



Local Safeguarding Children Board

Training Strategy 2009

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1. Background

The Bedfordshire LSCB (BLSCB) Training Strategy was last reviewed in March 2007.

2. Purpose

This BLSCB strategy will:

- a. place BLSCB training activities within a clear statutory and policy context;
- b. clarify and establish the relationship between the local Children's Trusts and the BLSCB in developing the children's workforce;
- c. review, and take into active consideration, relevant national initiatives;
- d. equip the workforce to deliver the priorities in the BLSCB Business Plan
- e. outline a framework for delivery of single agency and multi agency training to ensure that staff and volunteers receive the level of safeguarding children require in order to fulfil individual roles and responsibilities;
- f. identify tools for assuring quality and evaluating effectiveness of training activities;
- g. further embed Agencies' commitment to inter and multi agency working and compliance with the BLSCB's functions of monitoring and evaluating the effectiveness of this work and ways to improve.

2.1 Statutory responsibilities of the LSCB

These are largely outlined in *Working Together to Safeguard Children 2006* which provides statutory guidance under the *Children Act 2004* and is due to be revised and published by December 2009:

'It is the responsibility of the LSCB to ensure that single-agency and inter-agency training on safeguarding and promoting welfare is provided in order to meet local needs. This covers both the training provided by single agencies to their own staff, and inter-agency training where staff from more than one agency train together.' (3.22 *Working Together to Safeguard Children 2006*)

'LSCBs may wish to carry out their function by taking a view as to the priorities for inter-agency and single-agency child protection training in the local area, and feeding those priorities into the local workforce strategy. LSCBs will also wish to evaluate the quality of this training, ensuring that relevant training is provided by individual organisations and checking that the training is reaching the relevant staff within organisations.' (3.23 *Working Together to Safeguard Children 2006*)

Organisation and delivery of training is not identified as part of the core requirement for LSCB's. However, recent research undertaken for the DCSF and DH '*Safeguarding Children Initiative*' (Carpenter, J., Szilassy, E., Patsios, D., and Hackett, S., *University of Bristol, unpublished*) found positive outcomes for the Inter agency training provided by LSCB's in terms of 'substantial gains in knowledge of the substantive topic and self confidence regarding safeguarding policies and procedures.' The opportunity to learn together and to work together was very highly valued and there were very substantial improvements in their self reported understanding of the roles of different professionals who engage in work to safeguard children and in their confidence and comfort in working with these colleagues. The BLSCB will continue to provide and co-ordinate such multi agency training.

2.2 Role of the Children's Trusts

Locally the Children's Trust, until 31st March 2009, has effectively been the Bedfordshire Children and Young People's Strategic Partnership. The new local authorities each have their own Children's Trust arrangements. Statutory Guidance in respect of safeguarding training states:

They should establish systems for the delivery of single- agency and inter-agency training on safeguarding and promoting the welfare of children. (4.7 Working Together to Safeguard Children 2006)

The BLSCB's objectives are to co-ordinate what is done by each person or body on the Board for the purposes of safeguarding and promoting the welfare of children in the area of the authority and to ensure the effectiveness of what is done by each such person or body for that purpose. (s.14 (i) Children Act 2004). The BLSCB monitors effectiveness of single and multi –agency training, evaluates that effectiveness, provides challenge and advises on ways to improve

There are two new Children Trusts structures and consultation with children, young people and families is taking place so that the Children and Young Peoples Plans can be completed with partners. The Central Bedfordshire Children's Trust Children and Young Peoples Plan was launched in September 2009 and makes clear reference to reducing the impact of domestic abuse and bullying outside of school on children and young people as well as provision of a co-ordinated safeguarding process. The 'Consultation Document' for Bedford Borough Children's Trust Children and Young People's Plan identifies priorities as the need for children and young people who are carers to be supported and kept safe, improvement of Child and Adolescent Mental Health Services and integrated working to improve outcomes for children and young people. The final version of the Bedford Borough Children & Young People's plan will be launched in March 2010 and the safeguarding priorities will reflect what has been raised as part of the consultation process.

These Children's Trusts are responsible for communications with and development of the children's workforce within each of their areas. Trust Board members will identify the ways in which safeguarding and promotion of welfare of children training needs are to be met within each Agency. BLSCB has a statutory duty to monitor the effectiveness of these plans within and across Agencies so as to assess the contribution made to the overall outcome of the wellbeing of children, especially 'staying safe'.

The BLSCB will assist Trust members to work together to meet these identified training needs by:

- making peer review arrangements at the request of Trust Board members;
- validation of Level 1 Training Programmes for BLSCB members;
- assuring quality of single agency training undertaken by BLSCB members;
- auditing single agency safeguarding training provision and how training needs are met;
- provision of a Model level 1 Training Package that agencies may tailor to reflect their own particular context
- provision of extended multi agency learning opportunities for their children's workforces.

2.3 Children's Workforce

The 2020 Workforce strategy (DCSF 2009) has its roots in the Children's Plan, Building Brighter Futures (DCSF 2008) and the Children's and Young People's Plans for Bedford Borough and Central Bedfordshire each reflect these national strategy documents. Both Unitary Authorities identify multi-agency training with cross sections of the workforce working and training together as key to enabling the achievement of their ambitions for children and young people. Shared values, common skills and knowledge are identified as the foundation required by all those in the Children's Workforce.

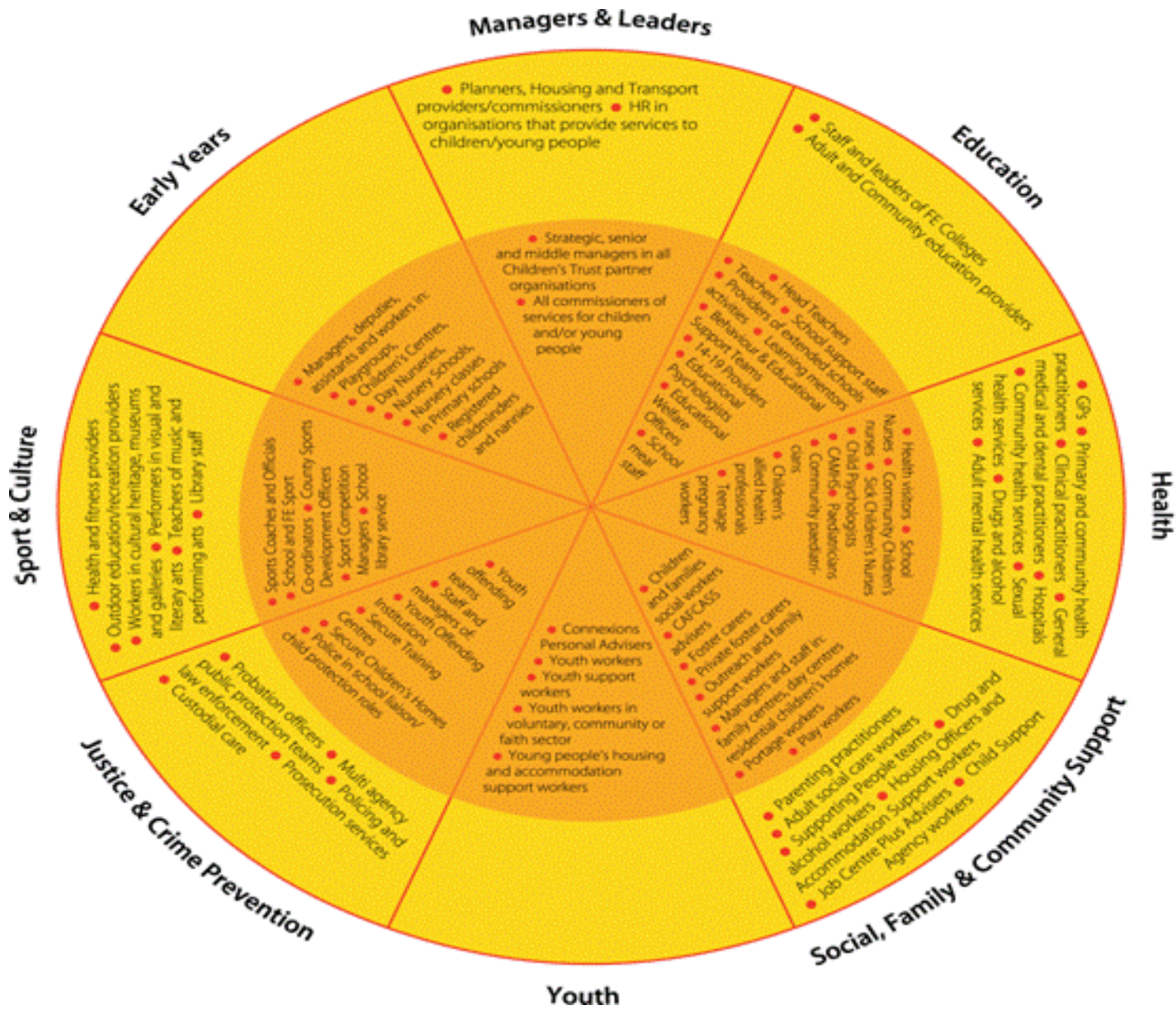
Safeguarding and promoting the welfare of children is one of the six areas of the *Common Core of Skills and Knowledge for the Children's Workforce* (2005) prospectus that specifies the expertise that everyone working with children, young people and families – including those who work as volunteers – should be able to demonstrate.


Considerable work had been done prior to dis-aggregation earlier this year on implementing these 'Children's Workforce Common Core Standards' particularly in relation to children's social care teams, learning mentors, Fostering and Connexions and schools and any Safeguarding Training delivered to the local children's workforce will need to make reference to these Standards.


The BLSCB training programme will continue to cater for a broad range of delegates with a variety of job and volunteer roles so as to promote the shared values, acquisition of skills and knowledge required to achieve best outcomes for children and young people.

In addition, the wider Children's Workforce will include those who have contact with children, young people and families and the BLSCB will monitor the effectiveness of training arrangements for such workers or volunteers, for example Faith Communities.

'Like other organisations that work with children, churches, other places of worship and faith-based organisations need to have appropriate arrangements in place for safeguarding and promoting the welfare of children, as described in paragraph 2.8' (2.153 Working Together to Safeguard Children 2006)



 **Core Children's Workforce:** People who work or volunteer with children, young people and their families, or are responsible for their outcomes all the time

 **Wider Children's Workforce:** People who work or volunteer with children, young people, and/or their families part of the time, or are responsible for their outcomes as part of their jobs.

2.4 Responsibilities of Agencies

Section 11 of the Children Act 2004 places a duty on key people and bodies to make arrangements to ensure that their functions are discharged with regard to the need to safeguard and promote the welfare of children. The application of this duty will vary according to the nature of each agency and its functions.

‘Staff should have an understanding of both their role and responsibilities, and those of other professionals and organisations. This is essential for effective multi- and inter-agency collaboration. Agencies are encouraged, where appropriate, to enable their staff to participate in training provided on an inter-agency basis as well as in single agency training provided by the agency itself. (2.13e Statutory guidance on making arrangements to safeguard and promote the welfare of children under s.11 of the Children Act, 2004)

Inter- and multi-agency work is an essential feature of all training in safeguarding and promoting the welfare of children. Single-agency training, and training provided in professional settings, should always equip staff for inter-agency work. All training in this field should be consistent with The Common Core of Skills and Knowledge. (4.17 Working Together to Safeguard Children 2006)

3. Principles of Bedfordshire LSCB training

Bedfordshire LSCB training (BLSCB) will be based on sound principles and standards, in line with ‘*Sustaining Quality: Standards for Inter-agency child protection training and development*’, Revised edition 2003, ‘PIAT’ (‘Promoting Inter-Agency Training’ group).

Specifically, the training will seek to:

- *Reflect that the welfare of the child is paramount*
- *Encompass Anti-Oppressive Practice and challenge discrimination on any grounds*
- *Validate inter-agency working and reach a wide inter-agency audience*
- *Relate clearly to legislation, local policy and procedures*
- *Be up to date and rooted in best practice*
- *Take account of adult learning styles*
- *Be responsive to local needs and subject to evaluation and review*

All aspects of BLSCB training will therefore be child centred and will promote children’s rights and needs. The training will recognise (a) the need to work in partnership with parents and carers and (b) family strengths in responding to the needs of their children. All training will promote participation of children, young people and families in decision making and will also create an ethos which values working collaboratively with others.

3.1 Single Agency Training – training carried out by a particular Agency for its own staff (4.2 Working Together to Safeguard Children 2006)

All those staff and volunteers who come into contact with children and young people and adults who are parents or carers will need to have appropriate training that provides an induction to his/her role and responsibilities to safeguard and promote the welfare of children and young people.

Further to this, statutory guidance places a duty on employers to ensure that staff and volunteers are clear about how to recognise and respond to safeguarding concerns, including signs of possible maltreatment and this should take place prior to inter-agency training. (4.5 *Working Together to Safeguard Children 2006*)

Some Agencies may consider that all employees and volunteers require such training (NHS Bedfordshire Training Strategy for Safeguarding Children, 2009; Safeguarding Children and Safer Recruitment in Education, DfES, 2006) while others may restrict such training to certain job roles.

Single Agency training may also be provided at each level of the framework where it relates to occupational standards and the professional role and competencies of a particular agency's staff e.g. *Safeguarding Children and Young People: Roles and Competencies for Health Care Staff - Intercollegiate Document, 2006*; *Bedfordshire Police Safeguarding Children Training Strategy, 2008*; *Central Bedfordshire Council Training Directory 2009-10*

Where such training is provided by Local Authorities and/or other Agencies then these Agencies will reserve a number of free places to BLSCB applicants from Agencies as deemed appropriate by the BLSCB Training and Development Manager in conjunction with the specific Agency's Training Manager.

3.2 Inter - Agency training – for employees of different agencies who either work together formally or come together for training or development (4.2 *Working Together to Safeguard Children 2006*)

The purpose of multi agency training is to achieve better outcomes for children and young people through:

- a shared understanding of the tasks, processes, principles, and roles and responsibilities as outlined in national and local guidance for safeguarding children and promoting their welfare;
- improved communication between all members of the Children's Workforce including a common understanding of key terms, definitions and thresholds for action;
- effective working relationships, including an ability to work in multiagency-disciplinary groups or teams;
- sound decision making based on information sharing, thorough assessment, critical analysis and professional judgement.

4. A Framework for Single Agency and Inter Agency Safeguarding Children Training

Bedfordshire LSCB seeks to ensure that staff and volunteers receive the level of safeguarding children training required in order to fulfil individual roles and responsibilities during time spent as members of the Children's workforce.

The framework reflects the variety of levels of contact with children, young people and families and carers as well as specific specialist areas of work associated with the most vulnerable children. Certain complex tasks related to safeguarding children from significant harm require a multi agency, multi disciplinary approach and the framework provides a means for individuals and their managers to plan training pathways appropriately. (Appendix 3)

The framework is based on the three –stage model outlined in *Working Together to Safeguard Children 2006* and has been developed to incorporate the 'Suggested learning

Outcomes for Target Groups' available at www.everychildmatters.gov.uk/workingtogether and in Appendix 2 to this document. The detailed content and delivery of training at each stage will be agreed by the BLSCB training and Development Implementation group.

Bedfordshire LSCB has, in partnership with Agencies, purchased on line e-learning tools that are free to all statutory and voluntary Agencies' Bedfordshire workers, volunteers and other residents. This provides safeguarding children learning tools to support single agency activities in professional or volunteer roles, thus assisting those involved to meet their individual safeguarding responsibilities.

4.1 Target Audiences for Safeguarding Training

Induction – Single Agency

Staff must be aware of their Agency's responsibilities to safeguard and promote the welfare of children and young people, to recognise the indicators of abuse and the role of the LSCB. Agencies need to ensure that satisfactory arrangements are in place for all new recruits to receive this information during their induction period.

BLSCB Safeguarding Children Competencies for each level of training are detailed in Appendix 1 of this Document.

Level One (Group A)

Those in who are in **regular contact** with children and young people and with adults who are parents or carers. These people are in a position to identify concerns about maltreatment, including those that may arise from using the common assessment framework (CAF). They include housing and hospital staff, police staff, youth workers, child minders, private foster carers, those working in with children in private and residential and day care settings and those working in sport and leisure settings in both a paid and unpaid capacity.

The aim of Level One training is to inform staff of their role and responsibility to safeguard children and how to recognise safeguarding concerns including the indicators of abuse. All staff in this group should receive this training (either face to face training or E-learning within six months of appointment). Certificates for face to face training or E-learning will be provided upon satisfactory completion of the course. BLSCB will provide some face to face training in addition to E-Learning at this level for staff from small voluntary organisations that are unable to provide their own face to face training. Single agencies are expected to deliver this training for their own staff and volunteers.

As part of its remit to check and evaluate single and inter agency training to ensure effectiveness BLSCB has adopted the 'Eastern Region Safeguarding Children Boards Benchmarking Toolkit for Member Agencies and Organisations in relation to S.11 of the Children Act, 2004' and will be reviewing all Single Agency Training Packages and programmes on a rolling programme as of July 2009. Courses will be approved for a period of two years, or referred back to Agencies to ensure that the standards are met.

Agencies will be required to provide Annual reports to the LSCB detailing the number of staff trained at this level and evaluation of the effectiveness of the training undertaken.

The BLSCB will seek to assure the quality of trainer performance at this level by adoption of peer review systems. BLSCB will invite such trainers to evidence their training and safeguarding knowledge and will also invite these trainers to attend the joint BLSCB and Luton LSCB Safeguarding Train the Trainer course as required. These trainers may then be invited to join the BLSCB Training Pool and will be encouraged to regularly attend Training Pool Development events.

Agencies will report on e-learning numbers and successful completion rates to the LSCB TDIG.

Level 2 (Group B)

Those who **work regularly** with children and young people and with adults who are parents or carers, and who may be asked to contribute to assessments of children in need. They include GP's, hospital and community health staff, family and children's centre workers, school staff, education welfare officers, social work assistants, family support workers, social workers (other than those social workers whose key role is safeguarding children), Integrated Youth services staff, mental health and learning disability staff, police and probation staff.

This Group have considerable professional and organisational responsibility for safeguarding and promoting the welfare of children. They are required to act on safeguarding concerns and to understand and contribute to the safeguarding process. This group of workers are required to work in a multi agency context. They should be able to provide information on a child's developmental needs and circumstances as well as accurately convey the child's views and advocate for action that will be in the best interests of the child.

This group will have a higher entry level of knowledge and understanding at the commencement of a level 2 course and should have achieved the Level 1 Safeguarding competencies. They will have a clear understanding of how to work together to identify and assess concerns and to plan, undertake and review interventions.

Estimates of the Bedford Borough and Central Bedfordshire Children's Workforce are not yet available but 2008 estimates of 0-19 year olds are 38000 for Bedford Borough and the estimate for Central Bedfordshire is 63,000. Agencies will therefore need to carefully identify those 'core' practitioners who need this multi agency safeguarding training. (See page 3 of this document)

BLSCB will provide a Level 2 multi – agency 'Safeguarding Children and Inter Agency Working' course for Group B staff as identified by the Agencies that will focus on the processes, principles and dilemmas of working together effectively to safeguard and promote the welfare of children. It will include learning from Serious Case Reviews and case audits. To ensure that they are competent to fulfil their safeguarding role, these staff will need to attend further LSCB training as identified by their Manager or further training delivered by their own agency to meet specific occupational standards.

Further to this group of workers' need to update and refresh the BLSCB has developed a half day Refresher event to provide an inter- agency training opportunity to provide key Guidance updates and an opportunity for staff to discuss and reflect upon the ways in which they can work together more effectively to improve outcomes for children. These events will

be held at a variety of localities so as to assist with the further improvement of multi agency working.

In addition, BLSCB provides Level 2 multi agency training on Safer Recruitment, the Impact of Domestic Abuse on Children and Young People and currently has a number of other courses under development. BLSCB will also provide Briefing Updates on new Local Guidance, national guidance and legislative changes for Group B, C, D and E staff.

Level Three – Group C

Those with a **particular responsibility** for safeguarding children, such as designated or named health and education professionals, police, social workers, children's services practitioners, paediatricians, senior nurses with particular responsibility for safeguarding children and other professionals undertaking s.47 enquiries or working with complex cases, including fabricated and induced illness.

This group of staff has professional/organisational authority and a substantial degree of personal responsibility and autonomy to act on child welfare concerns. They work extensively in a multi agency context and can have line management and/or supervisory responsibility for the work of others. These staff must have a thorough understanding of working together to safeguard and promote the welfare of children, including in complex and/or serious cases.

Further to this group of workers' need to update and refresh the BLSCB is developing a one day Refresher Course to provide a multi agency training opportunity promoting critical analysis and discussion of the themes and content of the two Reports: 'Bi-ennial Analysis of Serious Case Reviews 2005-07' and 2007-2009 and their application to work in Bedfordshire.

In addition, BLSCB and Luton LSCB training staff are jointly planning a multi agency Group C course to meet training needs concerned with making enquiries and effective interventions in complex cases.

The remainder of the current BLSCB provision for this Group is not well developed and a detailed training needs analysis exercise by agencies in relation to this group would help to identify and prioritise shared areas of concern.

Other Professional groups

Operational managers at all levels within organisations employing staff to work with children and families, or with responsibility for commissioning or delivering services benefit from specific training on multi agency practice to safeguard and promote the welfare of children. They will benefit from training on joint planning; managing joint services and teams; negotiating joint protocols and mediating where there is conflict and difference. This group of workers' safeguarding training needs have not been formally identified to date. However, there have been requests for specific training on writing individual management reviews and the conduct of Serious Case Reviews will also be needed by some in the group.

Those who have **strategic responsibility for commissioning and providing services to children, young people and adults who are parents or carers including members of**

the LSCB. This group includes those Agencies listed in s.11 of the Children Act 2004 and any member of the LSCB. The LSCB and the Children Trusts need to consider and identify their collective developmental training needs as a Group. It is expected that they will access the E- learning Tool or the 1 day Introduction to Safeguarding Course as a minimum. This group should have the required understanding, knowledge base and skills to fulfil their role. All BLSCB multi – agency training for Group B, C, D and E workers will be planned by the Training and Development Commissioning Manager and the Training and Development Officer in conjunction with the Training and Development Implementation Group (TDIG). Most of this training will be designed in consultation with the TDIG.

Most courses will be delivered by the Training and Development Officer together with a member of the BLSCB Training Pool according to their personal area of professional expertise, while some training will be externally commissioned.

Quality Assurance

BLSCB will monitor and ensure the effectiveness of single and inter agency training in the following ways:

- Annually reviewing and updating each inter agency Course to incorporate recent research, local and national guidance, lessons from serious case reviews and Government Reports;
- Commissioning training from external training providers that specifically meets previously identified local multi-agency training needs and that meets the standards required by BLSCB;
- Rolling out the recently adopted system of Bi – annual Single Agency Course Validation across all Agencies;
- Arranging peer review exercises for Single Agencies in respect of trainer skills and training programmes;
- Providing Observation Reports for single agency training where requested ;
- Assessing the skill mix of the Training Pool so that it consists of appropriately qualified and experienced staff who can demonstrate sound training skills. These staff will have completed the joint Luton and Bedfordshire LSCB's Train the Trainers course and will attend regular updating and development events.
- BLSCB Pool Trainers will be observed annually by their Training Pool peers and the BLSCB Training and Development Manager to ensure training delivery standards are maintained.

Appendix1

SAFEGUARDING CHILDREN COMPETENCIES

LEVEL 1 COMPETENCIES

For staff in contact with children, young people and adults who are parents/carers

- Understand what is meant by safeguarding and promoting the welfare of children and the different ways in which children and young people can be harmed.
- Aware of the statutory duty to safeguard and promote the welfare of children in accordance with the Children Act 2004.
- Familiar with *What to do if you are worried a child is being abused* national guidance and Bedfordshire Local Safeguarding Children Board (BLSCB) procedures.
- Appreciate own role and responsibilities and those of others in safeguarding and promoting the welfare of children.
- Able to make judgements about how to act to safeguard and promote the welfare of a child in line with '*What to do if...*'
- Aware of Bedfordshire LSCB and its remit.
- Understand statutory requirements governing consent, confidentiality and information sharing.
- Understand the necessity for information sharing and accurate recording within the context of safeguarding and promoting the welfare of a particular child.
- Able to provide appropriate, succinct information to enable other practitioners to deliver support to the child and family.
- Know the boundaries of personal competence and responsibility, when to involve others and where to seek advice and support.
- Understand when you are required to consult with a manager/designated person.
- Able to identify concerns about possible maltreatment arising from completion of a Common Assessment Framework.
- Know when and how to respond to immediate safety issues in relation to a particular child and other children within the household.
- Aware of the increased vulnerability of disabled children.
- Are aware of the impact of aggression, anger and violence from carers on practice and know how to manage this.
- Know what to do when there is an insufficient response from other organisations and agencies, while maintaining a focus on safeguarding and promoting the welfare of the child.

LEVEL 2 COMPETENCIES

For staff who work regularly with children, young people and adults who are parents/carers

- Understand the safeguarding roles of parents and carers and recognise factors that can impact on parenting capacity.
- Have confidence to challenge own and other's practice.
- Understand boundaries of personal competence and responsibility; know when to involve others and where to get advice and support.
- Able to communicate effectively and develop working relationships with other practitioners and professionals, children and families to safeguard and promote the welfare of children.
- Understand the role of other practitioners and agencies in supporting and advising families and safeguarding and promoting the welfare of children and the impact of own interviewing style, decisions and actions on others.
- Aware of, and understands the reasons behind the increased vulnerability of disabled children.
- Work together with others as outlined in the *What to do if...* guidance and Bedfordshire LSCB procedures.
- Have a sound understanding of the principles and processes for effective collaboration and be able to forge and sustain relationships with other practitioners and families to safeguard and promote the welfare of children.
- Know who to share information with, when and how to record information related to assessment, planning, intervention and review.
- Appreciate the effect of cultural and religious beliefs on practice when working together to safeguard and promote the welfare of children.
- Have the skills to work with others to address issues of aggression and/or non-compliance by service users that may impinge on practitioners' ability to safeguard and promote the welfare of children and know when and how to seek support/advice.
- Understand the role of assessment, planning and review in effective service provision and the change process.
- Understand when you are required to consult with a manager or designated person.
- Able to write clear evidence based and outcome focused reports.

LEVEL 3 COMPETENCIES

For staff who have a particular responsibility for safeguarding children

- Work together with others as outlined in the *What to do if...* guidance and Bedfordshire LSCB procedures, protocols and practice guidance.
- Able to work with other practitioners, children and families on complex tasks or particular areas of practice that have specific knowledge or skill requirement. For example, joint enquiries under section 47 of the Children Act 1989.
- Have the knowledge, skills and confidence to challenge the factors that contribute to the increased vulnerability of disabled children.
- Have confidence to challenge decisions in complex situations by looking beyond immediate role and asking questions.
- Able to assess the relevance and status of information and to pass it on when appropriate.
- Be able to establish and maintain working relationships of trust and mutual respect whilst recognising ways in which group process can influence and distort decision-making.
- Understand and be able to make an effective contribution through report writing and verbal communication to multi-disciplinary case planning and review meetings.
- Know how to manage conflict and disagreement between professionals when working together on complex cases.
- Have the skills to work with others to address issues of aggression and /or non-compliance that may impinge on practitioners' ability to safeguard and promote the welfare of a child in complex cases.
- Have an understanding of factors at an inter-personal, intra-personal and systemic level which influence the possibility of change

APPENDIX 2

SUGGESTED LEARNING OUTCOMES FOR TARGET GROUPS

In training and development for inter-agency work to safeguard and promote the welfare of children¹

Those with a particular responsibility for safeguarding children



Those who work regularly with children, young people and adults who are parents/carers



Those in contact with children, young people and adults who are parents/carers



Practitioners: key outcomes

GROUP A Introduction to working together to safeguard children	GROUP B Working together to identify, assess, plan, intervene and review	GROUP C Working together on complex cases to identify, assess, plan, intervene and review
<ul style="list-style-type: none"> Understand what is meant by safeguarding and promoting the welfare of children and the different 	<ul style="list-style-type: none"> Understand the safeguarding roles of parents and carers and recognise factors that can impact on parenting 	<ul style="list-style-type: none"> Be able to work with other practitioners, children and families on complex tasks or particular areas of

¹ For the context for these suggested outcomes and a more detailed description of the target groups see Chapter 4 of *Working Together to Safeguard Children* (HM Government, 2006) – available from www.everychildmatters.gov.uk/socialcare/safeguarding.

<p>ways in which children and young people can be harmed.</p> <ul style="list-style-type: none"> • Be aware of the statutory duty to safeguard and promote the welfare of children in accordance with the Children Act 2004. • Be familiar with <i>What to do if you are worried a child is being abused</i> national guidance and local procedures and appreciate own role and responsibilities and those of others in safeguarding and promoting the welfare of children • Be able to make judgements about how to act to safeguard and promote the welfare of a child in line with <i>What to do if...</i> • Be aware of the Local Safeguarding Children Board (LSCB) and its remit. • Understand statutory requirements governing consent, confidentiality and information-sharing. • Understand the necessity for information-sharing and accurate recording within the context of safeguarding and promoting the welfare of a particular child. • Provide appropriate, succinct 	<p>capacity.</p> <ul style="list-style-type: none"> • Have confidence to challenge own and other's practice. • Understand boundaries of personal competence and responsibility, know when to involve others and where to get advice and support. • Be able to communicate effectively and develop working relationships with other practitioners and professionals, children and families to safeguard and promote the welfare of children. • Understand the role of other practitioners and agencies in supporting and advising families and safeguarding and promoting the welfare of children and the impact of own interviewing style, decisions and actions on others. • Work together with others as outlined in the <i>What to do if ...</i> guidance. • Have a sound understanding of the principles and processes for effective collaboration and be able to forge and sustain relationships with other practitioners and families to safeguard and promote the welfare of children. • Know who to share information with, 	<p>practice that have specific knowledge or skill requirements. For example, joint enquiries under section 47 of the Children Act 1989.</p> <ul style="list-style-type: none"> • Have the confidence to challenge decisions in complex situations by looking beyond immediate role and asking questions. • Be able to assess the relevance and status of information and to pass it on when appropriate. • Be able to establish and maintain working partnerships of trust and mutual respect whilst recognising ways in which group process can influence and distort decision-making. • Understand and be able to make an effective contribution through report writing and verbal communication to multi-disciplinary case planning and review meetings. • Know how to manage conflict and disagreement between professionals when working together on complex cases. • Have the skills to work with others to address issues of aggression and /or non-compliance that may impinge on practitioners' ability to safeguard and
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<p>information to enable other practitioners to deliver support to the child and family.</p> <ul style="list-style-type: none"> • Know the boundaries of personal competence and responsibility, when to involve others and where to seek advice and support. • Understand when they are required to consult with a manager/designated person. • Be able to identify concerns about possible maltreatment arising from completion of a Common Assessment Framework • Know when and how to respond to immediate safety issues in relation to a particular child and other children within the household • Be aware of the impact of aggression, anger and violence from carers on practice and know how to manage this • Know what to do when there is an insufficient response from other organisations and agencies, while maintaining a focus on safeguarding and promoting the welfare of the child. 	<p>when and how to record information related to assessment, planning, intervention and review.</p> <ul style="list-style-type: none"> • Appreciate the effect of cultural and religious beliefs on practice when working together to safeguard and promote the welfare of children. • Have the skills to work with others to address issues of aggression and /or non-compliance by service users that may impinge on practitioners' ability to safeguard and promote the welfare and know when and how to seek support/advice. • Understand the role of assessment, planning and review in effective service provision and the change process. • Understand when they are required to consult with a manager or designated person. • Be able to write clear evidence based and outcome focused reports. 	<p>promote the welfare of a child in complex cases.</p> <ul style="list-style-type: none"> • Have an understanding of factors at an inter-personal, intra-personal and systemic level which influence the possibility of change.
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Operational managers who supervise practitioners and volunteers: key outcomes

GROUP A Introduction to working together to safeguard children	GROUP B Working together to identify, assess, plan, intervene and review	GROUP C Working together on complex cases to identify, assess, plan , intervene and review
<ul style="list-style-type: none"> • Be aware of the statutory duty to safeguard and promote the welfare of children and recognise the roles and responsibilities of staff as outlined in <i>What to do if...</i> • Be able to make judgements about ways in which practitioners should act to safeguard and promote the welfare of a child in line with <i>What to do if...</i> • Be aware of the LSCB and its remit; • Be aware of LSCB Inter-agency policies, procedures and protocols. • Understand statutory requirements governing consent, confidentiality and information-sharing. • Understand the necessity for 	<ul style="list-style-type: none"> • Understand parents and carers safeguarding role and recognise factors that can impact on parenting capacity. • Be able to develop an accurate assessment of a practitioner's competence with regard to safeguarding and promoting children's welfare and address areas for development. • Be able to recognise the boundaries of staff and own competence and responsibility, know when to involve others and where to get advice and support. • Have a sound understanding of the principles and processes for effective collaboration and be able to 	<ul style="list-style-type: none"> • Be aware of the specific knowledge and skill requirements necessary for working on complex cases. For example, joint enquiries under section 47 of the Children Act 1989. • Ensure that practitioners have the appropriate knowledge and skills and are managed and supported. • Know what to do when there is an insufficient response from other organisations and agencies, while maintaining a focus on safeguarding and promoting the welfare of the child. • Be able to assess the relevance and status of information and ensure staff manage this information appropriately. • Be able to assess ways in which

<p>information-sharing and accurate recording within the context of safeguarding and promoting the welfare of children and have the knowledge and skills to advice practitioners.</p> <ul style="list-style-type: none"> • Understand the role and influence of the front line manager, including in facilitating multi-disciplinary communication and conflict resolution. • Understand and be able to address the impact of practitioner anxiety on performance. • Be able to offer advice, guidance and support in line with national and local guidance to practitioners who have concerns about safeguarding and promoting the welfare of a child. • Be aware of the impact of aggression, anger and violence from carers on practice and ensure practitioners are supported when working in these situations. • Understand the emotional impact of working together to safeguard children and promote the welfare of children and support practitioners appropriately. • Have the knowledge and skills to 	<p>communicate, forge and sustain relationships with other managers and address any issues encountered by practitioners working with others to safeguard and promote the welfare of children.</p> <ul style="list-style-type: none"> • Understand the role of other practitioners and agencies in supporting and advising families to safeguard and promote the welfare of children and advise staff accordingly. • Be able to supervise staff who are working together with others on the processes outlined in this guidance and in <i>What to do if ...</i> guidance. • Know who to share information with and when and how to record information and be able to advise practitioners accordingly. • Understand and be able to address issues of practitioner-anxiety, and of aggression and non-compliance from carers when working together to safeguard and promote the welfare of a child. • Appreciate and be able to address with practitioners the effect of cultural and religious beliefs on practice when working together to safeguard and 	<p>practitioners are working together on complex cases and ways in which group process can influence and distort decision-making.</p> <ul style="list-style-type: none"> • Know how to deal with professional disagreement. • Be able to help practitioners sustain purposeful and respectful relationships with service users over time and under stressful conditions. • Be able to recognise when the relationship between practitioner and service user is in danger of breaking down and take appropriate action. • Know how to manage aggression and non-compliance in complex cases.
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identify how practitioners can get stuck, lose focus and be drawn into poor performance and respond accordingly.	promote the welfare of children.	
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Those with a particular responsibility for safeguarding children



Those who work regularly with children, young people and adults who are parents/carers



Those in contact with children, young people and adults who are parents/carers



Those who have strategic responsibility for commissioning and providing services to children, young people and adults who are parents/carers including members of the LSCB: key outcomes

Managers within agencies	New members of LSCBs	Members of LSCBs: ongoing development
<ul style="list-style-type: none"> • Be aware of the statutory duty to safeguard and promote the welfare of children and identify a lead senior manager who is accountable for the agency fulfilling this duty. • Recognise the roles and responsibilities of practitioners as outlined in this guidance and in <i>What to do if...</i> • Understand the needs of development and support needs of staff, enabling 	<ul style="list-style-type: none"> • Be aware of the statutory duty to safeguard and promote the welfare of children and recognise the roles and responsibilities of staff as outlined in this guidance and in <i>What to do if...</i> • Understand the statutory requirements of the LSCB under sections 13-16 of the Children Act 2004 and the LSCB regulations. • Be aware of the key purposes, 	<ul style="list-style-type: none"> • Understand how recent policy, practice and research developments, serious case reviews and the findings of the local screening teams should inform the work of the LSCB. • Recognise the factors that are promoting and inhibiting the effective functioning of the LSCB and be able to address these in order to improve

<p>them to effectively work together with others to safeguard and promote the welfare of children.</p> <ul style="list-style-type: none"> • Understand the need for management plans for recruitment, training, support and supervision of all staff undertaking safeguarding duties. • Recognise the systems that should be in place within an organisation and between organisations in order to comply with statutory duties to cooperate to safeguard and promote the welfare of children. • Understand statutory requirements governing consent, confidentiality and information-sharing and the implications for developing and maintaining intra and inter-agency systems and protocols. • Recognise the management information required to ensure that the agency is discharging its duty to safeguard and promote the welfare of children. • Be aware of the Local Safeguarding Board and its remit. • Know what actions need to be taken to ensure the agency is demonstrating its safeguarding duties in both strategic and operational plans. 	<p>functions and tasks of the LSCB and be able to follow procedures as outlined in guidance.</p> <ul style="list-style-type: none"> • Understand the individual and joint roles and responsibilities of members of the LSCB. • Know how to ensure own agency is able to demonstrate their duties to safeguard and promote the welfare of children in their strategic and operational plans. • Ensure that own agency job descriptions reflect the responsibilities of LSCB membership. • Understand the mandate and organisational support required to ensure meaningful representation. • Know how to obtain necessary professional/ expert advice to fulfil role. • Understand the role of the Children's Service Authority, the Director of Children's Services, and the lead elected member and the LSCB chair. 	<p>performance.</p> <ul style="list-style-type: none"> • Work together to assess the developmental needs of the LSCB. • Be able to ensure effective communication between the local LSCB, the local children's workforce and local community. • Be able to identify ways of learning from service user experience and taking account of the views of children and young people.
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