



Focus Learning Trust

# Training Strategy

July 2018

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## 1. Introduction

- 1.1. The Focus Learning Trust (FLT) Safeguarding Statement is;  
**“We will do all we can to offer the safest place for children to learn, become life-ready, and reach their full potential in society”**
- 1.2. The FLT Safeguarding Strategy provides a framework in which we will organisationally approach safeguarding. In order to deliver effective safeguarding practice it is recognised that all our staff, trustees and volunteers need to have up-to-date role specific training and awareness. There is a need for annual updates and refresher training not only because guidance suggests that is necessary but more importantly the outcome is a stronger safeguarding practice.
- 1.3. FLT supports the standards and the premise that by organisations and agencies working together, children can be effectively safeguarded. This is most effective when there is;
  - A shared understanding of roles and responsibilities
  - Improved communication between professionals and those working with children
  - Effective working together based on sound working relationships
  - Improved assessment and decision making
- 1.4. In order to support effective multi-agency working, FLT recognises and endorses that key training is delivered at a local level via a Local Authority (LA). This is particularly relevant for Designated Safeguarding Leads (DSL), Head Teachers and Safeguarding Trustees.

## 2. The Suite of Training Options

- 2.1. FLT will support a range of training and awareness options including;
  - Online training, currently provided by Flick Learning for FLT
  - Face-to-face training through a relevant LA
  - Bespoke one-off training to address a particular need or issue. There are a number of providers that supply child protection training, i.e. the NSPCC
  - Annual updates for all staff/trustees/volunteers delivered by the DSL as part of their role and responsibility.
- 2.2. When undertaking initial or refresher training it is important to consider the 5 Rs to ensure that awareness and delivery fulfils the necessary aspects required from training:
  - a) Recognising child abuse
  - b) Responding to children
  - c) Reporting concerns – about adults and children
  - d) Recording information
  - e) Making Referrals to children’s social care

### 3. Who Requires Training?

- 3.1. In effect it is all those who work with children directly or indirectly whether on a paid or voluntary basis. Training should be targeted at the following groups:
- Those with particular and specialised responsibility for safeguarding children such as designated or named professionals, those undertaking Section 47 enquiries or working with complex cases. This is likely to be our DSL cohort, Head Teachers and Safeguarding Trustees.
  - Those who work regularly with children and young people who may be asked to contribute to assessments of children in need. These are predominately our teaching staff.
  - Those with some contact with children and young people. These may be people who operate in an environment where they see children but do not have case responsibility for them. This is going to be the majority of our staff either on a paid or voluntary basis.

### 4. Training Frequency

- 4.1. Keeping Children Safe in Education 2018 (KCSIE) recommends that in a school the Designated Safeguarding Lead (DSL) and any deputies undergo refresher training, to provide them with the knowledge and skills required to carry out the role every two years. This is best completed through the Local Authority. FLT supports this approach.
- 4.2. All staff should undergo safeguarding and Child Protection (CP) training at induction with an expectation that learning and professional development in this area continues through e-learning over the next three months.
- 4.3. All staff should receive regular safeguarding and child protection updates as required. For FLT the focal point in any given campus should be the DSL who should do regular updates at Inset days at least annually. This will be supported by email updates, bulletins etc. from the National Support Office (NSO), LA, NSPCC etc.

### 5. Specific Training/Awareness Requirements

- 5.1. Nothing within this strategy prevents bespoke training based on need either at a local or national level. Training must always be considered within the context of the overall added value, cost and impact on the workplace.
- 5.2. Whilst training will be consistent with the requirements of KCSIE 2018 the suggested framework for training to role is;
- 5.3. **Head Teachers**
- a) Induction to include campus approach to safeguarding as well as values and ethos. To include the Behaviour Policy (BP) to ensure that there is no tension between SEND and safeguarding practice. In practice this will be delivered by a Regional Principle and Lead Campus Administrator (LCA).
  - b) Safer Recruitment – either through the LA or a non-government agency i.e. NSPCC
  - c) Flick Online Child Protection Training
  - d) Annual update/awareness via the DSL

- e) DSL Training via the LA
- f) Flick Online Prevent Training
- g) Read and understood KCSIE 2018 and the Trust CP Policy
- h) Flick Online Health and Safety Training
- i) Flick Online Child Sexual Exploitation Training
- j) Flick Online Domestic Abuse Training
- k) Flick Online Data Protection Training

#### 5.4. **Designated Safeguarding Leads**

- a) Induction to include campus approach to safeguarding as well as values and ethos.  
To include the Behaviour Policy to ensure that there is no tension between SEND and safeguarding practice
- b) Flick Online Child Protection Training
- c) Safer Recruitment – either through the LA or a non-government agency i.e. NSPCC
- d) E-safety through either the LA or NSPCC
- e) DSL training via the LA
- f) Read and understood KCSIE 2018 and the Trust CP Policy
- g) Flick Online Health and Safety Training
- h) Flick Online Child Sexual Exploitation Training
- i) Flick Online Domestic Abuse Training
- j) Flick Online Female Genital Mutilation Training
- k) Flick Online Forced Marriage Awareness Training
- l) Flick Online Modern Slavery and Human Trafficking Training
- m) Flick Online Data Protection Training

#### 5.5. **Newly Qualified Teachers (NQT)**

- a) Induction to include campus approach to safeguarding as well as values and ethos.  
To include the Behaviour Policy to ensure that there is no tension between SEND and safeguarding practice
- b) Flick Online Child Protection Training
- c) Flick Online E-safety Training
- d) Flick Online Prevent Training
- e) Read and understood KCSIE 2018 and the Trust CP Policy
- f) Flick Online Health and Safety Training
- g) Flick Online Child Sexual Exploitation Training
- h) Flick Online Domestic Abuse Training

#### 5.6. **Teaching Staff**

- a) Induction to include campus approach to safeguarding as well as values and ethos.  
To include the Behaviour Policy to ensure that there is no tension between SEND and safeguarding practice
- b) Flick Online Child Protection training

- c) Flick Online E-safety Training
- d) Annual update/awareness via the DSL
- e) Flick Online Prevent Training
- f) Read and understood KCSIE 2018 and the Trust CP Policy
- g) Flick Online Health and Safety Training
- h) Flick Online Child Sexual Exploitation Training
- i) Flick Online Domestic Abuse Training

#### 5.7. **Paid Staff**

- a) Induction to include campus approach to safeguarding as well as values and ethos.  
To include the Behaviour Policy to ensure that there is no tension between SEND and safeguarding practice
- b) Flick Online Child Protection Training
- c) Flick Online E-safety
- d) Annual update/awareness via the DSL
- e) Flick Online Prevent Training
- f) Read and understood KCSIE 2018 (Part 1) and the Trust CP Policy
- g) Flick Online Health and Safety Training
- h) Flick Online Child Sexual Exploitation Training
- i) Flick Online Domestic Abuse Training

#### 5.8. **Volunteers**

- a) Induction to include campus approach to safeguarding. To include the behaviour policy to ensure that there is no tension between SEND and safeguarding practice. DSL led.
- b) Safeguarding Volunteer video and KCSIE Quiz
- c) Government Online Prevent 3 Training
- d) Read and understood KCSIE 2018 (Part 1) and the Trust CP Policy
- e) Flick Online Prevent Training

#### 5.9. **Safeguarding Trustee**

- a) Induction to include campus approach to safeguarding. To include the behaviour policy to ensure that there is no tension between SEND and safeguarding practice. Head Teacher led.
- b) Flick Online child protection Training
- c) Flick Online E-safety
- d) DSL Training via the LA
- e) Flick Online Prevent Training
- f) Read and understood KCSIE 2018 and the Trust CP Policy
- g) Annual update/awareness by the DSL
- h) Flick Online Health and Safety Training
- i) Flick Online Child Sexual Exploitation Training
- j) Flick Online Domestic Abuse Training

- k) Safer Recruitment – either through the LA or a non-government agency i.e. NSPCC
- l) Flick Online Data Protection Training

#### 5.10. **Trustee**

- a) Induction to include campus approach to safeguarding. To include the Behaviour Policy to ensure that there is no tension between SEND and safeguarding practice
- b) Lead CA and Safeguarding Trustee - Safer-recruitment – either through the LA or a non-government agency i.e. NSPCC
- c) Flick online child protection training
- d) Flick online e-safety
- e) Annual update/awareness via the DSL
- f) Read and understood KCSIE 2018 and the Trust CP Policy
- g) Flick online Health and Safety training

## 6. Record Keeping

- 6.1. It is important that the campus maintains a singular log of training/awareness undertaken by all staff including trustees and volunteers. This allows for a clear picture of the training landscape, which will help identify local need and ensure timeliness of refresher training.
- 6.2. This log is separate from any attendance record taken at the time for a singular event.
- 6.3. One advantage of using Flick is that a central training record is maintained for all those who have used this online tool. It is for campuses to ensure that a member of staff has administration access rights to Flick in order to monitor individual school take-up.
- 6.4. It would be beneficial if the DSL maintained a separate record of any communication or update sent during the course of the year either internally or to the wider school family. This will be particularly helpful for evidencing the whole school approach during any subsequent inspection.