

# **INTER AGENCY SAFEGUARDING TRAINING STRATEGY**

---

**2009-2010**



Camden Safeguarding  
Children Board

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## 1 INTRODUCTION

Since 2005 there have been significant changes in Camden's children's services to reflect the major changes in legislation and guidance that have made it clear that; '*safeguarding is everybody's business*', regardless of job role or service.

The agencies which make up Camden's local safeguarding children board are committed to ensuring that the messages regarding Safeguarding are filtered down to all levels and across all services and that consistency of practice is achieved.

The promotion of Safeguarding training is a key priority of Camden's Safeguarding Children Board in order to support the development of a competent and highly skilled workforce and the Board is committed to ensuring that safeguarding training is used to enable all services to be aware of their safeguarding responsibilities, including the improvement of outcomes for children.

## 2 AIM OF STRATEGY

The aim of this strategy is to set out a framework for the development and management of a comprehensive safeguarding training programme in Camden that:

- Is in line with best practice
- Meets required standards and local needs
- Will enable the development of a skilled and competent multi agency children's workforce.

The strategy sets out how safeguarding training in Camden will be planned, commissioned, delivered and evaluated as a means to ensuring that the multi agency workforce demonstrates:

- A shared understanding of processes, roles and responsibilities for safeguarding children and promoting their welfare
- An awareness of the enhanced responsibility to safeguard and promote the welfare of children and of the changes in legislation and guidance
- More effective multi agency and integrated working
- Improved communications between professionals including a shared understanding of definitions, terms and thresholds
- Effective working relationships
- Effective and appropriate information sharing
- Sound decision-making, thorough assessment, critical analysis and professional judgement

## 3 PURPOSE OF SAFEGUARDING TRAINING

Safeguarding training is designed to enhance the ability of staff to meet outcomes for children and enable them to work effectively with those from other agencies. This is achieved by providing training that leads to;

- A collective understanding of tasks, procedures, roles and responsibilities
- More effective and integrated services
- Improved communication between professionals including a common understanding of key terms, definitions and thresholds for action
- Effective working relationships, including an ability to work in multidisciplinary groups or teams
- Sound decision making based on information sharing through assessment, analysis and professional judgement

Working Together 2006

Safeguarding training is delivered in two ways;

**Single agency training-** this training is delivered by a particular agency for its own staff. Single agencies are responsible for ensuring that their staff are competent and confident in carrying out their safeguarding responsibilities. The number and depth of single agency training courses on safeguarding will depend on the level of that agencies contact with children and the extent of its role within the safeguarding process. Thus, Sports centre staff may only receive a single basic awareness training course on safeguarding, whilst social work staff will receive numerous single agency safeguarding courses at a number of levels.

**Inter agency training-** this is for staff from different agencies who come together for training and development.

Inter agency training should complement single agency training to promote a common, shared understanding of respective roles and responsibilities and the need to work closely with other professionals and to ensure that effective and integrated learning pathways exist for the children's workforce.

## 4 NATIONAL CONTEXT

Recent legislation and government guidance has made it clear that everyone has a part to play in safeguarding children, irrespective of job role, and there is now a clear focus on raising the quality of practice, developing a mutual understanding of roles and responsibilities and facilitating closer multi agency working. The following documents set out the current national context for the safeguarding of children and training required to achieve this.

### a) Children Act 2004

Following the Climbié Inquiry, the DoH set out to improve policy, procedure and practice around the safeguarding of children and the promotion of their welfare. The result was the Children Act 2004, which promotes a culture of co operation by initiating key changes that bring together agencies and organisations providing services to children and their families.

The Children Act 2004 sets out a number of key principles which are intended to be major elements of the practice of all persons working with children and families, namely;

- Co-operation
- Listening to children
- Information sharing
- Safeguarding and promoting the welfare of children.

The 2004 Act puts a particular emphasis on improving and developing services to children through the enhancement of skills, knowledge and competence within the children's workforce and stresses the central importance of the development of " *a highly skilled and competent children's workforce*". The act led to the development of the Every Child Matters agenda.

#### **b) Every Child Matters 2004**

ECM sets out the 5 main outcomes that are important to the attainment of child well-being;

- Being Safe
- Staying Healthy
- Enjoying and achieving
- Making a positive contribution
- Achieving economic wellbeing

ECM also sets out the changes that need to be made within the children's workforce in order that all children have the opportunity to achieve these outcomes.

Central to the changes needed is a cultural change within organisations that supports improved professional practice and effective multidisciplinary working - staff training and development are key in supporting this change.

#### **c) Common Core of Skills and Knowledge for the Children's Workforce 2005**

The Common Core is the response to the development of a competent workforce and seeks to ensure the

creation of a '*shared language and an understanding of issues*' for workers within the children's workforce and describes 6 key areas of expertise required by them;

- Effective communication and engagement with children and their families
- Child development
- Safeguarding and promoting the welfare of the child
- Supporting transitions
- Multi agency working
- Information sharing

The Common Core underpins all safeguarding training.

#### **d) Working Together to Safeguard Children 2006**

'Working Together' clarifies the relationship between Local Safeguarding Children Boards and local services.

The document explains that LSCB's have 2 primary objectives;

- To co-ordinate local services and work around safeguarding
- To ensure the effectiveness of those services

It is the second objective that concerns it self with the training and development of staff and the document offers detailed guidance on the development and delivery of an inter agency training programme. Working Together stresses the need for a skilled and knowledgeable workforce and recognises the importance of single and interagency training to achieve this.

### **e) Laming Safeguarding Review 2009**

A review of safeguarding across the children's workforce was undertaken by Lord Laming, following the death of Baby P in Haringey. The review included a list of recommendations around the safeguarding training that Children's Trusts should make available to staff working with children. The review made the following recommendations:

- Children's Trusts should ensure all staff who work with children receive initial training and CPD which enables them to understand normal child development and recognise potential signs of abuse or neglect and know what actions to take to safeguard a child's welfare
- Children's Trusts should have sufficient multi agency training to create a shared language and understanding of local referral procedures, assessment, information sharing and decision-making across early years, schools, youth services, health, police and other services who work to protect children and that a named CP lead in each setting should receive this training
- the DoH to work with partners to develop a national training programme to improve the understanding and skills of the children's health workforce (paediatricians, midwives, health visitors, GP's and school nurses) to support them in dealing with safeguarding and child protection issues
- the DoH to ensure that all GP's have the necessary skills and training to promote their

statutory duty to comply with CP legislation including the multi agency approach to the well being of children and referral and information sharing training as well as support joint training opportunities for GP's and children's social workers

- the Home office to take national action to ensure that police CP teams have specialist training to support them in their responsibilities
- police officers should receive specialist training to work on CP over and above core police training including training on how best to talk and listen to children and young people in distress

### **f) Children's Workforce Strategy 2005**

The Children's Workforce strategy was designed to assist in the creation of a '*world class*' children's workforce with coherent career pathways that allow staff to progress and develop.

The strategy sets out a series of actions that should be carried out locally, to support the creation of a '*competent and confident*' children's workforce including;

- the provision of training opportunities;
- the undertaking of regular training needs analyses;
- the provision of induction training for new recruits
- good opportunities for continuing development

### **g) Training Together to Safeguard Children 2000**

Training together is a practice guide for inter agency training published by the NSPCC. The guide offers a framework for

planning a comprehensive safeguarding training programme.

#### **h) Education and Training for Interagency Working: New Standards 2004**

This document sets out a list of standards that relate to inter agency training and recommends that the standards are adopted and included in the curriculum of all practitioner training bodies. The document also recommends that a core curriculum is made mandatory at each professional level for inter agency training.

#### **i) Competence Matters 2004**

Competence Matters was developed by the LCPC training sub group to improve the quality of safeguarding children training by developing a London wide comprehensive training framework. The framework offers detailed guidance to support LSCB's training sub groups with the planning, commissioning and delivery of a comprehensive safeguarding training programme.

## **5 LOCAL CONTEXT**

In line with government recommendations, Camden is restructuring its services to develop integrated working with a shared focus on better outcomes for children.

The ACPC was replaced by the CSCB in January 2006 and now has a with its broader remit to **promote welfare** as well as to safeguard Camden's children and young people, and the safeguarding training programme has been developed to reflect this widened responsibility. The range of training opportunities has been increased to ensure that the

children's workforce are competent to fulfil their extended role and courses have been included within the programme to raise awareness of the new developments and to support the change processes.

More training sessions have been added to the programme to extend the availability of training to the widened workforce.

Single agency training within Camden has also been enhanced to reflect the common core and all agencies are members of the Workforce strategy group.

## **6 TRAINING ROLE OF CSCB**

The main function of the CSCB is to agree how organisations within Camden will co-operate to safeguard and promote the welfare of children within the borough and ensure the effectiveness of the work they do. Training and development plays a key role in achieving these outcomes and is therefore integral to the board's business plan.

It is the responsibility of CSCB to:

- Develop policies for safeguarding training
- Contribute to and work within the framework of the CYP Partnership's Workforce Strategy
- Monitor and endorse standards of training and development
- Ensure there is a board member with lead responsibility for training
- Ensure that each member organisation designates a professional with responsibility for training to

sit on the learning and development sub group

- Ensure that the learning and development sub group is appropriately staffed and has the capacity to take forward training work including necessary admin support and adequate resources
- Ensure the provision of a safeguarding trainer/coordinator
- Ensure adequate commissioning of external trainers
- Ensure adequate funding and resourcing of safeguarding training
- Manage the identification of training needs and use this information to inform the planning and commissioning of training
- Ensure that the range and type of training is appropriate and adequate and is meeting local needs i.e. staff within member agencies are receiving relevant training
- Ensure that the standard, quality and content of training delivered is evaluated
- Ensure the effective publicising of training events
- Check and support the provision of single agency safeguarding training
- Where necessary, challenge and hold agencies accountable for their training programmes

## 7 ROLE OF CSCB LEARNING AND DEVELOPMENT SUB GROUP

The CSCB learning and development sub group carries out training duties on behalf of the Board and holds delegated responsibility for ensuring that staff within Camden are properly trained to safeguard and promote the welfare of children within the borough. It is also accountable for developing and maintaining structures and processes that enable an organised and co-ordinated approach to training by:

- Producing a yearly **training strategy**
- Undertaking a yearly **Training needs analysis**
- Deciding on **training priorities**
- Producing a yearly **training programme**
- **Commissioning** external training where required
- **Auditing** and evaluating the content, quality and effectiveness of training including single agency safeguarding training
- Ensuring that **Core training values** are upheld
- **Collating data** on training undertaken
- Effectively **publicising** training events
- Monitoring the inter agency **training budget**
- Establishing appropriate communication/collaboration with other CSCB sub groups
- Ensuring member agencies/organisations **prioritise training** and enable their staff to make full

use of training opportunities offered.

<b>Teresa Stopa</b>	<b>Chair and Named Nurse, Camden PCT</b>	<b>PCT</b>
Catherine Todd	Training and Quality Manager, Integrated Early Years Service	LBC
Jenni Spencer	Service Head, SSCPolicy, Training and Staff Development	LBC
Jennifer Pearce	Safeguarding Children Board Training Co-ordinator	LBC
Sunil Puri	Safeguarding Trainer	LBC
Ruth Vine	Safeguarding Manager	C&I Mental Health Foundation Trust
John Anderson	Housing Support Services Co-ordinator	LBC
Terry Ellis	CSCB Development Officer	LBC
Christine Coxon	Police CAI Team	Met. Police
Denise Everitt Story	Snr Probation Officer	London Probation Service
Paula Peake	Team Leader, Professional Qualifications	LBC
Claire Barcham	AMHP Co-ordinator, Mental Health Trust	NHS
Cathy Doll	Manager, Integrated Working	LBC
Tina Bailey	Child Protection Officer	LBC
Quadri Gboylade	Children's Workforce Training & Development Officer	LBC

**a) Membership**

The learning and development sub group is made up of representatives from all of the key organisations represented on the CSCB, including statutory, non-statutory and the PVI sector. They all have experience of responsibility for training within their organisations and have the authority to make decisions and allocate resources in relation to training.

**b) Lead member for training**

The CSCB lead member for training is responsible for chairing the learning and development sub group and supports the work of the group. The lead member reports directly to the board on the planning and progress of training.

**c) Frequency of meetings**

The sub group meets every 6 weeks.

**d) Accountability**

The sub group is accountable to the CSCB and carries out training responsibilities on its behalf.

**e) Partnership**

A number of learning and development sub group members sit on the Children's Workforce Strategy group and feedback progress on inter agency safeguarding training development. In this way the learning and development sub group are able to contribute to the planning and progress of the children's workforce development agenda.

**8 TRAINING ROLE OF CSCB MEMBER AGENCIES**

CSCB member agencies have a responsibility to ensure that their own staff are competent in safeguarding children and promoting their welfare.

They therefore have a responsibility to support inter agency training by;

- Ensuring their staff receive basic awareness safeguarding training that ensures they are able to recognise and respond to safeguarding concerns prior to attending inter agency training
- Ensuring their staff have single agency training to fulfil their own roles and responsibilities in relation to safeguarding and promoting welfare
- Releasing staff to attend interagency training
- Providing staff with a responsibility/expertise in training to sit on the training sub group
- Providing staff with relevant experience to act as practitioner trainers within the safeguarding training programme
- Ensuring that their staff are given the opportunity to consolidate learning from interagency training

## 9 PRIORITY AREAS FOR DEVELOPMENT

Priority areas for development in safeguarding training are identified by the learning and development sub group and are determined as a result of: new legislation and guidance; priorities set out in the CSCB business plan; the outcomes of recent Serious Case Reviews; inspection findings; government reviews; the results of training needs analyses that have been undertaken and specific areas of

local need that have been identified.

The following areas have been identified as priority areas for development by the training sub group over 2009/10;

- Training on Safer Recruitment to continue to be rolled out to relevant managers/ Head teachers responsible for recruitment of staff
- Training course on safeguarding children with disabilities to be developed and rolled out to staff
- Additional course on Child Development in the under 5's to be added to training programme, to complement existing course on Child Development
- Training audits to be undertaken on single agency child protection training
- Managers post training evaluation form which aims to measure the impact of training on a staff members practice is to be piloted on a number of selected courses over 2010
- A mapping of the target audience for CSCB interagency training is to be commissioned in 2010 in order that more effective analysis can be undertaken of the extent to which each partner agency is accessing safeguarding training
- Access to safeguarding training to continue to be extended to all relevant organisations across the borough
- Efforts to be made over 2010 to encourage

increased uptake by health, school and police staff on interagency safeguarding courses; including attendance on social work Level C courses for CAIT and CP designated health, GP and school staff

- Additional training courses to be developed at level C in line with the recommendations of the Laming review

CSCB is clear that high standards of practice are promoted through high quality training.

The principles and standards for training adopted by CSCB are integrated into the planning and delivery of all training and development activities and are those set out in Working Together 2006.

Thus, all training in safeguarding and promoting the welfare of children that is delivered on behalf of CSCB:-

## 10 CORE TRAINING VALUES

✓ Is **CHILD CENTERED**- Training incorporates and promotes the rights and needs of Camden's children and ensures their welfare is paramount

✓ Promotes **PARTICIPATION**- Training ensures that Camden's children and families are fully involved in the safeguarding process; that partnership with parents and carers is encouraged and

✓ Values **COLLABORATIVE** working- Training places high value on people/ organisations within Camden working closely together and promotes the need for close interagency working

✓ Promotes **EQUALITY**- Training respects diversity, incorporates anti-oppressive practice and reflects the diversity of the communities within Camden that are served

- ✓ Is **INCLUSIVE**-Training is inclusive of the wide range of individuals and organisations that have a responsibility for safeguarding and/or promoting the well being of Camden's children

## 11 TRAINING STANDARDS

*Education and Training for Interagency Working: New Standards 2004* lists a set of standards which are a benchmark of what the children's workforce need to *know, understand* or *do* in order to effectively safeguard children.

The standards are the framework around which the CSCB safeguarding training programme is built and evaluated on and are what the various courses aim to develop high levels of competence in.

The standards are an in depth understanding and knowledge of:

1. Roles and responsibilities
2. The process of interagency consultation and respect for the views of other professionals
3. The processes which encourage and inhibit effective interagency communication
4. The evaluation of information and evidence and the ability to distinguish between fact and opinion
5. The use and application of ethical principles and values in interagency work
6. The stages at which collaboration with other practitioners must occur
7. The evaluation and management of processes involved in interagency collaboration
8. Record keeping and the practical implications of confidentiality

Education and Training for Interagency Working:  
New Standards 2004

## 12 EQUALITY ISSUES

CSCB is committed to ensuring that equality issues are addressed in all aspects of the planning and delivery of training.

Trainers are required to promote equality within the content of training sessions by ensuring that all courses reflect an understanding of how issues of equality (i.e. race, religion, disability, class, sexuality, age and gender) can impact on practice and by promoting anti oppressive practice. Equality issues are also addressed in the conduct of training where it is expected that trainers will create a climate within sessions that respects and values diversity, promotes equality and challenges stereotypes. There is an expectation that all courses, training venues, course materials and visual aids are accessible to all delegates.

## 13 PLANNING, COMMISSIONING AND DELIVERY OF TRAINING

### a) Safeguarding training officers

The CSCB employs two safeguarding trainers, both of whom are responsible for planning, co-ordinating and delivering training and development activity in line with the training strategy.

They both sit on the learning and development sub group and liaise with, and attend other sub groups as appropriate.

Jennifer Pearce is an independent safeguarding training consultant and is contracted to work for the

CSCB two days a week. She is responsible for co-ordinating the inter agency training programme and commissioning the external and practitioner trainers. Jennifer also delivers a number of the courses herself and is involved in the planning and delivery of workshops and conferences.

Sunil Puri joined Camden in 2006 as a full time permanent safeguarding trainer. He is responsible for rolling out the Foundation level course '*Safeguarding children -a shared responsibility*' to staff at levels A and B. He also delivers specialist training on a single and inter agency basis, including Hidden Harm and Communication Skills and bespoke training requested by any of the CSCB members to focus on any area of safeguarding or promoting children's welfare.

The two trainers' roles complement each other and having an extra full time trainer means that the foundation training can be fully rolled out to all staff within agencies that hitherto have had only minimal access to safeguarding training, including all relevant Council departments, the private, voluntary and independent sector, churches and multi faith groups, BME organisations and parenting groups within the borough.

There has been a significant increase in the amount of safeguarding training delivered both in terms of the range, type and number of sessions. In addition, the number of weekend and evening sessions has increased, with training being delivered in the

agencies' workplace where possible, to maximise attendance. Training and development activity within the training programme includes formal training sessions, workshops, briefing sessions and multi agency conferences.

### **b) Practitioner Trainers**

In addition to the two safeguarding trainers, practitioner trainers are also used to deliver or co-train on some of the courses. The local and 'on the job' experience of practitioner trainers enables training to be made relevant to Camden and its local issues. Training for trainer courses have been provided to enlarge the pool of practitioners.

### **c) Commissioned Training**

Specialist external trainers are sometimes commissioned to provide training. These trainers have specialist knowledge or skills in certain areas.

Camden has a pool of excellent external trainers, some of whom have been delivering training for Camden for several years and have become familiar with the particular local issues. Camden has an expectation that all trainers demonstrate specialist knowledge on their subject, have a proven track record of competent training and keep up to date with recent research findings.

### **d) Identification of Training needs**

The Identification of training needs for the children's workforce is a complex process and plays a critical role in the planning of training.

The process takes account of:

- Legislation and national and local policy and guidance
- The common core of skills and knowledge
- Research findings
- Changes to practice and procedure
- Recommendations of serious case reviews
- Findings and recommendations of inspections and audits.
- Local issues

The analysis and identification of training need is necessarily an ongoing process given the frequent changes in local need and practice development and the need to respond quickly to the findings of inspections and audits.

All member agencies are involved in the identification of training need and this is then fed back to the learning and development sub group via the CSCB and other sub groups.

Alongside an analysis of the *type* of training required, the numbers and levels of staff requiring training are also identified and priorities are then set for the range of training to be planned and commissioned

#### **e) Funding/Resourcing of Training**

Member agencies of CSCB contribute towards training and development financially and in kind in the following ways;

- Agency representation on the training sub group
- Funding of the 2 safeguarding trainers

- Providing practitioner trainers
- Contributing toward an annual training budget

All training and training materials are provided free of charge to agencies. In return, agencies are asked to provide venues free of charge. Where this is not possible venues are booked using the training budget. External trainers are paid for from the training budget.

#### **f) Publicity/Communication of training**

Every effort is made to ensure that staff within Camden are able to access safeguarding training courses, and members of the learning and development sub group are responsible for ensuring that staff within their agencies have full access to information about courses which are coming up.

Information about current courses is available on the Camden's safeguarding board website [www.cscb.org.uk](http://www.cscb.org.uk), and an extensive email database is used to circulate course details to agencies and organisations for cascading down to all staff.

## **14 QUALITY ASSURANCE OF TRAINING**

The learning and development sub group is responsible (on behalf of CSCB) for ensuring that single and interagency training is delivered to a high standard and that a process exists for evaluating the effectiveness of training.

CSCB fully supports the training standards set out in 'Working Together' 2006 and is committed to ensuring that all safeguarding training is;

- Delivered by trainers who are knowledgeable about safeguarding and promoting the welfare of children and have facilitation skills. When delivering training on complex cases, trainers should have the relevant specialist knowledge and skills
- Informed by current research evidence, lessons from serious case reviews and child death reviews and local and national developments
- Reflects an understanding of the rights of the child and be informed by an active respect for diversity and the experience of service users and a commitment to ensuring equality of opportunity
- Regularly reviewed to ensure that it meets the agreed learning outcomes

Working Together 2006

### **a) Evaluation of training courses**

A standard evaluation form is used by course delegates and trainers to evaluate each inter agency training event and a sample of interviews is undertaken with delegates and their managers. Take up of inter agency training across the agencies is also monitored to ensure that all target audiences are being reached. Results of training evaluations will be collated by the safeguarding

trainers and submitted to the learning and development sub group on a quarterly basis. Any training events receiving poor evaluations will be audited and changes and improvements agreed, to address the standards which have not been met. Whilst effective systems are in place to measure the quality of training events, work is currently underway to develop systems whereby the actual impact of training on practice can be measured. Plans are in progress to develop follow up evaluation forms that will be sent to delegates and their managers to establish whether training has improved job performance in the long term.

### **b) Auditing of single and inter agency training**

The quality of interagency and single agency safeguarding training is audited on a yearly basis by the learning and development sub group.

Audits are undertaken by analysis of a set of training standards using; direct observation of training; review of delegate's evaluation forms; appraisal of training materials and monitoring the attendance of staff from each agency.

The standards listed below are used to audit training;

- Knowledge and understanding of subject matter
- Extent to which research, legislation, policy and practice have been incorporated
- Coverage of safeguarding standards

- Meeting of learning objectives
- Scope of training content
- Coverage of learning outcomes
- Presentation and facilitation skills
- Quality of training materials
- Meeting of core training values
- Delegates evaluation

Any training events deemed not to have met the standards adequately will be reviewed at the learning and development sub group and actions agreed to address the standard(s) that have not been met.

## 15 TARGET AUDIENCE-TRAINING GROUPS

The children's safeguarding agenda has extended responsibility for children to a much wider group of workers and safeguarding now impacts on staff working in a broad range of settings and agencies. Consequently the target audience for training has increased and the CSCB has responded by beginning to map out the level of training need amongst the very extensive range of organisations within

Camden that come into contact or work with children and parents.

Using Hendry's tiered model of target audiences, workers from Camden's statutory, voluntary and independent agencies can be divided into groups based on the level and nature of their contact with children and parents and the extent of their safeguarding responsibility. These levels are divided into groups **A**, **B** and **C**, with a further group for **managers**, to ensure that those with strategic or operational managerial responsibility for safeguarding have their own training needs met and can assist the staff they manage, to achieve training outcomes in their place of work.

With the groups thus divided, inter agency safeguarding training can then be effectively targeted at each group to ensure that staff receive training appropriate to their role and to the extent to which they are likely to be involved in safeguarding children and promoting their welfare.

The table below gives an indication of the range of workers at whom safeguarding training is being targeted and in which group (A, B or C) the workers belong.

<p><b>A</b></p>	<p>Those in <b>regular contact</b> with children</p>	<p>In this group workers have contact/work with CYP and their parents/carers. They have a responsibility to contribute to safeguarding and promoting the welfare of children but do not necessarily have specific organisational responsibility to intervene in the lives of children and families</p>	<p>e.g. Housing staff Community groups Youth workers Play service staff Sports and leisure staff Librarians Street wardens Local parent groups Camden transport staff Faith Groups Uniformed police officers</p>
<p><b>B</b></p>	<p>Those who <b>work regularly</b> with children</p>	<p>In this group workers work regularly with CYP and their parents/carers. They have considerable professional and organisational responsibility for safeguarding and promoting children's well being. They have to be able to act on child welfare concerns and to contribute to the safeguarding process</p>	<p>e.g. GP's Hospital and community health staff Family centre workers Teachers Learning support assistants Child Minders Early Years Pracs Foster Carers Probation Officers EWO's MHSW Adult SW's Probation Officers Connexions Personal advisors Home start SENCO's Ed Psychologists Health Visitors School Nurses Madrassah's Residential sw's</p>
<p><b>C</b></p>	<p>Those with a <b>particular responsibility for safeguarding</b></p>	<p>This group of workers have a specific responsibility for safeguarding and promoting the welfare of children,</p>	<p>e.g. Children's Social workers CAIT police officers Designated health care</p>

	<b>children</b>	<p>People in this group hold particular professional or organisational authority and a substantial degree of personal responsibility and autonomy to act on child welfare concerns</p> <p>They work extensively within a multi agency context.</p> <p>They often have responsibility for the work of others</p>	and education professionals
<b>MANAGERS</b>	<b>Operational and strategic managers</b> of the above groups of workers	<p>Operational managers who supervise staff who work with children and families</p> <p>Managers who have a strategic responsibility for commissioning and providing services to CYP and parents and carers</p>	<p>e.g.</p> <p>Social care team managers/senior practitioners</p> <p>VCS managers</p> <p>CSF Service managers</p> <p>CSCB members</p>

## 16 LEARNING OUTCOMES

Safeguarding training courses for each of the groups of staff A, B and C, have been devised and planned using the suggested *learning outcomes for target groups* as contained on the ECM website.

The learning outcomes set out the areas that must be covered across courses provided within both single agency basic awareness training

and the interagency training programme.

The expectation is that staff attending their own agencies safeguarding training and the interagency training courses will have met all of the learning outcomes appropriate to their group (A, B or C).

The table below lists the learning outcomes and indicates which groups need to cover which learning outcomes.

## SAFEGUARDING TRAINING LEARNING OUTCOMES



Key Outcomes for groups A, B and C	Key Outcomes for groups B and C	Key Outcomes for groups C
<ul style="list-style-type: none"> <li>• Contribute and take whatever actions are needed to safeguard children</li> <li>• Recognise and respond to concerns about a child in need</li> <li>• Appreciate own role and role of others</li> <li>• Communicate and act appropriately within national and local guidance to safeguard children</li> <li>• Familiar with local arrangements, services and sources of advice for supporting families and safeguarding children</li> </ul>	<ul style="list-style-type: none"> <li>• Accomplish core tasks together to safeguard and promote children's welfare e.g. assessments, planning, core groups, conferences, decision making.</li> <li>• Sound understanding of principles and processes for effective collaboration</li> <li>• Communicate and develop working relationships in the interests of children</li> <li>• Understand contribution made by others to safeguarding children and impact of own decisions and actions of others</li> </ul>	<ul style="list-style-type: none"> <li>• Co-work on complex tasks or particular areas of practice that have specific knowledge or skill requirements, e.g. joint enquiries and investigations, investigative interviews, complex assessments</li> <li>• Establish and maintain partnerships of mutual trust and respect</li> <li>• Understand legal and organisational frameworks, including levels of accountability of decision making, in other agencies</li> </ul>

## 17 TRAINING FRAMEWORK

In order to safeguard and promote the welfare of children and young people, staff working with children and their families must;

- Have the knowledge and skill to carry out their respective roles
- Recognise when a child may require safeguarding
- Know what to do in response to concerns about the welfare of a child
- Work effectively with others, both within their own agencies and across organisational boundaries

This can be achieved by a combination of single and inter agency training.

The training framework below, sets out how staff in the different groups (**A**, **B** and **C**) can progress from a basic knowledge of safeguarding through to a specialist and advanced knowledge; on a pathway that takes them from their own agencies **basic awareness** training via the **Foundation Safeguarding Children- a shared responsibility** course, through to the **Core, Specialist** and (for some levels) **Advanced** courses.

All staff wishing to attend core, specialist and advanced level inter agency training must have undertaken their own agencies basic awareness training and the Foundation training course 'Safeguarding children - a shared responsibility'.

CSCB's interagency training is underpinned by the **basic awareness** training provided by

single agencies for their staff. This training is designed to cover fundamental aspects of safeguarding and promoting welfare relevant to the level of staff within the agency. The training should also cover the management of values and beliefs and the role and function of other agencies in safeguarding.

Staff in all agencies and at all levels should then undertake the **foundation level** training course; *Safeguarding children- a shared responsibility* at the appropriate level relevant to their role.

Staff should then embark on inter agency courses set at **Core level** these courses aim to offer learning in necessary or essential areas of skill and knowledge.

**Specialist level** courses should then be undertaken in order to develop skills in specialist or developing areas of skills and knowledge.

A number of the same courses are offered at *both* core and specialist levels. In these cases the concepts and knowledge offered at the specialist level are explored in more complex and greater depth.

A number of **Advanced** level courses exist for staff at Level C and for managers.

The needs of managers at both operational and strategic level also need to be met and the CSCB safeguarding training programme contains a number of courses at this level.

**Operational managers-** need the basic safeguarding training that is

set at a level appropriate to their needs (level C), but they also require training on joint planning and commissioning, managing multi disciplinary services and teams, chairing multi disciplinary meetings, negotiating joint protocols and mediating where there is conflict or difference.

**Strategic managers** need training on commissioning and delivering services.

All managers need training on serious case reviews, managing allegations, managing risk and safer recruitment.

Work is underway to further develop the managers level training offered within the training programme.

The training framework below sets out recommended pathways for

staff, based on their professional roles, which are linked to the training groups within which they belong. These pathways should be used by managers in all agencies to guide themselves and their staff through the safeguarding training opportunities available.

Each of the groups **A**, **B** and **C** will encompass a wide range of professionals and so not all courses listed in the Training Framework will be relevant for *all* professionals within each group. As a result, *single agency training pathways* are being developed for different professional groups to give guidance on how professionals can work through the training opportunities offered.

<b>CSCB TRAINING FRAMEWORK</b>					
<b>LEVEL</b>	<b>BASIC AWARENESS SINGLE AGENCY</b>	<b>FOUNDATION</b>	<b>CORE</b>	<b>SPECIALIST</b>	<b>ADVANCED</b>
<b>A</b>	<b>This is basic child protection training and should be commissioned by each individual agency for their own staff</b>	<b>SAFEGUARDING CHILDREN A SHARED RESPONSIBILITY LEVEL A</b> DCSF required training provided by CSCB	<ul style="list-style-type: none"> <li>• Domestic violence and the impact on children</li> <li>• Understanding Mental Disorder</li> <li>• Effective Recording and Record keeping</li> <li>• Making an effective referral to children's services</li> <li>• Communicating with children</li> <li>• Parental drug use and its impact on CYP</li> </ul>	<ul style="list-style-type: none"> <li>• Child Protection and the internet</li> <li>• Sexual Bullying- the CP issues</li> <li>• Key developmental milestones in the under 5's</li> <li>• Key developmental milestones in middle childhood</li> <li>• Key developmental milestones in adolescence</li> </ul>	

LEVEL	BASIC AWARENESS SINGLE AGENCY	FOUNDATION	CORE	SPECIALIST	ADVANCED
<b>B</b>	<p><b>This is basic child protection training and should be commissioned by each individual agency for their own staff</b></p>	<p><b>SAFEGUARDING CHILDREN ASHARED RESPONSIBILITY LEVEL B</b> DCSF required training provided by CSCB</p>	<ul style="list-style-type: none"> <li>• Effective Recording</li> <li>• Domestic violence and the impact on children</li> <li>• Parental Mental Disorder and the impact on children</li> <li>• Alcohol and Substance abuse and the impact on children</li> <li>• Working with Sexually active CYP</li> <li>• Safeguarding Camden's Children-the multi agency task</li> <li>• Understanding Emotional Abuse</li> <li>• Making an effective referral to children's services</li> <li>• Safeguarding children -a shared responsibility</li> <li>• Understanding Physical Abuse</li> <li>• Key developmental milestones in the under 5's</li> <li>• Key developmental milestones in middle childhood</li> <li>• Key developmental milestones in adolescence</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding-Sexual Abuse</li> <li>• Child Protection and the Internet</li> <li>• Safeguarding and protecting LAC</li> <li>• Successfully contributing to CP conferences</li> <li>• Supporting parents of adolescent</li> <li>• Safeguarding children with disabilities</li> <li>• Supporting parents with learning difficulties</li> <li>• CYP with mental health problems</li> <li>• Children abused through sexual Exploitation</li> <li>• Working with un cooperative families</li> <li>• Attachment issues and the impact of trauma and abuse</li> </ul>	

LEVEL	BASIC AWARENESS SINGLE AGENCY	FOUNDATION	CORE	SPECIALIST	ADVANCED
<b>C</b>	<p><b>This is basic child protection training and should be commissioned by each individual agency for their own staff</b></p>	<p><b>SAFEGUARDING CHILDREN A SHARED RESPONSIBILITY LEVEL C</b> DCSF required training provided by CSCB</p>	<ul style="list-style-type: none"> <li>• Domestic Violence</li> <li>• Parental Mental Health</li> <li>• Integrated Working</li> <li>• CYP with Mental health problems</li> <li>• CAF</li> <li>• Substance misuse- Hidden harm</li> <li>• Safeguarding children a shared responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• Core group meetings</li> </ul>	<ul style="list-style-type: none"> <li>• ABE</li> </ul> <p><b>A significant amount of the safeguarding training available to professionals at Level C is contained within the <i>social work core training programme</i>. This training which is targeted at social workers is open to staff from other agencies that operate at Level C, including designated teachers, designated health staff, GP's and the CAIT . Details of the programme can be found at the end of this document.</b></p>

LEVEL	BASIC AWARENESS SINGLE AGENCY	FOUNDATION	CORE	SPECIALIST	ADVANCED
<p style="text-align: center;">OPERATIONAL /STRATEGIC MANAGERS</p>	<p>This is basic child protection training and should be commissioned by each individual agency for their own staff</p>	<p style="text-align: center;">SAFEGUARDING CHILDREN A SHARED RESPONSIBILITY LEVEL C</p> <p style="text-align: center;">DCSF required training provided by CSCB</p>	<ul style="list-style-type: none"> <li>• Role modelling effective behaviours for your staff</li> <li>• Coaching skills in Supervision</li> <li>• Safer Recruitment</li> <li>• Safe guarding children a shared responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• Effective supervision for Multi agency working</li> <li>• Risk and the rule of optimism for managers</li> <li>• Managing change without too much pain</li> <li>• Manager's skills development workshop</li> </ul>	<ul style="list-style-type: none"> <li>• Managing the risk of Public Protection</li> </ul> <p style="color: red;">A number of safeguarding training courses for operational managers are contained within the social work core training programme. This training which is aimed at social work team managers and senior practitioners is open to operational managers from other agencies who undertake similar duties and who would benefit from attending the training. An appendix containing details of the 2009/10 programme can be found at Appendix 1</p>

## Appendix 1 Social Work core training Programme

<b>SOCIAL WORKERS</b>	<b>MANAGERS AND SENIORS</b>
Achieving best evidence	Supervisory skills
Advanced report writing and giving effective evidence in court	Leadership for managers
Assessing Avoiding Families	
Childcare legislation	
Children's mental health services	
Childcare Planning	Childcare planning supervision
Child Development	
Child sexual abuse	
Child's permanence report	
Child protection skills- Thresholds, analysis and decision-making	Supervising and managing child protection
Children and HIV	
Communication skills	
Communicating with children with disabilities	
Conflict resolution and personal safety	
Confidentiality and information sharing	
Contact supervision-recording and reporting	
Core assessments	Supervising and managing the assessment process
Core group working	
Domestic violence	
Equality training	Equality training
Family Support- Triple P	
Form F assessments	
Investigative assessments	Investigative assessments
Legal Update	
Life story work	
Looked after children	
Neglect and Emotional abuse	
Parental drug misuse and its impact on children	
Parental mental health and the impact on children	
Professional dangerousness	Professional dangerousness
Public Law outline	
Recording and report writing skills	
Resilience, risk and protective factors	
Risk assessment in complex cases	
Social history taking	
Special Guardianship orders	

## Camden Safeguarding Children Board Inter-Agency Training

Talking to YP about sex and relationships	
Total Respect	Total respect
Training for trainers	
Working with black children in child protection	
Working with children and young people	
Young people and alcohol	
Young people and cannabis	