



What training do I need?

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What is this document for?

This document has been developed by the LSCB Learning and Development Sub Group. It aims to provide support and guidance on the safeguarding training requirements for anyone who works with children and young people and their families. It provides guidance for:

- Individual staff to identify and assess their own learning outcomes/needs.
- Managers and trainers in considering the range of training options available and learning outcomes expected of staff working at different levels.
- Managers to assess individuals at induction to the post.
- Managers to review individuals at appraisal (PDR) to ensure safeguarding learning has been undertaken or updated at least every three years.
- Commissioners to plan for universal and specialist training, learning and development

It aims to bring together the information about LSCB safeguarding training provision in Lancashire. This includes safeguarding training provided by employers (single agency) and multi-agency training.

This document is also intended to support the overall Workforce Development Strategy, which incorporates safeguarding training, to provide additional information as part of the training strategy required in the OFSTED inspection of children in need, looked after children, care leavers and LSCBs.

It uses 6 levels of training for different target groups. Although it attempts to identify where job roles may fit into the framework because of the continuous service development and redesign, job titles may change and roles and responsibilities alter. If managers/ commissioners establish new job titles and roles then advice should be sought from your single agency safeguarding lead as to the level of training the role requires.

Providing education, training and learning

This document describes specific classroom based sessions and online-learning opportunities that are available through employer provision or the LSCB. However, safeguarding learning does not need to be limited to attendance at a specific event but should be considered within a wider learning and development framework.

Safeguarding learning could be included as part of regular service/ practice updates, team/ service meetings, peer discussions and role-specific learning sets. Cascade events provided for managers to roll out information across their organisation would also be an option. The key to achieving learning through any of these means is reflection time as well as capturing and evidencing the learning. This is tied into appraisal systems in some organisations.

There are opportunities for discussions with individuals about safeguarding issues as part of supervision and opportunities identified for work-shadowing/ coaching/ mentoring

opportunities. Learning identified through supervision and audit can be developed into case studies for wider dissemination.

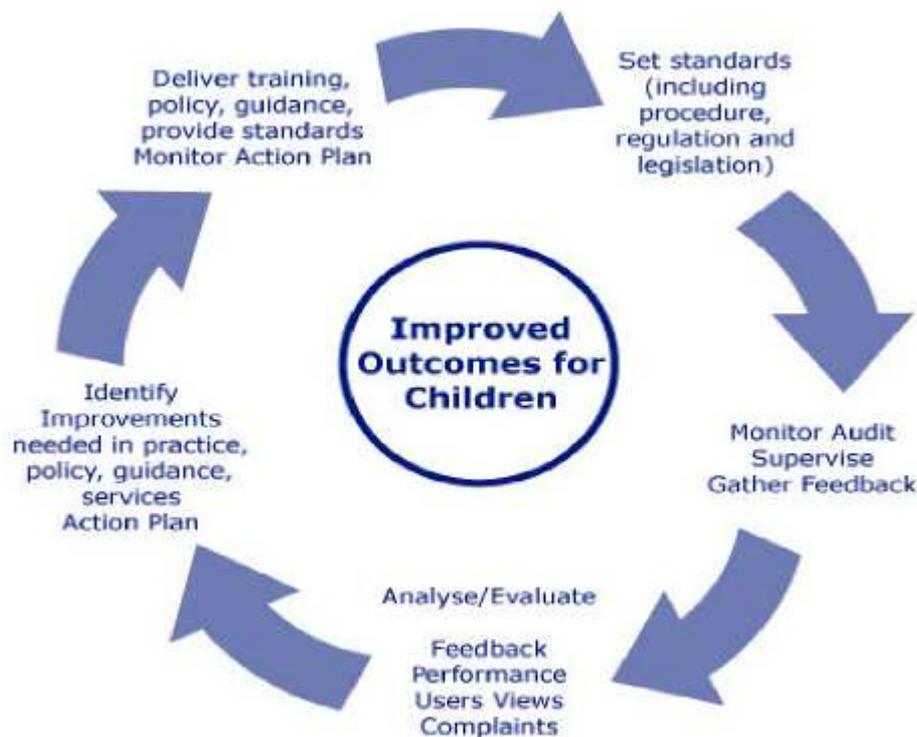
Independent reviews such as Serious Case Reviews, themed multi-agency audits, Multi-Agency Learning Reviews (MALRs), CDOP reviews and 'near miss' reviews also provide opportunities to develop learning and competence.

Policy context

There is an increasing expectation that all professionals will take greater ownership of the structure and content of their training. As part of the required quality standards, revalidation and continuing professional development (CPD) requirements for professional bodies, members are required to demonstrate that they have undertaken relevant education and learning.

Working Together (2015:53-4) identifies that employers are responsible for ensuring that their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role.

Learning & Improvement Cycle



There is no one size fits all solution to ensuring that the workforce is appropriately trained and skilled as different roles and responsibilities will require different standards of knowledge and practice depending upon their degree of contact with children and their families, their level of responsibility and the independence and autonomy for decision-making.

The Munro Review of Child Protection (2011) sets out an ambitious expectation – the development of professional expertise to work with children, young people and their families through continuous learning and improvement coupled with critical reflection on practice to identify problems and opportunities for a more effective system.

Level 1

Job role and responsibility

Mandatory for all staff in all agencies working in Lancashire delivering services to children, young people and families. This includes staff whose main purpose is to provide services to adults.

This includes:

Workers (paid & volunteers), Administrators, Business Support Staff, Catering and Maintenance staff, clinical and non-clinical staff, Librarians, Receptionists, Executive leads, GPs, GP receptionists, community advice centre staff, recreation assistants, environmental health officers.

Learning outcomes (level 1)

- What is child abuse and neglect?
- Signs and indicators of abuse and neglect.
- Normal child development.
- Maintaining a child focus.
- What to do in response to concerns.
- Relevance of parental, family and carer factors

Training available:

From the LSCB: Level 1:

- a) Online learning.
- b) There is also a workbook for staff without access to online learning. These should be followed by a discussion with the manager/ safeguarding lead to ensure that the worker knows who to go to for advice and support
- c) The LSCB also has a standard level 1 course which agencies can modify for their own use, as long as they have a competent trainer.

Individual agencies: Many agencies provide level one training. Please see your agency training strategy and training programme.

Level 2

Job role and responsibility

Staff who are in regular contact or have a period of intense but irregular contact with children and young people and their parents and carers. Workers in this group may be in a position to identify concerns about maltreatment including those that may arise from CAF/TAC processes.

Workers who may be included in this group include:

All clinical and non-clinical health staff(who have contact with children & families), Children centre workers, crèche workers, dentists, dental surgery staff, nursery nurses, parent engagement workers, pharmacists, police officers, Referral and Information Officers, teaching assistants, housing staff, YOT staff and staff in secure settings, the police other than those in specialist child protection roles, sports development officers, disability specialists, faith groups, community youth groups, play scheme workers/volunteers.

Learning outcomes (level 2)

- Understand what constitutes child maltreatment and be able to identify any signs of child abuse or neglect.
- Know how and when to refer to social care if you have identified a safeguarding/ child protection concern, relevant to your role and responsibility.
- Documentation and sharing of information regarding concerns.
- Own safeguarding roles and responsibilities and those of other agencies
- Be able to demonstrate an understanding of the risks associated with the internet and online social networking.
- Using the Framework for the Assessment of Children in Need and their Families

NB: Competencies for Health Staff, in accordance with the Intercollegiate Document (2014), are different to the inter-agency standards. Please discuss with your agency safeguarding lead.

Training available:

From the LSCB: Level 2:

- a) Online learning.(Level 2, CSE, CDOP, CAF/TAF,F GM, dangerous dogs)
This should be followed by a discussion with the manager/ safeguarding lead to ensure that the worker knows who to go to for advice and support
- b) The LSCB also has a standard level 2 course which agencies can modify for their own use, as long as they have a competent trainer.

Individual agencies: Many agencies provide level two training. Please see your agency training strategy and training programme.

Level 3

Job role and responsibility

Members of the workforce who work predominantly with children, young people and/or their parents/carers and who could potentially contribute to assessing, planning, intervening and reviewing the needs of a child and parenting capacity where there are safeguarding concerns

Workers who may be included in this group include:

Paediatricians, GPs, youth workers, those working in the early years sector, residential staff, midwives, school nurses, health visitors, sexual health staff, teachers, probation staff, sports club welfare officers, those working with adults in, for example, Learning disability, mental health, alcohol and drug misuse services, those working in community play schemes.

Learning outcomes (level 3)

The learning from Level 1 and Level 2 plus:

- Working together to identify, assess and meet the needs of children and their families where there are safeguarding concerns.
- The impact of parenting issues, such as domestic abuse, substance misuse on parenting capacity.
- Recognising the importance of family history and functioning.
- Working with children and family members, including addressing lack of co-operation and superficial compliance within the context of role.

Level 3 courses are topic specific, and professionals have responsibility of ensuring that the learning outcomes meet their needs in accordance with their role and registration requirements.

- NB: Competencies for Health Staff, in accordance with the Intercollegiate Document (2014), are different to the inter-agency standards. Please discuss with your agency safeguarding lead.

Training available

All training is advertised on the Lancashire Safeguarding Children Board website

Face-to-face training

Effective Assessment Skills
Attachment, Child Development & Resilience
Bite-Size (various topics)
Bullying, Self Harm & Suicide
Domestic Violence/Impact on Children
Fabricated & Induced Illness
Learning from SCRs (½ day Seminars)
Safeguarding Disabled Children

Safeguarding Young People
Sexual Exploitation for Practitioners
Substance misuse and Safeguarding Children conference
SUDC Protocol Briefings
Toxic Trio
Working Together
Understanding Hostile & Uncooperative Families
Young People & Substance Misuse

Level 4

Job role and responsibility

Members of the workforce who have particular responsibilities in relation to undertaking risk assessments regarding safeguarding, including professionals from health, education, police and children's social care; those who work with complex cases and social work staff responsible for co-ordinating assessments of children in need.

Workers who may be included in this group include:

Those responsible for assessing risk in safeguarding cases, and manage complex work

Learning outcomes (level 4)

The learning from Level 1, 2 and 3 plus:

- Section 47 enquiries, roles, responsibilities and collaborative practice.
- Using professional judgements to make decisions as to whether a child is suffering, or is likely to suffer, significant harm.
- Taking emergency action.
- Working with complexity
- Communicating with children in line with interviewing vulnerable witness guidance.

Level 4 courses are topic specific, and professionals have responsibility of ensuring that the learning outcomes meet their needs in accordance with their role and registration requirements.

- NB: Competencies for Health Staff, in accordance with the Intercollegiate Document (2014), are different to the inter-agency standards. Please discuss with your agency safeguarding lead.

Training available

All training is advertised on the Lancashire Safeguarding Children Board website:

Face-to-face training

Child Neglect

Development events for Training Pool

Professional Dangerousness

Action Learning sets.

Practitioner forums.

Study groups

External courses:

Advanced professional development modules in safeguarding children at universities funded by your employer.

Level 5

Job role and responsibility

Professional advisors, named and designated lead professionals, operational managers at all levels including: practice supervisors; frontline managers and managers of child protection units.

Workers who may be included in this group include:

Operational Team Leaders and Team Managers, Designated Nurses, Doctors, Midwives, Professional Development Nurses, and Safeguarding leads within organisations

Learning outcomes (level 5)

The learning from Level 1, 2, 3 and 4 plus:

- Promoting effective professional practice.
- Advising others.
- Supervising child protection cases.
- Managing performance to promote effective inter-agency practice
- Specialist training to undertake key management and/or supervisory roles

Level 5 courses are topic specific, and professionals have responsibility of ensuring that the learning outcomes meet their needs in accordance with their role and registration requirements.

Specific health requirements:

- You will be able to monitor services across the health community to ensure adherence to legislation, policy and key statutory and non-statutory guidance.
- You will know how to provide expert advice on increasing quality, productivity, and improving health outcomes and reducing health inequalities.
- You will be able to provide clinical supervision, appraisal, and support for named professionals.
- You know how to work with public health officers to undertake robust safeguarding/child protection population-based needs assessments that establish current and future health needs and service requirements across the health community.

Training available

All training is advertised on the Lancashire Safeguarding Children Board website:

Face-to-face training

Managing: Risky Business

Supervision skills

External courses:

Advanced professional development modules in safeguarding children at universities funded by your employer.

Level 6

Job role and responsibility

Senior managers responsible for the strategic management of services; Specialist and expert job roles where the job holder is required to work to a level that includes in-depth knowledge of current policy and practice research developments including lessons from Serious Case Reviews

Workers who may be included in this group include:

LSCB employees e.g. LSCB Independent Chairs, LSCB Business managers, LSCB Performance Managers, LSCB Multi-Agency Training Managers/ Co-ordinators, Local Authority Designated Officers (LADO)

Members of the LSCB including: Board members, Independent chair, Directors of Children's Services, Elected member, Lay members, Members of executive and sub/task groups, Business support team, Inter-agency trainers

Learning outcomes (level 6)

The learning from Level 1, 2, and 3 plus:

- Roles, responsibilities and accountabilities.
- Expectations on members in order to promote effective co-operation that improves effectiveness.
- Current policy, research and practice developments.
- Lessons from Serious Case Reviews.
- Specialist training to undertake specific roles

Training available

All training is advertised on the Lancashire Safeguarding Children Board website:

Face-to-face training

Courses for senior Managers

Development days for LSCB groups

Training at this level is very specialist and will be available at a regional, e.g. NWIAT Development Days, Regional Network groups, and national level e.g. NSPCC, CAPITA, Reconstruct conferences, or through academic institutions.

Resources

LSCB website

<http://www.lancshiresafeguarding.org.uk/>

Provides information on multi-agency training programme and links to the pan-Lancashire policies and local policies

Online learning website

<http://cypvle.lancsngfl.ac.uk/login/signup.php>

Provides access to online procedures and video based training

Learning Leads

<http://www.learningleads.org.uk/>

Provides booking facilities for subscribers in schools, children's centres, early years and day care settings. It requires an account to access the resources.

Research in Practice

www.rip.org.uk

Provides access to research summaries and online training

Social Care Institute for Excellence (SCIE)

www.scie.org.uk

Provides access to online training and research information

NSPCC

www.nspcc.org.uk/inform

Provides a weekly update on news and research, access to online training and research information