

Mandy Parry Training

Safeguarding Training Programme 2023–24



**Professional safeguarding training
for the children's workforce in
Bristol and the UK**

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1. About safeguarding training

1.1 What safeguarding training do we need?

I am frequently asked exactly what safeguarding training is needed for staff who work with children in registered settings like schools and nurseries. Using statutory guidance, I think this is the essential safeguarding training staff should have:

1. Safeguarding induction training (child protection, staff safeguarding code of conduct, behaviour management, children missing in education, and the identity of the DSL)
2. Safeguarding awareness training for all staff (understanding the indicators of abuse and awareness of a range of different types of abuse, including online abuse, child sexual exploitation, county lines, sharing of nude images, drug taking, alcohol misuse, deliberately missing education)
3. Designated safeguarding lead (DSL) and deputy DSL training
4. Safer recruitment training for recruitment panels
5. Prevent training (essential for DSLs)
6. FGM training
7. Supervision for safeguarding leaders
8. Online safety
9. Child on child abuse
10. Training for designated teachers

More detail on exactly what that training should include can be found in Appendix 1.

1.2 What about unregistered settings?

If staff are working with children in unregistered settings, I would advise that setting to be guided by the statutory recommendations above.

1.3 What level training should we have?

Another issue we are often asked about is the matter of 'levels' – people request training at Level 1 or 2 or 3 (or even higher!). In fact, there are no nationally agreed levels of safeguarding training (apart from within the health services who have their own unique training programme) – so talk of levels is generally misleading and confusing. Safeguarding training should focus on *content* rather than levels.

1.4 How often should we have training?

The most recent update of the statutory guidance, *Keeping Children Safe in Education* (2022) says that all staff should receive safeguarding updates 'at least annually'. Each setting then needs to decide for itself what that updating should consist of. Some settings organise annual formal safeguarding training for all members of staff – others decide the annual updates should be briefings or emails and organise their in-house training refreshers. Other settings decide to offer safeguarding training every three years (as former guidance advised). The decision of how often to book external safeguarding training should be based on the safeguarding needs of the setting, the competencies of the staff, and pace of national and local changes to safeguarding laws, guidance and practice. The designated safeguarding leads and their deputy/ies will require training every two years.

1.5 What sort of training do you offer?

I deliver my training in a range of different ways:

- (i) Inhouse training for one setting, where all the participants are members of the same team. Sometimes settings combine their inhouse training with other settings to keep down costs. If this interests you, contact me directly to arrange a time that is best for you. Inhouse courses can be delivered face to face where I will deliver the training in your chosen venue or using online technology. Training delivered face to face costs slightly more than online training.

or

- (ii) Open courses, where the times are scheduled throughout the academic year and where individuals from different settings can learn together. My open courses are all organised through Delegated Services and are all online. If this interests you, contact Shelley Brown shelley.brown@delegatedservices.org to find out more.



2. About me

'I am working to create a truly effective children's workforce. I promise that I will work with passion to help the professionals I work with develop the skills, knowledge and values essential to work with young people, supporting their needs and fuelling their aspirations.'



I am an experienced, confident, and engaging trainer who has been delivering high quality training on a freelance basis since 2008.

I have a degree in Dramatics Arts from Leeds University, a post graduate teaching certificate in Social Studies at the Institute of Education in London, and a diploma in MSc Women's Studies at Bristol University. My academic background has meant that my training is always well researched, and evidence based.

I worked in London for many years as an actress and political campaigner for women's rights. I then moved to Bristol to work as a teacher in a challenging comprehensive school. I left teaching to work for a number of different training organisations, including a private NLP training company, and then the Prince's Trust Volunteers. The latter involved leading teams of mainly disaffected young people in outdoor pursuits and community projects and gave me a keen interest in teambuilding. I think I excel at making controversial information accessible and clear to a variety of audiences.

In April 2001, I began working for Bristol City Council (BCC), when I was appointed as training manager for the newly established Knowle West Sure Start. This involved the recruitment, induction and training of the entire staff team in child protection. I gained considerable experience of child protection case work in a disadvantaged community, as well as group facilitation, partnership working and participative working with service users. My training is embedded in my practical work with children and families.

I then worked as a trainer for the Social Care training department for children and young people's services within BCC, with special responsibility for developing and delivering training in child protection, equalities, Total Respect (listening to the voice of looked after children), the common assessment framework and skills for managers. Next I worked as the training coordinator for the multi-agency sexual health training programme, based within the sexual health team at NHS Bristol Public Health. This experience gave me further experience of safeguarding with regard to sexual health. My training benefits from an extensive knowledge of safeguarding practice in a variety of different agencies and age groups.

Most recently I became a qualified coach, receiving an accredited advanced diploma from the Institute of Learning and Management in Professional Coaching. This formally provides the recognition of my skills and experience to offer ongoing support and guidance to designated safeguarding leads in a way that is both supportive and knowledgeable.

All my experience has also enabled me to acquire an in depth knowledge of quality safeguarding practice. As a result I can now provide an excellent service to settings by writing and reviewing policies and coordinating supportive safeguarding audits.



3. Why train with me?

- My training is quality assured. I satisfy all the Keeping Bristol Safe Partnership training standards (see Appendix 2). These standards include effective performance in a number of different areas, including: client liaison, trainer knowledge, learning outcomes and evaluation.
- As a small training provider, I can create bespoke courses to suit the specific needs of your setting.
- I aim to deliver within your timescale, so you won't be waiting months for training.
- I offer online training, so we can deliver to settings anywhere in the country.
- I can train as many people as your venue can hold, or online. Having no limit on participant numbers can be extremely cost effective for settings with a large number of staff.

4. My safeguarding courses

My safeguarding courses are designed to be relevant for anyone who works or volunteers with children.

All of my courses can be run on an in-house basis, where I can deliver the training to staff in your setting on your premises, or in a local venue arranged by you, or online. Just contact me discuss your requirements. There is no limit on numbers for in-house training; I can train any size team on the understanding that a large audience means that there may be less time for individual questions to be answered.

My open courses take place online for individuals from different settings. Open courses can be especially helpful and cost-effective for staff members who come from small teams, or for individual staff members who have missed out on their setting's in-house training for any reason, or for staff who have specific safeguarding responsibilities. All my open safeguarding courses are now delivered in partnership with Delegated Services:

<https://delegatedservices.org/training-events/>

To sign up to any open course organised in partnership with Delegated Services, email Shelley Brown: shelley.brown@delegatedservices.org

To ensure you don't miss out on reminders about upcoming training, along with important updates relating to safeguarding (and related) guidance and policies, make sure you're signed up to the Mandy Parry Training mailing list: <http://eepurl.com/dvIW7L>

Don't see what you are looking for?

All our courses have been designed to address the needs of the settings we have worked with. If you need training on another aspect of safeguarding children that isn't currently covered by one of our existing courses, contact us directly. It may be possible to design one to suit your needs.



4.1 Safeguarding awareness

This absolutely essential course aims to provide participants with a working knowledge of child protection and safeguarding, and to act as a foundation and a springboard for further learning about the complexity of these issues. I always receive excellent feedback for this course, which aims to be engaging, practical and accessible to anyone who works with children and families.

Key outcomes

- Define child protection, safeguarding, thresholds and abuse;
- Explore key safeguarding values underpinned by international rights conventions, UK law, and key statutory guidance;
- Define key categories of abuse, and explore the signs of abuse, including radicalisation;
- Gain awareness of appropriate responses to children's disclosure of abuse;
- Outline correct procedures for recording, reporting and referral of safeguarding concerns;
- Understand responsibilities concerning allegations of unsafe practice of professionals and volunteers; and
- Action plan for next steps in development of safeguarding knowledge and skills.

These outcomes can be adapted to suit the needs of your setting and can be delivered at a time that will suit you face to face at your chosen venue, or online.

To book in-house training for your team contact: mandyparrytraining@gmail.com

4.2 Advanced safeguarding for designated safeguarding leads

This course is designed to develop the skills and knowledge of those staff members within settings who have greater responsibilities within safeguarding, including those with designated safeguarding lead (DSL) status. The course is constantly updated in the light of changes in law, policy and practice and therefore also serves as a useful refresher for those who have undertaken DSL training before.

Key outcomes

- Clarify the statutory role of designated safeguarding leaders;
- Update key safeguarding knowledge;
- Explore effective safeguarding policy and procedures;
- Learn how to make effective safeguarding referrals, and how to escalate concerns;
- Learn about their role in the child protection process;
- Practice safeguarding skills; and
- Reflect on current practice.

These outcomes can be adapted to suit the needs of your setting and can be delivered at a time that will suit you face to face at your chosen venue, or online. To book in-house training for your team contact: mandyparrytraining@gmail.com

This course also runs as an open online course scheduled throughout the academic year (dates below). To book on an open course contact: shelley.brown@delegatedservices.org

- **Tuesday 26 September 2023 Advanced Safeguarding**
- **Wednesday 17 January 2024 Advanced Safeguarding**
- **Thursday 23 May 2024 Advanced Safeguarding**



4.3 Managing your single central record

This practical and informative course was developed to respond to local need. It aims to help participants pro-actively manage and maintain the single central record (SCR) for their setting, which is a key part of effective safeguarding practice.

Key outcomes

- Appreciate the purpose and the importance of a SCR;
- Learn about the vital components of a SCR with regard to laws and national statutory guidance;
- Consider different working processes to help maintain an effective SCR;
- Explore common problems with SCRs and possible solutions; and
- Action plan to ensure your setting is fully compliant and Ofsted ready.

These outcomes can be adapted to suit the needs of your setting and can be delivered at a time that will suit you face to face at your chosen venue, or online. To book in-house training for your team contact: mandyparrytraining@gmail.com

This course also runs as an open online course scheduled throughout the academic year (dates below). To book on an open course contact: shelley.brown@delegatedservices.org

- **Wednesday 29 November 2023 Single Central Record**
- **Thursday 29 February 2024 Single Central Record**
- **Tuesday 2 July 2024 Single Central Record**

4.4 Effective safeguarding supervision

A useful and insightful course designed for line managers, supervisors and team leaders, which aims to enable them to confidently manage supervision for staff with safeguarding responsibilities. Based on the supervision model developed in the social care sector, participants will develop a shared understanding of what effective supervision is based on guidance and knowledge of different models of supervision, helping them to construct their own models of good supervision practice suitable for their own workplace. Past feedback has indicated that this is an enormously relevant, practical and engaging course for all who attend.

Key outcomes

- Develop a shared understanding of what is meant by effective supervision, its purpose, benefits and challenges;
- Recognise the key role of supervision in effective safeguarding practice;
- Explore different functions, models, styles of supervision, and some useful tools;
- Practice supervision skills; and
- Action plan the development of supervision in your setting.

These outcomes can be adapted to suit the needs of your setting and can be delivered at a time that will suit you face to face at your chosen venue, or online. To book in-house training for your team contact: mandyparrytraining@gmail.com

This course also runs as an open online course scheduled throughout the academic year (dates below). To book on an open course contact: shelley.brown@delegatedservices.org

- **Thursday 19 October 2023 Safeguarding Supervision**
- **Wednesday 17 April 2024 Safeguarding Supervision**

4.5 Female genital mutilation

This vital training aims to enable professionals to protect children who are at risk of Female Genital Mutilation (FGM).

Key outcomes

- Learn about FGM, and the effects of this procedure on children;
- Become familiar with the law and the statutory responsibilities of professionals regarding FGM.
- Spot the signs of children at risk of, or who have suffered from, FGM and be able to report and refer effectively;
- Effectively manage a disclosure of FGM;
- Develop your cultural competence; and
- Become aware of local and national FGM support services.

These outcomes can be adapted to suit the needs of your setting and can be delivered at a time that will suit you face to face at your chosen venue, or online. To book in-house training for your team contact: mandyparrytraining@gmail.com



4.6 Sexual abuse and child sexual exploitation

A useful course for participants who are interested in finding out more about child sexual abuse, and perhaps those settings working with older children who may be at risk or affected by the issue of child sexual exploitation (CSE).

Key outcomes

- Define sexual abuse and CSE;
- Spot the signs of sexual abuse and CSE;
- Learn how to manage a child's disclosure of sexual abuse and CSE;
- Develop awareness of the particular challenges of protecting children from CSE.
- Develop awareness CSE services;
- Explore serious case reviews that involve CSE; and
- Develop awareness of the particular challenges of protecting children from sexual abuse and CSE.

These outcomes can be adapted to suit the needs of your setting and can be delivered at a time that will suit you face to face at your chosen venue, or online. To book in-house training for your team contact: mandyparrytraining@gmail.com

4.7 How to manage a child's disclosure of abuse

This training was developed in response to requests from the children's workforce and in partnership with the police. Initially aimed at designated safeguarding leads, their deputies and other safeguarding leaders, it actually provides practical guidance and advice on managing children's disclosures of abuse that every member of the children's workforce will find immensely useful in their practice.

Key Outcomes

- understand the key role that effective management of disclosure plays in safeguarding children;
- become aware of professional responsibilities and limits regarding disclosure;
- explore available evidence regarding disclosure;
- practice safeguarding skills in order to effectively manage a child's disclosure of abuse: what to say, what to ask and how to support the child; and
- learn effective ways to record disclosure and other concerns.

These outcomes can be adapted to suit the needs of your setting and can be delivered at a time that will suit you face to face at your chosen venue, or online. To book in-house training for your team contact: mandyparrytraining@gmail.com



4.8 Domestic abuse

This important course is designed to raise the awareness of participants to the key safeguarding issue of domestic violence and abuse (DA). MPT has delivered training on DA for 15 years with consistently excellent high feedback.

Key Outcomes

- Understand DA, including definitions, incidence, and the relevant legislation;
- Understand how DA can affect children's wellbeing and development; and
- Explore different ways to practically support parents and children affected by DA.

These outcomes can be adapted to suit the needs of your setting and can be delivered at a time that will suit you face to face at your chosen venue, or online. To book in-house training for your team contact: mandyparrytraining@gmail.com

4.9 Prevent: supporting establishments to comply with radicalisation and extremism responsibilities

This practical, engaging, and interactive training is designed to help participants understand the new Prevent duties that came into place with the Counter Terrorism and Security Act 2015. Participants will learn how to protect children and young people from radicalisation and extremism and to support staff to comply with the new duties imposed.

Key outcomes

- Understand the duties placed on establishments by the Counter Terrorism and Security Act 2015;
- Define what is meant by extremism, radicalisation, terrorism;
- Explore ways to challenge extremism within your setting;
- Gain awareness of recent developments in extremist ideologies;
- Learn how to identify vulnerable and 'at risk' children and families, and report and refer any concerns; and
- Explore useful resources relating to the Prevent agenda.

These outcomes can be adapted to suit the needs of your setting and can be delivered at a time that will suit you face to face at your chosen venue, or online. To book in-house training for your team contact: mandyparrytraining@gmail.com



4.10 Child criminal exploitation and county lines

A highly relevant course for members of the children's workforce given the rise in incidence of child criminal exploitation (CCE) across the country at the current time. The course aims to help participants gain a thorough understanding of what child criminal exploitation is and how we can protect against it, based on guidance, research, and recent serious case reviews.

Key outcomes

- Develop a shared understanding of what is meant by CCE and County lines.
- Explore the links of CCE with other abuse and its effects on children and young people.
- Explore the signs of CCE.
- Understand reporting and referral of CCE to safeguarding services, including the role of contextual safeguarding.
- Develop awareness of the particular challenges of protecting children from CCE and recent research; and
- Action plan for your organisation.

These outcomes can be adapted to suit the needs of your setting and can be delivered at a time that will suit you face to face at your chosen venue, or online. To book in-house training for your team contact: mandyparrytraining@gmail.com

4.11 Contextual safeguarding

A new course designed to make this relatively new approach to safeguarding accessible to all. The course aims to help participants gain a thorough understanding of why contextual safeguarding is important and how it can increase our ability to protect children against extra familial risk.

Key outcomes

- Understand the theory of contextual safeguarding, its origins and development, principally that it has been developed as an approach to extra-familial harm.
- Learn about the principles of contextual safeguarding including its four domains.
- Practice skills by exploring case studies; and
- Reflect on the benefits and challenges of contextual safeguarding in regard to the needs of your setting.

These outcomes can be adapted to suit the needs of your setting and can be delivered at a time that will suit you face to face at your chosen venue, or online. To book in-house training for your team contact: mandyparrytraining@gmail.com

4.12 Child on child abuse

Another new course developed at the request of settings who wish to gain clarity and direction in regard to the new understanding and statutory procedures associated with the important topic of child on child abuse.

Key outcomes

- Define and understand child on child abuse, and in particular, child on child sexual violence and sexual harassment;
- Understand the current context in regard to child on child abuse; and
- Learn best practice in regard to the management of child on child abuse, including the management of a direct disclosure of abuse.

These outcomes can be adapted to suit the needs of your setting and can be delivered at a time that will suit you face to face at your chosen venue, or online. To book in-house training for your team contact: mandyparrytraining@gmail.com



4.13 Safer recruitment

I am an accredited safer recruitment trainer with the Safer Recruitment Consortium (SCR). My training is regularly updated in regard to good practice via the SCR. This course is assessed and all the delegates who pass the required standard will receive a nationally recognised certificate in safer recruitment. It is a slightly longer than most of my other courses, requiring 7 hours to complete. For that reason, some settings choose to schedule the training to take place in separate sessions.

Key outcomes

Based on an understanding of offender behaviour to:

- Identify the key features of staff recruitment that help deter or prevent the appointment of unsuitable people;
- Consider policies and practice that minimise opportunities for abuse or ensure its prompt reporting; and
- Help participants begin to review their policies and practice in recruitment with a view to creating a safer culture.

NB this is not intended to be a comprehensive workshop on staff recruitment and selection.

These outcomes are set out by the SCR and cannot be adapted, but the training can be delivered online or face to face. To book in-house training for your team contact:

mandyparrytraining@gmail.com

5. Safeguarding Consultancy Services

I offer a range of safeguarding consultancy support services, outlined below. If you have any queries, or wish to discuss your requirements, please do not hesitate to contact me.

a. Safeguarding audits

My safeguarding audits aim to be a supportive service for registered and unregistered settings. They can be an important tool for schools and other settings to help them ensure their full compliance with Ofsted's 'Inspecting safeguarding in early years, education and skills settings' and the statutory guidance 'Keeping Children Safe in Education'. A supportive audit can be a great way for settings to prepare for a visit from Ofsted. A typical safeguarding audit from me consists of the following:

- Check of safeguarding information on the website and the safeguarding policy
- A visit from me, which involves a site assessment and interviews with key safeguarding staff, volunteers and service users. Typically, this will include the head/principal, designated safeguarding lead and deputy, a teacher, safeguarding governor and Chair of governors, manager of the single central record and a small group of children.
- A written report will be supplied within 2 weeks of the audit taking place, with a prioritised list of recommendations for action. Further actions may include a recommendation for a deeper dive into other aspects of the setting's safeguarding practice.

b. Policy review and development

I can provide a flexible and high quality consultancy service to help settings develop a wide range of safeguarding policies. These policies may include: admissions, behaviour, safeguarding code of conduct, complaints, confidentiality, domestic violence, e-Safety, equal opportunities, escalation, induction, recruitment and selection, staff supervision, training and whistleblowing.

c. Subscription safeguarding service

I can offer a full safeguarding subscription service for settings, offering them a fully responsive telephone and email support service. I offer advice concerning the development of safeguarding policy and procedures and safer management of incidents.

d. Non-managerial safeguarding supervision

As a former manager, qualified coach, and experienced trainer in effective supervision, I am now confident to be able to offer regular non-managerial safeguarding supervision sessions for safeguarding leaders in schools and other settings. Supervision is a formalised series of meetings that aims to constantly improve safeguarding practice.

Supervision is fluid, developing and a person-centred process. The support it can offer will be unique to the particular needs of the individual, but in general terms, safeguarding leaders find the following elements that can take place within supervision sessions extremely useful by providing support in the following ways:

- Create a safe, confidential space for self-reflection;
- Provide support and reduce stress;
- Reflect upon institutional and team dynamics; and
- Clarify development needs.

Note: Non-managerial safeguarding supervision takes place in the context of continuing professional development, training and support. Supervisees are expected to use their own professional judgement to make threshold decisions. Supervisees can seek advice about specific threshold decisions from their manager and the local referral agency (who may respond to anonymized enquiries).



6. Fees

Mandy Parry Training in-house sessions:

Half day (typically three hours)

Online: £350.00 / Face to face: £450.00

Whole day (typically six hours)

Online: £600.00 / Face to face: £700.00

Please enquire for the cost of bespoke training to suit your needs. I will be pleased to help.

For costs of Mandy Parry open courses with Delegated Services, contact Shelley Brown at shelley.brown@delegatedservices.org for further information.

Mandy Parry consultancy: £60.00 per hour.

Mandy Parry annual safeguarding subscription service: £700.00 per annum.

7. What my clients say about me

Emma Simpson, Adoption Team Manager, CCS Adoption

'I liked the opportunity to get the whole team together to have a refresher around Safeguarding – and to look at them from an adoption perspective - that was really helpful. The team found it really interesting to look at serious case reviews involving adoption. Yes, I would recommend MPT training to others.'

Louisa Tickner-Jenkins, Childminder

'I enjoyed all the training – a good mix of activities and direct learning. Great presentation style, engaging, and good links of theory to practice. Highly recommend. I have been on lots of Child Protection training over the years, and this has been by far the best. Excellent trainer.'

Jordon Hudd, Apprentice Youth Support Worker, Bread Youth Project

'We were given a very thorough update and I really enjoyed hearing all about others' relevant experiences and the opportunities given for active group work. In particular I took away key learning about changes in legislation, signs and symptoms of abuse, the referral process and about managing disclosures. I would 100% recommend this training to others.'

Ali Goddard-Jones, Assistant Head Teacher, Cotham School

'Absolutely we would recommend your training – it was professional, engaging and thorough. We liked the level of communication which meant the training was tailored to meet our needs. We were able to update the skill and knowledge of our staff to manage safeguarding and child protection.'

James Wetz, Manager, Bristol Steiner School

'We engaged Mandy Parry Training to undertake an audit of the School's safeguarding processes. Mandy was responsive to the School's needs, providing clear scoping of the work which needed to be undertaken, and was flexible in adapting to the School's requirements. We then commissioned Mandy to write a range of related safeguarding policies for the School. She attended to detail in a rigorous way, and completed the work within the agreed timeframe and to budget. Overall the service we got was responsive, analytical, and demonstrated clarity. Our school now has a set of policies that can inform practice which will enable us to be compliant with all safeguarding requirements across all the School's activities. This was an outstanding result for the budget that was agreed. We would recommend Mandy Parry Training without reservation. This is a provider that is responsive, flexible, thorough and professional.'

8. Training Calendar of Open Courses with Delegated Services

All Courses are delivered online and three hours duration, times 9.30 -12.30

- **Tuesday 26 September 2023 Advanced Safeguarding**
- **Thursday 19 October 2023 Safeguarding Supervision**
- **Wednesday 29 November 2023 Single Central Record**
- **Wednesday 17 January 2024 Advanced Safeguarding**
- **Thursday 29 February 2024 Single Central Record**
- **Wednesday 17 April 2024 Safeguarding Supervision**
- **Thursday 23 May 2024 Advanced Safeguarding**
- **Tuesday 2 July 2024 Single Central Record**

9. Contact Me

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Email: mandyparrytraining@gmail.com

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Twitter: [@mandyp_training](https://twitter.com/mandyp_training)

Appendix 1

Safeguarding training required for all staff and volunteers

These documents include detailed information on the safeguarding training required for staff:

- Working Together to Safeguard Children (WTSC) 2018 – last updated 2020
- Keeping Children Safe in Education (KCSIE) 2022 – will be updated in Sept 2023
- Inspecting safeguarding in early years, education and skills settings (Ofsted) 2022
- Multi-agency statutory guidance on female genital mutilation (MASGFGM) 2020
- Revised Prevent Duty Guidance: for England and Wales (PREVENT) 2021
- Local safeguarding partnership training recommendations which are specific to partnership localities.

1. Safeguarding induction training

Page 60: *'...staff should be given a mandatory induction, which includes familiarisation with child protection responsibilities and the procedures to be followed if anyone has any concerns about a child's safety or welfare.'* (WTSC 2018)

'13: All staff should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include the:

- *child protection policy;*
- *behaviour policy;*
- *staff behaviour policy (sometimes called a code of conduct);*
- *safeguarding response to children who go missing from education; and*
- *role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).*

Copies of policies and a copy of Part one of this document should be provided to staff at induction.

14. All staff should receive appropriate safeguarding and child protection training (including online safety) at induction...

124: Governing bodies and proprietors should ensure that all staff undergo safeguarding and child protection training (including online safety) at induction. The training should be regularly updated. Induction and training should be in line with advice from the safeguarding partners.' (KCSIE 2022)

'25. Inspectors should consider evidence that:

- *staff, leaders, governors, those from supervisory bodies (where appropriate) and volunteers receive appropriate training on safeguarding at induction...' (Ofsted 2022)*

2. Safeguarding awareness training for all staff

Page 59: *'...organisations and agencies should have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children, including:*

- *clear whistleblowing procedures, which reflect the principles in Sir Robert Francis' Freedom to Speak Up Review and are suitably referenced in staff training...*
- *appropriate supervision and support for staff, including undertaking safeguarding training...*

...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.' (WTSC 2018)

'14. All staff should receive appropriate safeguarding and child protection training (including online safety) at induction. The training should be regularly updated. In addition, all staff should receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins, and staff meetings), as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively...

124. Governing bodies and proprietors should ensure that all staff undergo safeguarding and child protection training (including online safety) at induction. The training should be regularly updated. Induction and training should be in line with any advice from the safeguarding partners.

125. In addition, all staff should receive regular safeguarding and child protection updates, including online safety (for example, via email, e-bulletins, staff meetings) as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.' (KCSIE 2022)

*'Signs of successful safeguarding arrangements
17....*

- *There are clear and effective arrangements for staff development and training on the protection of children and learners. This should include training for governors and trustees so that they can challenge leaders in order to assure themselves that safeguarding is effective in their school or college.*

*'25. Inspectors should consider evidence that:
...staff, leaders ...receive information (for example, via emails, e-bulletins and newsletters) on safeguarding and child protection at least annually. They demonstrate knowledge of their responsibilities relating to the protection of children, learners and vulnerable adults.'* (Ofsted 2022)

3. Designated Safeguarding Lead (DSL) training

Page 59 *'.... Practitioners should be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively.'* (WTSC 2018)

‘Annex C: The Designated Safeguarding Lead

Training, knowledge and skills

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead (and any deputies) should also undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly local authority children’s social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children’s social care referral arrangements*
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so*
- understand the importance of the role the designated safeguarding lead has in providing information and support to local authority children social care in order to safeguard and promote the welfare of children*
- understand the lasting impact that adversity and trauma can have, including on children’s behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes*
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers*
- understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners*
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation*
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college*
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online*
- obtain access to resources and attend any relevant or refresher training courses, and*
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them. In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated*

safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.’ (KCSIE 2022)

’17. There is a named and designated lead who is empowered to play an effective role in pursuing concerns and protecting children and learners...

25. Inspectors should consider evidence that:

...there is a designated senior member of staff in charge of safeguarding arrangements who has been trained to the appropriate level and understands their responsibilities relating to the safeguarding and protection of children, learners and vulnerable adults. Designated members of staff in schools and colleges are senior members of the leadership team. They receive safeguarding training every 2 years and their knowledge and skills are refreshed at regular intervals (at least annually), as set out in [‘Keeping children safe in education’](#). Designated safeguarding leads are given the appropriate time, resources and support to carry out their role effectively.’ (Ofsted 2022)

4. Safer recruitment training

Page 59: ‘...organisations and agencies should have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children, including: ...safe recruitment practices and ongoing safe working practices for individuals whom the organisation or agency permit to work regularly with children, including policies on when to obtain a criminal record check.’ (WTSC 2018)

’208: ... Governing bodies and proprietors should ensure that those involved with the recruitment and employment of staff to work with children have received appropriate safer recruitment training, the substance of which should at a minimum cover the content of this part (Part three) of this guidance.’ (KCSIE 2022)

‘Safer Recruitment:

- making sure that, in relation to maintained schools, at least one person on any appointment panel has undertaken safer recruitment training.’ (Ofsted 2022)*

5. Prevent Training

‘Annexe C: ... The designated safeguarding lead (and any deputies) should also undertake Prevent awareness training.’ (KCSIE 2022)

’25. Inspectors should consider evidence that:

- there is a clear approach to implementing the ‘Prevent’ duty and keeping children and learners safe from the dangers of radicalisation and extremism, including by encouraging open debate about different points of view and beliefs’ (Ofsted 2022)*

’16. For all specified authorities, we expect that those in leadership positions: establish or use existing mechanisms for understanding the risk of radicalisation ensure staff understand the risk and build the capabilities to deal with it communicate and promote the importance of the duty; and ensure staff implement the duty effectively.

18. Frontline staff who engage with the public should understand what radicalisation means and why people may be vulnerable to being drawn into terrorism as a consequence of it. They need to be aware of what we mean by the term “extremism” and the relationship between extremism and terrorism...

19. Staff need to know what measures are available to prevent people from becoming drawn into terrorism and how to challenge the extremist ideology that can be associated with it. They need to understand how to obtain support for people who may be being exploited by radicalising influences.

20. All specified authorities subject to the duty will need to ensure they provide appropriate training for staff involved in the implementation of this duty. Such training is now widely available.

70. Specified authorities should make sure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups. They should know where and how to refer children and young people for further help. Prevent awareness training will be a key part of this.’ (Prevent 2021)

6. FGM Training

‘4.5 Training should enable all staff to discharge their safeguarding duties with regard to FGM, as for any other form of abuse. Training on FGM could include the following:

- an overview of FGM (what it is, when and where it is performed).
- the UK law on FGM and child protection;
- the potential consequences of FGM;
- what to do when FGM is suspected or has been performed; and
- the role of different professionals and the importance of multi-agency working.

Training should enable all staff to discharge their safeguarding duties with regard to FGM, as for any other form of abuse.’ (MASGFGM 2020)

‘25. Inspectors should consider evidence that:

- teachers understand their mandatory duty to report to police any case where an act of female genital mutilation appears to have been carried out on a girl under the age of 18.’ (Ofsted 2022)

7. Supervision training

Page 60: ‘...all practitioners should have regular reviews of their own practice to ensure they have knowledge, skills and expertise that improve over time.’ (WTSC 2018)

‘17. In settings that have effective safeguarding arrangements, there will be evidence of the following.

- Staff and other adults receive regular supervision and support if they are working directly and regularly with children and learners whose safety and welfare are at risk.’ (Ofsted 2022)

8. Online Safety

'14. All staff should receive appropriate safeguarding and child protection training (including online safety) at induction. The training should be regularly updated. In addition, all staff should receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins, and staff meetings), as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively...

124: Governing bodies and proprietors should ensure that all staff undergo safeguarding and child protection training (including online safety) at induction. The training should be regularly updated. Induction and training should be in line with advice from the safeguarding partners.' (KCSIE 2022)

9. Child on child abuse

'32. All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online. All staff should be clear as to the school's or college's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.' (KCSIE 2022)

'Inspecting how effectively leaders and governors create a safeguarding culture in the setting

25....the provider has trained staff to understand how to handle reports of sexual violence and harassment between children and learners, both on and outside school premises, in line with the [relevant guidance on sexual violence and harassment](#). Staff are confident about what to do if a child or learner reports that they have been sexually abused or harassed by a peer or asked to share sexual imagery' (Ofsted 2022)

10. Training for Designated Teachers

'190: The designated teacher must have appropriate training and the relevant qualifications and experience.' (KCSIE 2022)

Appendix 2

What should settings look for in safeguarding training?

The Keeping Bristol Safe Partnership (KBSP) have helpfully set out a list of recommended safeguarding training standards and outcomes which could be applied anywhere in the UK. These tables show how I meet the standards:

KBSP Training Standards

<https://bristolsafeguarding.org/media/rgvkhbwf/kbsp-training-standards-2018-19.pdf>

KBSP Training Requirement	Mandy Parry Training
The organisation has a named person responsible for coordinating the training plan internally and ensuring that training records are maintained	I liaise with the Designated Safeguarding Lead (DSL) of each setting to ensure the training is relevant and agreed from the outset.
All training is delivered by someone who is knowledgeable about safeguarding, child protection and promoting welfare. If training is for a specific topic (for example, Child Sexual Exploitation) then the trainer has specialist knowledge and experience related to that area.	I have extensive knowledge of safeguarding and experience of delivering safeguarding training. I was a member of the Bristol City Council Social Care training department. I take every opportunity to continually update my safeguarding knowledge through continuing personal development and regularly attend training myself.
Training explicitly contains the voice of the child, and promotes the importance of understanding the child's daily lived experience.	The voice of the child is heard in my training by developing appreciation of child centred safeguarding throughout the session. Reference is made to the definition of child centred practice as it is set out in 'Working Together to Safeguard Children' (2018)
Training is informed by current research and includes lessons from Serious Case Reviews, and local and national policy and practice developments.	My training makes frequent reference to a range of key Serious Case Reviews. Training includes legal framework, key statutory, non-statutory and local guidance and new local safeguarding processes and procedures.
Training materials are clear, accurate, relevant and up to date.	All materials including slides are updated before each training session in line with new developments nationally and locally.

<p>The training has clear and measurable aims and objectives which reflect the local and national learning priorities in relation to safeguarding and child protection.</p>	<p>My training agrees aims and outcomes in advance with the DSL and are in accordance with KPSP recommendations for learning outcomes and other local and national priorities.</p>
<p>Training is delivered in an environment which is conducive with learning and ensure that all appropriate staff are given the opportunity to attend.</p>	<p>I work with DSLs to ensure that participants can work in environments conducive to learning. My inhouse courses are delivered within the setting, and my open courses in secured online sessions.</p>
<p>Training creates an ethos that values working collaboratively with others, respects diversity (including culture, race, religion and disability) and promotes equality and appropriate challenge.</p>	<p>My training recognises prior learning and experience through discussion and group tasks throughout the session. All my training seeks to be inclusive to all learners, integrating different learning styles and ensuring access. Our training is designed to suit new learners as well as those who are undertaking a refresher.</p>
<p>Training encourages appropriate challenge and use of existing processes and practices, both local and national to achieve this.</p>	<p>The concept of professional challenge and appropriate use of a formal escalation procedure is explored throughout my training.</p>
<p>Training is evaluated with regard to its relevance, being up to date and accurate in content, and for quality of training delivery.</p>	<p>Evaluation is requested from participants after each course. I review all the training after it takes place in the light of this feedback.</p>
<p>Training is evaluated to measure the impact in short and longer term on staff practice in their settings and working in partnership.</p>	<p>DSLs are requested to measure the impact of the training, and future training sessions are designed in the light of their observations in regard to impact.</p>

Recommended Learning Outcomes for Foundation Child Protection Training

Recommended Learning Outcome	Mandy Parry Safeguarding awareness training
<p>Laws, policies, and procedures</p> <ul style="list-style-type: none"> • To have an awareness of key statutory and non-statutory guidance and legislation to safeguard children, including the UN Convention on the Rights of the Child and Human Rights Act. • To be able to access workplace policies and procedures on helping children and young people who are at risk or have been abused. • Clear about own and colleagues' roles, responsibilities, and professional boundaries. 	<p>Training includes: UN Convention on the Rights of the Child and Human Rights Act, Children Act 1989 & 2004, Prevent Duty, law regarding reporting of FGM, Working Together to Safeguard Children, Keeping Children Safe in Education, What To Do If You Are Worried a Child is Being Abused, Safer Working Practice, local threshold guidance, setting safeguarding and child protection policies and other related safeguarding policies, role of all the staff in spotting the signs of abuse and managing disclosure and recording, reporting and referring, role of the DSL, allegations and the role of the designated officer.</p>
<p>Providing a safe environment</p> <ul style="list-style-type: none"> • Have an awareness of what contributes towards a safe environment for the children and young people they work with (Statutory duty to promote the welfare of children in accordance with the Children's Act 1989 & 2004). 	<p>My training includes definition of safeguarding as being wider than child protection, related safeguarding policies including health and safety and code of conduct.</p>
<p>Recognising and responding to abuse</p> <ul style="list-style-type: none"> • Understand the different ways in which children and young people can be harmed by adults including: Physical, Emotional (including Domestic Abuse), Sexual, Neglect and Contextual Safeguarding concerns • Recognising the potential impact of a parent/carers physical and mental health on the well-being of a child or young person. • Understand the importance of documenting safeguarding/child protection concerns in order to be able to inform the relevant staff and agencies as necessary, maintains appropriate record keeping, and differentiates between fact and opinion. 	<p>My training includes definition and exploration of the dynamics and signs of the four main categories of abuse, physical, sexual, emotional abuse, and neglect: and other complex forms of abuse including domestic abuse, FGM, radicalisation, child sexual exploitation and contextual safeguarding. Impact of parenting capacity including physical and mental health of parents is assessed. The principles of effective recording and the importance of appropriate information sharing are explained.</p>

<p>Working with other agencies</p> <ul style="list-style-type: none"> • Understand what 'inter-agency' working means for you and your work environment. 	<p>My training includes: explanation of the local threshold document which will explain inter-agency working across safeguarding, plus key referral numbers and pathways.</p>
<p>Whistle blowing (upholding professional standards)</p> <ul style="list-style-type: none"> • Know when and how to refer a concern you have about a child protection concern. • Know what to do if you have followed your own workplace policies and local procedures on reporting concerns, and you are not satisfied. 	<p>My training includes: How to make a child protection referral, how to professionally challenge and formally escalate concerns, and how to whistle blow.</p>

KBSP Advises When Commissioning Safeguarding and Child Protection Training

Commissioning standard	Mandy Parry Training
<p>Identify evidence that the training provider meets the minimum training standards. This could be by asking questions, checking the accuracy of course content by using the KBSP website: (https://bristolsafeguarding.org/training/training-resources/) or South West Child Protection Procedures (https://www.proceduresonline.com/swcpp/), checking references, asking to see evidence of experience/qualifications/specialist knowledge or identifying their feedback process, including actions, regarding quality of training provision.</p>	<p>I meet all the KBSP minimum training standards (see above). My website has an intensive list of testimonials from a wide range of organisations who have already commissioned training with me: http://mandyparrytraining.co.uk/testimonials/</p>
<p>Ensure that either the training provider will measure impact (and report to you) or arrange for an internal process that robustly tests what difference the training has made to staff practice in the short, and longer, term.</p>	<p>I am happy to work with you to supply a bespoke service for your setting.</p>
<p>If arranging foundation/induction training for staff, compare the course content to the recommended learning outcomes, and ensure that any course is adapted to reflect your organisation's policy and practice.</p>	<p>On booking, I will discuss the learning outcomes for your specific setting, adapting them to address your particular training needs. A week before the training takes place, I will send you the training presentation and will make amendments as requested.</p>
<p>If you are not satisfied with the training, provide accurate, specific feedback to the training provider that explains how it fell short of the minimum training standards.</p>	<p>I am always happy to receive constructive criticism to ensure that the training we provide is the best possible quality. As a freelance training provider, our reputation, and the service we provide is of the utmost importance to us.</p>