Severn Mentoring
Training, Development and Continuing Professional Development (CPD) Policy

(Community Mentoring & Alternative Provision – September 2025)

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1. Purpose and Scope

This policy outlines how Severn Mentoring ensures all staff are appropriately trained, supported and developed to deliver safe, high-quality mentoring and tuition.

It applies to:

- All Severn Mentoring employees, sessional staff, agency staff, and volunteers.
- All roles, whether based in the community, partner schools, or at our tuition base.

Statutory and guidance framework:

- *Keeping Children Safe in Education* (KCSIE, 2025) – Part 1 & 2 (training duties).
- *Working Together to Safeguard Children* (2023).
- *Education and Inspections Act 2006* (s.175 – training and competence duties).
- *Behaviour in Schools* (2024).
- *Health and Safety at Work etc. Act 1974* & Management Regs 1999.
- *Equality Act 2010* (training on equality duties).
- *Data Protection Act 2018 / UK GDPR*.
- *Keeping Learners Safe* (Welsh Gov 2023).
- *Reducing Restrictive Practices Framework* (Welsh Gov 2021).

Compliance with these ensures Severn Mentoring meets the expectations for Alternative Provision staff competence and safeguarding readiness across England and Wales.

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2. Aims and Objectives

Severn Mentoring is committed to:

- Maintaining a **competent, confident and trauma-informed workforce**.

- Ensuring **safeguarding is central** to all training and practice.

- Promoting **reflective, restorative and relational practice** in community settings.

- Encouraging **personal growth**, wellbeing and professional ambition.

- Meeting or exceeding statutory and local authority commissioning requirements for staff qualification and training.

- Embedding equality, diversity and inclusion across all CPD.

Objectives:

1. Provide all staff with mandatory induction and refresher training that meets statutory requirements.

2. Ensure staff are equipped to understand and manage the complex needs of the young people they support.

3. Create a culture of continuous improvement through regular supervision, feedback and CPD planning.

4. Identify and respond promptly to changing training needs (e.g. new guidance, legislation or emerging risks).

5. Maintain accurate records of training completion and competence.

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3. Identifying Training and Development Needs

3.1 Core Methods of Identification

Training and development needs are identified through:

- **Recruitment and selection** – interview questions and qualification checks.

- **Induction assessment** – review of initial competency and confidence.

- **Supervision and appraisal** – 1-to-1 reviews, reflective discussions, incident analysis.

- **Safeguarding audits** – checking compliance with KCSIE/Keeping Learners Safe.

- **Performance management** – setting annual development goals.

- **Regulatory change** – automatic updates when legislation or DfE/Welsh Gov guidance changes.

- **Feedback** – from mentees, parents, partner schools or commissioners.

3.2 CPD Planning

An annual **Training Matrix** and **CPD Plan** is maintained by the Designated Safeguarding Lead (DSL) and Service Manager, listing mandatory courses, renewal dates, and additional CPD opportunities.
Training priorities are reviewed termly by leadership in response to service delivery data (e.g. incidents, risk themes, new policies).

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4. Induction Training

All new staff and volunteers complete **induction training before any unsupervised contact** with learners.
The induction covers:

A. Safeguarding and Child Protection

- *Keeping Children Safe in Education 2025* (England) or *Keeping Learners Safe* (Wales).

- Understanding roles of DSLs and reporting procedures.

- Prevent Duty awareness, exploitation and online safety.

B. Behaviour and Relationships

- Severn Mentoring Behaviour & Code of Conduct Policy.

- De-escalation and trauma-informed approaches.

- Boundaries, confidentiality and professional conduct.

C. Health, Safety and Lone Working

- Dynamic risk assessment in community settings.

- Emergency procedures, missing-person protocol and first aid.

- Personal safety, vehicle and mobile-phone protocols.

D. Equality, Diversity and Inclusion

- Public Sector Equality duties.

- Challenging prejudice and bias.

E. Information Governance

- GDPR, record keeping, and secure data handling.

Completion of induction is evidenced through the staff file, signed declarations and online training certificates.

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5. Continued Employment Training (Ongoing CPD)

Once inducted, all staff enter a programme of **mandatory refreshers** and **continuing development**, designed to maintain standards and promote progression.

5.1 Mandatory Annual/Regular Training

Area	Frequency	Source / Framework
Safeguarding & Child Protection (KCSIE / Keeping Learners Safe)	Annually	DSL-led
Prevent Duty & Exploitation	Every 2 years (min)	Accredited Training
First Aid (inc. Emergency First Aid in the Workplace)	Every 3 years – refresh annually	Accredited Training (in person)
Data Protection & Confidentiality	Every 2 years	Accredited Training
Equality & Diversity	Every 3 years – refresh annually	Accredited Training
Lone Working & Personal Safety	Annually	DSL Led
Mental Health Awareness / Wellbeing	Annually	MHFA England or equivalent
Coaching and Mentoring	Every 2 years – refresh annually	Accredited Training
SEND	Every 2 years – refresh annually	Accredited Training

5.2 Developmental & Reflective CPD

- **Supervision and reflective practice** – fortnightly or monthly, recorded on CPD logs.

- **Peer learning** – case discussions, shadowing and mentoring.

- **Specialist CPD** – SEND awareness, ASD, ADHD, trauma, restorative approaches, county lines, self-harm prevention, etc.

- **Accredited progression routes** – ASDAN Mentoring, Level 3 Safeguarding, or L4 Counselling Skills.

5.3 Recording and Evaluation

- All training recorded on the **Severn Mentoring Training Matrix** (digital and hard copy).

- Certificates retained in personnel files.

- Evaluations completed after each session to measure impact on practice.

- Training data reviewed termly by DSL and Directors.

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6. Support, Supervision and Professional Reflection

- Every staff member receives **regular supervision** from a line manager or DSL, focusing on wellbeing, safeguarding practice, and professional growth.

- **Annual appraisals** review performance against objectives and identify CPD targets.

- **Post-incident reviews** and **debriefs** are mandatory learning opportunities.

- **Peer reflection sessions** reinforce team consistency and trauma-informed approaches.

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7. Equality, Inclusion and Accessibility

Severn Mentoring ensures training opportunities are inclusive and accessible to all, regardless of role, background, or learning need.
Reasonable adjustments are provided, and all training promotes equality and non-discrimination in accordance with the **Equality Act 2010**.

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8. Governance, Monitoring and Compliance

- Directors are accountable for ensuring compliance with statutory training duties.

- The DSL oversees safeguarding-related training and maintains evidence for commissioners and local authorities.

- External audits or LA monitoring visits are provided full access to training records.

- Training compliance is reported quarterly to the leadership team.

Failure to complete mandatory training may lead to suspension of community work until requirements are met, ensuring safeguarding integrity.

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9. Review and Continuous Improvement

This policy and the Training Matrix are reviewed **annually** or sooner if:

- Statutory guidance changes (e.g. new KCSIE or Welsh Gov updates).

- Service expansion introduces new risk areas.

- Feedback or audits identify areas for improvement.

Approved by: Directors / DSL
Next Review: September 2026
Applies to: All Severn Mentoring staff and volunteers