

City of York Safeguarding Children Partnership Training, Learning and Development Strategy

Purpose

This strategy provides a framework for multi-agency learning and development in regard to safeguarding children in York, ensuring that people who work with children and their families are appropriately knowledgeable, skilled and competent.

This document should be read in conjunction with the Partnership's Quality Assurance Framework.

The term 'training' is used within this document to refer to any type of learning intervention including training courses, e-learning, seminars, conferences, briefings etc and recognises that practitioners may have different learning styles.

The National Context for Safeguarding Training

Working Together to Safeguard Children 2026 states that:

“One of the joint functions of the designated safeguarding partners is to ensure that there is ‘the provision of appropriate multi-agency safeguarding professional development and training’”

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 threats, including online abuse, grooming, sexual exploitation and radicalisation.

Regional context

The Partnership is a member of Yorkshire and Humber Multi-Agency Safeguarding Trainers (YHMAST) which is a network of Learning and Development professionals who are working for, or on behalf of, Safeguarding Partnerships across the region to ensure the delivery of appropriate and effective safeguarding children training and learning opportunities. Its aim is to help improve the quality, consistency and continuity of safeguarding training across the region. Quarterly meetings are held and themed conferences and masterclasses arranged approximately every 18 months.

The Partnership also works closely with partnerships in York and North Yorkshire (both children's and adults focussed) to deliver key messages and activities during Safeguarding Week each year.

Local Context

The Role and Responsibilities of the City of York Safeguarding Children Partnership (CYSCP)

The Partnership is made up of several local partners and led by the three statutory partners namely, the City of York Council, North Yorkshire and York Health Integrated Care Board (ICB) and North Yorkshire Police.

Working Together 2026 requires safeguarding partners to agree on ways to co-ordinate their safeguarding services; act as a strategic leadership group in supporting and engaging others; and implement local and national learning including from serious child safeguarding incidents. They must work together in a system where learning is promoted and embedded in a way that local services for children and families can become more reflective and implement changes to practice.

Multi-Agency training has a key role in promoting local guidance, procedures and processes and in providing feedback from practitioners on what works well and what could improve in multi-agency work.

The Partnership seeks feedback from practitioners during face-to-face/virtual training courses; via immediate post-course evaluations; and

by means of longer-term surveys at periods after the course on the impact of the learning on practice.

To provide additional guidance on the expected level of training, the Partnership will set recommended standards for all providers of single and multiagency training. (See Annex A.)

Organisational and professional responsibility

Organisations: Must facilitate opportunities for their staff to participate in initial and continuous professional development.

They also need to provide opportunities for reflection on interagency learning and for enabling this to be disseminated and embedded into practice.

Professionals: There is an expectation that workers and volunteers, at all levels and across all disciplines, in the children's workforce, recognise the need for continuing their development, and for updating their knowledge and skills. This may also be a requirement of an employer, professional body and/or association.

Assurance on training Section 11 and Agency Assurance Reports

The Partnership has oversight of the quality and provision of single safeguarding children training via Agency Assurance Reports which are presented at the Partnership Executive and of multi-agency safeguarding children training via a number of evaluation methods (see below). For this reason, training provision within agencies is a key aspect of the annual agency assurance reports to the Partnership and the biennial Section 11 (Children Act 2004) audit of agencies. The Agency Assurance Report format mirrors the Section 11 requirements.

School Audit (Section 157 and 175, Education Act 2002) and Assurance Arrangements

The Partnership has adopted a [procedure](#) which outlines the School Audit (Section 157 and 175, Education Act 2002) and assurance arrangements to the Partnership Executive around safeguarding practice within the city's schools. The procedure sets out the audit and assurance arrangements functions in respect of schools within the City of York.

The City of York Safeguarding Children Partnership Training, Learning and Development Arrangements

The Partnership:

has a strategic overview of multi-agency training to promote and safeguard the welfare of children

has responsibility for commissioning of Multi-Agency training via the Partnership Learning, Development and Performance Sub-Group.

the Learning, Development and Performance Sub-Group reviews multiagency training needs on an annual basis which considers national, regional and local research, local multi-agency reviews, priority areas identified by the partnership, findings from inspection, and national guidance as part of this process.

Voice of the Child

The voice of children and young people are an intrinsic element of the Partnership multi-agency training. As part of the commissioning process, training providers are asked about how they will incorporate the voice of the child within their training content. The Partnership recommended Training Standards include an emphasis on content being child focussed and this is monitored through the programme of observation of training courses. Impact surveys carried out with practitioners about how the training has changed their working practice, asks for examples of where training has impacted directly on a child or young people.

Quality Management

Throughout the learning and development cycle for Partnership training, quality management processes are embedded at each stage. This ensures that there are continuous opportunities to focus and improve on the quality of training.

[This diagram](#) sets out how quality management is implemented for Partnership training. Whilst this cycle refers to externally commissioned training providers, it is still applicable to those trainers provided by partners. The blue actions are about *quality assurance* and providing confidence that quality requirements will be fulfilled. The orange actions are about *quality control* and inspecting that the quality requirements are being met.

The diagram shows a continuous improvement cycle that divides activities into Quality Assurance and Quality Control.

Quality Assurance (Blue Steps)

- Accurate and detailed Learning Needs Analysis
- Detailed course specifications with clear aims and objectives
- Identification of suitable providers to invite to tender
- Robust commissioning processes to select the best provider
- Contracts in place with training providers
- Ongoing dialogue to develop and update training

Quality Control (Orange Steps)

- Observation of training delivery and feedback to the provider
- Review of information from evaluation forms and attendance figures
- Review of impact survey results

Subject specialists from partner agencies are involved in developing course specifications, contributing to the assessment process of tenders through scoring and interviewing potential training providers, providing updates and information for trainers where required, and observing training.

Training Standards

The Partnership has a role in having an oversight of both single agency and multi-agency safeguarding children training. Oversight of single agency training is provided through the Agency Assurance reports and Section 11 audit processes described above. The Partnership has adopted Recommended Training Standards for multi-agency training based on relevant legalisation and statutory guidance. The Partnership commissioned courses are observed by a Subject Matter Expert and an observation checklist based on these standards is used to formally monitor standards.

Recommended standards have been developed to ensure both single agency and multi-agency training is compliant with Partnership requirements. These can be found at Annex A.

Evaluation

Both short term and longer-term evaluation are a key part of the learning cycle. Evaluating learning interventions demonstrates their effectiveness in strengthening multi-agency safeguarding practices and contributes to providing assurances about the competency of the workforce.

Evaluating the impact that training can have on outcomes for children and families is also an important objective.

Evaluation forms are used post learning and these are regularly reviewed and responses analysed to enable changes where necessary to be made to courses. This information is used alongside attendance figures information to build a fuller picture of the value of courses both to individual practitioners and the wider workforce.

Evaluation and impact-measuring methods will continue to be reviewed to ensure that useful information is being collated.

Multi-agency Safeguarding Training

Multi-agency training enables staff to work effectively both within their own agency and across organisational boundaries. Training people together can make a significant contribution to building mutually respectful and trusting relationships, which form the foundation of any partnership working.

The Partnership learning offer aims to increase participants' knowledge and skills in the field of safeguarding children in order to provide high-quality services and improve outcomes for children, young people and their families and carers.

For up to date multi-agency training including course descriptions and schedule, visit the Partnership Multi-Agency [Training Page](#).

Target Audiences

The multi-agency training offer developed by the Partnership is targeted for all workers and volunteers from statutory, voluntary, sports and independent agencies and organisations in the City of York (including schools).

These organisations will either be providing services direct to children and their families or providing services for adults – who may also be parents or carers of dependent children.

Training Levels

Work has been completed with colleagues in health, police and education to identify, where possible, with which roles and levels Partnership training most closely matches. This guidance is available on the Partnership's website to assist individuals in deciding which course is best suited to their role.

Annex A

Recommended Standards for Single Agency Safeguarding Training* (adapted from Kent and Bradford LSCB Training Standards)

*The term training has been used, but these standards cover any learning intervention including training courses, e-learning, seminars, conferences, briefings etc.

Standard One

The organisation has a named professional responsible for the identification and prioritisation of training, learning and development within the agency/organisation.

Standard Two

The agency/organisation will have in place a current Training Strategy in relation to safeguarding children, which is reviewed on a bi-annual basis.

Standard Three

All safeguarding children training is linked to current and evolving local, regional and national standards.

Standard Four

All safeguarding children training has clear aims and objectives.

Standard Five

All safeguarding children training content is well researched and evidence based.

Standard Six

Training materials are clear, accurate, relevant and up to date.

Standard Seven

Training will be delivered by appropriately qualified and experienced trainers and is child focussed and linked to child development.

Standard Eight

Training will be delivered in an environment, which is conducive with learning.

Standard Nine

Training will reflect anti-oppressive, non-judgemental and anti-discriminatory practice.

Standard Ten

All training will be evaluated to ensure that standards are being maintained and that it enhances practice in the long and short term.

Recommended Standards for Multi Agency Safeguarding Training*

*The term training has been used, but these standards cover any learning intervention including training courses, e-learning, seminars, conferences, briefings etc.

These training standards have been adopted by members of YHMAST (Yorkshire & Humber Multi-Agency Safeguarding Trainers) to reflect good practice and encourage a minimum standard in relation to delivery of child safeguarding training. The standards are based on those developed by PIAT (Promoting Inter-Agency Training) in 2003 and adapted more recently by CAPE (Child Protection in Education). YHMAST agrees with their original aim - to prevent abuse and ensure that outcomes for children were improved by providing effective continuing professional development - and has adapted them to reflect recent developments in safeguarding children training.

Standard One

Trainers will have a working knowledge and recent experience of safeguarding practice and at least one trainer will be a suitably qualified* or experienced trainer (*this may include attending relevant Training for Trainers programme or undertaking an adult teaching/training qualification)

Standard Two

Training content and delivery will make clear that the child's welfare is paramount and incorporate the voice of the child, their rights and needs

Standard Three

Training has clear aims and objectives/learning outcomes, is well planned and has a positive impact on practice

Standard Four

Training is informed by current research, is evidence-based and includes lessons learnt from child safeguarding practice reviews

Standard Five

Training is linked to current and evolving local, regional and national standards

Standard Six

Training promotes inter-agency/partnership working and the importance of information sharing and working collaboratively with others.

Standard Seven

The training will promote and enable practice, which is culturally aware, respects diversity, promotes equality, is anti-racist and is anti-oppressive.

Standard Eight

The trainer will, by liaising with the commissioner where relevant, ensure that the training environment is conducive to learning, safe and inclusive for all participants, taking into account their diverse needs whether this be face-to-face or online

Standard Nine

Training content will be regularly reviewed and evaluated to ensure standards are being maintained and that there is a positive impact on practice in the long and short term

Standard Ten

Materials/resources are clear, accurate, relevant and up to date, and take account of adult learning styles

Standard Eleven

All training encourages and models appropriate challenge. The training will respect confidentiality however, trainers will recognise, act on and follow-up on any safeguarding concerns for children, adults at risk or organisations after the course

Standard Twelve

Training will be delivered via the most appropriate platform for the circumstances and content including face to face, virtual and blended learning, with a bias towards methods that most effectively enable the building of multi-agency networks