

Suffolk LSCB Safeguarding Training

These Safeguarding Groups are based on national guidance from Working Together 2015. The equivalent CYP Health Levels are shown alongside the national groups. The levels are based on the Safeguarding Children and Young People: roles and competencies for health care staff Intercollegiate document. Please see the Professional's section on the LSCB Website for information about other organisation's and professional's training levels and training provision.

Group 1 (CYP Health Levels 1 and 2)

Target Group

Those in infrequent contact with children, young people and/or parents/carers who may become aware of possible abuse or neglect.

Training Delivery

Induction or e learning session.

Training Content

- 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

Training Competences

- Understand what is meant by safeguarding and promoting the welfare of children and the different ways in which children and young people can be harmed.
- Aware of the statutory duties to safeguard and promote the welfare of children in accordance with the Children Act 1989 and 2004.
- Familiar with the summary of "*What to do if you are worried a child is being abused*", and able to locate national guidance and Suffolk Safeguarding Children Board procedures.
- Appreciate own role and responsibilities and those of others in safeguarding and promoting the welfare of children.
- Able to make judgements about when to seek advice and how to act to safeguard and promote the welfare of a child in line with *What to do if...*
- Know what to do if you feel your concerns are not taken seriously.
- Aware of what factors increases vulnerabilities of children (e.g. disabilities).

Group 2 (CYP Health Levels 1 and 2)

Target Group

Those in regular contact or have a period of intense but irregular contact, with children, young people and/or parents/carer, who may be in a position to identify concerns about maltreatment, including those that may arise from the use of Common Assessment Framework (CAF).

Training Deliver

Half day course.

Training Content

The above plus:

- 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.
- The Suffolk Model of practice for working with children and families (SOS).

Training Competences

- Be aware of normal child development.
- Understand statutory requirements governing consent, confidentiality and information sharing.
- Understand the necessity for information sharing and accurate recording within the context of safeguarding and promoting the welfare of a particular child.
- Able to record observations accurately distinguishing between facts and opinions.
- Know the boundaries of personal competence and responsibility, when to involve others and where to seek advice and support.
- Able to identify concerns about possible maltreatment arising from completion of a Common Assessment Framework (CAF).
- Know when and how to respond to immediate safety issues in relation to a particular child and other children within the household.
- Understand the impact of aggression, anger and violence from carers on practice and know how to manage this.
- Know what to do when there is an insufficient response from other organisations and agencies, while maintaining a focus on safeguarding and promoting the welfare of the child.
- Understand the safeguarding roles of parents and carers and recognise factors that can impact on parenting capacity.
- Appreciate the effect of cultural and religious beliefs on practice when working together to safeguard and promote the welfare of children.
- Understand when you are required to consult with a manager or designated person.

Group 3 (CYP Health Level 3)

Target Group

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

Training Delivery

One day partnership agencies working together course.

Training Content

The above plus:

- 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.
- Current local policy, procedure and practice regarding safeguarding issues.
- Working together to understand professional thresholds, risks and protective factors.

Training Competences

- Have self-awareness to challenge own practice.
- Have knowledge and confidence to challenge organisations' barriers to effective safeguarding practices.
- Understand boundaries of personal competence and responsibility; know when to involve others and where to get advice and support.
- Able to communicate effectively and develop working relationships with other practitioners and professionals, children and families to safeguard and promote the welfare of children.
- Understand the role of other practitioners and agencies in supporting and advising families and safeguarding and promoting the welfare of children and the impact of own interviewing style, decisions and actions on others.
- Understand the evidence based behind the increased vulnerability of certain groups of children (e.g. disabled children).
- Work together with others as outlined in the Working Together 2010 guidance and LSCB procedures.
- Have a sound understanding of the principles and processes for effective collaboration and be able to forge and sustain relationships with other practitioners and families to safeguard and promote the welfare of children.
- Know who to share information with, issues of consent when and how to record information related to assessment, planning, intervention and review.
- Have the skills to work with others to address issues of aggression and/or non-compliance by service users that may impinge on practitioners' ability to safeguard and promote the welfare of children and know when and how to seek support/advice.

- Understand the role of assessment, planning and review in effective service provision and the change process.
- Able to write clear evidence based and outcome focused reports.
- Understand the impact of age and stages of development on risk and protective factors.

Group 4 (CYP Health Levels 3 and 4)

Target Group

Those who have particular responsibilities in relation to undertaking section 47 enquires, those who work with complex cases and social work staff responsible for co-ordinating assessments of children in need.

Training Delivery

One or two days in depth training focusing on key areas of practice.

Training Content

The above 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.

Training Competences

- Work together with others as outlined in the Working Together 2010 guidance and NSCB procedures, protocols and practice guidance.
- Able to work with other practitioners, children and families on complex tasks or particular areas of practice that have specific knowledge or skill requirement. For example, joint enquiries under section 47 of the Children Act 1989.
- Have the knowledge, skills and confidence to challenge the factors that contribute to the increased vulnerability of certain children (e.g. disabled children).
- Have skills to analyse complex family dynamics, challenge decisions, and apply the concepts of respectful uncertainty.
- Able to assess the relevance and status of information and to pass it on when appropriate.
- Be able to establish and maintain working relationships of trust and mutual respect whilst recognising ways in which group process can influence and distort decision-making.

- Understand and be able to make an effective contribution through report writing and verbal communication to multi-disciplinary case planning and review meetings.
- Know how to manage conflict and disagreement between professionals when working together on complex cases.
- Have the skills to work with others to address issues of aggression and /or non-compliance that may impinge on practitioners' ability to safeguard and promote the welfare of a child in complex cases.
- Have an understanding of factors at an inter-personal, intra-personal and systemic level which influence the possibility of change.
- Able to take emergency action.
- Able to advise others (where relevant to role).
- Have skills to provide safeguarding supervision.
- Able to raise issues of risk to general safeguarding practices.

Group 5 (CYP Health Level 5)

Target Group

Those leading and managing practice.

Training Delivery

One or two days in depth training focusing on key areas of practice.

Training Content

- Developing and maintaining a culture of safety.
- Management Oversight and reviews of policy and practice (policies, practice and procedures, recording and auditing).
- Roles and Responsibilities.
- Safe recruitment and supporting staff (including training and awareness).
- Behaviour and Safety of pupils including online.
- Managing risks (Health and Safety, locality and risk assessments, managing allegations and whistle blowing).