K: Safeguarding training – Group and school-based providers

What do I need to know?

- Legal Framework
  - Equality Act 2010
  - The Health and Safety (First-Aid) Regulations 1981

EYFS statutory framework for group and school-based providers page 29, paragraphs 3.31-3.33.

Safeguarding training (pages 25 of audit)	Things to consider and discuss:
Do you **ensure** that all practitioners are trained in line with the criteria set out in Annex C?	• How do you ensure that the training you have completed is consistent with the training criteria in Annex C? • How do you make sure that you have completed any necessary training if you have identified where previous training did not cover all of the training criteria? • How can you demonstrate you have taken account of the advice from the LSP or local authority on appropriate training courses? • How is this training disseminated to all staff members working directly and indirectly with children? • How do you know that training completed has been fully understood and is being implemented consistently in your setting?
Do you **ensure** that practitioners are supported and confident to implement the setting's safeguarding policy and procedures on an ongoing basis?	• What does confident mean in practice? How can a staff member demonstrate they are implementing the training into their daily practice? • How do you identify what training and professional development opportunities staff require to ensure they understand your safeguarding policy and procedures? • How do you check that staff have up to date knowledge of safeguarding issues? • How do you ensure that any training that is completed covers signs of possible abuse and neglect? • Do all staff know how to report their concerns? • How do you check that information shared by staff is accurate? • What training and professional development opportunities have staff undertaken? What difference has this made to their practice? What difference has this made to safeguard and protect children?

Safeguarding training (pages 25 of audit)	Things to consider and discuss:
	• How is learning form training courses disseminated to all staff? • How do you identify what training and professional development opportunities staff require to ensure that children's welfare is promoted and children are protected from harm? • What training and professional development opportunities have staff undertaken to ensure that children's welfare is promoted, and children are protected from harm? How is this disseminated to all staff? What is the impact of these training and professional development opportunities? • What training records do you keep for staff? How long do you retain these for? • Do you know how to request bespoke training from Derbyshire's Early Years Service? • Are staff aware of female genital mutilation and what they should do if they discover or suspect that a child has been affected by this?
Do you **make sure** you have read Child abuse concerns: guide for practitioners - GOV.UK (www.gov.uk)	• Have you read this document? • Have you shared this information with other childminders or any assistants you work with?
Do you **ensure** the DSL provides support, advice, and guidance to all practitioners on an ongoing basis, and on any specific safeguarding issue as required?	• Who are "all practitioners" in your setting? • Do all practitioners know who your DSL is? • Do your practitioners know who they can go if the DSL is not available? • How does the DSL and Deputy DSL provide support, advice and guidance to all practitioners and, or assistants on a regular, ongoing basis as required? • How often do you discuss safeguarding matters at team meetings and with individual staff members?
Do you **ensure** the DSL attends a training course consistent with the criteria set out in Annex C?	• How do you know the DSL has attended relevant child protection training which is consistent with the criteria for Annex C? Who checks that this training covers each area of the annex?
Do you **ensure** that training is renewed every two years?	• Does the DSL and Deputy DSL undertake safeguarding training every 2 years, and refresh their knowledge and skills at least annually? Do they feed back to the rest of the staff and is this formally recorded?

Safeguarding training (pages 25 of audit)	Things to consider and discuss:
	• How do you ensure your DSL and Deputy DSL attends wide ranging and relevant safeguarding training at least every 2 years? • How do you ensure that knowledge and skills are kept up to date? What is your system for ensuring training is accessed by all staff within the expected timeframes?
Do you **make sure** you have considered whether any staff need to undertake annual refresher training during any two-year period to help maintain basic skills and keep up to date with any changes to safeguarding procedures or as a result of any safeguarding concerns that occur in the setting?	• How do you consider which staff require annual refresher training? What is your rationale for making these decisions? • How do you track training that has been completed to ensure that the training renewal requirement is adhered to? • How do you identify where training needs to be renewed or refreshed? • How do you know that basic skills are in line with up-to-date research and training? • How do you respond to safeguarding concerns that occur in your setting through appropriate training opportunities? • How do you know this training has had an impact to keep children safe?

Useful links and further help:

UK Government and Ofsted guidance to registration
Early years qualifications list
First aid at work - your questions answered
Basic advice on first aid at work
First aid in schools, early years and colleges
DfE – Help for early years providers
DfE – Early years safeguarding training – Log in

The safeguarding partnership in Derbyshire is the Derby and Derbyshire Safeguarding Children Partnership (DDSCP).
Training and information is available via their website

Derbyshire SchoolsNet - Early Years
Derbyshire Early Years Service - Eventbrite
Email: CS.EYS@derbyshire.gov.uk