

INTER AGENCY SAFEGUARDING TRAINING STRATEGY

2017



Camden Safeguarding
Children Board

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1 INTRODUCTION

Camden Safeguarding Children Board (**CSCB**) is committed to ensuring that all paid staff and volunteers in Camden who have contact with children and/or parents, are aware of their safeguarding responsibilities and have the required knowledge and skills to discharge this responsibility competently.

The board considers the provision of extensive and high quality single and inter-agency safeguarding training, as central to ensuring the safety and well being of children in the borough.

2 AIM OF THE STRATEGY

The aim of this strategy is to set out a framework for the development and management of a comprehensive safeguarding training programme in Camden that:

- Is in line with best practice, current research and local knowledge
- Meets required standards and local needs
- Supports the CSCB Business Plan Objectives
- Will enable the development of a skilled and competent multi agency children's workforce.

The strategy sets out how safeguarding training in Camden will be planned, commissioned, delivered and evaluated as a means to ensuring a competent workforce.

3 PURPOSE OF SAFEGUARDING TRAINING

Safeguarding training is designed to enhance the ability of staff /volunteers to meet outcomes for children and enable them to work effectively with those from other agencies. This is achieved by providing training that leads to:

- A shared understanding of processes, roles and responsibilities for safeguarding children and promoting their welfare
- More effective multi agency and integrated working
- Improved communications between professionals including a shared understanding of definitions, terms and thresholds
- Good working relationships
- Effective and appropriate information sharing
- Sound decision-making, based on child focussed assessments, critical analysis and professional judgement
- Embeds the learning from SCR'S, learning case reviews and reviews of child deaths

Safeguarding training is delivered in two ways;

- Single agency training -
- Multi- agency training –

These training methods should complement to promote a common, shared understanding of respective roles and responsibilities and the need to work closely with other professionals

and to ensure that effective and integrated learning pathways exist for the children's workforce.

4 NATIONAL CONTEXT

Legislation¹ and government guidance has made it clear that everyone has a part to play in safeguarding children, irrespective of job role, and there is now a clear focus on raising the quality of practice, developing a mutual understanding of roles and responsibilities and facilitating closer multi agency working.

The following documents set out the current national context for the safeguarding of children and training required to achieve this.

a) Children Act 2004

<http://www.legislation.gov.uk/ukpga/2004/31/contents>

The Children Act 2004 sets out a number of key principles which are intended to be major elements of the practice of all persons working with children and families, namely;

- Co-operation
- Listening to children
- Information sharing
- Safeguarding and promoting the welfare of children.

The 2004 Act puts a particular emphasis on improving and developing services to children through the enhancement of skills, knowledge and competence within the children's workforce and stresses the central importance of the development of " *a highly skilled and competent children's workforce*".

b) Common Core of Skills and Knowledge for the Children's Workforce 2005

<http://webarchive.nationalarchives.gov.uk/20120119192332/http://cwdcouncil.org.uk/commo>
[n-core](http://webarchive.nationalarchives.gov.uk/20120119192332/http://cwdcouncil.org.uk/commo)

This document seeks to ensure the creation of a '*shared language and an understanding of issues*' between workers within the children's workforce and describes the 6 key areas of expertise required by them;

- Effective communication and engagement with children and their families
- Child development
- Safeguarding and promoting the welfare of the child
- Supporting transitions
- Multi agency working
- Information sharing

The Common Core underpins all safeguarding training.

c) The Munro review of Child Protection 2010

[The Munro Review of Child Protection - Gov.uk](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/282247/munro-review-2010.pdf)

¹ Children Act 2004

Professor Munro's report highlighted the important role that LSCB's play in ensuring the provision of multi-agency safeguarding training. The report cautioned against specialist safeguarding training posts being absorbed into wider learning and development posts in local authorities to avoid the consequent loss of expertise, independence and specific skills required to train an inter-agency audience. She concluded that it was important that LSCB's continue to make multi-agency training available and recommended that LSCB's role in training was further strengthened to facilitate 'deeper learning and understanding and improved training'

d) Working Together to Safeguard Children 2015

This guidance recommends that in order for Local Safeguarding Children Boards to meet their statutory functions they *should* "monitor and evaluate the effectiveness of training, including multi-agency training to safeguard and promote the welfare of children".

Chapter 4 sets out the requirement for Local Safeguarding Children Boards to develop and maintain *local learning and improvement frameworks*, which enable agencies to learn from good practice and lessons learned when things go wrong, to learn from experience (including from the findings and lessons of serious case reviews; child death reviews; serious incident case reviews and audits of practice) and to improve services as a result.

CSCB Learning and Improvement Framework² identifies a wide range of learning experiences in which all partners can engage and demonstrates how this will drive improvement to safeguard and promote the welfare of children.

e) Competence Still Matters 2014

Competence Still Matters was developed by the LSCB training sub group. It assist employers, voluntary organisations and LSCBs to meet the minimum requirements for the provision of safeguarding children training by providing a 'good practice framework' to support LSCB's training sub groups with the planning, commissioning and delivery of a comprehensive safeguarding training programme whilst also promoting consistency across the London Boroughs.

5 LOCAL CONTEXT

Camden has restricted its services to develop early help and integrated working with a shared focus on prevention and better outcomes for children.

With the Early Help agenda in mind, training sessions continue to be developed to the programme to extend the availability of training to wider audience, including faith and community and parent groups and the private sector.

Camden's Children's Workforce strategy sets out Camden's vision to have; "the right staff, in the right place, with the right knowledge and skills in order to improve outcomes for children by strengthening integrated working.

² January 2016

The strategy sets out a series of actions that will be carried out locally, to support the creation of a high quality, appropriately trained workforce.

CSCB interagency training is an integral strand of the workforce strategy and seeks to create a shared culture and understanding of safeguarding and child protection across the workforce.

6 TRAINING ROLE OF CSCB

The CSCB has a statutory responsibility for ensuring the provision of a comprehensive and high quality programme of learning and development opportunities for all staff who work in services that contribute to the safety and welfare of children. This responsibility covers both single agency training provided by agencies for their own staff, and multi-agency training for staff from different agencies to train together. It also includes training and learning as a result of the child death review process, case learning reviews and SCRs. The CSCB holds the role of directly managing the delivery of multi-agency safeguarding training and employs a consultant training co-ordinator who manages the commissioning, delivery and administration of all interagency training.

It is the responsibility of CSCB to:

- Develop policies for safeguarding training
- Monitor and endorse standards of training and development
- Nominate a board member with lead responsibility for training
- Ensure that member organisations designate professionals with responsibility for training to sit on the learning and development sub group
- Ensure that the learning and development sub group is adequately resourced in order to take forward training development work and has the necessary admin support
- Ensure adequate funding and resourcing of safeguarding training
- Ensure the provision of a safeguarding trainer/coordinator and adequate commissioning of external trainers
- Manage the identification of training needs and use this information to inform the planning and commissioning of training
- Ensure that the range and type of training is appropriate and adequate and that staff within member agencies are receiving relevant training
- Ensure that the standard, quality and content of training delivered is evaluated and that the impact of training is assessed
- Ensure the effective publicising of training events
- Monitor and support the provision of single agency safeguarding training to ensure that it is delivered to a high standard and that there are processes in place for effective evaluation
- Where necessary, challenge and hold agencies accountable for their training programmes

7 ROLE OF CSCB LEARNING AND DEVELOPMENT SUB GROUP

The CSCB learning and development sub group carries out training duties on behalf of the Board and holds delegated responsibility for ensuring that staff within Camden are properly trained to safeguard and promote the welfare of children. It is also accountable for

developing and maintaining structures and processes that enable an organised and co-ordinated approach to training by:

- Producing a training strategy every two years
- Undertaking a yearly Training Needs Analysis
- Devise training priorities
- Producing a yearly training programme
- Auditing and evaluating the content, quality and effectiveness of training including single agency safeguarding training
- Ensuring that Core training values are upheld
- Collating data on training undertaken
- Effectively publicising training events
- Monitoring the multi- agency training budget
- Establishing appropriate communication/collaboration with other CSCB sub groups
- Ensuring member agencies/organisations prioritise training and enable their staff to make full use of training opportunities offered.

a) Membership

The Learning and Development sub group is made up of representatives³ from the key organisations represented on the CSCB, including statutory, non-statutory and the PVI sector. All members have responsibility for training within their organisations and have the authority to make decisions and allocate resources in relation to training.

b) Lead member for training

The CSCB lead member for training is responsible for chairing and supporting the work of the group. The lead member reports directly to the Chair and the Board on the planning and progress of training.

c) Frequency of meetings

The sub group meets quarterly.

d) Accountability

The sub group is accountable to the CSCB and carries out training responsibilities on its behalf.

e) Partnership

A number of learning and development sub group members sit on the Children's Workforce Strategy group and feedback progress on inter agency safeguarding training development. In this way the learning and development sub group are able to contribute to the planning and progress of the children's workforce development agenda.

8 TRAINING ROLE OF CSCB MEMBER AGENCIES

CSCB member agencies have a responsibility to ensure that their staff are competent⁴ and confident in safeguarding and promoting children's welfare.

They therefore have a responsibility to support multi- agency training by;

³ Appendix 1

⁴ Health Staff safeguarding competencies RCP&CH Safeguarding children & Young People Intercollegiate Document 2014

- Ensuring their staff receive a mandatory induction within 6 months of employment which includes familiarisation with their child protection responsibilities and the policies and procedures to be followed if they have concerns about a child's safety or welfare
- Ensuring their staff have single agency safeguarding training⁵ prior to attending inter agency training.
- That staff have access to refresher training on a 2 yearly basis
- Ensuring that specialist staff receive the necessary specialist training including those undertaking key management and supervisory roles
- Releasing staff to attend multi-agency training
- Providing staff with a responsibility/expertise in training to sit on the training sub group
- Providing staff with relevant experience to act as practitioner trainers within the safeguarding training programme
- Ensuring that their staff are given the opportunity to consolidate learning from multi-agency training
- Providing reports to the sub group of single agency safeguarding training offered, uptake by staff and evaluation of quality

9 PRIORITY AREAS FOR DEVELOPMENT

Priority areas for development in safeguarding training are identified by the learning and development sub group and are determined as a result of: new legislation and guidance; priorities set out in the CSCB business plan; the outcomes of recent Serious Case Reviews, Learning Case Reviews multi agency case audits; inspection findings; government reviews; the results of training needs analysis that have been identified.

The following areas have been identified as priority areas for development by the training sub group over 2017/18;

- Tailor training events in light of the learning from Camden's Serious Case Reviews.
- Ensure that relevant training courses are advertised to a wider group of adult social care staff to improve take up and to encourage joint working and sharing of good practice
- Review the training program and scope the list of local trainers in order to improve value for money.
- Shared Strategic Priorities with the Adult Partnership Board which include;
 - Resilient Families and Complex Families
 - Radicalisation and extremism, Trafficking/ modern slavery and sexual exploitation
 - Online Exploitation and Abuse
 - Multi-Agency Safeguarding Hubs (MASHs),
 - Female Genital Mutilation
 - Domestic violence and abuse, Mental health, substance misuse and the risk of abuse and neglect

⁵ which fulfils their roles and responsibilities in relation to safeguarding and promoting welfare including in child development and how to recognise and act on signs of child abuse and neglect

10 CORE TRAINING VALUES

CSCB is clear that high standards of practice are promoted through high quality training. The principles and standards for training adopted by CSCB are integrated into the planning and delivery of all training and development activities⁶.

Thus, all training in safeguarding and promoting the welfare of children that is delivered on behalf of CSCB:

- ✓ Is **CHILD CENTERED**- Training promotes the importance of understanding the child's daily life experiences, ascertaining their wishes and feelings, listening to them and not losing sight of their needs
- ✓ Promotes **PARTICIPATION**- Training ensures that Camden's children and families are fully involved in the safeguarding process; that partnership with parents and carers is encouraged and that families strengths in response to the needs of their child are recognised
- ✓ Values **COLLABORATIVE** working- Training places high value on people and organisations within Camden working closely together, valuing different roles, knowledge and skills and promotes the need for close interagency working
- ✓ Promotes **EQUALITY**- Training respects diversity, incorporates anti-oppressive practice and reflects the diversity of the communities within Camden that are served
- ✓ Is **INCLUSIVE**- Training is inclusive of the wide range of individuals and organisations that have a responsibility for safeguarding and/or promoting the well being of Camden's children

⁶ Appendix 2

11 EQUALITY ISSUES

CSCB is committed to ensuring that equality issues are addressed in all aspects of the planning and delivery of training.

Trainers are required to promote equality within the content of training sessions by ensuring that all courses reflect an understanding of how issues of equality (i.e. race, religion, disability, class, sexuality, age and gender) can impact on practice and by promoting anti oppressive practice. Equality issues are also addressed in the conduct of training where it is expected that trainers will create a climate within sessions that respects and values diversity, promotes equality and challenges stereotypes. There is an expectation that all courses, training venues, course materials and visual aids are accessible to all delegates.

12 PLANNING, COMMISSIONING AND DELIVERY OF TRAINING

a) Safeguarding training officers

An independent safeguarding training consultant is contracted to work for the CSCB two days a week. The consultant is responsible for managing and co-ordinating the inter agency training programme and commissioning the external and practitioner trainers. The consultant also delivers a number of the courses and is involved in the planning and delivery of workshops and conferences.

b) Practitioner Trainers

In addition to the Independent training consultant, local practitioner trainers are also used to deliver or co-train on some courses. These trainers are able to bring their local knowledge and experience which contributes to a training program. Training for trainer courses have been provided to enlarge the pool of practitioners and a system of nomination has been developed to ensure the competence of trainers and the quality of training delivered.

c) Commissioned Training

Specialist external trainers are commissioned to provide training. Camden has a pool of excellent external trainers

d) Trainer standards

Camden has an expectation that all trainers:

- Demonstrate specialist knowledge in child protection and their subject area
- Have a proven track record of competent training
- Have completed a training for trainers course or professional equivalent
- Are up to date with current research evidence, lessons from serious case and child death reviews and local and national policy and practice developments

e) Identification of Training needs

The identification and analysis of safeguarding training needs is a complex process and takes account of:

- Legislation and national and local policy and guidance
- The common core of skills and knowledge
- Research findings
- Changes to practice and procedure

- Recommendations of serious case reviews
- Findings and recommendations of inspections and audits.
- Local issues
- Training Needs Analysis

The analysis and identification of training need is an ongoing process given the frequent changes in local issues and practice development and the need to respond quickly to the findings of inspections and audits.

All member agencies are involved in the identification of training need and this is then fed back to the learning and development sub group via the CSCB and other sub groups.

Alongside an analysis of the *type* of training required, the numbers and levels of staff requiring training are also identified and priorities are then set for the range of training to be planned and commissioned

e) Funding/Resourcing of Training

Member agencies of the CSCB contribute towards training and development financially and in kind in the following ways;

- Agency representation on the training sub group
- Providing practitioner trainers
- Contributing towards CSCB budget

All training and training materials are provided free of charge to agencies. In return, agencies are asked to provide venues free of charge. Where this is not possible venues are booked using the training budget. External trainers are also paid for from the training budget.

f) Publicity/Communication of training

Every effort is made to ensure that staff within Camden, including the private, voluntary and independent sector, are able to access safeguarding training courses, and members of the learning and development sub group are responsible for ensuring that staff within their agencies have full access to information about courses which are coming up.

Information about current courses is available on the Camden's safeguarding board website www.cscb-new.co.uk and an extensive email database is used to circulate course details to agencies and organisations for cascading down to staff.

13 QUALITY ASSURANCE AND EVALUATION OF TRAINING

The CSCB is responsible for ensuring that both single and multi-agency training is delivered to a high standard and that a process exists for evaluating the effectiveness of training.

CSCB is committed to ensuring that monitoring arrangements are in place to ensure that:

- Training is available for the target groups set out in this strategy
- Opportunities for refresher training are available and utilised

The CSCB is also committed to ensuring that an evaluation strategy is in operation to establish the extent to which training is improving the knowledge and skills of the workforce and having an impact on children and families in the borough.

a) Evaluation of training courses

The Pan London 3 stage evaluation methodology www.londonscb.gov.uk/training_subgroup is used to monitoring and evaluation of the effectiveness of multi-agency training. This framework was developed to measure the effectiveness of training and to demonstrate how it has made a difference to the lives of children and their families⁷.

The Framework is set in three levels

- Pre-evaluation form is given to participants before attending the training and is treated as a baseline for each participant's level of knowledge.
- End of course evaluation form demonstrates what the participant has learned over the duration of the course. This will be compared to the baseline evaluation and will evidence whether the course was pitched appropriately for the audience, has met its objectives and measures what the participant has learned from the training session.
- Post course evaluation sent out 6 weeks after the course to both the participants and their line manager, to ascertain whether the learning from the course has been used in practice to change confidence or attitude of the learner.

This evaluation tool measures the impact of the training on practice and to evidence if the learning has improved outcomes for children.

Results of training evaluations (which look at the relevance and accuracy of course content and the quality of training delivery) are collated by the safeguarding trainers and submitted to the learning and development sub group on a quarterly basis.

Any training events receiving poor evaluations will be audited and changes and improvements agreed, to address the standards which have not been met.

The attendance by different agency groups is monitored to ensure that target audiences are being reached.

b) Monitoring of single and inter agency training

The quality of multi- agency and single agency safeguarding training will be reviewed by the learning and development sub group.

Audits will be undertaken by analysis of a set of training standards such as review of delegate's evaluation forms; appraisal of training materials and monitoring the attendance. The standards listed below will be used to audit training;

- Knowledge and understanding of subject matter
- Extent to which research, legislation, policy and practice have been incorporated
- Coverage of safeguarding standards

⁷ Ofsted indicator

- Meeting of learning objectives
- Scope of training content
- Coverage of learning outcomes
- Presentation and facilitation skills
- Quality of training materials
- Meeting of core training values
- Delegates evaluation

Any training events deemed not to have met the standards adequately will be reviewed at the learning and development sub group and actions agreed to address the standards that have not been met.

14 TARGET AUDIENCE- TRAINING GROUPS

The children’s safeguarding agenda impacts on a wider group of workers and in a broad range of settings and agencies. *Competency Still Matters 2014* groups audiences together based on their degree of contact with children and/or parents/carers and their levels of responsibility. There are eight groups:

The table below gives an indication of the range of workers at whom safeguarding training is being targeted and in which group (1-8) the workers belong

1	Staff in infrequent contact with children, young people and/or parents and carers, who may become aware of possible abuse or neglect	e.g. Housing estate management staff Community groups Sports and leisure staff Librarians GP receptionists Community advice centre staff, Environmental health officers Street wardens Camden transport staff
2	Those in regular contact or in intensive but irregular contact with children, young people and/or parents and carers who may be in a position to identify concerns about maltreatment	e.g. Youth workers Play service staff Housing support staff Hospital staff YOT staff Uniformed Police officers Faith groups Community youth groups Play scheme volunteers Child Minders

3	Members of the workforce who work predominantly with children young people and/or parents and carers and who could potentially contribute to assessing, planning, intervening and reviewing the needs of children and parenting capacity where there are safeguarding concerns	e.g. Teachers, Learning support assistants, EWO's, Probation staff Paediatricians, GP's, Youth workers, Early years staff Adult learning disability staff Mental health staff Substance misuse staff Residential staff, Midwives School nurses, Health visitors Foster carers
4	Members of the workforce who have specialist responsibilities in relation to undertaking section 47 enquiries	e.g. Health named professionals Education designated teachers Children's Social workers CAIT police officers
5	Professional advisors, named and designated lead professionals	e.g., CP designated leads Named professionals
6	Operational managers of services for children and/or parents and carers, at all levels	Frontline managers Practice supervisors
7	Senior managers responsible for the strategic management of services for children and/or parents/carers	e.g. NHS board members Assistant directors
8	Members of the LSCB	e.g. Board members Independent chairs Directors of children's services Elected members Lay members Members of sub groups CSCB business support team Interagency trainers

15 TRAINING REQUIREMENTS

Competence Still Matters 2014 sets out the minimum training *content* and outcome requirements against each of the 8 staff groups identified in *Working Together*. The training content and outcome requirements are a benchmark of what needs to be covered in both single and multiagency training to ensure that the workforce have the skills and knowledge to effectively safeguard children. The training content and outcome requirement tables can be used by employers to ensure that their staff receive appropriate training and by the CSCB to inform the development and evaluation of the multiagency safeguarding training programme.

Training requirements are divided up by group and include:

GROUP 1

1. Definitions of abuse
2. Child Development
3. Signs and symptoms of abuse and neglect
4. The organisations basic safeguarding children procedures
5. Who within the organisation to contact when concerned about a child's safety or welfare
6. Who within the organisation to contact regarding concern about a colleagues behaviour or potential risk towards a child
7. The expected standards of behaviour by staff towards children

GROUP 2

The requirements below and those contained within Group 1

8. Documentation and sharing of information regarding concerns
9. Using the Framework for the assessment of children in need and own safeguarding roles and responsibilities

GROUP 3

The requirements below and those contained within Groups 1 and 2

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

GROUP 4

The requirements below and those contained within Groups 1-3

14. Section 47 enquiries, roles, responsibilities and collaborative practice
15. Working with complexity
16. Conducting section 47 enquiries
17. Taking emergency action

18. Communicating with children in line with interviewing vulnerable witness guidance

GROUP 5

The requirements below and those contained within Groups 1-3

19. Promoting effective, professional practice
20. Advising others

GROUP 6

The requirements below and those contained within Groups 1-3

21. Supervising child protection cases
22. Managing performance to promote effective interagency practice
23. Specialist training to undertake key management and/or supervisory roles in for example intake/duty team

GROUP 7

The requirements below and those contained within Groups 1-3

24. Section 11 expectations, roles and responsibilities

GROUP 8

The requirements below and those contained within Groups 1-3

25. Expectations on members in order to promote effective co-operation that improves effectiveness
26. Current policy, research and practice developments
27. Lessons from serious case reviews. Specialist training to undertake specific roles for example independent chair, business manager

The expectation is that staff who attend their own agencies safeguarding training *and* relevant interagency training courses will have met all of the training requirements appropriate to their group.

Staff in groups 1 and 2 have their training requirements covered in a single training course provided by the CSCB- *Safeguarding children a shared responsibility- Level 1 or 2.*

Staff in groups 3- 8 need to undertake training that covers the learning requirements of groups 1-3. This will be achieved via a combination of single agency training and CSCB training.

The training table below sets out how staff can meet the necessary training requirements for their group by listing the courses available to them.

Appendix 1

CSCB Learning & Development Membership

<u>Name</u>	<u>Title</u>	<u>Organisation</u>
Jackie Dyer	Chair and Designated Nurse	Camden CCG
Dinishia Mitford	CSCB Business Manager Development Officer	London Borough of Camden
Jenni Spencer	Head of Service, FSSW Policy, Training and Staff Development	London Borough of Camden
Jennifer Pearce	Safeguarding Children Board Training Co-ordinator	Positive Learning
Michael Smith	Training Co-ordinator	Positive Learning
Jane Thorogood	Named Nurse, Provider Service	CNWL, NHS
Ida Birungi	Family Alcohol Service	NSPCC
Cornelia Bickersteth	Partnership Officer, Housing	London Borough of Camden
Sonia Appleby	Named Professional	Tavistock & Portman
Jan Baker	Named Nurse	GOSH
Alwyn Davies	Named Safeguarding Professional	C&I NHS Foundation Trust
Djalale Gidada	Commissioning Support Officer, TDS	London Borough of Camden
Elena Hahn	Safeguarding Trainer	Royal Free Hospital
Kay Williams	Training and Quality Manager, Integrated Early Years' Service	London Borough of Camden

Appendix 2

GROUP 1-8 TRAINING REQUIRMENTS

Group 1

Staff in **infrequent contact** with children, young people and/or parents and carers, who may become aware of possible abuse or neglect (*Working Together 2010*)

- **Housing staff- estate management, caretakers**
- **Adult Community groups**
- **Sports and leisure staff**
- **Librarians**
- **GP receptionists**

- **Community advice centre staff**
- **Environmental health officers**
- **Street wardens**
- **Camden transport staff**

Training Requirements

- Definitions of abuse
- Child development
- The possible signs and symptoms of abuse and neglect
- The organisation’s basic safeguarding children procedures
- Who within the organisation should be contacted regarding any concern about a child’s safety or welfare (including who to contact if that person is unavailable).
- Who within the organisation should be contacted regarding any concern about a colleague’s behaviour towards a child or potential risk that they may present
- The expected standards of behaviour by staff towards children

Training Course

- **Safeguarding children a shared responsibility-Level 1**

Group 2

Those in **regular contact** or in **intensive but irregular contact** with children, young people and/or parents and carers who may be in a position to identify concerns about maltreatment

- | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Housing support staff • Faith groups • Youth workers • Hospital staff | <ul style="list-style-type: none"> Uniformed Police officers Play scheme volunteers Disability specialists Community youth groups | <ul style="list-style-type: none"> Play service staff Child Minders Hostel managers YOT staff |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Training Requirements	Training Course
Group 1 training requirements	
<ul style="list-style-type: none"> • Definitions of abuse • Child development • The possible signs and symptoms of abuse and neglect • The organisation’s basic safeguarding children procedures • Who within the organisation should be contacted regarding any concern about a child’s safety or welfare (including who to contact if that person is unavailable). • Who within the organisation should be contacted regarding any concern about a colleague’s behaviour towards a child or potential risk that they may present • The expected standards of behaviour by staff towards children 	<ul style="list-style-type: none"> • Own agency’s safeguarding/CP training course • Safeguarding children a shared responsibility-Level 2

Group 2 training requirements	
<ul style="list-style-type: none"> • Documentation and sharing of information regarding concerns • Using the Framework for the Assessment of Children in Need and their Families: Own safeguarding roles and responsibilities. 	<ul style="list-style-type: none"> • Safeguarding Camden’s children- the multi agency task- CSCB course • Safeguarding in the voluntary sector- CSCB course • Role of the police in child protection- CSCB course • Key developmental milestones in Early years- CSCB course
	<ul style="list-style-type: none"> • Key developmental milestones in Primary years- CSCB course • Key developmental milestones in Adolescence- CSCB course • Understanding Emotional abuse- CSCB course • Understanding Neglect- CSCB course • Understanding Physical abuse - CSCB course • Understanding Sexual abuse- CSCB course • Understanding the autistic spectrum- CSCB course • Effective recording and report writing- CSCB course • Engaging and working with fathers- CSCB course • Child protection and the internet- CSCB course • Children and young people involved in gang activity- CSCB course • Communicating effectively with disabled children-CSCB course • Safeguarding children with mental health problems- CSCB course • Risk to children and young people of sexual exploitation- CSCB course • Drug and Alcohol Abuse and its Impact on Children and Young People • Domestic abuse and its impact on CYP- CSCB course

Group 3

Teachers
 Mental health staff
 EWO's
 Paediatricians
 GP's
 Youth workers
 Early years staff
 School nurses

Adult learning disability staff
 Learning support assistants
 Substance misuse service staff
 Probation staff
 Residential staff
 Midwives
 Health visitors
 Foster carers

Training Requirements

Training Course

Group 1 training requirements

- Definitions of abuse
- Child development
- The possible signs and symptoms of abuse and neglect
- The organisation's basic safeguarding children procedures
- Who within the organisation should be contacted regarding any concern about a child's safety or welfare (including who to contact if that person is unavailable).
- Who within the organisation should be contacted regarding any concern about a colleague's behaviour towards a child or potential risk that they may present
- The expected standards of behaviour by staff towards children

- Own agency's safeguarding/CP training course
- Key developmental milestones in Early years- CSCB course
- Key developmental milestones in Primary years- CSCB course
- Key developmental milestones in Adolescence- CSCB course
- Understanding Emotional abuse- CSCB course
- Understanding Neglect- CSCB course
- Understanding Physical abuse - CSCB course
- Understanding Sexual abuse- CSCB course
- Understanding the autistic spectrum- CSCB course

Group 2 training requirements	
<ul style="list-style-type: none">• Documentation and sharing of information regarding concerns• Using the Framework for the Assessment of Children in Need and their Families: Own safeguarding roles and responsibilities	<ul style="list-style-type: none">• Effective recording and report writing- CSCB course• Safeguarding Camden's children- the multi agency task- CSCB course• Contributing to child protection case conferences- CSCB course• Safeguarding in the Voluntary sector- CSCB course• Role of the police in child protection- CSCB course• Child protection and the internet- CSCB course• Children and young people involved in gang activity- CSCB course• Communicating effectively with disabled children-CSCB course• Safeguarding children with mental health problems- CSCB course• Safeguarding sexually active YP- CSCB course• Role of the paediatrician in child sexual abuse- CSCB course

Group 3 training requirements	
<ul style="list-style-type: none"> • Working together to identify, assess and meet the needs of children 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. 	<ul style="list-style-type: none"> • Safeguarding children a shared responsibility- CSCB course • Drug and Alcohol Abuse and its Impact on Children and Young People • Assessing the impact of domestic violence- CSCB course • Parental mental disorder and the impact on children – CSCB course • Engaging and working with fathers- CSCB course • Child protection and the internet • Domestic abuse and its impact on CYP- CSCB course • Effective supervision skills in social care- CSCB course

Group 4

Members of the workforce who have **specialist responsibilities in relation to** undertaking **section 47 enquiries**

- **Health staff involved in sec 47 enquiries**
- **Education staff involved in sec 47 enquiries**
- **Children’s Social workers**
- **CAIT police officers**

Training Requirements	Training Course
<p>Group 1 training requirements</p> <ul style="list-style-type: none"> • Definitions of abuse • Child development • The possible signs and symptoms of abuse and neglect • The organisation’s basic safeguarding children procedures • Who within the organisation should be contacted regarding any concern about a child’s safety or welfare (including who to contact if that person is unavailable). • Who within the organisation should be contacted regarding any concern about a colleague’s behaviour towards a child or potential risk that they may present • The expected standards of behaviour by staff towards children 	<ul style="list-style-type: none"> • Own agency’s safeguarding/CP training course • Safer Recruitment for Head Teachers and Governors- CSCB course • Key developmental milestones in Early years- CSCB course • Key developmental milestones in Primary years- CSCB course • Key developmental milestones in Adolescence- CSCB course • Child development- FSSW course • Children and young people involved in gang activity- CSCB course • Communicating effectively with disabled children-CSCB course • Safeguarding children with mental health problems- CSCB course • Risk to children and young people of sexual exploitation- CSCB course

Group 2 training requirements	
<ul style="list-style-type: none"> • Documentation and sharing of information regarding concerns • Using the Framework for the Assessment of Children in Need and their Families: Own safeguarding roles and responsibilities. 	<ul style="list-style-type: none"> • Effective recording and report writing- CSCB course • Analysis made easy- FSSW course • Contributing to child protection case conferences- CSCB course
Group 3 training requirements	
<ul style="list-style-type: none"> • Working together to identify, assess and meet the needs of children 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 	<ul style="list-style-type: none"> • Safeguarding children a shared responsibility- CSCB course • Social History taking –FSSW course • Neglect and Emotional abuse- FSSW course • Parental mental disorder and the impact on children - CSCB course • Parental alcohol misuse- FSSW course • Parental drug use and its impact on children- FSSW course • Parental mental illness- FSSW course • Drug and Alcohol Abuse and its Impact on Children and Young People • Assessing the impact of domestic violence- CSCB course • Working with resistant and challenging parents- FSSW course • Engaging and working with fathers- CSCB course • Role of the paediatrician in child sexual abuse- CSCB course • Safeguarding sexually active YP- CSCB course • Effective supervision skills in social care- CSCB course

Group 4 training requirements	
<ul style="list-style-type: none"> • 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 • Working with complexity • Conducting Section 47 enquiries • Taking emergency action. • Communicating with children in line with interviewing vulnerable witness guidance 	<ul style="list-style-type: none"> • Child protection- Thresholds, analysis and decision making – FSSW course • Investigative assessments- FSSW course • Chairing Core group meetings– FSSW course • Working with sexually abused children- FSSW course • Safeguarding sexually active YP- CSCB course • Undertaking complex assessments- FSSW course • Professional dangerousness- FSSW course • Scepticism in sec 47 enquiries- FSSW course • Role of the police in child protection- CSCB course • Safeguarding BME families- FSSW course • JCAIS training –FSSW training

Group 5	
Professional advisors, named and designated lead professionals	
<ul style="list-style-type: none"> • CP designated leads • Named professionals 	
Training Requirements	Training Course
Group 1 training requirements	
<ul style="list-style-type: none"> • Definitions of abuse • Child development • The possible signs and symptoms of abuse and neglect • The organisation’s basic safeguarding children procedures • Who within the organisation should be contacted regarding any concern about a child’s safety or welfare (including who 	<ul style="list-style-type: none"> • Own agency’s safeguarding/CP training course • Safer Recruitment for Head Teachers and Governors- CSCB course

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<p>to contact if that person is unavailable).</p> <ul style="list-style-type: none"> • Who within the organisation should be contacted regarding any concern about a colleague's behaviour towards a child or potential risk that they may present • The expected standards of behaviour by staff towards children 	
Group 2 training requirements	
<ul style="list-style-type: none"> • Documentation and sharing of information regarding concerns • Using the Framework for the Assessment of Children in Need and their Families: Own safeguarding roles and responsibilities. 	<ul style="list-style-type: none"> • Safeguarding children a shared responsibility- CSCB course • Contributing to child protection case conferences- CSCB course
Group 3 training requirements	
<ul style="list-style-type: none"> • Working together to identify, assess and meet the needs of children 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 	<ul style="list-style-type: none"> • Role of the designated teacher- CSCB course • Role of the School Governor in child protection- CSCB course • Role of the designated/named person- CSCB course
Group 5 training requirements	
<ul style="list-style-type: none"> • Promoting effective, professional practice • Advising others • Supervising child protection cases 	<ul style="list-style-type: none"> • Role of the manager in safeguarding and child protection - CSCB course • Managing allegations against staff -CSCB course • Effective supervision skills in social care- CSCB course

Group 6

Operational managers of services for children and/or parents and carers, at all levels

- **Practice supervisors**
- **Frontline managers**
- **Manager's of child protection units**

Training Requirements	Training Course
Group 1 training requirements	
<ul style="list-style-type: none"> • Definitions of abuse • Child development • The possible signs and symptoms of abuse and neglect • The organisation's basic safeguarding children procedures • Who within the organisation should be contacted regarding any concern about a child's safety or welfare (including who to contact if that person is unavailable). • Who within the organisation should be contacted regarding any concern about a colleague's behaviour towards a child or potential risk that they may present • The expected standards of behaviour by staff towards children 	<ul style="list-style-type: none"> • Own agency's safeguarding/CP training course
Group 2 training requirements	
<ul style="list-style-type: none"> • Documentation and sharing of information regarding concerns • Using the Framework for the Assessment of Children in Need and their Families: Own safeguarding roles and responsibilities. 	<ul style="list-style-type: none"> • Contributing to child protection case conferences- CSCB course
Group 3 training requirements	
<ul style="list-style-type: none"> • Working together to identify, assess and meet the needs of children where there are safeguarding concerns 	<ul style="list-style-type: none"> • Safeguarding children a shared responsibility- CSCB course

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<ul style="list-style-type: none"> • 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 	
Group 6 training requirements	
<ul style="list-style-type: none"> • Supervising child protection cases. • Managing performance to promote effective inter-agency practice 	<ul style="list-style-type: none"> • Role of the manager in safeguarding and child protection - CSCB training course
<ul style="list-style-type: none"> • Specialist training to undertake key management and/or supervisory roles in, for example, intake/duty teams. 	<ul style="list-style-type: none"> • Effective supervision skills in social care- CSCB course • Supervising and managing the child protection process- FSSW course • Supervising and managing the assessment process- FSSW • Managing allegations against staff CSCB course

<p>Group 7 Senior managers responsible for the strategic management of services for children and/or parents/carers</p> <ul style="list-style-type: none"> • NHS board members • Assistant directors 	
Training Requirements	Training Course
Group 1 training requirements	
<ul style="list-style-type: none"> • Definitions of abuse • Child development • The possible signs and symptoms of abuse and neglect • The organisation's basic safeguarding children procedures • Who within the organisation should be contacted regarding any concern about a child's safety or welfare (including who 	<ul style="list-style-type: none"> • Safeguarding and child protection for senior managers- CSCB course

<p>to contact if that person is unavailable).</p> <ul style="list-style-type: none"> • Who within the organisation should be contacted regarding any concern about a colleague's behaviour towards a child or potential risk that they may present • The expected standards of behaviour by staff towards children • Using the Framework for the Assessment of Children in Need and their Families: Own safeguarding roles and responsibilities • Documentation and sharing of information regarding concerns • Working together to identify, assess and meet the needs of children where there are safeguarding concerns 	
<p>Group 2 training requirements</p>	
<ul style="list-style-type: none"> • Documentation and sharing of information regarding concerns • Using the Framework for the Assessment of Children in Need and their Families: Own safeguarding roles and responsibilities. 	<ul style="list-style-type: none"> • Safeguarding and child protection for senior managers-CSCB course

Group 3 training requirements	
<ul style="list-style-type: none"> Working together to identify, assess and meet the needs of children 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 	<ul style="list-style-type: none"> CSCB board meeting attendance and presentations CSCB away days CSCB annual conferences External conferences
Group 7 training requirements	
<ul style="list-style-type: none"> Section 11 expectations, roles and responsibilities 	<ul style="list-style-type: none"> Safeguarding and child protection for senior staff- CSCB course

Group 8 Members of the LSCB	
<ul style="list-style-type: none"> Board members Independent chairs Directors of children's services Elected members 	<ul style="list-style-type: none"> Lay members Members of sub groups CSCB business support team Interagency trainers
Training Requirements	Training Course
Group 1 training requirements	
<ul style="list-style-type: none"> Definitions of abuse Child development The possible signs and symptoms of abuse and neglect The organisation's basic safeguarding children procedures Who within the organisation should be contacted regarding 	

<p>any concern about a child's safety or welfare (including who to contact if that person is unavailable).</p> <ul style="list-style-type: none"> • Who within the organisation should be contacted regarding any concern about a colleague's behaviour towards a child or potential risk that they may present • The expected standards of behaviour by staff towards children 	
<p>Group 2 training requirements</p>	
<ul style="list-style-type: none"> • Documentation and sharing of information regarding concerns • Using the Framework for the Assessment of Children in Need and their Families: Own safeguarding roles and responsibilities. 	
<p>Group 3 training requirements</p>	
<ul style="list-style-type: none"> • Working together to identify, assess and meet the needs of children 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 	
<p>Group 8 training requirements</p>	
<ul style="list-style-type: none"> • Definitions of abuse • Child development • Awareness of the possible signs and symptoms of abuse and neglect • Awareness of the organisation's basic safeguarding children procedures • Who within the organisation should be contacted regarding any concern about a child's safety or welfare (including who to contact if that person is unavailable) • Who within the organisation should be contacted regarding 	<ul style="list-style-type: none"> • Safeguarding and child protection for senior staff- CSCB course

<p>any concern about a colleague's behaviour towards a child or potential risk that they may present</p> <ul style="list-style-type: none"> • Awareness of the expected standards of behaviour by staff towards children • Using the Framework for the Assessment of Children in Need and their Families: Own safeguarding roles and responsibilities • Documentation and sharing of information regarding concerns • Working together to identify, assess and meet the needs of children where there are safeguarding concerns 	
<ul style="list-style-type: none"> • 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, for example independent chair; business manager. 	<ul style="list-style-type: none"> • Lead Members' Roles and Responsibilities in Safeguarding and Child Protection • Safeguarding and child protection for senior managers-CSCB course • CSCB board meeting attendance and presentations • CSCB induction • CSCB away days • CSCB annual conferences • External conferences

Summary training requirements for each group Competency Still Matters 2014

Groups are required to undergo training related to their level of responsibility and also addition to some of the training aimed at the lower level groups. For e.g. a worker from group 7 is required to also complete training outlined for groups 1, 2, and 3.

	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
Employees and volunteer workers in group 1 should undergo training for each group ticked	✓							
Employees and volunteer workers in group 2 should undergo training for each group ticked	✓	✓						
Employees and volunteer workers in group 3 should undergo training for each group ticked	✓	✓	✓					
Employees and volunteer workers in group 4 should undergo training for each group ticked	✓	✓	✓	✓				
Employees and volunteer workers in group 5 should undergo training for each group ticked	✓	✓	✓		✓			
Plus, employees and volunteer workers in group 5 if advising staff from group 4				✓				
Employees and volunteer workers in group 6 should undergo training for each group ticked	✓	✓	✓			✓		
Plus, employees and volunteer workers in group 6 if advising staff from group 4				✓				
Employees and volunteer workers in group 7 should undergo training for each group ticked	✓	✓	✓				✓	
Employees and volunteer workers in group 8 should undergo training for each group ticked	✓	✓	✓					✓