



E S S E X
Safeguarding
Children
B O A R D

Essex Safeguarding Children Board Safeguarding Children Training - Levels and Learning Outcomes

The purpose of this document is to give organisations a clear understanding of the level of general safeguarding children training recommended by ESCB for their staff and volunteers, it is based on the level of contact staff have with children, young people and their families.

This document aims to

- Outline the minimum amount of safeguarding training required at each level
- Provide a list of the minimum learning outcomes expected at each level of training

At each level there will be additional learning and development opportunities that will complement the general safeguarding children training course.

The ESCB will offer additional multi-agency learning and development opportunities that will contribute to annual updates alongside your own agency learning and development opportunities

This is only guidance; it is up to each organisation to assess the level of safeguarding children training required for each role within their organisation, the job roles given are not an exhaustive list.

This document does not cover any additional training requirements that may be required by your professional body for registration purposes.

Additional guidance and materials will be available for schools in September 2015

Please note:

- When using the term adults/staff it is used to mean any adult working or supporting children, young people and their families in a paid or unpaid capacity, it also includes trustees, board members, volunteers.
- The term designated in this context refers to the lead for safeguarding within the organisation which is distinct from its use to define statutory roles or the designated professional role within health

This document was agreed by the Human Resources and Learning and Development sub-committee in January 2015, it will be reviewed in January 2017

Key documents and useful information for specific professions:

- **Keeping Children safe in Education 2014** additional useful local and national information for schools and colleges can be found [here](#)
- **Safeguarding Children-Roles and Competencies for Healthcare Staff 2014** and **Looked After Children knowledge, skills and competencies of healthcare staff intercollegiate role framework 2015**
- Essex County Council Early Years and Childcare website www.essex.gov.uk/earlyyearsandchildcare

ESCB learning and development opportunities are underpinned by the following key principles. ESCB recommends that all safeguarding children training follow these principles

- **Child Centred** - All training reflects that the welfare of the child is paramount and that it incorporates and actively promotes 'children's rights', 'children's voice' and their 'needs' and is underpinned by the [United Nation Convention on the Rights of the Child](#)
- **Safeguarding is everyone's responsibility**- Safeguarding is effective when everyone thinks it as their responsibility and each professional and organisation play their full part.
- **Partnership with Parents and Carers** -All training recognises and actively promotes the need for working in partnership and engaging with parents and carers. The training recognises the 'family' as a whole when safeguarding children and young people.
- **Equality and Diversity**- All training is informed and governed by equal opportunities and reflects the diversity and cultural needs of the individuals and organisations, within Essex, that have responsibilities for safeguarding and promoting the wellbeing of children.
- **Accessibility**- All individuals who work with children, young people and/or their carers in the statutory, voluntary and independent sectors have access to the training.
- **Interagency Collaboration**- All training promotes the need for inter-agency working, bringing together people and organisations, to effectively safeguard children from harm. Training explains clearly the process for sharing information and concerns with other professionals to safeguard children.
- **Evidence Based**- All training will be 'evidence based' containing the latest research, reflective practice and the 'lessons learned' both on a local and a national level.
- **Evaluation and Review**- All training is informed by and responsive to identified local needs and will be subject to regular, rigorous review and evaluation.

Induction

Target audience: Staff in infrequent contact with children, young people and/or parents/carers who may become aware of possible abuse or neglect.

Training Level	Suggested Duration and frequency of updates	Examples of job roles requiring level of training	How this training is delivered
<p>Induction</p> <p>Staff in infrequent contact with children, young people and/or parents/carers who may become aware of possible abuse or neglect.</p> <p>(For health colleagues please note this is equivalent to Intercollegiate Level 1)</p>	<p>30 minutes, included within induction</p> <p>Should be within 6 weeks of joining organisation</p> <p>If you do not receive any training above this level; updates should be at least every 3 years, however ESCB would recommend annual updates</p>	<p>All staff should receive basic safeguarding awareness sessions as part of their induction</p> <p>Link to the ESCB Induction standards</p>	<p>Integral part of agency induction.</p> <p>Could be delivered through e-learning or face to face</p> <p>All staff should be made aware of additional training opportunities related to safeguarding even if it is not required by their job role</p> <p>It is the responsibility of the safeguarding lead for the organisation to ensure this training is accessed</p>

Learning Outcomes for Induction

1. To be able to recognise potential indicators of child abuse and neglect
2. Awareness of the current SET (Southend, Essex and Thurrock) Child Protection and Safeguarding Procedures
3. Know the boundaries of personal competence and responsibility, when to involve others and where to seek advice and support
4. Awareness of the [Effective Support for Children and Families in Essex](#) and its use in assessing need.
5. Understand what is meant by a child focused approach or to be able to understand the importance of Children's Rights in the Safeguarding/Child Protection context
6. Awareness of the Essex Safeguarding Children Board (ESCB) and its remit
7. Know what action to take if you have safeguarding concerns and know who the safeguarding lead/designated person is within your organisation
8. What is safeguarding
9. Safeguarding policy and procedure within the organisation
10. Who to report a concern about a child or young person to within the organisation/who is the designated safeguarding lead
11. Understanding how to work with other agencies to support families
12. Consideration should also be given to raising awareness about domestic abuse, child sexual exploitation, radicalisation, female genital mutilation and honour based abuse.
13. Risk associated with social media and internet use, both personal conduct and interaction with service users

ESCB Level 1

Those staff who have some degree of contact with children, young people and their families

It is expected that this level builds on the knowledge gained in the previous level

Training Level	Suggested Duration and frequency of updates	Examples of job roles requiring level of training	How this training is delivered
<p>ESCB Level 1</p> <p>Those staff who have some degree of contact with children, young people and their families</p> <p>(For health colleagues please note this is equivalent to Intercollegiate Level 2)</p>	<p>Approx. 2-3 hours</p> <p>Refresher training at least every 3 years however ESCB would recommend annual updates</p>	<p>All roles that have some degree of contact with young people to include; reception/front of house staff, Board members, committee members, lay members, maintenance staff, all non-clinical and clinical staff (see Intercollegiate doc for guidance)</p>	<p>Single-agency training</p> <p>Could be delivered by workshops or e-learning or combination.</p> <p>ESCB offer this training as an e learning package through the Working Together website</p>

Learning Outcomes for Level 1

Those staff who have some degree of contact with children, young people and their families

ALL LEARNING OUTCOMES FROM INDUCTION PLUS:

1. To have a basic knowledge of the relevant legislation including Children Acts 1989, 2004 and the Sexual Offences Act 2003
2. Be able to recognise the Signs and symptoms of abuse and neglect
3. Be able to use the [Effective Support for Children and Families in Essex](#) to respond to safeguarding issues
4. Provide appropriate, succinct information appropriately to enable practitioners to deliver support to the child and family.
5. Understand own role and responsibilities and those of others in safeguarding and promoting the welfare of children
6. Understand how to challenge other professionals and how to escalate concerns appropriately
7. Have a good working knowledge of information sharing guidance (link to e- learning package and govt. guidance)
8. To be able to document safeguarding/child protection concerns in a clear and concise way that can be shared with other staff members or agencies appropriately
9. Be aware of local assessment frameworks (Link to the shared family assessment)
10. Awareness of the increased vulnerability of disabled children and other vulnerable groups
11. To have a basic awareness of honour based abuse, radicalisation, female genital mutilation, impact of domestic abuse on children, child sexual exploitation and online safety

ESCB Level 2

For staff who work with children, young people, parents/carers who may potentially contribute to assessment, planning, intervention and evaluating the needs of the child/ young person, parenting capacity where there are safeguarding/ child protection concerns

It is expected that there is a refresh and building on the competencies from level 1 training

Training Level	Suggested Duration and frequency of updates	Examples of job roles requiring level of training	How this training is delivered
<p>ESCB Level 2</p> <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>(For health colleagues please note this is equivalent to Intercollegiate Level 3)</p>	<p>Approx. 6 hours in total (i.e. a full day)</p> <p>Safeguarding training should be accessed at least every 3 years</p> <p>Alongside the safeguarding children training, there is an expectation that other appropriate learning and development opportunities are accessed.</p> <p>Where possible this Some of these learning and development opportunities should be multi-agency</p>	<p>Youth workers, youth offending service staff, Early years and childcare practitioners,</p> <p>Residential staff,</p> <p>Health including midwives, school nurses, health visitors, sexual health staff, paediatricians and GPs, teachers and relevant non-teaching roles, housing officers, environmental health officers.</p> <p>probation services staff</p> <p>sports club welfare officers and sports development officers,</p> <p>those working with adults in, for example, learning disability, mental health, alcohol and drug misuse services,</p> <p>those working in community play schemes, youth officers</p>	<p>Multi agency training provided through the ESCB approved provider Catch 22</p> <p>In addition single-agency training and professional development related to specific role.</p>

Learning Outcomes for Level 2

1. Recognise, respond to and how to share safeguarding concerns
2. Understand the safeguarding roles of parents and carers and recognise factors that may impact on parenting capacity.
3. Understand the diversity of different cultural and religious beliefs when working together to safeguard and promote the welfare of children.
4. Understanding and recognising the barriers for non-engagement and or non-compliance by children, young people and/or their families
5. To understand how to appropriately contribute to inter-agency assessment by gathering and sharing information appropriately
6. Understand how to challenge other professionals and how to escalate concerns appropriately
7. Understand boundaries of personal competence and responsibility; know when to involve others and where to get advice and support.
8. 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.
9. To have a working knowledge of the current SET Procedures and Working Together 2015
10. To have a clear understanding of how families can access support across all levels of need
11. To understand how to communicate effectively with children and young people
12. Know how and when to consult with a safeguarding lead or designated safeguarding officer
13. Being an effective advocate for children and families ensuring that the child's wishes and feelings are taken into account at all times
14. Be able to evidence their assessment of need using the [Effective Support for Children and Families in Essex](#)
15. To be able to document concerns in a manner that is appropriate for safeguarding/child protection and legal processes

16. To have a basic knowledge of honour based abuse, radicalisation, female genital mutilation, impact of domestic abuse on children, child sexual exploitation and online safety

ESCB Level 3

Members of the workforce with the lead for safeguarding within their organisation and who may contribute to child protection enquiries and processes

It is expected that there is a refresh and building on the competencies from level 2 training

Training Level	Suggested Duration and frequency of updates	Examples of job roles requiring level of training	How this training is delivered
<p>ESCB level 3</p> <p>Members of the workforce with the lead for safeguarding within their organisation and who may contribute to child protection enquiries and processes including those for looked after children and other vulnerable children or young people</p> <p>(For health colleagues please note this is equivalent to Intercollegiate Level 4)</p>	<p>Minimum of 6 hours</p> <p>Designated leads in education (schools and colleges) should undertake this training every 2 years (Reference Keeping Children Safe in Education 2014)</p> <p>All other safeguarding/designated lead in agencies and organisations should undertake this training every 3 years</p> <p>Alongside the safeguarding children training, there is an expectation that other appropriate learning and development opportunities are accessed.</p>	<p>Examples:</p> <p>Designated/Safeguarding lead within a school, college, early years and childcare settings, organisation or agency</p> <p>Please note that the reference to designated safeguarding lead does not apply to health in this context</p>	<p>ESCB provide full day designated person training and a half day refresher for those who have previously attended the full day</p> <p>In addition single-agency training and professional development related to specific role</p> <p>This training should focus on using scenario based activities</p>

Learning outcomes for ESCB Level 3

1. To be able to contribute and in some cases lead on the development and refreshing of internal safeguarding policy, procedure and protocols etc. and where appropriate make sure parents/carers are aware of these
2. To have a good understanding and working knowledge of the child protection processes
3. Be able to work with other practitioners, children and families on complex tasks or particular areas of practice that have specific knowledge or skill requirement. For example, joint enquiries under section 47 of the Children Act 1989.
4. Clear understanding of SET Professional Disagreement procedures and interpretation of Effective Support for Children and Families in Essex to enable, challenging decisions, understanding how to handle professional disagreements and escalate appropriately
5. Have the skills to work with others to address issues of aggression, non-compliance or disguised compliance that may impinge on practitioners' ability to safeguard and promote the welfare of a child in complex cases.
6. Have an understanding of factors at an inter-personal, intra-personal and systemic level which influence the possibility of change.
7. To support colleagues and assist them in decision making in relation to safeguarding concerns
8. Understand and be able to make an effective contribution through report writing and verbal communication to multi-disciplinary case planning and review meetings.
9. Be able to assess the relevance and status of information and to pass it on when appropriate.
10. Should have a working knowledge of content for safeguarding children training at levels 1 and 2
11. Assessing the level of need and responding appropriately, referring when necessary to the appropriate agency
12. Understand the referral process and pathways at all levels of need
13. To have a working knowledge of the support and pathways available in Essex in relation to specific issues eg honour based abuse, female genital mutilation, Child Sexual Exploitation

Please note: Depending on the target group for the training and specialism individual training packages do not have to meet all learning outcomes