



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.

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 2025](#) statutory guidance for schools and colleges
- [Safeguarding Children-Roles and Competencies for Healthcare Staff 2019](#)
- [Working Together to Safeguard Children 2026](#)
- Additional information for Early Years settings can be found in the link [Early Years training levels](#)

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

1. **Child Centered** - 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](#)
2. **Safeguarding is everyone's responsibility**- Safeguarding is effective when everyone thinks it as their responsibility and each professional and organisation play their full part.
3. **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 'whole family' approach.
4. **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.
5. **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.
6. **Interagency Collaboration**- All training promotes the need for inter-agency working, bringing together people and organisations, to effectively safeguard children from harm. Training clearly explains the process for sharing information and concerns with other professionals to safeguard children.
7. **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.
8. **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 wider induction</p> <p>Should be within 6 weeks of joining organisation</p> <p>ESCB recommend that all staff/volunteers/board members/trustees etc receive annual updates</p>	<p>All staff, volunteers, board members and trustees</p>	<p>Single-agency training Could be delivered through e-learning or face to face</p> <p>All staff should be made aware of additional learning and development opportunities related to safeguarding even if it is not required by their job role. It is the responsibility of the organisation to ensure this training is accessed.</p>

### Learning Outcomes for Induction

- Understand what is meant by safeguarding children
- Have an awareness of what to look out for in relation to safeguarding children
- Know how to record and report a concern for a child within your organisation
- Have read and understood the safeguarding children policy for your organisation
- Know what to do if you have a concern about an adult who works or volunteers with children and how to report it
- Consideration should also be given to raising awareness about domestic abuse, child exploitation, radicalisation, female genital mutilation, and honour-based abuse.
- Know the boundaries of personal competence and responsibility, when to involve others and where to seek advice and support.
- 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

Target audience	Suggested Duration and frequency of updates	Examples of job roles requiring level of training	How this training is delivered
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> <p>ESCB offer a <b>free e learning package</b> for anyone working or volunteering in Essex</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 and guidance in relation to safeguarding children
2. To be aware of local guidance-[Southend, Essex and Thurrock Child Protection Procedures](#) and the [Essex Effective Support for Children and Families](#)
3. Be able to recognise the signs and symptoms of abuse and neglect
4. To know what to do if you have concerns about a child
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>Anyone whose role involves regular contact with children and families.</p> <p>The role may also include participating or co-ordinating team around the family meetings.</p>	<p>Approx. 6 hours in total (i.e., a full day) This may be split into modules</p> <p>Safeguarding training should be refreshed at least every 3 years although ESCB would expect that anyone working with children and families would regularly access safeguarding updates.</p> <p>Safeguarding updates could include accessing learning opportunities on specific topics or areas of safeguarding practice.</p> <p>Where possible some of these learning and development opportunities should be multi-agency</p>	<p>This list is not exhaustive.</p> <p>Youth workers, youth offending staff, early years and childcare practitioners, 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, those working with adults in, for example, learning disability, mental health, alcohol, and drug misuse services, those working in community play schemes, youth officers</p>	<p>Multi agency training provided through the <a href="#">ESCB approved provider Anster Learning (previously Reconstruct)</a>.</p> <p>Anster Learning can also provide bespoke in-house training.</p> <p>To book a place on the Level 2 training specifically for Early Years and Childcare practitioners please follow this link: <a href="#">Education Essex online</a></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>

			In addition, single-agency training and professional development related to specific role.
--	--	--	--

### Learning Outcomes for Level 2

1. Be able to recognise and respond to a range of safeguarding concerns (including Prevent)
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. Understand how to respond when a child alleges or discloses abuse.
5. Understand and recognise the challenges experienced by some children and/or their families, and the impact this can have on engagement.
6. To understand how to appropriately contribute to inter-agency assessment by gathering and sharing information appropriately.
7. Understand how to appropriately challenge other professionals and how to escalate concerns.
8. Understand boundaries of personal competence and responsibility; know when to involve others and where to get advice and support.
9. 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.
10. To have a working knowledge of the current SET Procedures and Working Together 2026.
11. Understand the importance of the 'voice of the child,' and know how to advocate for them

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 always considered.
14. Understand the Essex Effective Support for Children and Families process, to ensure children and families receive the right help at the right time.
15. Understand the Essex Early Help process and be able to contribute to and/or co-ordinate a team around the family (TAF) meeting.
16. To be able to document concerns in a manner that is appropriate for safeguarding/child protection and legal processes

## 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.</p> <p>Safeguarding leads are responsible for supporting staff and volunteers within their organisation on safeguarding matters.</p> <p>It would be expected that safeguarding leads would participate and/or co-ordinate early help and team around the family meetings.</p> <p>It is expected that safeguarding leads would be part of the multi-agency child protection process.</p>	<p>Minimum of 6 hours</p> <p>Designated leads in education (schools, colleges and early years) settings should undertake this training every 2 years</p> <p>All other safeguarding/designated lead in organisations should undertake this training every 3 years however it is expected that you would access briefings, reading articles or other learning and development opportunities to keep your knowledge up to date.</p> <p>You will also have a level of responsibility in ensuring you share learning with your team/colleagues.</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 offer a <a href="#">multi-agency designated person training course</a>.</p> <p>For those in education or early years and childcare settings, <a href="#">Education Essex online</a></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. Have an advanced understanding of safeguarding to be able to contribute and in some cases lead on the development and refreshing of internal safeguarding policy, procedures, and protocol.
2. To have a good understanding and working knowledge of safeguarding and child protection processes at all levels of need this includes Early Help, Team Around the Family, Child in Need, Child Protection and the Southend, Essex, and Thurrock (SET) Safeguarding and Child Protection Procedures.
3. Be able to work collaboratively with other practitioners, children, and families across the levels of need. For example, Team around the Family, Early Help, Child in Need and Child Protection.
4. Good understanding of the Effective Support for Children and Families in Essex guidance to support decision making in relation to levels of need for children and families.
5. Good understanding of the resources and pathways available at the different levels of need including the Directory of Services.
6. Understand how to resolve professional disagreements and escalate appropriately, in accordance with the SET procedures.
7. Have a sound understanding of the additional vulnerabilities of some children and the importance of the 'voice of the child' in all safeguarding work
8. Have a good understanding of the impact of trauma on children.
9. Be able to oversee and maintain a quality recording system for child protection concerns.
10. 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.
11. To support colleagues and assist them in decision making in relation to safeguarding concerns.
12. Understand and be able to make an effective contribution through report writing and verbal communication to multi-agency case planning and review meetings.
13. Have a sound understanding of the importance of data protection and information sharing, both within the setting and with other safeguarding partners

14. To have a working knowledge of the support and pathways available in Essex in relation to specific issues e.g. Honour Based Abuse, Female Genital Mutilation, Child Exploitation, Domestic Abuse and radicalisation.
15. Have a sound understanding of the risks to children online and be able to lead on the approach to online safety, including filtering and monitoring arrangements.
16. Understand the role of the Local Authority Designated officer.
17. Understand how to keep updated on current safeguarding matters, including how to access learning from local and national Child Safeguarding Practice Reviews and ESCB developments.