



SSCB Workforce Development and Training Strategy

'Safeguarding children is everyone's business'

April 2017 – 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.

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 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 help improve outcomes for children and young people. This can be achieved by the SSCB partnership providing multi-agency training and development activities to promote the learning in skills and knowledge of front line practitioners. The SSCB also take strategic responsibility for contributing to achieving better outcomes by:

- 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 of need.
- Effective working relationships, including the ability to work in multi-disciplinary groups or teams
- Sound child-focused assessments and decision-making based on learning from national/regional or local 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

LSCBs have a range of roles, responsibilities and statutory functions as set out in the Children Act 2004, Regulation 5 and 6 of LSCB Regulations 2006 and Working Together to Safeguard Children, 2015 (HM Government). 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.

Lord Lamings statement around the importance of practitioner accessing effective inter-agency training to help them to develop improved skills and knowledge was subsequently supported by 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)

Working Together to Safeguard Children 2010, 2013 and 2015

This training strategy was originally developed in accordance with Chapter 3 and 4 of Working Together to Safeguard Children 2010. Chapter 4 specifically focused on the importance of LSCB having effective local arrangements for – Training, development and supervision for inter-agency working . This chapter was subsequently withdrawn from Working Together 2013, however the 2015 version reinforces the 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 2015 stipulates that:

LSCB’s should monitor and evaluate the effectiveness of training, including multi-agency training, to safeguard and promote the welfare of children in their area.

“Employers are responsible for ensuring that their staff are competent to carry out their responsibility for safeguarding and promoting the welfare of children”(Page 53 Working Together 2015).

The Children’s Safeguarding Performance Information Framework provides a mechanism to help do this by setting out some of the questions a LSCB should consider.

Research has shown that multi-agency training in particular is useful and valued by professionals in developing a shared understanding of child protection and decision making. Carpenter et al (2009). *The Organisation, Outcomes and Costs of Inter-agency Training to safeguard and promote the welfare of children*. London: Department for Children, Schools and Families.

- 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 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%2002%2000%20%20%20%20\(3\)_0.pdf](http://www.rcpch.ac.uk/sites/default/files/page/Safeguarding%20Children%20-%20Roles%20and%20Competences%20for%20Healthcare%20Staff%20%2002%2000%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 – Sept 2016

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Early years and Childcare

Professionals working within Early years and Childcare Settings **MUST** also refer to ‘Early Years Foundation Stage Statutory Framework - 2017

<http://www.foundationyears.org.uk/eyfs-statutory-framework/>

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/skills for care)
- 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

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 help ensure it is equipped to meet local needs and reaches all relevant staff working with children and their families

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 or organisations to account for the adequacy of their training provision and for ensuring that training is provided to relevant staff within those agency's or organisations.

Training will be included as a standing item at meetings of SSCB and SSCB Executive Sub-group, in order to ensure that:

- Recommendations from inspections, audits, scrutiny and review and serious case, learning reviews and child deaths are reflected in all SSCB training
- Training addresses SSCB priorities and strategies
- Single and inter-agency training responsibilities are negotiated and agreed upon

This strategy provides the basis for a comprehensive training programme and is designed to assist partner agency, senior leads and training officers with the planning, commissioning and delivery of a comprehensive and standardised safeguarding children training programme. In order to help 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 including whistle blowing and information sharing.
- 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
- Clarifying the distinction between single-and multi-agency training responsibilities and which partnerships or bodies are responsible for the 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 umbrella of the SSCB, whether on a single- or multi-agency basis, will be based on explicit principles adopted by the 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 that 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 (think family), 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
- Promote culture of confidence in effective information sharing
- 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 and child deaths.
- 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.

The 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 to reflect the fact that police, probation and health service boundaries cross both local authority areas.

5 The Role of SSCB Workforce Development and Training Subgroup

The Workforce Development and Training Subgroup (WD&T) is a formally constituted arm of the 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(now Dfe/Skills for Care)'.

Membership of the Workforce Development and Training Subgroup

To be effective the WD&T 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 WD&T subgroup will consist of:

- Chair and Vice Chair on a rotating three year cycle
- SSCB Training Manager (Board Officer)
- SSCB administrative staff
- Nominated representatives of statutory partner agencies, the third/voluntary sector, schools and College of Further Education or representatives from professional fields,
- By agreement of the SSCB Executive, as when required , representatives from -
 - Any specialist service
- 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 WD&T 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:-

- Continue to promote the SSCB Training Strategy expectations and standards across SSCB partner agencies; including the voluntary sector and other community groups.
- Local practitioner safeguarding training needs are identified by the SSCB and responded to appropriately.
- Work with agencies to identify staff that are accessing and attending the appropriate level of safeguarding children training.
- The SSCB Training Plan 2017-2018 will offer responsive training to partner agencies.
- Ensure that appropriate multi-agency safeguarding training is available and incorporates SSCB strategic priorities.
- SSCB to monitor and evaluate the effectiveness of training, including multi-agency training for all professionals in the area.
- Safeguarding training is accessible to members of the Staffordshire County Council Safe and Strong Communities Select Committee
- Maintain a review process for the revised SSCB level 1 safeguarding children training package to help to provide a local resource that has been quality assured by the SSCB

- The WD&T Subgroup will seek to have a consistent training team which calls upon local practitioner expertise, skill and knowledge
- Capture the views of frontline practitioners in respect of key safeguarding children issues to seek assurances about practitioner knowledge, skills and confidence.

Agency Links

Each agency should nominate a person within their organisation 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 nominated 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(EMS) 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 practitioner 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 Safeguarding Children E Academy) is compliant with the introduction by the Children, Young People and Families Workforce Development Council (CWDC) (now DfE/Skills for Care) 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 or audit activity and designing/commissioning training for staff as appropriate
- Agreeing commissioning of training where appropriate/relevant
- Agreeing briefings to be provided by members of the subgroup from 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 Workforce, Development & Training Annual Business Plan and within the SSCB Annual Report. Individual agency performance will be included in quarterly attendance reports and the Annual Report and submitted to the partner agency senior organisational leads.

6. Identification of Training Needs

There are a number of ways in which the SSCB WD&T Subgroup can be informed of training needs; namely through:

- Conducting a Training Needs Analysis
- Lessons to be learnt from 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 need 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 WD& Training Subgroup or SSCB Training Manager.

This process will be undertaken by the SSCB WD&T Subgroup and coordinated by the SSCB Training Manager, to determine the need for local safeguarding children training from basic awareness through 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:

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

The SSCB will ensure that robust processes are in place for the monitoring and evaluation of all in-house and commissioned training. These quality assurance processes are set out in the SSCB Quality and Assurance Strategy.

Where appropriate training events will be jointly commissioned with other LSCBs to;

- 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 role in respect of decision making.

The SSC continue to promote the underlying principles of Working Together to Safeguard Children (2010-2015). Working Together to Safeguard Children (2010) defined 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 Working Together to Safeguard Children 2010 document.

8. Communication and Publicity

The SSCB WD&T Sub group promotes publicity and communication as an integral part of its core business activity. Publicity assists the SSCB in raising the profile of safeguarding/child protection training to local partner agency senior leads and their workforce. This information is held on the SSCB website and promoted through well established communication arrangements with partner agencies.

9. Single Agency Training

Induction

Agencies have a clear **mandatory** responsibility to ensure that all their staff and volunteers who are working with children, young people and their families, receive Level 1 safeguarding children training as part of their induction programme. This should include information on recognising and locally responding to safeguarding children concerns and reference SSCB policies and procedures.

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

When: As part of individual agency mandatory induction programme **within 3 months of starting work**

Context: Single Agency Training

Target Audience: All staff and volunteers

Duration: As stipulated by your own agency's induction requirements

Delivery: Face to face SSCB presentation provided by own agency, supported with leaflets and information from SSCB (recommended) **OR** if not available, via SSCB E Learning 'Introduction to Safeguarding' module provided by Virtual College.

Recommended content of an Induction programme can be found at Appendix 2

Level One:

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.

Please note that Staffordshire Safeguarding Children Board requires that this training is updated every 3 years regardless of any other safeguarding training undertaken.

Core Slides

Safeguarding Level 1 Core Slides – Free resource

Staffordshire Safeguarding Children Board has developed a set of Safeguarding Level 1 Core Slides for organisations to present to their staff for free. The aim of the slides is to promote a consistent approach across Staffordshire and build confidence in the workforce. The slides are accessible after completing the SSCB licensing agreement:

Core slides licensing agreement

I [*the licensee*] accept that in downloading the **Safeguarding Children (Level 1) training materials** [*the product*] I agree to observe the terms of use at all times.

Within the context of these terms of use the product comprises a set of PowerPoint based core slides for the purpose of delivering safeguarding children face to face classroom style training; annotated trainer notes; and associated guidance.

Terms of Use:

The licensee shall use an appropriate and effective method of training to achieve the product's stated learning aims and objectives and **should...**

- ensure the most recent version of the product is used

- ensure the person delivering the product has a good understanding of the Staffordshire Safeguarding Children Board (SSCB) policies and procedures and a good knowledge of relevant safeguarding children legislation
- ensure any relevant information relating to safeguarding issues and procedures within the licensee's organisation or setting is incorporated into the training
- ensure that no slide or supporting information or trainer note within the product is deleted; only when expressly stated within the product that it is permitted to do so, may a slide be 'hidden' or 'skipped' during training
- ensure an attendance record is kept which includes their name, place of work and date attended
- ensure a certificate of attendance is issued to each attendee which includes a statement that 'safeguarding children level 1 training should be renewed at least once every 3 years' or that the 'certificate is valid for 3 years'
- conform to the SSCB Quality & Assurance Strategy at all times

In addition, the licensee **must not**...

- sell, or otherwise gain financial reward, from the distribution of the product or any part thereof
- receive financial reward from the use of the product or any part thereof, except when expressly agreed with the licensor
- use the SSCB name or logo in any communications, training materials or certificates except where contained within the product itself or when expressly permitted to do so by the licensor

To maintain product quality and validity the licensor **will**...

- honour the product's validity for a period of 12 months from the date of published release unless significant legislative, local policy or other such changes demand that the product be updated sooner
- make freely available, via the SSCB website, an electronic version of the product
- retain copyright for the product at all times
- not be held responsible for any loss or damage or other liability which may occur as a result of the product's misuse

Level 1 Core Slides Train the Trainer events have been organised to support the Core Slides presentation delivery. Please go to our webpage for further details on this course. <https://www.staffsscb.org.uk/Training/Course-Information/Course-Information.aspx>

10. SSCB E-learning Programmes

E-learning provides individual staff with the opportunity to learn at their own pace, in a safe learning environment. SSCB have purchased a number of E-learning modules from Virtual College 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. To view these E-learning packages please go to the SSCB website www.staffsscb.org.uk

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 operational 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 focussed assessments and decision making, and
- Learning from Serious Case Reviews (SCRs), learning reviews and reviews of child deaths.

“Research has shown that multi-agency training in particular is useful and valued by professionals in developing a shared understanding of child protection and decision making Carpenter et al (2009).” Woking Together 2015, page 67.

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

This training should be completed within twelve months of starting work and it should be delivered face to face with a multi-agency audience. It should reflect SSCB inter-agency policy, procedures and key messages. This training should be delivered on a local basis to provide an opportunity for professionals in statutory, private and voluntary organisations for whom child protection/safeguarding is an integral part of their duties and to meet colleagues from other agencies. This package of training will be delivered throughout the year on a regular basis by members of the SSCB Local Training Team. It will be co-ordinated by the SSCB Training Team and will concentrate on the elements of collaborative working and the roles of other professionals within safeguarding children and child protection processes.

Course Outline and Objectives

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

Objectives

- To place the national legislation into local context
- Understand learning from national and local serious case reviews, learning reviews and child deaths
- To understand local multi-agency safeguarding children procedures
- To enable participants to work together effectively to safeguard and promote the welfare of children and young people.

SSCB expects that membership of its training team will reflect the membership of the SSCB as a whole and that all member agencies share 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 families or carers. Such training events are delivered by the SSCB Local Training Team and externally-commissioned providers and will be commissioned by the SSCB WD&T Subgroup on an annual basis following its comprehensive analysis of inter-agency training needs.

12. Monitoring and Evaluation

The SSCB WD&T Subgroup will undertake a series of rigorous processes to evaluate the effectiveness of training. It will conduct regular reviews to help ensure that it meets the agreed learning outcomes, The results of monitoring and evaluation will be used to directly inform and shape the SSCB Training Strategy and 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. SSCB Training Quality Assurance processes will address the relevance, currency and accuracy of course material and the quality of training delivery by applying the following standards:

- All attendees on SSCB training events will be requested to complete a pre-course, end of day and three month follow up evaluation on the Virtual College E-learning website. Attendees have to complete the pre-course and post course evaluation to be able to print their certificate of attendance. 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 address any trainer issues.

- In addition to the end of course evaluation process, one of the events provided by a new trainer will be observed by a member of the SSCB WD&T Subgroup or SSCB Training Team.
- Whilst being observed a SSCB Trainer Evaluation / Feedback form will be completed. The trainer will be provided with a copy of the completed trainer evaluation form within seven days of the training event.
- It is expected that the trainer will amend the programme in light of any evaluation learning. The training will then be evaluated again at the next training session.

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 three 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 how attending the course has improved the way in which they practice with children, young people or their families.. All learners are requested to complete this questionnaire.

References

Children Act 1989 <http://www.legislation.gov.uk/ukpga/1989/41>

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

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.

The Munro Review of Child Protection Final Report: A Child Centred System May 2011 www.education.gov.uk

HM Government Common Core of skills and knowledge for the children's workforce 2010

HM Government Common Core Induction Standards

Lord Laming (2009) The Protection of Children in England: A Progress Report. TSO. London.

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:

Group 1 - Occasional Contact

Those who **have occasional contact** with children, young people and/or parents/carers

For example, librarians, GP receptionists, community advice centre staff, groundsmen, recreation assistants, housing support staff, school governors and environmental health officers

Group 2 - Regular or Intensive but Irregular Contact

Those in **regular or intensive but irregular contact** with children, young people and/or parents/carers who may be in a position to identify concerns about maltreatment, including those that may arise from use of the Early Help Assessment

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

Group 3 - Work Predominantly

Those who **work predominantly** 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.

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.

Group 4 - Specialist

Those who have particular **specialist** child protection responsibilities
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.

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

Target groups to include members of statutory, voluntary, independent and community organisations	Training Content/Level	Training methods	Timescales for completion	Employer and SSCB Responsibilities
<p>Group 1</p> <p>Staff in infrequent contact with children, young people and/or parent/ carers who may become aware of possible abuse or neglect.</p> <p>For example, librarians, GP receptionists, community advice centre staff, groundsman, recreation assistants, housing support staff, environmental health officers, Fire and Rescue Service, school governors, Ambulance Service</p>	<p><u>Mandatory Induction – to include</u></p> <ul style="list-style-type: none"> ▪ 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 	<p>Integral part of a mandatory agency induction</p> <p>For induction materials see: DfE web-site</p> <p>or</p> <p>Safeguarding Level 1 Core Slides https://www.staffsscb.org.uk/Training/Level1/Core-Slides.aspx</p> <p>or</p> <p>Safeguarding Children E Academy – “Level1 – Introduction Version” (see SSCB website http://www.staffsscb.org.uk/Training/Level1/Level-1.aspx</p> <p>A Child Development e-learning module is also available to all</p> <p>For self-registration http://staffordshirescb.safeguardingchildren.co.uk/</p>	<p>Within 3 months of starting work.</p>	<p>The employer is responsible for organisation and delivery.</p> <p>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 takes lead responsibility for quality assurance</p>

Target groups to include members of statutory, voluntary, independent and community organisations	Training Content / Mandatory or recommended Level	Training methods	Timescales for completion	Employer and SSCB Responsibilities
<p>Group 2</p> <p>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 a rise form use of the EHA.</p> <p>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</p>	<p>As Group 1 plus:</p> <p><u>Mandatory Level 1 Safeguarding Children</u></p> <p>Documentation and sharing of information regarding concerns.</p> <p>Using the Framework for the Assessment of Children in Need and their Families;</p> <p><u>Recommended</u> Early assessment training</p> <p>Own safeguarding roles and responsibilities</p>	<p>Single agency training</p> <p>Level 1 Training at least every three years</p> <p>Level 1- Delivered by face-to-face (recommended) using the SSCB Safeguarding Level 1 Core Slides https://www.staffsscb.org.uk/Training/Level1/Core-Slides.aspx</p> <p>or</p> <p>Safeguarding Children E Academy – “Level 1 – Core Version” http://www.staffsscb.org.uk/Training/Level1/Level-1.aspx</p> <p>-Delivering Early Help in Staffordshire’ (E-learning) http://www.staffsscb.org.uk/Training/Level1/Level-1.aspx</p> <p>For self-registration - http://staffordshirescb.safeguardingchildrenea.co.uk/</p>	<p>Within 6 mths of starting work</p>	<p>The employer is responsible for organisation and delivery.</p> <p>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 takes lead responsibility for quality assurance</p>

Target groups to include members of statutory, voluntary, independent and community organisations	Training Content / Mandatory or Recommended Level	Training methods	Timescales for completion	Employer and SSCB Responsibilities
<p>Group 3</p> <p>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.</p> <p>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.</p>	<p>As Groups 1 & 2 plus, where appropriate:</p> <p><u>Recommended-</u></p> <p><u>Level 2 Working Together</u> if in your role you attend multi-agency meetings / conferences.</p> <p><u>Recommended</u></p> <p><u>Level 3 Multi-Agency Training – Role Specific</u></p> <p>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 co-operation and superficial compliance within the context of role.</p>	<p>Level 1 Training at least every 3 years. Delivered by face-to-face(recommended) Safeguarding Level 1 Core Slides https://www.staffsscb.org.uk/Training/Level1/Core-Slides.aspx</p> <p>Or</p> <p>Safeguarding Children E Academy – “Level 1 – Core Version” http://www.staffsscb.org.uk/Training/Level1/Level-1.aspx</p> <p>Delivering Early Help in Staffordshire’ E-learning For self-registration - http://staffordshirescb.safeguardingchildren.co.uk/</p> <p>In addition single-agency training and professional development related to specific role.</p> <p>Multi-agency training, for example – “Level 2 – Working Together to Safeguard Children” delivered face to face, SSCB approved</p> <p>“Level 3 – Specialist Training Courses”</p>	<p>Level 1 – Within 3 mths of starting work</p> <p>Level 2 – Within 12mths of starting work</p> <p>Level 3 as related to specific role at least every 3 years</p>	<p>The employer is responsible for organisation and delivery.</p> <p>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.</p> <p>The SSCB WD&T Subgroup is also responsible for quality assurance.</p>

Target groups to include members of statutory, voluntary, independent and community organisations	Training Content / Mandatory or Recommended Level	Training methods	Timescales for completion	Employer and SSCB Responsibilities
<p>Group 4</p> <p>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.</p>	<p>As Groups 1, 2 & 3 +</p> <p><u>Mandatory</u></p> <p><u>Level 2 Working Together</u></p> <p><u>Recommended</u></p> <p><u>Specific Level 3 courses</u></p> <p>Section 47 enquiries, roles, responsibilities and collaborative practice.</p> <p>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</p>	<p>Level 1 Training at least every 3 years. Delivered by face-to-face(recommended) Safeguarding Level 1 Core Slides https://www.staffsscb.org.uk/Training/Level1/Core-Slides.aspx</p> <p>Or</p> <p>Safeguarding Children E Academy – “Level 1 – Core Version” http://www.staffsscb.org.uk/Training/Level1/Level-1.aspx</p> <p>Delivering Early Help in Staffordshire’ E-learning For self-registration - http://staffordshirescb.safeguardingchildrenea.co.uk/</p> <p>For self-registration http://staffordshirescb.safeguardingchildrenea.co.uk/</p> <p>In addition single-agency training and professional development related to specific role.</p> <p>Multi-agency training, for example – “Level 2 – Working Together to</p>	<p>Level 1 – Within 3mths of starting work</p> <p>Level 2 – Within 12mths of starting work</p> <p>Level 3 as related to specific role at least every 3 years</p>	<p>The employer is responsible for organisation and delivery.</p> <p>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.</p> <p>The SSCB WD&T Subgroup is also responsible for quality assurance.</p>

		Safeguard Children” delivered face to face, SSCB approved “Level 3 – Specialist Training courses”		
Target groups to include members of statutory, voluntary, independent and community organisations	Training Content / Mandatory or Recommended Level	Training methods	Timescales for completion	Employer and SSCB Responsibilities
<p>Group 5</p> <p>Professional advisors, named and designated lead professionals.</p> <p>Designated leads / CP Officer in any setting to include:</p> <p>Education Settings Early Years Settings Police Health Probation Faith Establishments Youth Offending Service Social Care Third Sector</p>	<p>Content as for groups 1, 2 and 3 and 4 if advising staff in that group.</p> <p>Promoting effective professional practice.</p> <p>Advising others.</p> <p><u>Mandatory</u></p> <p><u>Level 2 Working Together</u> face to face course approved by SSCB</p> <p><u>Recommended</u></p> <p><u>Specific Level 3 Multi-Agency courses</u></p> <p><u>Level 4 Designated Officer Training</u></p>	<p>Level 1 Training at least every 3 years</p> <p>Level 1 Delivered face-to-face using SSCB Safeguarding Level 1 Core Slides https://www.staffsscb.org.uk/Training/Level1/Core-Slides.aspx</p> <p>or</p> <p>Safeguarding Children E Academy – “Level 1 – Core Version” http://www.staffsscb.org.uk/Training/Level1/Level-1.aspx</p> <p>For self-registration - http://staffordshirescb.safeguardingchildren.co.uk/</p> <p>In addition single-agency training and professional development related to specific role.</p> <p>Inter-agency training, for example – “Level 2 – Working Together to</p>	<p>Level 1 – Within 3mths of starting work</p> <p>Level 2 – Within 12mths of starting work</p> <p>Level 3 as related to specific role at least every 3 years (2 years for Designated Teachers)</p> <p>Level 4 within six months of taking the</p>	<p>The employer is responsible for organisation and delivery.</p> <p>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.</p> <p>The SSCB WD&T Subgroup is also responsible for quality assurance.</p>

	<u>Level 4 Managing allegations Against Staff</u>	Safeguard Children” delivered face to face, “Level 3 – Specialist Training Courses” “Level 4 – Specialist Training Courses”	position as Designated Safeguarding Lead	.
Target groups to include members of statutory, voluntary, independent and community organisations	Training Content / Mandatory or Recommended Level	Suggested training methods	Timescales for completion	Employer and SSCB Responsibilities
Group 6 Operational managers at all levels including: practice supervisors; front-line managers and managers of child protection units.	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. Recommended <u>Level 4 Designated Officer Training</u> <u>Level 4 Safer Recruitment Training</u>	Level 1 Training at least every 3 years Delivered by face-to-face(recommended) Safeguarding Level 1 Core Slides https://www.staffsscb.org.uk/Training/Level1/Core-Slides.aspx Or Safeguarding Children E Academy – “Level 1 – Core Version” http://www.staffsscb.org.uk/Training/Level1/Level-1.aspx Delivering Early Help in Staffordshire’ E-learning For self-registration - http://staffordshirescb.safeguardingchildrenea.co.uk/ For self-registration - http://staffordshirescb.safeguardingchildrenea.co.uk/	Level 1 – Within 3mths 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.

		renea.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”		
Target groups to include members of statutory, voluntary, independent and community organisations	Training Content / Mandatory or Recommended Level	Suggested training methods	Timescales for completion	Employer and SSCB Responsibilities

<p>Group 7</p> <p>Senior managers responsible for the strategic management of services; NHS board members.</p>	<p>Content as for groups 1, 2 and 3 and section 11 expectations, roles and responsibilities.</p> <p>Recommended</p> <p><u>Specific Level 3 Multi-Agency courses</u></p>	<p>Level 1 Training at least every 3 years</p> <p>Level 1 Delivered face-to-face Safeguarding Level 1 Core Slides https://www.staffsscb.org.uk/Training/Level1/Core-Slides.aspx</p> <p>or</p> <p>Safeguarding Children E Academy – “Level 1 – Core Version” http://www.staffsscb.org.uk/Training/Level1/Level-1.aspx</p> <p>For self-registration - http://staffordshirescb.safeguardingchildren.co.uk/</p> <p>In addition single-agency training and professional development related to specific role.</p> <p>.</p> <p>“Level 3 – Specialist Training Courses”</p>	<p>Level 1 – Within 3mths of starting work</p> <p>Level 3 as related to specific role</p>	<p>The employer is responsible for organisation and delivery.</p> <p>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.</p> <p>The SSCB WD&T Subgroup is also responsible for quality assurance</p>
<p>Target groups to include members of statutory, voluntary, independent and community organisations</p>	<p>Training Content / Mandatory or Recommended Level</p>	<p>Suggested training methods</p>	<p>Timescales for completion</p>	<p>Employer and SSCB Responsibilities</p>
<p>Group 8</p>	<p>Content as for groups 1, 2 and 3</p>	<p>Mandatory induction programme.</p>	<p>Level 1 – Within</p>	<p>The employer is</p>

<p>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.</p>	<p>and roles, responsibilities and accountabilities.</p> <p>Expectations on members in order to promote effective co-operation that improves effectiveness.</p> <p>Lessons from serious case reviews.</p> <p>Specialist training to undertake specific roles, for example independent Chair; SSCB Business Manager</p> <p><u>Recommended</u></p> <p><u>Specific Level 3 Multi Agency courses</u></p>	<p>SSCB development days</p> <p>Level 1 Training at least every 3 years</p> <p>Level 1 Delivered face-to-face using an SSCB Safeguarding Level 1 Core Slides https://www.staffsscb.org.uk/Training/Level1/Core-Slides.aspx</p> <p>or</p> <p>Safeguarding Children E Academy – “Level 1 – Core Version” http://www.staffsscb.org.uk/Training/Level1/Level-1.aspx</p> <p>For self-registration - http://staffordshirescb.safeguardingchildren.co.uk/</p> <p>CWDC support materials</p> <p>National Leadership Programme.</p> <p>“Level 3 – Specialist Training Courses”</p>	<p>3mths of starting work</p> <p>Level 3 as related to specific role</p>	<p>responsible for organisation and delivery.</p> <p>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.</p> <p>The SSCB WD&T Subgroup is also responsible for quality assurance.</p>
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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)