

Safeguarding Children Training Requirements

All health care organisations have a duty outlined in legislation to make arrangements to safeguard and promote the welfare of children and young people, and to co-operate with other agencies to protect individual children and young people from harm. In order to meet our responsibilities all staff have to achieve competence as set out in Safeguarding children and young people: roles and competences for health care staff Intercollegiate Document (2014)

Safeguarding competences are the set of abilities that enable staff to effectively safeguard, protect and promote the welfare of children and young people. They are a combination of skills, knowledge, attitudes and values that are required for safe and effective practice. “Working Together” (HM Gov 2013) and “Protecting children and young people -The responsibilities of all doctors”(GMC 2012) signposts health care organisations to the intercollegiate safeguarding framework and states that ‘All staff working in healthcare settings – including those who predominantly treat adults - should receive training to ensure they attain the competences appropriate to their role and follow the relevant professional guidance’.

Whilst there are suggested timeframes for units of training, this is a guide only and each practitioner is responsible for ensuring that they feel they have achieved the competencies for the required levels as outlined below. We suggest completing the required level of E-learning and supplementing this knowledge with the CCG Level 1/2 Safeguarding children Supplementary Guidance. Other ways of ensuring you feel you have the required competencies may be to read relevant professional articles, encompassing safeguarding learning within regular, multiagency or vulnerable family meetings, clinical updating, clinical audit, reviews of critical incidents and significant unexpected events and peer discussions etc.

If you feel you have any gaps in your knowledge that you have been unable to fill then contact the CCG Safeguarding Children Team

Additional training available

In addition to level 3 core training there are a number of modules available to enhance your knowledge. Licences for these modules are available via Neil McGregor Neil.mcgregor@nhs.net

Safer Recruitment	www.virtual-college.co.uk
Domestic Violence	www.virtual-college.co.uk
Safeguarding children from sexual exploitation	www.virtual-college.co.uk
Hidden Harm – the effect of parental drug and alcohol misuse on children	www.virtual-college.co.uk
FGM – Female Genital Mutilation	www.virtual-college.co.uk

<u>Level</u>	<u>For whom</u>	<u>Frequency & duration</u>	<u>Training, education and learning opportunities</u>
Level 1	Non-clinical staff working in healthcare settings eg receptionists, administrative, domestics, maintenance staff, volunteers across health care settings	Over a three-year period, staff at level 1 should receive refresher training equivalent to a minimum of 2 hours.	Online www.virtual-college.co.uk via Neil McGregor Training and education SE Phoenix Neil.mcgregor@nhs.net
Level 2	Minimum level required for non-clinical & clinical staff who have some degree of contact with children and young people and/or parents/carers eg administrators for looked after children and safeguarding teams, health care students practice nurses	Need to complete level 1 first Over a three-year period, professionals at level 2 should receive refresher training equivalent to a minimum of 3-4 hours	Multi-disciplinary and scenario-based discussion drawing on case studies and lessons from research and audit. Organisations should consider encompassing safeguarding learning within regular, multi-agency or vulnerable family meetings, clinical updating, clinical audit, reviews of critical incidents and significant unexpected events and peer discussions.
Level 3	Clinical staff working with children, young people and/or their parents/carers and who could potentially contribute to assessing, planning, intervening and evaluating the needs of a child or young person and parenting capacity where there are safeguarding /child protection concerns eg GP's specialist nurses for safeguarding, sexual health staff	INITIAL: Within a year of appointment minimum of 8 hours of education and learning related to safeguarding/child protection Those requiring specialist-level competences should complete a minimum of 16 hours REFRESHER: Over a three-year period, professionals should receive equivalent to a minimum of 6 hours (minimum of 2 hours per annum) Level 3 requiring specialist knowledge a minimum of 12-16 hours (for those at and skill)	Multi-disciplinary and inter-agency, and delivered internally and externally. It should include personal reflection and scenario-based discussion, drawing on case studies, serious case reviews, lessons from research and audit, as well as communicating with children about what is happening. Consider encompassing safeguarding/child protection learning within regular multi-professional and/or multi-agency staff meetings, vulnerable child and family meetings, clinical updating, clinical audit, reviews of critical incidents and significant unexpected events, and peer discussions Book through CCG Safeguarding Children Team sharon.earl@nhs.net Essex Safeguarding Children Board www.escb.co.uk/Training.aspx

Level 1 Competencies

Level 1 competencies - Intercollegiate Document 2014	Competent
To be able to identify potential indicators physical neglect	
To be able to identify potential indicators emotional abuse	
To be able to identify potential indicators sexual abuse	
To be able to identify indicators neglect	
To be aware of the prevalence of child abuse in the UK	
To be aware of the Impact of child abuse on children & young people	
To recognising the potential impact of a parent/carers physical health on the well-being of a child or young person	
To recognising the potential impact of a parent/carers mental health on the well-being of a child or young person	
To be able to take appropriate action if you have concerns, including appropriately reporting concerns	
To know when to seek advice and be aware of who to contact	
To understand safe and appropriate Information sharing and consequences of failing to do so	
To know what to do if you feel that your concerns are not being taken seriously or you experience any other barriers to referring a child/family	
To be able to identify risks associated with the internet and online social networking	
To be know what the term 'Looked after child' means	
To show a willingness to listen to children and young people and to act on issues and concerns	

Level 2 Competencies

Level 2 competencies - Intercollegiate Document 2014	Competent
To be awareness of the normal development of children and young people and the ways in which abuse and neglect may impact on this.	
To be able to use professional and clinical knowledge, and understanding of what constitutes child maltreatment, to identify any signs of child abuse or neglect.	
To be understand the public health significance of child maltreatment including epidemiology and impact.	
To act as an effective advocate for the child or young person.	
To be clear about own and colleagues' roles, responsibilities, and professional boundaries including professional abuse and raising concerns about conduct of colleagues.	
To be aware that certain factors may be associated with child maltreatment, such as child disability and preterm birth, and living with parental mental health problems, drug and alcohol abuse, and domestic violence.	
To recognise the potential impact of a parent's/carer's physical and mental health on the well-being of a child or young person, including possible speech, language and communication needs	
To understand the increased needs of Looked After Children and increased risk of further maltreatment.	
To be able to identify and refer a child suspected of being a victim of trafficking or sexual exploitation.	
To be able to identify and refer a child suspected of being a victim at risk of Female Genital Mutilation or having been a victim of Female Genital Mutilation.	
To be able to identify and refer a child suspected of being a at risk of exploitation by radicalisers	
To be able to refer, as appropriate to role, to social care if a safeguarding/child protection concern is identified.	
To be able to maintain appropriate record keeping, documenting safeguarding children concerns, in order to be able to inform the relevant staff and agencies as necessary.	
To be able to differentiate between fact and opinion when reporting safeguarding children concerns.	
To be aware of the legal, professional, and ethical responsibilities around information sharing, including the use of directories and assessment frameworks.	
To understand the paramount importance of the child or young person's best interests as reflected in legislation and key statutory and non-statutory guidance (including the UN Convention on the Rights of the Child and the Human Rights Act).	
Is able to demonstrate awareness of the need to alert primary care professionals (such as the child's GP) and universal services (such as the child's health visitor or school nurse) of concerns	
To understand the purpose and guidance around conducting serious case reviews/case management reviews/significant case reviews, individual management reviews/individual agency reviews/ internal management reviews, and child death review processes	

Level 3 Competencies

Level 3 competencies - Intercollegiate Document 2014	Competent
Draws on child and family-focused clinical and professional knowledge and expertise of what constitutes child maltreatment, to identify signs of sexual, physical, or emotional abuse or neglect	
Able to identify (as appropriate to specialty) associated medical conditions, mental health problems and other co-morbidities in, children or young people which may increase the risk of maltreatment .	
Understand the impact of a family's cultural and religious background when assessing risk to a child or young person, and managing concerns	
Understand the effects of parental/carer behaviour and family factors on children and young people, and the inter-agency response , including mental health, learning difficulties, substance misuse, and domestic abuse	
Understand procedures for proactively following up children and young people who miss outpatient appointments or parents under the care of adult mental health services who miss outpatient appointments	
Know the long-term effects of maltreatment and how these can be detected and able to be proactive in order to reduce the risk of child/young person maltreatment occurring	
Able to identify and outline the management of children and young people in need	
To be 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	
To know how to share information appropriately, taking into consideration confidentiality, consent related to children and young people and data-protection issues	
Understand the principles of consent and confidentiality in relation to young people under the age of 18 including the concepts of Gillick Competency and Fraser Guidelines.	
Able to present safeguarding/child protection concerns verbally and in writing for professional and legal purposes as required (and as appropriate to role, including case conferences, court proceedings, core groups, strategy meetings, family group conferences, and for children, young people and families)	
Able to write chronologies and reviews that summarise and interpret information about individual children and young people from a range of sources	
Able to work with other professionals and agencies, with children, young people and their families when there are safeguarding/ child protection concerns as part of the multi-disciplinary team and with other disciplines, such as adult mental health, when assessing a child or young person	
Understand inter-agency frameworks and child protection assessment processes, including the use of relevant assessment frameworks and able to advise other agencies about the health management of individual children in child protection cases	
Know what to do when there is an insufficient response from organisations or agencies by being able to challenge other professionals when required and provide supporting evidence	
To be able to contribute to and make considered decisions on whether concerns can be addressed by providing or signposting to sources of information or advice	
Able to obtain support and help in situations where there are problems requiring further expertise and, including support with all legal and court activities (such as writing statements, preparing for attending court) and the need to debrief in relation to a case or other experience	

To be aware of resources and services that may be available within Health and other agencies, including the voluntary sector, to support families and the range and efficacy of interventions for child maltreatment	
To be able to obtain support and help in situations where there are problems requiring further expertise and experience	
Understand processes for identifying whether a child or young person is known to professionals in Children's Social Care and other agencies	
Understand what constitutes, as appropriate to role, forensic procedures and practice required in child maltreatment, and how these relate to clinical and legal requirements	
Undertakes regular documented reviews of own (and/or team) safeguarding/child protection practice as appropriate to role (in various ways, such as through audit, case discussion, peer review, and supervision and as a component of refresher training)	
Understand and contribute to processes for auditing the effectiveness and quality of services for safeguarding/child protection, including audits against national guidelines as part of appropriate clinical governance and quality assurance processes	
Know about models of effective clinical supervision and peer support and to be able to give effective feedback to colleagues	
Have an understanding of the management of the death of a child or young person in the safeguarding context (including where appropriate structures and processes such as rapid response teams and Child Death Overview panels)	
To be able to contribute to serious case reviews/case management reviews/significant case reviews as well as child death review processes	
Understand relevance of multi-agency audits and own role in multi-agency inspection processes	
Able to apply lessons learnt from audit and serious case reviews/case management reviews/ significant case reviews to improve practice	
Aware of the role and remit of the Local Safeguarding Children Board	
Aware of the implications of legislation, inter-agency policy and national guidance	
Understand the importance of children's rights in the safeguarding/child protection context and related legislation	
Understand the needs and legal position of young people, particularly 16-18 year olds and the transition between children's and adult legal frameworks and service provision	
Have core knowledge (as appropriate to one's role) of court and criminal justice systems, the role of different courts, the burden of proof, and the role of a professional witness in the stage of the court process	
Understand the processes and legislation for Looked After Children including health assessments and after-care services	
Have an understanding of Fabricated or Induced Illness (FII) and to be able to contribute to a management plan for FII	
Have an understanding of emerging evidence on child sexual exploitation and FGM	
Have an awareness that vulnerable young people may become victims of radicalisation	