

## Briefcase 6

Everyone is anxious about making sure they are safeguarding compliant. Training is an important part of the governors ' and heads' responsibility. The 'Working Together to Safeguard Children' consultation document (December 2009) identifies different levels of training need according to the level and type of contact that different groups of staff have with children. The following guidelines are taken from this document.

# Safeguarding training guide

The consultation document 'Working Together to Safeguard Children' identifies a common core of skills and knowledge that everyone working with children young people and families should have. This includes:

- effective communication and engagement with children, young people and their families and carers;
- child and young person development;
- safeguarding and promoting the welfare of the child;
- supporting transitions;
- multi-agency working; and
- sharing information.

The guidance distinguishes between training needs according to the level and type of contact that different groups have with children:

- those who have occasional contact with children
- those in regular or intensive but irregular contact with children
- those who work predominantly with children
- those who have particular specialist child protection responsibilities;
- professional advisers and designated leads for child protection;
- operational managers of services for children
- senior managers responsible for strategic management of services for children, young people and/or parents/carers; and

- Members of LSCBs.

In order to address the training needs of these different groups training should be made available at different levels. However, it is suggested that programmes should include:

- Recognizing and responding to safeguarding and child protection concerns
- Working together
- Completing child in need assessments
- Safeguarding disabled children
- Safeguarding children when there are concerns about domestic violence, parental mental health and substance misuse

All members of staff need to be clear about:

- Their roles and responsibilities
- The purpose of their activity and the decisions that are queried at each stage of the process
- The policies and procedures to be followed
- Who has lead responsibility
- Any necessary time scales

The following table identifies according to group, the content of training and suggested methods that might be used.

Target group	Suggested training content	Suggested training methods
<p><b>Group 1</b> Infrequent contact – school cleaners, catering staff</p>	<p>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>	<p>Induction policy Refreshers training at least every three years CWDC site – e- learning for induction</p>
<p><b>Group 2</b> Those in regular contact or who have a period of intense but irregular contact for example sports development coaches music teachers, play scheme volunteers</p>	<p>The above plus:  Documentation and sharing of information regarding concerns Using the framework for the Assessment of children in need and their families Own safeguarding roles and responsibilities</p>	<p>Training might be expected to be provided by the agency who employs the individual. Refreshers training at least every three years Schools should check with the employer about the safeguarding training that their staff receive</p>
<p><b>Group 3</b> Members of the workforce who work predominantly with children and young people who could potentially contribute to assessing, planning, intervening, and evaluating the needs of a child where there are safeguarding concerns. This includes teachers</p>	<p>The above plus:  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, substances misuse on parenting capacity Recognizing the importance of family history and functioning Working with children and family members addressing lack of co-operation and superficial compliance within the context of the role</p>	<p>Inter-agency training as well as single-agency training Refresher training at least every three years</p>

<p><b>Group 4/5</b>  Members of the workforce who have particular responsibilities for coordinating assessments of children in need e.g. designated person</p>	<p>The above plus:</p> <ul style="list-style-type: none"> <li>Collaborative practice</li> <li>Using professional judgements to make decisions as to whether a child is suffering, or is likely to suffer significant harm</li> <li>Advising staff within the organization</li> <li>Promoting effective professional practice</li> <li>Advising others</li> </ul>	<p>Inter-agency training in addition to single-agency training and professional development related to specific role  Refresher training at least every two years</p>
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