



# Cheshire West and Chester Safeguarding Adult Board & Safeguarding Children Partnership Learning and Development Strategy 2023 - 2025

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This Strategy should be read in conjunction with relevant guidance and references listed in section 6

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## 1. Introduction

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1.1. This document sets out the safeguarding adults and children's Learning and Development strategy for Cheshire West and Chester Safeguarding Adults Board and Safeguarding Children's Partnership for the period 2023 – 2025. It applies to staff and volunteers in all organisations across Cheshire West who have safeguarding duties as set out in the Care Act (2014) and its Supporting Statutory Guidance (Revised 2018) and Working Together to Safeguard Children 2018.

### 1.2. National Context

The Care Act 2014 includes requirements for Safeguarding Adults Boards (SABs) to seek assurance from partners to:

- identify mechanisms for monitoring and reviewing the implementation and impact of policy and training and
- promote multi-agency training and consider any specialist training that may be required. Consider any scope to jointly commission some training with other partnerships, such as Safeguarding Children Partnership, Domestic Abuse Board, Community Safety Partnerships, Local Authority and Our Ways of Working.
- consider that members might also support the work of the SAB by providing administrative help, premises for meetings or holding training sessions.

To fulfil the statutory functions of the Safeguarding Children Partnership (SCP), Working Together (2018) also requires the use of data and, as a minimum, the partnership should:

- Assess the effectiveness of the help being provided to children and families, including early help.
- Assess whether Local Safeguarding Partnership partners are fulfilling their statutory obligations.
- Quality assure practice, including through joint audits of case files involving practitioners and identifying lessons to be learned and;
- Monitor and evaluate the effectiveness of training, including multi-agency training, to safeguard and promote the welfare of children.

### 1.3. Local Context

Members of the Safeguarding Boards are committed to safeguarding and promoting the wellbeing of adults and children who may be at risk of abuse or neglect. Partner organisations must ensure that employees, volunteers and staff understand their roles and responsibilities in respect of safeguarding children, adults, their families, or carers as well as the wider safeguarding agenda. It is important that they are competent and well-trained in meeting their overarching safeguarding duty of care to those for whom they care and support, and, where necessary, understand what action to take to safeguard people and prevent abuse.

1.4. Regardless of how a safeguarding concern is identified, everyone should understand what to do and where to go locally to get help and advice. It is vital that professionals, staff and volunteers, as well as members of the public have the information, they need to be vigilant on behalf of those people who are unable to protect themselves.

- 1.5. Whilst the SCP and LSAB has a role in coordinating and ensuring the effectiveness of local individuals' and organisations' work to safeguard and promote the welfare of children and adults, it is not accountable for their operational work.
- 1.6. Each safeguarding partner retains its own existing lines of accountability for safeguarding and promoting the welfare of children and adults by their services.
- 1.7. Whilst the SCP and LSAB does not have the power to direct other organisations, it does have a role in making clear where improvement is needed.

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## 2. Purpose

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- 2.1 The purpose of this strategy is to provide a framework which ensures that all partners can meet their legal requirement to ensure people who work with adults, children and families with care and support needs, work effectively to reduce the likelihood of harm occurring and promote their wellbeing.
- 2.2 The strategy aims to provide information on the required safeguarding training for all partners, enabling them to undertake their roles as either commissioners of services, service providers, carers, or volunteers. Defining the required training will enable us to seek assurance from partners that the workforce is trained to the specified standards, in accordance with their roles.
- 2.3 The level of safeguarding training required is relevant to the role and responsibility of individuals and details that which is mandatory training where staff are working with people with care and support needs.
- 2.4 **All training will value and respect diversity (including culture, race, religion disability, sexuality, gender), will promote equality and encourage the participation of all individuals in any safeguarding process, in line with 'Making Safeguarding Personal'.**
- 2.5 The Strategy enables us to demonstrate that measures are in place to seek assurance on available training in line with good practice and the business priorities. There is an expectation that safeguarding training is flexible so that individual organisations can determine their own method of delivery which most effectively meets the needs of their workforce. Training can be delivered using a variety of ways and methods. In some cases, we will deliver training where a specific issue has been identified as a priority e.g., on an issue arising from trends and themes identified within performance data or Reviews.

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## 3. Governance

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- 3.1 All partners have a responsibility to ensure that their staff are competent to undertake their roles and that any training packages developed and/or delivered in-house or commissioned externally, should be reviewed, and amended in line with any national or local legislation, policy or guidance.
- 3.2 Safeguarding Adults Board and the Safeguarding Children's Partnerships have a responsibility to understand how partner agencies comply with their safeguarding duties and ensure that their staff are competent to undertake their roles. This involves challenging and holding partner agencies to account.
- 3.3 The Safeguarding Partners will seek assurance that safeguarding training (whether commissioned by the Adult Safeguarding Board, Children's Partnership or delivered by partners) is compliant with the Standards for Essential Safeguarding Adults Skills training and individual sector guidance.

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#### **4. Implementation**

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- 4.1 Individual organisations can determine how to deliver training to achieve the best outcome for their organisation.
- 4.2 To ensure effective implementation the LSAB & SCP recommends the following:
  - Each partner organisation should map the specific roles of their staff/ volunteers against the generic role types and functions described in the references and relevant guidance below.
  - The impact and effectiveness of the strategy will be monitored with individual organisations, by the Joint Training and Development Hub, seeking assurance that safeguarding training delivered or attended is appropriate to the needs of their staff.

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#### **5. Frequency of Training**

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- 5.1 Safeguarding training is recommended to be renewed with staff as a minimum every 3 years, however partners will need to seek their own guidance for example in schools and early years for designated safeguarding leads it is every 2 years, following the initial training. Updates to safeguarding training must include changes in safeguarding legislation and statutory guidance with relevant updates provided by the Training and Development Hub.

It is recognised that learning is pivotal to the role of those working with people at risk of harm and vulnerable children and so updates to learning and application to practice may be undertaken on a more regular basis, for example refresh annually, discuss in team meetings,

supervision, the aim is to keep safeguarding in the forefront of your practice. It is the responsibility of the individual partner agency to set their renewal period.

## **References and relevant guidance**

[Safeguarding Children and Adults Training Standards](#)

[Safeguarding Children and Young People: Roles and Competencies for Healthcare Staff Royal College of Nursing \(rcn.org.uk\)](#)

[Skills for Health - Statutory/Mandatory Core Skills Training Framework \(CSTF\), 2018](#)

[Safeguarding Adults Procedures](#)

[Care Act 2014](#)

[Care and support statutory guidance](#)

[Mental Capacity Act 2005](#)

[Mental Capacity Act Code of practice](#)

[Care Quality Commission – Safeguarding People](#)

[Equality and Human Rights Commission](#)

[Pan Cheshire Children’s Safeguarding Procedures](#)

[Adult Safeguarding: Roles and Competencies for Health Care Staff | Royal College of Nursing \(rcn.org.uk\)](#)

[Keeping children safe in education 2023 \(publishing.service.gov.uk\)](#)