

Redbridge Safeguarding Children Partnership Framework and Principles for Safeguarding Children Training

1. Quality Assurance of Training

Introduction

The [Children and Social Care Act 2017](#) places duties on three 'safeguarding partners' - the local authority, the NHS commissioners operating in the area, and the Chief Officer of Police - to make safeguarding arrangements that respond to the needs of children in their area. These partners are required to work with relevant agencies to implement local and national learning, including from serious safeguarding incidents. The Redbridge Safeguarding Children Partnership (RSCP) seeks to build on workforce development programmes to ensure a consistency of approach and a focus on the values, skills and expertise needed to keep children safe and promote resilience and well-being.

Statutory Guidance, [Working Together to Safeguard Children, HM Government, 2026](#), cites how multi-agency and multi-disciplinary training will be important in supporting a "collective understanding of the demographics and needs of the local community, the local practice framework, and the services available to support children of all ages."

Detailed guidance on the level of safeguarding training required for different roles is provided within [Competency Framework](#) of the [London Safeguarding Children Procedures and Practice Guidance 2026](#). This Quality Assurance Framework has been developed to help support the responsibilities of local partnerships and is in line with the ethos of the [RSCP Learning and Improvement Framework](#) which promotes a 'learning organisation' approach.

Framework

Safeguarding training provided by individual partner agencies for their staff will be quality assured by the RSCP via the following actions:

- Receipt of reports to the Training Subgroup, a multi-agency partnership reporting on training activity and impact locally.
- Use of the above to inform the RSCP Training Needs Analysis (TNA).
- Observation of partner agency training on a regular basis with feedback and recommendations provided to the commissioning manager on the quality of the training.
- Scrutiny of partner agency training evaluations to ensure RSCP priorities are reflected in multi-agency workforce training.
- Inclusion of information and evaluation of partner agency safeguarding training in the annual training report provided to the RSCP to enable challenge and monitoring, and in the RSCP published Annual Scrutiny Report.

Governance

The governance and monitoring of this Framework is held by the RSCP Training Subgroup.

Review

This Framework and its implementation will be reviewed regularly as part of the annual training report to the RSCP.

2. Evaluation of Impact of Training

Introduction

"Measuring the impact of safeguarding requires organisations to move beyond compliance. Instead of asking "have we completed the training?", organisations should ask: "Did the training change how people behave?" ([Global Safeguarding](#) 2026).

The [Children and Social Work Act 2017](#) sets out the different functions of local partnerships in relation to the objectives to co-ordinate what is undertaken by agencies for purposes of safeguarding and promoting the welfare of children and to ensure the effectiveness of what is undertaken by each agency for those purposes. The RSCP brings together the duties of key partners.

- Keeping Children Safe in Education (KCSIE): Statutory guidance from the Department for Education dictates that schools and colleges must ensure appropriate training is provided, and the effectiveness of this training should be evaluated.
- Working Together to Safeguard Children: This multi-agency guidance places a statutory duty on organizations (including health, education, and local authorities) to cooperate in safeguarding. It specifies that training must be continuously monitored and evaluated to embed continuous learning.
- The Children Act 2004: Section 11 of this Act establishes the legal foundation for multi-agency cooperation, requiring all relevant agencies to ensure their staff are competent, appropriately trained, and that this training achieves the intended safety outcomes.
- Ofsted Education Inspection Framework: Regulators strictly enforce these mandates. They inspect safeguarding on a "met" or "not met" basis, scrutinizing whether training tangibly alters staff behaviour, improves case handling, and cultivates a safe culture.

Framework

Safeguarding training delivered via the RSCP Training Programme will be designed and evaluated for impact as follows:

- Learning requirements identified both by partner agency by training needs analysis and captured individually via the Booking Form.
- Training facilitators will ask individual attendees to identify learning needs at the beginning of each course and evaluate at the end.
- Evaluation of the course will be completed by each attendee after the training. This will identify three action points that they will be taking back to the workplace and implementing in their practice.
- Participants will also receive a 'training transfer' document for retention, implementation into practice, extended learning and cascading of resources, learning and information.
- Evaluation will be requested by the completion of a post-training evaluation form. As capacity allows, interviews with participants and line managers will gather qualitative data on how the learning has been put into place and the impact on improving outcomes for children and young people.

Governance

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Review

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(Last updated July 2026)