



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

The document has been created by SCSP in conjunction with Sandwell Learn eLearning, Domestic Abuse Strategic Partnership (DASP), Sandwell Community and Voluntary Organisations and Sandwell Children's Trust (SCT) Strengthening Families 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 for single agency training taking place as well as provide good quality multi agency training across the partnership. These will include but are not limited to Section 11 and 175 audits, Quality Performance and Practice audits and single agency reviews.

Document Control:

Document owner	L&D subgroup chair
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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 information 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 Sandwell Learn modules email: Sandwell_Learn@sandwell.gov.uk
- For general queries please email: SCSP_training@sandwell.gov.uk

*N.B the job roles below 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](#)

Learning and development offered by SCSP is 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.

Please note that all training offered by SCSP is free for all Multi-Agency partners across Sandwell's Children's Workforce. There is however a small charge for delegates that do not attend courses they are booked on to without notice of cancellation. Terms and conditions of booking can be found here:

<https://training.sandwellscb.org.uk/terms>

In order to support continuous improvements in practice and therefore better outcomes for children and young people across Sandwell the below table sets out the minimum local expectations for all staff and volunteers in relation to learning and development activities specific to safeguarding. These activities could include, attending learning events, eLearning, SCSP website resources, briefing papers, newsletters, drop in sessions, conferences, team discussions, reflections, supervision and any other activities that update/improve knowledge and skills. This is broken down in to the 6 job role groups used throughout this document.

Group 1	2 hours- equivalent to 10 minutes per month
Group 2	4 hours- equivalent to 20 minutes per month
Group 3	12 hours- equivalent to 1 hour per month
Group 4	18 hours- equivalent to 1.5 hours per month
Group 5	4 hours- equivalent to 20 minutes per month
Group 6	4 hours- equivalent to 20 minutes per month

Alongside the above there is also a local minimum expectation around the repetition and continued learning around some specific topics discussed in this guidance document. These are as below:

Core working together- The face to face session should be completed every 4 years with the eLearning refresher completed at the mid way point between these

Neglect awareness – The eLearning module should be completed once, however there should be continued learning annually. This could be via the learning activities described above that are specific to neglect.

GCP 2 – The face to face session should be completed once, however there should be continued learning bi-annually. This could be through completing the eLearning refresher, attending GCP2 in practice drop in sessions, NSPCC events, or any other of the learning activities described above that are specific to GCP2.

Multi Agency Threshold's – The face to face session should be completed once, however there should be continued learning annually. This could be through attending threshold workshops, or via any other of the learning activities described above that are specific to Sandwell Thresholds.

Managing allegations – The face to face session should be completed once, however there should be continued learning biannually. This could be via the learning activities described above that are specific to managing allegations.

GROUP 1

STATUTORY REQUIREMENT

Level 1 Safeguarding Children

LOCAL MINIMUM REQUIREMENT (IN ADDITION TO STATUTORY)

INFREQUENT CONTACT WITH CHILDREN, YOUNG PEOPLE AND FAMILIES

*(Back office and administration staff – Front door Contact Centre Staff – Environmental Health Officers – Librarians – School Cleaners – Receptionists – Street Wardens – School Governors)

RECOMMENDED FOR GOOD PRACTICE

Sandwell Learn Modules:

- Domestic Abuse
- Child Sexual Exploitation (CSE)
- Information Sharing

GROUP 2

STATUTORY REQUIREMENT

Level 1 Safeguarding Children

LOCAL MINIMUM REQUIREMENT (IN ADDITION TO STATUTORY)

Sandwell Learn Domestic Abuse

Neglect awareness eLearning

REGULAR CONTACT, OR PERIOD OF INTENSE BUT IRREGULAR CONTACT, WITH CHILDREN, YOUNG PEOPLE AND FAMILIES

*(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 specific safeguarding role) – Children Health Care assistants

RECOMMENDED FOR GOOD PRACTICE

Intro to EH in Sandwell

Childhood Regained; Exploitation eLearning Modules 1-4

Domestic abuse 2-day course

Prevent

ICON: 'Babies cry, you can cope' eLearning

Sandwell Learn Modules:

- Information Sharing
- Integrated Working
- Child Sexual Exploitation (CSE)
- Adverse Childhood Experience (ACES) Awareness

GROUP 3

**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**

*(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 – Youth Justice Service– DECCA – CPN's – GP's – Integrated Services Workers– Staff in refuges – Paediatricians – Childminders** -Nursery Managers & Early Years Workers (with specific safeguarding role)

**Childminders are exempt from the statutory requirement to access Core Working Together; however, attendance is recommended by SCSP as good practice

STATUTORY REQUIREMENT

Level 1 Safeguarding Children- Core Working Together Level 3 Safeguarding Children (Refresher every two years)- Introduction to Early Help in Sandwell- Prevent (Statutory for schools under the Prevent Duty)

LOCAL MINIMUM REQUIREMENT (IN ADDITION TO STATUTORY)

Multi Agency Thresholds- Neglect Awareness- Graded Care Profile 2 (as identified by level 4 or manager)- Childhood Regained; Exploitation eLearning Modules- Childhood Regained; Tackling Child Exploitation face to face session- Managing Allegations- Sandwell Learn Domestic Abuse- Domestic abuse 2-day course- Learning from DHRs- Child to Parent Abuse- Lead Professional- EHM (basic and/or advanced if needed)

RECOMMENDED FOR GOOD PRACTICE

Working with families where neglect has been identified- Hidden Men, Finding Ways Forward- Why wouldn't families want to work with us? Working with Resistance and 'Disguised Compliance'- Gender Identity- Trafficking and Modern-Day Slavery- Private Fostering- Learning from Serious Cases - When Will We Learn?- Forced Marriage & honour-based abuse- Sexual Assault and Abuse & Female Genital Mutilation- Working with men who use abuse in relationships- ICON: 'Babies cry, you can cope'- Outcome Star

Sandwell Learn Modules:

- Child Sexual Exploitation (CSE)
- Adverse Childhood Experience (ACES) Awareness
- Information Sharing
- Integrated Working
- Introduction to SEND

GROUP 4

STATUTORY REQUIREMENT

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)

SPECIALIST ROLE WITH RESPONSIBILITY FOR CONDUCTING S47 ENQUIRIES OR WORKING WITH COMPLEX CASES, PROFESSIONAL ADVISORS, NAMED OR DESIGNATED SAFEGUARDING LEAD (THIS CAN BE ACCROSS THE SAFEGUARDING TEAM)

LOCAL MINIMUM REQUIREMENT (IN ADDITION TO STATUTORY)

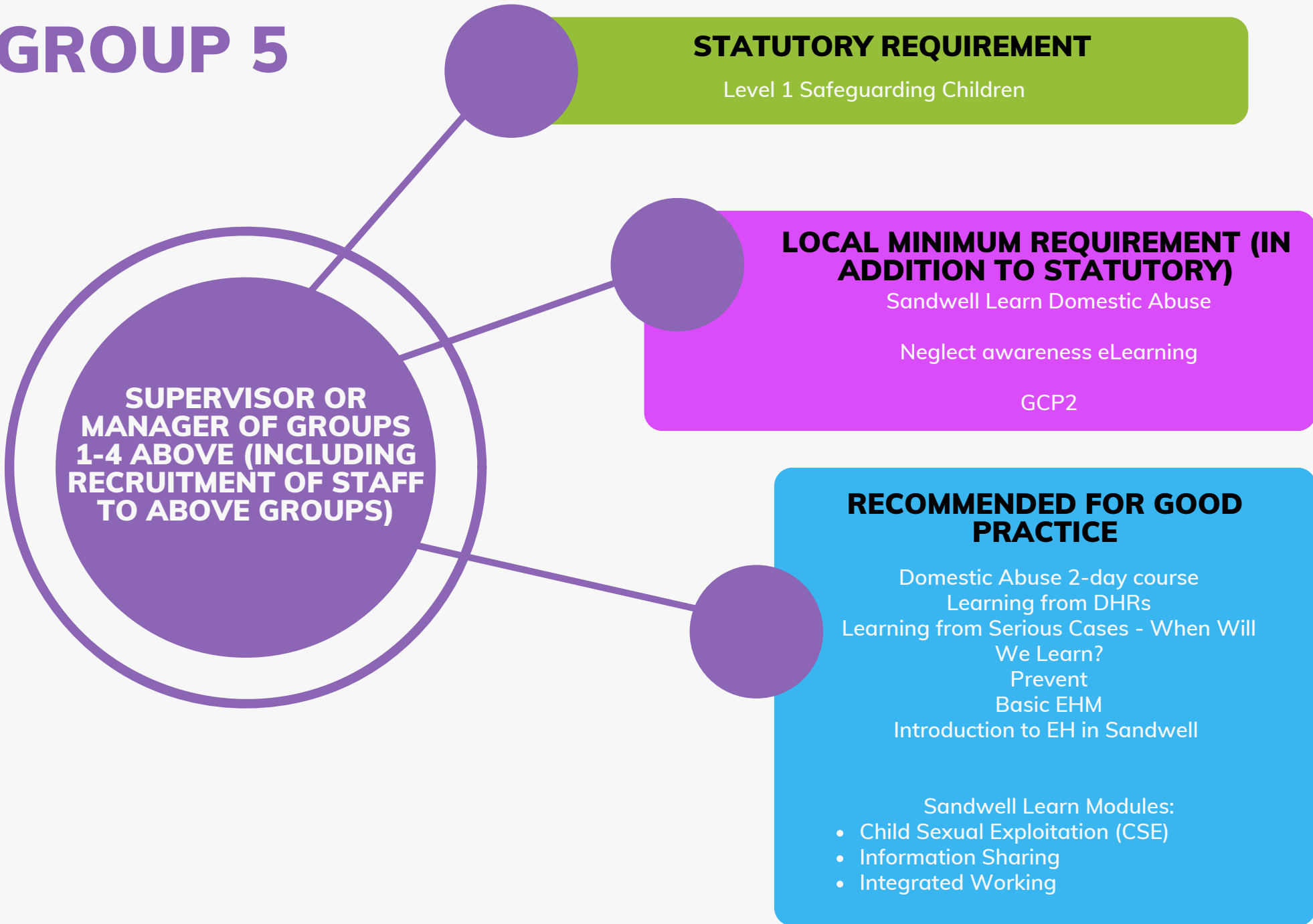
Multi Agency Thresholds- Intro to Early Help in Sandwell- Learning from Serious Cases - When Will We Learn?- Adverse Childhood Experience (ACES) Awareness- Neglect Awareness- Graded Care Profile 2- Working with families where neglect has been identified- Outcome Star- EHM (basic and advanced)- Hidden Men – Finding Ways Forward- Why wouldn't families want to work with us? Working with Resistance and 'Disguised Compliance'- Gender Identity- Childhood Regained; Exploitation eLearning Modules- Childhood Regained; Tackling Child Exploitation face to face session- Managing Allegations- Sandwell Learn Domestic Abuse- Domestic abuse 2-day course- Learning from DHRs- Forced Marriage & honour-based abuse- Sexual Assault and Abuse & Female Genital Mutilation- Working with men who use abuse in relationships- Child to Parent Abuse

RECOMMENDED FOR GOOD PRACTICE

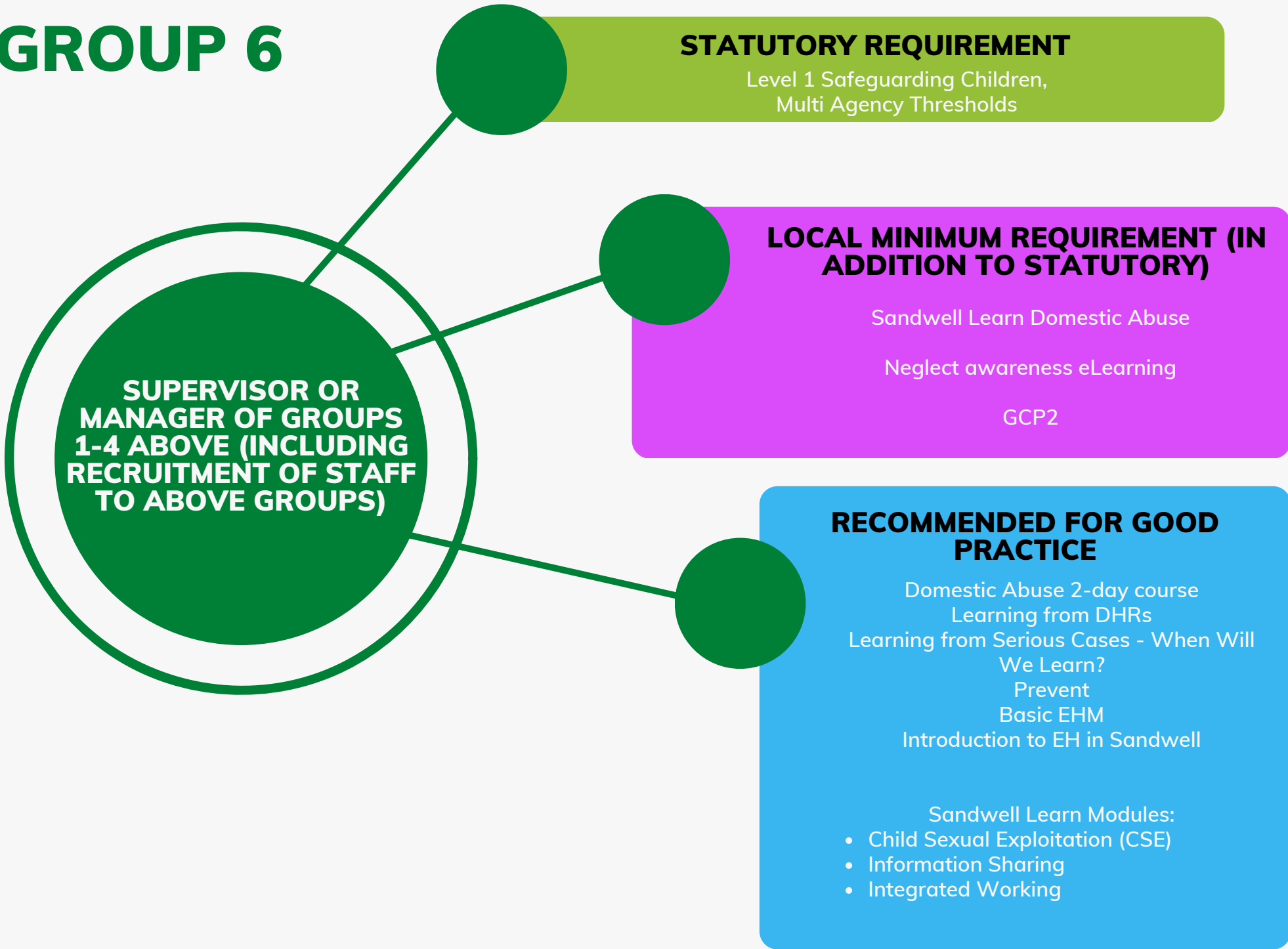
Private Fostering- Trafficking and Modern-Day Slavery- Understanding Extremism- ICON: 'Babies cry, you can cope'
Sandwell Learn Modules:

- Child Sexual Exploitation (CSE)
- Information Sharing
- Integrated Working

GROUP 5



GROUP 6



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

- 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

- 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

- NHS England and government Guidance
- 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

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Lead Professional

·Role and skills required to be a competent Lead Professional including dealing with difficult situations and accountabilities.

Introduction to EH in Sandwell

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.

Core Working Together

- 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:
 - 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.