style="list-style-type: none"> • Develop working relationships with other professionals • Understand their own role and the role of others • Work together to meet the needs of children where there are Safeguarding concerns • Identify learning from Case Management Reviews • Contribute to interagency safeguarding assessments and risk analysis • Contribute to interagency safeguarding plans • Understand the importance of escalation regarding concerns about a child • Ability to challenge decision making • Ability to engage and challenge families in safeguarding • Understand the impact of child abuse and neglect on child 	<p>Those staff who:</p> <ul style="list-style-type: none"> • Could potentially contribute to assessing, planning, intervening and evaluating the needs of children (and parental capacity) where there are safeguarding issues • Managerial Supervisory role. • Specific safeguarding role. 	<p>Access to learning and development activity that enables staff/volunteers to develop their skills in <u>Level Three.</u></p>	<p>This will be determined by the individual agencies and professional requirements. it is recommended that it takes the form of:</p> <ul style="list-style-type: none"> • Face to face/direct input training (this can be supplemented by E-Learning) • Relevant Conferences • Relevant Events • Other learning and development activity.

<p>Inquiries and Case Management Review Findings</p> <ul style="list-style-type: none"> • Understanding of Safeguarding for children in specific circumstances in line with SBNI Strategic Priorities. • Models of effective safeguarding supervision • Enhanced court process skills 	<p>development</p> <ul style="list-style-type: none"> • Understand the importance and relevance to safeguarding children from research findings • Ability to coordinate and possibly develop relevant safeguarding training • Understand the importance of governance and accountably arrangements • Ability to work within the court and child protection case conference processes to safeguard children 			
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Child Safeguarding Learning and Development Framework				
Level Four				
Knowledge and skills	Learning outcomes	Target Audience (Agencies can specify the particular staff or volunteers)	Development Requirements	Organisational responsibility
<ul style="list-style-type: none"> The provision of expertise and the development of policy guidelines and protocols. Contribute to international, national, regional and local governance, strategic and operational processes. The specific knowledge and skills required to fulfil the specialist role. Incorporate learning from relevant research, Enquiry and review reports 	<p>Ability to:</p> <ul style="list-style-type: none"> Develop effective professional judgement and decision making skills Investigate safeguarding issues Provide verbal and written reports and evidence Ensure effective interagency working Contribute and develop safe and effective risk management and safeguarding plans Contribute to effective governance arrangements Contribute to the development of policy and procedure Meet on-going professional development standards and any other requirements 	<p>Those staff/volunteers with specialist safeguarding roles and responsibilities</p>	<p>Access to learning and development activity that enables them to develop their skills in <u>Level Four.</u></p>	<ul style="list-style-type: none"> This will be determined by the individual agencies and professional requirements.