Guidance on minimum standards

**Safeguarding training and learning requirements for roles with responsibility for children and young people**

**Introduction**

The CPSU website provides guidance on appropriate safeguarding training for different roles within sport. This guidance is informed by research from Edge Hill University.¹

For anyone in a role with regular or significant responsibility for children (for example, coaches, club welfare officers, team managers, or chaperones), initial safeguarding training should be interactive or (as a minimum) include a significant interactive element. This has been and continues to be a requirement for funded organisations and is part of the Safeguarding Standards, and is good practice for all organisations.

**Definitions**

- face-to-face – an interactive, in-person session
- interactive – involving live interaction between learner and tutor and not simply through the chat function of the platform
- blended – a blend of different learning styles; for example, face-to-face plus online components, or virtual classroom alongside online learning
- virtual classroom (referred to by the NSPCC as live virtual!) – live training through a virtual platform
- online – training completed in the learner’s own time online; referred to variously as distance learning or e-learning, and frequently used as a general heading for any style of learning that uses interactive technology

**Interactive training**

All safeguarding training will fall on a spectrum from online to face-to-face:

![Online to Face-to-Face Spectrum](image)

Many courses now provide a range of learning methods, which may include online learning, virtual classroom and face-to-face elements. Therefore, interactivity will vary between courses.

> Increases in self-perceived confidence were higher among the tutor-led cohorts compared to the online cohort, particularly in understanding safeguarding. The impact

¹ Safeguarding Education in Athletics: A comparative evaluation of training effect in three modes of entry-level safeguarding training delivered by UK Athletics – Prof Mike Hartill et al (June 2021)
of training on learner confidence was also stronger within the tutor-led cohorts for those with no prior training or experience.²

**Minimum requirements**

If you do choose to have some elements of the course delivered by a method other than face-to-face or virtual classroom, then the CPSU and funding bodies³ require the following elements to be included within interactive training to meet the Safeguarding Standards:

- ✓ tutor-led delivery involving live interaction between participants and the facilitator
- ✓ the opportunity for delegates to ask questions of and receive feedback from the trainer in real time
- ✓ the opportunity for delegates to hear the views of other participants and share experiences and learning
- ✓ a safe environment facilitated by a qualified safeguarding tutor
- ✓ the opportunity to discuss specific safeguarding issues that arise during the training

**Blended learning**

Some organisations are currently developing or using a blended learning approach that combines interactive learning with some online elements. When including a blend of learning styles, the following criteria should be met:

- ✓ at least one full hour of tutor-led learning
- ✓ tutors who have been trained to fully understand and deliver the safeguarding content

To assist in developing blended learning, the following subjects should be allocated to an interactive or an online component.

**Subjects requiring interactive opportunities**

The following training subjects should be covered in an interactive format:

- • exploration of values and attitudes to children, abuse and related issues
- • considering safeguarding and child protection concerns from poor practice to abuse
- • considering support for training participants to enable them to effectively manage safeguarding issues
- • leadership, strategy and implementation
- • bespoke training

**Subjects suitable for online (non-interactive)**

Other aspects of safeguarding training can satisfactorily be covered through online learning as they address more concrete information and guidance. These include:

- • types of harm

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² Hartill et al, p6
³ Sport England, Sport Northern Ireland, Sport Wales and UK Sport
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- safeguarding v child protection
- signs and indicators of abuse
- the law, government guidance, and statutory agency roles
- individual and organisational responsibilities to safeguard
- why some groups are more vulnerable
- what stops some people either reporting or disclosing or acting on reports and concerns

Other subjects

The following subjects could be adapted to an online course, with the opportunity to discuss further within the interactive component:

- establishing what action (in a range of possibilities) to take and why
- responding to children reporting concerns
- communication with children
- considering possible outcomes of actions taken – particularly for a child
- clarifying, challenging, discussing and reflecting on specific safeguarding questions and scenarios

Accessibility

It is good practice to ensure that training – whether e-learning, online or interactive – caters for a variety of learning styles and addresses specific training needs for participants with disabilities.

"The benefits of peer engagement and collaboration provided by the tutor-led (face-to-face and virtual) approaches were highly valued by trainees as was the guidance and leadership of tutors. The opportunity to engage and reflect by discussing, questioning and sharing experiences was perceived to create a meaningful learning opportunity, through the exchange of ideas and the co-creation of knowledge.4"

Refresher safeguarding training and CPD

Online training can be appropriate to provide refresher safeguarding training and CPD for individuals with responsibility for children and young people.

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4 Hartill et al, p.7