

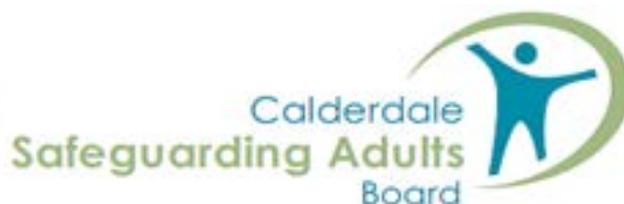
**CALDERDALE SAFEGUARDING ADULTS BOARD AND  
CHILDREN PARTNERSHIP**

**JOINT LEARNING AND IMPROVEMENT  
FRAMEWORK (LIF)**

January 2022



Calderdale  
**Safeguarding  
Children**  
Partnership



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# Calderdale Safeguarding Learning and Improvement Framework

## 1. Introduction

Working Together to Safeguard Children 2018 and the Care Act 2014 describes the importance of having a competent and effective workforce and the need to learn from good safeguarding practice so that there is an understanding of what works well. Conversely, when things go wrong there needs to be a rigorous, objective analysis of what happened and why, so that important lessons can be shared, and services improved to reduce the risk of further harm.

The Calderdale Safeguarding Adult Board (CSAB) and Calderdale Safeguarding Children Partnership (CSCP) and their partner agencies have a responsibility to ensure that all sources of learning and development are considered, recognised, and used to drive improved outcomes.

This Learning and Improvement Framework reflects and builds on the six safeguarding principles. These should not only be the basis upon which judgements are made about events and practice, but also are the principles underpinning the process itself.

## 2. Learning and Improvement Objectives

This Learning and Improvement Framework (LIF):

- Seeks to implement and test learning from reviews to improve practice and outcomes
- Focusses on safeguarding being made personal and the voice of the child or adult at risk is heard and influences service provision and commissioning
- Promotes multi-agency working to drive improvements in practice and service delivery
- Supports the delivery of safeguarding training and learning that is quality assured, provides a consistent message and meets the needs of the local workforce
- Supports training and awareness raising sessions via Safeguarding Week which involve professionals, adults at risk and children, their carers and the public
- Reflects and builds on the six safeguarding principles:
  - **Empowerment:** Presumption of person led decisions and informed consent.
  - **Prevention:** It is better to take action before harm occurs.
  - **Proportionality:** Proportionate and least intrusive responses appropriate to risks.
  - **Protection:** Support and representation for those in greatest need.
  - **Partnership:** Local solutions through services working with their communities
  - **Accountability:** Accountability and transparency in delivering safeguarding.

The framework provides the strategy and direction for developing the workforce to ensure it is competent and confident. The framework is overseen by the Joint Learning and Improvement subgroup and incorporates the CSAB and CSCP responsibilities for developing policies and procedures for safeguarding and promoting the welfare of adults at risk and children.

A responsive multi-agency training programme will be delivered which reflects the needs of the Calderdale workforce.

### 3. The role of Single Agencies in the Workforce Development Strategy

The CSAB and CSCP relies on individual agencies adhering to the following:

- All organisations are expected to have their own training strategy which ensures their staff receive a basic level of safeguarding awareness at induction that includes familiarisation with the adult and child safeguarding policies and procedures as well as basic awareness safeguarding training.
- The organisation's training strategy should provide for staff to receive appropriate safeguarding training in accordance with their needs/job role and ensure individual training plans are in place.
- The need for safeguarding knowledge and any skills to be maintained or enhanced should be identified via the processes of recruitment, supervision and annual appraisal.
- Employers and voluntary groups should ensure their workers and volunteers are aware of how to recognise and respond to safeguarding concerns; awareness of adults and children with additional needs and disabilities; an understanding of safeguarding roles and responsibilities and those of other organisations and professionals to ensure effective multi-agency collaboration.
- Where organisations work to agency specific professional standards, training should be in line with these.
- Organisations are expected to maintain a database of staff who have completed induction, e-learning, any safeguarding and other specialist training so the organisation can evidence training undertaken by staff.
- Agencies should be able to demonstrate how their training improves outcomes for adults at risk, children and young people.
- For single agency training, assurance is required that all staff have been trained to an appropriate level in safeguarding adults at risk and / or children and young people.
- In order to provide assurance, partner agencies should record and make available in Training Needs Analysis requests and/or self-assessments, information which may include:
  - Numbers of staff requiring training
  - Attendance figures for all levels of training
  - Attendance at relevant specialist courses including Safeguarding provided by external providers
  - Evaluation of the impact of training on practice, multi-agency working and on adults at risk or children and their carers and families
- Additional evidence of the impact of training will be required and collated via the self-assessment audits, Section 11 / Safeguarding Adults Audit, challenge events, multi-agency audits, feedback from Managers.

### 4. Learning and Improvement Framework

The CSAB and CSCP identifies learning and improvement through its review of practice, scrutiny and challenge functions. The following diagrams illustrate how the need for improvements are identified, how this learning is acted upon and how the improvements are evidenced.

#### 4.1 How learning is identified:

Method	How?
<b>Voice of the adult / child / carer</b>	Service User Single Agency Feedback Targeted e.g., learning from service users who have experienced mental health services or young people who have experienced exploitation
<b>Multi and Single Agency Case File Audits</b>	Identification where quality of practice needs improving / organisational change needs to occur Multi-agency audit of cases is coordinated through the Quality Assurance Subgroups who also require single agencies to report on their single agency audit activity.
<b>Safeguarding Adult Review / Child Safeguarding Practice Reviews &amp; Learning Lessons Review Domestic Homicide Reviews and Child Death Overview Panel</b>	Multi-Agency Lessons / Recommendations Single Agency Lessons / Recommendations Themes and Trends, Modifiable Factors / Information leading to potential preventability
<b>Scrutiny and Analysis of Performance Management Data</b>	Performance and trends of outputs and outcomes for adults at risk and children and young people. Statistical neighbours and national comparators
<b>Safeguarding self- assessment audits / Section 11 audits</b>	Identification of gaps in knowledge Organisational & performance trends
<b>In addition to the methods used above, the following also feeds into how learning is identified:</b>	
<b>Complaints and Compliments</b>	Qualitative information through each partner agency and the CSAB & CSCP
<b>Feedback/Consultation with Multi-agency Practitioners &amp; Managers</b>	Soft Audits and Consultation through subgroups, Training events and Board / Partnership Members
<b>National and Local Policy and Procedure</b>	Government priorities Local pathways
<b>Multi-agency Reflective Practice Sessions (MARPS) &amp; Practitioner Forums</b>	Multi-agency Lessons Single Agency Lessons

#### 4.1 How learning is acted upon:

The learning and recommendations from the various activities illustrated in the table above can be implemented in a number of ways, such as demonstrably improved policies and procedures, changes to practice, which are supported through training programmes. In some cases it will be an individual agency which will consider how these recommendations can best be implemented and in turn provide assurance that this has been achieved effectively. Where the learning is applicable to a number of agencies or the CSAB / CSCP itself, it is incumbent on the CSAB / CSCP to ensure this happens effectively.

CSAB / CSCP members have a key and influential role within their own agency and via their involvement at a strategic level in a number of other partnerships. CSAB / CSCP members will use these links to ensure that information and learning is shared and this will maximise opportunities for learning and improvement as well as influence decision making around commissioning activity and strategic planning. See Appendix 4 for Expectations of Partner Agencies.

The table below illustrates how learning is acted upon.

Dissemination of Learning	
How	Detail
<b>Multi-Agency Training Programme for Safeguarding Adults and Children</b>	The programme provides a range of core learning opportunities based on an annual Training Needs Analysis, the evaluation of last year's learning and improvement offer, scrutiny of data from training, CSAB / CSCP priorities and is responsive to include emerging themes or safeguarding issues via multi-agency training, master classes, briefings and practice workshops such as learning lessons and reflective practise sessions.
<b>Revision of Regional and Local Policies and Procedures</b>	The West, North Yorkshire & York Consortium of SABs are responsible for agreeing the combined area <a href="#">multi-agency policy and procedures</a> for adults. The West Yorkshire Consortium is responsible for agreeing the <a href="#">West Yorkshire Interagency Procedures</a> for child safeguarding arrangements. Procedures are revised periodically but also with legislation changes and learning from reviews.
<b>Single Agency Actions</b>	<b>Single agency training:</b> Safeguarding training delivered by single agencies can be reported on and considered by the Joint Learning and Improvement subgroup for quality assurance, frequency and content. Similarly Training Needs Analysis, section 11 Audits and Safeguarding Adult Audits can require agencies to demonstrate that staff are provided with relevant and current safeguarding information and learning. <b>Single and Multi-agency actions plans from reviews:</b> The learning from reviews inevitably highlights areas for improvement or consolidation and results in an action plan. Some actions are for single agencies and others are required on a multi-agency basis. The SAR subgroup and the CSPR subgroup oversee the formulation of the plans and monitors the responses and effectiveness. <b>Single and Multi-agency actions plans from audits:</b> Based on self-assessment, audits assist organisations to examine their Safeguarding

	practices and arrangements. Where shortfalls are identified, organisations are supported to consider how to address them. The CSAB and CSCP hold agencies to account for their judgements, request evidence of Safeguarding activity and offer advice and guidance where this is required. Challenge events promote further learning and accountability.
<b>Learning and Improvement Pathway</b>	Learning is drawn together from reviews, multiagency audits & learning sessions to identify recurring key themes and appropriate action plans to address them.
<b>Communications and Engagement</b>	Member Dissemination, Website, Newsletters, Leaflets, Email SAR / CSPR publication, events and briefings. Production of guidance, pathways and practical tools.

## 4.2 How improvements are evidenced

This section details how the impact of learning and interventions can be evidenced. The impact of the effectiveness of the framework in developing and maintaining a culture of continuous learning to improve services will be monitored through the Joint Learning and Improvement Subgroup and reported on in the annual Multi-Agency Learning and Improvement Report to the CSAB and CSCP.

In order to demonstrate that lessons have been learned and that practice has changed, the following methods are used either singularly or combined as 'tests' to prove and evidence the transformations. The Board, Partnership and single agencies will employ these methods to measure how this impacts on practice and outcomes for children, adults, carers and families.

The following table details how each action can evidence improved practice and positive outcomes for safeguarding adults at risk.

<b>Evidence of improved practice</b>	
<b>Voice of the individual</b>	The voice of the child or adult at risk provides evidence of good practice through single agency feedback, the future development of a Service Users Group and Audit
<b>Single and Multi-agency audit.</b>	Targeted audits indicate if change or particular issues are being addressed or not. The performance sub groups receive outcomes of audits and proposed action plans. A feature of these groups is to challenge and scrutinise the proposal, report/findings, proposed actions and response to ensure that learning is effective and results in change to practice or procedure.
<b>SAR, DHR, CPR, LLR</b>	Reviews evidence positive change and improved practice or areas for further improvement.
<b>Performance Management Data</b>	Performance Management Data shows improved outcomes or areas for improvement.
<b>Section 11 Audit</b>	Assessment and audit show evidence of improved safeguarding standards or identify how single agencies will improve safeguarding arrangements.

<b>Impact &amp; Evaluation</b>	<p>Evaluation from training provides evidence of the impact of training on practice, joint working arrangements and on adults at risk and children and young people.</p> <p>Various methods will be employed to understand the impact of multi-agency delivered training;</p> <ul style="list-style-type: none"> <li>• course evaluation feedback</li> <li>• Survey Monkey questionnaires and/or phone interviews with the people attending training and/or their supervisor</li> <li>• multi-agency audits focusing on a specific theme or area of Safeguarding</li> <li>• self-assessment and challenge events</li> <li>• feedback from Managers e.g. following observations of practice</li> <li>• practitioner forums</li> <li>• links between learning outcomes and performance management data</li> </ul>
<b>Supervision</b>	<p>Supervision and line management feedback details how front-line practice has improved or where there are areas of practice which still need addressing.</p>
<b>External Inspection &amp; Peer Review</b>	<p>Ultimately these elements ‘tests’ how well the LIF works and how well learning is identified, acted upon, disseminated and how it influences practice in order to achieve best practice for safeguarding in Calderdale.</p>

## 5. Training Needs Analysis (TNA)

The Joint Learning and Improvement subgroup can undertake Training Needs Analysis which provides an understanding of the total size of the relevant workforce in Calderdale; the number of staff who have received safeguarding training within the last three years; the number of staff who will require safeguarding training in the forthcoming year. This, along with a number of other learning, enables the partnerships to consider the range and reach of future multi-agency training offers and that the multi-agency training programme is fit for purpose.

TNA's are also used to understand the level of training required and received by the Calderdale Workforce to ensure staff are provided with the necessary knowledge and skills to perform their roles and responsibilities.

## 5. Multi Agency Training Programme for Safeguarding Adults and Children

The multi-agency safeguarding training programme is compiled by the Joint Learning and Improvement subgroup following consideration of a rationale which is revisited annually and takes into account:

- Findings from the annual Training Needs Analysis
- Learning and action plans from local and national reviews and audits
- Safeguarding Business Plans
- Multi-agency reflective practice sessions and Learning Lessons conversations
- Publication of new and amended legislation/policy/practice/guidance
- Feedback and requests from subgroups
- Feedback from practitioners/children and young people/parents/carers

- Costs for external facilitators/trainers
- Duplication or gaps of content on other agency programmes
- Availability and appropriateness of e-learning

## 6. Quality Assurance

The quality of learning events and courses delivered and provided by the CSAB and CSCP is overseen by the Joint Learning and Improvement subgroup and includes:

- Production of an annual rationale for the multi-agency safeguarding training offer
- Child Safeguarding Training will adopt the Yorkshire & Humber Multi-Agency Safeguarding Children Training Standards (Appendix 5)
- Adult Safeguarding Training will comply with the Minimum Standards for Single Agency Safeguarding Training (Appendix 3)
- Provision of the training programme to assist trainees to select the most appropriate course for their role
- Consideration of findings from the evaluation of training
- Arrangements to observe and provide feedback to trainers and practitioners delivering courses on behalf of the CSAB and CSCP
- Recruitment of practitioners/trainers with the relevant knowledge and skills to deliver specialist and complex safeguarding messages

## Appendix 1: Recommended Single Agency Foundation Training Checklist

This Self Audit Checklist has been agreed by the SAB Learning & Improvement group to provide a standardised approach to foundation safeguarding training for partner agencies.

It is the responsibility of the individual agency / organisation to audit their single agency level training against the core content as detailed in the checklist. The checklist will be reviewed annually by the SAB L&I group and will be revised as required by any changes in guidance / legislation.

### For those in regular contact with adults at risk/carers.

CORE KNOWLEDGE	CONTENT
Accountability regarding Adult Safeguarding (it's everyone's responsibility)	Quotes from Care Act / No Secrets
Legislation / Guidance	Overview of legislation Reference to principles of the Care Act 2014 and underpinning values, including the concept of harm Refer to lessons from Safeguarding Adult Reviews and the SAR Process Refer to MCA in relation to the safeguarding process Remit of the CSAB
What is Abuse? Definitions of Abuse, types and indicators	Definition and signs and symptoms of the categories of abuse Common sites for accidental and non-accidental injury Accident/incident record Highlight vulnerable groups, disabled, asylum-seekers, LD, carers Adults at risk who harm adults at risk Financial & organisational Mate crime / hate crime
How we respond to adults at risk	How to respond to a disclosure Permission to act Consent / refer to MCA Making Safeguarding personal
Impact of Carers Issues	Reference to Care Act 2014 Family History and Functioning e.g. Substance Misuse, Domestic abuse, Mental Health, Learning disability
Understanding of Agency Role Agency Safeguarding Policy and Procedures Referral Procedures Staff Conduct and Managing Allegations against Staff	Identification of individual with responsibility for adult protection, i.e. designated officer / alert manager Reference to CSAB Guidelines and Procedures, including allegations against staff and resolving conflict between agencies Support for staff Whistle-blowing

<p>The Assessment Framework  Referral Process  Managing and Challenging  Differences of Professional Opinion</p>	<p>Understanding of the referral process and where to access services for an adult at risk</p> <p>How to complete a referral form  Refer to CSAB Guidelines and Procedures</p>
<p>Next steps in the safeguarding process and the role of other agencies in the protection of adults at risk  Local services available to protect adults at risk</p>	<p>Action following referral  Understanding of supportive/ advisory/preventative/protective role of Adults at risk's Social Care/Police/Health etc</p>

## Appendix 2: West Yorkshire Single Agency Foundation Training Checklist

This Self Audit Checklist has been agreed by all the West Yorkshire Safeguarding Children Partnerships to provide a standardised approach to foundation safeguarding training for partner agencies.

It is the responsibility of the individual agency / organisation to audit their single agency level training against the core content as detailed in the checklist. The checklist will be reviewed annually by the West Yorkshire MAST Group and will be revised as required by any changes in guidance / legislation.

**For those in regular contact with children, young people and adults who may be parents/carers.**

CORE KNOWLEDGE	CONTENT
Accountability regarding child protection (it's everyone's responsibility)	Quotes from Working Together
Legislation / Guidance	Overview of legislation Reference to principles of the Children Act 1989 and 2004 and underpinning values, including the concept of significant harm Refer to lessons from Serious Case Reviews Reference to Working Together 2015 Remit of the Partnership
What is Child Abuse? Definitions of Abuse and recognition related to child development	Definition and signs and symptoms of the categories of abuse Common sites for accidental and non-accidental injury Accident/incident record Highlight vulnerable groups (eg babies, looked after children, disabled and asylum-seeker children) Children who harm children Bullying / Sexual bullying
How we respond to children	How to respond to a disclosure
Child Development and maintaining a child focus	Awareness of normal child development, acknowledging each child is different however significant discrepancies <i>may</i> indicate abuse Seeking professional support
Impact of parenting Issues	Reference to Working Together 2015 Family History and Functioning e.g Substance Misuse, Domestic abuse, Mental Health, Learning disability
Understanding of Agency Role Agency Safeguarding Policy and Procedures	Identification of individual with responsibility for child protection, ie designated officer Reference to Guidelines and Procedures, including

<p>Referral Procedures Staff Conduct and Managing Allegations against Staff</p>	<p>allegations against staff and resolving conflict between agencies. Support for staff</p>
<p>Thresholds of Need and Risk Child Centred practice Single Assessment Framework Child in Need The Assessment Framework threshold for significant harm Referral Process Managing and Challenging Differences of Professional Opinion</p>	<p>Understanding of the referral thresholds and where to access services for a child from and the focus on early intervention, via the Early Intervention Panels through to child protection Knowledge of Government Guidance 'What to do if you're worried a child is being abused' How to complete a referral form Refer to Guidelines and Procedures</p>
<p>Next steps in the safeguarding process and the role of other agencies in the protection of children Local services available to protect children</p>	<p>Action following referral Understanding of supportive/ advisory/preventative/protective role of Children's Social Care/Police/Health etc</p>

## Appendix 3: Minimum Standards for Single Agency Safeguarding Training

In addition to the Single Agency Introductory Safeguarding Training Checklist the SAB L&I have also developed and agreed a minimum standards checklist for single agency safeguarding training. The minimum standards checklist identifies what is expected with regards to how content of safeguarding training is informed and how it is delivered. It is the responsibility of the individual agency / organisation when auditing safeguarding training to ensure that these standards are met, and the SAB may request evidence as part of their role within ensuring the provision of high quality safeguarding training.

The checklist will be reviewed annually by the SAB L&I group and will be revised as required by any changes in guidance, legislation and best practice.

STANDARD	
<b><u>1</u></b>	All training is delivered by qualified or appropriately experienced/trained persons.
<b><u>2</u></b>	All Safeguarding adults at risk training is linked to current and evolving local, regional and national standards
<b><u>3</u></b>	The training has clear aims and objectives and meet agreed learning outcomes – and has a positive impact in practice
<b><u>4</u></b>	The course is informed by current research, is evidence base and includes lessons from Safeguarding Adult Reviews + local and national policy and practice development.
<b><u>5</u></b>	Training materials are clear, accurate, relevant and up-to-date.
<b><u>6</u></b>	The training will be delivered by trainers who have knowledge and experience of safeguarding and who have completed Training the Trainers programme/professional equivalent (or have relevant training experience).
<b><u>7</u></b>	Training will be delivered in an environment which is conducive with learning and ensure all appropriate staff are given opportunity to attend.
<b><u>8</u></b>	All training creates an ethos that values working collaboratively with others, respect diversity (including culture, race, religion and disability) and promotes equality and appropriate challenge.
<b><u>9</u></b>	All training will be evaluated to ensure that standards are being maintained and that it enhances practice in the long and short term.
<b><u>10</u></b>	All training places the adult at risk at the centre and promotes the importance of ‘making safeguarding personal’
<b><u>11</u></b>	All training encourages evidence of appropriate challenge.

## Appendix 4: Expectations of Partner Agencies

1. Employing agencies are responsible for ensuring that their workforce is suitably recruited, qualified and enabled to safeguard adults at risk / children and young people, this will be monitored through the audit processes
2. Employing agencies are responsible for providing appropriate supervision and support for staff, including undertaking safeguarding training
3. Agencies are responsible for assuring the board about the quality and relevance of single agency safeguarding training
4. Employing agencies are responsible for ensuring that their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of adults at risk and children, creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role
5. Employing agencies are responsible for offering their staff mandatory induction, which includes familiarisation with safeguarding responsibilities and procedures to be followed if anyone has any concerns about an adult at risk or child's safety or welfare; and
6. Employing agencies are responsible for ensuring that all professionals have regular reviews of their own practice to ensure they improve over time
7. Employing agencies are responsible for releasing staff to assist in delivering multi-agency learning as well as attending multi-agency learning
8. Employing agencies are responsible for ensuring that all staff have evidence of suitable basic safeguarding training. They are also responsible for ensuring evidence of updated safeguarding learning at least every three years
9. Agencies are responsible for responding to audits requests (Yorkshire & Humberside Self-assessment audit and Section 11 audits)
10. Agencies are responsible for assuring the board and partnership about the quality of their safeguarding practice
11. Agencies are responsible for reporting any external inspection that contains a safeguarding element

## Appendix 5: YHMAST - Multi-Agency Safeguarding Children Training standards



### Multi-Agency Safeguarding Children Training standards

These training standards have been adopted by members of YHMAST (Yorkshire & Humber Multi-Agency Safeguarding Trainers) to reflect good practice and encourage a minimum standard in relation to delivery of child safeguarding training. The standards are based on those developed by PIAT (Promoting Inter-Agency Training) in 2003 and adapted more recently by CAPE (Child Protection in Education). YHMAST agrees with their original aim - to prevent abuse and ensure that outcomes for children were improved by providing effective continuing professional development - and has adapted them to reflect recent developments in safeguarding children training.

Standard 1	Trainers will have a working knowledge and recent experience of safeguarding practice and at least one trainer will be a suitably qualified* or experienced trainer (*this may include attending relevant Training for trainers programme or undertaking an adult teaching/training qualification)
Standard 2	Training content and delivery will make clear that the child's welfare is paramount and incorporate the voice of the child, their rights and needs
Standard 3	Training has clear aims and objectives / learning outcomes, is well planned and has a positive impact on practice
Standard 4	Training is informed by current research, is evidence-based and includes lessons learnt from serious case reviews / child safeguarding practice reviews
Standard 5	Training is linked to current and evolving local, regional and national standards
Standard 6	Training promotes inter-agency/partnership working and the importance of information sharing and working collaboratively with others.
Standard 7	The training will promote and enable practice, which is culturally aware, respects diversity, promotes equality, is anti-racist and is anti-oppressive.

Standard 8	The trainer will, by liaising with the commissioner where relevant, ensure that the training environment is conducive to learning, safe and inclusive for all participants, taking into account their diverse needs whether this be face-to-face or online
Standard 9	Training content will be regularly reviewed and evaluated to ensure standards are being maintained and that there is a positive impact on practice in the long and short term
Standard 10	Materials / resources are clear, accurate, relevant and up to date, and take account of adult learning styles
Standard 11	All training encourages and models appropriate challenge. The training will respect confidentiality however, trainers will recognise, act on and follow-up on any safeguarding concerns for children, adults at risk or organisations after the course
Standard 12	Training will be delivered via the most appropriate platform for the circumstances and content including face to face, virtual and blended learning, with a bias towards methods that most effectively enable the building of multi-agency networks

## Appendix 6: Acronyms

<b>CSAB</b>	Calderdale Safeguarding Adults Board
<b>CSCP</b>	Calderdale Safeguarding Children Partnership
<b>DHR</b>	Domestic Homicide Review
<b>LIF</b>	Learning and Improvement Framework
<b>CSPR</b>	Child Safeguarding Practice Review
<b>SAR</b>	Safeguarding Adult Review