

Rotherham Local Safeguarding Children Board



Learning and Development Prospectus

2018-19

Rotherham Local Safeguarding Children's Board (LSCB)
Multi-Agency Training Programme 2017-2018

Introduction

As part of its Learning and Improvement Strategy, the Rotherham LSCB provides multi-agency safeguarding training workshops, e-learning, briefing / bite size sessions and conferences. The LSCB multi-agency safeguarding training is offered to staff and volunteers from all partner agencies who come into contact with children, young people and / or their families within Rotherham in the course of their work.

Which training is right for me?

Professionals and practitioners who work with children and young people need to ensure that they access the appropriate safeguarding training. In order to make this easier, we have developed a **Competency Framework** which identifies **five** different levels of roles and responsibilities and which training courses would be most appropriate for each level. This is developed from 'Safeguarding children and young people: roles and competencies for health care staff INTERCOLLEGIATE DOCUMENT' Third edition: March 2014.

All applications for training should be discussed in conjunction with your line manager and / or your safeguarding lead in order to ensure that you are attending the right training for you. The full Competency Framework can be found at **Annex / Appendix A**, but a short guide is set out on Page 2 below:

Important course information

Application process:

When you have selected the workshop(s) that you would like to attend, please e-mail RLSCBTraining@rotherham.gov.uk so that your enquiry can be processed by the training administrator.

Cancelling:

Access to all of the learning and development, including the e-learning modules, is free at the point of entry so we ask that you avoid cancellation if at all possible. It is your responsibility to cancel a place on a course, preferably 48 hours before, as this gives us the opportunity to offer a place to someone who may be on a waiting list. If you cannot attend and would like a colleague to attend in your place, please advise us of their details prior to the course. In the event of sickness on the day, please ask a colleague or line manager to inform us that you will not be attending.

To cancel a place, please email RLSCBtraining@rotherham.gov.uk or telephone 01709 254924.

Attending a workshop:

Please make sure that you arrive in time to start the course promptly, at the stated start time. The majority of workshops take place at Rockingham Professional Development Centre and start at 9.30 am; however, sometimes a trainer may wish to start at a different time and occasionally other venues are used. Please check your confirmation e-mail.

Due to budget constraints, lunch **is not** provided so please make your own arrangements for this, but be advised that there are no microwave or fridge facilities at our venues. Tea and coffee is provided at morning, lunch and afternoon breaks.

Copies of power-point presentations used on Rotherham LSCB workshops will **not** be made available on the day – following their attendance at a workshop, participants will receive an e-mail containing all of the relevant or referenced information, plus the presentations used on the day.

Should you have any additional requirements that would assist your learning and participation on a workshop, please inform us of this on application. We will make every effort to meet these needs, and if this is not possible we will contact you to discuss why.

All participants on Rotherham LSCB workshops will receive a Certificate of Attendance; however, the trainer reserves the right not to give certificates to people who do not attend for a full day, or are deemed not to have fully participated in the session.

Evaluation and Measuring the Impact of training

The Rotherham LSCB remains committed to quality assuring all our workshops, and in order to do this we ask all participants to complete the evaluation form issued at the end of every workshop. Ten weeks after the workshop, the participants will receive a link to a further evaluation on Survey Monkey; this evaluation includes questions about the impact that attending the workshop has had upon the attendee's practice.

We ask that all participants take part in the follow up survey, as this information can help us when reviewing which workshops are working well, which need to be changed, and what should be added to our training programme in the future.

Free E-Learning Courses

E-Learning Course Title
Awareness of Child Abuse and Neglect (Core and Foundation)
An Introduction to FGM, Forced Marriage, Spirit Possession and Honour-based Violence
e-Safety Guidance for Practitioners working with Children
Keep Them Safe – Protecting Children from Child Sexual Exploitation
Safeguarding Children from Abuse by Sexual Exploitation
Safeguarding Children in Education
Self-Harm and Suicidal Thoughts in Children and Young People
An Awareness of Domestic Violence, Including the Impact on Children and Young People

The registration page for e-learning can be accessed via the following link:

http://www.rscb.org.uk/info/2/professionals_and_volunteers/3/register_for_e-learning

Multi-Agency workshops during 2018-19

Unless otherwise stated, all of these training courses will be held at Rockingham Professional Development Centre.

Workshop Title:	Attachment in Childhood
Aims of the workshop	Participants will develop the knowledge and skills to be able to work together to identify, assess and meet the needs of children where there are safeguarding concerns.
Learning Outcomes	<ul style="list-style-type: none"> • Develop an understanding of the impact of attachment and trauma on a child or young person's development, experience and behaviour. • Use an understanding of attachment in order to respond to difficult or unwanted behaviour. • Have an overview of attachment and attachment theory including the neurological and physiological aspects of development. • Have a greater understanding of the needs of Looked After and Adopted Children.
Competency Framework Level	Level 3 and above
Duration of workshop	1 x full day, 9.15am – 4.30pm
Trainers	Members of the RMBC Looked After and Adopted Children Team
Dates	17/05/2018 22/06/2018 17/09/2018 16/10/2018 17/01/2019 15/03/2019

Workshop Title:	Safeguarding Young People at Risk of Child Sexual Exploitation – A Multi-Agency Approach to Supporting Young People at Risk
Aims of the workshop	This workshop will increase practitioners' knowledge and confidence in identifying child sexual exploitation and take appropriate action to protect.
Learning outcomes	<ul style="list-style-type: none"> • Understand the definition of CSE. • Recognise the signs and indicators of CSE. including the grooming process, trafficking and children and young people who go missing from home, care or education. • Identify the potential barriers to engaging with young people affected by CSE. • Understand the referral process and intelligence requirements. • Gain an awareness of the work being carried out in Rotherham to tackle CSE.
Competency Framework Level	Level 3 and above
Duration of workshop	1 x full day, 9.30am – 4.30pm
Trainer	Rotherham LSCB Learning & Development Coordinator
Dates	15/05/2018 02/07/2018 24/09/2018 21/11/2018 10/01/2019 20/03/2019

Workshop Title	Digital Safeguarding
Aims of the workshop	To provide an update on current issues around e-safety and digital safeguarding
Learning Outcomes	<p>The sessions cover the following key areas:</p> <ul style="list-style-type: none"> • Knowledge – how are children and young people using social media? • Threats – what are the threats from predators grooming young people on the internet? • Protection – how can we protect children and young people using the internet? • Resilience – what procedures can we put in place to support children and young people?
Competency Framework Level	Level 2 and above
Duration of workshop	Half day session
Trainer	<p>Tim Pinto Independent e-safety Consultant</p>
Dates	<p>18/06/2018 03/10/2018 27/11/2018 18/01/2019</p>

Workshop Title	Neglect – Graded Care Profile 2
Aims of the workshop	An interactive introduction to improving practice where children and young people are experiencing physical and emotional neglect.
Learning outcomes	<p>The Graded Care Profile 2 is a practical tool which supports practitioners in measuring the quality of care delivered to a child or young person over a short window of time and is designed to give an overview of the current level of care.</p> <p>This workshop will enable participants to:</p> <ul style="list-style-type: none"> • Consolidate their knowledge of neglect. • Understand the Graded Care Profile 2 tool and materials. • Become a licenced GCP2 user.
Competency Framework Level	Level 3 and above
Duration of workshop	1 x full day, 9.30am – 4.30pm
Trainers	Delivered by members of the Accredited Graded Care Profile 2 multi-agency training pool
Dates	21/05/2018 22/06/2018 05/07/2018 15/08/2018 12/09/2018 23/10/2018 19/11/2018 07/12/2018

Workshop title	Prevent (WRAP)
Aims of the workshop	<p>The Workshop to Raise Awareness of Prevent (WRAP) is a Home Office designed package to provide individuals with an awareness of Prevent. Prevent is part of the UK's Counter Terrorism Strategy, preventing people from becoming involved in terrorism or supporting terrorism.</p>
Learning outcomes	<p>This workshop will provide participants with an understanding of the aims of the Prevent agenda and to:</p> <ul style="list-style-type: none"> • Think about who may be vulnerable to terrorism. • See why some people are able to influence and manipulate others to commit crimes. • Recognise when a vulnerable individual may be in need of help. • Be clear on what help and support looks like in this area and identify appropriate referral procedures.
Competency Framework Level	Level 2 and above
Duration of workshop	Half day session, 9.30am – 12 noon
Trainer	Rotherham LSCB Learning & Development Coordinator
Dates	<p>13/03/2018 17/05/2018 11/10/2018 05/02/2019</p>

Workshop title	Toxic Trio
Aims of the workshop	To address the links between parental mental health problems, substance and alcohol misuse, domestic abuse, safeguarding children and child and adolescent mental health problems.
Learning outcomes	<p>By the end of the workshop participants will:</p> <ul style="list-style-type: none"> • Be able to identify the elements of the Toxic Trio and the relevance of each to safeguarding children. • Be aware of what to do when they encounter Toxic Trio elements in families with children. • Understand the links between safeguarding issues and child and adolescent mental health. • Be aware of the services provided by, and thresholds for referral to, Child and Adolescent Mental Health Services.
Competency Framework Level	Level 3 and above
Duration of workshop	1 x full day, 9.30am – 4.30pm
Trainers	Malcolm Ewing, Named Professional Safeguarding Children, Nursing & Quality, RDaSH
Dates	05/06/2018 05/09/2018 11/12/2018 22/03/2019

Workshop Title	Recognising and responding to children and young people who display sexually concerning or harmful behaviour
Aims of the workshop	Participants will explore how their existing knowledge and skills in working with children and young people can be used in this area of work. This is an interactive workshop using games, group discussions and creative expression; there will be opportunity for discussion and reflection.
Learning outcomes	<p>Participants will:</p> <ul style="list-style-type: none"> • Have an understanding around the theoretical, research, policy and practice base of this field of work. • Have identified and know how to develop their strengths in the understanding of children's sexual development. • Have an understanding of children's sexual development and the differences between appropriate sexual play and inappropriate sexual behaviour. • Have an understanding of how The Junction has developed 'Safe Care' work to create an environment where sexually concerning or harmful behaviour is recognised and responded to appropriately.
Competency Framework level	Level 3 and above
Duration of workshop	1 x full day, 9.30am – 4.30pm
Trainer	Barnardo's The Junction (<i>professionals from a range of backgrounds with experience in working with harmful or concerning sexual behaviour</i>)
Dates	TBC

Please note that this course is not suitable for foster carers.

Workshop title	Working Together to Safeguard Children and Young People (Group 3 Core Workshop)
Aims of the workshop	<p>To develop knowledge, skills and the ability to work together on the processes for safeguarding and promoting the welfare of children including those who are suffering, or at risk of suffering, significant harm.</p> <p>To provide an opportunity for colleagues from different agencies to learn together and explore professional dilemmas.</p>
Learning outcomes	<p>By the end of the workshop participants will:</p> <ul style="list-style-type: none"> ▪ Have an improved knowledge of the legislation, structures and national/local procedures in child protection. ▪ Have an understanding of the Serious Case Review process and lessons learned both locally and nationally. ▪ Have an understanding of what further contribution a professional may be asked or expected to make to the processes of assessment, planning, working with children and reviewing that work, including sharing of information. ▪ Have an understanding of multi-agency working in Rotherham.
Competency Framework level	Level 3 and above
Duration of workshop	1 x full day, 9.30am – 4.30pm
Trainer	Rotherham LSCB Learning & Development Coordinator

Dates	17/04/2018 22/05/2018 21/06/2018 18/07/2018 18/09/2018 16/10/2018 12/11/2018 04/12/2018 16/01/2019 13/02/2019 05/03/2019
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Workshop title	Working with Resistant Families
Aims of the workshop	<p>Participants will develop the knowledge and skills to be able to work together to identify, assess and meet the needs of children where there are safeguarding concerns. Participants will also be able to explore the impact of fear and stress on infant resilience and survival, drawing on attachment theory and the neurological development of infants.</p>
Learning outcomes	<p>Using a unique and powerful visual presentation, this training will provide participants with the opportunity to:</p> <ul style="list-style-type: none"> • Recognise their own experience of working with resistant families. • Reflect on the characteristics and behaviours of families and professionals who are engaged in a 'resistant' relationship. • Explore strategies for maintaining a child centred approach to practice, whilst addressing resistance from families. • Reinforce the role of reflective supervision for frontline practitioners. • Draw on the lessons learnt from Serious Case Reviews. • Acknowledge the personal impact child protection practice has on professionals, exploring sources of support to build resilience.
Competency Framework Level	Level 3 and above
Duration of workshop	1 x full day, 9.30am – 4.30pm
Trainer	<p>Sue Woolmore Independent Trainer/Consultant</p>
Dates	<p>16/05/2018 13/09/2018 27/11/2018 06/02/2019</p>

Workshop title	The Child Death Review Process
Aims of the workshop	The aim of the Child Death Review Process training course is to provide an overview of the CDOP process, how to complete CDOP reports, and how the information provided contributes towards the process.
Learning outcomes	<p>Participants will gain an understanding of:</p> <p>The Child Death Review Process.</p> <p>The role of the Child Death Overview Panel.</p> <p>Their contribution to the Child Death Review Process.</p> <p>How to complete the necessary forms.</p>
Competency Framework level	Level 3 and above
Duration of workshop	2 hours
Trainers	<p>Stacey Attenborrow, CDOP Administrator, RLSCB</p> <p>Denise Phillip, Safeguarding Nurse, The Rotherham NHS Foundation Trust</p>
Dates	<p>Tuesday 20th November 2018</p> <p>2.00pm to 4.00pm</p> <p>Meeting Room 1, Riverside House, Main Street, Rotherham</p>

Safeguarding Briefings and Bite-Size sessions

Briefings on the following topics will be delivered during 2018-19:

- Early Help Assessment and Planning
- Private Fostering
- Thresholds – Continuum of Need Guidance
- Safe Sleeping
- Signs of Safety
- Female Genital Mutilation
- Serious Case Reviews
- Allegations management and the role of the LADO

These will be advertised via LSCB Newsletters and flyers

Rotherham multi-agency workforce

Safeguarding Children Competency Framework

Introduction

Effective multi-agency training arrangements are the key to maximising the support available across organisations to identify needs and safeguard children and families. A strong multi agency approach to training and development across the public and voluntary sector workforce is integral to building rigorous practice and contributing to the efficacy of the system. Whilst agencies need to be responsible for their own core training and development arrangements, it is vital that there is shared responsibility, shared ownership and a collegiate approach to understanding the importance of multi-agency working and how this can impact on children and families.

The Rotherham Multi-Agency Workforce Safeguarding Competency Framework outlines a key set of competencies that are aligned to specific public and voluntary sector roles. The Framework has been developed across multi-agency partners and the competencies are ordered in relation to the levels and complexity of practitioner engagement “They are a combination of skills, knowledge, attitudes and values that are required for safe and effective practice (Chapter 10)¹

All staff that come into contact with children have a responsibility to safeguard and promote their welfare and know ‘what to do’ if they have concerns about safeguarding issues, including child protection. This responsibility is equally valid with staff working primarily with adults who have dependent children (or access to families that have) It is therefore important that training and development meets the *levels of complexity* that professionals work with on a day to day basis. For example, a frontline housing repair worker needs to have a basic understanding of neglect and how to identify and report a child protection concern, but would not require the same level or intensity of training as a Health Visitor or Family Support Worker. Learning from Serious Case Reviews², which take place following a serious incident or death of a child, frequently cites a lack of multi-agency information sharing, lack of escalation and lack of awareness across professionals to the issues that were occurring in families. The framework is designed to enable all organisations and workers operating within them to clearly understand their roles and responsibilities within child and family safeguarding competencies.

¹ **Safeguarding children and young people: roles and competences for health care staff**
INTERCOLLEGIATE DOCUMENT Third edition: March 2014

² <https://www.nspcc.org.uk/preventing-abuse/child-protection-system/case-reviews/2015/>

Safeguarding Children Competency Framework

Competency Level	Which staff does this apply to?	Core Competency	Knowledge and skills
<p>Level 1</p> <p>Single Agency Responsibility</p> <p>Some support from LSCB</p>	<p>All workers that come into contact with children and families at some point during their work, or have access to sensitive information, but where that contact is minimal and does not have any intensity in terms of time spent and complexity of involvement.</p> <p>Examples Housing Officer; Bus Driver; Taxi Driver; Street Cleaner; Waste Management Officer; Plumbing & Heating Engineer; Council Joiner; Council Tax Cashier; Hospital Porter; Administrators; Receptionist; Cleaners; Caterers; Volunteers; Park Wardens</p>	<ul style="list-style-type: none"> • These workers should have an awareness of what constitutes concern around children and as a result could confidently seek advice or report signs of neglect, abuse or general concerns about a child and/or family and know how to do this. In simple terms they know; <ol style="list-style-type: none"> I. The signs of abuse/neglect II. Who to talk to III. How to report it • These competencies should be refreshed annually via staff development appraisal and planning processes. 	<ul style="list-style-type: none"> • A basic awareness of what constitutes child maltreatment in its different forms. • Know what to do if there are concerns about child maltreatment, including who to contact, where to obtain further advice and support, and have awareness of the referral or reporting process. • Knowledge about the importance of sharing information (including the consequences of failing to do so). • Knows what to do if there are concerns about child maltreatment, including who to contact, where to obtain further advice and support, and have awareness of the referral process. • Is willing and able to listen to children and young people and to act on issues and concerns.

Competency Level	Which staff does this apply to?	Core Competency	Knowledge and skills
<p>Level 2</p>	<p>Those workers that have some degree of contact with children and</p>	<p><i>As outlined for level 1 plus:</i></p> <ul style="list-style-type: none"> • These workers use knowledge and 	<p><i>As outlined previously for Level 1plus:</i></p> <ul style="list-style-type: none"> • Awareness of the normal development of children

<p>Single Agency Responsibility</p> <p>Some support from LSCB</p>	<p>families but where this isn't a primary focus of their role. These workers may spend some time in the company of/or observing children and families during the course of their work, but they wouldn't be in a position to contribute to assessment and planning for the child.</p> <p>Examples Librarian; School Caretaker; School Kitchen Staff; Medical Receptionist; Community Safety Officer; Adult Court Magistrate; Police Civilian Staff; Family Dentist; Administrators; Pharmacists, Health Care Assistants; Nurses on Adult Wards or in community settings; Practice Nurses; PCSOs; Housing Wardens; School Crossing Patrols; Probation Workers</p>	<p>understanding to identify signs of neglect or abuse.</p> <ul style="list-style-type: none"> • These workers are able to identify and refer or report a child at risk of harm or experiencing harm. • These workers should be clear about their own and other colleagues' roles, responsibilities and professional boundaries including abuse by professionals and have insight into concerns about the conduct of colleagues. • These workers should be able to competently share concerns related to a child's well-being and record those concerns appropriately. These workers should be able to share appropriate information about children and families with other staff in their organisation. • These workers are able to act in accordance with key statutory and non-statutory guidance and legislation. 	<p>and young people and the ways in which abuse and neglect may impact on this.</p> <ul style="list-style-type: none"> • Understands that certain factors may be associated with child maltreatment, such as child disability and premature birth; living with parental mental health problems; other long-term chronic conditions; drug and alcohol abuse and domestic violence. • Able to share appropriate and relevant information with other staff within their organisation – in writing, by telephone, electronically, and in person. • Know what the term 'Looked After child' means • Recognises how own beliefs, experience and attitudes might influence professional involvement in supporting children and families.
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Competency Level	Which staff does this apply to?	Core Competency	Knowledge and skills
	Workers that have a primary role	<i>As outlined for Level 1 and 2 plus:</i>	<i>As outlined previously for Level 1 & Level 2 plus:</i>

<p>Level 3</p> <p>Single Agency Responsibility</p> <p>And</p> <p>LSCB Multi-Agency Offer</p>	<p>of working with children, and/or parents/carers. These workers will be contributing to assessment, planning, intervention and review of children, families, or adults that have contact with children.</p> <p>Examples Family Support Worker; Child or Adult Substance Misuse Worker; Youth Worker; Education Welfare Officer; Social Worker; Nurse; Health Visitor; School Nurse; Midwife; PPU Police Officer; Team Leader; Clinical Staff working with children (Health); CAMHS Worker; Adult Crisis Team Worker; Youth Offending Team Worker; Youth Court Magistrate; GPs and Medical Doctors; Teachers and 6th form Lecturers; Psychologists; Psychotherapists; Children’s Therapists; Educational Psychologists; Adult or Child and Adolescent Psychiatrists; Children’s Occupational Therapists</p>	<ul style="list-style-type: none"> • These workers are able to draw on child and family-focused, professional knowledge and expertise of what constitutes child maltreatment and to identify signs of sexual, physical, or emotional abuse or neglect. • These workers are able to document and report concerns effectively. • These workers are able to contribute to inter-agency assessments, the gathering and sharing of information and, where appropriate, analysis of risk. • These workers are able to undertake regular documented reviews of own practice as appropriate to role in various ways, such as through supervision, audit, case discussion, peer review. • These workers are able to provide appropriate professional challenge within the safeguarding system. • These workers are able to form part of a multi-disciplinary team to support children and families through care planning and review. 	<ul style="list-style-type: none"> • Aware of the implications of legislation, inter-agency policy and national guidance. • Understands the issues around effective information sharing, confidentiality, and consent related to children and young people. • Knows how to share information appropriately, taking into consideration confidentiality and data-protection issues. • Understands the importance of children’s rights in the safeguarding/child protection context, and related legislation. • Understands the assessment of need, risk and harm. • Knows when to liaise with expert colleagues about the assessment and management of children and young people where there are concerns about maltreatment Safeguarding Children and Young people. • Knows the long-term effects of maltreatment and how these can be detected and prevented. • Able to contribute to, and make considered judgements about how to act to safeguard/protect a child or young person. • Able to work with children, young people and families where there are concerns as part of the multi-disciplinary team and with other disciplines, such as adult mental health, when assessing a child or young person. • Able to present concerns pertaining to a child
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			<p>and/or family verbally and in writing for professional purposes as required (and as appropriate to role, including Team Around the Family meetings, Case Conferences, Family Court Proceedings, Core Groups, Strategy Meetings, Family Group Conferences.</p> <ul style="list-style-type: none"> • Able to communicate effectively with children and young people, ensuring that they have the opportunity to participate in decisions affecting them as appropriate to their age and ability. • Able to understand, interpret and represent the 'voice of the child' and present that in professional forums. • Able to appropriately challenge other professionals when required and provide supporting evidence • Understands the Policy for Resolving Professional Differences of Opinion and knows how to follow this.
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Competency Level	Which staff does this apply to?	Core Competency	Knowledge and skills
<p>Level 4</p> <p>Single Agency Responsibility</p>	<p>Professionals who oversee or supervise the work of front line professionals or those that have line management responsibility for front line workers and their</p>	<p><i>As outlined for Level 1, 2 and 3</i></p> <ul style="list-style-type: none"> • These professionals contribute as a member of the organisation's safeguarding team to the development of internal 	<p><i>As outlined previously for Level 1, Level 2 & Level 3 plus:</i></p> <ul style="list-style-type: none"> • Able to effectively communicate local safeguarding knowledge, research and findings from audits and challenge poor practice.

<p>And</p> <p>LSCB Multi-Agency Offer</p>	<p>managers. Oversight of services and safeguard responses with children, families, parents, carers and adults who have contact with children is a key part of this role.</p> <p>Examples Health - Named Professionals; Local Authority or Voluntary Sector Team Manager; Head of Service; Service Manager; Assistant Director; Head of Public Protection & Investigation Unit; Education Designated Safeguarding Leads; Police Inspectors; Chief Inspectors Consultant Paediatrician; Safeguarding Supervisors with oversight responsibilities</p>	<p>safeguarding/child protection policy, guidelines, and protocols.</p> <ul style="list-style-type: none"> • These professionals are able to effectively communicate local safeguarding knowledge, research and findings from audits and challenge poor practice. • These professionals facilitate and contribute to own organisation audits, multi-agency audits and statutory inspections. • These professionals operate as part of multi-agency teams to commission, plan, design, deliver and evaluate single and inter-agency training and teaching for staff in the organisations covered. • These professionals undertake and contributes to serious case reviews/case management reviews/significant case reviews. • These professionals coordinate and contribute to implementation of action plans and the learning following the case reviews. • These professionals operate effectively with colleagues from other organisations, providing advice as appropriate. 	<ul style="list-style-type: none"> • Aware of latest research evidence and the implications for practice. • Aware of best practice in particular specialism. • Has an advanced knowledge of relevant national and international issues, policies and implications for practice. • Able to give advice about safeguarding/child protection policy and legal frameworks. • Able to support colleagues in challenging views offered by other professionals, as appropriate. • Able to analyse and evaluate information and evidence to inform inter-agency decision-making across the organisation. • Undertakes risk assessments of the organisation's ability to safeguard/protect children and young people. • Contributes to the development of strong internal safeguarding/child protection policy, guidelines, and protocols. • Participates in sub-groups, as required, of the LSCB. • Undertakes and contributes to serious case reviews/case management reviews/significant case reviews. • Co-ordinates and contributes to implementation of action plans and the learning following the above reviews with the safeguarding team.
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		<ul style="list-style-type: none"> • These professionals provide advice and information about safeguarding within and across the employing organisation. These professionals provide safeguarding or child protection supervision and ensure appropriate reflective practice is embedded in the organisation. • These professionals lead or oversee safeguarding quality assurance and improvement processes. 	
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Competency Level	Which staff does this apply to?	Core Competency	Knowledge and skills
<p>Level 5</p> <p>Single Agency Responsibility</p> <p>And</p> <p>LSCB Multi-Agency Offer</p>	<p>Workers who have a Senior Strategic Role and responsibility for ensuring effective safeguarding systems within their own organisations and across the partnership.</p> <p>Examples Director of Children's Services; Assistant Directors; Heads of Service; Health - Designated Professionals; Head teachers;</p>	<p><i>As outlined for Level 1, 2, 3 and 4 plus:</i></p> <ul style="list-style-type: none"> • These professionals provide support and ensure contribution to safeguarding appraisal and appropriate supervision for colleagues across services. • These professionals conduct training needs analysis, and commission, plan, design, deliver, and evaluates safeguarding/child protection single and inter-agency training and teaching for staff across the workforce. • These professionals lead/oversee 	<p><i>As outlined previously for Level 1, Level 2, Level 3 & Level 4 plus:</i></p> <ul style="list-style-type: none"> • Provides, supports and ensures contribution to safeguarding appraisal and appropriate supervision for colleagues across the organisation. • Leads/oversees safeguarding/child protection quality assurance and improvement across the organisation. • Leads innovation and change to improve safeguarding across the organisation. • Provides expert advice to increase quality, productivity, and to improve outcomes for vulnerable children and those identified with

	<p>Senior Consultant in Public Health; Local Safeguarding Children Board Chair and Members; Chief Constable; Chief Executive; Director of Voluntary Service Organisation</p>	<p>safeguarding/child protection quality assurance and improvement across the system.</p> <ul style="list-style-type: none"> • These professionals lead innovation and change to improve early identification and the support of children and families to support safeguarding. • These professionals take a lead role in conducting serious case reviews/ case management reviews/significant case reviews across whole health community. • These professionals give appropriate advice to specialist professionals. • These professionals take a strategic and key leadership role across the workforce on all aspects of safeguarding/child protection. • These professionals provide expert advice to increase quality, productivity, and to improve outcomes for vulnerable children and those identified with additional need. • These professionals monitor services across the organisation to ensure adherence to legislation, policy and key statutory and non-statutory 	<p>safeguarding concerns.</p> <ul style="list-style-type: none"> • Supports and challenges workers on specific aspects of their practice. • Monitors services across the organisation to ensure adherence to legislation, policy and key statutory and non-statutory guidance. • Has advanced and in-depth knowledge of relevant local, regional, national and international policies and implications for practice. • Able to oversee safeguarding/child protection quality assurance processes across the whole organisation. • Able to influence improvements in safeguarding/child protection services across the whole organisation. • Able to deliver high-level strategic presentations to influence organisational development.
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		<p>guidance.</p> <ul style="list-style-type: none">• These professionals undertake risk assessments of the organisation's ability to safeguard/protect children and young people.	
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