



# HSE Children First National Office Training and Resource Strategy 2021-2023



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## Foreword

The protection and welfare of children is everyone's responsibility. People are the most important drivers of Children First and it is incumbent on us, in the HSE, to put the right tools and supports in place so that everyone is empowered to safeguard children to the best of their ability.

Implementing this Training and Resource Strategy will support the services to embed Children First in the HSE, while also supporting our funded and contracted services to do likewise.

The arrival of the Covid-19 pandemic in January 2020 paused planning and publication of this strategy document in 2020. While time has passed since the staff needs analysis survey was completed in 2018 (see section 8.1), it is not believed that the learning and support needs identified through that survey have, or will, alter significantly. Consideration has however been given to the preferred landscape and methodology through which training is delivered. While the staff survey results indicated that 'interactive learning' (classroom based) is the preferred option of staff, the impact Covid-19 has, with the requirement for remote working and social distancing, forced online activity as the sole approach to training delivery, on a temporary basis at least. The HSE Children First National Office has converted its classroom based training to provide interactive (real-time) online training delivery. This has gone some way to bridge the gap between classroom based 'interactive' settings and static eLearning training programmes. The experience of online learning and continued improvements being made to online platforms may well have an influence on staff preference for the longer-term. It must be acknowledged however that using this format as a sole mode of delivery cannot be considered in the longer-term without appropriate evaluation and further needs analysis. While there are many merits and efficiencies to online training delivery, such as no travel time and associated costs; less time-out from the workplace etc., the benefits of interpersonal contacts at a multi-disciplinary level through in-person classroom based training, quality of delivery and capacity for effective staff learning must be taken into account. Online training delivery will continue for 2021, and in early 2022 another staff survey will be completed to compare staff preferences and consider future training roll-out requirements.

The roll-out of any training developed can only be successful if it is supported in partnership by senior management across the service. We will coordinate and monitor the delivery of training through the HSE Children First Governance Structures in place and we look forward to working in partnership with colleagues across the service.

**Marion Martin, HSE Children First Lead**

## Where We Are Now

### 1. Introduction

This HSE Children First Training and Resource Strategy sets out the training and resource initiatives that will be delivered by the HSE Children First National Office (HSE CFNO), in the period 2021-2023. The Strategy has been informed by a HSE Children First Training and Resource Analysis Report, developed following a staff survey in 2018; recommendations from child abuse inquiry reports, and relevant strategic documents. It supports the goal of the *HSE as set out in the National Service Plan* (2019, p. 65) to “improve compliance with Children First through enhanced awareness, information and training” and aligns with the *Sláintecare Action Plan* (2019) ‘Teams of the Future’ vision for enabled teams, targeted training and strong leadership. It also aligns with the *HSE People Strategy* (2019-2023) priority of ‘Capability and Talent Building’ to prioritise a culture of learning and development.

### 2. Context

The Children First Act 2015 places specific legal responsibilities on certain organisations and professionals, regarding child safeguarding. The Children First National Guidance for the Protection and Welfare of Children (2017) and the HSE Child Protection and Welfare Policy bring further clarity to the roles and responsibilities of all HSE staff regarding child safeguarding, and emphasise the message that child safeguarding is everybody’s responsibility. There is however, a continued responsibility to ensure that there are procedures in place to provide information and, where necessary, instruction and training to members of staff, in relation to child safeguarding, and to support effective compliance with the legislation.

The HSE CFNO was established with the mission to support HSE and HSE Funded and Contracted services to promote and foster child-centred practice and to safeguard children through the effective implementation of Children First. The HSE CFNO is fully committed to contributing to the development of an organisational learning culture regarding child safeguarding. The Vision of the office is to develop and deliver effective and innovative resources and partnerships to achieve effective organisational and individual skills and behaviours, for ensuring the protection and welfare of children and young people across the HSE and HSE funded services.

HSE Children First Training and Development Officers are based across the country. The Training and Development Officer role consists of delivering direct supports to services and staff through briefings, training or resources, and also supporting Community Healthcare Organisations, Hospital

Groups and National Services to plan and coordinate effective implementation and monitoring of Children First. This work is supported through Children First Operational Steering Committees, established under HSE Children First Governance Structures.

The HSE CFNO works within an annual programme of work that is dynamic and flexible, where possible, to the needs of the organisation. The development and delivery of training and resources is just one part of the business of the HSE CFNO. Other work areas include policy development and supporting the monitoring of compliance. As such, the development and delivery of training and resource needs must be scheduled over a period of time, based on priority areas. This Training and Resource Strategy aims to set out strategic objectives for the delivery of a suite of training and resources, and to support the prioritisation for delivering on those objectives by identifying key focus points for inclusion in the annual programme of work, over a three-year period 2021-2023.

### 3. How this Strategy was Developed

The following approach was taken:

- Establishment of recommended levels of knowledge, skills and awareness for staff in child safeguarding, in line with roles and responsibilities;
- Completion of a Training and Resource Needs Analysis
  - Research and review of relevant documents and inquiry reports
  - Online survey completed by HSE staff and staff from HSE funded hospitals
  - Consultation and engagement with staff by Training and Development Officers
  - Data Analysis
- Identification of themes of training and resource needs following data analysis;
- Establishment of strategic objectives for the HSE CFNO, for the development and delivery of training and resources;
- Prioritisation of focus areas over a three-year period, for the development of training and resources.

### 4. Purpose of the HSE Children First Training and Resource Strategy

There is currently a mandatory eLearning training module in place for all staff, through HSELand, called “An Introduction to Children First”. This module provides a basic level of child protection awareness and knowledge. This Training and Resource Strategy builds on the basic level of training, by identifying the child safeguarding training and resource needs of HSE staff and setting

the focus for the HSE CFNO, over a three-year period (2021-2023), for the provision of resource and training supports to HSE and HSE Funded Services.

The purpose of this strategy is:

- To present the different levels of knowledge, skills and awareness that staff are expected to have, taking into account their roles and responsibilities;
- To set out the child safeguarding training and resource needs of HSE staff, as identified through the training and resource needs analysis;
- To outline a number of strategic objectives and focus points for the HSE CFNO that will support the delivery of a suite of resource and training materials to assist staff in gaining the knowledge and skills they need to fulfil their roles and responsibilities under Children First, and best practice in safeguarding children;
- To provide an overview of the pathway toward delivering the suite of resource and training materials required.

By building a portfolio of useful training and resource materials, the aim is to continually develop and build upon a confident and competent workforce that safeguards children.

## 5. Values

This Strategy reflects the core HSE CFNO values which are: Child-Centred, Quality, Integrity, Respect, Inclusivity and Accountability.

## 6. Guiding Principles that Inform this Strategy

The safety, welfare and development of children and young people are core objectives and key priorities for the HSE. The following guiding principles are informed by Children First guidance and legislation. They aim to underpin this Strategy, the HSE Child Protection and Welfare policy and inform best practice within the HSE.

- The safety and welfare of children is everyone's responsibility.
- The best interests of the child should be paramount.
- Early intervention is key to better outcomes.
- A proper balance must be struck between protecting children and respecting the rights, needs and duties of others, such as HSE staff, parents/carers and families. Where there is conflict, the child's welfare must come first.

- Children have a right to be heard, listened to and taken seriously. Taking account of their age and understanding, they should be consulted and involved in all matters and decisions that may affect their lives.
- All children must be treated equally in line with the Equal Status Acts [2000](#) and [2012](#), and have the right to be protected from harm and discrimination. Parents have a right to respect, and should be consulted and involved in matters that concern their family.
- Child protection is a multiagency, multidisciplinary activity. Agencies and professionals must work together in the interests of children.
- Effective prevention, detection and treatment of child abuse or neglect require clarity of responsibility and training of staff involved in services working with children.
- It is important that every individual working with children and families is aware of their own role and the roles of other professionals. All staff have a responsibility to report concerns to Tusla – Child and Family Agency.

(HSE Child Protection and Welfare Policy)

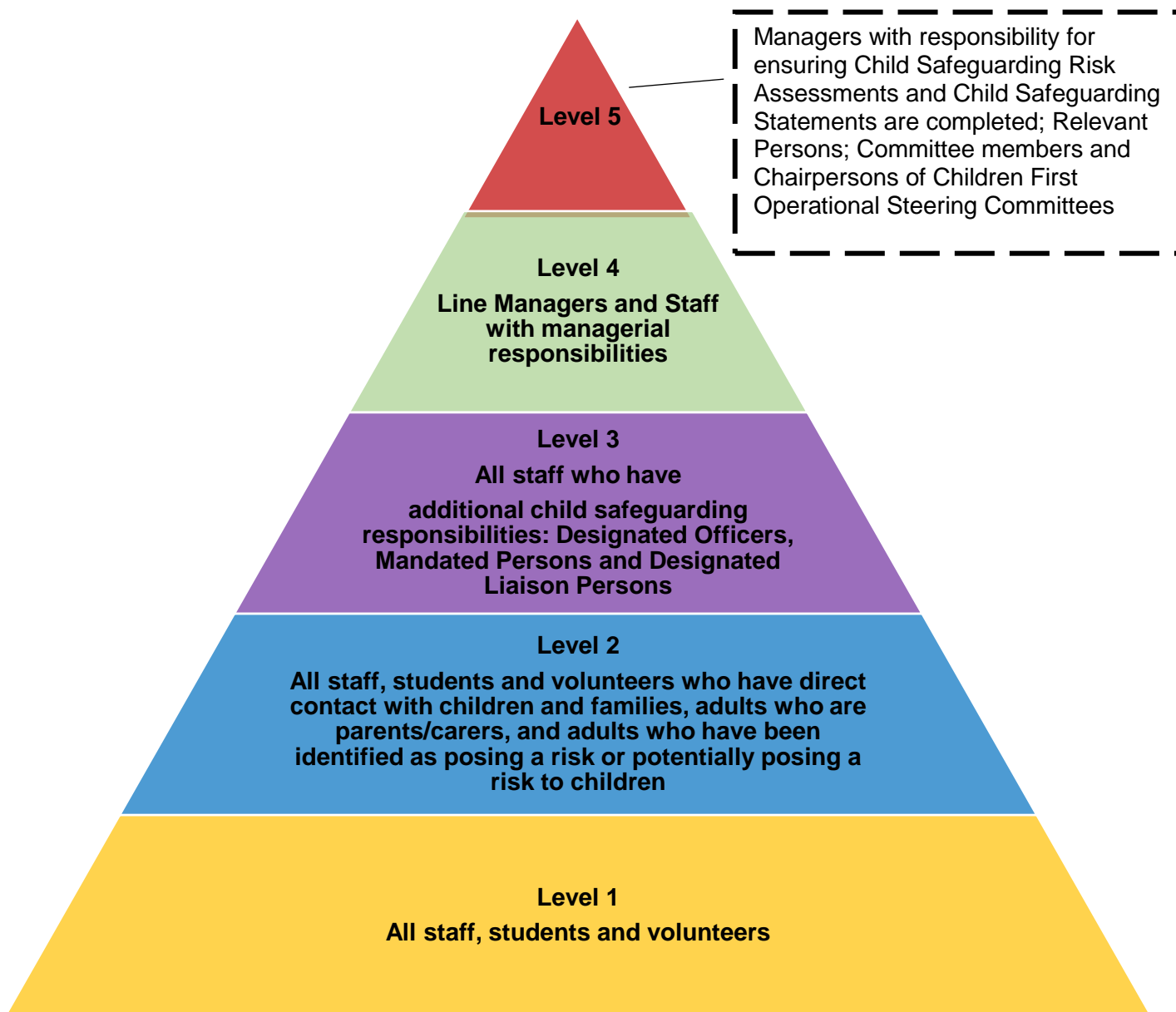
## 7. Levels of Child Safeguarding Knowledge and Skills required by Staff in the HSE

This section has been Informed by *Safeguarding Children and Young People: Roles and Competencies for Healthcare Staff*, (Royal College of Nursing 2019), and by *SBNI Safeguarding Learning and Development Strategy and Framework 2015 – 2018 Final V. 3.1*. (Safeguarding Board for Northern Ireland, 2015).

Taking the Irish context into account, the HSE CFNO has adapted the levels of competence to set out the different levels of knowledge, skills and awareness that HSE staff are recommended to have.

At a universal level across the service, all staff require a certain level of knowledge and skill to support the safeguarding of children. Other staff, depending on their roles and responsibilities within the service, and/or under the Children First Act 2015, may require further knowledge and skills that fall across one or several of the levels set out. Where applicable, staff may also have child safeguarding responsibilities under their code of professional conduct and ethics and/or registration bodies.

**Diagram 1 – Recommended Levels of Child Safeguarding Knowledge and Skills for Staff in the HSE**



This pyramid is not designed to represent a linear progression. Level 1 includes **all** staff. Some staff needs will apply into this level only. Others will be applicable to a number of levels, and some to all.

**Line managers, alongside their staff, should determine learning requirements and agree what level of child safeguarding training should be undertaken and when.**



**Table 1 - Levels of Recommended Child Safeguarding Knowledge and Skills for staff in the HSE**

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p><b>Awareness and understanding of:</b></p> <ul style="list-style-type: none"> <li>✓ Children First Act 2015</li> <li>✓ The HSE Child Protection and Welfare Policy</li> <li>✓ Children First National Guidance for the Protection and Welfare of Children (2017)</li> <li>✓ Relevant Tusla reporting guidance</li> <li>✓ HSE Child Safeguarding Risk Assessment and Child Safeguarding Statement, as applicable</li> </ul> <p><b>Basic Knowledge of:</b></p> <ul style="list-style-type: none"> <li>✓ The signs and symptoms of child abuse and neglect</li> <li>✓ Recognising, responding, reporting and recording child protection and welfare concerns</li> </ul>	<p><b>Level 1 AND More in depth knowledge and understanding of:</b></p> <ul style="list-style-type: none"> <li>✓ Child safeguarding policies and legislation</li> <li>✓ Recognising, responding, reporting and recording child protection and welfare concerns</li> <li>✓ Responding to a disclosure of abuse from a child or an adult</li> <li>✓ Talking to parents /carers about a child protection or welfare concern</li> <li>✓ Talking to children about a child protection or welfare concern</li> <li>✓ Working with Tusla and An Garda Síochána</li> </ul>	<p><b>Levels 1 &amp; 2 AND Knowledge and understanding of:</b></p> <ul style="list-style-type: none"> <li>✓ Legal requirements of role – Designated Officer, Mandated Person</li> <li>✓ Specific responsibilities of role</li> <li>✓ Requirements and responsibilities of Designated Liaison Person where applicable</li> </ul>	<p><b>Levels 1 - 3 AND Knowledge and understanding of:</b></p> <ul style="list-style-type: none"> <li>✓ HSE Children First Governance Structure</li> <li>✓ Roles and responsibilities of all staff and of line managers as set out in the HSE Child Protection and Welfare Policy</li> <li>✓ Supporting Staff to manage Child Protection and Welfare Concerns appropriately</li> </ul>	<p><b>Levels 1- 4 (as appropriate to role) AND More in depth knowledge and understanding of:</b></p> <ul style="list-style-type: none"> <li>✓ Requirements of Organisations under the Children First Act 2015</li> <li>✓ HSE Children First Governance Structure</li> <li>✓ HSE Child Safeguarding Risk Assessments process</li> </ul>

## What We Have Learned

### 8. HSE Children First Training and Resource Needs Analysis:

The HSE CFNO carried out a HSE Children First Training and Resource Needs Analysis in Quarter 4 2018 and explored learning and development gaps in relation to child safeguarding.

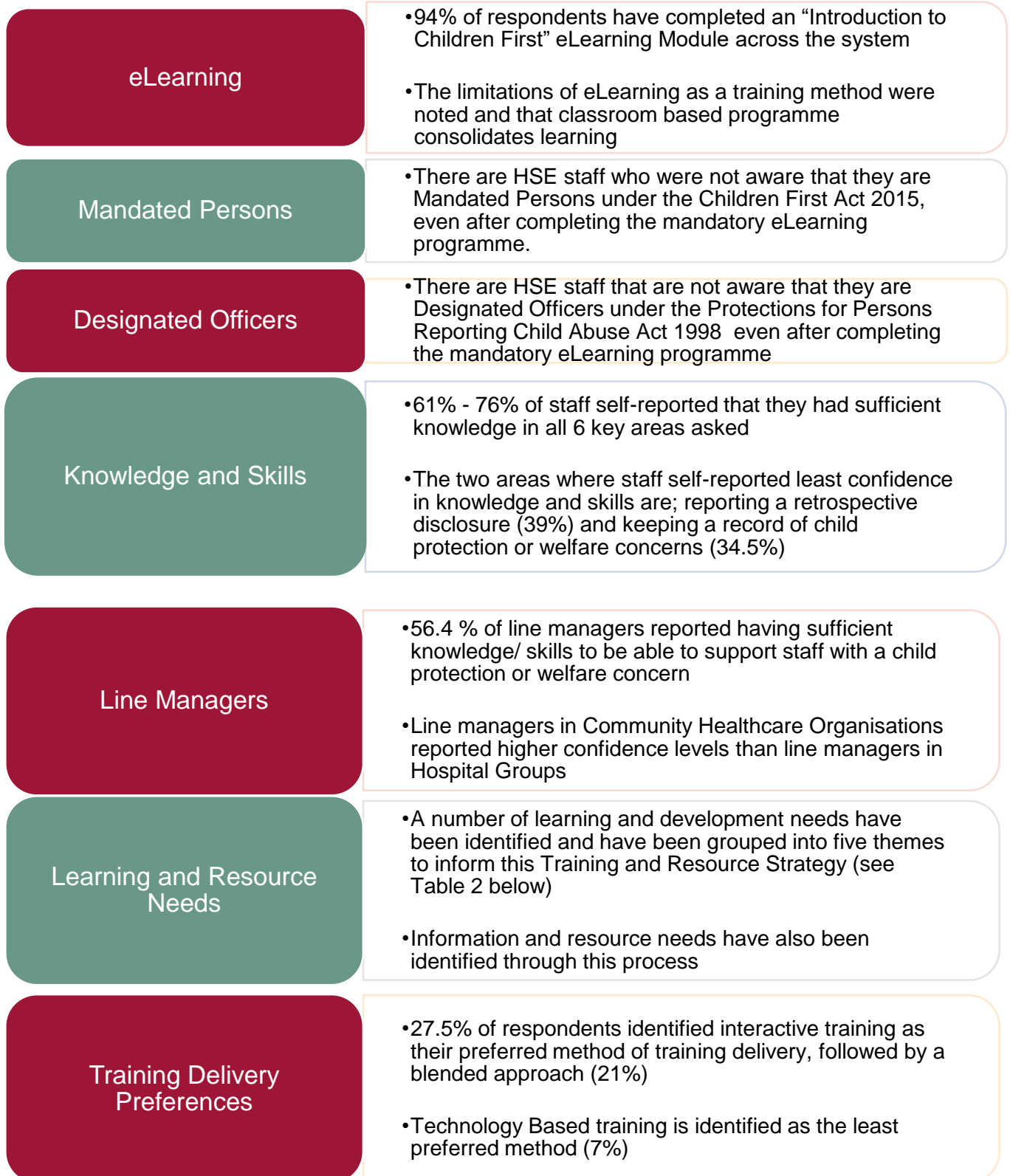
Data was gathered by:

- exploring the legislative, national policy and organisational requirements of staff in the area of child safeguarding;
- engaging directly with HSE staff and HSE Children First Training and Development Officers to identify what staff learning and development needs were in relation to child safeguarding;
- reviewing inquiry report findings and recommendations which relate to the HSE. The learning and development needs arising from these can be identified below where they have an asterisk (\*) beside them.

#### 8.1. Findings from the HSE Children First Training and Resource Needs Analysis

A total of 3,145 HSE and Section 38 Hospital staff responded to the staff Training and Resource Needs Analysis Survey. The survey was administered online via 'Survey Monkey' issued through an 'All HSE Staff' email broadcast. This was understood, at that time, to reach an approximate 18,000 HSE staff. As such, the response rate was approximately 17%. There was a relatively even response across all Community Healthcare Organisation areas comparative to total staff number in each area (approximately 10%-16%). The response from staff in Hospital Groups ranged from approximately 7% -23%. Staff responses came from all staff categories with the largest response coming from health and social care (31%), followed by management/administration (31%) and nursing (25%). The biggest staff response came from those working in the adult sector (34%), followed by those working directly with children (26%). Diagram 2 below summarises information from the *HSE Children First Training and Resource Needs Analysis Report*.

## Diagram 2 – Training and Resource Needs Analysis Summary



## 8.2. Themes for Learning and Development

Through the Training and Resource Needs Analysis process, a number of learning and resource needs were identified. These learning and resource needs were grouped across five themes in order to inform and support the development of the strategic objectives and actions for this Training and Resource Strategy.

**Table 2 - Themes for Learning and Resource Needs Identified**

Themes	Learning and Resource Needs
<b>1. Recognising, Responding, Reporting, Recording</b>	<ul style="list-style-type: none"> <li>• Recognising Child Abuse - Signs, symptoms, impact</li> <li>• Recognising and responding to neglect *</li> <li>• Additional training and resources to support staff in recognising and responding to neglect *</li> <li>• Additional training for staff in recognising and responding to child protection and welfare concerns when working with children who have disabilities *</li> <li>• Recognising child welfare issues – less obvious presentation</li> <li>• Responding to a child protection or welfare concern</li> <li>• Responding to a disclosure of child abuse</li> <li>• Responding to a disclosure of abuse by an adult</li> <li>• Responding to a concern regarding bullying of a child</li> <li>• Reporting child protection and welfare concerns to Tusla</li> <li>• Reporting retrospective abuse to Tusla</li> <li>• HSE Reporting Procedure – practical guide on how to complete a Child Protection and Welfare Report Form</li> <li>• Clear guidance needs to be provided to staff in relation to good record keeping practices * - storage, retention, management and information sharing</li> <li>• Domestic violence – signs, symptoms, impact</li> <li>• Parental addiction – signs, symptoms, awareness</li> <li>• Parental mental health issues – signs, symptoms, impact</li> </ul>
<b>2. Policy, Procedure and Legislation</b>	<ul style="list-style-type: none"> <li>• Child protection legislation and legal processes</li> <li>• Child protection policies and procedures</li> <li>• Roles and responsibilities of staff</li> <li>• Guidance around Children First Governance</li> <li>• Guidance for completing Child Safeguarding Risk Assessments and Child Safeguarding Statements</li> </ul>

<b>3. Interagency and Multidisciplinary Work</b>	<ul style="list-style-type: none"> <li>• Working in partnership with Tusla and other agencies</li> <li>• Joint working between HSE and Tusla Child and Family Agency *</li> <li>• Working with internal HSE services</li> <li>• Working with An Garda Síochána – Section 12, Court evidence, Information sharing</li> <li>• What happens after a report is made to Tusla</li> <li>• Tusla structures and processes – thresholds, reasonable grounds for concern, child protection conferences</li> <li>• Signs of Safety - Tusla National Practice Model</li> <li>• Tusla Family Support services – Partnership, Prevention and Family Support (PPFS), Meitheal</li> </ul>
<b>4. Support for Staff</b>	<ul style="list-style-type: none"> <li>• Build supportive capacity of line managers and other relevant staff around supporting staff with child protection and welfare concerns – easy access to relevant PPPGs, Children First statistics per geographic area, information on consent e.g. child in care</li> <li>• Children First updates, Children First resource packs</li> <li>• Support mechanisms for staff following child protection incidents - information about support services available</li> </ul>
<b>5. Practice Skills</b>	<ul style="list-style-type: none"> <li>• Court room skills – court report writing, giving evidence, court orders, preparation for attendance</li> <li>• Communication skills – talking to parents/ carers, talking to children/ young people, listening skills, using interpretation services</li> <li>• Conflict management skills – dealing with difficult situations, for example when parents/carers are annoyed, angry and/or confrontational about what is happening</li> <li>• Report writing skills – how to evidence your involvement and concerns</li> <li>• Cultural training – for example, using interpretation services appropriately</li> </ul>

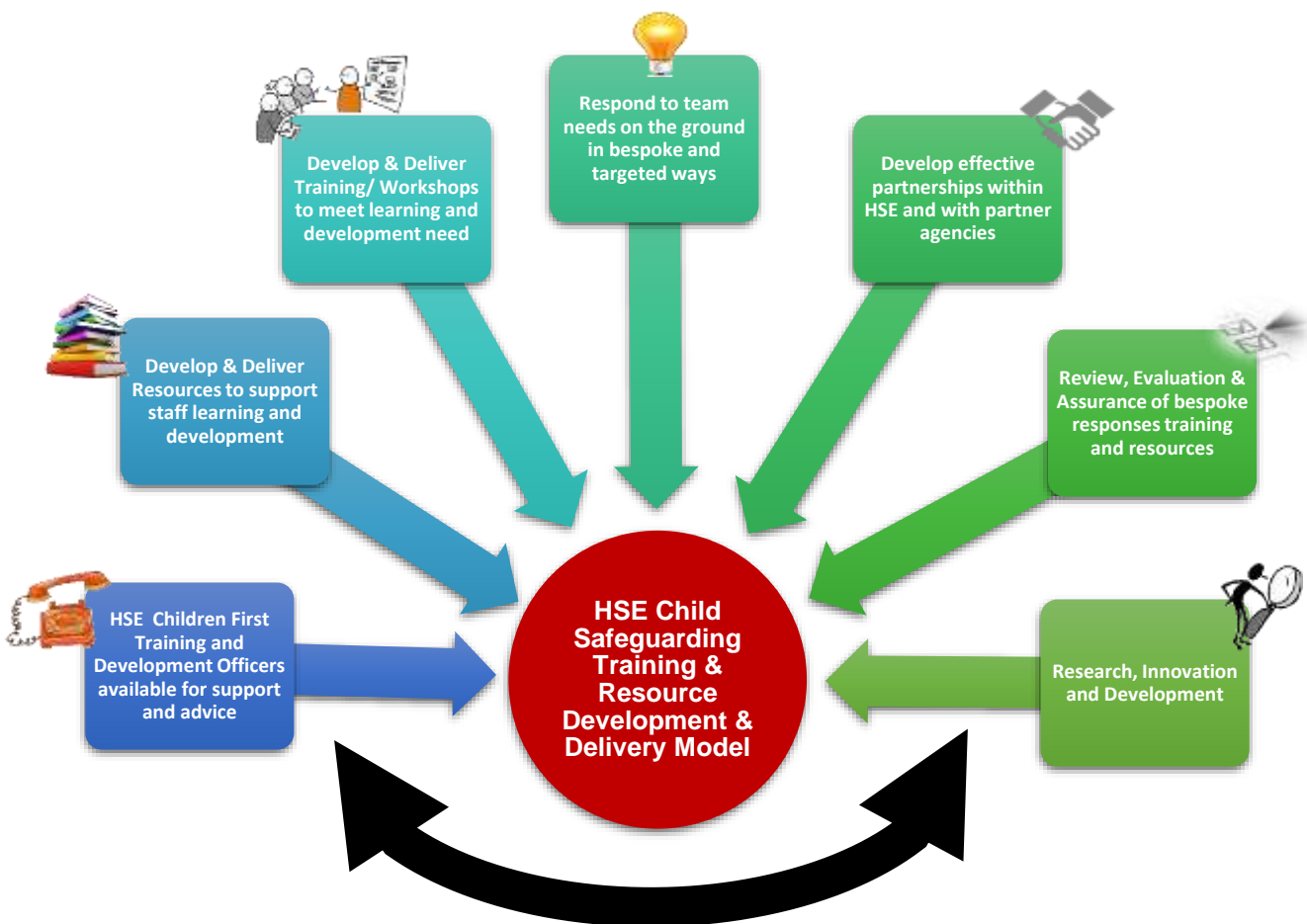
\* Learning and Development needs above marked with an \* were also identified through the review of inquiry report findings and recommendations that relate to the HSE.

## How We Will Deliver

### 9. HSE Child Safeguarding Training and Resource Development and Delivery Framework

The HSE CFNO is fully committed to contributing to the development and delivery of child safeguarding training and resources through a framework that is focused, dynamic and collaborative with its stakeholders. By setting out a training and resource development and delivery framework, the HSE CFNO aims to ensure the team works consistently with a shared understanding for how the needs of our stakeholders will be identified and delivered upon.

Diagram 3- HSE Child Safeguarding Training and Resource Development and Delivery Framework



Continuous learning comes from communication, bespoke responses, partnerships, evaluation, review and research that feedback into the HSE Child Safeguarding Training and Resource Development and Delivery Model.



## HSE Children First Training and Development Officers

- General Support and advice on the implementation of, and compliance with, the Children First Act 2015 and Children First National Guidance for the Protection and Welfare of Children (2017)
- Direct support and advice to HSE Community Healthcare Organisations, Hospital Groups and National Services, on the implementation of, and compliance with, Children First, through Children First Operational Steering Committees
- Direct Children First implementation and compliance planning support to HSE and HSE Funded and Contracted Services, as resources allow.



## Develop and Deliver Resources to Support Staff Learning and Development

- Develop a relevant 'toolkit' of resources in relation to Children First compliance, child protection and welfare and child safeguarding
- Create a single accessible location for all staff, across HSE and HSE Funded and Contracted Services, to access HSE Children First compliance, child protection and welfare and child safeguarding resources and relevant Policies, Procedures, Protocols and Guidelines (PPPGs)
- Develop training supports (including workshops, briefings, online resources etc.) to equip staff with the recommended knowledge and skill to promote child safeguarding within their service
- Prioritise resource and training development according to identified need
- Communicate and signpost to all staff regarding key responsibilities and available resources
- Encourage ongoing learning with regards child safeguarding and development



## Develop and Deliver Training / Workshops to meet learning and development needs

- Work with Children First Operational Steering Committees to prioritise and coordinate the delivery of training, briefings and workshops to relevant staff
- Deliver training, briefings and workshops to HSE services, on request and as resources allow
- Provide access to all training, briefing and workshop materials to HSE Funded and Contracted Services

**Appendix 1 presents the HSE Children First National Office Training and Resources Delivery Approach.**



### **Respond to team needs on the ground in bespoke and targeted ways**

- Adapt, where possible, HSE CFNO resource and training supports, to respond to specific requests in bespoke ways, as deemed necessary



### **Effective partnerships:**

- Create and enhance collaborative relationships with existing services internally and externally
- Enhance organisational and individual skills across HSE and HSE Funded and Contracted Services
- Support a shared knowledge base to enhance knowledge and skills regarding child safeguarding



### **Review, Evaluation and Assurance of Bespoke Responses, Training and Resources**

- Consider feedback and consult with key stakeholders to learn from views and experiences and inform the prioritisation and development of training and resources.
- Evaluate training programmes and workshops to develop and inform future training
- Review and update resources to reflect new information and developments
- Implement quality assurance processes to ensure training, resources and bespoke responses are appropriate and effective



### **Research, Innovation and Development:**

- Keep up to date with developments in child safeguarding through research, attending training, conferences, networking events, to ensure resources and training are current and responsive to local need
- Engage in research relating to child safeguarding
- Create opportunities to hear from stakeholders and to foster and develop innovative ideas in relation to supporting and enhancing Child Safeguarding.



## 10. HSE Children First National Office Strategic Objectives 2021 – 2023

Six strategic objectives have been identified for the HSE CFNO to deliver a suite of child safeguarding training and resources. These objectives have been informed by the thematic analysis of information from the HSE Children First Training and Resource Needs Analysis Staff Survey; a desktop analysis of relevant literature, including child abuse inquiry reports and HSE strategic planning documents and, by the vision and mission of the HSE CFNO.

To support the overall delivery of these objectives, focus areas have been prioritised into key focus points for inclusion in the HSE CFNO annual business planning over a three-year period 2021-2023.

### **Strategic Objective 1**

**To develop and deliver a range of training programmes and resources that build capacity in staff to safeguard children**

**Focus:**

When developing training and resources we will use existing knowledge of policy and legislation and knowledge of the HSE and what is required of it as an organisation. We will consider feedback from staff, committees operating within the Children First Governance Structure, inquiry report findings and recommendations and findings of regulatory bodies, as appropriate. We will deliver training and resources through multiple means that meet different learning styles. Training and resource inputs will cover various child safeguarding topics, as targeted and prioritised. Processes will be established to review, evaluate and quality assure all child safeguarding training and resource outputs.

### **Strategic Objective 2**

**To create accessible and effective pathways for staff to access resources and training, and to record attendance**

**Focus:**

We will create and enhance the ways that HSE staff can access child safeguarding training by increasing staff awareness of training and resources available to them, through effective systems in areas such as communication, registration for and records of training attendance and access to accreditation for training, where possible.

### **Strategic Objective 3**

**To create and enhance collaborative partnerships within HSE and with partner agencies to develop and share resources**

**Focus:**

We will seek to enhance existing partnerships within the HSE and also with partner agencies. By working with internal departments such as HSE LanD, HSE Leadership Education and Talent Development (LETD) and with external partner agencies such as Tusla, An Garda Síochána and Technological Universities we will explore collaborative initiatives with a view to improving child safeguarding with multi-disciplinary input. We will establish where Children First can fit into existing training and resources and seek consultation and input into HSE child safeguarding training and resources that are developed as appropriate.

### **Strategic Objective 4**

**To respond dynamically to the bespoke needs identified by HSE Children First Oversight Committee, local Children First Operational Steering Committees, teams and staff**

**Focus:**

We will seek to explore and develop different methods in which the HSE CFNO can respond to child safeguarding training and development needs, requests and issues in bespoke ways. Child safeguarding training and resource needs may be communicated through multiple sources including: HSE Children First Oversight Committee, Operational Steering Committees, individual HSE teams or services, regulatory bodies, Department of Health or inquiry reports. We will explore how existing training and resources can be adapted to meet needs in bespoke ways. We will design review and quality assurance processes to ensure that bespoke responses are appropriate and effective.

### **Strategic Objective 5**

**To maintain a focus on research, development, innovation and creativity to ensure HSE Children First National Office remains current and progressive with new developments**

**Focus:**

We will establish and progress processes that enable the HSE CFNO to engage in child safeguarding research and development and, practically foster and utilise innovation and creativity from within the HSE CFNO team and from the HSE more generally, to develop child safeguarding training, resources and bespoke responses.

### **Strategic Objective 6**

**To engage with HSE Funded Services regarding how best to support them in relation to the provision of child safeguarding training and resources**

**Focus:**

We will seek to engage with HSE funded services and explore effective mechanisms for sharing and/or delivering training and resource materials that meet the needs of these services.


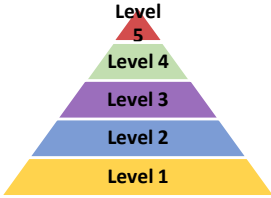
## **11. HSE Children First National Office Key Focus Points 2021 – 2023**

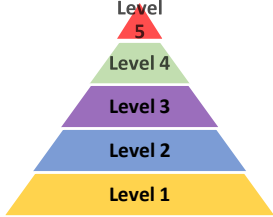

The term ‘training’ is used generically throughout to encompass various delivery formats including: training modules/programmes, workshops, and briefings etc.



The term ‘resources’ is used generically to encompass a resource toolbox including: training videos, leaflets, presentations, information sheets, voice-over presentations, webinar or other online presentations and resource packs etc.



The most appropriate ‘training’ and ‘resources’ will be developed depending on the focus in the strategic objective. When exploring the development of training and resources, consideration will be given to where joint/collaborative training approaches, technology based delivery and/or blended learning approaches can be utilised to enhance effective learning, delivery and access.




## HSE Children First National Office Key Focus Points 2021 – 2023

Strategic Objective 1	Focus Point	2021	2022	2023	Supports staff at Level(s)	Learning and Development Theme
To develop and deliver a range of training programmes and resources that build capacity in staff to safeguard children	1.1 Support for Mandated Persons	Commence rollout of training programme for Mandated Persons	Continue delivery of training programmes	Full evaluation of training programmes		<b>Theme 1</b> Recognising, Responding, Reporting, Recording  <b>Theme 2</b> Policy, Procedure and Legislation
		Develop a Train the Trainer programme in relation to Mandated Persons training	Commence rollout of Train the Trainer Programme			
	1.2 Create awareness of HSE Child Protection and Welfare Policy and its key messages	Communicate and deliver briefings and resources regarding the key messages of the HSE Child Protection and Welfare Policy	Continue to deliver briefings as required			<b>Theme 1</b> Recognising, Responding, Reporting, Recording
		Develop 'child-friendly' resources relating to the HSE Child Protection and Welfare Policy				
		Update any existing training and resources with new/additional information from HSE Child Protection and Welfare Policy				


To develop and deliver a range of training programmes and resources that build capacity in staff to safeguard children	Focus Point	2021	2022	2023	Supports staff at Level(s)	Learning and Development Theme
	1.3 Children First Mandatory eLearning			Full Evaluation of Children First Mandatory eLearning programme		<b>Theme 1</b> Recognising, Responding, Reporting, Recording
	1.4 Disclosures of Retrospective abuse	Develop and plan delivery of training and/or resources to support staff in understanding and responding to disclosures of retrospective abuse	Commence Rollout of resource(s)	Review resource(s)		<b>Theme 1</b> Recognising, Responding, Reporting, Recording

To develop and deliver a range of training programmes and resources that build capacity in staff to safeguard children	Focus Point	2021	2022	2023	Supports staff at Level(s)	Learning and Development Theme
	1.5 Record Management of Child Protection and Welfare Concerns		Design and provide a resource regarding the key principles of good recording keeping in child protection			<b>Theme 1</b> Recognising, Responding, Reporting, Recording
	1.6 Supporting Line Managers	Develop and deliver training and/or resources to support line managers regarding their roles and responsibilities, including providing support to staff around managing difficult child protection experiences	Continue delivery of resource(s)	Review resource(s)		<b>Theme 2</b> Policy, Procedure and Legislation  <b>Theme 4</b> Support for Staff

To develop and deliver a range of training programmes and resources that build capacity in staff to safeguard children	Focus Point	2021	2022	2023	Supports staff at Level(s)	Learning and Development Theme
	1.7 Communicating with parents, carers and children where there are child protection concerns		Develop a specific training and/or resources to support staff regarding best practice in communicating with parents, carers and children where there are child protection concerns	Continue delivery of resource(s)		<b>Theme 5</b> Practice Skills
	1.8 Additional child safeguarding support for staff working with children and young people with disabilities (including acute hospitals where patients with ED present)	Begin collaboration with the various sectors in the HSE that provide services to children with a disability, to develop a training and/or resources that specifically addresses supporting staff to recognise and respond to neglect and abuse when this occurs for children with disabilities	Continue delivery of resource(s)			<b>Theme 1</b> Recognising, Responding, Reporting, Recording

To develop and deliver a range of training programmes and resources that build capacity in staff to safeguard children	Focus Point	2021	2022	2023	Supports staff at Level(s)	Learning and Development Theme
	1.9 Child Safeguarding Risk Assessment and Child Safeguarding Statement	Deliver training and/or resources based on new HSE Child Safeguarding Risk Assessment and Child Safeguarding Statement Guidance Document	Review Child Safeguarding Risk Assessment and Safeguarding Policy Guidance Document			<b>Theme 2</b> Policy, Procedure and Legislation
	1.10 Reporting to Tusla – thresholds and reporting process	Develop a resource that covers the child protection and welfare reporting thresholds and the reporting to Tusla process.				<b>Theme 1</b> Recognising, Responding, Reporting, Recording  <b>Theme 5</b> Practice Skills
	1.11 Addiction, domestic abuse and mental health in the context of child safeguarding		Develop resources that provide information about the impact on children and on child safeguarding when a parent/carer experiences addiction, domestic abuse and/or mental health			<b>Theme 1</b> Recognising, Responding, Reporting, Recording  <b>Theme 5</b> Practice Skills



To develop and deliver a range of training programmes and resources that build capacity in staff to safeguard children	Focus Point	2021	2022	2023	Purpose	Learning and Development Theme
	1.12 Support for Operational Steering Committees		Liaise with Operational Steering Committees members in relation supports/resources needed for committees to implement their role.			<b>Theme 2</b> Policy, Procedure and Legislation  <b>Theme 4</b> Support for Staff
	1.13 Evaluation of Training/ Resources		Create a standardised process of review, evaluation and quality assurance for all HSE CFNO training and resources developed	Explore creative ways of engaging with HSE staff to evaluate and develop training and resources	Administrative tool	<b>Theme 1</b> Recognising, Responding, Reporting, Recording <b>Theme 2</b> Policy, Procedure and Legislation <b>Theme 4</b> Support for Staff <b>Theme 5</b> Practice Skills
	1.14 Service User Input into Training		Explore ways to seek service user input, in evaluating and developing training and resources and developing child friendly inputs where relevant		Communication and Consultation	<b>Theme 1</b> Recognising, Responding, Reporting, Recording  <b>Theme 5</b> Practice Skills

Strategic Objective 2	Focus Point	2021	2022	2023	Purpose	Learning and Development Theme
To create accessible and effective pathways for staff to access training inputs and resources and to record attendance	2.1 HSE CFNO Prospectus	Develop a HSE CFNO Training and Resource Prospectus so that staff can identify the recommended level of child safeguarding knowledge and skill that they fit into and the available training and resources at this level			Administrative tool	<p><b>Theme 1</b> Recognising, Responding, Reporting, Recording</p> <p><b>Theme 4</b> Support for Staff</p>
	2.2 Training Access and Registration		Provide an effective, efficient and user-friendly system for staff to access and register for HSE CFNO training programmes	Explore developing a network of local Children First Champions to promote training and resources locally	Administrative tool	<p><b>Theme 2</b> Policy, Procedure and Legislation</p> <p><b>Theme 4</b> Support for Staff</p>

To create accessible and effective pathways for staff to access training inputs and resources and to record attendance	Focus Point	2021	2022	2023	Purpose	Learning and Development Theme
	2.3 Accreditation of HSE CFNO training programmes	Explore the development of an effective system for accreditation of HSE CFNO training programmes where relevant (including processes for allocating CPD/ CME Points)	Maintain accreditations achieved and continue applications for any new relevant training developed	Maintain accreditations achieved and continue applications for any new relevant training developed	Administrative tool CDP/ Professional Registration	<b>Theme 2</b> Policy, Procedure and Legislation  <b>Theme 4</b> Support for Staff
	2.4 Collaboration with HSE LanD		Work with HSE LanD to establish training registration facility	Work with HSE LanD to support further online training delivery, as needed	Administrative tool	<b>Theme 3</b> Interagency and Multidisciplinary Work
	2.5 Train the Trainer delivery pathway	Commence design of a Train the Trainer model to support the expansion of training delivery			Administrative tool  Communication and Consultation	<b>Theme 3</b> Interagency and Multidisciplinary Work  <b>Theme 4</b> Support for Staff  <b>Theme 5</b> Practice Skills

Strategic Objective 3	Focus Point	2021	2022	2023	Purpose	Learning and Development Theme
<b>To create and enhance collaborative partnerships within HSE and with partner agencies to develop and share resources</b>	3.1 Collaboration with Tusla – <ul style="list-style-type: none"> <li>• National Level Relationships</li> <li>• Tusla Children First Information and Advice Officers</li> <li>• Tusla Child Safeguarding Statement Compliance Unit (CSSCU)</li> <li>• Tusla Workforce Learning Development (WLD) Officers</li> </ul>	Build on, maintain and enhance relationships with Tusla to support consistent agreed practices, compliance and potential for training collaborations.	Continue on progress	Continue on progress	Communication, Consultation and Collaboration	<b>Theme 3</b> Interagency and Multidisciplinary Work

To create and enhance collaborative partnerships within HSE and with partner agencies to develop and share resources	Focus Point	2021	2022	2023	Purpose	Learning and Development Theme
	3.2 Partnerships with Universities and Technological Universities (TUs)		Explore and develop partnerships with Universities and TUs to develop child safeguarding input for students on relevant courses	Continue on progress	Communication, Consultation and Collaboration	<b>Theme 3</b> Interagency and Multidisciplinary Work
	3.3 Collaboration with HSE Leadership Education and Talent Development (LETD)		Collaborate with HSE Leadership Education and Talent Development (LETD) to explore where Children First input could be added to existing trainings e.g. Corporate Induction; People and Legal Management Framework, First Time Managers	Continue on progress	Communication and Consultation	<b>Theme 3</b> Interagency and Multidisciplinary Work

Strategic Objective 4	Focus Point	2021	2022	2023	Purpose	Learning and Development Theme
<p><b>To respond dynamically to needs identified by HSE Children First Oversight Committee, local Children First Operational Steering Committees, teams and staff</b></p>	<p>4.1 HSE CFNO providing bespoke responses</p>	<p>HSE CFNO to provide bespoke responses, as required and as capacity allows, to requests regarding child safeguarding training and development</p>	<p>Maintain oversight of level of bespoke requests and responses</p>	<p>Design and roll out of an evaluation process to assess process of bespoke responses</p>	<p>Communication, Consultation and Collaboration</p>	<p><b>Theme 1</b> Recognising, Responding, Reporting, Recording</p> <p><b>Theme 4</b> Support for Staff</p> <p><b>Theme 5</b> Practice Skills</p>

Strategic Objective 5	Focus Point	2021	2022	2023	Purpose	Learning and Development Theme
<b>To maintain a focus on research, development, innovation and creativity to ensure HSE CFNO remains current and progressive with new developments</b>	5.1 HSE CFNO methods of delivery i.e. Online, Distance or Blended learning	Explore and develop innovative and creative methods for delivery of training and resources	Continue on progress	Continue on progress	Communication and consultation  Accessibility	<b>Theme 3</b> Interagency and Multidisciplinary Work  <b>Theme 4</b> Support for Staff  <b>Theme 5</b> Practice Skills
	5.2 HSE CFNO Child Safeguarding Innovation and Creativity Hub			Establish formal strategies and developmental processes to facilitate the development of a Child Safeguarding Innovation Hub	Administrative tool  Communication and Consultation	<b>Theme 3</b> Interagency and Multidisciplinary Work  <b>Theme 4</b> Support for Staff  <b>Theme 5</b> Practice Skills

To maintain a focus on research, development, innovation and creativity to ensure HSE CFNO remains current and progressive with new developments	Focus Point	2021	2022	2023	Purpose	Learning and Development Theme
	5.3 HSE CFNO Research			Explore opportunities for HSE CFNO staff to engage in and disseminate child safeguarding information and research findings on topical issues, to progress knowledge in the field	Administrative tool  Research	<p><b>Theme 3</b> Interagency and Multidisciplinary Work</p> <p><b>Theme 4</b> Support for Staff</p> <p><b>Theme 5</b> Practice Skills</p>



Strategic Objective 6	Focus Point	2021	2022	2023	Support staff	Learning and Development Theme
<b>To engage with HSE Funded Services regarding how best to support them in relation to the provision of child safeguarding training and resources</b>	6.1 Sharing HSE CFNO Training and Resources	Share HSE CFNO Training and Resource materials with funded services for their own use and adaptation as required.	Consider the most efficient and effective approach to liaise with funded services in relation to their support needs.		Funded Services	<b>Theme 1</b> Recognising, Responding, Reporting, Recording
						<b>Theme 2</b> Policy, Procedure and Legislation  <b>Theme 3</b> Interagency and Multidisciplinary Work  <b>Theme 4</b> Support for Staff  <b>Theme 5</b> Practice Skills

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**Tusla Child and Family Agency (2017)** *Best Practice Principles for Organisations in Developing Children First Training Programmes*

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[\\_Best Practice Principles for Organisations in Developing Children First Training Programmes.pdf](https://www.tusla.ie/uploads/content/Tusla_-_Best_Practice_Principles_for_Organisations_in_Developing_Children_First_Training_Programmes.pdf)

## Appendix 1 - HSE Children First National Office Training and Resources Delivery Approach



### **HSE Children First National Office Training and Resources Delivery Approach**

The HSE Children First National Office (HSE CFNO) primarily provides support to HSE services in terms of Children First training and resources in order to support the organisation and its staff to implement their role and responsibilities under the Children First Act 2015. Where possible, the HSE CFNO does aim to make all Children First resources and training available to its funded and contracted services. With limited capacity within the HSE CFNO, consideration has been given on how best to make the resources available in the most efficient and accessible way possible. This document presents an approach for delivery.

#### **Static Resources—Training Videos; Web Recordings; Guidance Documents; Leaflets; Posters etc.**

As static resources are developed, they will be made accessible\* on the HSE Children First website [www.hse.ie/childrenfirst](http://www.hse.ie/childrenfirst)

\*On the rare occasion when the resource may not be considered suitable for hosting on the public facing website, alternative arrangements for circulation will be used e.g. email distribution.

#### **Live/Interactive Training and Briefings**

The pathways set on the following page aim to provide an overview of the different means through which live/interactive training and briefings will be made available. The pathways have been developed to take into account the most efficient and accessible way to make HSE CFNO training materials available. Section 38 funded Acute Hospitals may be considered as HSE Services, as they are directly included within the HSE Children First Governance Structures, as part of Hospital Groups.



## HSE Children First National Office Live/Interactive Training and Briefings Delivery Approach

PATHWAY 1 Direct Delivery by HSE CFNO		PATHWAY 2 Training in Partnership (TiP)		PATHWAY 3 Train the Trainer (TtT)		PATHWAY 4 Handover Training Materials	
Pathway Description		Pathway Description		Pathway Description		Pathway Description	
HSE Children First Training and Development Officers (TDOs) organise and deliver training directly to staff across HSE services.		The HSE Children First Training and Development Officers (TDOs) arrange partnerships with services to deliver training jointly with specific nominated staff (i.e. utilise staff confident in training delivery and upskill them in programme content to deliver programme alongside TDO)		Train selected Staff as Trainers to enable them to deliver HSE CFNO Training Programme(s) as designed to be delivered. Include Quality Assurance (QA) mechanism to ensure quality training delivery and transfer of key messages to Staff.		Handover Training Resource Materials for services own use to deliver to their staff. Materials will not be branded by HSE CFNO and training delivered using same would not be affiliated with the HSE CFNO.	
Benefit	Limitation	Benefit	Limitation	Benefit	Limitation	Benefit	Limitation
Direct delivery of training by TDOs who have subject matter expertise.	Limited number of TDOs in the HSE CFNO. Capacity to deliver must prioritise HSE staff.	Direct delivery of training by TDO with subject matter expertise. Expands capacity of HSE CFNO to make training available to more staff.	Multi-disciplinary focused delivery advisable for more effective input. Potential that partnership approach could restrict training delivery to one discipline/service.	Potential to significant increase in capacity to make training available to more staff.	Roll out of a TtT Programme & Quality Assurance of same would be resource heavy for HSE CFNO and limit amount of direct training delivery provided by HSE CFNO TDOs.	Services provided with resources to deliver within their own control.	No HSE CFNO Quality Assurance of training delivered. CFNO cannot stand over training delivery and as such HSE CFNO certification and CPD accreditation (where applicable) cannot apply.
HSE Services	Funded & Contracted Services	HSE Services	Funded & Contracted Services	HSE Services	Funded & Contracted Services	HSE Services	Funded & Contracted Services
This is one of the main pathways for the delivery of training to staff in HSE Services (including Section 38 Funded Acute Hospitals).	This pathway is not available to HSE Funded or Contracted Services, except in exceptional cases.	This pathway will be used, where appropriate, to make training available to staff in HSE Services (including Section 38 Funded Acute Hospitals).	This pathway is not available to HSE Funded or Contracted Services, except in exceptional cases.	This pathway will be used, where appropriate, to make training available to staff in HSE Services (including Section 38 Funded Acute Hospitals).	This pathway will be used, where appropriate, to make training available to staff in HSE Funded & Contracted Services.	This pathway is not available to HSE Services, except in exceptional cases.	This is one of the main pathways to support HSE Funded & Contracted Services to provide training to their staff.