

Safeguarding Children Training Strategy

April 2025 to March 2026



Hartlepool & Stockton-on-Tees
**SAFEGUARDING
CHILDREN**
PARTNERSHIP



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1. INTRODUCTION

- 1.1 The purpose of the Hartlepool and Stockton-on-Tees Safeguarding Children Partnership (HSSCP) Training Strategy is to support the national aspirations of the Children Act 2004 and Working Together to Safeguard Children, which is to have a workforce that is competent and appropriately skilled to carry out their duty to safeguard and promote the welfare of children and young people. This strategy therefore aims to provide a framework for the training and development of all employees and volunteers who work with children, young people and families in Hartlepool and Stockton-on-Tees. This includes training provided by single agencies to their own staff and inter/multi-agency training and development where staff from more than one agency train together.
- 1.2 The HSSCP Training Strategy complies with the requirements of The Children Act 1989 and 2004; The Common Core of Skills and Knowledge 2010; RCPCH Intercollegiate Document: Safeguarding Children & Young People; Keeping Children Safe in Education 2024 and other relevant legislation and complimentary plans.
- 1.3 The Strategy assists with ensuring that the children's workforce, including those in universal services and those providing services to adults with children in Hartlepool and Stockton-on-Tees are committed to and work together to deliver services that improve the welfare and protection of all children and young people. HSSCP will utilise experienced practitioners and as required, commissioned inter-agency trainers.
- 1.4 It provides a framework for inter-agency safeguarding and child protection learning and improvement throughout the children's workforce. It will include training and development activities in relation to outcomes from all learning sources; audits, observations, inspections, case reviews (i.e. Learning Review, Local Child Safeguarding Practice Reviews (LCSPR) or Child Death Reviews) and these will also influence future training and development activities.
- 1.5 It is expected that the knowledge, skills and competence of all employees/volunteers will have been acquired within individual professional / partner agencies training and development programmes in accordance with statutory guidance and requirements. This will ensure that arrangements are in place which reflect the importance of safeguarding and promoting the welfare of children. The expectation is that:
 - Employers are responsible 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;
 - 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; and
 - All professionals should have regular reviews of their own practice to ensure they improve over time;
 - All staff should have appropriate supervision and support;
 - Employers are responsible for ensuring staff undertake safeguarding training and development.

2. WORKING TOGETHER TO SAFEGUARD CHILDREN

2.1 Working Together to Safeguard Children 2023 states:

'Multi-agency and multi-disciplinary training will be important in supporting this collective understanding of the demographics and needs of the local community, the local practice framework, and the services available to support children. All practitioners working with children and families, including those in universal services and those providing services to adults with children, need to understand their role in identifying emerging problems'.

To be effective, practitioners need to

- know when to share information with other practitioners and what action to take to support early identification and assessment*
- be able to identify and recognise all forms of abuse, neglect, and exploitation*
- have an understanding of domestic and sexual abuse, including controlling and coercive behaviour as well as parental conflict that is frequent, intense, and unresolved*
- be aware of new and emerging threats, including online harm, grooming, sexual exploitation, criminal exploitation, radicalisation, and the role of technology and social media in presenting harm*

'A joint function of the Designated Safeguarding Partners is the provision of appropriate multi-agency safeguarding professional development and training'

2.2 The HSSCP Training Strategy supports the above, taking in to account the need for:

- Adequate resources and capacity to deliver or commission training;
- Policies, procedures and practice guidelines to inform and support training in line with the strategy;
- Identification and periodic review of local training needs, taking in to account research, national developments, learning from experience and case reviews;
- Robust arrangements for organising and coordinating delivery;
- Structures and processes for the delivery of inter/multi agency training that are not unduly dependant on a single individual; and
- Quality assurance processes to be in place e.g. evaluation of training.

2.3 Safeguarding children training provided under the HSSCP Training Strategy will be commissioned in line with Hartlepool Borough Council's procurement procedure.

3 STRATEGIC OBJECTIVES

3.1 This Training Strategy aims to ensure:-

- A high standard of good quality, consistent safeguarding and child protection training and development is delivered on an inter-agency basis and meets local, regional and national requirements.
- All safeguarding and child protection training and learning activities complies with the principles of the Children Act 1989, Children Act 2004 and the Human Rights Act 1998 and all other legislation relevant to safeguarding and child protection.
- All training and learning activity incorporates the underpinning principles of Working Together to Safeguard Children; DoH Intercollegiate Document and the Framework for the Assessment of Children in Need and their families, as well as any associated guidance.
- All training and development incorporates learning from experience, case reviews, observation,

performance and quality audits undertaken by HSSCP, as referred to in their respective Performance & Quality Assurance Framework.

- Key agencies are able to achieve partnership working and networking opportunities through multi agency shared attendance at training and learning activities.
- Equality and diversity are incorporated and promoted within all training and learning activities including awareness of race/ethnicity/culture/faith, gender, sexuality, age, disability, health, etc.

4 LEARNING AND DEVELOPMENT PRINCIPLES

4.1 HSSCP will continue to apply a culture of continuous learning and development that identifies opportunities to draw on what works and promote good practice across all organisations that work together to safeguard and promote the welfare of children, identifying opportunities to draw on what works and promote good practice.

4.2 The HSSCP defines the following:

- **Single agency training:** 'training carried out by a particular agency for its own staff'.
- **Inter/multi-agency Training:** 'training for employees of different agencies who either work together formally or come together for training or development.

4.3 HSSCP believes and will ensure that the training it delivers, which will predominantly be inter/multi-agency training complies with the following principles:

Child centred: incorporating and promoting children's rights and needs and ensuring their welfare is paramount.

Working with families: involving, communicating with, recognising and supporting families in responding to the needs of their children

Inclusion and accessibility: respect for diversity and inclusive of the wide range of individuals and disciplines that have responsibilities for safeguarding and promoting the welfare of children.

Equal rights: accessible safeguarding services; recognition of the impact of inequality and discrimination and the dangers of cultural relativism.

Inter/multi-agency collaboration: placing value on people working collaboratively to safeguard and promote the welfare of children.

Evidence based: informed by the best available up-to-date evidence, including research into the experiences and views of children and young people.

Feelings, values and processes: and the emotional impact of the work are recognised and addressed.

(Safeguarding Children: a Shared Responsibility, HM Govt et al, 2007)

4.4 These principles underpin the HSSCP Training Strategy and are intrinsic to all courses.

5 TRAINING AND DEVELOPMENT PROGRAMME

5.1 The Tees Joint Training Group will plan and develop an annual multi-agency Safeguarding Children Training Programme, which will be based on Key Lines of Enquiries and learning from Local Child Safeguarding Practice Reviews and Harm Outside The Home Group (HOTH). The group members will complete the HSSCP Training/Event Proposal Form to advise of the safeguarding training requirements of any topic not already covered by the current safeguarding children training programme. This will give the basis for any commissioned training requirements.

- 5.2 The HSSCP Safeguarding Children Training programme will aim to achieve:
- Effective inter-agency working practices and understanding of working roles and responsibilities;
 - A shared understanding of national guidance and local policies and procedures for safeguarding children and young people;
 - Improved communication within the children's workforce;
 - Support for organisations to ensure their employees are knowledgeable in all areas of safeguarding and child protection relevant to their role;
 - Improvements in information sharing, assessment and decision making.
- 5.3 Training and staff development provided by this annual safeguarding children programme will comply with the National Standards which have been localised and detailed at Appendix 1.

6 E-LEARNING

- 6.1 HSSCP offer access to a basic awareness of a wide range of safeguarding children topics via the 'Tees Safeguarding All' suite of e-learning. Whilst encouraging e-learning as a learning medium it is also acknowledged that the added value of discussing matters with professionals from other agencies is not available using this method of learning.
- 6.2 The 'Tees Safeguarding All' suite of e-learning safeguarding courses, developed to support the 'Think Family' approach is jointly commissioned by the Teeswide Adult Safeguarding Board, HSSCP and South Tees SCP.

7 QUALITY ASSURANCE

- 7.1 The HSSCP has a responsibility to monitor and evaluate the effectiveness of both single and multi-agency training, for all professionals in their local authority area. 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 who are in secure settings.
- 7.2 Appendix 2 outlines and details the Training Cycle, including Quality Assurance, that will be applied in relation to the inter/multi-agency safeguarding children training.
- 7.3 E-Learning courses will be quality assured by members of the Tees Joint Training Group to ensure they are up to date and effective in developing practitioners' knowledge and skill base.

Appendix 1: Training Standards

Standard 1: Equality of Access

All inter/multi agency training and development will promote equality of access to learning opportunities.

Standard 2: Participant Learning

To support positive outcome of participant learners the HSSCP inter/multi agency training and development is based on adult learning theories and accommodates different learning styles of participants. The training methods and materials will be based on adult learning theories and will recognise the diversity of participants. Any materials / resources will be clear, accurate and relevant and accommodate anyone who has special needs. A variety of training methods will be used to facilitate all training.

Standard 3: Good Practice in Training Delivery

Training will include:

- Objectives for training expressed in terms of outcome for course participants.
- Material which is research based.
- Theory relating to practice, e.g. via case studies.
- Examples with current practical relevance from agency practitioners.
- Attitudes and core values of safeguarding work.
- Multi-agency perspective: recognising role boundaries and service objectives.
- Awareness of:
 - Stressful nature of safeguarding training and work.
 - Potential of disclosure of childhood abuse from course participants.
 - The need of contingency support and referral if requested or required.
 - The potential of action from trainers if there is a conflict between course content and its translation into practice.
- The possibility of disclosure and the stressful nature of the subject which has implications for the number of participants on courses, generally speaking 25 people is a maximum size for a plenary group other than a lecture-style format.
- It is recognised that co-delivery is optimal, but understand that this is not always possible, and consideration needs to be taken into account of available resources.

Standard 4: Quality Assured Courses

All inter/multi agency courses developed in house will undergo a rigorous quality assurance process both pre and post delivery undertaken by the HSSCP to ensure that it is:

- Fit for purpose,
- Meets the needs of the audience,
- Appropriate, including meeting Royal College Paediatrics and Child Health et al (2014) *Safeguarding Children and Young people: Roles and Competencies for Health Care Staff*. Intercollegiate Document supported by the Department of Health. For brevity this document is referred to as the Health Intercollegiate document throughout this strategy.
- Contains up to date information and is
- Reflective of the requirements of this Training Strategy.

Appendix 2: Training Cycle including Quality Assurance.

Tees Joint Training Group (TJTG) identify, develop and commission inter/multi-agency safeguarding children training. They also measure the quality and effectiveness of the training which will be undertaken at various stages. Members of TJTG also undertake observation of a sample of courses to ensure the agreed Training Standards are being complied with.

