



LSCB & SAB Training Strategy 2015

Introduction

This strategy sets out the structure that the Southend Local Safeguarding Children and Adults Boards will implement in order to ensure that all staff can access appropriate training and development in the issues relating to safeguarding children and adults.

Outcomes

The Southend LSCB & SAB Training Group has identified three key priorities and this strategy therefore focuses on what training and development activities will be required in order to achieve these priorities.

The priorities are:

- Responding to the LSCB & SAB Learning and Improvement Framework outcomes and regional and national issues
- Monitoring the provision of single agency and multi agency training to ensure it is effective and meets statutory requirements
- Implementing benchmark standards for endorsement and validation of training and training facilitators

Who is this strategy for?

This strategy is for anyone who may come into contact with children and vulnerable adults and their families in the course of their work, whether paid or unpaid. This includes those with particular responsibilities for safeguarding children or adults, however, those with occasional contact should also be aware of the contents of this strategy.

Terms of Reference

The role and responsibility of the Local Safeguarding Children Board (LSCB) is detailed in Working Together to Safeguard Children 2015. This is summarized in the following extract from Working Together to Safeguard Children that LSCBs should as a minimum “monitor and evaluate the effectiveness of training, including multi-agency training, to safeguard and promote the welfare of children”.

The role of the Safeguarding Adults Board is detailed in the Care Act 2015

A Framework for Training

Training identified by the LSCB & SAB has been decided on by national priorities and local need, as identified through the Learning and Improvement Frameworks. The LSCB & SAB Training Sub Group will agree priorities and determine delivery.

All LSCB & SAB endorsed training will be delivered by people 'approved' to do so by the Southend LSCB & SAB Training Sub Group (see appendix 1).

The different levels of training available designed to meet the differing needs of different groups of staff working with children can be found in appendix 2. Training levels are mapped to suggested target groups of staff in appendix 3.

The different levels of training available designed to meet the differing needs of different target groups of staff working with adults can be found in appendix 4

Eligibility Criteria

In order to access courses in Level 2 and 3 categories, staff will be expected to have participated in the Level 1 training suitable for their role.

Evaluation and Quality Assurance

All LSCB & SAB multi agency training will be evaluated. The methods outlined below may be used, these are for local determination:

1. All courses run by the LSCB & SAB will ask participants to complete a post-course evaluation sheet. These will be aggregated and key themes disseminated by the Training Sub Group.
2. A further evaluation will be undertaken approximately 6 weeks later with the participant and their line manager (where appropriate) being asked to evaluate the impact of the course on the participant's safeguarding practice. Findings will be disseminated to the Training Sub Group.
3. A sample of single and multi agency training courses may be attended by a member of the LSCB & SAB Training Sub Group, who will judge the training by a number of criteria, including trainer preparedness, delivery and impact on participants.
4. Statistical data will be prepared on a periodic basis for presentation by the Chair to the LSCB & SAB, and an overall assessment of the training plan will be made.

The Training Sub Group will also undertake evaluations of single agency training. This will be done using the process detailed in appendix 1

LSCB & SAB Partner agencies will be required to provide bi annual data of their staff that have received safeguarding training.

Complaints and Compliments

The evaluation of all training assists in improving the quality of service provided, and all comments received are considered.

When a complaint arises the following process should be followed:

- Speak to the trainer on the day to try and resolve the matter.
- Complaints referred to on the evaluation form will be followed up by the Training Sub Group.
- If a complaint cannot be resolved write to the Chair of the LSCB & SAB Training Sub Group
- Where the Training Sub Group receives a complaint the outcome of this will be considered at the next available meeting, or by chairs actions if more appropriate.

Charging Policy

- Where apologies for non-attendance are not received in advance of the day there will be a full charge at the appropriate rate for non-attendance.
- The LSCB & SAB will reserve the right to charge for training and development activities provided to profit making organisations, and in some circumstances for bespoke training that falls outside the training plan. It is recommended that a fee of up to £500 a day would be appropriate.
- The LSCB & SAB Business Manager has the discretion to make decisions about who should be charged for LSCB services based on the above guidance.
- The priority for the LSCB & SAB will be to support agencies in meeting their safeguarding responsibilities, and we would not wish to exclude anyone from training.

Target Groups for Safeguarding Training

Eight target groups are identified for safeguarding children training as detailed in appendix 3

Four groups are identified for safeguarding adults training as detailed in appendix 4

Appendix 1

Quality Assurance of Training and Trainers

- The LSCB & SAB Training Sub Group is responsible for assuring the quality of both single ongoing and multi agency training
- The LSCB & SAB Training Sub-Group has established a process for recognising appropriate and relevant training and will award a recognition logo for training that meets the required standards.
- Training will be re submitted to renew its LSCB & SAB recognition at least every three years, or following any significant changes to the content or delivery.
- To be awarded the logo the training provided must meet the following:
 1. All trainers or deliverers must be approved by the LSCB & SAB Training Sub-Group (see Section1)
 2. All training must meet the standards established in Section 2
 3. Training may be observed for quality assurance purposes and details of training dates and venues may be requested from single agencies and/or multi-agency training for this purpose. Where Train the Trainer (or equivalent) programmes are delivered every effort will be made to observe the delivery.

For further information please contact:

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Section 1 – Approval of trainers/deliverers

To gain the Southend LSCB & SAB Training Sub Group Recognition Mark for Trainers/Deliverers please provide a brief Portfolio that includes the following.

(Please note that some items are essential and are marked with an asterisk)

- **CV** to include:

Qualifications (include photocopies of certificates in the portfolio)*

Professional updating/training re Safeguarding taken in last 3 years*

Employment History including any responsibilities re Safeguarding*

Training delivered with particular reference to safeguarding if any*

Publications, articles etc if any

- **Observation/s** of your teaching or training if any have been carried out
- **An outline of the programme or a lesson plan** of at least 3 hours of sessions you have delivered or intend to deliver*
- 100-150 word **statement about your values and approaches** in relation to training people in Safeguarding or child/vulnerable adult protection*

*essential

Section 2 – Recognition of Training

For recognition of single agency or multi-agency training you must:

- a) Identify the trainers or deliverers for the programme
- b) Provide an outline of the programme; the materials to be used and clearly indicate how it will meet the standards you plan to deliver.
- c) Provide an example of the letter/certificate etc you will provide to those completing the training. It must include the following:

- i) Which group the training is intended for
- ii) Which standards have been met
- iii) The date of completion

We will:

- a) Examine your documents and either:
 - i) Contact you for further clarification, or
 - ii) Contact you to discuss issues and concerns or request further materials or explanation,
- b) Send you a letter of recognition including access to the LSCB & SAB Training Sub Group Recognised Training Logo.
- c) Seek feedback on your training twice yearly
- d) Provide reminders when you need to refresh your Recognition Mark after 3 years

Appendix 2

SAFEGUARDING CHILDREN LEARNING OUTCOMES FOR TARGET GROUPS

**For use in development and training in both single and inter-agency working to
safeguard and promote the welfare of children**

PRACTITIONERS: Level 1, 2 and 3 training

Those with a particular responsibility for safeguarding children (KOA, KOB and KOC)

3  Level 3

Those who work regularly with children, young people and adults who are parents/carers (KOA and KOB)

2  Level 2

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

1  Level 1

Key Outcomes

Introduction to working together to safeguard children	Working together to identify, assess, plan, intervene and review	Working together on complex cases to identify, assess, plan, intervene and review
<p>What is child abuse and neglect</p> <p>KOA.1 G.1. 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.</p> <p>KOA.2 G.1. Be aware of the statutory duty to safeguard and promote the welfare of children in accordance with the Children Act 2004.</p>	<p>Working together to identify, assess and meet the needs of children where there are safeguarding concerns.</p> <p>KOB.2 G.3. Have confidence to challenge own and other's practice.</p> <p>KOA.9 G.2. Understand boundaries of personal competence and responsibility, know when to involve others and where to get advice and support.</p> <p>KOB.4 G.2. Be able to communicate effectively and develop working relationships with other practitioners</p>	<p>Section 47 enquiries, roles, responsibilities and collaborative practice</p> <p>KOC.1 G.4. Be able to work with other practitioners, children and families on complex tasks or particular areas of practice that have specific knowledge or skill requirements. For example, joint enquiries under section 47 of the Children Act 1989.</p> <p>KOC.3 G.4. Be able to assess the relevance and status of information and to pass it on when appropriate.</p>

	and professionals, children and families to safeguard and promote the welfare of children.	
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<p>Signs and indicators of abuse and neglect</p> <p>KOA.1 G.1. 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.</p> <p>KOA.13 G.2. Be aware of the impact of aggression, anger and violence from carers on practice and know how to manage this</p> <p>Normal Child Development</p> <p>Appropriate to the needs of the group being trained.</p> <p>Maintaining a child focus</p> <p>KOA.1 G.1. 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.</p>	<p>KOB.5 G.3. 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.</p> <p>KOB.6 G.3. Work together with others as outlined in the <i>What to do if ...</i> guidance.</p> <p>KOB.8 G.3. Know who to share information with, when and how to record information related to assessment, planning, intervention and review.</p> <p>KOB.12 G.3. Understand when they are required to consult with a manager or designated person.</p> <p>KOB.11 G.3. Understand the role of assessment, planning and review in effective service provision and the change process.</p> <p>KOB.13 G.3. Be able to write clear evidence based and outcome focused reports.</p>	<p>KOC.4 G.4. 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.</p> <p>KOC.5 G.4. Understand and be able to make an effective contribution through report writing and verbal communication to multi-disciplinary case planning and review meetings.</p> <p>Using professional judgements to make decisions as to whether a child is suffering or is likely to suffer significant harm</p> <p>KOC.8 G.4. Have an understanding of factors at an inter-personal, intra-personal and systemic level which influence the possibility of change</p> <p>KOC.7 G.4. 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.</p> <p>Taking emergency action</p>
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		Appropriate to the needs of the group being trained
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<p>What to do in response to concerns</p> <p>KOA.3 G.1. 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</p> <p>KOA.4 G.1. 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></p> <p>KOA.7 G.1. Understand the necessity for information-sharing and accurate recording within the context of safeguarding and promoting the welfare of a particular child.</p> <p>KOA.9 G.1. Know the boundaries of personal competence and responsibility, when to involve others and where to seek advice and support.</p> <p>KOA.10 G.1. Understand when they are required to consult with a manager/designated person.</p>	<p>The impact of parenting issues, such as domestic abuse, substance misuse on parenting capacity.</p> <p>KOB.1 G.3. Understand the safeguarding roles of parents and carers and recognise factors that can impact on parenting capacity.</p> <p>Recognising the importance of family history and functioning.</p> <p>KOB.9 G.3. Appreciate the effect of cultural and religious beliefs on practice when working together to safeguard and promote the welfare of children.</p> <p>KOB.7 G.3. 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.</p>	<p>Working with complexity</p> <p>KOC.2 G.4. Have the confidence to challenge decisions in complex situations by looking beyond immediate role and asking questions.</p> <p>KOC.6 G.4. Know how to manage conflict and disagreement between professionals when working together on complex cases.</p> <p>Communicating with children in line with interviewing vulnerable witness guidance</p> <p>Training to follow interviewing vulnerable witness guidance.</p>
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<p>KOA.12 G.2. Know when and how to respond to immediate safety issues in relation to a particular child and other children within the household</p>		
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<p>Documentation and sharing of information regarding concerns</p> <p>KOA.6 G.2. Understand statutory requirements governing consent, confidentiality and information-sharing.</p> <p>KOA.8 G.2. Provide appropriate, succinct information to enable other practitioners to deliver support to the child and family.</p> <p>KOA.14 G.2. 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> <p>Using the “Framework for the Assessment of Children in Need and their Families; Own Safeguarding Roles & Responsibilities”</p>	<p>Working with Children & Family members, including addressing lack of co-operation and superficial compliance within the context of role</p> <p>KOB.10 G.3 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.</p>	
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KOA.5 G.2. Be aware of the Local Safeguarding Children Board (LSCB) and its remit.		
KOA.11 G.2. Be able to identify concerns about possible maltreatment arising from completion of a Common Assessment Framework		

Operational managers who supervise practitioners and volunteers:

Level 4 training

Those with a particular responsibility for safeguarding children (KODa, KODb and KODc)



Those who work regularly with children, young people and adults who are parents/carers (KODa and KODb)



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



Key Outcomes

Introduction to working together to safeguard children	Working together to identify, assess, plan, intervene and review	Working together on complex cases to identify, assess, plan , intervene and review
Promoting effective professional practice	Supervising child protection cases	Supervising child protection cases
<p>KODa.1 G.5. 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></p>	<p>KOB.1 G.6. Understand parents and carers safeguarding role and recognise factors that can impact on parenting capacity</p>	<p>KODc.2 G.6. Ensure that practitioners have the appropriate knowledge and skills and are managed and supported.</p>
<p>KODa.4 G.5. Be aware of LSCB Inter-agency policies, procedures and protocols</p>	<p>KODb.6 G.6. 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 ...guidance</i>.</p>	<p>KODc.7 G.6. Be able to help practitioners sustain purposeful and respectful relationships with service users over time and under stressful conditions.</p>
<p>KOA.6 G.5. Understand statutory requirements governing consent, confidentiality and information-sharing.</p>	<p>KODb.8 G.6. Understand and be able to address issues of practitioner-anxiety, and of aggression and non-compliance from carers when</p>	<p>KODc.8 G.6. Be able to recognise when the relationship between practitioner and service user is in danger of breaking down and take appropriate action.</p>

	working together to safeguard and promote the welfare of a child.	
<p>KODa.6 G.5. Understand the necessity for information-sharing and accurate recording within the context of safeguarding and promoting the welfare of children and have the knowledge and skills to advise practitioners.</p> <p>KODa.7 G.5. Understand the role and influence of the front line manager, including in facilitating multi-disciplinary communication and conflict resolution.</p> <p>KODa.10 G.5. Be aware of the impact of aggression, anger and violence from carers on practice and ensure practitioners are supported when working in these situations.</p> <p>KODa.11 G.5. Understand the emotional impact of working together to safeguard children and promote the welfare of children and support practitioners appropriately.</p>	<p>KODb.9 G.6. Appreciate and be able to address with practitioners the effect of cultural and religious beliefs on practice when working together to safeguard and promote the welfare of children. Specialist training as appropriate to role and/or responsibilities</p> <p>KODc.2 G.6. Ensure that practitioners have the appropriate knowledge and skills and are managed and supported.</p> <p>KODc.7 G.6. Be able to help practitioners sustain purposeful and respectful relationships with service users over time and under stressful conditions.</p> <p>KODc.8 G.6. Be able to recognise when the relationship between practitioner and service user is in danger of breaking down and take appropriate action.</p> <p>KODc.9 G.6. Know how to manage aggression and non-compliance in complex cases</p>	<p>KODc.9 G.6. Know how to manage aggression and non-compliance in complex cases</p> <p>Managing performance to promote effective interagency practice</p> <p>KODc.1 G.6. 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.</p> <p>KOA.14 G.6. 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> <p>KODc.4 G.6. Be able to assess the relevance and status of information and ensure staff manage this information appropriately.</p> <p>KODc.5 G.6. Be able to assess ways in which practitioners are working together on complex cases and ways in which group process can influence and distort decision-making.</p>

<p>Advising Others</p> <p>KODa.2 G.5. 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></p> <p>KOA.5 G.5. Be aware of the LSCB and its remit</p> <p>KODa.8 G.5. Understand and be able to address the impact of practitioner anxiety on performance.</p> <p>KODa.9 G.5. 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.</p> <p>KODa.12 G.5. Have the knowledge and skills to identify how practitioners can get stuck, lose focus and be drawn into poor performance and respond accordingly</p>	<p>Managing performance to promote effective inter-agency practice</p> <p>KODb.2 G.6. 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.</p> <p>KODb.3 G.6. 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</p> <p>KODb.4 G.6. Have a sound understanding of the principles and processes for effective collaboration and be able to 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> <p>KODb.5 G.6. 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.</p>	<p>KODc.6 G.6. Know how to deal with professional disagreement.</p>
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	KODb.7 G.6.	Know who to share information with and when and how to record information and be able to advise practitioners accordingly.	
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Operational Managers: Key Outcomes

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)

Level 5 Training

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
As for groups 1, 2 and 3 and Section 11 expectations, roles and responsibilities.	Expectations on members in order to promote effective co-operation that improves effectiveness	Current policy, research and practice developments
KOM.1 G.7. 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.	KOSBa.1 G.8. 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>	KOSBb.1 G.8. 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.
KOM.2 G.7. Recognise the roles and responsibilities of practitioners as outlined in this guidance and in <i>What to do if...</i>	KOSBa.2 G.8. Understand the statutory requirements of the LSCB under sections 13-16 of the Children Act 2004 and the LSCB regulations.	KOSBb.5 G.8. Be able to identify ways of learning from service user experience and taking account of the views of children and young people.
KOM.3 G.7. Understand the needs of development and support needs of staff, enabling them to effectively work together with others to safeguard and promote the welfare of children.	KOSBa.3 G.8. Be aware of the key purposes, functions and tasks of the LSCB and be able to follow procedures as outlined in guidance.	Lesson from Serious Case Reviews KOSBb.2 G.8. Recognise the factors that are promoting and inhibiting the effective functioning of the LSCB and be able to address these in order to improve performance.
KOM.4 G.7. Understand the need for management plans for recruitment, training, support and supervision of all staff undertaking safeguarding duties.	KOSBa.4 G.8. Understand the individual and joint roles and responsibilities of members of the LSCB.	KOSBb.3 G.8. Work together to assess the developmental needs of the LSCB.
	KOSBa.5 G.8. 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.	KOSBb.4 G.8. Be able to ensure effective communication between the local LSCB, the local children's workforce and local community.

KOM.5 G.7.	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	KOSBa.6 G.8.	Ensure that own agency job descriptions reflect the responsibilities of LSCB membership.	KOSBb.5 G.8.	Be able to identify ways of learning from service user experience and taking account of the views of children and young people.
KOM.6 G.7.	Understand statutory requirements governing consent, confidentiality and information-sharing and the implications for developing and maintaining intra and inter-agency systems and protocols.	KOSBa.7 G.8.	Understand the mandate and organisational support required to ensure meaningful representation.		
KOM.7 G.7.	Recognise the management information required to ensure that the agency is discharging its duty to safeguard and promote the welfare of children.	KOSBa.8 G.8.	Know how to obtain necessary professional/ expert advice to fulfil role.		
KOM.8 G.7.	Be aware of the Local Safeguarding Board and its remit.	KOSBa.9 G.8.	Understand the role of the Children's Service Authority, the Director of Children's Services, the lead elected member and the LSCB chair		
KOM.9 G.7.	Know what actions need to be taken to ensure the agency is demonstrating its safeguarding duties in both strategic and operational plans				

Appendix 3

SUGGESTED SAFEGUARDING CHILDREN TRAINING FOR DIFFERENT TARGET GROUPS

Target groups to include members of statutory, voluntary, independent and community organisations	Suggested training content	Suggested training methods	Employer, LSCB and CT responsibilities
<p>Group 1 Staff in infrequent contact with children, young people and/or parents/carers who may become aware of possible abuse or neglect. For example, librarians, GP receptionists, community advice centre staff, groundsmen, recreation assistants, environmental health officers</p>	<ul style="list-style-type: none"> • What is child abuse and neglect? • Signs and indicators of abuse and neglect. • Normal child development • Maintaining a child focus. • What to do in response to concerns. 	<p>Integral part of agency induction. Refresher training at least every 3 years. For induction materials see CWDC website. Could be delivered through e-learning</p>	<p>The employer is responsible for organisation and delivery. The LSCB is responsible for ensuring that single and inter-agency training is provided and that it is reaching relevant staff within organisations. The LSCB is responsible for quality assurance.</p>
<p>Group 2 Those in regular contact or have a period of intense but irregular contact, with children, young people and/or parents/carers including all health clinical staff**, who may be in a position to identify concerns about maltreatment, including those that may arise from the use of CAF. For example, housing, hospital staff, YOT staff and staff in secure settings, the police other than those in specialist child protection roles, sports development officers, disability specialists, faith groups, community youth groups, play scheme volunteers.</p>	<p>The above plus:</p> <ul style="list-style-type: none"> • Documentation and sharing of information regarding concerns. • Using the <i>Framework for the Assessment of Children in Need and their Families: Own safeguarding roles and responsibilities.</i> 	<p>Single-agency training Refresher training at least every three years. Could be delivered by workshops or e-learning or combination.</p>	<p>The employer is responsible for organisation and delivery. The LSCB is responsible for ensuring that single and inter-agency training is provided and that it is reaching relevant staff within organisations. The LSCB is responsible for quality assurance.</p>

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Target groups to include members of statutory, voluntary, independent and community organisations	Suggested training content	Suggested training methods	Employer, LSCB and CT responsibilities
<p>Group 3</p> <p>Members of the workforce who work predominantly with children, young people and/or their parents/carers and who could potentially contribute to assessing, planning, intervening and reviewing the needs of a child and parenting capacity where there are safeguarding concerns. For example, paediatricians, GPs, youth workers, those working in the early years sector, residential staff, midwives, school nurses, health visitors, sexual health staff, teachers, probation staff, sports club welfare officers, those working with adults in, for example, learning disability, mental health, alcohol and drug misuse services, those working in community play schemes</p>	<p>The above plus:</p> <ul style="list-style-type: none"> • Working together to identify, assess and meet the needs of children where there are safeguarding concerns. • The impact of parenting issues, such as domestic abuse, substance misuse on parenting capacity. • Recognising the importance of family history and functioning. • Working with children and family members, including addressing lack of co-operation and superficial compliance within the context of role. 	<p>Inter-agency training. In addition single-agency training and professional development related to specific role. Refresher training at least every three years.</p>	<p>The employer is responsible for organisation and delivery. The LSCB is responsible for ensuring that single and inter-agency training is provided and that it is reaching relevant staff within organisations. The LSCB is responsible for quality assurance and delivery of inter-agency training and for ensuring training is available to meet identified needs.</p>

Target groups to include members of statutory, voluntary, independent and community organisations	Suggested training content	Suggested training methods	Employer, LSCB and CT responsibilities
<p>Group 4</p> <p>Members of the workforce who have particular responsibilities in relation to undertaking section 47 enquiries, including professionals from health, education, police</p>	<p>The above plus:</p> <ul style="list-style-type: none"> • Section 47 enquiries, roles, responsibilities and collaborative practice. • Using professional 	<p>Inter-agency training. In addition single-agency training and professional development related to specific role.</p>	<p>The employer is responsible for organisation and delivery. The LSCB is responsible for ensuring that single and inter-agency training is provided and</p>

and children's social care; and social work staff responsible for co-ordinating assessments of children in need.	<p>judgements to make decisions as to whether a child is suffering, or is likely to suffer, significant harm.</p> <ul style="list-style-type: none"> • Taking emergency action. • Working with complexity. • Communicating with children in line with interviewing vulnerable witness guidance. 	Refresher training at least every three years.	that it is reaching relevant staff within organisations. The LSCB is responsible for quality assurance and delivery of inter-agency training and for ensuring training is available to meet identified needs.
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Target groups to include members of statutory, voluntary, independent and community organisations	Suggested training content	Suggested training methods	Employer and LSCB responsibilities
Group 5 Professional advisors, named and designated lead professionals.	<ul style="list-style-type: none"> • Contents as for groups 1, 2 and 3 and 4 if advising staff in that group. • Promoting effective. Professional practice • Advising others. 	Inter-agency training. In addition single-agency training and professional development related to specific role. Refresher training at least every three years.	The employer is responsible for organisation and delivery. The LSCB is responsible for ensuring that single and inter-agency training is provided and that it is reaching relevant staff within organisations. The LSCB is responsible for quality assurance and delivery of inter-agency training and for ensuring training is available to meet identified needs.

Target groups to include members of statutory, voluntary, independent and community organisations	Suggested training content	Suggested training methods	Employer and LSCB responsibilities
Group 6	<ul style="list-style-type: none"> • Content as for groups 1, 	Inter-agency training. In	The employer is responsible

Operational managers at all levels including: practice supervisors; front line managers and managers of child protection units.	<p>2 and 3 and 4 if supervising staff in that group.</p> <ul style="list-style-type: none"> • Supervising child protection cases. • Managing performance to promote effective inter-agency practice. Specialist training to undertake key management and/or supervisory roles in, for example, intake/duty teams. 	<p>in addition single-agency training and professional development related to specific role. Refresher training at least every three years.</p>	<p>for organisation and delivery. The LSCB is responsible for ensuring that single and inter-agency training is provided and that it is reaching relevant staff within organisations. The LSCB is responsible for quality assurance and delivery of inter-agency training and for ensuring training is available to meet identified needs.</p>
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Target groups to include members of statutory, voluntary, independent and community organisations	Suggested training content	Suggested training methods	Employer, LSCB and CT responsibilities
<p>Group 7 Senior managers responsible for the strategic management of services; NHS board members.</p>	<ul style="list-style-type: none"> • Content as for groups 1, 2 and 3 and section 11 expectations, roles and responsibilities. 	<p>In-house and LSCB induction programme. National and local leadership programmes. Refresher training every three years.</p>	<p>The employer is responsible for organisation and delivery. The LSCB is responsible for ensuring that single and inter-agency training is provided and that it is reaching relevant staff within organisations. The LSCB is responsible for quality assurance; delivery of inter-agency training; and ensuring training is available to meet identified needs.</p>

Target groups to include members of statutory, voluntary, independent and community organisations	Suggested training content	Suggested training methods	Employer and LSCB responsibilities
<p>Group 8 Members of the LSCB including: Board members Independent Chair Directors of Children' Services Elected member Lay members Members of executive and sub/task groups Business support team Inter-agency trainers.</p>	<ul style="list-style-type: none"> • Content as for groups 1, 2 and 3 and roles, responsibilities and accountabilities. • Expectations on members in order to promote effective co-operation that improves effectiveness. • Current policy, research and practice developments. • Lessons from Serious Case Reviews. • Specialist training to undertake specific roles, for example independent chair; business manager. 	<p>LSCB induction programme. LSCB development days. Refresher training a least every three years. National Leadership Programme.</p>	<p>The employer in collaboration with the LSCB is responsible for organisation and delivery. The LSCB is responsible for ensuring that single and inter-agency training is provided and that it is reaching relevant staff within organisations. The LSCB will take responsibility for the delivery of inter-agency training and ensuring training is available to meet identified needs.</p>

Appendix 4

Safeguarding Adults Training Competencies and Staff Groups

Whilst the competencies below are aligned to staff groups the intention is not to build on them sequentially. Other than the first 5 competences, the rest can be independent.

Level	Staff Group	Key Competencies	Evidence of knowledge	How to be achieved
1	<p>Staff Group A. Members of this group have a responsibility to contribute to Safeguarding adults, but do not have specific organisational responsibility or statutory authority to intervene.</p> <p>Including but not limited to: - <i>Volunteers, day service staff, support workers, speech therapists, chiropodists, personal assistants, housing officers, leisure and recreation centre staff, drivers and transport staff, church/faith workers.</i></p>	<ol style="list-style-type: none"> 1. Understand what Safeguarding is and their role in Safeguarding Adults 2. Recognise an adult potentially in need of Safeguarding and take action as appropriate to role: 3. Understanding the procedures for making a ‘Safeguarding Alert’ 4. Understand dignity and respect when working with individuals 5. Have knowledge of policy, procedures and legislation that supports Safeguarding Adults activity 	<p>The SET Working Group has determined the following recommendations:</p> <ol style="list-style-type: none"> 1. Delivery should be within 1 training session or 1 eLearning course. 2. Delivery should be at least 2 learning hours . 3. Delivery should ideally be in a multi-agency environment. 4. Learning should be refreshed at least every 3 years. <p>Staff should be continually assessed through practice, supervision and formally at least annually. The underpinning knowledge should be refreshed at least every three years (depending upon contractual requirements).</p>	<p>E-learning</p> <p>Workbook</p> <p>Basic Awareness Safeguarding Adults</p>

2	<p>Staff Group B: This group have considerable professional and organisational responsibility for Safeguarding adults. They have to be able to act on concerns and contribute appropriately to local and national policies, legislation and procedures. This group needs to work within an inter – agency or multi-agency context</p> <p>Including but not limited to: - <i>Qualified Professionals in health and social care and all frontline Managers who manage or supervise staff providing services directly to the public. Social Workers, Voluntary and Independent Sector Managers, Heads of Nursing, Health and Social Care Provider Service Managers, police officers</i></p>	<p>6. Demonstrates skills and knowledge to contribute effectively to the Safeguarding process</p> <p>7. Awareness and application of a range of local and national policy and procedural frameworks when undertaking Safeguarding activity</p> <p>8. Ensure service users / carers are supported</p> <p>9. Understand how best evidence is achieved. As appropriate to role:</p> <p>10. Understand when to use emergency systems to safeguard adults</p> <p>11. Maintain accurate, complete and up-to-date records</p> <p>12. Demonstrate required level of skills and knowledge to undertake a Safeguarding Adults investigation</p>	<p>The knowledge for competences 6-12 are to be delivered for targeted staff groups. It is not expected to have one training programme to support the knowledge for all seven competences (6 to 12). Some independent study may be appropriate, including eLearning. However, it is envisaged that face-to-face or formal training will play a large part in providing the knowledge to support the competences. Staff should be continually assessed through practice and at supervision and formally at least once a year. The underpinning knowledge should be refreshed at least every three years. Delivery should be a blended approach.</p>	<p>Investigation and Risk Management</p> <p>Mental Capacity Act</p> <p>Deprivation of Liberty Safeguards</p> <p>Human Rights and Safeguarding</p>
3	<p>Staff Group C: This group is responsible for ensuring the management and delivery of Safeguarding Adult services is effective and efficient. They have oversight of the development of systems, policies and procedures within their organisation to facilitate good working partnerships and ensure consistency and quality of service</p> <p>Including but not limited to: - <i>Service Managers, Independent Chair, Operations Managers, Head of Assessment and Care Management.</i></p>	<p>13. Actively engage in supporting a positive multi-agency approach to Safeguarding Adults</p> <p>14. Support the development of robust internal systems to provide consistent, high quality Safeguarding Adults service</p> <p>15. Chair Safeguarding Adults meetings or discussions</p> <p>16. Ensure record systems are robust and fit for purpose</p>	<p>It is not expected to have 1 training programme to support the knowledge for these competences. Some independent study may be appropriate along with work-based study (secondments, job-shadowing, coaching and mentoring, etc). Staff should be continually assessed through practice and at supervision and formally at least every two years. The underpinning knowledge should be refreshed at least every three years. Delivery should be a blended approach.</p>	<p>Provider Manager</p>

			This can involve job shadowing.	
4	<p>Staff Group D: This group is responsible in ensuring their organisation is, at all levels, fully committed to Safeguarding Adults and have in place appropriate systems and resources to support this work in an intra and inter agency context</p> <p>Including but not limited to: - <i>Executive and Senior Managers, Chief Executive, Owner/Manager, Head of Service and above.</i></p>	<p>17. Lead the development of effective policy and procedures for Safeguarding Adult services in your organisation</p> <p>18. Ensure plans and targets for ‘Safeguarding Adults’ are embedded at a strategic level across your organisation</p> <p>19. Promote awareness of Safeguarding adults systems within your organisation and outside of your organisation</p> <p>20. Develop and maintain systems to ensure the involvement of those who use your services in the evaluation and development of your Safeguarding Adults services</p>	<p>A similar approach will be adopted for competencies 17-20.</p> <p>Staff should be continually assessed through practice formally at least every two years</p> <p>The underpinning knowledge should be refreshed as needed.</p> <p>Delivery should be a blended approach. This will involve an element of coaching and mentoring.</p>	<p>Adult Safeguarding Management Skills</p>