

# Leicester, Leicestershire & Rutland

Training Strategy  
2010 - 2012

Local Safeguarding  
Children Board

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## **The Local Safeguarding Children Board (LSCB) training strategy supports the aim of the Leicester, Leicestershire and Rutland LSCB**

- **To safeguard and promote the welfare of children by securing the effective collaboration of all agencies so they are protected from harm**

### **Introduction**

This training strategy has been written to safeguard children within the legal framework and is based on Chapter 4 of 'Working Together to Safeguard Children' (HM Government 2006), which is issued under Section 16 of the Children Act 2004. The LSCB's responsibility is to **ensure** that relevant single and inter-agency training is provided on how to safeguard and promote the welfare of children, to evaluate the quality of that training and to ensure that it is reaching the relevant staff.

The strategy therefore provides the framework to ensure that the standards set for training reflect the appropriate depth of skills and knowledge consistent with the role undertaken by different parts of the workforce, and across the continuum of practice which promotes welfare and intervenes early to safeguard as well as responding effectively when there are child protection concerns.

"Together we want to build a system that provides opportunity and delivers services to meet the needs of children and young people, supports parents and carers, and intervenes early where additional support is needed to get a child or young person back onto the path to success. These services need to be delivered by skilled and motivated staff, who achieve excellence in their specialism and work to a shared ambition for the success of every child".

The Children's Plan: Building Brighter Futures (Dcsf 2007)

### **The aims of the LSCB Training strategy are to promote the following:**

- Shared understanding of the tasks, processes, principles, roles and responsibilities and local arrangements for safeguarding children and promoting their welfare
- Improved communication between professional including a common understanding of key terms, definitions and thresholds for action
- Effective working relationships, based on respect and an understanding of the role and contribution of different disciplines
- Sound decision-making based on information sharing, thorough assessment, critical analysis and professional judgement
- Develop a modern and effective workforce with the ability to use technology to both further their professional knowledge and development and ensure high quality service provision

## Core Values

- Working collaboratively
- Respects diversity
- Promotes equality
- Is child centred
- Focussed on the Outcomes for children and is informed by evidence
- Promotes the participation of children and families in safeguarding processes
- Training provided through a variety of mediums so that we can respond to the individual needs of a diverse workforce

## Purpose

The purpose of this document is to identify minimum requirements for safeguarding children training and provide information about the following:

- what statutory, independent and voluntary agencies must do to comply with the requirements for Safeguarding Children training
- the **minimum** Safeguarding Children training to be provided by single agencies and the LSCB
- the **minimum** Safeguarding Children training required by staff/volunteers
- the role of the LSCB to ensure consistency of content and delivery of Safeguarding Children training
- the difference between single agency training and inter- agency training

## Principles

- **Training Content** should be compliant with the national minimum standards and will be updated to reflect national/local changes in practice, guidance, legislation etc.
- **Training Facilitators** should be LSCB accredited. Appendix C shows the path to accreditation for trainers.
- **Training Evaluation** methods are used by trainers to assess learning transfer into the workplace

## Scrutiny and Monitoring

- On behalf of the LSCB, members of the training sub-committee will ensure that training and development opportunities provided by agencies/organisations meet the minimum learning outcomes as detailed within this strategy by undertaking scrutiny to agreed criteria
- They will assess that training is being delivered to an agreed standard.
- The training subcommittee will receive half yearly evaluation summaries and report to the LSCB as necessary.
- The training sub-committee will provide bi-annual information to the LSCB as to the numbers trained in line with this strategy on both a single and inter-agency basis.

## Who needs training and to what level?

Working Together provides guidelines on levels of training which are commensurate with the learning needs of the workforce. The level of training required depends on the nature of the involvement of the workforce with children and young people, or with their parents or carers. This strategy adopts these groupings as commensurate with the learning needs, and sets out the learning outcomes to be achieved according to the group. These are as follows:

Group A: Those in regular contact with children and young people and with adults who are parents or carers. (i.e. people who operate in an environment where they see children or adults but do not have case responsibility for work with them, do not have additional safeguarding responsibilities or may be expected to attend child protection conferences or undertake the role of a lead professional)

Group B: Those who work regularly with children and young people or with adults who are parents or carers, and who may be expected to contribute to the assessment of the child's developmental needs or the adult's parenting capacity

Group C: Those with a particular responsibility for ensuring that children are safeguarded such as designated or named professionals, those who undertake section 47 enquiries or who have case responsibility for complex safeguarding cases.

Group D: Operational managers at all levels- within organisations employing staff to work with children and families or with responsibility for commissioning or delivering services

Group E: Those with a strategic and managerial responsibility for commissioning/ delivering services for children and families.

The responsibility to define the learning needs of their workforce rests with each organisation. Each organisation is required to identify the needs of each post and the numbers requiring training at each level.

The levels of training act as building blocks, with prior learning from the basic levels of training being required before the more in-depth training is undertaken.

**Level 1 - Induction:** Ensures a basic awareness of what is meant by safeguarding and the requirements of the local procedures

**Level 2a:** Basic awareness raising and ensuring familiarity with knowing what to do

**Level 2b:** Further confidence building in knowing what to do

**Level 3:** Building knowledge, skills and ability to work with others to safeguard and promote the welfare of children

**Level 4:** Further enhancing of knowledge, skills and ability to work with others in complex & challenging situations

**Level 5:** Skills in supervising practitioners and volunteers

The strategy sets out the mode of delivery seen as the most effective and appropriate for the learning outcomes being sought.

Currently the LSCB provides delivery of aspects of more in-depth training which require multi-agency audience for most benefit.

It is recognised that within organisations there will be additional need to provide in-depth role-specific training and that this will be need to be reflected in the organisations training plans.

**Appendix A** shows the list of staff groups and the agreed minimum levels of training for their role. **(Please Note Appendix A is in Draft format - additional work to clarify staff levels is being undertaken by the LSCB training sub-committee)**

**Appendix B** sets out in detail the standards which apply in terms of

- the levels of training applicable to each group of staff, including refresher training
- the expected learning outcomes for staff/ volunteers at each level and
- the potential methods of delivery of training to achieve these learning outcomes.

	Level 1	Level 2	Level 3	Level 4	Level 5
Group A	✓	✓			
Group B	✓	✓	✓		
Group C	✓	✓	✓	✓	
Group D	✓	✓			✓
Group E	✓	✓			✓

## Appendix A: DRAFT - Who Should Complete What (In alphabetical order)

This is not exhaustive but intended to provide examples of what training should be undertaken by people belonging to various professions/agencies.

Refresher training is required at least every three years unless a lesser period of time is determined by individual organisations.

Professional Background Agency or Role	Level One Induction	Level Two	Level Three	Level Four	Level Five
A & E Staff	✓	✓			
A & E Managers and Supervisors	✓	✓	✓		✓
Addictions Workers with Adults	✓	✓	✓		
Addictions Workers with Children	✓	✓	✓		
Addictions Agencies, Managers and Supervisors	✓	✓	✓		✓
Adult Mental Health Workers	✓	✓	✓		
Adult Mental Health Team Managers and Supervisors	✓	✓	✓		✓
Adults with Disabilities Workers	✓	✓	✓		
Adults with Disabilities Team Managers and Supervisors	✓	✓	✓		✓
Ambulance Workers	✓	✓	✓		
Army Welfare	✓	✓	✓		
Army Welfare Managers or Supervisors	✓	✓	✓		✓
Behaviour Support Team	✓	✓	✓		
Behaviour Support Team Managers or Supervisors	✓	✓	✓		✓
CAFCASS Workers	✓	✓	✓		
CAFCASS Managers or Supervisors	✓	✓	✓		✓
CAMHS Workers	✓	✓			
CAMHS Managers or Supervisors	✓	✓	✓		✓
Childminders	✓	✓	✓		
Children's Services Social Workers	✓	✓	✓	✓	

<b>Professional Background Agency or Role</b>	<b>Level One Induction</b>	<b>Level Two</b>	<b>Level Three</b>	<b>Level Four</b>	<b>Level Five</b>
Children's Services Social Work Assistants and Family Workers	✓	✓	✓		
Children's Services Social Work Managers and Supervisors	✓	✓	✓		✓
Church and Faith Workers	✓	✓			
College Lecturers, Tutors and Trainers	✓	✓			
Connexions Workers	✓	✓	✓		
Counsellors	✓	✓	✓		
Crèche Workers	✓	✓			
Dentists	✓	✓			
Designated Practitioners (in any agency)	✓	✓	✓		
Designated Managers or Supervisors (in any agency)	✓	✓	✓		✓
District and Community Nurses	✓	✓			
Emergency Duty Team	✓	✓	✓	✓	
EDT Managers and Supervisors	✓	✓	✓		✓
Education Welfare Officers	✓	✓	✓		
Education Welfare Managers or Supervisors	✓	✓	✓		
Educational Psychology	✓	✓	✓		
Extended Schools and Children's Centre Staff	✓	✓			
Family Group Conferences Co-ordinators	✓	✓			
Foster Carers	✓	✓			
Family Placement Workers	✓	✓			
GP's	✓	✓	✓		
Health Visiting Teams	✓	✓	✓		
Housing Officers	✓	✓	✓		
Housing Managers and Supervisors	✓	✓	✓		✓
Home Care Workers	✓	✓			
Home Care Managers and Supervisors	✓	✓	✓		✓
<b>Professional</b>	<b>Level One</b>	<b>Level Two</b>	<b>Level Three</b>	<b>Level Four</b>	<b>Level Five</b>

<b>Background Agency or Role</b>	<b>Induction</b>				
Leisure and Recreation Centre Staff	✓	✓			
Leisure and Recreation Supervisor/Manager	✓	✓	✓		✓
Library Staff	✓	✓			
Midwives	✓	✓	✓		
Nurse Practitioners (depending on level of responsibilities)	✓	✓	✓		
Nursery Nurses and other Early Years Workers (eg Pre-schools)	✓	✓			
Nursery Managers and Supervisors	✓	✓	✓		✓
Other Hospital Clinical Staff	✓	✓			
Physiotherapists and Occupational Therapists (Children)	✓	✓	✓		
Physiotherapists and Occupational Therapists (Adults)	✓	✓			
Play Workers and Toddler Group Leaders	✓	✓			
Play Therapists	✓	✓			
Police CAIU	✓	✓	✓	✓	
Police Managers	✓	✓	✓	✓	✓
Police Officers (General)	✓	✓			
Police Officers (Domestic Violence Unit)	✓	✓	✓		
Police Officers (Community Officers)	✓	✓	✓		
Practice Nurses	✓	✓			
Private Tutors or other Peripatetic Teachers	✓	✓			
Probation Officers	✓	✓	✓		
Probation Assistants	✓	✓			
Psychologists and Psychiatrists	✓	✓	✓		
Receptionists (any agency)	✓	✓			
School Governors	✓	✓			
School Nursing Teams	✓	✓	✓		

<b>Professional Background Agency or Role</b>	<b>Level One Induction</b>	<b>Level Two</b>	<b>Level Three</b>	<b>Level Four</b>	<b>Level Five</b>
Scout and Guide Leaders and other Children's Activity Group Leaders	✓	✓			
Sports Coaches	✓	✓			
Special Educational Needs Co-ordinators	✓	✓	✓		
Speech and Language Therapists (Children)	✓	✓	✓		
Speech and Language Therapists (Adults)	✓	✓			
TASS	✓	✓	✓		
Teachers and Learning Support assistants (Classroom-based)	✓	✓	✓		
Teachers (Head)	✓	✓	✓		✓
Teachers Designated	✓	✓	✓		
Voluntary Organisations Practitioners who work in day centres or office-based settings( eg NRG Drop-in, Mind Crèche, Citizens Advice Bureau)	✓	✓			
Voluntary Organisations Practitioners who work directly with people who may be vulnerable (adults or children) in their homes or where they live (eg Women's Aid, Home start, Victims Services)	✓	✓	✓		
Voluntary Organisations Managers and Supervisors of practitioners who work directly with vulnerable people	✓	✓	✓		✓
Youth Workers	✓	✓	✓		
Youth Support Workers	✓	✓			
Youth and Community Managers and Supervisors	✓	✓	✓		✓
Youth Offending Team Workers	✓	✓	✓	✓	
Youth Offending Team Managers	✓	✓	✓		✓

## Appendix B

### Level 1 Induction- within 24 weeks of joining the organisation

**All Managers/Staff/Volunteers – The employing agency/organisation has the responsibility to ensure they** have been provided with the opportunity to achieve the aim and objectives described below.

#### Learning Outcomes

##### All new Staff/Volunteers should:

- Have opportunity to explore their own values and attitudes concerning child abuse.
- Be provided with definitions of abuse.
- Be made aware of agency/local procedures, protocols and practice guidance in relation to safeguarding and promoting the welfare of children.

##### Examples as to how the above learning outcomes can be achieved/demonstrated:

Delivered Induction e.g. Health staff

CWDC Induction Course

Induction Workbook

Agency Induction - e learning package

Competency assessed through line management supervision

## Level 2a - Staff Groups A, B, C, D and E

**Staff/Volunteers in Groups A, B, C, D and E – organisations/agencies must ensure, all operational managers/staff/volunteers, have been provided with the opportunity to achieve the aim and objectives described below.**

### Learning Outcomes

- 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.
- Be aware of the statutory duty to safeguard and promote the welfare of children in accordance with the Children Act 2004.
- Be familiar with *What to do if you are worried a child is being abused* national guidance and local procedures and appreciate own role and responsibilities and those of others in safeguarding and promoting the welfare of children
- Be aware of the Local Safeguarding Children Board (LSCB) and its remit.
- Understand statutory requirements governing consent, confidentiality and information-sharing.
- Understand the necessity for information-sharing and accurate recording within the context of safeguarding and promoting the welfare of a particular child.
- Understand when they are required to consult with a manager/designated person.
- Be able to identify concerns about possible maltreatment arising from completion of a Common Assessment Framework
- Know when and how to respond to immediate safety issues in relation to a particular child and other children within the household

### **Examples as to how the above learning outcomes can be achieved/ demonstrated:**

E learning  
Workbook  
Single agency Face to face delivery  
Competency assessment through supervision

**NB Level 2a training opportunities are provided by the LSCB for PVI organisations.**

## Level 2b – Staff Groups A, B, C, D and E

**Staff/Volunteers in Groups A, B, C, D and E** - organisations must ensure **all staff/volunteers in groups A, B, C, D and E** have been provided with the opportunity to achieve the aim and objectives described below.

### Learning Outcomes

- Be able to make judgements about how to act to safeguard and promote the welfare of a child in line with *What to do if...*
- Understand statutory requirements governing consent, confidentiality and information-sharing.
- Understand the necessity for information-sharing and accurate recording within the context of safeguarding and promoting the welfare of a particular child.
- Provide appropriate, succinct information to enable other practitioners to deliver support to the child and family.
- Know the boundaries of personal competence and responsibility, when to involve others and where to seek advice and support.
- Understand when they are required to consult with a manager/designated person.
- Be able to identify concerns about possible maltreatment arising from completion of a Common Assessment Framework
- Be aware of the impact of aggression, anger and violence from carers on practice and know how to manage this
- Know what to do when there is an insufficient response from other organisations and agencies, while maintaining a focus on safeguarding and promoting the welfare of the child.

**Learning Outcomes for level 2b can only be achieved through single agency face to face delivery**

**NB Level 2b training opportunities are provided by the LSCB for PVI organisations.**

**Refresher/ Update Training:** Organisations/Agencies have a responsibility to ensure all group A staff received updated training/development opportunities at least **every 3 years**.

### Learning Outcomes – (Minimum Requirement)

- Refresh knowledge on local and national safeguarding guidance
- Highlight any changes in local and national guidance and their implications for practice

- Refresh knowledge on what harms children and how to respond appropriately

## Level 3 – Staff Group B and C

### Prior Learning

Ability to demonstrate completion of level 2a and 2b training

### Aims

- To develop knowledge, skills and ability to work together on the process for safeguarding and promoting the welfare of children.
- To provide an opportunity for colleagues from different organisations to learn together and explore professional dilemmas.

### Learning Outcomes

- Understand the safeguarding roles of parents and carers and recognise factors that can impact on parenting capacity.
- Appreciate the effect of cultural and religious beliefs on practice when working together to safeguard and promote the welfare of children.
- Understand the role of other practitioners and agencies in supporting and advising families and safeguarding and promoting the welfare of children and the impact of their decisions and actions on others.
- Have considered the process of working together with others as outlined in the *What to do if...* guidance.
- Have confidence to challenge own and others' practice
- Be able to communicate effectively and develop working relationships with other practitioners and professionals, children and families to safeguard and promote the welfare of children
- 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
- Understand the role of assessment, planning and review in effective service provision and the change process
- Be able to write clear evidence-based outcome focus reports

### Level 3 Training for group B and C is achieved currently by attending the LSCB 1 day level 3 course.

Further information can be obtained by contacting the LSCB office  
lscb@leics.gov.uk

**Refresher/ Update Training:** Organisations/Agencies have a responsibility to ensure all group B staff received updated training/development opportunities at least **every 3 years**.

### Learning Outcomes

- Highlight any changes in local and national guidance and their implications for practice

- Consider strategies for overcoming blocks to inter-agency working
- Appropriate challenge of other professionals to safeguard children
- Lessons from local and national SCRs

## **Level 4 – Staff Group C**

### **Prior Learning**

Ability to demonstrate completion of level 2a and 2b training

### **Aim**

To enhance knowledge and skills and the ability to work together on the processes for safeguarding and promoting the welfare of children in complex and challenging situations.

To provide an opportunity for people to learn together and explore professional dilemmas.

### **Learning Outcomes**

- 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
- Have the confidence to challenge decisions in complex situations by looking beyond immediate role and asking questions
- Be able to assess the relevance and status of information and to pass it on when appropriate
- Be able to establish and maintain working partnerships of trust and mutual respect whilst recognising ways in which group process can influence and distort decision-making
- Understand and be able to make an effective contribution through report writing and verbal communication to multi-disciplinary case planning and review meetings
- Know how to manage conflict and disagreement between professionals when working together on complex cases
- Have the skills to work with others to address issues of aggression and/or non-compliance that may impinge on practitioners' ability to safeguard and promote the welfare of a child in complex cases
- Have an understanding of factors at an inter-personal, intra-personal and systemic level which influence the possibility of change

**Level 4 Training for Group C staff is currently achieved by completing the 2 day LSCB level 4 course**

Further information can be obtained by contacting the LSCB office  
[lscb@leics.gov.uk](mailto:lscb@leics.gov.uk)

**Refresher/update training:** Organisations/Agencies have a responsibility to ensure all group C staff and operational managers received updated training/development opportunities at least **every 3 years**.

**Learning Outcomes**

- Highlight any changes in local and national guidance and their implications for practice
- Lessons from local and national SCR's

**Examples as to how the above learning outcomes can be achieved/demonstrated:**

Attendance at the LSCB seminar for Group C staff and operational managers

**Level 5 – Staff Groups D and E**

Those who supervise practitioners and volunteers

**Prior Learning**

Ability to demonstrate completion of level 2a and 2b training

**Learning Outcomes**

- Be aware of the specific knowledge and skill requirements necessary for working on complex cases. For example. Joint enquiries under section 47 of the Children Act 1989.
- Ensure that practitioners have the appropriate knowledge and skills and are managed and supported
- Know what to do where there is an insufficient response from other organisations and agencies, while maintaining a focus on safeguarding and promoting the welfare of the child.
- Be able to assess the relevance and status of information and ensure staff manage this information appropriately.
- Be able to assess ways in which practitioners are working together on complex cases and ways in which group processes can influence and distort decision making.
- Know how to deal with professional disagreement

**Level 5 Training for Operational Managers is achieved by completing the LSCB Operational Managers course**

Further information can be obtained by contacting the LSCB office  
[lscb@leics.gov.uk](mailto:lscb@leics.gov.uk)

## Appendix C Trainers Path to Accreditation

### Attributes

The minimum requirements prior to attending an LSCB accredited trainer's course to deliver single agency Induction (level 1) and Level 2 training.

	<i>Essential requirements</i>	<i>Desirable requirements</i>
<b>Education/Training/Qualifications:</b>		Nationally recognised qualification in adult learning and development or teaching
<b>Experience:</b>	<p>Minimum of 2 years' experience of working in an inter-agency capacity.</p> <p>Delivered a minimum of 50 hours training to adult learners in the last 2 years.</p>	Delivery of training on an inter-agency basis
<b>Knowledge</b>	<p>Understanding of the structures/ complexities of their employing agency and its relationship to other agencies in Safeguarding Children.</p> <p>Safeguarding Children legislation/ procedures (LSCB procedures chapters 2, 3, 4) and their application to statutory, private and voluntary sector organisations.</p> <p>The Rights of Children and anti-discriminatory practice</p>	Knowledge and understanding of private and voluntary sector organisations working with children

### Accreditation Process

- Agreement, commitment and support of line manager (If appropriate)
- Attendance at the appropriate LSCB trainer's orientation course – on completion a 'training record' booklet will be issued.
- Trainers support will be provided by training delivery being observed within 6 months of completing the Training for Trainers course by a person nominated by the LSCB training subcommittee.
- Attendance at the LSCB annual trainers update.
- Annual observation of training delivery in employing agency by a person nominated by the LSCB training subcommittee.
- To maintain LSCB accreditation the 'trainers record' booklet must be up to date.

### Applying for Accreditation

For further information or to obtain an accreditation request form contact the LSCB Training Co-ordinator 0116 260 0004 or email [lscb@leics.gov.uk](mailto:lscb@leics.gov.uk)