

# **Safeguarding Children, Young People and Vulnerable Adults**

## **Induction Procedures**

**[Reviewed December 2014]**

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## 1. INTRODUCTION

This document is about providing new members of Birmingham City University<sup>1</sup> who may work with children and young people and vulnerable adults (CYP & VA) or supervise students, who in their programme of studies are given access to CYP & VA, with appropriate and necessary support to:

- undertake the tasks required of them;
- understand how to behave in an appropriate way with children, young people and vulnerable adults;
- recognise and apply appropriate boundaries in their interactions with CYP & VA;
- recognise and understand how to refer concerns about the welfare of CYP & VA.

It does not give an overview of general aspects of induction relating to the University's terms and conditions of employment, organisational structures, building orientation or health and safety policies. It does not provide specific training material.

The guidance focuses on creating a safer environment for our workforce and CYP & VA through considered and consistent staff induction, supervision and training. It has been drawn up in a manner that is consistent with CWDC<sup>2</sup> Induction Standards. The underpinning principles within this document are generic. Faculties and service areas using the document may adapt the contents to meet their own functions and reflect their own professional ethos and identity.

The following guidance is intended to provide a framework and to offer a practical and applicable guidance for use in an induction, supervision and training policy that is consistent with the Creating a Safe Environment for Student Activities – Safeguarding and Protecting Children and Vulnerable Adults Policy.

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<sup>1</sup> Applies equally to volunteers and those working in an unpaid or contracted capacity

<sup>2</sup> Children's Workforce Development Council

## 2. GUIDING PRINCIPLES:

The organisation should develop its own induction, supervision and training policy. This policy should reflect and uphold the **Welfare Principle**<sup>3</sup> (**The Welfare of the child is paramount**) and should be compliant with Working Together to Safeguard Children<sup>4</sup> and Local Safeguarding Children Board (LSCB)<sup>5</sup> procedures.

The policy and its commitment to safeguarding through induction, supervision and training applies to all positions within the organisation, whether paid or voluntary, management or field staff, including support and administration staff, whether or not they have a direct or indirect contact role with CYP & VA.

## 3. INDUCTION

Induction should signpost safeguarding and safe practice. It may be planned and timetabled prior to the individual taking up a post Birmingham City University, identifying any specific activities or meetings which need to be set up prior to the individual starting their role and related to our Risk Analysis procedures<sup>6</sup>.

As part of a wider staff support and development process, induction at Birmingham City University for those working with CYP & VA should clearly define the expectation of commitment, individually and collectively, to safeguarding, through the adherence to our safeguarding policy and procedure and by observance of conduct codes or practice guidance including:

- Role boundaries and professional propriety;
- Individual safeguarding responsibilities, including what to do should concerns about the welfare of CYP & VA arise and whistle blowing<sup>7</sup>;
- Provision of the name, contact details and responsibilities of designated or named child protection officer(s) within the organisation;
- Provision of a copy/access to any code of conduct or practice standards available to workers within the organisation;
- Undertaking a training needs analysis for future safeguarding/role related training.

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<sup>3</sup> Children Act 1989

<sup>4</sup> Working Together to safeguard children – HM Government 2006

<sup>5</sup> Local Safeguarding Children Board is a multi agency forum which determines the procedures for safeguarding and protecting children and which all organisations working with CYP & VA must follow

<sup>6</sup> Birmingham City University “Creating a Safe Environment for Student Activities – Safeguarding and Protecting Children and Vulnerable Adults” (1.4)

<sup>7</sup> Birmingham City University’s ABABAB

## 4. SUPERVISION

“Supervision is a process in which one worker is given responsibility to work with another worker in order to meet certain organisational, professional and personal objectives. These objectives are competent, accountable performance, continuing professional development and personal support”<sup>8</sup>.

The above is of particular importance in areas that provide services to children, because it enables the University to ensure the workforce is clear about our professional standards, boundaries organisational objectives and expectations. It also enables staff to raise concerns or difficulties, reflect on their own practice, and identify and access continuing professional development.

Supervision is part of a continuum that begins with induction and continues as part of the performance management and staff development process. Supervision should be:

- **Defined and balanced to fulfil organisational and individual needs**
  - Mutual clarity about organisational objectives and the expectations on the individual and their role in meeting those objectives.
  - Supports the individual in fulfilling role and responsibility.
  - Ensures anti discriminatory approach to practice which puts the welfare of CYP & VA first.
  - Is clear about confidentiality and its limits.
- **Appropriately recorded**
  - The standards, content, storage and status of records are mutually agreed by both parties.
- **Jointly reviewed and evaluated**
  - Both parties share responsibility for ensuring supervision is regularly undertaken and outcomes acted upon.
  - Both parties share responsibility for being open and honest in raising concerns about practical, developmental or emotional blocks to effective delivery of service, and work together to identify solutions.

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<sup>8</sup> Adapted from Harries, 1987 and quoted in Staff Supervision in Social Care, Tony Morrison 1993

## **5. TRAINING**

All members of our workforce working with CYP & VA should have basic child protection training and awareness raising that equips them to recognise and respond to child welfare concerns.

Ideally all staff should receive initial basic training when they are first appointed. Initial basic awareness raising might include provision of appropriate guidance/literature, supported by management instruction may be supported by attendance at a formal LSCB approved child protection awareness course.

Having undertaken the basic awareness course when joining the University, they should undertake suitable refresher courses to keep their knowledge and skills up to date. The Human Resources Department will ensure that as part of the annual Staff Development Programme suitable refresher training is made available. It is the responsibility of the individuals, who have roles in respect of child protection or vulnerable adults, to ensure that they attend the training identified.

Individuals taking up a role which includes designated lead responsibility should, additionally receive training in inter-agency procedures.

**APPENDIX 1**  
**Induction checklist**

<b>ACTION</b>	<b>DATE</b>	<b>SIGNED</b>
<b>Advance Planning</b>		
- Induction timetable agreed		
- Bookings for meetings with relevant managers, departments and interagency colleagues (list as appropriate) made and confirmed		
- Child protection awareness training booked		
- <i>(Alternative temporary arrangements made in absence of available CP course enter detail in space below)</i>		
- First day welcome meeting arranged		
<b>First day and onwards</b>		
- First day welcome meeting completed		
- Safeguarding policy issued and explained to candidate		
- Practice guidance issued and conduct requirements explained to candidate		
- Received child protection awareness training		
- <i>Alternative temporary arrangements made in absence of available CP course enter detail in space below)</i>		
- Name and contact details of Designated Child Protection officer made known to employee		
- Initial training needs assessment undertaken to identify any other urgent safeguarding related, training needs and agreed with candidate		
- Supervision contract and dates agreed		
- First Appraisal date agreed		
- Refresher course considered addresses the question of future development needs		
- Role specific health and safety requirements made known to candidates		
- Induction programme completed, signed and agreed by individual and manager and action recorded on personnel file		

## APPENDIX 2

### Training Needs Analysis & Management Template

A TNA grid should be completed for each area or task identified as presenting a potential training or development need. Working down the vertical columns, consideration should be given to what knowledge and skills are necessary to do the task and then should be cross referenced to the categories on the horizontal line, in order to identify what type of training support is identified and how it will be met.

Name:.....Role.....Manager.....

<b>Task</b>			
<b>Knowledge</b>			
<b>Skill</b>			
		<b>Training Needs</b>	<b>Method *</b>

\* Formal training course, coaching,  
Research, study, other

### Training Record

Managers and staff should review each course, identifying what the aims and objectives were and whether they were met. The focus should be on the identification and application of learning outcomes. The manager and the staff member should sign at each stage to confirm the process has been completed.

<b>Name and date of Course Attended</b>	<b>Course Aims and Objectives</b>	<b>What were the key learning outcomes</b>	<b>How will you apply them in your practice</b>	<b>Date and signatures</b>



## **APPENDIX 3**

### **Acknowledgements and Additional Information**

#### **Acknowledgements**

Working Together to Safeguard Children (HM Government 2006)

Safeguarding Children and safer recruitment in Education (DfES 2007)

Staff Supervision in Social Care, Tony Morrison

Children's Workforce Development Council<sup>9</sup>

#### **Further Reading**

Active Learning, A Trainers Guide, Baldwin J and Williams H 1989

Psychology for Trainers, Hardingham. A1999

Supervision in the helping professions; Hawkins P and Shohet R, 1989, Open University Press

Understanding Organisations, 1985, Handy. C

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<sup>9</sup> The Children's Workforce Development Council (CWDC) aims to improve the lives of children and young people. It will do this by ensuring that the people working with children have the best possible training, qualifications, support and advice. It will also help children and young people's organisations and services to work together so that the child is at the centre of all services.

CWDC works in the interests of a range of sectors covering about 500,000 workers, including early years and childcare, education welfare and social care for children and young people. CWDC is one of five bodies forming the UK Skills for Care and Development Sector Skills Council and coordinates the Children's Workforce Network.