Developing people in adult and children's services

Competence Does Matter: Safeguarding training for all employees and volunteers 2019

A guide to the responsibilities of all Independent
and Suffolk Safeguarding Children Board
Partner Organisations

Version 1: February 2019

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1. INTRODUCTION

Working Together to Safeguard Children 2018 no longer stipulates a requirement for training oversight by Local Safeguarding Children Boards (LCSBs). The *Working Together* Transitional guidance, however, expresses the following for the duration of the transition period:

> *2.1 Guidance to LSCBs - General - LSCBs must continue to carry out all of their statutory functions, including commissioning SCRs where the criteria are met, until the point at which safeguarding partner arrangements begin to operate in a local area. They must also continue to ensure that the review of each death of a child normally resident in the LSCB area, is undertaken by the established child death overview panel (CDOP), until the point at which new child death review partner arrangements are in place. At the latest the new safeguarding and child death review arrangements must be in place by 29 September 2019.*

> *Before safeguarding partner arrangements begin to operate in a local area, LSCBs should plan how and when to hand over all relevant data and information they hold to the safeguarding partners.*

''In addition to the guidance set out in this document, therefore, LSCBs should, while they continue to operate, continue to refer to Working Together 2015: chapter 3; chapter 4 (disregarding redundant references to notifiable incidents and the former national panel of independent experts on SCRs); and chapter 5. 3. LSCBs may, however, continue certain functions beyond this point, in line with the grace periods detailed in this guidance.,

([Working Together Transitional Guidance 2018](#))

The Local Authority and LSCB will therefore have to renegotiate the previous functions of LSCBs under Regulation 5 1(a)(ii) in relation to:

- • *the training of persons who work with children or in services affecting the safety and welfare of children* (pg. 59)

- • the monitoring and evaluation of *the effectiveness of training, including multi- agency training, to safeguard and promote the welfare of children.* (Chapter 3.2, pg. 60).

Working Together to Safeguard Children 2018 does not, however, offer any further guidance in relation to training.

In 2011 the London Safeguarding Children Board adopted 'Competence Still Matters' as guidance to London boroughs in respect of the training and development of staff and volunteers to enable them to effectively safeguard and promote the welfare of children.

In the absence of government guidance, and after consideration of the 'Competence Still Matters document', it is recommended that this guidance be adapted and used to structure and plan the provision of multi-agency training in Suffolk.

The audience to be captured in the document include all those who work with Children and Young People in Suffolk. It includes volunteers working in the statutory, voluntary, community and independent sectors.

2. ORGANISATIONAL RESPONSIBILITIES

Working Together to Safeguard Children 2018 (Chapter 2.3) Places duties on a range of organisations, agencies and individuals to ensure their functions, and any services that they contract out to others, are discharged having regard to the need to safeguard and promote the welfare of children. This includes the use of appropriate supervision and support for staff, including undertaking safeguarding training.

3. STATUS AND PURPOSE OF THIS DOCUMENT

This document is designed to assist employers, voluntary organisations and LSCBs to meet the minimum requirements for the provision of safeguarding children training as well as provide guidance for employees on training requirements and provision.

It is designed to provide a framework for single and multi-agency training to enable professionals and volunteers working across different organisations to acquire the skills and knowledge to work effectively within existing guidance and procedures for safeguarding children. It promotes consistency across the County for the delivery of such training whilst allowing for the degree of flexibility required to meet locally identified needs.

Whilst the implementation of this document is not mandatory, it represents a standard of good practice and will help the Local Authority and its partner organisations fulfil their responsibilities under Regulations 5(a)(ii) as outlined in chapter 3 of 'Working Together to Safeguard Children' (2013).

Suffolk LSCB does not deliver Safeguarding training, this is the responsibility of the Suffolk Workforce Development Team. They can be contacted at: admin.wfd@suffolk.gov.uk.

Early Years and Childcare Practitioners can access training, including Safeguarding training, from Suffolk Early Years and Childcare Service. They can be contacted at:
eyc.wfd@suffolk.gov.uk

Schools and colleges can access DSL and T4T safeguarding training through Schools Choice. More information is available on the Training page of the LSCB website.

Further information on all training courses available through CYP Workforce Development can be accessed via the following link www.suffolkcpd.co.uk.

A range of information and learning resources can also be found on Suffolk Learning: Suffolk Learning pages

QUALITY ASSURANCE AND ENDORSEMENT OF SAFEGUARDING TRAINING

Safeguarding training is quality assured by the LSCB Professional Advisor, who can be contacted by email at LSCBCommunication@suffolk.gov.uk

SUFFOLK LSCB SAFEGUARDING CHILDREN ONLINE TRAINING COURSES – ME LEARNING

Whilst the LSCB advocates 'face-to-face' training, it recognises that this is not always possible or necessary. To support our partners the LSCB is able to offer basic introduction level e- Learning Safeguarding Children courses which are designed to ensure staff can recognise potential signs of abuse or neglect and know what they should do. The course takes 2-3 hours to complete. All courses are accessed by delegates logging on to the ME Learning portal. A certificate is automatically generated upon passing the test which can then be printed and used as evidence of learning.

To access the ME Learning portal, you will need to send an email with your name, job title and location to elearning@suffolkscb.org.uk . You will then be emailed a link to the system with an ID and password.

Please note - this system is not intended to replace 'face-to-face' training for social workers, childminders or staff who attend child protection conferences; it to build on foundation learning and Introduction to Safeguarding only.

The Suffolk County Council corporate learning and development team provide a range of training opportunities which would be suitable for staff up to groups 5 and 6. While this is mainly offered to Suffolk County Council staff, other organisations may be able to access this by arrangement.

Corporate Training

4. MULTI-AGENCY FOCUS

The training framework supports one of the primary duties of the Children Act (2004): to ensure local authorities and key agencies work together to improve outcomes for children.

In the context of learning skills and developing knowledge to safeguard children and promote their well-being, working together can be translated as multi-agency learning and development.

The table below groups audiences together based on their degree of contact with children and/or parents/carers and their levels of responsibility. There are six groups:

GROUP NO.	DESCRIPTION	EXAMPLE, NOT AN EXTENSIVE LIST
Group 1	Staff in *infrequent* contact with **children, young people and/or parents/carers** who may become aware of possible abuse or neglect.	Maintenance staff.
Group 2	Those in *regular* contact or have a period of *intense* 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 the use of an Early Help Assessment.	Receptionists in GP practice, librarian in children's library, assessment co-ordinators.
Group 3	Members of the workforce who *work predominantly with children, young people and/or their parents/carers* and who could potentially contribute to assessing, planning, intervening and reviewing the needs of a child and parenting capacity where there are safeguarding concerns.	Paediatricians, those working in the early years sector, residential staff, midwives, occupational Therapists, family support practitioners, Youth Support Workers, Early Help Staff, 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. Some of these professionals might meet the Group 4 responsibilities and will therefore sit in Group 4.
Group 4	Members of the workforce who have particular responsibilities in relation to *undertaking section 47 enquiries,* including professionals from Health, Early Help, Education, Police and Children's Social Care; those who work with complex cases under CAF and social work staff. Professional *advisors named* and *designated* lead professionals.	Early Help practitioners, school nurses, health visitors, with high complex cases, or joint working with Social Care. Statutory Social Worker, Paediatricians undertaking CP medicals, Police officers in Vulnerable Persons teams, Police officers undertaking ABEs involving children. Named nurses, designated Safeguarding Leads, LAC Nurses and Designated Safeguarding Nurses.

Group 5	*Operational managers* at all levels including: practice *supervisors*; front line managers and managers of child protection units.	Those who manage staff in Group 2, 3 or 4.
Group 6	Senior managers responsible for the strategic management of Services; NHS board members. Members of the LSCB.	Board Partners, subgroup members.

*N. B these are illustrative examples, not an exhaustive list.
 ** the intercollegiate health document links to our training framework.
Intercollegiate Safeguarding Children and Young People: Roles and Competencies for Healthcare Staff 2019

The framework described in this document outlines both suggested training content and training methods for each group, together with the responsibilities of employers, LSCB, Children's Trusts, voluntary, private organisations and other partner agencies in ensuring appropriate training delivery to the respective groups.

The framework is designed to support employers and commissioners to ensure that staff and volunteers working with children and young people have access to appropriate training whether provided through the Suffolk County Council Workforce Development Team, Suffolk County Council Early Years and Childcare Team, via LSCB ME Learning, through Schools' Choice for Schools, DSL and T4T training or Community Action Suffolk for the Voluntary, Community and Social Enterprise Sector (VCSE).

The focus should be on the outcomes indicated against the content for each of the six groups. Employers 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 include LSCB priorities, lessons from local reviews, national SCRs, research and other inquiries.

This document provides information about the multi-agency training that is available through the Suffolk LSCB and through Suffolk County Council's Workforce Development Team. The scope of "Partner -agency" refers to organisations who work actively alongside the Local Authority to safeguard children and young people, for example our Health and Police partners, our District and Borough Councils and other organisations who we may have partnership agreements with.

Where ''Multi-agency'' refers to all other organisations in Suffolk working with children and young people.

Multi-agency training may be fully or partially subsidised, and it is important to check the course information carefully to see if any course fees apply.

It remains the responsibility of all organisations to ensure their staff (and volunteers) have the appropriate training to meet the safeguarding competencies required for their job role.

5. TRAINING REQUIREMENTS FOR EACH GROUP

Each group of staff (outlined in the table above) will be required to undergo training related to their own roles and levels of responsibilities. The training framework works on the basis of building competencies. For example, professionals in Group 2, should complete Group 1 courses before applying for Group 2 courses.

As a general premise, there is a baseline recommendation to access the online ME Learning endorsed by the LSCB before signing up to face to face training. These online modules will cover most, if not all, competencies as described for group 1 and 2 and form an excellent baseline for the other groups. Suffolk LSCB endorsed ME Learning

However, there will be stand-alone courses that can be attended after the minimum level of training at group 2 and above.

As per the organisational responsibilities, it is the duty of each organisation, agency and individual to ensure their staff receive and use the correct level of supervision, support and safeguarding training. We therefore recommend that those described within have an appointed safeguarding lead who can bring learning back to their own workforce, disseminate knowledge and skills and organise opportunities for continued learning.

GROUP 1	THOSE WHO HAVE OCCASIONAL CONTACT WITH CHILDREN, YOUNG PEOPLE AND/OR PARENTS/CARERS	
COMPETENCIES	**DELIVERY METHOD**	**OUTCOMES**
Definitions of abuse.	Supervision/induction or group induction. All organisations and partner agencies are expected to provide this training to their own staff. ME Learning modules	• The employee is aware of the definitions of significant harm and abuse and neglect (Working Together to Safeguard Children, 2013). • 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.
Child development.		The employee understands: • 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.

Awareness of the possible signs and symptoms of abuse and neglect.		• The employee is aware of the possible signs of abuse and neglect.
		• The employee understands that the presence of some factors is not proof that abuse has occurred, but:
		    1. May be regarded as indicators of the possibility of significant harm;
		    2. May indicate a need for careful assessment and discussion with the agency's nominated child protection person;
		    3. May require consultation with and/or referral to the LA children's social care and/or the police.

GROUP 1	THOSE WHO HAVE OCCASIONAL CONTACT WITH CHILDREN, YOUNG PEOPLE AND/OR PARENTS/CARERS	
COMPETENCIES	**DELIVERY METHOD**	**OUTCOMES**
Awareness of the organisation's basic safeguarding children procedures.		• The employee is aware of the organisation's basic safeguarding children procedures. • 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.
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).		• The employee is aware of who within the organisation should be contacted regarding any concern about a child's safety or welfare. • The employee is aware of who to contact if the main contact is not available. • The employee is aware that contact should be made without delay whenever the concern involves possible significant harm to a child. • 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 it.
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.		• The employee is aware of the organisation's procedures for reporting concerns about a colleague's behaviour. • 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.
Awareness of the expected standards of behaviour by staff towards children.		• The employee is aware of the organisation's codes of conduct. The employee has received a written copy of the organisation's codes of conduct and has signed to confirm that they have read it.

GROUP 2	THOSE WHO IN REGULAR OR IN INTENSIVE BUT IRREGULAR CONTACT WITH CHILDREN, YOUNG PEOPLE AND/OR PARENTS/CARERS	
COMPETENCIES	**DELIVERY METHOD**	**OUTCOMES**
Documentation and sharing of information regarding concerns	Multi-agency training offered by SCC, via t4t programmes delivered by partner agencies All organisations and partner agencies are expected to provide this training to their own staff via safeguarding leads or trained trainers. ME Learning modules	• The employee is aware of the organisation's processes and documentation for recording concerns about children and action taken. • The employee is aware of the documentation to be used when making referrals to the local authority. • The employee is aware of the Early Help Assessment documentation. • The employee is aware of Government guidance regarding the sharing of information (within the organisation and with other organisations) about children and families. • The employee is aware of the 'public interest' responsibility to share information in order to protect children from the risk of significant harm.
Using the Framework for the Assessment of Children in Need and their Families: Own safeguarding roles and responsibilities.		• The employee is aware of the threshold criteria for the levels of intervention (CAF, children in need and children in need of protection). • 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. • 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. • The employee is aware of their role in respect of identifying concerns about children; discussing concerns with the relevant person within the 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.

GROUP 3	THOSE WHO WORK PREDOMINANTLY WITH CHILDREN, YOUNG PEOPLE AND/OR PARENTS/CARERS	
COMPETENCIES	DELIVERY METHOD	OUTCOMES
Working together to identify, assess and meet the needs of children where there are safeguarding concerns.	Multi-agency training offered by SCC. In addition, single agency training and professional development related to specific role. All organisations and partner agencies are expected to also provide training to their own staff via safeguarding leads and/or trained trainers. ME Learning modules	• The employee is aware of the historical context (e.g. messages from research; lessons from SCRs; Government inquiry reports) emphasising the need for organisations to work together. • 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. • 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. • 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: 1. Providing information and professional opinion; 2. Carrying out any necessary specialist assessment; 3. Providing reports; 4. Attending meetings; 5. Contributing to decision making; 6. Contributing to plans; 7. Managing disagreements or conflict with other organisations. • The employee is aware of the barriers to inter-agency cooperation and of strategies to overcome them.

GROUP 3	THOSE WHO WORK PREDOMINANTLY WITH CHILDREN, YOUNG PEOPLE AND/OR PARENTS/CARERS	
COMPETENCIES	**DELIVERY METHOD**	**OUTCOMES**

The impact of parenting issues, such as domestic abuse, substance misuse on parenting capacity		• The employee is aware of factors that impact on the vulnerability of children including:
		
		1. Individual factors such as:
		  a. babies and very young children;
		  b. disabled children;
		  c. children who are picked on as being different;
		  d. children who are already thought of as a problem.
		
		2. Social factors including families:
		  a. living in poverty;
		  b. facing racism and other forms of social isolation;
		  c. living in areas with a lot of crime, poor housing and high unemployment.
		
		3. Parental/other adult factors such as:
		  a. domestic violence;
		  b. mental illness;
		  c. learning disability;
		  d. misuse of drugs or alcohol.
		
		• 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 factors.
		
		• Employees working with the adult as their client are aware of their responsibility to also ensure the welfare and safety of children.

Recognising the importance of family history and functioning		• The employee understands the need to fully assess family history and functioning, including: 1. Who is living in the household and how they are related to the child;

GROUP 3	THOSE WHO WORK PREDOMINANTLY WITH CHILDREN, YOUNG PEOPLE AND/OR PARENTS/CARERS	
COMPETENCIES	DELIVERY METHOD	OUTCOMES
		2. Significant changes in family/household composition; 3. History of childhood experiences of parents; 4. Chronology of significant life events and their meaning to family members; 5. Nature of family functioning, including sibling relationships and its impact on the child; 6. Parental strengths and difficulties, including those of an absent parent; and the relationship between separated parents. • The employee understands the importance of analysis of previous referrals and interventions, particularly those relating to child in need or child protection.

Working with children and family members, including addressing lack of cooperation and superficial compliance within the context of role.		• The employee is aware of worker and agency factors that may impact on family cooperation.
		• The employee understands the nature of resistance in some families, including:
		  1. Ambivalence;
		  2. Denial;
		  3. Unresponsiveness/superficial compliance;
		  4. Hostility or violence.
		
		• The employee can distinguish between families that are:
		  1. Cooperative;
		  2. Uncooperative;
		  3. Hostile;
		  4. Dangerous.
		
		• The employee is aware of strategies to overcome or respond to a lack of engagement or cooperation.

GROUP 3	THOSE WHO WORK PREDOMINANTLY WITH CHILDREN, YOUNG PEOPLE AND/OR PARENTS/CARERS	
COMPETENCIES	**DELIVERY METHOD**	**OUTCOMES**
Section 47 enquiries, roles, responsibilities and collaborative practice.		• The employee understands the threshold for instigating enquiries under s47. • The employee understands the purpose of the Single Assessment and their own role in sharing relevant information and opinion. • The employee understands the purpose of the Strategy Discussion and their own role in sharing relevant information and opinion. • The employee understands the various elements of s47 enquiries and their own role in sharing relevant information and opinion. • The employee is aware of appropriate action to take if they have not been consulted during, or informed of the outcome of, the Single Assessment. • The employee understands their responsibility to appropriately challenge what they believe may be wrong or dangerous decisions or outcomes in respect of the Single Assessment and/or Strategy Discussion.
Using professional judgements to make decisions as to whether a child is suffering, or is likely to suffer, significant harm.		• The employee understands the three possible outcomes of s47 enquiries and the thresholds relating to these. • The employee is aware of appropriate action to take if they have not been consulted during, or informed of the outcome of, s47 enquiries. • The employee understands their responsibility to appropriately challenge what they believe may be wrong or dangerous decisions or outcomes in respect of s47 enquiries. • 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.
Working with complexity.		• The employee understands the definition of complex (organised or multiple) abuse. • The employee is aware of national guidance and local, multi-agency procedures outlining the responses to possible complex abuse cases.

GROUP 4	THOSE WHO HAVE PARTICULAR, SPECIALIST, CHILD PROTECTION RESPONSIBILITIES IN RELATION TO INVESTIGATING CHILD ABUSE.	
	PROFESSIONAL ADVISORS AND DESIGNATED LEADS FOR CHILD PROTECTION.	
COMPETENCIES	**DELIVERY METHOD**	**OUTCOMES**
Conducting Section 47 enquiries.	Some Social Care only training delivery. 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. In addition, single agency training and professional development related to specific role. All organisations and partner agencies are expected to also provide training to their own staff	Workers undertaking s47 enquiries: 1. Are aware of the role of the Strategy Discussion in agreeing the need for s47 enquiries and in planning the strategy for such enquiries; 2. Are familiar with and able to apply the 'Framework for the Assessment of Children in Need and their Families'; 3. 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; 4. Are aware of the need to talk to children on their own as part of any enquiries; 5. Are aware of the need to seek specialist assessments (including medical examination) where necessary. 6. 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.; 7. Are aware of the three possible outcomes to s47 enquiries; 8. Are skilled at talking to children; 9. 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).		Workers undertaking s47 enquiries: 1. Are able to identify circumstances when swift action is needed to secure the immediate safety of a child; 2. Are aware of the process for obtaining an Emergency Protection Order (EPO); 3. Are aware of police protection powers in respect of children; 4. Are aware of national guidance and local procedure regarding the use of EPOs and police emergency powers.

GROUP 4	THOSE WHO HAVE PARTICULAR, SPECIALIST, CHILD PROTECTION RESPONSIBILITIES IN RELATION TO INVESTIGATING CHILD ABUSE. PROFESSIONAL ADVISORS AND DESIGNATED LEADS FOR CHILD PROTECTION.	
COMPETENCIES	**DELIVERY METHOD**	**OUTCOMES**
Communicating with children in line with interviewing vulnerable witness guidance		• 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.
Promoting effective, professional practice		• The employee understands their role and responsibilities as professional advisor/named or designated lead professional in terms of: 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. • Where appropriate to their agency role, the employee understands the part they play in: 1. Ensuring that their agency operates a safe recruitment process; 2. Ensuring that their agency operates appropriate codes of conduct; 3. Ensuring that their agency responds appropriately to allegations about the behaviour of colleagues staff or volunteers; 4. Ensuring that their agency responds appropriately to concerns and allegations regarding children within their families; 5. Ensuring that appropriate policies and procedures are in place; 6. Ensuring that staff and volunteers receive adequate training regarding the safeguarding of children and that such training is compliant with government guidance.

GROUP 4	THOSE WHO HAVE PARTICULAR, SPECIALIST, CHILD PROTECTION RESPONSIBILITIES IN RELATION TO INVESTIGATING CHILD ABUSE. PROFESSIONAL ADVISORS AND DESIGNATED LEADS FOR CHILD PROTECTION.	
COMPETENCIES	DELIVERY METHOD	OUTCOMES
Advising others.		• The employee understands the thresholds for intervention and the duty to refer to Children's Services • The employee understands Government guidance and the Board's Child Protection Procedures regarding the identification and responses to concerns about the welfare and safety of children
Supervising child protection cases.		• 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.

GROUP 5	OPERATIONAL MANAGERS OF SERVICES FOR CHILDREN, YOUNG PEOPLE AND/OR PARENTS/CARERS	
COMPETENCIES	DELIVERY METHOD	OUTCOMES

Supervising child protection cases.	Combination of specific training events, shadowing experienced workers and co-working, ongoing supervision, staged approach of exposure to conducting enquiries – increasing in difficulty/complexity.
	
	In addition, single agency training and professional development related to specific role.
		• The employee understands their role in supervising, supporting and monitoring the actions of staff working with child protection cases, particularly regarding:
		  1. Identifying and responding to concerns;
		  2. Following up referrals;
		  3. Keeping comprehensive and accurate records;
		  4. Working with others;
		  5. Attending (and contributing to) meetings;
		  6. Discharging responsibilities under child protection plans;
		  7. Providing timely reports and assessments;
		  8. Contributing to decisions regarding risk;
		  9. Challenging decisions where there is disagreement.

Specialist training to undertake key management and/or supervisory roles in, for example, intake/duty teams	ME Learning modules	• 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.

Group 6	OPERATIONAL MANAGERS OF SERVICES FOR CHILDREN, YOUNG PEOPLE AND/OR PARENTS/CARERS	
COMPETENCIES	DELIVERY METHOD	OUTCOMES
Section 11 expectations, roles and responsibilities as a LSCB/LSCB subgroup member.	Combination of specific training events, shadowing experienced workers and co-working, ongoing supervision, staged approach of exposure to conducting enquiries – increasing in difficulty/complexity.	• 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 and their work linked to the work of the LSCB. • Current policy, research and practice developments. Lessons from Serious Case
Expectations on members in order to promote effective cooperation that improves effectiveness.	In addition, single agency training and professional development related to specific role. ME Learning modules Induction programme. Development days.	• Reviews. Specialist training to undertake specific roles, for example independent chair; business manager. The individual understands their role and responsibilities as an active member of the LSCB partnership. • The individual promotes multi-agency communication and collaboration in respect of safeguarded processes. • The individual promotes agency contribution to the work of the LSCB partnership.

SUFFOLK LSCB – ME LEARNING COURSES

1. SCC - Care Act Introduction and Overview
2. SCC - Care Act Information and Advice
3. SCC - Care Act Assessment Conversations and Eligibility
4. SCC - Care Act Independent Advocacy
5. SCC - Care Act Charging and Financial Assessment
6. SCC - Care Act Deferred Payments
7. SCC - Care Act Care and Support Planning
8. SCC - Care Act Personal Budgets
9. SCC - Care Act Direct Payments
10. SCC - Care Act Review of Care and Support Plans
11. SCC - Care Act Transition to Adulthood
12. SCC - Care Act Integration Cooperation and Partnerships
13. SCC - Care Act Safeguarding Duties and Responsibilities
14. Safeguarding Adults - Level 1
15. Mental Capacity Act
16. Deprivation of Liberty Safeguards
17. Private Fostering
18. SCC - Common Assessment Framework (Early Help)
19. Neglect
20. Safeguarding Children - Level 1
21. Domestic Abuse
22. Framework for the Assessment of Children and their Families
23. Safeguarding Children with Disabilities
24. E-Safety - Risks to Children
25. Hate Crime
26. Safeguarding Against Radicalisation - The Prevent Duty
27. Human Trafficking and Modern Day Slavery
28. Child Sexual Exploitation - Level 1
29. Child Sexual Exploitation - Level 2
30. Gangs and Youth Violence
31. Self-Harm

Safeguarding Training	SCC Staff Only	SCC and Wider Organisations
Introductory/awareness Safeguarding Children courses		
Introduction to Safeguarding Children	**no**	(CYP staff & partners working directly alongside CYP only)
Safeguarding Children - Level 1 e-learning	**no**	SCC CYP staff and multi-agency organisations
Child Sexual Exploitation – Level 1 e-learning	**no**	SCC CYP staff and multi-agency organisations
Safeguarding supervision for staff nurses	**CYP (nursing teams only)**	no
Advanced, thematic courses		
Achieving Best Evidence	**no**	SCC CYP & ACS SWs, and Police
Child Sexual Exploitation for Practitioners	**no**	SCC CYP staff and multi-agency organisations
Child Sexual Exploitation – Level 2 e-learning	**no**	SCC CYP staff and multi-agency organisations
Domestic Abuse training delivered by SCC Domestic Abuse Champions	**no**	Multi-agency
Dynamics of Domestic Abuse and DASH multi-agency risk assessment	**CYP**	CYPS
E-safety – Risks to Children e-learning	**no**	SCC CYP staff and multi-agency organisations
Female Genital Mutilation (FGM), Forced Marriage (FM) and Honour Based Abuse (HBA)	**no**	SCC CYP staff and multi-agency organisations
FGM Assessment Toolkit	**CYP SWs**	no
Foetal Alcohol Syndrome Conference	**CYP - Fostering and Adoption only**	no
Framework for the Assessment of Children and their Families e-learning	**no**	SCC CYP staff and multi-agency organisations
Graded Care Profile 2 - licensed practitioners	**no**	SCC CYP staff and partner organisations who undertake home visits
Hate Crime e-learning	**no**	SCC CYP staff and multi-agency organisations
Managing Challenging Behaviour whilst lone working	**CYP and ACS staff who undertake lone working with CYP and vulnerable adults**	No
Managing Challenging Behaviour for Children's Homes	**CYP (Children's homes Staff only)**	No
Mental Capacity Act e-learning	**no**	SCC CYP staff and multi-agency organisations
Mental Capacity Act: young people and transitions		CYPS
Mental Capacity and consent (for Elizabeth House staff only	**CYP (Children's homes Staff only)**	no
Mental Health First Aid for YP	**no**	SCC CYP staff and multi-agency organisations
Missing Children	**no**	SCC CYP staff and multi-agency organisations

Safeguarding Training	SCC Staff Only	SCC and Wider Organisations
Introductory/awareness Safeguarding Children courses		
Modern Day Slavery	**no**	SCC CYP staff and multi-agency organisations
Neglect e-learning	**no**	SCC CYP staff and multi-agency organisations
Private Fostering e-learning	**no**	SCC CYP staff and multi-agency organisations
Safeguarding supervision for staff nurses	**SCC CYP Health Teams**	no
Safeguarding Children with Disabilities - e-learning	**no**	SCC CYP staff and multi-agency organisations
Safeguarding against Radicalisation - The Prevent Duty: e-learning	**no**	SCC CYP staff and multi-agency organisations
Signs of Safety – 2-day Core training (CYP staff & partners working directly alongside CYP only)	**no**	(CYP staff & partners working directly alongside CYP only)
Signs of Safety coaching session - Group supervision (locality based)	**no**	CYPS and partners working directly with CYP
Solution Focussed Conversations	**no**	SCC CYP staff and multi-agency organisations
Suffolk's Needs Met - mental health and wellbeing training for those supporting children and young people	**no**	SCC CYP staff and multi-agency organisations
Using the Suffolk Signs of Safety Framework for Assessment and Referral	**no**	SCC CYP staff and all external organisations who undertake assessments and referrals to LA
Workshop to raise awareness of PREVENT (WRAP)	**no**	Multi-agency
Working together to Safeguard Children	**no**	SCC CYPS and multi-agency who attend CP conferences/SG leads/ DSGLs
Multi-agency Safeguarding Train the Trainers (Group/Level 3 & 4)		
Safeguarding Children Introduction	**no**	Multi-agency
Child Sexual Exploitation	**no**	Multi-agency
Gangs and County Lines	**no**	Multi-agency
Safeguarding Trainer Support Forums (Group/Level 3 & 4)		
Safeguarding Trainers Professional Development Days	**no**	Multi-agency