





# Plymouth Safeguarding Children Board

## Training Policy 2011

### 1. Introduction

**1.1** Government Research<sup>1</sup> has shown that inter-agency training is highly effective in helping professionals understand:

-  their respective roles and responsibilities;
-  the procedures of each agency involved in safeguarding children;
-  the ways of seeing by practitioners from different professional disciplines; and
-  inter-agency assessment and decision-making practices.

Further, the opportunity to learn together is greatly valued. Participants report increased confidence in working with colleagues from other agencies and greater mutual respect, with the added benefits of improvements to morale and confidence.

**1.2** The Plymouth Safeguarding Children Board (PSCB) is responsible for developing local policies for safeguarding and promoting the welfare of children, in relation to the training of people who work with children or in services affecting the safety and welfare of children. Training will be informed by multi-agency procedures for Child Protection and informed by the published reports from Child Death Reviews, Serious Case Reviews and authentic professional research.

**1.3** The PSCB will require assurance from agencies that all staff who work or have contact with children and young people, families and/or adults who are parents or carers in Plymouth are appropriately trained to understand normal child development and to recognise and act on potential signs of the impairment or distortion of development, and significant harm through abuse and neglect.<sup>2</sup>

**1.4** The PSCB will review and evaluate the quality, scope and effectiveness of single and inter-agency training to ensure it is meeting local needs and report on this annually.<sup>3</sup>






**1.5** PSCB Training and professional development is informed by Every Child Matters, The Children Act 1989, Education Act 2002, The Sexual Offences Act 2003, The Children Act 2004, The Common Core of Skills and Knowledge, Children's Workforce Strategy, Plymouth Children and Young People's Trust Children and Young People's Plan, Safeguarding Children and Safer Recruitment in Education guidance, Child Poverty Act 2010 and complies with Working Together to Safeguard Children 2010.

<sup>1</sup> Carpenter et al (2009) *The Organisation, Outcomes and Costs of Inter-agency Training to safeguard and promote the welfare of children*. London: Department for Children, Schools and Families

<sup>2</sup> H M Government. 2010. *Working Together to Safeguard Children*. London, DCSF. S4.19 p116

<sup>3</sup> H M Government. 2010. *Working Together to Safeguard Children*. London, DCSF. s4.20 p116

## 2. Purpose

- 2.1** The purpose of this Policy is to identify the strategy, responsibilities and procedures of the Plymouth Safeguarding Children Board in relation to training and professional development for safeguarding children and child protection in Plymouth.
- 2.2** The purpose of training and professional development for inter-agency work at both strategic and operational levels is to achieve better outcomes for children and young people by fostering:
-  a shared understanding of the tasks, processes, principles, roles and responsibilities outlined in national guidance and local arrangements for safeguarding children and promoting their welfare;
  -  more effective and integrated services at both the strategic and individual case level;
  -  improved communication and information sharing between professionals, including a common understanding of key terms, definitions and thresholds for action;
  -  effective working relationships, including an ability to work in multi-disciplinary groups or teams;
  -  sound child focused assessments and decision-making; and learning from Serious Case Reviews (SCRs) and reviews of child deaths.<sup>4</sup>

## 3. Scope

- 3.1** The PSCB will generally deliver inter-agency training at foundation, advanced and specialist levels to groups as defined by Working Together 2010:
- 3.1.1** Level One (Groups 1 and 2): Induction.
  - 3.1.2** Level Two (Group 2+) Single-agency procedure and awareness-raising, documentation and information sharing.
  - 3.1.3** Level Three (Groups 3+) Foundation and Advanced.
  - 3.1.4** Level Three+ (Group 3+) Specialist, according to roles & responsibilities.
- (see Appendix A for full details of target groups).
- Level One and Level Two training is the responsibility of each partner agency and organisation in the City, and should be attended before joining PSCB multi-agency training.
- 3.2** Employers are responsible for ensuring that their staff are competent and confident in carrying out their responsibilities for safeguarding and promoting the welfare of children and young people. It is the responsibility of employers to recognise that in order for staff to fulfil their duties in line with statutory requirements they will have different training needs which are dependent on their degree of contact with children and young people and/or with adults who are parents or carers, their level of responsibility and independence of decision-making.
- 3.3** The Plymouth Safeguarding Children Board is responsible for the dissemination and monitoring of employer responsibilities towards training for safeguarding

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<sup>4</sup> H M Government. 2010. *Working Together to Safeguard Children*. London, DCSF. s4.4 p113

children and child protection, and individual Board members will routinely report on the progress and compliance of their agency.

- 3.4** Employers should ensure that all those in contact or working with children and young people and/or with adults who are parents or carers have a mandatory induction, which includes familiarisation with their child protection responsibilities and the policies and procedures to be followed if they have concerns about a child's safety or welfare.
- 3.5** The PSCB Learning & Development Sub-Group will monitor and evaluate safeguarding and child protection training delivered by single agencies or and external training providers to ensure that content and delivery meet a consistently high standard, requiring a self-audit in return for use of the PSCB *Kitemark*.

## 4. Guiding Principles and Aims












- 4.1** The Plymouth Safeguarding Children Board will promote the value and importance of Training for Safeguarding Children and Child Protection, and associated learning for continuous professional development. In particular, the PSCB will promote:

-  reading and research
-  learning as a core task for practitioners and managers
-  the right of an employee or registered volunteer to access learning and continuous professional development
-  the value and professional dignity of the trainee
-  provisions that enable learning
-  challenge to identified barriers to learning
-  high quality standards in professional training and learning resources
-  learning circles, shared problem solving and mutual support
-  professional supervision for support and accountability

- 4.2** PSCB training courses will aim to be consistent with the aims of *Working Together 2010* and organised in accordance with the statutory guidance detailed in Chapter 4.










- 4.3** In particular, courses will emphasise core messages and values associated with UK Law relating to children's safety and Children's Rights, and contemporary validated research relating to child development.

- 4.4** Work to safeguard and promote the welfare of children will be:

-  child centred
-  rooted in child development
-  focused on outcomes for children
-  holistic in approach
-  ensuring equality of opportunity
-  involving children and families
-  building on strengths as well as Identifying difficulties
-  integrated in approach
-  a continuing process not an event
-  providing and reviewing services
-  informed by evidence

## 5. Core Values:





















- 5.1** PSCB learning and professional development services will work to and promote:











-  **Children's Rights:** All aspects of multi-agency childcare and protection reflect the rights of all children. Authentic and genuine participation with children, young people and their families forms the basis of all our work. The child's interests are paramount.
-  **Anti-Discriminatory Practice:** All aspects of inter-agency work are informed by equal opportunities and anti-oppressive practice, and reflect the diversity of the communities we serve. Prejudicial discrimination will be challenged.
-  **Reflective Practice:** Research shows that we work better when we take time to reflect on what we're doing. The PSCB promotes reflective learning and reflective practice by "pulling-away" from the content of our work very regularly in order to look-in from the outside and maintain an overview of what we are doing and why we are doing it.
-  **The Rights of children with disabilities:** The needs and considerations of children who are disabled should be incorporated into all work.
-  **Reducing Child Poverty:** The needs, situations and context of families and children who live in poverty or are socially excluded should be recognised, respected and addressed, in line with the Child Poverty Act 2010.
-  **Information Sharing:** All practice should promote the value of people working together and communicating effectively with each other, including sharing information in ways that protect children from harm.
-  **Inter-Disciplinary Equality:** All people in statutory, voluntary and independent organisations who work together with children or their carers will have access to this training and be considered as equals when training and learning together. Through the eyes of the child, we are all "adults with authority" irrespective of our age, experience, qualifications or professional status.
-  **Empathy:** Practitioners and their managers should be sensitive to the emotional needs of colleagues and service users, recognising that issues of child abuse give rise to strong feelings which can interfere with effective working. Mutual care and concern is central to successful safeguarding.
-  **Emotional Intelligence:** For practitioners to assess and meet the personal needs of other people effectively we need to recognise our own emotional condition and those of others. All abuse creates emotional confusion, and we must take this into account when we are considering actions and procedures, and delivering services.

## 6. Methods for Training, Learning and Professional Development:




- 6.1 All training courses will promote equality creating an ethos which promotes mutual respect and values diversity. In addition all courses will reflect an understanding of the rights of the child.
- 6.2 Training for safeguarding children and young people should be embedded within a wider framework of commitment to inter-agency working at strategic and operational levels underpinned by shared goals, planning processes and values.
- 6.3 The PSCB will generally only deliver inter-agency training at foundation, advanced and specialist levels. Single agency induction, orientation and awareness raising training will be the responsibility of each partner agency and organisation in the City. All attendees at PSCB inter-agency training are

expected to have had received Level One and Level Two training from within their own agency.








- 6.4** The Plymouth Safeguarding Children Board will offer a programme of safeguarding training to staff and volunteers who work with or come into contact with children, young people their parents or families residing in the City. The purpose of the training will be to achieve better outcomes for children and young people particularly in terms of staying safe.
- 6.5** PSCB inter-agency training will be targeted at practitioners who:
-  are in regular contact with children, young people, families and/or their parents/carers. These are people who will be in a position to identify when there is a concern about the welfare of a child/young person;
  -  work regularly with children, young people and their parents/carers. These are professionals who may be directly involved in making referrals, identifying and assessing concerns, and planning and review;
  -  have particular responsibility for safeguarding children which is part of their day to day work. These are the professionals who will be directly involved in making section 47 enquiries or working with complex cases;
  -  have managerial responsibility or are directly responsible at an operational level such as recruitment of staff, managing teams and planning and decision making, including members of the Board;
  -  have strategic management responsibility for commissioning and delivering children's services, or policy formulation and decision making.
- 6.6** PSCB training courses will be consistent with the aims of *Working Together 2010* and organised in accordance with statutory guidance, including:
-  promoting the welfare of every child
  -  recognition and response to child protection concerns
  -  working Together
  -  completing Child in Need Assessments
  -  safeguarding disabled children
  -  safeguarding children where there are concerns about domestic abuse, parental mental ill-health and/or Hidden Harm
  -  compliance with procedures within s47 of the Children Act 1989
  -  supervision skills for staff working to safeguard children
  -  safeguarding and promoting the welfare of children who may be particularly vulnerable.
- 6.7** All courses will promote the "Common Core of Skills and Knowledge for the Children's Workforce", which sets out areas of expertise which everyone working with children and their families should be able to demonstrate. Training will emphasise the following:
-  effective communication and engagement with children, young people and their families and carers
  -  child and young person development
  -  safeguarding and promoting the welfare of the child
  -  supporting transitions
  -  multi-agency working
  -  sharing information

-  effective inter-agency assessment processes based upon the common conceptual framework for child assessment
  -  on-line safety of children and young people.
- 6.8** The PSCB will produce and publish training programmes, training manuals, e-media learning tools and associated information in accordance with PSCB core values and guiding principles, and which shall be:
-  accessible and attractive
  -  quality assured
  -  reviewed and revised no less than annually
  -  offered with free access to the target audience
  -  monitored and evaluated by the PSCB Learning and Development Sub Group and the PSCB Trainers Forum.
- 6.9** Training material will be informed by current research, lessons from serious case reviews, local learning, and changes in legislation and guidance both nationally and locally. All training courses will be regularly reviewed against statutory requirements to ensure that they are meeting the learning outcomes and needs of delegates.
- 6.10** Learning and professional development shall not be restricted to formal training courses and shall include:
-  multi-agency conferences and mini-conferences
  -  multi-agency professional practice circles and forums
  -  on-line resources, interactive media and web-based communication
- 6.11** The PSCB shall undertake, co-ordinate or participate in research as required to resource and quality assure learning and development services.

## 7. Delivery of Training

- 7.1** The PSCB will ensure inter-agency participation in all training courses and learning events.
- 7.2** Trainers who have suitable and accredited qualifications, knowledge and experience of safeguarding children will deliver PSCB training. Trainers who have more specialist knowledge and skills will provide more complex specialist training.
- 7.3** PSCB training will be delivered by a combination of trainers from different agencies who will have successfully completed the PSCB specialist training for trainers course: “Understanding Training for Child Protection”, and maintain membership and involvement with the PSCB Trainers Forum to ensure routine updating of the required content and processes for PSCB courses, co-ordinated by the PSCB Learning and Development Lead Officer.
- 7.4** Relevant employers have a responsibility to identify adequate resources and support for inter-agency training<sup>5</sup> by:
-  committing resources for inter-agency training, for example through funding,
  -  providing venues, providing staff who contribute to the planning, delivery and/ or evaluation of inter-agency training;
  -  providing staff who have the relevant expertise to support the LSCB (for example, by actively contributing to the LSCB training sub-group);

<sup>5</sup> H M Government. 2010. *Working Together to Safeguard Children*. London, DCSF. s4.10 p114

-  releasing staff to attend the appropriate inter-agency training courses and ensuring the time for them to complete inter-agency training tasks and apply their learning in practice; and
  -  ensuring that staff receive relevant single-agency training that enables them to maximise the learning derived from inter-agency training.
- 7.5** PSCB Partner agencies shall own responsibility for and ensure a proportional contribution in-kind of staff with the required qualifications to lead and deliver the PSCB Training courses. This will be reviewed annually by the Learning & Development sub-committee.
- 7.6** Trainers will be responsible for their continuous knowledge of and adherence to current research evidence, lessons from serious case and child death reviews, and local and national policy and practice developments;
- 7.7** All training will comply with this Policy and create an ethos that values working collaboratively with others (valuing different roles, knowledge and skills), respects diversity (including culture, race, religion and disability), promotes equality and encourages the participation of children and families in the safeguarding processes.
- 7.8** The PSCB will ensure evaluation of all PSCB Training, Learning and Professional Development Services and determine the appropriate level at which evaluation of training courses should take place. The focus of the evaluation will be on the extent to which training is contributing to improving the knowledge and skills of the workforce with regard to working together to safeguard and promote the welfare of children. Evaluation shall include the following:
-  relevance, currency and accuracy of course content;
  -  quality of training delivery;
  -  projected short and longer term learning outcomes;
  -  the impact on working together and inter-professional relationships;
  -  statistical analysis of attendance and inter-disciplinary composition.
- 7.9** The PSCB shall maintain an independent training data-base record of all course attendance and evaluation.

## 8. Processes and Operations

- 8.1** The PSCB Learning and Development Lead Officer, in consultation with the PSCB Executive, the PSCB Learning and Development Sub-Group and the PSCB Trainer's Forum is responsible for taking forward the training and professional development work of the PSCB, and accountable for the delivery of the annual programme.
- 8.2** The PSCB Learning and Development Lead Officer will be responsible for the Learning and Development Business Plan which shall be reviewed and updated each year to ensure that through consultation and evaluation of local needs and priorities including those outlined in the local workforce strategy are met. The Business Plan will be reviewed through the PSCB Executive for recommendation the full Board.
- 8.3** The PSCB Learning & Development Sub-Group will monitor and evaluate PSCB training to ensure that it is delivered to a consistently high standard, informed by contemporary learning theory and methods, and best practice for skills development.
- 8.4** The PSCB Learning & Development Sub-Group will monitor and evaluate safeguarding and child protection training delivered by single agencies or and external training providers to ensure that it is delivered to a consistently high

standard, requiring accreditation, including a site visit, observation and self-audit return from partners and other training agencies who wish to achieve the PSCB Kitemark for their courses and learning resources related to safeguarding children and child protection.

- 8.5** PSCB Training and learning events will operate to PSCB Policies and Procedures.
- 8.6** The PSCB Learning and Development Sub-Group shall manage the preferred model for learning events, maintaining the unique identity of the Group's services and products.
- 8.7** Training and learning events will portray commitment to methods for environmental and social sustainability including the promotion of use of public and sustainable transport, and the re-cycling, re-use and repair of resources.

## **9. Finance, Funding and Charging**

- 9.1** The Plymouth Safeguarding Children Board shall ensure adequate funding arrangements are in place to meet the priority needs identified nationally and locally, and to achieve appropriate reach and scope of the training to meet agreed strategic objectives.
- 9.2** The Plymouth Safeguarding Children Board shall determine the base budget for the provision of multi-agency and inter-disciplinary training, learning and development on an annual basis, based upon assured compliance with statutory requirements and locally identified need.
- 9.3** The budget for Training, Learning & Professional development, including all income to the PSCB derived from the research, publications, fees, training, learning and development services, shall be ring-fenced for protection and not available for use for other PSCB activities, services or requirements (unless there are extenuating circumstances agreed by the Chair of the PSCB).
- 9.4** PSCB Partner Agencies shall contribute to the base budget and shall receive training places for their staff proportionate to the percentage contribution. The Board will ensure that PSCB training, learning and professional development services are appropriately staffed, maintain an appropriate inter-disciplinary staff and agency mix, and have sufficient capacity to take forward any training and development work they carry out.
- 9.5** The Board will ensure the necessary administrative support and adequate resources both to contribute to the planning and delivery or commissioning of training and its evaluation.<sup>6</sup>
- 9.6** The PSCB will provide a report to each agency providing details of attendance of their staff in an accurate and timely fashion after each event.
- 9.7** The Learning and Development Lead Officer will provide routine budget reports to the PSCB Learning & Development Sub-Committee for information. The PSCB Safeguarding Business Manager has ultimate responsibility for managing the training budget and will report regularly to the PSCB Executive on all budget matters.
- 9.8** The Learning and Development Lead Officer will be responsible for the identification and securing of additional funding for the PSCB Training, Learning and Professional Development Budget for use in the promotion, development and delivery of the objectives of this Policy.

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<sup>6</sup> H M Government. 2010. *Working Together to Safeguard Children*. London, DCSF. s4.22 p116

## 9.9 Charging Policy:

**9.9.1 Board Funding:** The PSCB operates to a public service ethos and is a not-for-profit organisation. PSCB Partner agencies pay an annual amount to finance the work of the Board, a proportion of which is ring-fenced to administer and provide inter-agency training and services for professional development. This allocation represents the core annual budget for Training, enabling the establishment of management, administration and provision of training to meet statutory requirements. Additional funding is required to ensure a comprehensive programme of specialist child protection training where courses are not available elsewhere to meet requirements.

**9.9.2 Commercial cost per seat:** Agencies and individuals who are not the subject of partner arrangements for agreed contributions may purchase training places on PSCB courses at the full cost of £75 per day per seat per day, inclusive of learning materials, training facilities and refreshments.<sup>7</sup>

**9.9.3 Block Funding:** Non-partner agencies wishing to access PSCB Training, Learning and Professional Development Resources are encouraged to contribute financially by block funding to the PSCB, agreed annually, currently at £50 per seat for no less than 12 seats per financial year (to be reviewed annually). Block funding arrangements and payment in advance ensures the infrastructure required to deliver the service on an annual cycle, significantly reducing the cost of invoicing, correspondence and course materials.

**9.9.4 Additional Seats:** Where partner agencies or those who have paid annual block funding require additional seats to those core places agreed, additional seats may be charged at £50 per day, in recognition of the reduced administrative costs and the assured infrastructure associated with established contractual arrangements.

**9.9.5 Small and voluntary** charitable or non-profit organisations may be considered for seats at reduced cost in recognition of the importance of their service provision and practitioner roles in relation to the safeguarding and protection of children and young people.

**9.9.6 Non-attendance** by individuals registered for a place at a training course or learning event will not result in refund of fees paid. Where a minimum of 8 weeks prior notice is given to the PSCB a place will be made available to the same or another member of staff for the same course on a subsequent date.

**9.9.7 Course Cancellations and reimbursement:** The PSCB will seek to ensure cancellations occur only where unavoidable, and does not accept any additional financial or associated liability for costs incurred apart from the net value of the seat per day. Cancellation of courses will therefore be subject to a refunding payment of a maximum of £50 per seat to any agency or individual only where payment for training has been received in advance, except where training is transferred to a new date or places are reallocated with 8 weeks notice, or it is considered that no detriment or liability has been incurred and no reimbursement should be available.

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<sup>7</sup> 2011 price subject to annual review

This reimbursement policy does not apply to partner agencies who contribute to the core Board funding only.

- 9.10 The operational management** of PSCB Training, Learning and Professional Development programmes, publications and events shall be under the control of the PSCB Learning and Development sub-group on behalf of the PSCB full Board and shall operate as a non-profit public service provider, representing the co-operative organisation of collaborative provision by listed PSCB partner agencies, with unique PSCB identification and branding incorporating the PSCB logo, letterheads and associated watermarks and hallmarks.

## 10. The PSCB Learning & Development Sub Group

- 10.1** The Chair of the Sub Group shall be a member of the full Board.
- 10.2** The PSCB Learning & Development Lead Officer shall be responsible for the administration of the Sub-Group.
- 10.3** Membership of the sub-group should ensure a significant inter-disciplinary and multi-agency composition with individuals who have the necessary professional knowledge and experience, and the agreement for attendance from their employer, to offer guidance, support training delivery and help to the work of the Sub-Group.
- 10.4** The Sub-Group may establish time-limited working groups as necessary to best serve the needs of the Training, Learning & Development Plan.
- 10.5** The PSCB Trainers' Forum shall be a standing working group of the Sub-Group, and shall meet no less than quarterly.
- 10.6** The Sub-Group will meet bi-monthly and at other times as deemed necessary by the Chair.

## 11. Policy Review and Revision

- 11.1** This Policy shall be reviewed annually by the PSCB Learning and Development sub-group, with recommendations for revision placed before the Board for ratification.

Produced by Tony Staunton, Lead Officer,  
Inter-agency Learning & Development  
in consultation with Dr Carolyn Adcock,  
Designated Doctor for Child Protection (Plymouth)  
and the PSCB Learning and Development sub-group.

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PSCB 1103

**Table 1: Suggested training for different target groups**

<b>Target groups to include members of statutory, voluntary, independent and community organisations</b>	<b>Suggested training content</b>	<b>Suggested training methods</b>	<b>Employer, LSCB and CT responsibilities</b>
<p>Group 1 Staff in infrequent contact with children, young people and/or parents/carers who may become aware of possible abuse or neglect. For example, librarians, GP receptionists, community advice centre staff, groundsmen, recreation assistants, environmental health officers.</p>	<ul style="list-style-type: none"> <li>• What is child abuse and neglect?</li> <li>• Signs and indicators of abuse and neglect.</li> <li>• Normal child development.</li> <li>• Maintaining a child focus.</li> <li>• What to do in response to concerns.</li> </ul>	<p>Integral part of agency induction. Refresher training at least every 3 years. For induction materials see CWDC website. Could be delivered through e-learning.</p>	<p>The employer is responsible for organisation and delivery. The LSCB is responsible for ensuring that single and inter-agency training is provided and that it is reaching relevant staff within organisations. The LSCB is responsible for quality assurance.</p>
<p>Group 2 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<sup>8</sup>, who may be in a position to identify concerns about maltreatment, including those that may arise from the use of CAF. 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.</p>	<p>The above plus:</p> <ul style="list-style-type: none"> <li>• Documentation and sharing of information regarding concerns.</li> <li>• Using the <i>Framework for the Assessment of Children in Need and their Families</i>: Own safeguarding roles and responsibilities.</li> </ul>	<p>Single-agency training Refresher training at least every 3 years. Could be delivered by workshops or e-learning or combination.</p>	<p>The employer is responsible for organisation and delivery. The LSCB is responsible for ensuring that single and inter-agency training is provided and that it is reaching relevant staff within organisations. The LSCB is responsible for quality assurance.</p>

<sup>8</sup> *Safeguarding Children and Young People: Roles and Competencies for Health Care Staff, Intercollegiate Document* (forthcoming)

Target groups to include members of statutory, voluntary, independent and community organisations	Suggested training content	Suggested training methods	Employer, LSCB and CT responsibilities
<p>Group 3 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 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.</p>	<p>The above plus:</p> <ul style="list-style-type: none"> <li>• Working together to identify, assess and meet the needs of children where there are safeguarding concerns.</li> <li>• The impact of parenting issues, such as domestic abuse, substance misuse on parenting capacity.</li> <li>• Recognising the importance of family history and functioning.</li> <li>• Working with children and family members, including addressing lack of co-operation and superficial compliance within the context of role.</li> </ul>	<p>Inter-agency training. In addition single-agency training and professional development related to specific role. Refresher training at least every 3 years.</p>	<p>The employer is responsible for organisation and delivery. The LSCB is responsible for ensuring that single and inter-agency training is provided and that it is reaching relevant staff within organisations. The LSCB is also responsible for quality assurance. Depending on local arrangements, the LSCB or Children's Trust partners may take responsibility for the delivery of interagency training. The Children's Trust Board is responsible for ensuring training is available to meet identified needs.</p>

Target groups to include members of statutory, voluntary, independent and community organisations	Suggested training content	Suggested training methods	Employer, LSCB and CT responsibilities
<p>Group 4 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>	<p>The above plus:</p> <ul style="list-style-type: none"> <li>• Section 47 enquiries, roles, responsibilities and collaborative practice.</li> <li>• Using professional judgements to make decisions as to whether a child is suffering, or is likely to suffer, significant harm.</li> <li>• Taking emergency action.</li> <li>• Working with complexity.</li> <li>• Communicating with children in line with interviewing vulnerable witness guidance.</li> </ul>	<p>Inter-agency training. In addition single-agency training and professional development related to specific role. Refresher training at least every 3 years.</p>	<p>The employer is responsible for organisation and delivery. The LSCB is responsible for ensuring that single and inter-agency training is provided and that it is reaching relevant staff within organisations. The LSCB is responsible for quality assurance. Depending on local arrangements, the LSCB or Children's Trust partners may take responsibility for the delivery of interagency training. The Children's Trust Board is responsible for ensuring training is available to met identified needs.</p>

Target groups to include members of statutory, voluntary, independent and community organisations	Suggested training content	Suggested training methods	Employer, LSCB and CT responsibilities
<p>Group 5 Professional advisors, named and designated lead professionals.</p>	<ul style="list-style-type: none"> <li>• Content as for groups 1, 2 and 3 and 4 if advising staff in that group.</li> <li>• Promoting effective, professional practice.</li> <li>• Advising others.</li> </ul>	<p>Inter-agency training. In addition single-agency training and professional development related to specific role. Refresher training at least every 3 years.</p>	<p>The employer is responsible for organisation and delivery. The LSCB is responsible for ensuring that single and inter-agency training is provided and that it is reaching relevant staff within organisations. The LSCB is responsible for quality assurance. Depending on local arrangements, the LSCB or Children's Trust partners may take responsibility for the delivery of interagency training. The Children's Trust Board is responsible for ensuring training is available to met identified needs.</p>

Target groups to include members of statutory, voluntary, independent and community organisations	Suggested training content	Suggested training methods	Employer, LSCB and CT responsibilities
<p>Group 6 Operational managers at all levels including: practice supervisors; front line managers and managers of child protection units.</p>	<ul style="list-style-type: none"> <li>• Content as for groups 1, 2 and 3 and 4 if supervising staff in that group.</li> <li>• Supervising child protection cases.</li> <li>• Managing performance to promote effective inter-agency practice.</li> <li>• Specialist training to undertake key management and/or supervisory roles in, for example, intake/duty teams.</li> </ul>	<p>Inter-agency training. In addition single-agency training and professional development related to specific role. Refresher training at least every 3 years.</p>	<p>The employer is responsible for organisation and delivery. The LSCB is responsible for ensuring that single and inter-agency training is provided and that it is reaching relevant staff within organisations. The LSCB is responsible for quality assurance. Depending on local arrangements the LSCB or Children's Trust partners may take responsibility for the delivery of interagency training. The Children's Trust Board is responsible for ensuring training is available to met identified needs.</p>

<b>Target groups to include members of statutory, voluntary, independent and community organisations</b>	<b>Suggested training content</b>	<b>Suggested training methods</b>	<b>Employer, LSCB and CT responsibilities</b>
<p>Group 7 Senior managers responsible for the strategic management of services; NHS board members.</p>	<ul style="list-style-type: none"> <li>Content as for groups 1, 2 and 3 and section 11 expectations, roles and responsibilities.</li> </ul>	<p>In-house and LSCB induction programme. National and local leadership programmes. Refresher training every 3 years.</p>	<p>The employer is responsible for organisation and delivery. The LSCB is responsible for ensuring that single and inter-agency training is provided and that it is reaching relevant staff within organisations. The LSCB is responsible for quality assurance. Depending on local arrangements, the LSCB or Children's Trust partners may take responsibility for the delivery of interagency training. The Children's Trust Board is responsible for ensuring training is available to met identified needs</p>

Target groups to include members of statutory, voluntary, independent and community organisations	Suggested training content	Suggested training methods	Employer, LSCB and CT responsibilities
<p>Group 8                      Members of the LSCB including:                      Board members                      Independent chair                      Directors of Children’s Services                      Elected member                      Lay members                      Members of executive and sub/task groups                      Business support team                      Inter-agency trainers.</p>	<ul style="list-style-type: none"> <li>• Content as for groups 1, 2 and 3 and roles, responsibilities and accountabilities.</li> <li>• Expectations on members in order to promote effective co-operation that improves effectiveness.</li> <li>• Current policy, research and practice developments.</li> <li>• Lessons from Serious Case Reviews.</li> <li>• Specialist training to undertake specific roles, for example independent chair; business manager.</li> </ul>	<p>LSCB induction programme.                      LSCB development days.                      Refresher training at least every 3 years.                      CWDC support materials?                      National Leadership Programme.</p>	<p>The employer in collaboration with the LSCB is responsible for organisation and delivery.                      The LSCB is responsible for ensuring that single and inter-agency training is provided and that it is reaching relevant staff within organisations.                      Depending on local arrangements, the LSCB or Children’s Trust partners may take responsibility for the delivery of interagency training.                      The Children’s Trust Board is responsible for ensuring training is available to met identified needs</p>

NB: these are illustrative examples of the audiences for each target group