

## Introduction to Safeguarding Children

### Training Content Checklist 2020-21

**Nottingham City Safeguarding Children Partnership (NCSCP) and Nottinghamshire Safeguarding Children Partnership (NSCP) are providing this training content checklist, to be used by organisations that work with children & young people to ensure that introductory safeguarding children training being provided by them meets appropriate agreed minimum standards.**

The checklist has been informed by a number of source documents including:

- the National Competence Framework for Safeguarding Children (published in 2011 by Bournemouth University)
- the Intercollegiate document 'Safeguarding children and young people: roles and competences for health care staff' (published by the Royal College of Paediatrics and Child Health)
- The Nottingham City & Nottinghamshire Safeguarding Children Competence Framework

**Part 1 of the checklist** outlines the absolute *minimum content* that any introductory level of safeguarding children training should include and therefore applies to training delivered to any group of staff. The Competence Framework specifically identifies, but is clear this is not limited to:

- Staff in *infrequent contact* with children, young people and/or parents/carers who may become aware of possible abuse or neglect. E.g. librarians, GP receptionists, community advice centre staff, grounds men, recreation assistants, environmental health officers (Staff Group 1).

**Part 2 of the checklist** outlines the *additional content* that should be covered for staff who work more regularly with children, young people and families, with the Competence Framework specifically identifying, but again, not limited to:

Staff (including volunteers) *in regular contact* or have a period of intense but irregular contact with children, young people and/or parents/carers including those who may be in a position to identify concerns about maltreatment, including those that may arise during the course of a CAF/EHAF. For example: housing, the police other than those in specialist child protection roles, Library assistants and homework officers, sports development officers, disability specialists, faith groups, community youth groups, play scheme volunteers and all health clinical staff, including those who work with adults, not identified as requiring a higher level of training (Staff Group 2)

### **Completing the checklist**

Place a tick in either the yes or the no column to indicate whether the subject matter is included and updated where required, in your training (*this can be via power point slides, through exercises, examples or case study work etc.*)

If you do tick NO for any sections, we advise you to consider why you feel that you don't need to include it or update your content as appropriate.

**Content that should have been updated (*since last year*) or needs considering in the future:**

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**Part 1 – these are the *minimum competences* which the content of any Introduction to Safeguarding Children training should cover:**

<b>Competence</b>	<b>Content</b>	<b>Yes</b>	<b>No</b>
1. Ability to understand and recognise child safeguarding issues	How and why safeguarding children is an essential part of staff responsibilities (including basic legal information)		
	The nature of child abuse and neglect, including Working Together definitions		
	Signs and indicators of abuse and neglect – linked with Working Together definitions		
	Bruising in non-mobile babies and significance. i.e. <i>Babies that don't cruise rarely bruise</i>		
2. Knowledge of and ability to respond to concerns about a child	The importance of identifying concerns at the earliest stage possible (early intervention and better outcomes for children)		
	The importance of being child focussed / listening to the child		
	What to do if staff have a concern about the welfare of a child – who to talk to, what to record, where and when to do this, and why this is important, including where the concern is about staff members.		
	Details of local points of contact re: safeguarding referral		
	Confidence in handling disclosures – what to say and do if a child or someone discloses abuse to staff		

	Confidentiality – what information can be shared / must be shared. What staff would do if asked to keep a secret		
	Issues around consent – what to do if someone doesn't agree that staff can talk to someone else		
3. Ability to understand potential barriers to effective responses and where to get support	Sources of support – who can staff speak to about this, what support is there for them?		
	The importance of collaborative working with others		
	The importance of respecting diversity. Being sensitive to and taking difference into account, but not at the risk of harm to a child		
	How staff recognise how their own beliefs, values and experience might influence their recognition and response to safeguarding concerns		
	Knowledge of your single agency safeguarding policy and procedures		
4. Understanding when and how, to escalate concerns about a child	The escalation process within inter-agency procedures (Resolving Professional Disagreements)		
	The importance of staff resolving professional differences in opinion in individual cases and know whom to talk to escalate concerns, being clear on what their role is within the escalation pathway		

**Part 2 – in addition to part 1 above, the following competences and content should be included for staff who work regularly with children, young people and families:**

Competence	Content identified above plus:	Yes	No	If no, please provide explanation
5. More in depth knowledge of factors that relate to understanding and identifying child safeguarding issues	Basic knowledge of stages of child development – what children of particular ages would be expected to be able to do			
	Some reference to specific risk factors for vulnerable children including Contextual Safeguarding. May include: disability, race and racism, private fostering, fabricated or induced illness, child sexual exploitation, child criminal exploitation including county lines, children who go missing, female genital mutilation, forced marriage, criminal exploitation including gang activity/County lines, belief in spirit possession, trafficking, radicalisation, extremism, hate crime & on-line safety. Explain term Contextual Safeguarding.			
	How adult risk factors such as the trilogy of risk (domestic abuse, adult mental health and adult substance abuse) impact on the welfare of children. Duty to refer adult concerns to adult social care			
	Relevant safeguarding legislation and agency role			
	Safeguarding Children Partnerships' Role, web sites and what to find there, for e.g. multi-agency training opportunities, including the web based inter-agency			

	safeguarding children procedures and practice guidance			
	Key learning messages from Child Safeguarding Practice Reviews and other reviews (that are relevant to target group)			
6. Ability to contribute to the assessment and management of risk of child safeguarding concerns	Local approaches to early intervention. Family Support Strategy / Pathway (City) and Pathway to Provision (County), including information on the Assessment Triangle, Thresholds & Levels of Support			
	Common Assessment Framework assessment (CAF) in the City and / or Early Help Assessment Framework assessment (EHAF) in the County, including helping to build an understanding of a family's history and functioning.			
	The need to promote and encourage the participation of children and families in safeguarding processes			
	Identifying appropriate ways of supporting children and young people for whom there are safeguarding concerns			
	<b>City only</b> Signs of Safety and its use in referral and assessment processes			

7. Ability to understand the importance of own behaviour and boundaries	Professional and organisational codes of conduct.			
	The importance of promoting equality (e.g. both women and men can be perpetrators, issues apply to same sex as well as opposite sex relationships)			
	How staff attitudes and behaviour can have an effect on children, young people and families			
	The emotional impact of working with children, young people and families			

**Name of Agency / Organisation .....**

**Name of course .....**

**Checklist completed by .....Date.....**

**Role in organisation.....**