



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 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
- Provide a list of the minimum learning outcomes expected at each level of training
- Cover training from induction to safeguarding lead/level 3, anything above this would be related to your professional requirements or topic specific

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 examples and not an exhaustive list.

ESCB can only recommend that organisations access training provided by ESCB, it is an organisational decision as to what training your staff access.

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

**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 and 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
- Depending on the target audience for the training and specialism individual training packages do not have to meet all learning outcomes

**Key documents and useful information for specific professions:**

- **Keeping Children safe in Education 2019** statutory guidance for schools and colleges
- **Safeguarding Children-Roles and Competencies for Healthcare Staff 2019**
- Essex County Council Early Years and Childcare website [www.essex.gov.uk/earlyyearsandchildcare](http://www.essex.gov.uk/earlyyearsandchildcare)
- **Working Together to Safeguard Children 2018**
- **ESCB and ESAB Monitoring and Evaluation Toolkit**

**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 uses a 'think family' approach.
- **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	Suggested Duration and frequency of updates	Examples of job roles requiring level of training	How this training is delivered
<p><b>Induction</b></p> <p>All staff in all organisations regardless of the frequency of contact with children and families.</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, then ESCB would recommend that all staff receive an annual refresh</p>	<p>All staff, volunteers, board members and trustees</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. Understand what is meant by safeguarding children
2. Have an awareness of what to look out for in relation to safeguarding children
3. Know how to record and report a concern for a child within your organisation
4. Have read and understood the safeguarding children policy for your organisation
5. Know what to do if you have a concern about an adult who works or volunteers with children and how to report it
6. Consideration should also be given to raising awareness about domestic abuse, child exploitation, radicalisation, female genital mutilation and honour-based abuse.
7. Know the boundaries of personal competence and responsibility, when to involve others and where to seek advice and support
8. Understand your organisation's policy in relation to internet use and social media, both personal conduct and interaction with service users

## ESCB Level 1

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

<b>Target audience</b>	<b>Suggested Duration and frequency of updates</b>	<b>Examples of job roles requiring level of training</b>	<b>How this training is delivered</b>
For all staff who have some contact with children, young people and their families	<p>Approx. 1-3 hours</p> <p>Refresher training at least every 3 years however ESCB would recommend annual updates</p> <p>The annual updates may be delivered through team meetings or development days</p>	<p>Roles may include;</p> <p>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>

**Learning Outcomes for Level 1**  
**Those staff who have some contact with children, young people and their families**

**ALL LEARNING OUTCOMES FROM INDUCTION PLUS:**

1. To be aware of the national legislation that relates to safeguarding children- Children Act 1989 and 2004, Children and Social Work Act 2017 and the Sexual Offences Act 2003
2. Be able to recognise the signs and symptoms of abuse and neglect
3. To be aware of local guidance-[Southend, Essex and Thurrock Child Protection Procedures](#) and the [Essex Effective Support for Children and Families](#)
4. To know what to do if you have concerns about a child both within your organisation and through [www.essexeffectivesupport.org.uk](http://www.essexeffectivesupport.org.uk)
5. Understand own role and responsibilities and those of others in safeguarding and promoting the welfare of children
6. Understand the principles of information sharing ([Information Sharing Advice for Safeguarding Practitioners](#), 2018, HM Gov)
7. 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
8. Awareness of the increased vulnerability of disabled children and other vulnerable groups
9. To have a basic awareness of honour-based abuse, radicalisation, female genital mutilation, impact of domestic abuse on children, child exploitation and online safety

## ESCB Level 2

Target audience	Suggested Duration and frequency of updates	Examples of job roles requiring level of training	How this training is delivered
<p>Staff and volunteers whose main role is to work with children, young people and their families.</p> <p>Their role may include contributing to assessing, planning, intervening and reviewing the needs of a child and parenting capacity where there are safeguarding concerns.</p> <p>The role may also include participating or co-ordinating team around the family meetings.</p> <p>It would be expected that people undertaking this training may support children and families at level 1, 2 and 3 of the windscreen of need and at level 4 alongside specialist services</p>	<p>Approx. 6 hours in total (i.e. a full day) This may be split into modules</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 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, family workers, 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 <b>ESCB approved provider Reconstruct</b>.</p> <p>Reconstruct can also provide bespoke in house training</p> <p>Organisations can choose to provide this training in house or through an alternative provider</p> <p>ESCB recommend that the training meets the learning outcomes for this level and that the training provider is aware of how safeguarding works in Essex</p> <p>In addition single-agency training and professional development related to specific role.</p> <p>ESCB would recommend that this level of training is delivered through face to face training.</p>

## Learning Outcomes for Level 2

1. Identify and respond to safeguarding concerns using the [Essex Effective Support for Children and Families in Essex](#)
2. Be able to support families to find support at level 2 and 3 through the [Essex County Council directory of services](#)
3. Know how and when to consult with a safeguarding lead or designated safeguarding officer and understand how to escalate concerns appropriately
4. Understand how to raise a concern for a child using the [Effective Support Portal](#), how to [request information from Children's Social Care](#)
5. Attend and co-ordinate team around the family meetings, contribute to Child in Need and Child Protection processes
6. Recognise factors that may impact on parenting capacity.
7. Be curious about family systems and beliefs and how this may impact on parenting
8. Understanding and recognising the barriers for non-engagement and or non-compliance by children and/or their families
9. Understand how to appropriately contribute to inter-agency assessment by gathering and sharing information appropriately
10. Understand boundaries of personal competence and responsibility; know when to involve others and where to get advice and support.
11. Be able to communicate effectively and develop working relationships with other professionals, children and families
12. To have a working knowledge of the current SET Child Protection Procedures and Working Together 2018
13. To understand how to communicate effectively with children and young people
14. Being an effective advocate for children and families ensuring that the child's wishes and feelings are taken into account
15. Record safeguarding concerns in a manner that is appropriate for safeguarding/child protection and legal processes
16. To have a knowledge of honour-based abuse, radicalisation, female genital mutilation, impact of domestic abuse on children, child exploitation and online safety

## ESCB Level 3

Target audience	Suggested Duration and frequency of updates	Examples of job roles requiring level of training	How this training is delivered
<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>Minimum of 6 hours</p> <p>Designated leads in education (schools and colleges) should undertake this training every 2 years (Keeping Children Safe in Education 2018)</p> <p>All other safeguarding/designated lead in organisations should undertake this training every 3 years</p> <p>It is expected that safeguarding leads will access other topic based safeguarding training.</p> <p>Keep up to date through briefings, reading articles or other learning and development opportunities and share learning with their teams</p>	<p><b>Examples:</b></p> <p>Designated/Safeguarding lead within a school, college, early years and childcare settings, or organisation</p> <p>Person responsible for making decisions on action to be taken in relation to safeguarding children</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 multi-agency designated person training.</p> <p>For those in education or early years and childcare settings you must access safeguarding lead training through <b>Juniper Education</b> not ESCB</p> <p>In addition single-agency training and professional development related to specific role</p> <p>Safeguarding leads should also be accessing topic specific courses to enhance their safeguarding knowledge</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