



Competence Still Matters: Safeguarding training for all employees and volunteers

**(A guide to the responsibilities of
all organisations)**

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1. Introduction

- 1.1 'Working Together to Safeguard Children', Chapter 4, (HM Government, March 2010) (www.workingtogetheronline.co.uk) provides guidance in respect of the training and development of staff and volunteers to enable them to effectively safeguard and promote the welfare of children.
- 1.2 Audiences for training include the whole of the children and young people's workforce and those working with adults who are parents or carers (for example, adult psychiatrists and probation staff). It includes paid staff and volunteers working in the statutory, voluntary, community and independent sectors.
- 1.3 'Working Together to Safeguard Children' groups audiences together based on their degree of contact with children and/or parents/carers and their levels of responsibility. There are eight groups which are:
- Those who have occasional contact with children, young people and/or parents/carers.
 - Those in regular or in intensive but irregular contact with children, young people and/or parents/carers.
 - Those who work predominantly with children, young people and/or parents/ carers.
 - Those who have particular specialist child protection responsibilities.
 - Professional advisers and designated leads for child protection.
 - Operational managers of services for children, young people and/or parents/ carers.
 - Senior managers responsible for strategic management of services for children, young people and/or parents/carers.
 - Members of Local Safeguarding Children Boards.
- 1.4 Suggested training content and training methods are described for each group, together with the responsibilities of employers, LSCBs and Children's Trusts in ensuring appropriate training delivery to the respective groups.

2. Multi-agency focus

- 2.1 The framework outlined in this document supports one of the primary duties that the Children Act (2004) creates: to ensure Local Authorities and key agencies work together to improve outcomes for children. In the context of learning skills and developing knowledge to better safeguard children and promote their well-being, "working together" can be translated as multi-agency learning and development activities or training.
- 2.2 The current version of 'Working Together to Safeguard Children' (2010) notes that:
- Research for the Department of Children, Schools and Families and the Department of Health has shown 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 and in developing a shared understanding of assessment and decision-making practices. Further, the opportunity to learn together is greatly valued; participants report increased*

confidence in working with colleagues from other agencies and greater mutual respect.

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, roles and responsibilities outlined in national guidance and local arrangements for safeguarding children and promoting their welfare;*
- *more effective and integrated services at both the 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.*

3. Roles and responsibilities of employers

3.1 'Working Together to Safeguard Children' (2010) places a duty on all employers to ensure that their staff are competent and confident in carrying out their responsibilities for safeguarding and promoting children's and young people's welfare.

3.2 This includes (note: a more comprehensive description can be found in Chapter 4 of 'Working Together to Safeguard Children', 2010) :

- Ensuring that all relevant staff and volunteers receive safeguarding child training within any appropriate service framework (for example, Safeguarding Children and Young People: Roles and Competences for Health Care Staff (2006); Roles, Skills, Knowledge and competencies for Safeguarding Children in the Sports Sector (2007)).
- Ensuring that all relevant staff receive a mandatory induction, which includes familiarisation with their child protection responsibilities and the policies and procedures to be followed if they have concerns about a child's safety or welfare. Regular refresher training should also be provided at least every three years.
- Ensuring that relevant staff are appropriately trained in child development and in how to recognise and act on potential signs of child abuse and neglect.
- Ensuring that that appropriately qualified staff undertaking specialist roles in both children's and adults' services receive the necessary specialist training.
- Committing resources for inter-agency training, for example through funding, providing venues, providing staff who contribute to the planning, delivery and/or evaluation of inter-agency training.
- Providing staff who have the relevant expertise to support the LSCB (for example, by actively contributing to the LSCB training sub-group).

- Releasing staff to attend the appropriate inter-agency training courses and ensuring the time for them to complete inter-agency training tasks and apply their learning in practice.
- Ensuring that staff receive relevant single-agency training that enables them to maximise the learning derived from inter-agency training.

4. Status and purpose of this document

- 4.1 This document is designed to assist all employers, voluntary organisations and LSCBs to meet the minimum requirements for the provision of safeguarding children training
- 4.2 It underpins the London Safeguarding Children Board's Child Protection Procedures (www.londonscb.gov.uk/procedures/) and provides a framework for single and multi-agency training to enable professionals, volunteers, agencies, organisations and services to acquire the skills and knowledge to work effectively within existing guidance and procedures for safeguarding children. It promotes consistency across the London Boroughs for the delivery of such training whilst allowing for the degree of flexibility required to meet locally identified needs.
- 4.3 Whilst the implementation of this document is not mandatory, it represents a standard of good practice and will help Local Safeguarding Children Boards, Children's Trusts and partner organisations fulfil their responsibilities as outlined in chapter 4 of 'Working Together to Safeguard Children' (2010).

5. Using the following tables

- 5.1 The following tables detail the eight staff groups identified in 'Working Together to Safeguard Children' (2010) and the minimum training requirements in respect of each group.
- 5.2 Employers should use the tables to ensure that all relevant employees and volunteers receive timely, appropriate training whether provided in-house, by their LSCB or by other training providers.
- 5.3 LSCBs should use the tables to inform the development of any local, multi-agency training programme. The tables can also be used when developing audit tools to measure the quantity and quality of single and multi-agency training provision within any borough.
- 5.4 When using the tables to design single or multi-agency programmes or training events, the focus should be on the outcomes indicated against the content for each of the eight groups.
- 5.5 When designing training programmes, employers and LSCBs should ensure that specific or specialist topics are covered (for example, impact of parental mental health, domestic violence, substance misuse, sexual exploitation). Training programmes should be continually revised to ensure the inclusion of ongoing lessons from research, Serious Case Reviews and government inquiry reports.

6. Groups

6.1 'Working Together to Safeguard Children' (2010) groups audiences together based on their degree of contact with children and/or parents/carers and their levels of responsibility, in order to assist with the identification of training and development needs. These groups are:

| Group | Description |
|-------|---|
| 1 | Staff in infrequent contact with children, young people and/or parents/carers who may become aware of possible abuse or neglect. For example, librarians, GP receptionists, community advice centre staff, groundsmen, recreation assistants, environmental health officers. |
| 2 | Those in regular contact or have a period of intense but irregular contact, with children, young people and/or parents/carers including all health clinical staff, who may be in a position to identify concerns about maltreatment, including those that may arise from the use of CAF. For example, housing, hospital staff, YOT staff and staff in secure settings, the police other than those in specialist child protection roles, sports development officers, disability specialists, faith groups, community youth groups, play scheme volunteers. |
| 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 reviewing 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 services, those working in community play schemes. |
| 4 | 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. |
| 5 | Professional advisors, named and designated lead professionals. |
| 6 | Operational managers at all levels including: practice supervisors; front line managers and managers of child protection units. |
| 7 | Senior managers responsible for the strategic management of services; NHS board members. |
| 8 | Members of the LSCB including: board members; independent chairs; directors of children's services; elected members; 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.

7. Training requirements for each group

- 7.1 Many groups are required to undergo training related to their level of responsibility in addition to some of the training aimed at the lower level groups. For example, a worker from group 7 is required to undergo the training outlined for group 7 but is also required to undergo training outlined for groups 1, 2, and 3.
- 7.2 The following chart provides an overview of the training requirements for all groups.

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

The following tables provide more detail in respect of the training requirement for each group.

Group 1

- The following training received within one week of commencement of employment.
- Refresher training provided at least every three years.

| Content | Delivery Method | Outcome |
|-----------------------|--|---|
| Definitions of abuse. | 1 to 1 supervision/induction or group induction. | <p>The employee is aware of the definitions of significant harm and abuse and neglect (Working Together to Safeguard Children, 2010).</p> <p>The employee has received a written copy of the definitions of significant harm and abuse and neglect (possibly contained within the organisation's basic safeguarding children procedures) and has signed to confirm that they have read this.</p> |
| Child development. | 1 to 1 supervision/induction or group induction. | <p>The employee understands:</p> <ul style="list-style-type: none"> • how the quality of care that children receive can have an impact on their health and development; • that plans and interventions to safeguard and promote the child's welfare should be based on a clear assessment of the child's developmental progress and the difficulties the child may be experiencing; • that planned action should be timely and appropriate for the child's age and stage of development. |

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| <p>Awareness of the possible signs and symptoms of abuse and neglect.</p> | <p>1 to 1 supervision/induction or group induction.</p> | <p>The employee is aware of the possible signs of abuse and neglect.</p> <p>The employee understands that the presence of some factors is not proof that abuse has occurred, but:</p> <ul style="list-style-type: none"> • may be regarded as indicators of the possibility of significant harm; • may indicate a need for careful assessment and discussion with the agency's nominated child protection person; • may require consultation with and/or referral to the LA children's social care and/or the police. <p>The employee understands that the absence of such indicators does not mean that abuse or neglect has not occurred.</p> <p>The employee has received a written copy of the guidance regarding 'Recognition of Abuse and Neglect' given in part 4 of the London Child Protection Procedures (possibly contained within the organisation's basic safeguarding children procedures) and has signed to confirm that they have read this.</p> |
| <p>Awareness of the organisation's basic safeguarding children procedures.</p> | <p>1 to 1 supervision/induction or group induction.</p> | <p>The employee is aware of the organisation's basic safeguarding children procedures.</p> <p>The employee has received a written copy of the organisation's basic safeguarding children procedures and has signed to confirm that they have read this.</p> |

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| <p>Awareness of who within the organisation should be contacted regarding any concern about a child's safety or welfare (including who to contact if that person is unavailable).</p> | <p>1 to 1 supervision/induction or group induction.</p> | <p>The employee is aware of who within the organisation should be contacted regarding any concern about a child's safety or welfare.</p> <p>The employee is aware of who to contact if the main contact is not available.</p> <p>The employee is aware that contact should be made without the delay whenever the concern involves possible significant harm to a child.</p> <p>The employee has received written information about who to contact regarding safeguarding concerns (possibly contained within the organisation's basic safeguarding children procedures) and has signed to confirm that they have read this.</p> |
| <p>Awareness of who within the organisation should be contacted regarding any concern about a colleague's behaviour towards a child or potential risk that they may present.</p> | <p>1 to 1 supervision/induction or group induction</p> | <p>The employee is aware of the organisation's procedures for reporting concerns about a colleague's behaviour.</p> <p>The employee has received written information about who to contact regarding the behaviour of a colleague towards a child (possibly contained within the organisation's basic safeguarding children procedures) and has signed to confirm that they have read this.</p> |
| <p>Awareness of the expected standards of behaviour by staff towards children.</p> | <p>1 to 1 supervision/induction or group induction.</p> | <p>The employee is aware of the organisation's codes of conduct</p> <p>The employee has received a written copy of the organisation's codes of conduct and has signed to confirm that they have read this.</p> |

Group 2

- Training outlined for Group 1 received within one week of commencement of employment.
- The following training provided within six months of commencement of employment.
- Refresher training regarding the above provided at least every three years.

| Content | Delivery Method | Outcome |
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| Documentation and sharing of information regarding concerns. | In-house group training (multi-agency if available). | <p>The employee is aware of the organisation's processes and documentation for recording concerns about children and action taken.</p> <p>The employee is aware of the documentation to be used when making referrals to the local authority.</p> <p>The employee is aware of the CAF documentation.</p> <p>The employee is aware of government guidance regarding the sharing of information (within the organisation and with other organisations) about children and families.</p> <p>The employee is aware of the 'public interest' responsibility to share information in order to protect children from the risk of significant harm.</p> |

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| <p>Using the Framework for the Assessment of Children in Need and their Families: Own safeguarding roles and responsibilities.</p> | <p>In-house group training (multi-agency if available).</p> | <p>The employee is aware of the threshold criteria for the levels of intervention (CAF, children in need and children in need of protection).</p> <p>The employee is aware of The Framework for the Assessment of Children in Need and their Families and its relationship to assessments regarding CAF, children in need and children in need of protection.</p> <p>In particular, the employee is aware of the dimensions to be explored when assessing the needs of the child, parenting capacity and family and environmental factors.</p> <p>The employee is aware of their role in respect of identifying concerns about children; discussing concerns with the relevant person within their organisation; instigating or contributing to assessments under CAF; making referrals to other organisations for specialist services including referring to the local authority regarding children in need and children in need of protection.</p> |
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Group 3

- Training outlined for Group 1 received within one week of commencement of employment.
- Training outlined for Group 2 provided within six months of commencement of employment.
- The following training provided within twelve months of commencement of employment.
- Refresher training regarding the above provided at least every three years.

| Content | Delivery Method | Outcome |
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| <p>Working together to identify, assess and meet the needs of children where there are safeguarding concerns.</p> | <p>Multi-agency training delivered by, or on behalf of, the Local Safeguarding Children Board.</p> <p>In addition, single-agency training and professional development related to specific role.</p> | <p>The employee is aware of the historical context (e.g. messages from research; lessons from SCR; government inquiry reports) emphasising the need for organisations to work together.</p> <p>The employee is aware of current legislation and government guidance regarding their responsibility to co-operate with the local authority and other agencies where there are safeguarding concerns.</p> <p>The employee is aware of the ways in which such concerns may arise and the various resulting ways in which they and their agency will become involved.</p> <p>The employee is aware of the processes that are activated following referral to the local authority under s17/s47 of The Children Act 1989 and their contribution to these processes in terms of:</p> <ul style="list-style-type: none"> • providing information and professional opinion; • carrying out any necessary specialist assessment; • providing reports; • attending meetings; • contributing to decision making; • contributing to plans; |

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| | | <p>Managing disagreements or conflict with other organisations.</p> <p>The employee is aware of the barriers to inter-agency cooperation and of strategies to overcome them.</p> |
| <p>The impact of parenting issues, such as domestic abuse, substance misuse on parenting capacity.</p> | <p>Multi-agency training delivered by, or on behalf of, the Local Safeguarding Children Board.</p> <p>In addition, single-agency training and professional development related to specific role.</p> | <p>The employee is aware of factors that impact on the vulnerability of children including –</p> <p>Individual factors such as:</p> <ul style="list-style-type: none"> • babies and very young children; • disabled children; • children who are picked on as being different; • children who are already thought of as a problem. <p>Social factors including families:</p> <ul style="list-style-type: none"> • living in poverty; • facing racism and other forms of social isolation; • living in areas with a lot of crime, poor housing and high unemployment. <p>Parental/other adult factors such as:</p> <ul style="list-style-type: none"> • domestic violence; • mental illness; • learning disability; • misuse of drugs or alcohol. <p>The employee is aware of the dimensions of parenting capacity as described in The Framework for the Assessment of Children in Need and their Families and the impact of the above parental</p> |

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| | | <p>factors.</p> <p>Employees working with the adult as their client are aware of their responsibility to also ensure the welfare and safety of children.</p> |
| <p>Recognising the importance of family history and functioning.</p> | <p>Multi-agency training delivered by, or on behalf of, the Local Safeguarding Children Board.</p> <p>In addition, single-agency training and professional development related to specific role.</p> | <p>The employee understands the need to fully assess family history and functioning, including:</p> <ul style="list-style-type: none"> • who is living in the household and how they are related to the child; • significant changes in family/household composition; • history of childhood experiences of parents; • chronology of significant life events and their meaning to family members; • nature of family functioning, including sibling relationships and its impact on the child; • parental strengths and difficulties, including those of an absent parent; and the relationship between separated parents. <p>The employee understands the importance of analysis of previous referrals and interventions, particularly those relating to child in need or child protection.</p> |

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| <p>Working with children and family members, including addressing lack of co-operation and superficial compliance within the context of role.</p> | <p>Multi-agency training delivered by, or on behalf of, the Local Safeguarding Children Board.</p> <p>In addition, single-agency training and professional development related to specific role.</p> | <p>The employee is aware of worker and agency factors that may impact on family cooperation.</p> <p>The employee understands the nature of resistance in some families, including:</p> <ul style="list-style-type: none"> • ambivalence; • denial; • unresponsiveness / superficial compliance; • hostility or violence. <p>The employee is able to distinguish between families that are:</p> <ul style="list-style-type: none"> • cooperative; • uncooperative; • hostile; • dangerous. <p>The employee is aware of strategies to overcome or respond to a lack of engagement or cooperation.</p> |
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Group 4

- Training outlined for Group 1 received within one week of commencement of employment.
- Training outlined for Group 2 provided within six months of commencement of employment.
- Training outlined for Group 3 provided within twelve months of commencement of employment.
- The following training provided within twelve months of commencement of employment.
- Refresher training regarding the above provided at least every three years.

| Content | Delivery Method | Outcome |
|---|---|--|
| Section 47 enquiries, roles, responsibilities and collaborative practice. | Multi-agency training delivered by, or on behalf of, the Local Safeguarding Children Board. | <p>The employee understands the threshold for instigating enquiries under s47.</p> <p>The employee understands the purpose of the Initial Assessment and their own role in sharing relevant information and opinion.</p> <p>The employee understands the purpose of the Strategy Discussion and their own role in sharing relevant information and opinion.</p> <p>The employee understands the various elements of s47 enquiries and their own role in sharing relevant information and opinion.</p> <p>The employee is aware of appropriate action to take if they have not been consulted during, or informed of the outcome of, the Initial Assessment.</p> <p>The employee understands their responsibility to appropriately challenge what they believe may be wrong or dangerous decisions or outcomes in respect of the Initial Assessment and/or Strategy Discussion.</p> |
| Using professional judgements to make decisions as to whether a child is suffering, or is likely to suffer, significant harm. | Multi-agency training delivered by, or on behalf of, the Local Safeguarding Children Board. | <p>The employee understands the three possible outcomes of s47 enquiries and the thresholds relating to these.</p> <p>The employee is aware of appropriate action to</p> |

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| | | <p>take if they have not been consulted during, or informed of the outcome of, s47 enquiries.</p> <p>The employee understands their responsibility to appropriately challenge what they believe may be wrong or dangerous decisions or outcomes in respect of s47 enquiries.</p> <p>The employee understands their responsibility to contribute to Child Protection Conferences, Core Group Meetings, Child Protection Plans, Child in Need Planning Meetings, Child in Need Plans.</p> |
| Working with complexity. | Multi-agency training delivered by, or on behalf of, the Local Safeguarding Children Board. | <p>The employee understands the definition of complex (organised or multiple) abuse.</p> <p>The employee is aware of national guidance and local, multi-agency procedures outlining the responses to possible complex abuse cases.</p> |
| Conducting Section 47 enquiries. | <p>Additional single agency training (Social Care only).</p> <p>Combination of specific training events, shadowing experienced workers and co-working cases, ongoing supervision, staged approach of exposure to conducting enquiries – increasing in difficulty/complexity.</p> | <p>Workers undertaking s47 enquiries:</p> <ul style="list-style-type: none"> • are aware of the role of the Strategy Discussion in agreeing the need for s47 enquiries and in planning the strategy for such enquiries; • are familiar with and able to apply the 'Framework for the Assessment of Children in Need and their Families'; • are aware of the stages in the process of conducting s47 enquiries (including talking to all relevant children, adults and communicating with other agencies) and relevant timescales; • are aware of the need to talk to children on their own as part of any enquiries; • are aware of the need to seek specialist assessments (including medical examination) |

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| | | <p>where necessary;</p> <ul style="list-style-type: none"> • are able to analyse information gathered in order to identify levels of risk and identify the nature of the work required to reduce the level of risk; • are aware of the three possible outcomes to s47 enquiries; • are skilled at talking to children; • are able to take effective action to conclude enquiries and safeguard children when dealing with resistant, difficult to engage, or hostile families. |
| Taking emergency action. | Single/joint agency training (Social Care and Police only). | <p>Workers undertaking s47 enquiries:</p> <ul style="list-style-type: none"> • are able to identify circumstances when swift action is needed to secure the immediate safety of a child; • are aware of the process for obtaining an Emergency Protection Order; • are aware of police protection powers in respect of children; • are aware of national guidance and local procedure regarding the use of Emergency Protection Orders and police emergency powers. |
| Communicating with children in line with interviewing vulnerable witness guidance. | Joint agency training (Social Care and Police). | No worker should conduct any interview held under the 'Achieving Best Evidence' guidelines unless they have successfully completed training approved by London Safeguarding Children Board. |

Group 5

- Training outlined for Group 1 received within one week of commencement of employment.
- Training outlined for Group 2 provided within six months of commencement of employment.
- Training outlined for Group 3 provided within twelve months of commencement of employment.
- Training outlined for Group 4 (only if advising staff from Group 4) provided within twelve months of commencement of employment.
- The following training provided within twelve months of commencement of employment.
- Refresher training regarding the above provided at least every three years.

| Content | Delivery Method | Outcome |
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| <p>Promoting effective, professional practice.</p> | <p>Multi-agency training delivered by, or on behalf of, the Local Safeguarding Children Board.</p> <p>In addition, single-agency training and professional development related to specific role.</p> | <p>The employee understands their role and responsibilities as professional advisor/ named or designated lead professional in terms of:</p> <ul style="list-style-type: none"> • offering guidance and advice to colleagues in respect of appropriate levels of intervention when a concern about a child arises; • ensuring that appropriate action is taken whenever thresholds are crossed in respect of CAF, s17 and s47; • providing advice/support to colleagues where there are unresolved disagreements, disputes or conflict with other agencies. <p>Where appropriate to their agency role, the employee understands the part they play in:</p> <ul style="list-style-type: none"> • ensuring that their agency operates a safe recruitment process; • ensuring that their agency operates appropriate codes of conduct; • ensuring that their agency responds appropriately to allegations about the |

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| | | <p>behaviour of colleagues staff or volunteers;</p> <ul style="list-style-type: none"> ensuring that their agency responds appropriately to concerns and allegations regarding children within their families; ensuring that appropriate policies and procedures are in place; ensuring that staff and volunteers receive adequate training regarding the safeguarding of children and that such training is compliant with government guidance. |
| Advising others | <p>Multi-agency training delivered by, or on behalf of, the Local Safeguarding Children Board.</p> <p>In addition, single-agency training and professional development related to specific role.</p> | <p>The employee understands the thresholds for intervention and the duty to refer to Children's Services.</p> <p>The employee understands government guidance and the London Child Protection Procedures regarding the identification and responses to concerns about the welfare and safety of children.</p> |
| Supervising child protection cases. | <p>Multi-agency training delivered by, or on behalf of, the Local Safeguarding Children Board.</p> <p>In addition, single-agency training and professional development related to specific role.</p> | <p>Where a professional advisor or designated/named lead professional has supervisory responsibilities for child protection cases, they should undertake the training outlined in group 6.</p> |

Group 6

- Training outlined for Group 1 received within one week of commencement of employment.
- Training outlined for Group 2 provided within six months of commencement of employment.
- Training outlined for Group 3 provided within twelve months of commencement of employment.
- Training outlined for Group 4 (only if advising staff from Group 4) provided within twelve months of commencement of employment.
- The following training provided within twelve months of commencement of employment.
- Refresher training regarding the above provided at least every three years.

| Content | Delivery Method | Outcome |
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| <p>Supervising child protection cases.</p> <p>Managing performance to promote effective inter-agency practice.</p> | <p>Multi-agency training delivered by, or on behalf of, the Local Safeguarding Children Board.</p> <p>In addition, single-agency training and professional development related to specific role.</p> | <p>The employee understands their role in supervising, supporting and monitoring the actions of staff working with child protection cases, particularly regarding:</p> <ul style="list-style-type: none"> • identifying and responding to concerns; • following up referrals; • keeping comprehensive and accurate records; • working with others; • attending (and contributing to) meetings; • discharging responsibilities under child protection plans; • providing timely reports and assessments; • contributing to decisions regarding risk; • challenging decisions where there is disagreement. |

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| <p>Specialist training to undertake key management and/or supervisory roles in, for example, intake/duty teams.</p> | <p>Single-agency training and professional development related to specific role.</p> | <p>The employee is competent in managing staff engaged in conducting s47 enquiries and staff holding key-worker responsibility for children who are subject to child protection plans.</p> |
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Group 7

- Training outlined for Group 1 received within one week of commencement of employment.
- Training outlined for Group 2 provided within six months of commencement of employment.
- Training outlined for Group 3 provided within twelve months of commencement of employment.
- The following training provided within twelve months of commencement of employment.
- Refresher training regarding the above provided at least every three years.

| Content | Delivery Method | Outcome |
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| Section 11 expectations, roles and responsibilities | Multi-agency training delivered by, or on behalf of, the Local Safeguarding Children Board. In-house and LSCB induction programme. National and local leadership programmes. | The individual understands their s11 roles and responsibilities. The individual promotes their agency contribution to the multi-agency safeguarded processes. The individual promotes their agency contribution to the work of the LSCB. |

Group 8

- Training outlined for Group 1 received within one week of commencement of employment.
- Training outlined for Group 2 provided within six months of commencement of employment.
- Training outlined for Group 3 provided within twelve months of commencement of employment.
- The following training provided within twelve months of commencement of employment.
- Refresher training regarding the above provided at least every three years.

| Content | Delivery Method | Outcome |
|---|---|---|
| <p>Expectations on members in order to promote effective co-operation that improves effectiveness.</p> <p>Current policy, research and practice developments.</p> <p>Lessons from Serious Case Reviews. Specialist training to undertake specific roles, for example independent chair; business manager.</p> | <p>Multi-agency training delivered by, or on behalf of, the Local Safeguarding Children Board.</p> <p>LSCB induction programme.</p> <p>LSCB development days.</p> <p>CWDC support materials.</p> <p>National Leadership Programme`.</p> | <p>The individual understands their role and responsibilities as an active member of the LSCB.</p> <p>The individual promotes multi-agency communication and collaboration in respect of safeguarded processes.</p> <p>The individual promotes agency contribution to the work of the LSCB.</p> |