

**EAST & NORTH HERTS, HERTS VALLEYS CCGS
SAFEGUARDING CHILDREN & LOOKED AFTER CHILDREN
TRAINING STRATEGY**

DOCUMENT CONTROL SHEET

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1	April 2015	Beverly Mukandi Beaulah Madziwa- Chizimba	Policy reviewed

Implementation Plan:

Development and Consultation	East and North Herts CCG Herts Valleys CCG
Dissemination	
Training	N/A
Monitoring	<p>Assurance will be required that all staff have been trained to an appropriate level in safeguarding children and young people. This will be received through Quality Performance and Assurance processes. In order to provide assurance to the CCGs, all contracted practitioners/services will record information including:</p> <ul style="list-style-type: none"> • Numbers of staff requiring each level of training as stated in Roles and Competencies for Health Care Staff: Intercollegiate Document 2014 • Attendance figures for all levels of training. • Number of staff requiring level 3 training as stated in Roles and Competencies for Health Care Staff: Intercollegiate Document 2012.

	<ul style="list-style-type: none"> Attendance figures for level 3 looked after children training. For staff directly employed by the CCGs assurance will be received via annual appraisals.
Review	2018
Equality and Diversity	01/ 04/2015 - Equality Impact Assessment 01/ 04/2015 - Privacy Impact Assessment
Associated Documents	<ul style="list-style-type: none"> Working Together to Safeguard Children (2015) Safeguarding Children and Young People: Roles and competencies for health care staff (<i>Intercollegiate 2014</i>) Looked after children: Knowledge, skills and competences of health care staff. (<i>Intercollegiate 2012 – currently under review</i>)
References	<ul style="list-style-type: none"> Department of health (2009) 'Statutory Guidance on Promoting the Health and Well-being of Looked After Children RCPCH (2014) 'Safeguarding Children and Young People: Roles & Competencies for Health Care Staff' Intercollegiate Document RCPCH (2015) 'Looked after Children: Knowledge, Skills and Competences of Health Care Staff' Intercollegiate Document National Service Framework for Children, Young People and Maternity Services (2004) The NHS Knowledge and Skills Framework and development review process 2004 Hertfordshire Child Protection Procedures www.hertssafeguarding.org.uk HM Government (2015) Working together to Safeguard Children. http://publications.dcsf.gov.uk Safeguarding Children training Directory 2012 www.chimat.org.uk/safe/training HM Government (2005) Common Core of skills and knowledge for Children's workforce www.everychildmatters.gov.uk

	<ul style="list-style-type: none">• Skills for Health.(2008)Career Framework Descriptors. www.skillsforhealth.org.uk• Health Care Commission /CQC (2007) Safeguarding Children a shared responsibility. www.cqc.org.uk• Lord Laming progress report 2009• Munro review of child protection – a child centred system FE 2011
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1.0 Introduction

1.1 Both East and North Hertfordshire and Herts Valleys CCGs are committed to safeguarding and promoting the welfare of children and young people. The CCGs recognise that under section 11 of The Children Act 1989/2004 they have a statutory duty to ensure that safeguarding and promoting the welfare of all children forms an integral part of the services commissioned by the CCGs.

1.2

1.3 As commissioning organisations they must ensure that their employees including board members “and those of the organisations they commission” are knowledgeable about safeguarding children and young people and looked after children, and are confident and competent in carrying out their responsibilities. To fulfil this CCG responsibility, a training strategy for safeguarding children and young people has been developed. Training in safeguarding children has been made mandatory for all CCG commissioning staff and for those commissioned services including independent contractors.

2.0 Scope

2.1. This policy applies to those members of staff that are directly employed by the CCGs and for whom the CCGs has legal responsibility. For those staff covered by a letter of authority/honorary contract or work experience the organisations policies are also applicable whilst undertaking duties for or on behalf of the CCGs. Further, this policy applies to all third parties and others authorised to undertake work on behalf of the CCGs where appropriate.

3.0 Purpose

3.1. The purpose of this strategy is to provide a framework which ensures both CCGs meets their contractual and legislative responsibilities to equip people to work effectively to safeguard and promote the welfare of children and young people. The identification of the level of safeguarding training required is dependent on the CCGs staff member’s role and responsibilities, and following the completion of the CCGs induction programme, should be linked to the annual appraisal process and a personal development plan.

All health care organisations in Hertfordshire must demonstrate that any training programme undertaken by staff fulfils the National Standards as set out in Working Together 2015 and in line with competency framework in Safeguarding Children & Young People: roles and competencies for health Care Staff Intercollegiate Document 2014.

4.0 National Policy Context

This strategy outlines the CCGs training plan and a framework for the delivery of training. The elements described within the strategy aim to provide all employees, independent contractors and clinical staff with the knowledge and skills to fulfil their duties and responsibilities in relation to safeguarding children. It has been formulated using statutory guidance and key principles set out in:

4.1 Working Together to Safeguard Children (2015)

Working Together to Safeguard Children (2015) sets out statutory guidance on the responsibility of CCGs and NHS England to ensure that employees and independent contractors have an awareness of how to recognise and respond to safeguarding concerns. It states that this can be best achieved by a combination of single agency and multi-agency training.

The CCGs have a responsibility alongside Health Education England (HEE), working in conjunction with their Local Education and Training Boards (LETs) to provide or commission suitable workforce development and training which is relevant for both general and specialist safeguarding workforce working in partnership with local commissioners and providers (The NHS Constitution 2013).

Working Together to Safeguard Children (2015) sets out the role of Local Safeguarding Children Boards (LSCB's). The LSCB is responsible for providing multi-agency training as well as monitoring and scrutinising single agency training offered by organisations. CCGs have a responsibility to provide support to the LSCB in their training functions by representation on LSCB training sub groups and contributing to LSCB training programme.

4.2 Children's Act (2004)

In accordance with the Children Act 2004 (Section 11) all individuals who work in health care organisations, both substantive staff and those working in services that are contracted or commissioned, must be trained and competent to recognise when a child may need to be safeguarded and know what to do in response to concerns about their welfare. Working Together to Safeguard Children (2015) sets out statutory guidance on the responsibility of CCGs and NHS England to ensure that employees and independent contractors have an awareness of how to recognise and respond to safeguarding concerns.

4.3 The Children and Families Act (2014)

This came into force in September 2014 and it strengthens the accountability for the provision of services and support to children with special educational needs and/or disability (SEND). Both CCGs will seek assurance that service providers fulfil their responsibilities to this vulnerable group of children.

4.4 Safeguarding Children and Young People: Roles and competencies for health care staff (*Intercollegiate 2014*)

Safeguarding Children and Young People: Roles and Competencies for Health Care Staff (RCPCH 2014) is endorsed by the Department of Health, Royal College of Paediatrics and Child Health, Royal College of Nursing and Royal College of Midwives. This document provides a competency framework and sets out the levels of competence with the timescales required by different groups of healthcare and the type of training requirements necessary in order to ensure appropriate statutory training requests.

4.5 Looked after children: Knowledge, skills and competences of health care staff. (*Intercollegiate 2012 – currently under review*)

Looked after children: Knowledge, skills and competences of health care staff, (*Intercollegiate 2012 – currently under review*) is endorsed by the Department of Health, Royal College of Paediatrics and Child Health, Royal College of Nursing. This document provides a competency framework and sets out the levels of competence with the timescales required by different groups of healthcare and the type of training requirements necessary in order to ensure appropriate training requests.

5.0 Roles and Responsibilities

5.1 Responsibilities of a Commissioning Organisation

Both CCGs acknowledges all the requirements set out within the Intercollegiate Document and will comply with it in respect of their own staff across all levels of the organisation. It will also monitor compliance and quality assurance related to safeguarding training within commissioned services. The Intercollegiate Document can be accessed to identify appropriate training needs of all employees within commissioned and contracted services.

5.2 CCG' Governing Body

The Intercollegiate documents have specific guidance for the roles of Chair, Board Executives and Directors, which include CCG Governing Bodies. Both CCGs Hertfordshire CCG Board members and commissioning leads should have Level 1 core competencies in safeguarding and must know the common presenting features of abuse and neglect and the context in which it presents to healthcare staff. Additionally, Board members/commissioning leads should have an understanding of:

- the statutory role of the Board in safeguarding including partnership arrangements
- safeguarding policies, risks and performance indicators
- staff's roles and responsibilities in safeguarding
- expectations of regulatory bodies in relation to safeguarding

East and North Hertfordshire and Herts Valleys CCG Boards will be held accountable for ensuring children and young people receive high quality, evidence based care in all commissioned services "and are seen in appropriate environments, by staff, with the requisite skills, training values and expected behaviours". The intercollegiate documents stipulate that Boards/CCGs Governing Bodies have access to safeguarding advice and expertise through their Designated Professionals.

5.3 Chief Executive Officer

Overall accountability for safeguarding within East and North Herts CCG and Herts Valleys CCG rests with the Chief Executive who is also the Accountable Officer. The Chief Executive is responsible for ensuring that robust governance arrangements are in place and are maintained to ensure the delivery of all safeguarding duties and objectives.

5.4 The Designated Professionals

The CCGs safeguarding team has a responsibility to:

- Provide CCG Governing Bodies and Executive Committee with safeguarding training and development
- Develop and maintain competencies for safeguarding training that are compatible with national guidance and local multi-agency policies
- Ensure that lessons learned from major investigations (serious case reviews and domestic homicide reviews) are incorporated into training and development opportunities

5.5 Line Managers

All managers in the CCGs should:

- ensure that safer recruitment standards and policy is adhered to at all times
- DBS checks are undertaken in line with national and local guidance;
- Ensure safeguarding responsibility is reflected in all job descriptions and the Knowledge and Skills Framework (KSF) relevant to the job role.

5.6 Staff Responsibilities

All staff will adhere to this policy and should:

- be alert to the potential indicators of abuse or neglect for children and know how to act on those concerns in line with local guidance;
- take part in training, including attending regular updates so that they maintain their understand the principles of confidentiality and information sharing in line with local and government guidance;
- should contribute to, when requested, the multi-agency meetings established to safeguard and skills and are familiar with
- procedures aimed at safeguarding children;
- Adhere to the policy and access training as job role requires.

6.0 Training and delivery arrangements

Safeguarding children and young people, is embedded in all commissioned services contractual arrangements. The emphasis is upon the importance of maximizing flexible learning opportunities to acquire the necessary competencies. Providers will ensure that there are internal mechanisms in place to record and monitor all training.

Training can be delivered in any method that meets the requirement set out in Roles and Competencies for Health Care Staff, the Intercollegiate Document (RCPCH 2014).The training must be accessible to all staff by ensuring that participants specific needs are met, for example, visual impairment, hearing loss, mobility difficulties, language difficulties (may need interpreter) or learning difficulties. This will enable full inclusivity for all staff to access Safeguarding Children and Young People Training. Venues should comply with the Equality Act 2010 requirements and functional for training. These issues will be addressed by the provider of the service.

6.2 The Intercollegiate Guidance Safeguarding Children 2014 Competency framework summaries

	Staff Group	Frequency
Level 1	All staff including Board Level Executives/Non Executives, Lay members, non-clinical managers and staff working within health care settings; volunteers, Lay members	3 yearly
Level 2	Minimum level required for non-clinical and clinical staff who have some degree of contact with children and young people and /or parents/carers.	3 Yearly
Level 3	Clinical staff working with children and or their parents/carers and who could potentially contribute to assessing ,planning, intervening and evaluating the needs of children and parenting capacity where there are safeguarding needs	3 yearly equivalent to 1-1½ PA's
Level 4	Specialist roles -Named Professionals	3 yearly equivalent to 6 PA's
Level 5	Designated professionals	3 yearly-equivalent to 6 PA's
Level 6	Board level	3 yearly

6.2.1 The Intercollegiate Guidance Looked After Children 2015 Competency framework summary

	Staff Group	Frequency
Level 1	Non-clinical staff working in any health care setting volunteers, Lay members	3 yearly
Level 2	Clinical staff who have contact with children and young people and/or parents/carers	3 Yearly
Level 3	Clinical staff working with children and or their parents/carers and who could potentially contribute to assessing, planning, intervening and evaluating the needs of looked after children.	3 yearly equivalent to 1-1½ PA's

Level 4	Specialist roles – Medical, Nursing and Health advisors for looked after children	3 yearly equivalent to 6 PA's
Level 5	Designated professionals for looked after children.	3 yearly-equivalent to 6 PA's
	Board Level	Competence to be reviewed annually as part of appraisal

6.3 Assurance and Governance

Assurance will be required that all staff have been trained to an appropriate level in safeguarding children and young people. This will be received through Quality Performance and Assurance processes. In order to provide assurance to the CCGs, all contracted practitioners/services will record information including:

- Numbers of staff requiring each level of training as stated in Roles and Competencies for Health Care Staff: Intercollegiate Document 2014
- Attendance figures for all levels of training.
- Number of staff requiring level 3 training as stated in Roles and Competencies for Health Care Staff: Intercollegiate Document 2015.
- Attendance figures for level 3 looked after children training.

For the CCGs directly employed staff assurance will be received via annual appraisals and training monitoring.

Both CCGs acknowledge all the requirements set out within the Intercollegiate Documents and will comply with it in respect of their own staff across all levels of the organisation. They will also monitor compliance and quality assurance related to safeguarding training within commissioned services. The Intercollegiate Document can be accessed to identify appropriate training needs of all employees within commissioned and contracted services.

Appendix 1 Equality Impact Assessment Stage 1 Screening

1. Policy		EIA Completion Details			
Title: Safeguarding Children & Looked After Children Training Strategy <input checked="" type="checkbox"/> Proposed <input type="checkbox"/> Existing Date of Completion: April 2015 Review Date: April 2018		Names & Titles of staff involved in completing the EIA: Beverly Mukandi (Deputy Designated Nurse Safeguarding Children) Beaulah Madziwa-Chizimba (LAC Specialist Nurse)			
2. Details of the Policy. Who is likely to be affected by this policy?					
<input checked="" type="checkbox"/> Staff		<input checked="" type="checkbox"/> Patients		<input checked="" type="checkbox"/> Public	
3. Impact on Groups with Protected Characteristics					
	Probable impact on group?			High, Medium or Low	Please explain your answer
	Positive	Adverse	None		
Age	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Being married or in a civil partnership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Disability (inc. learning difficulties, physical disability, sensory impairment)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Having just had a baby or being pregnant	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Race, (inc. ethnicity, nationality, language)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Religion or belief	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Sex (inc. being a transsexual person)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Sexual Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
No impact on any of the groups above.	Please explain and provide evidence East and North Herts CCG and Herts Valleys will treat patients as individuals, with respect for their dignity. Both CCGs do not discriminate on grounds of sex, age, sexual orientation, ethnicity, educational level, employment, disability, marital status or religion.				
4. Which equality legislative Act applies to the policy?					
<input checked="" type="checkbox"/> Human Rights Act 1998 <input type="checkbox"/> Equality Act 2010 <input type="checkbox"/> Health & Safety Regulations			<input type="checkbox"/> Mental Health Act 1983 <input type="checkbox"/> Mental Capacity Act 2005		
5. How could the identified adverse effects be minimised or eradicated?					

6. How is the effect of the policy on different Impact Groups going to be monitored?

**Appendix 2
Privacy Impact Assessment Stage 1 Screening**

1. Policy	PIA Completion Details		
Title: Safeguarding Children and Looked After Children Training Strategy <input checked="" type="checkbox"/> Proposed <input type="checkbox"/> Existing Date of Completion: April 2015 Review Date: April 2018	Names & Titles of staff involved in completing the PIA: Beverly Mukandi (Deputy Designated Nurse Safeguarding Children) Beullah Madziwa-Chizimba (LAC Specialist Nurse)		
2. Details of the Policy. Who is likely to be affected by this policy?			
<input checked="" type="checkbox"/> Staff <input checked="" type="checkbox"/> Patients <input checked="" type="checkbox"/> Public			
	Yes	No	Please explain your answers
Technology Does the policy apply new or additional information technologies that have the potential for privacy intrusion? <i>(Example: use of smartcards)</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Identity By adhering to the policy content does it involve the use or re-use of existing identifiers, intrusive identification or authentication? <i>(Example: digital signatures, presentation of identity documents, biometrics etc.)</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
By adhering to the policy content is there a risk of denying anonymity and de-identification or converting previously anonymous or de-identified data into identifiable formats?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Multiple Organisations Does the policy affect multiple organisations? <i>(Example: joint working initiatives with other government departments or private sector organisations)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Data By adhering to the policy is there likelihood that the data handling processes are changed? <i>(Example: this would include a more intensive processing of data than that which was originally expected)</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
If Yes to any of the above have the risks been assessed, can they be evidenced, has the policy content and its implications been understood and approved by the department?	This policy will impact positively on the safeguarding children agenda and partner agencies. It has been endorsed by the Hertfordshire Safeguarding Children Board Policy and Procedure sub-group		

