



Keeping children safe is everyone's responsibility

Brent LSCB

Training Strategy

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Version	3
Date Agreed by the Developing a Learning Culture Sub Group	July 2014
Date Ratified by Brent LSCB	23rd July 2014
Date for Review	July 2015

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1 What is Brent LSCB?

Brent Local Safeguarding Children Board is a strategic body that coordinates the activities of agencies and individuals to promote the welfare and safeguarding of children within the borough of Brent. It has a responsibility to ensure that all those working within the borough are aware of their safeguarding responsibilities and are equipped with the appropriate level of learning to enable continual safe practice. In order to achieve this, the multi-agency training that is offered will clarify the roles and responsibilities of the different agencies and promote a culture of information sharing and mutual respect.

2 The purpose of this strategy

This strategy is an overall framework for partner agencies providing guidance on what training is needed for their workforce. This strategy is based on the requirements identified in Working Together to Safeguard Children 2010 as the guidance with regards to "learning and development" remains under review by specialist working groups, and will be the subject of consultation at a later date. This strategy will be amended once the revisions have been published.

"Research has shown that interagency training is highly effective in helping professionals understand their roles and responsibilities, the procedures of each agency involved in safeguarding children and developing a shared understanding of assessment and decision making practices"

(Working Together to Safeguard Children 2013)

Section 11 Standard 5 – *'There is effective training on safeguarding & promoting the welfare of children for all staff working with or, depending on the agency's primary functions, in contact with children & families.'*

(Children Act 2004 (2007))

3 Why we need training

This training strategy fits within the broader Brent Quality Assurance and Learning and Improvement Framework by identifying the specific levels of training required by those working or involved in the field of safeguarding. The Brent Quality Assurance and Learning Improvement Framework was agreed by Brent LSCB in December 2013. The learning and improvement aspect of the framework is in accordance with the requirements of Working Together to Safeguard Children 2013, which requires Boards to maintain a local learning and improvement framework which is shared across local organisations who work with children and families to enable them to be clear about their responsibilities, learn from experiences and improve services as a result.

4 Multi-agency training: Implications for practice

LSCBs demonstrate good practice by:

- striving to ensure the provision of a comprehensive programme of high-quality training linked to their priorities and business plans
- ensuring that training is quality assured and caters for the needs of a wide range of people, including volunteers
- using national research as well as local knowledge to shape training provision
- promoting the availability of training and adopting measures to increase its accessibility
- employing a range of delivery methods
- seeking to assess the impact of training not only at the time of delivery but at recurring intervals.

Single agency training must be given to provide minimum safeguarding standards for the entire workforce.

Single agency training standards

Standards	
Standard One	The agency should nominate a named professional to be responsible for identifying and providing training for all staff.
Standard Two	The agency will review their training strategy annually.
Standard Three	All safeguarding children training is linked to current local or national standards.
Standard Four	All safeguarding children training is based on explicit principles and has clear aims, objectives and outcomes.
Standard Five	All course content will be well researched and evidence based.
Standard Six	Training materials will be clear, accurate, relevant and up to date.
Standard Seven	Training will be delivered by appropriately qualified and experienced trainers.
Standard Eight	Training will be delivered in an environment, which is conducive to learning.
Standard Nine	Training will reflect anti-oppressive, non-judgemental and anti-discriminatory practice.
Standard Ten	All training will be evaluated to ensure that standards are being maintained and practice enhanced.

5 Who requires LSCB multi-agency training?

Multi-agency training should be given as a priority to the following groups:

- All adults who work with children and or their parents/carers who could potentially contribute to assessments and interventions when there are safety concerns.
- Those in regular contact with children and their parents/carers who may see signs of abuse or neglect which is of concern.
- Workers with responsibilities for Section 47 investigations when there are serious concerns about a child.
- Workers dealing with complex cases, where it is often difficult to identify exactly what is happening with a child.
- Those completing assessments of children in need.

6 LSCB Training Programme

- All programmes need to be regularly updated and amended to reflect any change in policies or practice.
- Course content is linked to the audience groups in Working Together to Safeguard Children (2010) See Appendix 1
- All trainers need to be approved.
- All training is child centred.
- Multi-agency training is acknowledged as being the most effective way of encouraging agencies to work together to safeguard children.
- The LSCB has the role of quality assuring all training delivered and of monitoring its effectiveness.

7 Evaluation: How do we measure?

The Framework and Evaluation Schedule for the Inspections of Services for Children in Need of Help and Protection, Children Looked After and Care Leavers (OFSTED 2013) identifies that an LSCB is likely to be judged “**good**” if sufficient, high quality multi agency training is available and the LSCB evaluates its effectiveness and impact on improving front line practice and the experiences of children, young people, families and carers.

It is likely to be judged “**outstanding**” if there is a comprehensive range of training for managers and practitioners that is directly related to multi-agency improvement priorities and; that the LSCB fosters an effective learning culture locally that extends to front line practitioners.

Brent LSCB will ensure that there is a robust evaluation procedure and that the programmes provided are in line with national and local priorities.

The evaluation of all learning and development activities provided by Brent LSCB will encompass the following:

- Relevance, currency and accuracy of course content
- Quality of training delivery whether face to face or eLearning activity
- Short and longer term outcomes
- Impact on practice

Our evaluation process will include;

- What is the key learning point for you from attending/participating in this learning event?
- What will you do differently?
- How will you know you have made a positive difference?

8 Commissioning of Training

Training should be delivered by LSCB accredited trainers to ensure consistency and quality. External trainers should provide a CV and meet, where possible, the accredited framework provided.

Some trainers will be experts in their own right and will be well known in their field. However, they should still go through the same evaluation criteria. When commissioning training externally the LSCB should enter into a written contract. This should specify type of training, materials, who pays for what, venue and the cost of the trainer.

9 LSCB Accreditation

The minimum for internal trainer requirement is to deliver single agency training.

	Essential Requirements	Desirable requirements
Education /Training /Qualifications	Professional qualification.	Nationally recognised qualification in adult learning and development or teaching.
Experience	Minimum of 2 years experience of working in an inter-agency capacity. Delivered a minimum of 15 hours training to adult learners in the last two years.	Delivery of training on an inter-agency basis.
Knowledge	Understanding of the structures/complexities of their employing agency and its relationship to other agencies regarding safeguarding children. Safeguarding children legislation/ procedures and their application to statutory, private and voluntary sector organisations. The rights of children and diversity.	Knowledge and understanding of private and voluntary sector organisations working with children.

10 Course Administration

Applicants need to apply for courses online, via the Brent LSCB Training Site (Learning Pool) brentlscb.learningpool.com

- It is the responsibility of applicants to get approval from their line manager, who will monitor training undertaken.
- Learning Pool is managed by the LSCB Administrator.
- Certificates are automatically provided once the evaluation of a course has been completed.

11 References

- [Working Together to Safeguard Children 2013](#)
- [Competence still matters 2013](#)
- [Safeguarding children and young people: roles and competences for health care staff March 2014](#)

Appendix 1

Developing a Learning Culture Sub-Group – Terms of Reference

1. To learn from best practice from both within Brent and externally
2. To learn from Serious Case Reviews, Domestic Homicide and Internal Management reviews and disseminate learning across agencies
3. To develop mechanisms to learn from and provide learning opportunities for the communities of Brent
4. To develop mechanisms for disseminating evidence based research to improve practice based on what works
5. To ensure all staff have access to high quality learning
6. To learn from the good practice of other LSCB's
7. To raise the visibility of Brent LSCB and its safeguarding priorities
8. To learn from the work of the Child Death Overview Panel
9. To learn from the work of other critical incidents
10. To enhance communication to all professionals and communities across Brent about safeguarding
11. To provide quarterly reports to the Executive committee on the progress of the work undertaken
12. To agree an annual work plan emerging from the Business Plan
13. To provide an annual report on the work of the sub group for inclusion into the LSCB annual report.

Training Priorities

- To undertake a Training Needs Analysis
- To develop a quality assurance system for single and multi-agency training
- To ensure LSCB training meets requirements of Local and National Priorities
- To evaluate the effectiveness of the training in improving outcomes for children / young people
- To develop resources that will enable more effective single agency safeguarding training

Training Ethos

- Training is **child centred**. Training emphasises the importance of listening to the child; ascertaining their wishes and feelings.
- Training promotes **participation**. Training encourages partnership with parents and carers, recognising strengths in the family.
- Training values **collaborative** working. Training values the different knowledge and skills of different organisations.
- Training promotes **equality**. Training respects the rich, cultural diversity within the population of Brent but always challenges practices that are harmful to children.
- Training is **inclusive**. Free training is open to all statutory and voluntary organisations within the borough.

Expected Outcome and Impact

- Appreciation of one's own role and of others
- Ability to spot and respond to concerns about a child in need
- Deeper knowledge and understanding of national and local guidance
- Ability to take appropriate actions that are needed to safeguard children and to complete "core tasks" e.g. Assessments, planning, core groups, conferences
- Understanding the process and principles of effective collaboration and ability to work in partnerships with mutual trust and respect
- Ability to work together with other agencies on complex tasks or particular areas of practice that have specific knowledge or skill requirements e.g. Joint enquiries and investigations, investigative interviews, complex assessments

Appendix 2

Minimum requirements for the provision of safeguarding children training

Working Together to Safeguard Children (2010) groups audiences together based on their degree of contact with children and/or parents/carers and their levels of responsibility, in order to assist with the identification of training and development needs.

Please note: The table over page is based on "Competence still Matters" a document produced by the London Safeguarding Children Board Training and Development Sub Group based on Working Together 2010.

The section addressing Training and Development is currently being revised as mentioned at the start of this strategy to be incorporated in the Working Together to Safeguard Children 2013.

This table will be reviewed by the Brent LSCB Developing a Learning Culture Sub Group once these London revisions have been received.

Group	Description
1	<p>Staff in infrequent contact with children, young people and/or parents/carers who may become aware of possible abuse or neglect.</p> <p><i>For example, librarians, GP receptionists, community advice centre staff, grounds men, recreation assistants, environmental health officers.</i></p>
2	<p>Those in regular contact or have a period of intense but irregular contact, with children, young people and/or parents/carers including all health clinical staff, who may be in a position to identify concerns about maltreatment, including those that may arise from the use of CAF.</p> <p><i>For example, 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.</i></p>
3	<p>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.</p> <p><i>For example, 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.</i></p>
4	<p>Members of the workforce who have particular responsibilities in relation to undertaking section 47 enquiries, including professionals from health, education, police and children's social care; those who work with complex cases and social work staff responsible for co-ordinating assessments of children in need.</p>
5	<p>Professional advisors, named and designated lead professionals.</p>
6	<p>Operational managers at all levels including: practice supervisors; front line managers and managers of child protection units.</p>
7	<p>Senior managers responsible for the strategic management of services; NHS board members.</p>
8	<p>Members of the LSB including: board members; independent chairs; directors of children's services; elected members; lay members; members of executive and sub/task groups; business support team; inter-agency trainers.</p>

Many groups are required to undergo training related to their level of responsibility in addition to some of the training aimed at the lower level groups. For example, a worker from Group 7 is required to undergo the training outlined for Group 7 but is also required to undergo training outlined for Groups 1, 2 and 3.

The following chart provides an overview of the training requirements for all groups.

	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
Employees and volunteer workers in Group 1 should undergo training <i>(For each group ticked.)</i>	✓							
Employees and volunteer workers in Group 2 should undergo training <i>(For each group ticked.)</i>	✓	✓						
Employees and volunteer workers in Group 3 should undergo training <i>(For each group ticked.)</i>	✓	✓	✓					
Employees and volunteer workers in Group 4 should undergo training <i>(For each group ticked.)</i>	✓	✓	✓	✓				
Employees and volunteer workers in Group 5 should undergo training <i>(For each group ticked.)</i>	✓	✓	✓		✓			
Plus employees and volunteer workers in Group 5 if advising staff from group 4.				✓				
Employees and volunteer workers in Group 6 should undergo training <i>(For each group ticked.)</i>	✓	✓	✓			✓		
Plus employees and volunteer workers in Group 6 if advising staff from group 4.				✓				
Employees and volunteer workers in Group 7 should undergo training <i>(For each group ticked.)</i>	✓	✓	✓				✓	
Employees and volunteer workers in Group 8 should undergo training <i>(For each group ticked.)</i>	✓	✓	✓					✓

Group 1

The following training received within the first 6 months.

Refresher training provided at least every three years.

It is acknowledged that different professions/groups may have specific statutory arrangements.

Content	Delivery Method	Outcome
Definition of abuse	1 to 1 supervision / induction or group induction	The employee is aware of the definitions of significant harm and abuse and neglect (Working Together to Safeguard Children 2010).
Child Development	1 to 1 supervision / induction or group induction	<p>The employee understands:</p> <ul style="list-style-type: none"> • How the quality of care that children receive can have an impact on their health and development; • That plans and interventions to safeguard and promote the child's welfare should be based on a clear assessment of the child's developmental progress and the difficulties the child may be experiencing; • That planned action should be timely and appropriate for the child's age and stage of development.
Awareness of the possible signs and symptoms of abuse and neglect	1 to 1 supervision / induction or group induction	<p>The employee is aware of the possible signs of abuse and neglect.</p> <p>The employee understands that the presence of some factors is not proof that abuse has occurred, but:</p> <ul style="list-style-type: none"> • may be regarded as indicators of the possibility of significant harm; • may indicate a need for careful assessment and discussion with the agency's nominated child protection person; • may require consultation with and/or referral to the LA children's social care and/or the police.

Content	Delivery Method	Outcome
		The employee understands that the absence of such indicators does not mean that abuse or neglect has not occurred.
Aware of the organisation's basic safeguarding children procedures	1 to 1 supervision / induction or group induction	The employee is aware 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)	1 to 1 supervision / induction or group induction	<p>The employee is aware of who within the organisation should be contacted regarding any concern about a child's safety or welfare.</p> <p>The employee is aware of who to contact if the main contact is not available.</p> <p>The employee is aware that contact should be made without delay whenever the concern involves possible significant harm to a child.</p>
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	1 to 1 supervision / induction or group induction	The employee is aware of the organisation's procedures for reporting concerns about a colleague's behaviour.
Awareness of the expected standards of behaviour by staff towards children	1 to 1 supervision / induction or group induction	The employee is aware of the organisation's codes of conduct.

Group 2

Training outlines for Group 1 and the following training to be provided during any probationary period.

Refresher training to be provided at least every three years.

Content	Delivery method	Outcome
Documentation and sharing of information regarding concerns	In-house group training (multi agency if available)	<p>The employee is aware of the organisation's processes and documentation for recording concerns about children and action taken.</p> <p>The employee is aware of the documentation to be used when making referrals to the local authority.</p> <p>The employee is aware of the CAF documentation.</p> <p>The employee is aware of government guidance regarding the sharing of information (within the organisation and with other organisations) about children and families.</p> <p>The employee is aware of the "public interest" responsibility to share information in order to protect children from the risk of significant harm.</p>

Content	Delivery method	Outcome
<p>Using “Working Together to Safeguard Children” (2013) and chapter 2 of the “Framework for the Assessment of Children in Need and their Families”: Own safeguarding roles and responsibilities</p>	<p>In-house group training (multi agency if available)</p>	<p>The employee is aware of the threshold criteria for the levels of intervention (CAF, children in need and children in need of protection).</p> <p>The employee is aware of the “Working Together to Safeguard Children” (2013) and chapter 2 of the “Framework for the Assessment of Children in Need and their Families” and the relationship to assessments regarding CAF, children in need and children in need of protection.</p> <p>In particular, the employee is aware of the dimension to be explored when assessing the needs of the child, parenting capacity and family and environmental factors.</p> <p>The employee is aware of their role in respect of identifying concerns about children; discussing concerns with the relevant person within their organisation; instigating or contributing to assessments under CAF; making referrals to other organisations for specialist services including referring to the local authority regarding children in need and children in need of protection.</p>

Group 3

Training outlines for Groups 1 and 2 to be provided during any probationary period.

The following training to be provided within twelve months of commencement of employment.

Refresher training to be provided at least every three years.

Content	Delivery method	Outcome
<p>Working together to identify, assess and meet the needs of children where there are safeguarding concerns</p>	<p>Multi-agency training delivered by, or on behalf of, the Local Safeguarding Board.</p> <p>In addition, single-agency training and professional development related to specific role.</p>	<p>The employee is aware of the historical context (e.g. messages from research; lessons from SCRs; government inquiry reports) emphasising the need for organisations to work together.</p> <p>The employee is aware of current legislation and government guidance regarding their responsibility to co-operate with the local authority and other agencies where there are safeguarding concerns.</p> <p>The employee is aware of the ways in which such concerns may arise and the various resulting ways in which they and their agency will become involved.</p> <p>The employee is aware 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:</p> <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. <p>The employee is aware of the barriers to inter-agency cooperation and strategies to overcome them.</p>

Content	Delivery method	Outcome
<p>The impact of parenting issues, such as domestic abuse, substance misuse on parenting capacity.</p>	<p>Multi-agency training delivered by, or on behalf of, the Local Safeguarding Board</p> <p>In addition, single-agency training and professional development related to specific role</p>	<p>The employee is aware of factors that impact on the vulnerability of children including individual factors such as:</p> <ul style="list-style-type: none"> • babies under 1 and no verbal; • very young children disabled children; • children who are bullied or scapegoated <p>Social factors including families:</p> <ul style="list-style-type: none"> • living in poverty; • facing racism and other forms of social isolation; • living in areas with a lot of crime, poor housing and high unemployment. <p>Parental/other adult factors such as:</p> <ul style="list-style-type: none"> • domestic violence; • mental illness; • learning disability; • misuse of drugs or alcohol. <p>The employee is aware of the dimensions of parenting capacity as described in “The Framework for the Assessment of Children in Need and their Families” (chapter 2) and the impact of the above parental factors.</p> <p>Employees working with the adult as their client are aware of their responsibility to also ensure the welfare and safety of children.</p>

Content	Delivery method	Outcome
<p>Recognising the importance of family history and functioning</p>	<p>Multi-agency training delivered by, or on behalf of, the Local Safeguarding Board</p> <p>In addition, single-agency training and professional development related to specific role</p>	<p>The employee understands the need to fully assess family history and functioning, including:</p> <ul style="list-style-type: none"> • who is living in the household and how they are related to the child; • significant changes in family/household composition; • history of childhood experienced of parents; • chronology of significant life events and their meaning to family members; • nature of family functioning, including sibling relationships, and its impact on the child. • parental strengths and difficulties, including those of an absent parent; and the relationship between separated parents. <p>The employee understands the importance of analysis of previous referrals and interventions, particularly those relating to child in need or child protection.</p>
<p>Working with children and family members, including addressing lack of co-operation and superficial compliance within the context of role</p>	<p>Multi-agency training delivered by, or on behalf of, the Local Safeguarding Board</p> <p>In addition, single-agency training and professional development related to specific role</p>	<p>The employee is aware of worker and agency factors that may impact on family cooperation.</p> <p>The employee understands the nature of resistance in some families, including:</p> <ul style="list-style-type: none"> • ambivalence; • denial; • unresponsiveness / superficial compliance; • hostility or violence. <p>The employee is able to distinguish between families that are:</p> <ul style="list-style-type: none"> • cooperative; • uncooperative; • hostile; • dangerous. <p>The employee is aware of strategies to overcome or respond to a lack of engagement of cooperation.</p>

Group 4

Training outlined for Groups 1 and 2 to be provided during any probationary period.

Training outlined for Group 3 and the following training to be provided within twelve months of commencement of employment.

Refresher training regarding the above to be provided at least every three years.

Content	Delivery method	Outcome
Section 47 enquiries, roles, responsibilities and collaborative practice	Multi-agency training delivered by, or on behalf of, the Local Safeguarding Board.	<p>The employee understands the threshold for instigating enquiries under s47.</p> <p>The employee understands the purpose of the Strategy Discussion and their own role in sharing relevant information and opinion.</p> <p>The employee understands the various elements of s47 enquiries and their own role in sharing relevant information and opinion.</p> <p>The employee is aware of appropriate action to take if they have not been consulted during, or informed of the outcome of, the Initial Assessment.</p> <p>The employee understand their responsibility to appropriately challenge what they believe may be wrong or dangerous decisions or outcomes in respect of the Initial Assessment and/or Strategy Discussion.</p>

Content	Delivery method	Outcome
Using professional judgements to make decisions as to whether a child is suffering or is likely to suffer, significant harm	Multi-agency training delivered by, or on behalf of, the Local Safeguarding Board.	<p>The employee understands the three possible outcomes of s47 enquiries and thresholds relating to these.</p> <p>The employee is aware of appropriate action to take if they have not been consulted during, or informed of the outcome of, s47 enquiries.</p> <p>The employee understands their responsibility to appropriately challenge what they believe may be wrong or dangerous decisions or outcomes in respect of s47 enquiries.</p> <p>The employee understands their responsibility to contribute to Child Protection Conferences, Core Group Meetings, Child Protection Plans, Child in Need Planning Meetings, Child in Need Plans.</p>
Working with complexity	Multi-agency training delivered by, or on behalf of, the Local Safeguarding Board.	<p>The employee understands the definition of complex (organised or multiple) abuse.</p> <p>The employee is aware of national guidance and local, multi-agency procedures outlining the responses to possible complex abuse cases.</p>

Content	Delivery method	Outcome
Conducting Section 47 enquiries	<p>Additional single agency training (Social Care only).</p> <p>Combination of specific training events, shadowing experienced workers and co-working cases, ongoing supervision, staged approach of exposure to conducting enquiries – increasing in difficulty/complexity</p>	<p>Workers undertaking s47 enquiries:</p> <ul style="list-style-type: none"> • are aware of the Strategy Discussion in agreeing the need for s47 enquiries and in planning the strategy for such enquiries; • are familiar with and able to apply the “Framework for the Assessment of Children in Need and their Families” (chapter 2); • are aware of the stages in the process of conducting s47 enquiries (including talking to all relevant children, adults and communicating with other agencies) and relevant timescales; • are aware of the need to talk to children on their own as part of any enquiries; • are aware of the need to seek specialist assessments (including medical examination) where necessary; • are able to analyse information gathered in order to identify levels of risk and identify the nature of the work required to reduce the level of risk; • are aware of the three possible outcomes to s47 enquiries; • are talking to children; • are able to take effective action to conclude enquiries and safeguard children when dealing with resistant, difficult to engage, or hostile families.
Taking emergency action	Single/joint agency training (Social Care and Police only)	<p>Workers undertaking s47 enquiries:</p> <ul style="list-style-type: none"> • are able to identify circumstances when swift action is needed to secure the immediate safety of a child; • are aware of the process for obtaining an Emergency Protection Order; • are aware of police protection powers in respect of children; • are aware of national guidance and local procedures regarding the use of Emergency Protection Orders and police emergency powers.
Communicating with children in line with interviewing vulnerable witness guidance.	Joint agency training (Social Care and Police)	No worker should conduct any interview held under the “Achieving Best Evidence” guidelines unless they have successfully completed training approved by the London Safeguarding Children Board.

Group 5

Training outlined for Groups 1 and 2 to be provided during any probationary period.

Training outlined for Group 3 and the following training to be provided within twelve months of the commencement of employment.

Training outlined for Group 4 (only if advising staff from Group 4) to be provided within twelve months of commencement of employment.

Refresher training regarding the above to be provided at least every three years.

Content	Delivery method	Outcome
Promoting effective, professional practice	<p>Multi-agency training delivered by, or on behalf of, the Local Safeguarding Board.</p> <p>In addition, single-agency training and professional development related to specific role.</p>	<p>The employee understands their role and responsibilities as professional advisor / named or designated lead professional in terms of:</p> <ul style="list-style-type: none"> • offering guidance and advice to colleagues in respect of appropriate levels of intervention when a concern about a child arises; • ensuring that appropriate action is taken whenever thresholds are crossed in respect of CAF, s17 and s47; • providing advice/support to colleagues where there are unresolved disagreements, disputes or conflict with other agencies. <p>Where appropriate to their agency role, the employee understands the part they play in:</p> <ul style="list-style-type: none"> • ensuring that their agency operates a safe recruitment process; • ensuring that their agency operates appropriate codes of conduct; • ensuring that their agency responds appropriately to allegations about the behaviour of colleagues, staff or volunteers; • ensuring that their agency responds appropriately to concerns and allegations regarding children within their families; • ensuring that appropriate policies and procedures are in place; • ensuring that staff and volunteers receive adequate training regarding the safeguarding of children and that such training is compliant with government guidance.

Content	Delivery method	Outcome
Advising others	<p>Multi-agency training delivered by, or on behalf of, the Local Safeguarding Board.</p> <p>In addition, single-agency training and professional development related to specific role.</p>	<p>The employee understands the thresholds for intervention and the duty to refer to Brent Children's Social Care.</p> <p>The employee understands government guidance and the London Child Protection procedures regarding the identification and responses to concerns about the welfare and safety of children.</p>
Supervising child protection cases	<p>Multi-agency training delivered by, or on behalf of, the Local Safeguarding Board.</p> <p>In addition, single-agency training and professional development related to specific role.</p>	<p>Where a professional advisor or designated/named lead professional has supervisory responsibilities for child protection cases, they should undertake the training outlined in Group 6.</p>

Group 6

Training outlined for Groups 1 and 2 to be provided during any probationary period.

Training outlined for Group 3 and the following training to be provided within twelve months of the commencement of employment.

Training outlined for Group 4 (only if advising staff from Group 4) and the following training to be provided within twelve months of commencement of employment.

Refresher training regarding the above to be provided at least every three years.

Content	Delivery method	Outcome
<p>Supervising child protection cases</p> <p>Managing performance to promote effective inter-agency practice.</p>	<p>Multi-agency training delivered by, or on behalf of, the Local Safeguarding Board.</p> <p>In addition, single-agency training and professional development related to specific role.</p>	<p>The employee understands their role in supervising, supporting and monitoring the actions of staff working with child protection cases, particularly regarding:</p> <ul style="list-style-type: none"> • identifying and responding to concerns; • following up referrals; • keeping comprehensive and accurate records; • working with others; • attending (and contributing to) meetings; • discharging responsibilities under child protection plans; • providing timely reports and assessments; • contributing to decisions regarding risk; • challenging decisions where there is disagreement.
<p>Specialist training to undertake key management and/or supervisory roles in, for example, intake/duty teams</p>	<p>Single-agency training and professional development related to specific role.</p>	<p>The employee is competent in managing staff engaged in conducting s47 enquiries and staff holding key-worker responsibility for children who are subject to child protection plans.</p>

Group 7

Training outlined for Groups 1 and 2 to be provided during any probationary period.

Training outlined for Group 3 and the following training to be provided within twelve months of commencement of employment.

Refresher training regarding the above to be provided at least every three years.

Content	Delivery method	Outcome
Section 11 expectations, roles and responsibilities	Multi-agency training delivered by, or on behalf of, the Local Safeguarding Board In-house and LSCB induction programme National and local leadership programmes	The individual understands their s11 roles and responsibilities. The individual promotes their agency contribution to the multi-agency safeguarding processes. The individual promotes their agency contribution to the work of the LSCB.

Group 8

Training outlined for Groups 1 and 2 to be provided during any probationary period.

Training outlined for Group 3 and the following training to be provided within twelve months of commencement of employment.

Refresher training regarding the above to be provided at least every three years.

Content	Delivery method	Outcome
<p>Expectations on members in order to promote effective co-operation that improves effectiveness</p> <p>Current policy, research and practice developments</p> <p>Lessons from Serious Case Reviews</p> <p>Specialist training to undertake specific roles, for example independent chair, business manager</p>	<p>Multi-agency training delivered by, or on behalf of, the Local Safeguarding Board</p> <p>LSCB induction programme</p> <p>LSCB development days</p>	<p>The individual understands their role and responsibilities as an active member of the LSCB.</p> <p>The individual promotes multi-agency communication and collaboration in respect of safeguarding processes.</p> <p>The individual promotes agency contribution to the work of the LSCB.</p>