



CSCB L&D Programme 2017-18 – What training do I need?

Multi-Agency Safeguarding Learning and Development for everyone working with children and families in Croydon

The CSCB programme includes face to face learning events and e-learning, and is available to all professionals and volunteers who work with children, young people and families in Croydon. The programme is intended to complement the safeguarding training your own organisation is required to provide. Learning together with colleagues from other services and sectors helps to build a greater understanding of the roles and services that interact with children and families and the perspectives other roles may have on the needs of vulnerable children and families. This is in line with Working Together 2015.

This safeguarding learning and development programme has been informed by CSCB priorities, core safeguarding topics and by needs identified through local serious case reviews and audits.

This guide is intended to help you determine what safeguarding learning and development you or roles in your organisation need to engage with.

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1) What training do I need?

The CSCB L&D Programme is *based* on the pan-London [Competence Still Matters \(2014\)](#) which provides detail on eight staff groups and the minimum training content, delivery and outcome requirements in respect of each group. This document is not replicated here, so you must refer to the full version for further details.

- It is important to note that Competence Still Matters (2104) should be used to determine single-agency safeguarding learning and development, whether this is delivered in-house or commissioned.
- This table illustrates the staff group a role may fall into, example roles are given but are in no way exhaustive.
- It is recommended that safeguarding training is refreshed at least every three years.

| Staff group | Description of contact | Role example | Illustration of Learning Content – this is a summary only, refer to the guidance for full detail |
|-------------|--|---|--|
| 1 | Staff in <i>infrequent</i> contact with <i>children, young people</i> and/or parents/carers who may become aware of possible abuse or neglect – including those entering family homes or offering advice to families | Maintenance staff, environmental health officers, GP receptionists, librarians | Definition of abuse, child development and the impact of quality of care, awareness of possible signs and symptoms – presence and absence of indicators awareness of own organisations safeguarding procedures awareness of who to contact regarding concerns awareness of possibility of colleagues posing a risk awareness of expected standards of behaviour towards children |
| 2 | Those in <i>regular</i> contact or have a period of <i>intense</i> but irregular contact, with children, young people and/or parents/carers who may be in a position to identify concerns about maltreatment, including those that may arise from the use of an Early Help Assessment. | 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. | As above plus How to raise concerns and the process involved (incl. internal procedures) Use of referrals and assessments (EHA) Awareness of thresholds Importance of sharing information |

| Staff group | Description of contact | Role example | Illustration of Learning Content – this is a summary only, refer to the guidance for full detail |
|-------------|---|--|---|
| 3 | 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. | 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>Working together to identify, assess and meet safeguarding needs of children</p> <p>Understands importance of messages from SCRs</p> <p>Aware of current legislation and its use – especially S17/S47 of the Children Act 1989</p> <p>Provision of information sharing, professional opinion, reports and previous reports, meeting attendance, contribution to decisions and plans</p> <p>Vulnerabilities at different stages of development</p> <p>Impact of social factors</p> <p>Impact of family factors, including parental mental health, substance misuse, domestic abuse, learning disability and other factors</p> <p>Importance of child focus</p> <p>Understands the need to assess family history and functioning, including assessment of fathers/males, parental strengths and difficulties, use of chronologies</p> <p>Importance of analysis and sharing of this for interventions</p> <p>Understand the risk of disguised compliance and over-optimistic assessments, hostility, denial or ambivalence</p> <p>Understands the need to engage with the family and respond to lack of engagement or cooperation</p> <p>Understands the need for professional challenge or escalation</p> |
| 4 | Members of the workforce who have particular responsibilities in relation to undertaking section 47 enquiries, including professionals from health, education, police and | Statutory Social Worker, Paediatricians undertaking CP medicals, Police officers in CAIT, Police officers undertaking ABEs involving children | <p>As above plus:</p> <p>Understands thresholds for S47 enquiries, use of single assessments, purpose of strategy discussions and information sharing</p> <p>Understands role, responsibilities and collaborative practice</p> <p>Uses professional judgement as to whether child is suffering or likely to experience harm</p> <p>Aware of the need to appropriately challenge decisions, and how to</p> |

| Staff group | Description of contact | Role example | Illustration of Learning Content – this is a summary only, refer to the guidance for full detail |
|-------------|--|---|--|
| | children’s social care; those who work with complex cases and social work staff responsible for co-ordinating assessments of children in need. | | <p>Aware of the knowledge and skills needed to work with complex cases</p> <p>Aware of roles and responsibilities in a S47 enquiry</p> <p>Aware of need for specialist assessments</p> <p>Understands need to engage children in line with interviewing vulnerable witnesses and best evidence practice</p> <p>Understands need for emergency action</p> |
| 5 | Professional advisors named and designated lead professionals. | Named nurses, designated teachers | <p>As above plus:</p> <p>Aware of need to promote professional practice</p> <p>Aware of local information to advise others</p> <p>Understands role to ensure appropriate action is taken</p> <p>Understands role to provide support and advice to colleagues</p> <p>Aware and understands guidance and legislation</p> <p>Aware of safeguarding supervision responsibilities</p> |
| 6 | Operational managers at all levels including: practice supervisors ; front line managers and managers of child protection units. | Those who manage staff in group 2,3 or 4 | <p>Understands roles and responsibilities in providing safeguarding supervision</p> <p>Promotes quality record keeping, action and follow up action, timeliness of reports, engagement with meetings, contributes to decisions and use of escalation policies</p> <p>Understands role in supporting staff who are subject to child protection and safeguarding concerns</p> |
| 7 | Senior managers responsible for the strategic management of services; NHS board members. | Senior managers responsible for safeguarding policy and practice within their organisations | <p>Understands S11 responsibilities</p> <p>Promotes safeguarding policies and best practice to own organisation</p> |
| 8 | Members of the LSCB | Including, independent chairs, directors of children’s services and elected members | <p>Understands need to promote and enable effective partnership and collaborative working</p> <p>Aware of current policy and research</p> <p>Aware of lessons from SCRs and need to embed learning</p> |

2) CSCB Safeguarding L&D programme

- All current safeguarding learning and development events are advertised on the CSCB website: <http://croydonlcsb.org.uk/professionals/learning-development/>
- You can view
 - Safeguarding courses by title or Safeguarding courses by month
 - The course description indicates how it meets the above groups

3) CSCB E-Learning

- Free e-learning is available to those who live and work in Croydon. Feedback on the courses provided is very positive and are easy to access. It is recommend that e-learning is completed before attending face to face courses.
- E-learning courses on offer include:
 - [Safeguarding Level and Level 2](#) | [Child Sexual Exploitation Level 1 and Level 2](#) | [Domestic Abuse](#) | [Substance Misuse](#) | [Autism](#) | [Information Sharing and more](#)
- You can access Croydon e-learning here: https://croydon.melearning.university/course_centre



4) How to book and T&C

You must have a Croydon My Account to book a place on face to face training, the information below explains how to do this. The booking system will allow you to book and complete a training evaluation on-line after attending the session, upon completion of the evaluation you will receive your training attendance certificate. Please note that if you are not booked to attend an event, the facilitator has the right not to admit you. If you want to cancel or swap a place with another colleague who has booked a place, please contact safeguardingchildrentraining@croydon.gov.uk before the event. If you fail to attend without notification of cancellation, your organisation will be charged a non-attendance fee – for details go to <http://croydonlcsb.org.uk/professionals/learning-development/>

The booking system is easy to use and there is a short illustration shown below or a step-by-step guide available to [download here](#). You are advised to use the following web browsers when going through the steps below, either – Google Chrome, Firefox or Microsoft Edge.

What do you need to do to access Safeguarding Training?

1. Go to croydon.gov.uk and register for a My Account using your WORK E-MAIL address.

TIP – Use the following browsers to ensure ease of use: **Google Chrome**  or **Microsoft Edge** 

2. Once your **account is verified**, log-in to My Account and **go to View My Account**.

TIP – You'll receive notification when access to training is given, upon receipt log back into My Account and go to 'View My Account'

3. In the section named '**Apply for it**' click on '**Training**'

4. Within Training, **select Safeguarding and Early Help Training** to select the course you wish to book on

5. Follow the instructions on screen to complete the booking

If you need more help or information:

- A full step by step guide is available – [click here](#)
- For help with setting up My Account please email myaccountsupport@croydon.gov.uk
- Any questions about CSCB Safeguarding and Early Help training please email safeguardingchildretraining@croydon.gov.uk