Safeguarding children is everyone’s business

April 2016 – March 2019
FOREWORD

I am delighted to have this opportunity to introduce the Workforce Development and Training Strategy of the Staffordshire Safeguarding Children Board.

This strategy builds on the significant and effective work done to develop the children and young people’s workforce in Staffordshire taking account of feedback from service users, individuals who have received training and trainers to set out our framework and direction of travel over the next 12 months.

The Safeguarding Board is seeking to ensure that all staff and volunteers working with children have the core skills and knowledge as a foundation of best practice in collaborative working to safeguard and protect our young people from harm.

The experience from the cross agency training to date tells us that the opportunity to learn together is greatly valued. Participants report increased confidence in working with colleagues from other agencies and greater mutual respect, with the added benefits of improvements to morale and confidence. There is good evidence locally that effective safeguarding is underpinned by strong multi-agency working, and professionals understanding and acting upon their respective roles and responsibilities in relation to safeguarding children.

I want to formally acknowledge that the delivery of the majority of the training programmes would not be possible without the continued support of staff from our Board partner agencies and co-ordinated through the Safeguarding Board Training Manager, Sally Kearney and her team. A variety of research consistently shows that inter-agency training is highly effective in helping professionals understand their respective roles and responsibilities, the procedures of each agency involved in safeguarding children as well as inter-agency assessment and decision-making practices.

However measuring the impact of multi-agency training to identify what difference it is making locally is a challenge and our evaluation and impact measures continually and properly pose questions as to how well are we doing with our training and how is it making a difference.

This strategy will be refreshed annually so if you feel that it does not cover matters that you feel are important please contact the Safeguarding Board so that your view can be taken into account when the plan is reviewed.

I will be publishing an Annual Report next year that will provide the details of how this strategy has been implemented and what has been achieved. I look forward to reporting on the good work that has been done to protect our children and young people from harm.

John Wood QPM
Independent Chair, Staffordshire Safeguarding Children Board
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1. **Introduction**

It is a statutory requirement that individual agencies/organisations are responsible for ensuring that their staff are competent and confident to carry out their responsibilities for safeguarding and promoting children’s welfare. Staffordshire Safeguarding Children Board (SSCB) has developed this strategy in order to provide a framework for the ongoing development of a complete training programme to support front-line service delivery designed to safeguard children.

2. **The Purpose of the Training Strategy**

This training strategy aims to support and assist key agency representatives to develop and manage a comprehensive training programme that meets required standards and locally identified needs. The Training Strategy takes into account national, regional and local factors, including acting on the recommendations of serious case reviews, child death reviews, the findings of case-file audits and responding to the needs of local organisations and services. It also supports delivery of the SSCB business priority areas identified by the partnership for 2015 – 2018.

This strategy supports one of the primary duties created by the Children Act (2004), namely to ensure that local authorities and key agencies work together to improve outcomes for children and young people. In the context of learning skills and developing knowledge to better safeguard children and promote their well-being, this can be best viewed as multi-agency training and development activities or learning. SSCB will also take strategic responsibility for ensuring that multi-agency training helps to develop and foster the following in order to achieve better outcomes for children and young people:

- A shared understanding of the tasks, procedures, principles, roles and responsibilities outlined in national guidance and local arrangements for safeguarding and promoting their welfare
- More effective and integrated services at both strategic and individual case levels
- Improved communication and information-sharing between professionals, including a common understanding of key terms, definitions and thresholds for action
- Effective working relationships, including the ability to work in multi-disciplinary groups or teams
- Sound child-focused assessments and decision-making Learning from Serious Case Reviews (SCRs) and child deaths

This strategy is intended to add value rather than replace workforce strategies in a wider range of partner organisations. This is a live document, it will respond to changes in national policy and expectations, and be refined and refocused as a result of on-going processes of monitoring and evaluation.
3. The National Context for Safeguarding Training

Statutory guidance and legislation namely the Children Acts 1989 and 2004 informs multi-agency training at a local level. We also have a duty to respond to national and local research and priorities.

**Lord Laming (2009)**

Following the death of Peter Connelly in Haringey in 2008, Lord Laming wrote the report “The protection of Children in England: A Progress Report 2009”. In this report he made 58 specific recommendations designed to ensure best practice is universally applied to strengthen national and local leadership and accountability and to provide more support to local leaders and for the frontline workforce. Many of these recommendations refer to the provision of training and effective information-sharing but two in particular specifically relate to multi-agency training provision to safeguard children and young people.

**Recommendation 29**

Children and Young People’s Strategic Partnerships should ensure that all staff who work with children receive initial training and continuing professional development which enables them to understand normal child development and recognise potential signs of abuse or neglect.

**Recommendation 30**

All Children and Young People’s Strategic Partnerships should have in place sufficient multi-agency training to create a shared language and understanding of local referral procedures, assessment, information-sharing and decision-making across early years, schools, youth services, health, police and other services who work to protect children. A named child protection lead in each setting should receive this training.

SSCB is determined to build on its existing programme of quality multi-agency training to make a lasting difference, so that more children will be protected in future.

**Working Together to Safeguard Children 2010/2013/2015**

This training strategy was developed in accordance with Chapter 3 and 4 of Working Together to Safeguard Children 2010 (DCSF 2010) to develop good practice in relation to single and multi-agency training. Following the publication of Working Together to Safeguard Children 2013 the specific Chapter relating to Training has been removed however the 2015 version reinforces LSCB’S objectives under Section 14 of the Children Act 2004, which are:
(a) to coordinate what is done by each person or body represented on the Board for the purposes of safeguarding and promoting the welfare of children in the area; and

(b) to ensure the effectiveness of what is done by each such person or body for those purposes.

and outlines LSCB’s functions under Regulation 5 of the Local Safeguarding Children Boards Regulations 2006, in relation to the above, they are:

a) developing policies and procedures for safeguarding and promoting the welfare of children in the area of the authority, including policies and procedures in relation to:

(ii) training of persons who work with children or in services affecting the safety and welfare of children;

b) monitoring and evaluating the effectiveness of what is done by the authority and their Board partners individually and collectively to safeguard and promote the welfare of children and advising them on ways to improve;

c) undertaking reviews of serious cases and advising the authority and their Board partners on lessons to be learned

Working Together 2013 version still stipulates that:

- LSCB’s should monitor and evaluate the effectiveness of training, including multi-agency training, for all professionals in the area

- Training should cover how to identify and respond early to the needs of all vulnerable children, including: unborn children; babies; older children; young carers; disabled children; and those who are in secure settings

- LSCB’s may provide training

- While LSCB’s do not have the power to direct other organisations they do have a role in making clear where improvement is needed. Each Board partner retains their own existing line of accountability for safeguarding

The Munro Review of Child Protection: Final Report A Child Centred System
(May 2011)

Professor Eileen Munro in her report detailed above explains that the principles of a good child protection system include: Good professional practice that is informed by knowledge of the latest theory and research. She states; “For all the professional groups involved in child protection, continuing professional development is important so that children and families can benefit from the use of best evidence. Therefore the system should be flexible enough to enable professionals to incorporate new learning into their practice.” (p38)
The Jay Report into Child Sexual Exploitation in Rotherham (August 2014)

An Inquiry was commissioned in October 2013 by Rotherham Metropolitan Borough Council (carried out by Professor Alexis Jay) to look at how Rotherham Council’s children’s services department dealt with cases involving child sexual exploitation (CSE) between 1997 and 2013.

Professor Jay’s report details around 1,400 children were sexually exploited over the full inquiry period and that in just over a third of these cases, the children were previously known to services because of child protection and neglect.

As a result of the Independent Inquiry recommendations were made regarding assessment/ support to children affected by CSE/ organisation of CSE services and issues of race relating to victims and perpetrators.

Staffordshire LSCB will ensure the findings of this report are incorporated into its current and future training provision.

The Prevent Duty

The Prevent Duty states that “all specified authorities subject to the Duty will need to ensure they provide appropriate training for staff involved in the implementation of this Duty”. (Prevent Duty Guidance, Home Office, 2015).

It is the responsibility of organisations to ensure that their workforce has the appropriate training to meet the requirements of the Prevent Duty

Health

Professionals working within Health MUST also refer to the ‘Safeguarding Children and Young People: roles and competences for health care staff Intercollegiate Document’ - Third Edition March 2014

http://www.rcpch.ac.uk/sites/default/files/page/Safeguarding%20Children%20-%20Roles%20and%20Competences%20for%20Healthcare%20Staff%20%202002%20-%20%20%20%20%20(3)_0.pdf

Education

Professionals within the Education sector MUST also refer to ‘Keeping Children Safe in Education’ - Statutory guidance for schools and colleges – July 2015


Early years and Childcare

Professionals working within Early years and Childcare Settings MUST also refer to ‘Early Years Foundation Stage Statutory Framework - 2014

http://www.foundationyears.org.uk/eyfs-statutory-framework/
Voluntary Sector

Additional advice and guidance for those working within the Voluntary sector is available
http://www.safenetwork.org.uk/Pages/default.aspx

National Competencies and Standards

Standards or Competencies for the children’s workforce include:

- Common Core Induction Standards (The Children, Young People and Families Workforce Development Council (CWDC) (now DfE)
- Common Core of Skills and Knowledge for the Children’s

Common Core of Skills and Knowledge for the Children’s Workforce

The CWDC sets out six areas of expertise required for everyone, including those who work as volunteers, should be able to demonstrate:

1. Effective Communication and Engagement
2. Child and Young Person Development
3. Safeguarding and Promoting the Welfare of the Child
4. Supporting Transitions
5. Multi-Agency Working
6. Sharing Information

4. The Local Context for Safeguarding Training

The Role of SSCB

SSCB will take a strategic overview of the quality and provision of single- and multi-agency training. It will ensure that training needs are identified and met within the context of local and national policy and procedural developments: this will be achieved by the established system for identifying training needs alongside systems for the effective evaluation of training to ensure it is equipped to meet local needs and reaches all relevant staff.

SSCB processes will determine whether member agencies and other relevant organisations are providing satisfactory support to enable their staff to fulfil their responsibilities for safeguarding and promoting the welfare of children. Where necessary it will challenge and hold agencies/organisations to account for the adequacy of their
training provision and for ensuring that training is provided to relevant staff within those organisations.

This strategy provides the basis for a comprehensive training programme and is designed to assist Training Officers, key agency/organisation links and sub-groups with planning, commissioning and delivery of a comprehensive and standardised safeguarding children training programme. In order to ensure its effectiveness, it will include:

- A clear mandate from senior managers, either through SSCB or otherwise, with endorsement and commitment from member agencies
- Adequate resources and capacity to commission and deliver training
- Effective standards of practice and quality assurance processes, as part of evaluation processes put in place by SSCB
- Policies, procedures and practice guidelines to inform and support these standards
- Opportunities to consolidate learning made available within agencies/organisations
- The identification and periodic review of local training needs using standards for practice, followed by decisions relating to priorities
- The differentiation within this strategy clarifying the distinctions between single-and multi-agency training responsibilities and which partnerships or bodies are responsible for commissioning and delivery of training
- Structures and procedures for organising, co-ordinating delivery of training
- Systems for the delivery of inter-agency training

The Principles of SSCB Training

All training provided under the auspices of SSCB, whether on a single- or multi-agency basis, will be based on explicit principles adopted by SSCB and it is expected that all staff responsible for the planning, commissioning, design or delivery of such training will be committed to ensuring that the following principles are reflected:

- Promote the welfare of the child as paramount
• Place the child at the centre and promote understanding of children's daily life experience and wishes and feelings
• Maintain that children have the right to healthy development in all aspects of their lives
• Promote the principles of partnership with children and their families, especially maintaining a child within his/ her own family as long as this is compatible with the welfare of the child
• Ensure that content and delivery promotes the value of difference in race, religion, language, culture, gender, disability and sexual orientation. All training will respect diversity, promote equality and adhere to SSCB constituent agency/organisation equal opportunity policies
• A commitment to enable and support the full personal and professional development of others and an understanding that all staff will have equal access to training and development
• Be compatible with legal requirements, local policy and procedures and be consistent with the Common Core of Skills and Knowledge and the National Standards Framework
• Promote inter-agency networking and communication in the best interests of the child and comply with (Promoting Inter Agency Training) PIAT standards
• Aim to produce good practice within agencies/organisations and co-operation in inter-agency working in order to maximise the benefits offered by services to children and families
• Take account of up-to-date local and national research, guidance and findings from serious case reviews
• Encourage reflective practice and individual responsibility for ongoing personal and professional development
• Be based on adult learning principles
• Training is practical in its basis and relevant to personal goals and organisational objectives

SSCB, in order to promote co-operation and shared ownership of this training, will seek to ensure more effective delivery by facilitating collaboration with similar arrangements in Stoke on Trent, reflecting the fact that police, probation and health service boundaries in particular, embrace that unitary authority area in addition to Staffordshire

5. The Role of SSCB Workforce Development and Training Subgroup

The Subgroup is formally constituted arm of Staffordshire Safeguarding Children Board (SSCB). It is responsible for ensuring that single agency and inter-agency training on safeguarding and promoting welfare is provided in order to meet local needs. The work of the Subgroup is informed by the ‘Common Core of Skills and Knowledge for the Children’s Workforce’.
Membership of the Workforce Development and Training Subgroup

To be effective the Subgroup should include people with sufficient knowledge of inter-agency working, training needs and processes to enable them to make informed contributions to the development and evaluation of a training strategy. The membership of the Subgroup will consist of:

- Chair and Vice Chair on a rotating three year cycle
- SSCB Training Manager (Board Officer)
- SSCB admin staff
- Nominated representatives of statutory partner agencies, the third/voluntary sector, schools and College of Further Education, representatives from professional fields, e.g. midwifery
- By agreement of SSCB Executive, as when required, representatives from -
  - Higher Education Institutions
  - Parental Substance Misuse Services
- To extend to other organisations by the agreement of the SSCB Executive

The SSCB Training Manager, employed by the SSCB to supervise the planning, design, commissioning and delivery of all SSCB-sponsored training will also attend meetings of the Subgroup, the SSCB and the SSCB Executive.

Role and Function of the Workforce Development and Training Subgroup:

The role and function of the Subgroup is to ensure that statutory functions are fulfilled in relation to monitoring and evaluation of the effectiveness of training including multi-agency training. The Subgroup develops and monitors a work plan directly linked to the SSCB Business Plan and has agreed the following work priorities:-

- Ensure the effective, responsive and quality provision of Inter Agency Safeguarding Training
- Develop and monitor a commissioning process for the SSCB training programmes, based on inter-agency training needs analysis; ensuring flexibility for local and national priorities, including legal and policy developments and outcomes of serious case reviews and reviews of child deaths
- Produce an annual SSCB training programme
- Ensure training provided through SSCB and (where relevant) partner agencies is up to date and in line with national and local requirements and priorities
- Ensure all organisations, including the voluntary and community sector have access to safeguarding children training
- Promote SSCB training to all appropriate statutory and voluntary sector agencies within Staffordshire
- Monitor the quality and effectiveness of all training provided by the SSCB and quality assure single agency training
• Support the management of the SSCB Training Pool through recruitment, training and monitoring
• Commission time limited, task focussed groups to undertake specific training and development work within the strategy and/or action plan
• Ensure Task to Finish Groups report regularly to the Subgroup in order to monitor and evaluate the process of the group and its work plan
• Evaluate the impact attending training has on practice, organisational policy and procedure and how training supports improved outcomes for children, young people and their families.

**Agency Links**

Each agency/organisation should nominate a link person to work in close collaboration with the SSCB Training Manager and the SSCB WD&T Subgroup and to receive information with regard to Level 2, 3, 4 and other training events. Key roles for the Agency Link person include:

*Promote SSCB Training Events*

• Receive information about training courses (by email from Training Manager / Training Co-ordinators)
• Circulate information within the agency (email/ intranet/ hard copies)
• Receive email requests from staff for training
• Check that applicants meet pre-entry requirements
• Authorise application via email to staff member
• Keep record of applications made
• Nominate administration staff to access the electronic management system to obtain agency training statistics and monitor attendance/non attendance
• Address any non-compliance with training authorisation procedure
• Update agency records of attendance

*Support SSCB Training Manager in the process of scoping training*

• Establish full nature of services provided to children, young people and their families by agency/organisation
• Provide clear definitions of professionals working within service area
• Identify training requirements
• Identify target audiences
• Assess appropriateness of requirements
• Define formal outcomes desired from the provision of training to specific groups and individuals
• Develop training plans for the agency/organisation as a whole, groups of practitioners and individuals
Work alongside SSCB Training Officer and WD&T Training Subgroup to Monitor and Evaluate Training

- Work in conjunction with SSCB standards to evaluate provision in line with training plans, predicted outcomes and capacity of agency/organisation to respond to safeguarding requirements
- To include follow up of non-returned long term evaluation forms and or electronic surveys

Support the SSCB Training Officer to recoup income from non-attendance charges in relation to their agency.

The SSCB Workforce Development and Training Subgroup Business Plan

The WD&T subgroup will be responsible to SSCB for the production of an annual plan of operational activity to support the strategic work of the SSCB, the provisions of the SSCB Business Plan and to address the following:

- Ensuring all those staff identified have access to training relating to safeguarding/child protection awareness and action
- Ensuring that induction training (including that delivered through Artemis and the Safeguarding Children E Academy) is compliant with the introduction by the Children, Young People and Families Workforce Development Council (CWDC) (now DfE) of national ‘Induction Standards’
- Ensuring all training is consistent with new and existing legislation, guidance and best practice
- Ensuring a full and comprehensive programme of training and monitoring levels of participation
- Monitoring effectiveness of training and quality-assuring training content
- Measure the impact of both single and multi-agency training on influencing the outcomes for children and their families
- Management of the SSCB training budget
- Acting on relevant requests from the SSCB or subcommittees/groups for specific training opportunities for staff
- Ensuring direct delivery of inter-agency training to staff in all partner agencies/organisations
- Responding to issues raised, and recommendations made by, Serious Case Reviews/Learning Reviews and designing/commissioning training for staff as appropriate
- Agreeing commissioning of training where appropriate/relevant
- Agreeing briefings to be provided by members of sub-committees in individual agencies.
- Any other issues arising from specific child protection and the broader children’s safeguarding agendas
Overall Subgroup aims will be reported in the Annual Business Plan and reported on within the Annual Report to the SSCB. Individual agency performance will be included in quarterly attendance reports and the Annual Report and submitted to Chief Officers/Executives of individual agencies/organisations.

6. Identification of Training Needs

There are a number of ways in which the Safeguarding Children Board Workforce Development and Training Subgroup can be informed of training needs; namely through:

- Conducting a Training Needs Analysis
- National and local Serious Case Reviews and subsequent action plans
- Evaluation of current training delivered on the annual training programme
- Information from wider national workforce audits
- Findings from regulatory inspection activity and relevant single and multi-agency audits
- Individual service needs requests

**Training Needs Analysis**

All partners, through the SSCB, will commit to the completion of a training needs analysis when requested to do so by the Workforce Development and Training Subgroup or Training Manager.

Undertaken by the SSCB WD&T Subgroup but led by the SSCB Training Manager the process will determine the needs for training in safeguarding children, from basic awareness to complex skills in managing safeguarding processes

The Chair of the SSCB and/or the Director of Children Services will lend direct support as champion of this project in order that; it retains both the necessary credibility and authority, attracts the support of other lead officers and ensures the participation of partner organisations.

In partnership with all SSCB member agencies and the WD&T Subgroup, the process for the exercise must include:

- Time-scales for the exercise (to be regularly reviewed and updated)
- Agreed format for collating information, including contact details of each organisation or group, nature of services/activities, numbers of staff with responsibilities
- Development of tools with which to gather information – questionnaires, interviews etc.

The SSCB will give consideration to the level of resource required to meet identified training needs. This may include increasing the ‘in kind’ contributions of partner agencies
by training a further group of staff from SSCB partner agencies to join the SSCB Training Team to assist in the delivery of training as appropriate.

**Commissioning Training**

The breadth and scale of the training framework identified by the SSCB is such that it will be necessary to commission training either from external, independent trainers or from colleagues from SSCB member agencies who may be specialists in their field and possess training and presentation skills. “Where the SSCB is not itself organising the training, it will still wish to:

- Comment on the requirements and priorities
- Contribute to the evaluation of the training"

The SSCB will, therefore ensure that robust processes are in place for the monitoring and evaluation of all training but in particular that commissioned from bodies other than the SSCB Training Team. (A separate Quality and Assurance Strategy has been developed).

Training events may be jointly commissioned with other SCBs, in particular, Stoke on Trent. It is clear that such joint initiatives:

- Make training more cost-effective and would enable sharing of resources
- Make commissioning of trainers more effective (ensuring knowledgeable and effective trainers who are up-to-date with practice issues)
- Assist monitoring course standards for trainers and will provide guidance for both external trainers and members of the SSCB Training Team

**7. Training Provision**

Safeguarding Training should be available at a number of levels to address the learning needs of staff based upon their degree of contact with children and or parents/carers; their level of responsibility and independence of decision making.

Following the publication of Working Together to Safeguard Children 2013 and 2015 and the removal specifically of Chapter 4 of the 2010 version Staffordshire Safeguarding Children Board will continue to adopt principles as set out in the preceding version of this document.

Working Together to Safeguard Children (2010) defines single and multi-agency training as;
“Training for inter- and multi-agency work means training and education that equips people to work effectively with those from other agencies to safeguard and promote the welfare of children. This training typically takes place in two ways:

- Single agency training, which is carried out by a particular agency for its own staff: and;
- Inter – (or multi) agency training, which is for employees of different agencies who either work together formally or come together for training or development.”

(p112)

**Target Audiences for SSCB Training**

The table at Appendix 1 taken from Working Together to Safeguard Children (2010) groups potential audiences together based on their degree of contact with children and young people and/or their parents/carers and their levels of responsibility, in order to assist with the identification of their training and development need. SSCB-sponsored training and development for those involved in safeguarding children and promoting their welfare via multi-agency work will be targeted at those groups from voluntary, statutory and independent agencies/organisations. Following the publication of Working Together to Safeguard Children 2013 and 2015, SSCB has agreed to continue to adopt the target groups for training as specified in the 2010 document.

**8. Communication and Publicity**

As a core business activity of the SSCB, via its formally-established sub-group, publicity is a key component of training. Publicity should assist the SSCB in raising the profile of safeguarding/child protection training and vice-versa in three key areas.

**Standardised Logo**

- All training materials to feature a logo that clearly identifies it with SSCB. This would include:- course flyers, posters, hand-outs, folders for hand-outs and other publicity material as available.

**Web-site**

- Structure of SSCB and membership to be posted on SSCB web-site
- SSCB link persons and how to contact them to be available on the web-site
- All training information (leaflets, nomination forms) to be posted on the SSCB web-site
- SSCB procedures to be available on the SSCB web-site
- Links to other appropriate Staffordshire external web-sites to be provided on the SSCB web-site
**Events**

- SSCB Training material on display at key local and regional events to raise profile
- Annual Conference

9. Single Agency Training

**Induction**

Agencies have a clear **mandatory** responsibility to ensure that all their staff and volunteers in contact, or working with, children and young people and/or with adults, who are parents or carers, receive a module on safeguarding children within their induction programme. This should include familiarisation with the child protection policies and procedures to be followed if they have concerns about a child’s safety or welfare. N/B. For education settings, including schools, academies, colleges etc, Level 1 training may be accessed via Staffordshire County Council, Workforce Development Tel: 01785 854577

The Children, Young People and Families Workforce Development Council (CWDC) now (DfE), outlines the content of the seven induction standards that all members of the children’s workforce should cover within their induction programme.

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<th><strong>When:</strong></th>
<th>As part of individual agency mandatory induction programme <strong>within 3 months of starting work</strong></th>
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<tr>
<td><strong>Context:</strong></td>
<td>Single Agency Training</td>
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<tr>
<td><strong>Target Audience:</strong></td>
<td>All staff and volunteers</td>
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<tr>
<td><strong>Duration:</strong></td>
<td>As stipulated by your own agency’s induction requirements</td>
</tr>
<tr>
<td><strong>Delivery:</strong></td>
<td>Face to face presentation provided by own agency, supported with leaflets and information from SSCB (recommended) <strong>OR</strong> if not available, via SSCB E Learning ‘Introduction to Safeguarding’ module provided by Safeguarding Children E Academy.</td>
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**Recommended content of an Induction programme can be found at Appendix 2**
**Level One: Introduction to Safeguarding Children: Foundation and Core Module**

Each member agency of the SSCB, or any other organisation providing services for children, young people and their carers in Staffordshire, will have in place an appropriate training programme, approved annually by Stoke-on-Trent or Staffordshire SCB.

The charging framework to approve SSCB agencies Level 1 packages is listed below. The purpose of the charge is to raise standards across the county as it has been seen that some partners/organisations have been using material or private companies whose materials has been very out of date.

- An initial fee of £500, followed by an annual renewal fee of £250, for SSCB agencies/partners who choose to use a privately commissioned package *whether or not they charge an attendance fee*. The SSCB will not endorse private company training packages however will be able to advise the agency that it meets SSCB standards.

- An initial fee of £500, followed by an annual renewal fee of £250, for trainers who choose to use the SSCB Core Slides but who charge a fee to attend.

- SSCB member agencies who contribute to SSCB funding, delivering their own package or LSCB package at no cost to attendees- endorsement is free.

- SSCB member agencies *who do not* contribute to SSCB funding, an initial fee of £500, followed by an annual renewal fee of £250.

- Education settings can seek SSCB approval for their own training package via Staffordshire County Council, Workforce Development. The process for this can be accessed by contacting the training department: 01785 854577

It is the responsibility of the commissioning organisation to seek SSCB approval. Individual agencies/organisations will take responsibility, within this strategy, for the provision or commissioning of such training, in order to satisfy the minimum requirement of the SSCB that all staff will have knowledge of their responsibilities under local and national safeguarding procedures and have a clear understanding of the nature of child abuse and neglect. **Please note that Staffordshire Safeguarding Children Board requires that this training is updated every 3 years regardless of any other Safeguarding Training undertaken.**
Level 1 Foundation Module for Groups 2

When: Post Induction

Context: Single Agency Responsibility

When: Recommended within 6 months of starting work

Target Audience: All staff and volunteers in group 2 (staff who may be in regular or intensive but irregular contact with children and/or their parents and carers - see appendix 1)

Duration: Up to half day

Delivery: Face to face approved presentation (recommended) OR via E Learning package provided by own agency (will need to be SSCB approved), supported with leaflets and information from SSCB OR via SSCB E Learning package provided by Safeguarding Children E Academy. The ‘Foundation Module’ is recommended.

Level 1 Core module and Young People’s Version module for groups 3 - 8

When: Post Induction

Context: Single Agency Responsibility

When: Recommended within 3 months of starting work

Target Audience: All staff and volunteers in groups 3 to 8 (Staff who work predominantly with children and/or their parents and carers - see appendix 1)

Duration: Up to half a day

Delivery: Face to face SSCB approved presentation provided by own agency (recommended), supported with leaflets and information from SSCB or via SSCB E Learning package provided by Safeguarding Children E Academy. The ‘Core Module’ or Young People’s Version are recommended.
Recommended Content for the Level 1 - Foundation, Core and Young People's programmes can be found at Appendix 3

10. SSCB's E-learning programmes.

E-Learning can be defined as 'learning facilitated and supported through the use of information and communications technology'. It can cover a spectrum of activities from the use of technology to support learning as part of a 'blended' approach (a combination of traditional and e-learning approaches), to learning that is delivered entirely online. Whatever the technology, however, learning is the vital element.

E-learning provides individual staff with the opportunity to learn at their own pace, in a safe learning environment. SSCB and Aiming High funds have purchased a number of e-learning modules from the Safeguarding Children e-Academy for use by single agencies to ensure that staff working with children, young people and their families are able to recognise when a child has additional needs or is in need of protection, and to intervene and provide services as appropriate.

The following E-learning modules are currently available:

- An Introduction into Safeguarding Children & Refresher
- Awareness of Child Abuse and Neglect – Core & Refresher
- Awareness of Child Abuse and Neglect – Foundation & Refresher
- Awareness of Child Abuse and Neglect - Refresher
- Be Safe, Stay Safe (for children and young people)
- Child Development
- Delivering Early Help in Staffordshire
- An Introduction to Integrated working, Early Help Assessment, the Role of the Lead Professional and Information sharing.
- Safeguarding Children Refresher Training
- E-safety - Guidance for Professionals and Parents
- Safeguarding Children with Disabilities
- Short Breaks for Disabled Children
- An Introduction to the Autism Spectrum
- Information Sharing
To maximise the benefits to staff and agencies of E-learning, it is recommended that agencies adopt a blended learning model, which provides those staff in regular contact with children, young people and their families to have an opportunity to build upon their individual learning in a group work setting.

11. Multi-Agency Training

The purpose of training for inter-agency work at both strategic and operational levels is to achieve better outcomes for children and young people by fostering:

- a shared understanding of the tasks, processes, principles and roles and responsibilities outlined in national guidance and local arrangements for safeguarding children and promoting their welfare;
- more effective and integrated services at strategic and individual case level;
- improved communication and information sharing between professionals including a common understanding of key terms, definitions and thresholds for action;
- effective working relationships, including an ability to work in multi-disciplinary groups or teams;
- sound child focused assessments and decision making, and
- learning from Serious Case Reviews (SCRs) and reviews of child deaths.

(Working Together to Safeguard Children’ 2010 p113)

SSCB Workforce Development and Training sub-group is responsible for developing the annual training programme and ensuring that the programme includes the courses at Level 2, 3 and 4

Level Two Working Together to Safeguard and Promote the Welfare of Children – groups 3 – 7 (see Appendix 1)

This training should be completed within 12mths of starting work and it should be delivered face to face, be multi-agency in audience and Stoke on Trent or Staffordshire SCB approved.

This training is designed for professionals in statutory and voluntary organisations for whom child protection/safeguarding is an integral part of their duties. This package of training will be delivered throughout the year on a regular basis by members of the SSCB multi-agency Training Team, co-ordinated by the SSCB Training Manager and concentrating on the elements of collaborative working and the roles of other professionals that are especially reflected within the child protection process itself.
Course Outline and Objectives

The overall aim of the course is to enable participants to work together effectively to safeguard and promote the well-being of children and young people.

Objectives

- To enable participants to work together effectively to safeguard and promote the well-being of children and young people.
- To develop an understanding of Staffordshire Safeguarding Children Board’s multi-agency procedures.
- To place the national legislation into a local context.
- To understand the multi-agency safeguarding systems protecting children and your role to promote this.
- To understand the learning from serious case reviews – (SSCB training will be responsive to changes in legislation and statutory guidance and promote an understanding of the lessons to be learnt from national and local serious case reviews and ensure that individuals and agencies are enabled to embed best practice across Staffordshire).

SSCB expects that membership of its training team will reflect the membership of the SSCB as a whole and that all member agencies bear shared responsibility for the delivery of these training events.

Level Three & Four: Specialist Training – Groups 3 to 8 (see Appendix 1)

This stage of SSCB training will include specialist training concerning specific topics that have relevance across SSCB member agencies and other organisations working with children, young people and their carers. Such training events are delivered by the SSCB Training Team and externally-commissioned providers and will be commissioned by the SSCB Training Subcommittee on an annual basis following its comprehensive analysis of training needs.
12. Monitoring and Evaluation

WD&T subgroup undertakes a series of rigorous processes to evaluate the effectiveness of training. It conducts regular reviews in order to ensure that it meets the agreed learning outcomes and that the results of evaluation inform the Training Strategy and the WD&T Subgroup Business Plan.

Short term evaluation

The effectiveness of inter-agency training and development and its facilitation is continuously monitored and fed back to the WD&T subgroup through a number of different ways:

- Monitoring attendance at training sessions
- A review by the SSCB Training Manager of each standardised online pre and post course evaluation by individuals at the end of each training session. Standards to be met as set out below
- Completion of written evaluation by the trainers (optional) to inform the review and development of each course
- Observation, attendance and completion of a trainer evaluation form at a sample of courses to be completed by the SSCB Training Manager and/ or members of the SSCB Training Team and Workforce Development and Training Subgroup

SSCB Training Quality Assurance process will address the relevance, currency and accuracy of course material and the quality of training delivery by applying the following standards:-

- All attendees on SCB training events will be requested to complete an end of day evaluation. The results will be reviewed by the SSCB Training Manager, any areas for improvement and development will be communicated to the trainer.

Trainers will be expected to meet certain minimum standards, these are:

- 75% of attendees score a 5 or a 6 where 6 refers to fully met the objectives.
- 75% of attendees score a 5 or a 6 where 6 refers to the course was excellent.

If the minimum standards are not met the SSCB Training Manager will observe the training and deal with any trainer issues.

- In addition to the end of course evaluation process, one of the events provided by a new trainer and 10% of the annual training events will be observed by a member of the SSCB Workforce Development and Training Subgroup or SSCB Training team. Whilst being observed the SSCB Trainer Evaluation / Feedback

SSCB Training Strategy 2016-2019 Final
form will be completed. The trainer will be provided with a copy of the completed trainer evaluation form within seven days.

- **If the minimum standards are not met the SSCB Training Manager will report any concerns to the trainer within seven day.** It is expected that the trainer will amend the programme in light of evaluation. The training will then be evaluated again on the next occasion.

**Longer Term Impact**

In order to evaluate longer term outcomes and the impact of training on working together, inter-professional relationships and children and families, SSCB has agreed to:

- Evaluate the impact of training by evaluating the changes on the attendees reported level of knowledge in working with others to safeguard and promote the welfare of children.
- Evaluate the impact of training on the practice of participants by evaluating the changes in their level of self confidence in working with others to safeguard and promote the welfare of children.
- Evaluate the impact of skills level by evaluating the increase in their skill level in working with others to safeguard and promote the welfare of children.

An on-line 3 month follow up course questionnaire will be used to identify post course application of learning, including any evidence of this from the perspective of the participant, and their view of whether attending the course made any difference to how they handled, or would handle, a situation. All learners are requested to complete this questionnaire.

**Measuring impact of training on improved outcomes for children and their families**

SSCB have implemented a number of methods for obtaining evidence of impact of training on outcomes, each yielding a low return rate with insufficient quality. At the time of writing SSCB sub-group are asking delegates on selected courses the following question:*

>*The Board ask you to please provide a summary, with brief examples, of how the things that you have learned, or the action that you have taken, have influenced the way you work with children, young people and their families to improve outcomes for them.*

This method is via personal email to encourage a swift, easy response. Any significant responses will be followed up via a telephone conversation by the appropriate training subgroup member.
References


HM Government 2010 Working Together to Safeguard Children – A guide to interagency working to safeguard and promote the welfare of children.

HM Government 2013 Working Together to Safeguard Children – A guide to interagency working to safeguard and promote the welfare of children.

HM Government 2015 Working Together to Safeguard Children – A guide to interagency working to safeguard and promote the welfare of children.


HM Government Common Core of skills and knowledge for the children’s workforce 2005

HM Government Common Core Induction Standards


PIAT (2003) Sustaining Quality: Standards for Inter-agency child protection training and development
Appendix 1: Framework for Identification of Training and Development Needs

In order to assist with the identification of training and development needs, audiences are based on the following degree of contact with children. It is the responsibility of the individual and their Line Manager to make a decision about what level they are working at with families.

<table>
<thead>
<tr>
<th>Group 1 - Occasional Contact</th>
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</thead>
<tbody>
<tr>
<td>Those who <strong>have occasional contact</strong> with children, young people and/or parents/carers</td>
</tr>
<tr>
<td>For example, librarians, GP receptionists, community advice centre staff, groundsmen, recreation assistants, housing support staff, school governors and environmental health officers</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Group 2 - Regular or Intensive but Irregular Contact</th>
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</thead>
<tbody>
<tr>
<td>Those in <strong>regular or intensive but irregular contact</strong> with children, young people and/or parents/carers who may be in a position to identify concerns about maltreatment, including those that may arise form use of the CAF</td>
</tr>
<tr>
<td>For example, housing officers, hospital staff, YOS in secure settings and in the community, the police other than those in specialist child protection roles, sports development officers, allied health professionals, disability specialists, faith groups, community youth groups, play scheme volunteers</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Group 3 - Work Predominantly</th>
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<tbody>
<tr>
<td>Those who <strong>work predominantly</strong> with children, young people and/or 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.</td>
</tr>
<tr>
<td>For example, 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, those working in community play schemes.</td>
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<tr>
<th>Group 4 - Specialist</th>
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<tbody>
<tr>
<td>Those who have particular <strong>specialist</strong> child protection responsibilities</td>
</tr>
<tr>
<td>Members of the workforce who have particular responsibilities in relation to undertaking section 47 enquiries, 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.</td>
</tr>
</tbody>
</table>
**Group 5 - Designated Leads**

Professional advisors and designated leads for child protection

**Group 6 – Operational Managers**

Operational managers of services for children, young people and/or parents/carers including: practice supervisors; front-line managers and managers of child protection units.

**Group 7 - Senior Managers**

Senior Managers responsible for strategic management of services for children, young people and/or parents/carers

**Group 8- Members of SSCB**

Staffordshire Safeguarding Board Members including:

Independent Chair of SSCB
Directors of Children’s Services
Elected member
Lay members
Members of executive and sub/ task groups
Business support team
Inter-agency trainers.
N.B. these are illustrative examples of the audiences for each target group

<table>
<thead>
<tr>
<th>Target groups to in include members of statutory, voluntary, independent and community organisations</th>
<th>Training Content/Level</th>
<th>Training methods</th>
<th>Timescales for completion</th>
<th>Employer and SSCB Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1</td>
<td>Mandatory Induction – to include</td>
<td>Integral part of a mandatory agency induction</td>
<td>Within 3 months of starting work.</td>
<td>The employer is responsible for organisation and delivery.</td>
</tr>
<tr>
<td>Staff in infrequent contact with children, young people and/or parent/ carers who may become aware of possible abuse or neglect.</td>
<td>• What is child abuse and neglect?</td>
<td>For induction materials see: DfE web-site <a href="http://www.education.gov.uk/elearning/login/index.php">http://www.education.gov.uk/elearning/login/index.php</a> or Safeguarding Children E Academy – “Level 1 – Introduction Version” (see SSCB website <a href="http://www.staffsscb.org.uk/Training/Level1/Level-1.aspx">http://www.staffsscb.org.uk/Training/Level1/Level-1.aspx</a>)</td>
<td></td>
<td>The Safeguarding Children Board (SSCB) is responsible for monitoring provision by individual agencies and ensuring that the training is reaching the relevant staff within organisations. The SSCB WD&amp;T Subgroup takes lead responsibility for quality assurance</td>
</tr>
<tr>
<td>For example, librarians, GP receptionists, community advice centre staff, groundsmen, recreation assistants, housing support staff, environmental health officers, Fire Service, school governors, Ambulance Service</td>
<td>• Signs and indicators of abuse and neglect.</td>
<td>A Child Development e-learning module is also available to all</td>
<td></td>
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<tr>
<td>Target groups to include members of statutory, voluntary, independent and community organisations</td>
<td>Training Content / Mandatory or recommended Level</td>
<td>Training methods</td>
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<td><strong>Group 2</strong> Those in regular contact or have a period of intense but irregular contact, with children or young people and/or parents/carers, who may be in a position to identify concerns about maltreatment, including those that may arise form use of the CAF. For example, housing officers, hospital staff, YOS in secure settings and in the community, the police other than those in specialist child protection roles, sports development officers, allied health professionals, disability specialists, faith groups, community youth groups, play scheme volunteers</td>
<td>As Group 1 plus: <strong>Mandatory Level 1 Safeguarding Children</strong> Documentation and sharing of information regarding concerns. Using the Framework for the Assessment of Children in Need and their Families; <strong>Recommended Early assessment training</strong> Own safeguarding roles and responsibilities</td>
<td>Single agency training Level 1 Training at least every three years Level 1- Delivered by face-to-face (recommended) using the SSCB approved PowerPoint presentation or using Safeguarding Children E Academy – “Level 1 – Foundation Version” <a href="http://www.staffsscb.org.uk/Training/Level1/Level-1.aspx">http://www.staffsscb.org.uk/Training/Level1/Level-1.aspx</a> <strong>This training must be approved by Stoke on Trent or Staffordshire SCB</strong> For Early Help Assessment training (e-learning) including ‘Delivering Early Help in Staffordshire’ <a href="http://www.staffsscb.org.uk/Training/Level1/Level-1.aspx">http://www.staffsscb.org.uk/Training/Level1/Level-1.aspx</a> For self-registration - <a href="http://staffordshirescb.safeguardingchildreneauk.co.uk/">http://staffordshirescb.safeguardingchildreneauk.co.uk/</a></td>
<td>Within 6 mths of starting work</td>
<td>The employer is responsible for organisation and delivery. The Safeguarding Children Board (SSCB) is responsible for monitoring provision by individual agencies and ensuring that the training is reaching the relevant staff within organisations. The SSCB WD&amp;T Subgroup takes lead responsibility for quality assurance</td>
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| **Group 3** | 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 evaluating the needs of a child and parenting capacity where there are safeguarding concerns. | As Groups 1 & 2 plus, where appropriate:  
**Recommended**  
Level 2 Working Together if in your role you are attend multi-agency meetings / conferences.  
**Recommended**  
Level 3 Multi-Agency Training – Role Specific  
The impact of 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 cooperation and superficial compliance within the context of role. | Level 1 Training at least every 3 years. Delivered by face-to-face(recommended) or Safeguarding Children E Academy – “Level 1 – Core Version”  
http://www.staffsscb.org.uk/Training/Level1/Level-1.aspx  
This training must be approved by Stoke on Trent or Staffordshire SCB  
For self-registration -  
http://staffordshirescb.safeguardingchildren.renea.co.uk/  
In addition single-agency training and professional development related to specific role.  
Multi-agency training, for example – “Level 2 – Working Together to Safeguard Children” delivered face to face, SSCB approved  
“Level 3 – Specialist Training Courses” | Level 1 – Within 3 mths of starting work  
Level 2 – Within 12mths of starting work  
Level 3 as related to specific role at least every 3 years | The employer is responsible for organisation and delivery.  
The Safeguarding Children Board (SSCB) is responsible for monitoring provision by individual agencies and ensuring that the training is reaching the relevant staff within organisations.  
The SSCB WD&T Subgroup is also responsible for quality assurance. |
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<td><strong>Group 4</strong> Members of the workforce who have particular responsibilities in relation to undertaking section 47 enquiries, 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.</td>
<td>As Groups 1, 2 &amp; 3 + <strong>Mandatory</strong> Level 2 Working Together <strong>Recommended</strong> Specific Level 3 courses 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 witnesses</td>
<td>Level 1 Training at least every 3 years May be delivered by face-to-face or Safeguarding Children E Academy – “Level 1 – Core Version” This training must be approved by Stoke on Trent or Staffordshire SCB see SSCB website <a href="http://www.staffsscb.org.uk/professionals/Inter-Agencytraining/">http://www.staffsscb.org.uk/professionals/Inter-Agencytraining/</a> For self-registration <a href="http://staffordshirescb.safeguardingchildreneau.co.uk/">http://staffordshirescb.safeguardingchildreneau.co.uk/</a> In addition single-agency training and professional development related to specific role. Multi-agency training, for example – “Level 2 – Working Together to Safeguard Children” delivered face to face, SSCB approved “Level 3 – Specialist Training courses”</td>
<td>Level 1 – Within 3mths of starting work Level 2 – Within 12mths of starting work Level 3 as related to specific role at least every 3 years</td>
<td>The employer is responsible for organisation and delivery. The Safeguarding Children Board (SSCB) is responsible for monitoring provision by individual agencies and ensuring that the training is reaching the relevant staff within organisations. The SSCB WD&amp;T Subgroup is also responsible for quality assurance.</td>
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| **Group 5**  
Professional advisors, named and designated lead professionals.  
Designated leads / CP Officer in any setting to include:  
Education Settings  
Early Years Settings  
Police  
Health  
Probation  
Faith Establishments  
Youth Offending Service  
Social Care  
Third Sector | Content as for groups 1, 2 and 3 and 4 if advising staff in that group.  
Promoting effective professional practice.  
Advising others.  
**Mandatory**  
Level 2 Working Together face to face course approved by Stoke on Trent or Staffordshire SCB (If attendance criteria met) | Level 1 Training at least every 3 years (2 years for Designated Teachers)  
Level 1 Delivered face-to-face using an SSCB approved presentation or Safeguarding Children E Academy – “Level 1 – Core Version” [http://www.staffsscb.org.uk/Training/Level1/Level-1.aspx](http://www.staffsscb.org.uk/Training/Level1/Level-1.aspx) | Level 1 – Within 3mths of starting work  
Level 2 – Within 12mths of starting work | The employer is responsible for organisation and delivery.  
The Safeguarding Children Board (SSCB) is responsible for monitoring provision by individual agencies and ensuring that the training is reaching the relevant staff within organisations.  
The SSCB WD&T Subgroup is also responsible for quality assurance. |
| **Recommended**  
Specific Level 3 Multi-Agency courses  
Level 4 Designated Officer Training  
Level 4 Managing allegations Against Staff | **This training must be approved by Stoke on Trent or Staffordshire SCB**  
For self-registration - [http://staffordshirescb.safeguardingchildrensena.co.uk/](http://staffordshirescb.safeguardingchildrensena.co.uk/)  
In addition single-agency training and professional development related to specific role.  
Inter-agency training, for example – “Level 2 – Working Together to Safeguard Children” delivered face to face, SSCB approved  
 “Level 3 – Specialist Training Courses”  
“Level 4 – Specialist Training Courses” | Level 3 as related to specific role at least every 3 years (2 years for Designated Teachers)  
Level 4 within six months of taking the position as Designated Safeguarding Lead |
<table>
<thead>
<tr>
<th>Target groups to include members of statutory, voluntary, independent and community organisations</th>
<th>Training Content / Mandatory or Recommended Level</th>
<th>Suggested training methods</th>
<th>Timescales for completion</th>
<th>Employer and SSCB Responsibilities</th>
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<tr>
<td><strong>Group 6</strong> Operational managers at all levels including: practice supervisors; front-line managers and managers of child protection units.</td>
<td>Content as for groups 1, 2 and 3 and 4 if supervising staff in that group. Supervising child protection cases. Managing performance to promote effective inter-agency practice. Specialist training to undertake key management and/or supervisory roles in for example, intake/ duty teams. <strong>Recommended</strong> Level 4 Designated Officer Training Level 4 Safer Recruitment Training</td>
<td>Level 1 Training at least every 3 years Level 1 Delivered face-to-face using an SSCB approved presentation or Safeguarding Children E Academy – “Level 1 – Core Version” <a href="http://www.staffsscb.org.uk/Training/Level1/Level-1.aspx">http://www.staffsscb.org.uk/Training/Level1/Level-1.aspx</a> <strong>This training must be approved by Stoke on Trent or Staffordshire SCB</strong> For self-registration - <a href="http://staffordshirescb.safeguardingchildren.renea.co.uk/">http://staffordshirescb.safeguardingchildren.renea.co.uk/</a> In addition single-agency training and professional development related to specific role. Inter-agency training, for example – “Level 2 – Working Together to Safeguard Children” delivered face to face, SSCB approved “Level 3 – Specialist Training Courses” “Level 4 – Specialist Training Courses”</td>
<td>Level 1 – Within 3mths of starting work Level 3 as related to specific role at least every 3 years</td>
<td>The employer is responsible for organisation and delivery. The Safeguarding Children Board (SSCB) is responsible for monitoring provision by individual agencies and ensuring that the training is reaching the relevant staff within organisations. The SSCB WD&amp;T Subgroup is also responsible for quality assurance.</td>
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</table>
| **Group 7**  
Senior managers responsible for the strategic management of services; NHS board members. | Content as for groups 1, 2 and 3 and section 11 expectations, roles and responsibilities.  
**Recommended**  
Specific Level 3 Multi-Agency courses | Level 1 Training at least every 3 years  
Level 1 Delivered face-to-face using an SSCB approved presentation or Safeguarding Children E Academy – “Level 1 – Core Version”  
[http://www.staffsscb.org.uk/Training/Level1/Level-1.aspx](http://www.staffsscb.org.uk/Training/Level1/Level-1.aspx)  
**This training must be approved by Stoke on Trent or Staffordshire SCB**  
For self-registration - [http://staffordshirescb.safeguardingchild renea.co.uk/](http://staffordshirescb.safeguardingchild renea.co.uk/)  
In addition single-agency training and professional development related to specific role.  
“Level 3 – Specialist Training Courses” | Level 1 – Within 3mths of starting work  
Level 3 as related to specific role | The employer is responsible for organisation and delivery.  
The Safeguarding Children Board (SSCB) is responsible for monitoring provision by individual agencies and ensuring that the training is reaching the relevant staff within organisations.  
The SSCB WD&T Subgroup is also responsible for quality assurance. |
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Group 8</strong> Members of the SSCB including: Board members Independent Chair of SSCB Directors of Children’s Services Elected member Lay members Members of executive and sub/task groups Business support team Inter-agency trainers.</td>
<td>Content as for groups 1, 2 and 3 and roles, responsibilities and accountabilities. Expectations on members in order to promote effective co-operation that improves effectiveness. Lessons from serious case reviews. Specialist training to undertake specific roles, for example independent Chair; SSCB Business Manager <strong>Recommended</strong> Specific Level 3 Multi Agency courses</td>
<td>Mandatory induction programme. SSCB development days Level 1 Training at least every 3 years Level 1 Delivered face-to-face using an SSCB approved presentation or Safeguarding Children E Academy – “Level 1 – Core Version” <a href="http://www.staffsscb.org.uk/Training/Level1/Level-1.aspx">http://www.staffsscb.org.uk/Training/Level1/Level-1.aspx</a> This training must be approved by Stoke on Trent or Staffordshire SCB For self-registration - <a href="http://staffordshirescb.safeguardingchildrenco.uk/">http://staffordshirescb.safeguardingchildrenco.uk/</a> CWDC support materials National Leadership Programme. “Level 3 – Specialist Training Courses”</td>
<td>Level 1 – Within 3mths of starting work Level 3 as related to specific role</td>
<td>The employer is responsible for organisation and delivery. The Safeguarding Children Board (SSCB) is responsible for monitoring provision by individual agencies and ensuring that the training is reaching the relevant staff within organisations. The SSCB WD&amp;T Subgroup is also responsible for quality assurance.</td>
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Appendix 2: Induction Programme – Recommended content

1. Understand the different ways in which children and young people can be harmed by adults, other children and young people, or through the internet. (Induction Standard 6-3a)

2. Understand what is meant by the following:
   - Sexual abuse,
   - Physical Abuse
   - Emotional abuse
   - Neglect
   - Domestic abuse (Induction Standard 6-3b)
   - Child Sexual Exploitation

3. Understand the signs and indicators of possible abuse and neglect. (Induction Standard 6-3c)

4. Understand your agency/organisation procedure you need to follow if you suspect any child is being abused, neglected or bullied. (Induction Standard 6-3d)

5. Know when and how to refer a concern you have about child protection. (Induction Standard 6-5a)

6. Understand who to consult in relation to a child-protection or child-welfare concerns in your agency/organisation. (Induction Standard 6-5b)

7. Understand your duty to report the unsafe practice of others and what to do if there is an allegation of abuse made against a person who works with children. (Induction Standard 6-5c)

8. Understand what emergency action needs to be taken to protect a child, including outside normal office hours. (Induction Standard 6-3f)

9. Know about your local LSCB and any role your agency, organisation or employer has on it. (Induction Standard 6-4b) Including how to access the SSCB Inter-agency Procedures on www.staffsscb.org.uk/procedures

10. Know about laws and national guidance relating to protecting (safeguarding) children. (Induction Standard 6-1a)

11. Understand that parental problems (for example, domestic abuse or drug and alcohol abuse) can increase the risk of harm to a child. (Induction Standard 6-3e)

12. Understand what ‘multi-agency working’ means for you including the role of the local SCB. (Induction Standard 6-4b)

13. Understand other agencies’ roles and responsibilities in keeping children safe from harm. (Induction Standard 6-4a)
14. Know how to apply policies and procedures about sharing information and gaining consent. (Induction Standard 1-4c)
Appendix 3:

Level 1 Foundation Programme – Recommended content in addition to an induction programme

- Be familiar with national guidance and local procedures and appreciate your own role and responsibilities and those of others in safeguarding and promoting the welfare of children.

- 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. (Core Skill 3)

- Be aware of the Local SSCB and its remit. (Core Skill 3)

- Know what to do if a child or adult discloses abuse. (Core Skill 3)

- Know how to ask questions if you suspect a child is being abused.

- Be able to identify concerns about possible maltreatment arising from completion of a Common Assessment/ Early Assessment Framework. (Core skill 3, 5, 6)

- 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.

- Be able to make judgements about ways in which practitioners should act to safeguard and promote the welfare of a child.

- Understand when you are required to consult with a manager/designated person.

- Know the boundaries of personal competence and responsibility, know when to involve others and know where to get advice and support. (Core Skill 3)

- Have the confidence to challenge own and others practice.


- Understand the legal context and ranges of response e.g. Early Assessment Framework, S.17 and S.47 Children Act 1989.

- Understand statutory requirements governing consent, confidentiality and information-sharing.

- Provide appropriate, succinct information to enable other practitioners to deliver support to the child and family.
• Understand the necessity of information sharing and accurate recording within the context of safeguarding and promoting the welfare of a particular child.

**Level 1 Core Programme – Recommended content in addition to Induction & Foundation**

• Be able to recognise when a child or young person is in danger or at risk of harm and take action to protect them (Core Skill 3)

• Know that is it essential that the child is spoken to alone and that they are given the opportunity to explain their own personal circumstances, while maintaining focus on what is in the child and young person’s best interest.

• Understand the safeguarding roles of parents and carers and recognise risk factors that can impact on parenting capacity such as domestic abuse, parental substance misuse, mental health and perpetrators of abuse

• Provide appropriate, succinct information to enable other practitioners to deliver support to the child and family. (Core Skill 4)

• Know about the Early Assessment Framework and where appropriate how to use it. (Core Skill 4)

• Be able to identify concerns about possible maltreatment arising from completion of a Early Help Assessment Framework.

• Understanding of the Staffordshire's Threshold Framework - 'Accessing the Right Help at the Right Time'

• Understand vulnerability and risk factors e.g. young carers; disability; race and racism; private fostering; fabricated and induced illness; child sexual exploitation; female genital mutilation; forced marriage; gang activity, child trafficking, radicalisation

• Understand that the ‘common sense’ short-cut of taking a parent’s treatment of some of her children as indicative of the nature and quality of their treatment of all of their children, can lead to oversight of the distinctive maltreatment of a particular child

• Key messages from learning from SCR and other reviews both locally and nationally