

Sandwell Safeguarding Adults Board

**Multi-Agency Learning and
Development Strategy for
Safeguarding Adults**

2016-2018

1 Introduction and context

1.1 Tools for the Job

Central to effective adult safeguarding is a competent and well trained workforce. The SAB are committed to ensuring the workforce is competent and confident to carry out their responsibilities to safeguard adults at risk. This multi-agency learning and development strategy is designed to support the development of best practice in adult safeguarding work and to ensure that people working with adults at risk across all sectors are able to meet the standards outlined in the statutory safeguarding duties introduced under the Care Act 2014.

1.2 Context and Current Environment

This strategy has been developed against a rapidly changing operating environment. A number of factors both externally and internally have emerged which impacts the way we provide services and manage our business.

A number of other factors have influenced and help shape the Strategy notably:

- The introduction into law of the Care Act 2014 and an analysis of the organisational and practice implications arising from the Act's provisions on safeguarding
- A range of improvement initiatives such as sector led improvement programmes and specifically, Making Safeguarding Personal
- Response to national events such as Winterbourne View and Mid Staffordshire Reviews

The content of this Strategy has been informed by a training needs analysis conducted in May 2016 in which a wide range of agencies participated. The audit mapped out current training provision for adult safeguarding and also highlighted gaps in current provision which this strategy has sought to address and how organisations see their priorities for such training.

1.3 Key Drivers

The impact of the Care Act 2014 is not yet fully understood. However, what is certain is that with less money and more people requiring or eligible for social care services in the future, the requirements of the Act can only be met by fundamentally changing our relationship with our partners and our communities. Re-shaping services effectively to be fit for the future whilst continuing to keep vulnerable people safe will require us to:

- Make fundamental changes to the way that we work with our key partners including the Clinical Commissioning Group, and the Acute Trust.
- Deliver an effective early help and prevention offer
- Improve the way we commission services going forward, seeking to commission with others wherever possible to maximise efficiencies.
- Shape the local provider market to meet the needs of people in the future.
- Improve the customer journey for people who need to use our services and continue to encourage people to take responsibility for their own wellbeing.

Sandwell Safeguarding Adults Board Learning and Development Strategy

- Align our work and priorities to respond to the Sandwell Health and Wellbeing priorities.
- Undertake an organisational health check to ensure that the right culture and skills are in place to meet the new ways of working.

The Act also establishes 'Making Safeguarding Personal' or a person centred approach as core practice. Implementation of the Care Act 2014 requires a fundamental shift in practice in which emphasis is placed on prevention and early intervention in which effective risk management is used to support people safely.

1.4 Purpose of the L&D Strategy

This Learning and Development Strategy sets out the learning and development strategies which will be implemented in 2016/17. It supports the achievement of the goals set out in Adult Social Care Business Plan 2015-18 and is in line with the objectives contained in the Adult Social Care Workforce Development Strategy 2015-2018.

The L&D strategy is a link between learning and development activities with the business needs. The Adult Social Care vision highlights the following priorities:

Help people to help themselves
Create the conditions for growth
Make the best use of Sandwell assets
Sort the simple stuff quickly
Deliver right first time
Choice and control over the support customers receive through personalisation

Supporting people to live longer and healthier lives whilst requiring less support from social care and health budgets will be at the heart of our work in the immediate future. This work will cover a range of services aimed at improving:

- Prevention: helping to prevent people becoming ill or dependent and supporting communities to take responsibility for their own wellbeing.
- Reablement : ensuring people recover from illness or dependency as quickly as possible which are amenable to treatment.
- Care: Ensuring people with long term conditions or dependency receive effective, quality care and support with dignity to meet their needs
- High performing integrated teams: Improving the customer journey by redesigning services towards a shared outcome so that people live longer and have healthier lives, needing less formal support from social care or acute services.

Longer term care and support: ensuring people with long term conditions or dependency receive effective, quality care and support with dignity to meet their needs. This Strategy is therefore, an essential tool to support organisations to achieve the prerequisite culture change and shift in practice highlighted in the Care Act 2014.

Delivering positive change for local people requires us to work differently and to redefine relationships with partners and local communities. Making this happen in a

Sandwell Safeguarding Adults Board Learning and Development Strategy

relatively short space of time will require staff to move away from a traditional service delivery model based on adherence to fixed processes, to a personalised solutions based approach that can only be delivered by integrating services with all of our partners and stakeholders. This will require us to equip all staff with the skills to enable them to work in new ways; sharing intelligence and developing information networks to effectively resolve problems and develop solutions with their customers as they arise.

1.5 Audience

The following Sandwell based agencies and organisations are covered by this strategy:

- Safeguarding Adults Board
- Sandwell local authority adult services and Adult Social Care
- West Midlands Police
- South West Birmingham Health Trust Clinical Commissioning Group
- NHS providers
- GPs and primary care services
- Health Education
- West Midlands Ambulance Service
- West Midlands Fire Service
- Housing Services
- Independent care providers
- Voluntary sector
- Service users, carers, relatives, children and young people, local communities
- Community Safety Partnerships
- National Probation Service
- Governance, board and safeguarding committees
- Legal Services

1.6 Underlying principles

This Strategy is not prescriptive. It is a tool to help inform and shape both single-agency and multi-agency safeguarding learning and development plans. It seeks to establish a consistent approach across agencies and can be used as a tool benchmark to assess training provision.

Learning and development activity should create an ethos which values working collaboratively with others, places the service user at the centre of practice, respects diversity, promotes equality and human rights, dignity, freedom and respect for others.

The Making Safeguarding Personal approach is the driving principle underpinning all adult safeguarding learning and development activity.

This Strategy promotes the 'Safeguarding is Everybody's Responsibility' ethos. It is designed to ensure wide awareness of adult safeguarding issues and to support practice that is consistent with current legal and policy context for adult safeguarding as well as the approach and requirements outlined in the Care Act principles.

Sandwell Safeguarding Adults Board Learning and Development Strategy

Individual agencies are responsible for ensuring that their workforce has the required knowledge and competencies to carry out their responsibilities for safeguarding adults.

The approach described in this document emphasises the multi-agency delivery of the Strategy and related training programmes.

There is individual agency and collective responsibility for the development and success of this approach.

Relevant Guidance

Strategy has been informed by the requirements outlined in the following legislation and guidance:

- Care Act 2014 Statutory Guidance (Department of Health, October 2014).
- Local Multi-Agency Safeguarding Adults Policy and Guidance (Hampshire, IOW, Portsmouth and Southampton, Councils, May 2015).
- Government Statement of Policy on Safeguarding Adults (Department of Health, May 2013)
- Safeguarding Adults Roles and Responsibilities (ADASS, ACPO, NHS Federation and CQC 2014).
- National Framework of Standards for Good Practice and Outcomes in Safeguarding Adults Work (Association of Directors of Adult Services, November 2005).
- Relevant sector based (mandatory and non-mandatory) competency and core skills Frameworks

2 Identifying Learning and Development Needs

2.1 Training Needs Analysis

A multi-agency training needs analysis was undertaken during May 2016 with the following results:

Summary

Training Priorities

Awareness Raising in Safeguarding Adults, Safeguarding for Managers and Practitioners, Considering Dignity and Respect, Managing Risk and Making Safeguarding Personal were the highest scorers for organisations training priorities. Forced Marriage and Honour Based Violence, Mental Capacity and Care Act, Scamming and Domestic Abuse also scored highly.

Influencing Factors

Factors influencing choice were based on whether course were certificated, the length of the course and the course content.

Negative factors included problems booking onto training, training not being available when organisations needed it and training not covering what is needed.

Number of staff needing Safeguarding training

Three quarters of staff working in organisations who work with adults at risk, receive Safeguarding training relevant to their competency level

Organisations preference for training arrangements

Most organisations are opting for paid for eLearning, other free of charge agency learning and SSAB Face to face learning.

Issues

Problems tend to be courses being cancelled at the last minute due to poor attendance. Booking is problematic, organisations find it easier to table level 1 e-Learning, also it would seem a lot of organisations are unaware of the SSAB training catalogue and have requested a yearly calendar of dates.

Conclusion

Several, more recent categories of Safeguarding training are now becoming popular which warrant their inclusion in the training plan. However consideration has to be given to organisations struggling to spare staff time away from the workplace. Also there is a real shift towards staff needing certification for their training so it must be at an appropriate level.

The booking of SSAB training is also a major issue for organisations when choosing training providers, this should be addressed by the implementation of Learning Pool as a booking system which will be multi-agency friendly as opposed to the current authority one.

Promotion and publicity for SSAB elearning and the new face to face training booking is a priority for the SSAB business team to ensure increased usage. In addition certificated face to face courses need to be available at different levels to reach training needs.

3 Addressing Learning and Development Needs

3.1 Strategies

- Development of new relationships with colleagues across the council, partners and local people to make best use of local intelligence to deliver services in a neighbourhood setting.
- Learning from others by actively taking part in sector-led and peer challenge improvement activity.
- Recruit and retain the right people with the right skills, qualifications and knowledge to do their job.
- Define behaviours that support our values and principles
- Build a culture that actively seeks to work differently to ensure the best outcomes for communities; can respond positively to challenges; can innovate to develop new offers of care and can take advantage of opportunities to generate income wherever possible.
- Ensure continuous understanding and implementation of policies, procedures and the processes relevant to each job role, including changes to legislation.

3.2 Value for Money

There are a number of areas where costs can be contained and/or additional value can be achieved.

- Learning and work should be integrated by ensuring that workplace solutions, e.g. on the job training and self-managed learning, are fully exploited as a first attempt at addressing needs.
- Learning and Development products and resources e.g. training courses, training facilities, training materials, should be shared between partners.
- Experience and talents of people should be tapped into to help train/develop colleagues
- Where procurement of training is necessary the formal council procurement rules and procedures should be strictly applied.

3.3 Evaluation

Evaluation is needed to strengthen quality control and measure outcomes.

All programmes will be evaluated in order to identify when and where the factors contributing to, or inhibiting the achievement of the learning objectives.

Undertake annual training needs analysis/organisational needs analysis of all job roles to ensure future skill requirements are identified.

Evaluation forms completed for all face to face training.

The impact and effectiveness of the Strategy and any multi agency learning and development provision will be monitored and evaluated and the information gained will be used to develop and enhance these arrangements

3.4 Quality Assurance Framework and Standards

This Strategy is supported by a quality assurance framework designed to provide benchmark standards to inform the content and delivery of adult safeguarding training. This will include:

- Standards for the delivery of training and development
- Guidance on mandatory and refresher training
- Guidance for professionals to update skills and frequency for this.
- Promotion of a competency based approach
- Use of reflective practice to support continuing professional development

Commissioning for better outcomes

The overarching aim of the Care Act and related legislation is to promote a whole system approach where strong local partnership arrangements for working with Clinical Commissioning Groups and Health and Wellbeing Boards are central to effective commissioning.

Good commissioning is:

Domain	Standard
Person-centered /outcomes-focused	<ol style="list-style-type: none"> 1. Person-centered and focuses on outcomes 2. Promotes health and wellbeing for all 3. Delivers social value
Inclusive	<ol style="list-style-type: none"> 4. Coproduced with people, their carers and their communities 5. Promotes positive engagement with providers 6. Promotes equality
Well Led	<ol style="list-style-type: none"> 7. Well led by Local Authorities 8. Demonstrates a whole system approach 9. Uses evidence about what works
Promotes a diverse and sustainable market	<ol style="list-style-type: none"> 10. Ensures diversity, sustainability and quality of the market Good 11. Provides value for money 12. Develops the commissioning and provider workforce.

4 Implementation

4.1 Organisational Responsibilities

Individual organisations will be responsible for the implementation within their own agency including mapping specific staff roles and determining levels of training against the generic role types and functions. It is important to note that the safeguarding functions linked generic role types are described rather than specific staff roles. It is also possible that some roles may sit in more than one category. Therefore, individual organisations will be responsible for mapping their staff roles against the functions and role types outlined in order to find the best 'fit'.

Individual organisations are encouraged to use this framework to benchmark their current training provision around adult safeguarding

A multi- agency learning and development delivery plan and programme will be developed over 2016/18

4.2. The Model

The Strategy identifies safeguarding functions linked to generic role types and for each outlines the levels of training, skills, competencies and learning outcomes required for each and cross referenced with relevant core skills and competency frameworks. A modular and incremental approach has been adopted in which multi agency learning and development provision is the preferred method. In addition to this the Learning Pool e learning packages will compliment this local delivery model.

The generic role types or functions are as follows:

- Essential awareness 'Safeguarding is Everybody's Responsibility'

- Alerters
- Responders
- Specialist practitioners
- Decision makers
- Governance and board roles.

For each role type or function relevant target audiences have been identified and for each, e learning and face to face, training packs and resources will be developed. Similarly, materials to promote awareness of adult safeguarding amongst a wide range of stakeholders such as service users, relatives, carers and the wider community will be developed to support awareness raising initiatives. It is anticipated that this aspect of the Strategy will be realised through the implementation of respective SAB's prevention and communication strategies.

The following represents the expected training pathway for '**Responders**' with a similar pathway will be developed for each of the other role types:

- Making Safeguarding Personal
- MCA/ DOLS
- Preventive working

Sandwell Safeguarding Adults Board Learning and Development Strategy

- Risk management
- Self neglect
- Community safety: anti-social behaviour, honour violence, forced marriage
- Domestic abuse
- PREVENT
- Human trafficking and modern slavery
- Safeguarding procedures, evidence gathering, interview skills and information sharing
- Legal powers and remedies
- Court skills
- Interpersonal skills and 'difficult conversations'

Essential Awareness – ‘Safeguarding is Everybody’s Responsibility’

Function: To raise awareness of abuse and neglect and to develop community engagement

Learning Outcomes

- 1) Understanding of the term 'safeguarding adults'
- 2) Understanding of the types of abuse
- 3) Knowledge of how to report concerns
- 4) Knowledge of what will happen next
- 5) Understanding of 'Keeping Safe'
- 6) Confidence to report concerns -Target audiences
 - Local communities
 - Voluntary organisations and volunteers
 - Service users, carers and relatives

Content

- 1) Safeguarding adults terms and definitions
- 2) Types of abuse and the contexts in which it can occur
- 3) Signs and indicators of abuse/neglect
- 4) How to report concerns and what will happen next
- 5) 'Keeping Safe'
- 6) Channels available to report other types of concerns

Suggested delivery methods

Leaflets and other publicity material, SAB Website, SAB led engagement events and targeted awareness sessions

Alerters

Function: To identify abuse or neglect and to report concerns appropriately

Learning outcomes

- 1) Awareness of own agency's adult safeguarding policy
- 2) Understanding of abuse types and its contexts
- 3) Ability to recognise signs of abuse/neglect
- 4) Ability to follow reporting procedures
- 5) Understanding of individual responsibility re safeguarding

Sandwell Safeguarding Adults Board Learning and Development Strategy

Target audiences - All staff as part of their induction

- All front line staff including those in 'spotter roles' in all agencies*
- Ancillary staff
- GPs and primary care workers
- Voluntary organisations and volunteers

* Will include front line staff in fire and rescue, police and neighbourhood teams, housing, health, social care

Content

- 1) Basic safeguarding awareness
- 2) Types of abuse and the contexts in which can occur
- 3) Indicators of abuse/neglect
- 4) Preserving evidence
- 5) How to report concerns
- 6) Ethos: Human Rights, Dignity, Making Safeguarding Personal
- 7) Mental Capacity and DOLS essential awareness
- 8) Whistleblowing
- 9) Rules of confidentiality, consent and information sharing
- 10) Recording

Suggested delivery methods

Basic awareness sessions, E learning module

Responders

Function: Staff with professional and organisational responsibility for adult safeguarding and who may be called upon to lead safeguarding enquiries.

Learning outcomes

As part of safeguarding activity, demonstrate an ability to:

- 1) Work within an appropriate legal, policy and professional context
- 2) Adopt a person centred approach
- 3) Work preventively with adults at risk
- 4) Identify and respond effectively to factors increasing vulnerability to abuse
- 5) Identify and respond appropriately to abuse/causal factors in abusive situations
- 6) Undertake effective risk assessment and management
- 7) Access and use effectively a range of community safety processes
- 8) Develop effective risk/safeguarding plans
- 9) Share information appropriately and engage all relevant partners
- 10) Undertake robust safeguarding enquiries or request others to
- 11) Access appropriate advocacy support for service users
- 12) Ensure the person's mental capacity is considered
- 13) Ensure safeguarding activity is appropriate and proportionate
- 14) Access all relevant legal powers and remedies
- 15) Respond appropriately to adults at risk who cause harm
- 16) Implement effective strategies to manager self- neglect
- 17) Respond appropriately to concerns about human trafficking and modern slavery
- 18) Respond appropriately to concerns re HBV and forced marriage
- 19) Access support for the recovery from abuse/neglect

- 20) Undertake contemporaneous record keeping
- 21) Provide credible testimony in court
- 22) Consult with line management and be accountable
- 23) Feedback to those making referrals on the status of the case as appropriate.

Target audiences Professionals and/or safeguarding practitioners who may be expected to undertake safeguarding enquiries such

- Qualified social workers
- Managers of care services
- Qualified/clinical nursing and medical staff
- Police investigators
- Probation (CRC and NPS)
- Community safety managers
- Housing managers

Content

- 1) Making Safeguarding Personal
- 2) Detailed safeguarding awareness + legal, policy, professional context
- 3) Prevention and early intervention
- 4) Risk assessment and management
- 5) Evidence gathering and interview skills
- 6) Legal powers and remedies
- 7) Information sharing duties and powers
- 8) Recording
- 9) Defensible decision making
- 10) MCA/ DOLS
- 11) Specific forms of risk - self neglect, fire safety, domestic violence
- 12) Anti-social behaviour, human trafficking/modern slavery, PREVENT
- 13) Honour violence, forced marriage, FGM
- 14) Court skills
- 15) Interpersonal skills and 'difficult conversations'

Suggested delivery methods

Multi agency delivery: modular training programme, case study material and, multi - agency seminars and workshops, practice guidance and toolkits, Policy and Practice Updates, promotion of Communities of Practice and Knowledge Hub and safeguarding practitioner forums.

Specialist staff

Function: To support safeguarding enquiries through the provision of professional/clinical advice and support

Learning outcomes

As part of safeguarding activity, demonstrate an ability to:

- 1) Work within an appropriate legal, policy and professional context
- 2) Adopt a person centred approach
- 3) Work preventively with adults at risk

Sandwell Safeguarding Adults Board Learning and Development Strategy

- 4) Identify and respond effectively to factors increasing vulnerability to abuse
- 5) Identify and appropriately to abuse/causal factors in abusive situations
- 6) Engage in activities related to s.42 enquiries as appropriate
- 7) Engage effectively in risk assessment and management processes
- 8) Undertake assessments and reports to inform safeguarding activity
- 9) Engage effectively in strategies to help manage self neglect
- 10) Participate in the development of effective risk/safeguarding plans
- 11) Share information appropriately
- 12) Ensure the person's mental capacity is considered
- 13) Access support for the recovery from abuse/neglect
- 14) Provide subject related advice and support to safeguarding leads
- 15) Undertake contemporaneous record keeping
- 16) Provide credible testimony in court
- 17) Consult with line management and be accountable

Target audiences Specialist staff who may be called upon to provide advice or support to safeguarding leads as part of undertaking safeguarding enquiries:

- Mental capacity leads, best interests assessors and DOLS
- Advocates
- Therapists e.g. occupational therapy, physiotherapy, SALT, dietician
- Clinical e.g. tissue viability, brain injury, psychiatry, psychology
- Designated Adult Safeguarding Managers
- Designated safeguarding lead GP, nurse roles
- Staff working in Multi Agency Safeguarding Hubs
- Older persons mental health and dementia
- Learning disability, mental health, substance misuse
- Probation (CRC and NPS)
- Fire and Rescue
- Domestic abuse
- Community safety (anti-social behaviour, hate crime, PREVENT)
- Forced marriage and honour violence
- Housing
- Appropriate Adults
- Registered Intermediaries
- Commissioning, contracts and procurement
- Legal services

Content

- 1) Making Safeguarding Personal
- 2) Detailed safeguarding awareness
- 3) Prevention and early intervention
- 4) Risk assessment and management
- 5) Information sharing duties and powers
- 6) Recording and defensible decision making
- 7) Specific forms of risk - self neglect, fire safety
- 8) MCA/ DOLS
- 9) Interpersonal skills and difficult conversations
- 10) Court skills
- 11) Whistle blowing

Suggested delivery methods

Multi agency delivery: modular training programme, case study material and exercises, multi- agency seminars and workshops, practice guidance and toolkits, Policy and Practice Updates, promotion of Communities of Practice and Knowledge Hub, practice forums

Decision Makers

Function: Making decisions about actions and next steps, chairing meetings and supervising staff undertaking safeguarding enquiries

Learning outcomes

As part of safeguarding activity, demonstrate an ability to:

- 1) Work within an appropriate legal, policy and professional context
- 2) Engage all relevant partners in safeguarding activity
- 3) Manage the information sharing process appropriately
- 4) Chair safeguarding and multi- disciplinary meetings effectively
- 5) Manage parallel processes within specific safeguarding activity
- 6) Negotiate and manage/resolve conflict
- 7) Ensure all relevant legal powers and remedies are accessed
- 8) Ensure appropriate community safety processes are accessed
- 9) Ensure appropriate advocacy support is accessed
- 10) Lead the risk management process and development of risk plans
- 11) Provide effective support to staff engaged in safeguarding activity
- 12) Provide management oversight of safeguarding activity
- 13) Ensure safeguarding activity is appropriate and proportionate
- 14) Ensure practice is consistent with Making Safeguarding Personal
- 15) Identify and respond to learning highlighted in specific cases
- 16) Identify and refer cases requiring a multi-agency review
- 17) Provide credible testimony in court
- 18) Consult with line management and be accountable
- 19) Provide supervision and opportunities for reflective practice

Target audiences Managers who are responsible for making decisions about next steps and who may be expected to chair safeguarding and multi- agency risk management meetings in agencies such as:

- Adult social care
- NHS
- Police
- Community safety
- Housing
- Probation (CRC and NPS)
- Prison

Content

- 1) Detailed safeguarding awareness + legal, policy, professional context
- 2) Making Safeguarding Personal
- 3) Prevention and early intervention
- 4) Risk assessment and management
- 5) Evidence gathering and interview skills

- 6) Legal powers and remedies
- 7) Information sharing duties and powers
- 8) MCA/ DOLS
- 9) Self neglect, fire safety, domestic violence
- 10) Anti-social behaviour, human trafficking/modern slavery, PREVENT
- 11) Forced marriage, honour violence, FGM
- 12) Court skills
- 13) Interpersonal skills and difficult conversations
- 14) Recording and defensible decision making
- 15) Chairing meetings
- 16) Supervision and reflective practice
- 17) Learning and Review Framework
- 18) Safeguarding Adult Review Process

Suggested delivery methods

Multi agency delivery: modular training programme, case study material and exercises, multi- agency seminars and workshops, practice guidance and toolkits, Policy and Practice Updates, LSAB website, promotion of Communities of Practice and Knowledge Hub and practice forums, webinars.

Board/Governance Roles

Function: To scrutinise adult safeguarding work and to challenge and hold the organisation and safeguarding partnership to account.

Learning outcomes

As part of the governance and scrutiny role, demonstrate an ability to:

- 1) Understand the legal, policy and professional context for safeguarding
- 2) Understand the respective roles and responsibilities of partners
- 3) Provide effective strategic leadership for safeguarding as a partnership
- 4) Provide effective strategic leadership for safeguarding internally
- 5) Understand and respond effectively to Care Act 2014 statutory duties
- 6) Hold local agencies to account for their safeguarding work
- 7) Ensure serious cases are reviewed and lessons learned
- 8) Ensure learning is applied in practice
- 9) Promote person centred and outcome based approaches

Target audiences Local Safeguarding Adult Boards,
Member organisations' safeguarding committees and governance boards
Senior management teams

Chief officers

Members

Content Legal, policy, professional context for adult safeguarding

Role of the SAB

Roles and responsibilities of partners

Care Act 2014 safeguarding provisions and statutory duties

Board governance arrangements

Scrutiny and key questions

Horizon scanning

Sector led improvement frameworks

Sandwell Safeguarding Adults Board Learning and Development Strategy

Peer Challenge
Quality Assurance Framework
Learning and Review Framework
Safeguarding Adult Reviews
Making Safeguarding Personal

Suggested delivery methods

Multi agency delivery: seminars, workshops, case study material, practice guidance, policy and practice bulletin, Communities of Practice and Knowledge Hub.

Business Support Function: To provide effective administrative support to ensure an efficient safeguarding process

Learning outcomes Competence in:

- 1) Arranging safeguarding meetings
 - 2) Taking accurate, well written minutes of safeguarding meetings
 - 3) Maintaining accurate records and information governance
 - 4) Understanding of the Data Protection Act 1998
 - 5) Understanding of relevant internal policies and procedures
- Target audiences Business support/administrative staff in operational teams who will be asked to manage the administration of safeguarding activity

Content

- Basic safeguarding awareness
- Minute taking
- Recording and information governance

Suggested delivery methods

E Learning, briefings, meeting template