



**Mid & West Wales Safeguarding Board**  
**All-Age Regional Safeguarding Training Strategy**  
**APPROVED July 2018**



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## Glossary of Terms:

- ACEs – Adverse Childhood Experiences
- NEET – Not in Education, Employment or Training
- MARAC – Multi-Agency Risk Assessment Conference
- MAPPA – Multi-Agency Public Protection Arrangements
- PRUDiC – Procedural Response to Unexpected Death in Childhood
- VAWDASV – Violence Against Women, Domestic Abuse and Domestic Violence
- MAWWSB – Mid & West Wales Safeguarding Board
- SS&WBA – Social Services & Wellbeing (Wales) Act 2014
- CPR – Child Practice Review
- APR – Adult Practice Review
- MAPF – Multi-Agency Professional Forum
- DHR – Domestic Homicide Review
- ICD – (Health) Intercollegiate Document

## **Introduction**

Safeguarding people is everybody's business. The Mid & West Wales Safeguarding Board (MAWWSB) is committed to providing high quality multi-agency training programmes, supporting professionals and volunteers working in statutory, private and third sector organisations to safeguard and promote people's wellbeing, which includes prevention and protection from abuse and neglect and other kinds of harm.

The Board operates under Part 7 of the Social Services and Wellbeing (Wales) Act 2014 (SS&WBA). As outlined in Part 7 of the Act, Regional Safeguarding Boards should ensure practitioners in their area have access to and receive the training they need in child and adult protection.

The MAWWSB Regional Training Strategy has been developed by a multi-agency task and finish group of the Regional Training Sub Group. As part of this process the group was provided with evidence and assurance that safeguarding training is available and being delivered across the multi-agency partnership at all levels and comprehensive training programmes are in place that target diverse staff groups within organisations.

The absence of a National Safeguarding Training Framework in Wales means the structure and delivery of safeguarding training across agencies varies in accordance within each organisation's own internal governance and training frameworks. For example, Health organisations follow UK core skills 2016 and Safeguarding Children and Young people: roles and competences for health care staff INTERCOLLEGIATE DOCUMENT March 2014 and the Police are required to ensure training complies with mandatory requirements as set out in the National College of Policing.

All partner agencies of the MAWWSB do however collectively have clearly defined safeguarding duties and responsibilities as outlined in the SS&WBA. Within this context this training strategy provides a clear, proportionate and flexible framework that supports agencies and the MAWWSB in the delivery of safeguarding training and does not compromise partner agencies responsibilities as specified in internal training frameworks and mandatory requirements. This includes a requirement to consider and take account of any themes and learning arising locally or nationally from audits, Child & Adult Practice Reviews, Domestic Homicide Reviews, investigations and research. This strategy therefore will not and should not replace individual agencies and organisations existing training programmes, and aims to add value to support what is already in place.

The Core Training Framework, Identified Learning Outcomes and Training Matrix detailed as part of this strategy aims to support and assist MAWWSB, partner agencies and professional's in discharging their safeguarding responsibilities as outlined in part 7 of the SS&WBA. The Identified Priorities for Change and the Practice Development and Delivery Improvement Plan outlines an ambitious and aspirational work plan for the Regional Training Sub Group for the next 5 years.

## **Mid & West Wales Context**

The region of Mid & West Wales is unique in that it covers a large geographical area spanning almost half of the land mass of Wales, which in itself presents challenges within the context of meeting the needs of a wide and diverse mix of communities. The MAWWSB

serves the communities of Pembrokeshire, Carmarthenshire, Ceredigion and Powys, working together collaboratively and in partnership within a multi-agency setting.

The MAWWSB is accountable to the Executive Board and has established three sub groups to discharge their statutory functions:

- Child & Adult Practice Review Sub Group
- Policies & Procedures Sub Group
- Regional Training Sub Group

The Regional Training Sub Group was established as an all-age regional training group under the SS&WBA in July 2016 and interlinks closely with the Practice Review and Policies & Procedures Sub Groups.

The Training Sub Group manages and co-ordinates the development and regular review of training applicable to the safeguarding of children, young people and adults at risk at a regional and national level. The objectives of the Training Sub Group are to:

- Develop, co-ordinate and review training provision applicable to safeguarding across the region in line with regional, national and UK research/legislation, as directed by the MAWWSB.
- Discharge the responsibility for development and review of training on behalf of the MAWWSB.
- Share and highlight best practice across the region, including lessons learnt from national inquiries, practice reviews and multi-agency professional fora.
- Collaborate regionally and work in partnership with regard to the development and implementation of training to develop and improve consistency of practice.

## **Purpose**

This strategy enables the MAWWSB to meet their legislative responsibilities under the SS&WBA to equip its workforce to work effectively to safeguard people and provides:

- ongoing assurance that appropriate safeguarding training is being delivered at all levels across the multi-agency partnership and that this training equips practitioners, managers and designated staff to fulfil their safeguarding responsibilities as outlined in the SS&WBA.
- a clear and transparent core training framework for workforce development to ensure a consistent approach which supports best practice across the region.
- a Practice Development & Delivery Improvement Plan detailing key priorities delegated to the Sub Group by the Board and the development of innovative delivery mechanisms as identified by the Sub Group.

## **Aims & Objectives**

The aim of this strategy is to uphold the principle that effective safeguarding work is underpinned by education and training that promotes clarity and consistency.

The Strategy aims to:

- Promote a shared understanding of safeguarding principles, roles and responsibilities.
- Share learning from Child and Adult Practice Reviews, Domestic Homicide Reviews and Multi-Agency Professional Forums and ensure that it is understood.
- Maximise opportunities to commission specialist and bespoke training.
- Maximise commitment to collaborative working through multi-disciplinary / agency training.
- Support more efficient models of delivery across organisations, for example Signs of Safety.

The key objectives are to:

- Identify resources required to deliver / commission new training.
- Improve communication and agree the terminology used.
- Ensure a consistent approach to training.
- Ensure the workforce receives the right training at the right time, including induction and refresher training.
- Support the development of competencies in safeguarding.
- Develop new and innovative ways of delivering training to meet the needs of an increasingly agile workforce.
- Raise awareness of the MAWWSB and its functions as an element of all training delivered.
- Develop a consistent way of monitoring and evaluating the delivery and effectiveness of safeguarding training.

The strategy supports a collaborative inter agency approach to commissioning and delivering safeguarding training and will continue to evolve and expand over time; it is not intended to be a static document.

### **Core Training Framework**

A Core Training Framework has been developed to assist the MAWWSB to discharge its responsibilities under Part 7 of the SS&WBA by illustrating the minimum safeguarding training requirements for staff working in each organisation.

Implementation of the framework will be agreed at a local level and the framework provides a baseline for all levels of training that individuals and groups can expect, including mandatory safeguarding training. This strategy does not cover all courses that individual agencies may deliver.

Individual agencies are responsible for ensuring that their employees are undertaking the required training under this framework.

The framework recognises a progression from basic knowledge through to specialist knowledge and skills and is a means of ensuring that employees from each agency receive consistent and effective training.

The table overleaf describes the five staff groups requiring training across organisations. Appendix 1 provides more detailed examples of which roles in each organisation fit within

the staff groups, matched to learning outcomes for these groups. The table in [Appendix 2](#) summarises the training requirements of each agency for these staff groups.

Staff Groups	Role/Description
<b>A</b>	All staff working within the organisation
<b>B</b>	Those staff who have any contact with children, young people and/or their parents/carers or vulnerable adults and/or their carers
<b>C</b>	All staff working with children, young people and/or their parents/carers and who could potentially contribute to assessing, planning, intervening and evaluating the needs of a child, young person, vulnerable adult or parenting capacity where there are safeguarding/child protection concerns
<b>D</b>	Specialist roles – named professionals or those who have specific child or adult protection responsibilities
<b>E</b>	Specialist roles – Professional advisers, designated professionals in health and safeguarding leads in education, the police, social services and the voluntary sector Board level and Safeguarding Board members

Each organisation is governed by its own training framework and documents (see below) and it is recognised that this makes it challenging to produce a training framework that all organisations sign up to. It is acknowledged that some employers may require certain staff groups to be trained to a higher level than described in this strategy to better fulfil their organisational intent and purpose:

- **Local Authority**

Whilst local authority staff have similar training requirements to staff working in other statutory sectors, there are a number of legal and professional frameworks that govern the training provided to staff. The SS&WBA provides the legal framework for improving the well-being of people who need care and support, and carers who need support, and for transforming social services in Wales. The SS&WBA introduces a strengthened, robust and effective partnership approach to safeguarding. Codes of Practice and Statutory Guidance help staff work within the new framework created by the SS&WBA. Safeguarding training also needs to reflect the All Wales Procedures. There are also a number of non-regulatory frameworks, such as The Credit and Qualifications Framework for Wales (which is an all-inclusive meta-framework designed to provide greater clarity on the qualifications system in Wales). Qualifications Wales is currently consulting on a new framework for social care qualifications in Wales and this will ultimately influence training pathways in Wales. Social Care Wales produce training resources such as the All Wales Basic Safeguarding Training Pack to support the development of the workforce.

- **Education**

Staff within the Education directorate have the same training requirements as other Local Authority staff. Schools are autonomous institutions and are responsible for ensuring they

have procured relevant training, adhering, where mandated, to required timescales for refreshers/retraining.

- **Health**

All healthcare staff must have the competences to recognise adults and children who are at risk, and to take effective action as appropriate to their role. The Safeguarding Children and Young people: roles and competences for health care staff [INTERCOLLEGIATE DOCUMENT](#) March 2014 and the UK Core Skills framework 2016 are the documents that NHS organisations use to bench mark the safeguarding training needs of their workforce. Staff access eLearning and face to face learning as depicted by these documents.

- **Police**

Police training requirements and time scales for Police officers and Police staff are agreed by ACPO within Dyfed Powys Police. The content and method of delivery is very similar to other Police forces and is governed by The National College of Policing and other accredited Agencies. Some training packages, whilst fulfilling these requirements, are bespoke to Dyfed Powys Police to ensure the needs of the community it serves are met.

## **Funding and Delivery Structure**

All of the training listed on the Core Framework (Appendix 2) is internally funded by individual partner organisations and Welsh Government grants. All partnership organisations contribute 'in kind' to the development and delivery of regional multi-agency training. The funding of regional training priorities is a political matter and each organisation is subject to organisational accounting rules and internal priorities for the use of stretched training budgets. Mechanisms for commissioning/funding training identified by the MAWWSB and/or the Regional Training Sub Group are being explored.

Because of the importance of agreeing a sustainable funding mechanism for regional multi-agency safeguarding training this has been added to the delivery plan of the Regional Safeguarding Training Sub-Group for consideration.

Having consistent methods of administering and certificating regionally delivered training across all partner organisations and ensuring that all training delivered on behalf of the MAWWSB is recognisable as such, is important to enable the Board to discharge its responsibilities under the SS&WBA. The purpose of training is to improve capability and it is important to ensure that the impact of training and the return on investment is evaluated by measuring to what extent learning goals are met in terms of:

- Defined increases in knowledge or skills.
- Qualifications achieved.
- Experiencing relevant situations.
- Seeing measurable cultural change.
- Improving perceptions of staff in relation to certain situations.

Developing a consistent method of administering and evaluating regional multi-agency training is also included in the Regional Safeguarding Training Sub-Group's work plan for 2018.

## Priorities for Change

Multi-agency partners contributed to a regional workshop in May 2017. During the workshop partners identified a range of areas for positive change and development in safeguarding training across the region. Partners agreed on a number of key principles and a number of practical ways of developing these principles across the region (Appendix 3):

- 'Everybody's Business'. The overall aim of consistent, relevant, targeted and innovative training is for key safeguarding messages to be embedded so that safeguarding becomes the unconscious automatic response of a confident workforce across all agencies and organisations.
- There are opportunities to utilise the skills, knowledge and experience of practitioners across the region, working collaboratively to share expertise. There is the potential to form a pool of lead trainers in specific subjects to jointly deliver across the region on a reciprocal basis.
- There is a need to provide assurance to the M&WWSB that the Core Training Framework is being implemented consistently in each partner organisation. The Regional Training Sub-group has devised a reporting template and will provide annual assurance reports.
- Consistency of practice across the region can be supported with the development of a Safeguarding Training Passport based upon achievement against the Core Framework.
- 'Just in Time Training' needs to be developed so that staff can access basic safeguarding training and information when it's most relevant rather than waiting for places to be available on the next training course. New technology makes this possible in the form of all agency e-Learning modules, authored regionally and available on all platforms and a Safeguarding Training App currently available only in England. The group plans to work towards the development of a Welsh version of this App. *It should be noted that this may not be relevant for all partners, for example – the Police undertake e-learning (both mandatory and specialist) via NCALT (National Centre for Applied Learning Technologies).*

## Roles & Responsibilities

### Responsibilities of the Mid & West Wales Safeguarding Executive Board:

The Executive Board is an overarching board which seeks to monitor and improve regional safeguarding activity. The Executive Board consists of senior officers from all key statutory partners and agencies. The M&WWSB is responsible for:

- Ensuring that multi-agency safeguarding training is provided to the workforce.
- Providing guidance to all of its statutory partners and does this by identifying annual strategic priorities and desired outcomes in respect of safeguarding activity and practice
- Reviewing and evaluating the delivery, reach and availability of safeguarding training
- Supporting, guiding and taking advice from the Training Sub Group alongside other board sub groups.
- Provide Regional Training Sub Group with key training priorities for safeguarding by October each year.



### Responsibilities of the Regional Training Sub Group:

- Part 7 of The SS&WBA states all Regional Safeguarding Boards in Wales should ensure that practitioners in the area of the board are receiving or have access to the training they need in child and adult protection and the prevention of abuse, neglect and other forms of harm. This should be informed by a review and analysis of the training needs of practitioners. This responsibility is delegated to the regional training group.
- Disseminating the strategic safeguarding training priorities identified annually by the M&WWSB and supporting and guiding the delivery of these priorities across organisations and agencies.
- Work closely with organisational training depts. to promote the quality of safeguarding training and delivery
- Work and operate collaboratively with the Executive Board and other board sub groups, .i.e. Practice Review Sub Groups, Multi-Agency Professional Forum (MAPF) forum and the Policies & Procedures Sub Group in relation to strategic priorities.
- Disseminate lessons learned from Practice Reviews, Domestic Homicide Reviews and MAPFs.
- Advise on creative ways of meeting training outcomes across organisations/agencies and where appropriate design/deliver/commission training and training materials applicable to all organisations.
- Offer support, guidance to the Board and advise the Board on safeguarding training requirements
- Consider and discuss key training priorities from the Executive Board and feed into local training plans.

### Responsibilities of Regional Training Sub Group members:

- Have the appropriate level of authority to represent their organisation
- Feedback information regarding the work of the group to relevant staff in their organisation
- Complete all work that they have the responsibility for by the agreed timescale
- Ensure the person(s) with the relevant authority to negotiate/agree funding for the provision of training within their organisation has the information in relation to the training to make the decision and feed this back to the Training Group
- Consistent and regular attendance at meetings and if this is not possible send a deputy with the appropriate level of authority.

## **Appendix 1: Staff Groups & Learning Outcomes**

*Note: the example roles and learning outcomes below are not static and not exhaustive they will vary depending upon organisation and agency. This list should be read as guidance only and will not cover all roles in each organisation.*

<b>Staff Groups</b>	<b>Role/Description</b>	<b>Learning Outcomes</b>
<b>A</b>	All staff working within the organisation	Competence at this level is about individuals knowing what to look for which may indicate possible harm and knowing who to contact and seek advice from if they have concerns.
<b>B</b>	Those staff who have any contact with children, young people and/or their parents/carers or adults at risk and/or their carers	<p><b>As above and</b></p> <ul style="list-style-type: none"> <li>• Basic knowledge of relevant legislation</li> <li>• Able to recognise the signs and symptoms of abuse, neglect and other kinds of harm</li> <li>• Able to use the appropriate policies and procedures to effectively support safeguarding issues</li> <li>• Understand own role and responsibilities and those of others in safeguarding children and adults at risk</li> </ul>
<b>C</b>	All staff working with children, young people and/or their parents/carers and who could potentially contribute to assessing, planning, intervening and evaluating the needs of a child, young person, adult at risk or parenting capacity where there are safeguarding concerns	<p><b>As above and</b></p> <ul style="list-style-type: none"> <li>• Recognise, respond to and know how to share safeguarding concerns</li> <li>• Understand the diversity of different cultural and religious beliefs when working to safeguard and promote the wellbeing of children and adults at risk</li> <li>• Understanding and recognising the barriers for non-engagement and/or non-compliance for children, young people, adults at risk and their families</li> <li>• Understand how to appropriately contribute to inter-agency assessment by gathering and sharing information appropriately</li> <li>• Understand how to challenge other professionals and how to escalate concerns appropriately</li> <li>• Have a clear understanding of how people can access support across all levels of need in line with the 'Right Help at the Right Time' regional thresholds and eligibility for support document</li> <li>• Know when and how to consult with a safeguarding lead or designated safeguarding officer</li> <li>• Able to document concerns in a manner that is appropriate for safeguarding and legal processes</li> </ul>

<p><b>D</b></p>	<p>Specialist roles – named professionals or those who have specific child or adult protection responsibilities</p>	<p><b>As above and</b></p> <ul style="list-style-type: none"> <li>• Able to contribute and in some cases lead on the development and refreshing of internal safeguarding policies, procedures and protocols etc</li> <li>• Able to work with other practitioners, children, families and adults at risk on complex tasks or particular areas of practice that have specific knowledge or skill requirement. For example, joint enquiries under Sec 47 of the Children Act 1989</li> <li>• Clear understanding of the regional Resolution of Professional Differences Protocol to enable, challenging decisions, understanding how to handle professional disagreements and escalate appropriately</li> <li>• Have the skills to work with others to address issues of aggression, non-compliance or disguised compliance that may impinge on practitioners' ability to safeguard and promote the wellbeing of children, young people and adults at risk in complex cases</li> <li>• Have an understanding of factors at an inter-personal, intra-personal and systemic level which influence the possibility of change</li> <li>• To support colleagues and assist them in decision making in relation to safeguarding concerns</li> <li>• Understand and be able to make an effective contribution through report writing and verbal communication to multi-disciplinary case planning and review meetings</li> <li>• Be able to assess the relevance and status of information and to pass it on when appropriate</li> <li>• Assessing the level of need and responding appropriately, referring when necessary to the appropriate agency</li> <li>• Understand the referral process and pathways at all levels of need</li> </ul>
<p><b>E</b></p>	<p>Specialist roles – professional advisers, designated professionals in health and safeguarding leads in education, the police, social services and the voluntary sector</p> <p><u>Board level and Safeguarding Board members</u></p>	<p><b>As above and</b></p> <ul style="list-style-type: none"> <li>• To work in partnership with partner agencies to conduct safeguarding training needs analysis and commission, plan, deliver and evaluate single and interagency training</li> <li>• Undertake and contribute to Adult and Child practice reviews</li> <li>• Co-ordinate and contribute to implementation of action plans and the learning following the above reviews</li> <li>• Work effectively with colleagues from other organisations providing advice as appropriate.</li> </ul> <p><u>All Board members</u> must have a level of knowledge equivalent to all staff working within the setting (level 1) as well as additional knowledge based competencies by virtue of their Board membership or non-executive safeguarding director role. All Boards should have access to safeguarding advice and expertise through dedicated designated or named professionals.</p>

## Appendix 2: Examples of the Types of Roles under each Staff Group

Staff Groups	<b>EXAMPLES OF THE TYPES OF ROLES UNDER EACH STAFF GROUP</b>
<b>A</b>	<b>Basic awareness</b>
<b>Health</b>	<p>All staff Adult safeguarding training Level 1: All staff, including unpaid and voluntary staff (UK core skills 2016)</p> <p>Children Safeguarding training (<i>PTHB only, all HDUHB staff start at B for safeguarding children training</i>) Level 1 All staff including non-clinical managers and staff working in health care settings (UK core skills 2016) Safeguarding Children and Young people: roles and competences for health care staff <a href="#">INTERCOLLEGIATE DOCUMENT</a> for children</p> <p>Refresher training 3 yearly</p>
<b>Education</b>	All staff
<b>Police</b>	<i>Not applicable</i>
<b>Local Authority</b>	All staff
<b>B</b>	<b>Those staff who have any contact with children, young people and/or their parents/carers or adults at risk and/or their carers</b>
<b>Health</b>	<p>Adult safeguarding training Level 2: Staff with professional and organisational responsibility for safeguarding adults, able to act on concerns and to work within an inter- or multi-agency context (UK core skills 2016)</p> <p>Children Safeguarding training (<i>All HDUHB staff complete Level 2 training</i>) Level 2 is the minimum level required from clinical and non-clinical staff who have some degree of contact with children and young people and or parents / carers ( UK core skills 2016) Level 2 (ICD) Safeguarding Children and Young people: roles and competences for health care staff <a href="#">INTERCOLLEGIATE DOCUMENT</a> for children</p> <p>Refresher training 3 yearly</p>
<b>Education</b>	Receptionists, clerical staff, librarians, school transport staff (specialist), e-teach supply staff, School Admissions Staff, teachers

<b>Police</b>	All front line police officers from Police Constable/Detective Constable, Police Sergeant, Detective Sergeant to Inspector/Detective Inspector. Some support staff depending on role; including Police Community Support Officers, Police Information Room Operators and Administrators, Police staff investigators and Protecting vulnerable persons/public protection staff.
<b>Local Authority</b>	Staff/volunteers who visit people in their own homes, supervised contact centers or office bases. This includes Social Workers, Social Care staff, staff providing care and assessment to vulnerable individuals in any setting, support workers, housing officers and family outreach workers.
<b>C</b>	<b>All staff working with children, young people and/or their parents/carers adults at risk and/or their carers and who could potentially contribute to assessing, planning, intervening and evaluating the needs of a child, young person, adult at risk or parenting capacity where there are safeguarding/child protection concerns.</b>
<b>Health</b>	<p>Safeguarding adults training All clinical staff working with adults will need to undertake PREVENT training (UK core Skills training). It is acknowledged that some employers may require certain staff groups to be trained to a higher level to better fulfil their organisational intent and purpose. For example this would include senior staff to undertake further MCA and DoLS training to enable them to fulfil their role and responsibilities.</p> <p>Safeguarding children training Level 3 Clinical staff working with children, young people and /or their parents/ carers and who could potentially contribute to assessing, planning , intervening and evaluating the needs of a child or young person and parenting capacity where there are safeguarding/ child protection concerns (UK core skills 2016) (ICD) Safeguarding Children and Young people: roles and competences for health care staff <a href="#">INTERCOLLEGIATE DOCUMENT</a> for children</p>
<b>Education</b>	Teachers, Learning Support Assistants, Emotional Literacy Support Assistants. Peripatetic teachers and coaches (non-Local Authority, e.g. music). Specialist Teachers, Challenge Advisers.
<b>Police</b>	<i>Not applicable</i>
<b>Local Authority</b>	Service provider managers in statutory organisations that provide care and support to children/young adults and adults; staff who undertake the role of Care Manager or Care Coordinator/Social worker or assessor of care needs, family outreach workers and staff in specialist teams working with the family.
<b>D</b>	<b>Specialist roles – named professionals or those who have specific child or adult protection responsibilities.</b>
<b>Health</b>	<p>Safeguarding Adults Named professionals or those who have specific child or adult protection responsibilities</p>

	Safeguarding Children Level 4 Safeguarding Children and Young people: roles and competences for health care staff <a href="#">INTERCOLLEGIATE DOCUMENT</a> for children
<b>Education</b>	Designated Senior Persons, Deputy Designated Senior Persons, Head Teachers, Deputy Head Teachers. School counsellors, family support workers and similar. Safeguarding Lead for the Governing Body, Chairs and Vice-chairs of Governing Bodies. Educational Psychologists, Looked After Children Education Manager, Education managers.
<b>Police</b>	Joint Investigation Unit officers: Detective Constables, Detective Sergeants, Detective Inspectors and specialist officers DAO, School liaison ( <i>**some training only</i> ). Joint Investigation Unit or DAO investigators, or specialist police staff investigators
<b>Local Authority</b>	Safeguarding Leads, investigators in non-criminal cases, APSOs, MARAC Chairs, AMPHs
<b>E</b>	<b>Specialist roles – Board level and Safeguarding Board members, professional advisers, designated professionals in health and safeguarding leads in education, the police, social services and the voluntary sector</b>
<b>Health</b>	Safeguarding Adults Named professionals or those who have specific adult protection responsibilities  Safeguarding Children Level 4 Safeguarding Children and Young people: roles and competences for health care staff <a href="#">INTERCOLLEGIATE DOCUMENT</a> for children
<b>Education</b>	Safeguarding Lead for Education. Senior Education Managers, Heads of Service, Directors of Education.
<b>Police</b>	Specialist Detective constables or specialist investigators i.e DAO or MOSAVOO, Detective Sergeants, Detective Inspector some police staff roles i.e MARAC MAPPA CSE Coordinators, Detective Inspector, Detective Chief Inspector, Detective Superintendent ( <i>dependent on role</i> )
<b>Local Authority</b>	Staff with strategic responsibilities within organisations who manage employees undertaking child/adult protection work, incl. staff undertaking the role of DLM, adult and/or child protection coordinators and social workers who undertake the role of investigator in non-criminal cases. Elected members and Board members who have corporate responsibilities for child/adult protection. Heads of Service, Director of Social Services.

### **Appendix 3: Regional Partnership Training Matrix**

The matrix below gives a broad representation of safeguarding training available across the multi-agency partnership. Training will differ based on the required learning outcomes for each staff group.

Core Training	Staff Group				
	A	B	C	D	E
Safeguarding Children	✓	✓	✓	✓	✓
Safeguarding Adults at risk	✓	✓	✓	✓	✓
Adult Protection, including Community and Care Settings, Abuse and Neglect, Adult Protection & Support Orders (APSOs)		✓	✓	✓	✓
Child Protection, including Processes and Responses, Managing Allegations against Adults, etc.		✓	✓		
Adult Sexual Exploitation					
Child Sexual Exploitation	✓	✓	✓	✓	✓
Child Sexual Abuse		✓	✓	✓	✓
DoLS (Deprivation of Liberty Safeguards)			✓	✓	
Emotional Abuse and Neglect		✓	✓		
Female Genital Mutilation	✓	✓	✓	✓	✓
Financial Exploitation / Abuse				✓	✓
Hate / Hate Crime	✓			✓	
Honour Based Violence/Abuse and Forced Marriage	✓	✓		✓	✓
Managing Investigations		✓		✓	✓
MARAC, including MARAC Chair Training / MAPPA / WISDOM			✓	✓	✓
Mental Capacity Act		✓	✓	✓	
Mental Health / Wellbeing / Mental First Aid		✓	✓	✓	✓
Modern Slavery	✓	✓	✓	✓	✓
Online Exploitation, CEOP / Cyber Safety	✓	✓	✓	✓	✓
PREVENT / Radicalisation	✓	✓	✓	✓	✓
PRUDiC				✓	✓
Safer Recruitment			✓	✓	
Safeguarding and the role of the AMPH			✓	✓	

Safeguarding in a Care Setting		✓	✓		
Signs of Safety		✓	✓	✓	✓
Sex Offender Management		✓	✓	✓	✓
Substance Misuse		✓	✓		
Suicide & Self-Harm		✓	✓	✓	
Trauma / Attachment					
VAWDASV / Domestic Abuse / Violence	✓	✓	✓	✓	✓



#### **Appendix 4: Practice Development and Delivery Improvement Plan**

Because of the importance of continuing to develop safeguarding practice across all organisations and responding proactively to the outcomes of, for example inspections and Child/Adult Practice Reviews, the Safeguarding Training Sub-Group has developed a Practice Development and Delivery Improvement Plan detailing key priorities delegated to the Sub Group by the MAWWSB and the development of innovative delivery mechanisms as identified by the Sub Group.

<b>Practice Development and Delivery Improvement Plan</b>		
<b>Objective</b>	<b>Lead</b>	<b>By when</b>
1. Agree a funding mechanism for regional multi-agency training via the MAWWSB that is acceptable to all organisations		
2. Develop consistent and agreed method of administering and evaluation regional multi-agency training		
3. Develop reporting framework for providing assurance to the Executive Board on regional safeguarding training		
4. Develop a transferrable regional training passport		
5. Develop and launch a universally accessible regional training app ( <i>where relevant to the organisation</i> )		
6. Develop a regional e-learning menu, available on different platforms, but same content		
7. Develop and launch a regional directory of training and forthcoming events		
8. Develop and commission/ deliver standard training for designated safeguarding leads in any sector to do their role		
9. Develop an audit tool and audit delivery of safeguarding training across all organisations and report to MAWWSB as part of the regional quality assurance and performance		

10. Ensure an awareness of the Board and its functions is an element of all training delivered		
11. Report to MAWWSB annually on the delivery of the Core Framework.		
12. Explore the development of a regional pool of core trainers on key subjects to jointly deliver across the region on a reciprocal basis		
13. Develop an Audit Tool to include how training is funded (core, in-house, pooled budgets) how pooled budgets will be split.		
<p>14. Maintain an oversight, monitor and review the implementation of the National Training Framework for VAWDASV across the four Local Authorities, Hywel Dda University Health Board and Powys Teaching Health Board, Public Health Wales, Mid &amp; West Wales Fire &amp; Rescue Service and CAF/CASS CYMRU.</p> <p><i>(Police are awaiting direction from the National College of Policing regarding the level/requirement of training for Police)</i></p>		