

Guidance for Education, Early Years and Childcare providers on Safeguarding Training

Schools, colleges, early years and childcare settings, and other educational providers (including alternative provision) all have a pivotal role to play in safeguarding children and promoting their welfare. Their insight and co-operation are vital to the successful delivery of multi-agency safeguarding arrangements. People working in education settings play an important role in building relationships, identifying concerns and providing direct support to children. They may be the first trusted adult to whom children report safeguarding concerns.



This guide outlines information from a number of Government Guidance documents to help Education, Early Years and childcare providers to decide what safeguarding training they may need.

These include:

- [Working Together to Safeguard Children A guide to multi-agency working to help, protect and promote the welfare of children 2023](#)
- [Keeping Children Safe in Education Statutory guidance for schools and colleges 2024](#)
- [Early years foundation stage \(EYFS\) statutory framework - GOV.UK](#)

What is the Solihull Safeguarding Children Partnership? And why has it produced this guidance?

Solihull Safeguarding Children Partnership (SSCP) is a statutory multi-agency partnership lead by three Lead Safeguarding Partners as stipulated in Working Together 2023. In Solihull they are:

- Chief Executive of Solihull Metropolitan Borough Council
- Chief Constable of West Midlands Police
- Accountable Officer for Birmingham and Solihull Integrated Care Board

Safeguarding partners are under a duty to put in place arrangements to ensure they work together and with other partners locally to safeguard and promote the welfare of all children in their area. The Safeguarding Children Partnership provide a range of [multi-agency safeguarding procedures](#) to assist professionals when working together to safeguard children.

Solihull Safeguarding Children Partnership (SSCP) has a remit outlined in Working Together 2023 to provide multi-agency training and learning to

- support the collective understanding of demographics and need of the local community
- share learning from local rapid reviews and Child Safeguarding Practice Reviews to improve the local practice
- share learning and key information from national reports and research, including evidence of good practice.

The SSCP suggests as a general guide that those who are expected to engage in partnership working in child protection should have access to 4-6 hours a year of high-quality multi-agency training, in addition to their agency specific training; outlined in the [Solihull Safeguarding Children Partnership Multi-Agency Safeguarding Workforce Training Strategy](#).



While government guidance stresses the need for regular safeguarding training in education, early years and childcare settings, each organisation is responsible for determining the appropriate level and type of training needed for their staff and volunteers. SSCP offers guidance and resources but does not mandate specific training.

Safeguarding training for all those working or volunteering in education, early years and childcare with children

Working Together 2023 advises that:

“All practitioners working with children and families, including those in universal services and those providing services to adults with children, need to understand their role in identifying emerging problems. They need appropriate training so that they:

- know when to share information with other practitioners and what action to take to support early identification and assessment*
- are able to identify and recognise all forms of abuse, neglect, and exploitation*
- have an understanding of domestic and sexual abuse, including controlling and coercive behaviour as well as parental conflict that is frequent, intense, and unresolved*
- are aware of new and emerging threats, including online harm, grooming, sexual exploitation, criminal exploitation, radicalisation, and the role of technology and social media in presenting harm*
- are aware that a child and their family may be experiencing multiple needs at the same time*

Practitioners should be alert to the potential need for early help for a child who:

- is disabled*
- has special educational needs (whether or not they have a statutory education, health and care (EHC) plan)*
- is a young carer*
- is bereaved*
- is showing signs of being drawn into anti-social or criminal behaviour, including being affected by gangs and county lines and organised crime groups and/or serious violence, including knife crime*
- is frequently missing/goes missing from care or from home*
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation*
- is at risk of being radicalised*
- is viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online*
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse*
- is misusing drugs or alcohol themselves*
- is suffering from mental ill health*
- has returned home to their family from care*
- is a privately fostered child*
- has a parent or carer in custody*
- is missing education, or persistently absent from school, or not in receipt of fulltime education*
- has experienced multiple suspensions and is at risk of, or has been permanently excluded*



There are several ways to access an introduction to safeguarding training, this may be from the Local Authority (see below) alternative providers, in house training, or from the NSPCC ([Introduction to safeguarding and child protection training course](#)). However your organisation chooses to access this training, you should be assured that it will at the very least provide staff/ volunteers with knowledge and understanding that will enable them to:

- Understanding what is meant by safeguarding and child abuse.
- Know the main categories of abuse (including physical, sexual, emotional, neglect, exploitation, harmful sexual behaviour, radicalisation, domestic abuse and online abuse), and how to identify signs and indicators of abuse and neglect at the earliest opportunity.
- Understand the factors, situation and actions that could lead to abuse, harm or neglect.

NSPCC

- Know how to respond to concerns about the safety and welfare of children and know who to report to.
- Understand the process for reporting and recording, safeguarding concerns; including Solihull specific processes.
- Know about working safely, roles and responsibilities, policies and procedures, legislation etc.
- Understand the specific roles of other professionals involved in safeguarding – including the role of the LADO.



In addition to this basic training, all staff should understand what Early Help is and the local processes for this.

Solihull Safeguarding Children Partnership provide;

[Module 1 – Early Help](#) - this course is delivered virtually and will help professionals to apply local thresholds appropriately, respond to concerns about children with additional needs by working with multi-agency partners and carry out early help assessments effectively.

While it may not be practical for all members of staff to attend this training with the SSCP, those who are in family support or pastoral roles, in addition to designated safeguarding leads, could benefit from the localised understanding, and being able to cascade this to other staff. Multi-Agency Safeguarding Procedures also contain localised guidance, forms and tools for [Early Help](#) in Solihull.

Designated Safeguarding Leads

Keeping Children Safe in Education statutory guidance specifies:

“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”*

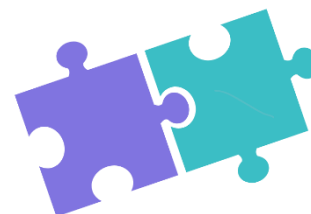
The Early Years Foundation Stage Statutory Framework Sept 2025 specifies:

“Training for the DSL should take account of any advice from the local safeguarding partners or local authority on appropriate training courses. Training for the DSL must cover the elements listed below:

- *How to build a safe organisational culture.*
- *How to ensure safe recruitment.*
- *How to develop and implement safeguarding policies and procedures.*
- *If applicable, how to support and work with [other practitioners/assistants] to safeguard children.*
- *Local child protection procedures and how to liaise with local statutory children's services agencies and with the local safeguarding partners to safeguard children.*
- *How to refer and escalate concerns (including as described at paragraph [3.8/3.9] of the EYFS).*
- *How to manage and monitor allegations of abuse against other staff.*
- *How to ensure internet safety”*

All of the SSCP multi-agency safeguarding training modules include trauma informed practice and core multi-agency competencies:

- Application of thresholds
- Early help assessments
- Information sharing
- Challenge in practice
- Effective use of supervision
- Analysis and judgement



In addition to Module 1 mentioned above, the following module would be relevant to guidance mentioned above for designated safeguarding leads:

[Module 2 Child Protection: An introduction to multi-agency working](#), delivered face to face, for those who identify child protection concerns and make child protection referrals. This module equips you to make evidence-informed child protection referrals, contribute effectively to safeguarding meetings, challenge drift and delay and use escalation procedures when needed.

If you have responsibility for supervising or leading others in their safeguarding responsibility, then this module may also be useful:

[Module 3 - Child Protection: The challenges of multi-agency working](#), delivered face to face. For those who also regularly attend child protection conferences and core groups and/or supervise or manage those who do, or lead organisations that do. This module enhances your ability to navigate challenges in partnership working, respect multi-agency differences, assess complex risks, address drift and delay, use supervision effectively, and provide constructive challenge to safeguarding.

There are additional training webinars and e-learning links available on the [SSCP Training Website](#) for Adverse Childhood Experiences, Female Genital Mutilation, Forced Marriage, Prevent Awareness and referrals and Channel Awareness.

Rather than keep repeating the same modules, the SSCP suggest as a general guide, all those who regularly make child protection referrals, and are regularly expected to attend child protection conferences and core groups, and/or manager or supervise those who do, should receive a minimum of 3 hours and ideally 6 hours of multi-agency training per year. These should be selected as being appropriate to the individual's role needs and those of their service.



Governance

Working Together, Keeping Children Safe in Education and the Early Years Foundation Stage statutory guidance require the promotion of an open and positive culture that ensure all involved feel able to report concerns and are confident that they are heard and responded to.

This requires safer recruitment practices to ascertain the suitability of staff and volunteers. Including:

- Clear policies and procedures that promote safeguarding and child protection as everyone's responsibility which are regularly reviewed and updated.
- A senior lead for reporting and managing allegations about a member of staff/ volunteer.
- Setting of training plans for governors, staff/ volunteers on safeguarding and protecting people from harm.
- Regular evaluation of any safeguarding training provided, ensuring it is current and valid and meets the organisation's needs.

The SSCP provide a range of training to support governance;

[Managing Allegations Against Staff](#) - this training provides an essential grounding for managers to enable them to manage allegations of abuse against staff who have, or may have harmed a child, have, or may have committed a criminal offence against or related to a child/ren or have behaved towards a child/children in a way that indicates s/he is unsuitable to work with children This training is for those with managers and strategic leads in multi-agency organisations.



In areas identified as priorities for Solihull, the SSCP has developed knowledge/ capability frameworks that may assist in deciding what should be included in training plans:

[Solihull Neglect Tiered Knowledge Framework](#)

[Solihull Exploitation Capability Framework](#)

The SSCP have also made a range of training materials available to enable organisations to deliver in-house safeguarding training on some subjects:

[Exploitation](#)

[Child Neglect](#)

[Child Neglect- Working with parents](#)

[Information sharing](#)

[Domestic Abuse](#) and [Resources](#)

There are also guides to share learning from [Child Safeguarding Practice Reviews](#), [Safeguarding Adult Reviews](#) and [Domestic Homicide Reviews](#) to encourage individual or team reflection, along with many other practice guides, risk assessments and other tools on the SSCP website. Signing up to receive the [SSCP newsletter](#) would ensure you stay informed when new things are developed.

Representing the early years or education sector

If you are a lead representing the early years or education sector, who contributes to Child Safeguarding Practice Reviews, or involved in SSCP partnership meetings, then [Module 4 - Child Protection: Analysis, judgement and leadership in partnership working](#), may be useful for you. This module helps professionals to effectively provide support and supervision to practitioners, work with partners to analyse risk, lead escalations and set standards to continually improve work to safeguard children, young people and families.



Conclusion

Safeguarding training requirements will differ according to the type of setting. It is the responsibility of each setting to decide what these should be, but this guidance has brought key pieces of Government guidance together to assist education, early years and childcare providers in their decision making, along with training currently available from the SSCP. It is not meant to provide an exhaustive list of all safeguarding training requirements but provide advice on how SSCP multi-agency safeguarding training can help meet some of the safeguarding requirements.

Solihull Safeguarding Children Partnership is open to discussions and willing to explore different approaches, to delivering multi-agency safeguarding training, however the mandate is purely to provide

multi-agency training, so recognition needs to be given that the SSCP multi-agency training offer will not meet every safeguarding training requirement an organisation may have.

Solihull Metropolitan Borough Council Education & Early Years Support

SMBC are direct employers of some school staff, and in this role, they have informed the partnership that they have an expectation that a designated safeguarding lead new to role or new to Solihull would complete Module 1 and module 2 as soon as possible.

In addition to this SMBC Education & Early Years advisors offer a range of single agency safeguarding support and training to all education & early years settings, including annual DSL training and other updates. For further information please contact:
educationsafeguarding@solihull.gov.uk Education Outcomes and Intervention Service
eyenquiries@solihull.gov.uk Early Years & Childcare



Foot note

In 2006 Working Together included reference to 'levels' of training that referred to people's job roles and the amount of contact they had with children. Over the years this terminology became confused with some people referring to 'levels' meaning job roles and some referring to 'levels' of training, with both having different meanings in different sectors. Working Together 2015 removed this terminology and although it is sometimes still used in specific sectors, it is no longer found in Government safeguarding guidance.

Therefore, please ensure your organisation does not ask for evidence of engagement in 'levels' of safeguarding training, in service level agreements, instead describe what knowledge is required.

E-learning and more Information about safeguarding adults training can be found [here](#) as parents may have their own care and support or safeguarding needs.

This guidance only makes reference to safeguarding training, however there may be other training available from a range of organisations within Solihull for Mental Health, Special Education Needs, etc. linking into the MHST locality meetings may be helpful; contact andrea.griffin2@nhs.net MHST Manager.