



Training Guidance and Expectations

This document is designed to assist Sandwell Children's Safeguarding Partnership (SCSP) organisations and employers of Sandwell's Children's workforce to meet the minimum requirements for the provision of safeguarding children training.

It is designed to provide a framework for single and multi-agency training to enable professionals and volunteers working across different organisations to acquire the skills and knowledge to work effectively within existing guidance and procedures for safeguarding children. It promotes consistency across the children's workforce for the delivery of such training.

The document has been created by SCSP in conjunction with Artemis eLearning, Domestic Abuse Strategic Partnership (DASP) and Sandwell Children's Trust (SCT), Targeted Early Help Service.

Whilst the implementation of this document is not mandatory, it represents a standard of good practice.

The SCSP will be utilising a range of methods to seek assurance on the standard and content of training being offered across organisations within the partnership. These will include but are not limited to Section 11 and 175 audits, Quality Performance and Practice audits and single agency review.

Document Control

Owner of document	L&D Sub Group Chair
Document ratified by SCSP	8 September 2020
Review Date	April 2021

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

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

The table below groups audiences together based on their degree of contact with children and/or parents/carers and their levels of responsibility. There are six groups. We have matched the multi-agency training offer in Sandwell against these groups to provide clear guidance on courses that are required under statutory legislation, those that SCSP/DASP deem a local minimum requirement and those that are recommended for good practice at each level.

Please note this guidance is based on general roles within each category, if senior managers feel that any staff should/should not receive training in accordance with this document then the SCSP may request for agencies to demonstrate their reasons for this.

The majority of training listed below can be booked via: <https://training.sandwellscb.org.uk/>. For artemis modules email: Artemis_eLearning@sandwell.gov.uk. For general queries please email: SCSP_training@sandwell.gov.uk

Group	Description	Training Courses		
		Local Minimum Requirement (in addition to statutory)	Recommended for Good Practice	Statutory Requirement
1	<p>Infrequent contact with children, young people and families</p> <p><i>*(Back office and administration staff – Contact Centre Staff – Environmental Health Officers – Librarians – School Cleaners – Receptionists – Street Wardens – School Governors)</i></p>		<p>Artemis Modules:</p> <ul style="list-style-type: none"> - Domestic Abuse - Child Sexual Exploitation (CSE) - Information Sharing 	Level 1 Safeguarding Children
2	<p>Regular contact, or period of intense but irregular contact, with children, young people and families</p> <p><i>*(Counsellors – Nursery Nurses – Dentists – Probation Officers – Leisure Coaches – Neighbourhood Officers – General Nurses – Attendance Officers – Sessional Youth Workers – Play Groups – Community Group Workers – Teachers – LSP’s – Early Years Workers (with no</i></p>	Artemis Domestic Abuse	<p>Neglect Level 1</p> <p>Adverse Childhood Experience (ACES) Awareness</p> <p>Childhood Regained; Exploitation Awareness</p> <p>Domestic abuse 2-day course</p> <p>Artemis Child Sexual Exploitation (CSE)</p>	Level 1 Safeguarding Children

	<i>specific safeguarding role) – Children Health Care assistants)</i>		Prevent Artemis Modules: - Information Sharing - A Signs of Safety Approach to Working with Families - Working with Parents - Integrated Working	
3	<p>Works predominately with children, young people and families and involved in assessing, planning, intervening and reviewing children and young people’s needs and parenting capacity</p> <p><i>*(Police Officers – Family Nurse Partnership – Health Visitors – Sexual Health Staff – School Nurses – Speech and Language Therapists – Children’s Nurses - LAC residential Workers – Foster Carers – Family Support Workers – Staff working with children with disabilities – Play Leaders/sports club welfare officers –Social Work Assistants – Targeted Youth Support – DECCA – CPN’s – GP’s – Integrated Services Workers– Staff in refuges – Paediatricians – - Childminders** Nursery Managers & Early Years Workers (with specific safeguarding role)</i></p> <p><i>**Childminders are exempt from the statutory requirement to access Core Working Together; however, it is recommended by SCSP that the course would be recommended for good practice.</i></p>	<p>Threshold Moderation</p> <p>Neglect Level 1</p> <p>Graded Care Profile 2 (as identified by level 4 or manager)</p> <p>Childhood Regained; Exploitation Awareness</p> <p>Childhood Regained: Safeguarding in a Digital Age</p> <p>Childhood Regained; Tackling Child Exploitation</p> <p>Signs of Safety Half Day</p> <p>Position of Trust Referral</p> <p>Artemis Domestic Abuse</p> <p>Domestic abuse 2-day course</p> <p>Learning from DHRs</p>	<p>Adverse Childhood Experience (ACES) Awareness</p> <p>Working with families where neglect has been identified</p> <p>Trafficking and Modern-Day Slavery</p> <p>Private Fostering</p> <p>Learning from SCRs/CSPRs</p> <p>Forced Marriage & honour-based abuse</p> <p>Sexual violence</p> <p>Female genital mutilation</p> <p>Stalking</p> <p>Talking to men who use abuse in relationships</p>	<p>Level 1 Safeguarding Children</p> <p>Core Working Together Level 3 Safeguarding Children (Refresher every two years)</p> <p>Integrated working training</p> <p>Prevent (Statutory for schools under the Prevent Duty)</p>

		Lead Professional	Domestic abuse perpetrators in child protection conferences – keeping women & children safe Artemis Modules: <ul style="list-style-type: none"> - Child Sexual Exploitation (CSE) - Information Sharing - A Signs of Safety Approach to Working with Families - Working with Parents - Integrated Working - Emotional Wellbeing and Risky Behaviours - Introduction to SEND - Working with Children and Young People with Disabilities 	
4	Specialist role with responsibility for conducting s47 enquiries or working with complex cases, professional advisors, named or designated lead	Threshold Moderation Learning from SCRs/CSPRs Adverse Childhood Experience (ACES) Awareness Neglect Level 1 Graded Care Profile 2 Working with families where neglect has been identified	Private Fostering Trafficking and Modern-Day Slavery Understanding Extremism Artemis Modules: <ul style="list-style-type: none"> - Child Sexual Exploitation (CSE) - Information Sharing - A Signs of Safety Approach to Working with Families 	Level 1 Safeguarding Children Core Working Together Level 3 Safeguarding Children (Refresher every two years) Lead Professional Prevent (Statutory for schools under the Prevent Duty) FGM (Statutory duty to report)

		<p>Childhood Regained; Exploitation Awareness</p> <p>Childhood Regained: Safeguarding in a Digital Age</p> <p>Childhood Regained; Tackling Child Exploitation</p> <p>Signs of Safety Half Day</p> <p>Position of Trust Referral</p> <p>Artemis Domestic Abuse</p> <p>Domestic abuse 2-day course</p> <p>Learning from DHRs</p> <p>Forced Marriage & honour-based abuse</p> <p>Sexual violence</p> <p>Female genital mutilation</p> <p>Stalking</p> <p>Talking to men who use abuse in relationships</p> <p>Domestic abuse perpetrators in child protection conferences – keeping women & children safe</p>	<ul style="list-style-type: none"> - Working with Parents - Integrated Working 	
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5	Supervisor or manager of groups 1-4 above (including recruitment of staff to above groups)	Artemis Domestic Abuse	Domestic Abuse 2-day course Learning from DHRs Prevent Artemis Modules: - Child Sexual Exploitation (CSE) - Information Sharing - A Signs of Safety Approach to Working with Families - Working with Parents - Integrated Working	Level 1 Safeguarding Children
6	Senior Manager, governor or Partnership member etc	Artemis Domestic Abuse	Domestic Abuse 2-day course Learning from DHRs Prevent Artemis Modules: - Child Sexual Exploitation (CSE) - Information Sharing - A Signs of Safety Approach to Working with Families - Working with Parents - Integrated Working	Level 1 Safeguarding Children
*	N.B these are illustrative examples, not an exhaustive list. The intercollegiate health document links to our training framework. Safeguarding Children and Young People: Roles and Competencies for Healthcare Staff			

Minimum content checklist for statutory training

SCSP outlines suggested training content for safeguarding training below, partner agencies are asked to ensure that any in-house/commissioned training is delivered in line with these as a minimum.

Level 1 Safeguarding Children	<ul style="list-style-type: none"> • Working Together (most recent published) is an essential feature of all training in safeguarding and promoting the welfare of children. • What is child abuse and neglect, the signs and indicators of abuse and neglect, normal child development, maintaining a child focus and how to report concerns. • The training will equip staff for working with, communicating and sharing information with others. • Training will reflect anti-oppressive, non-judgemental and anti-discriminatory practice. • Awareness of the organisation’s basic safeguarding children procedures. • Awareness of who within the organisation should be contacted regarding any concern about a child’s safety or welfare (including who to contact if that person is unavailable). • Awareness of who within the organisation should be contacted regarding any concern about a Colleague’s behaviour towards a child or potential risk that they may present.
Prevent	<ul style="list-style-type: none"> • To provide an overview of the PREVENT Duty/Strategy • Legislative framework and duty to report • What is extremism and Radicalisation • How are people radicalised • Indicators • What is Channel • How to respond, report, record • How to offer support • Resources and signposting
FGM	<p>NHS England and government Guidance</p> <ul style="list-style-type: none"> • What is FGM – types of FGM, Gender based violence, how common, where is it practiced • Legal status, Legal duty to report and Human rights context • Safeguarding and abusive practice • identifying when a girl or young woman may be at risk of FGM and responding appropriately; (risks) • identifying when a girl or woman has had FGM and responding appropriately; and (indicators) • implementing measures that can prevent and ultimately help end the practice of FGM • Instructions on how and where to get help (signposting) including within staff member’s own organisation and structure • How to report concerns. • Key agencies, contacts and sources of support
Lead Professional	<p>Role and skills required to be a competent Lead Professional including dealing with difficult situations and accountabilities.</p>
Integrated Working	<p>Introduction to Early Help in Sandwell. Understand when, why and how they should share information so that they can do so confidently and appropriately as part of their day-to-day practice.</p>

Core Working Together	<ul style="list-style-type: none"> • Working together to identify, assess and meet the needs of children where there are safeguarding concerns • Raise awareness of current legislation and Government guidance regarding their responsibility to co-operate with the local authority and other agencies where there are safeguarding concerns • Improve competence to identify, assess and articulate the impact of risk on the child • To evidence how the child’s voice, wishes and feelings are visible throughout the safeguarding process. • To recognise barriers and challenges posed within the multi-agency safeguarding arena and respond appropriately with strategies to overcome them. • Raise awareness of the processes that are activated following referral to the Local Authority under s17/s47 of The Children Act 1989 and their contribution to these processes in terms of: <ul style="list-style-type: none"> • Providing information and professional opinion; • Carrying out any necessary specialist assessment; • Providing reports; • Attending meetings; • Contributing to decision making; • Contributing to plans; • Managing disagreements or conflict with other organisations.
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Training programmes should be continually revised to include SCSP priorities, lessons from local reviews and audits, national SCRs/CSPRs, research, policy change and other inquiries.

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