

# **Training to safeguard and promote the welfare of children<sup>1</sup>**

## KEY LEARNING OUTCOMES FOR TARGET GROUPS

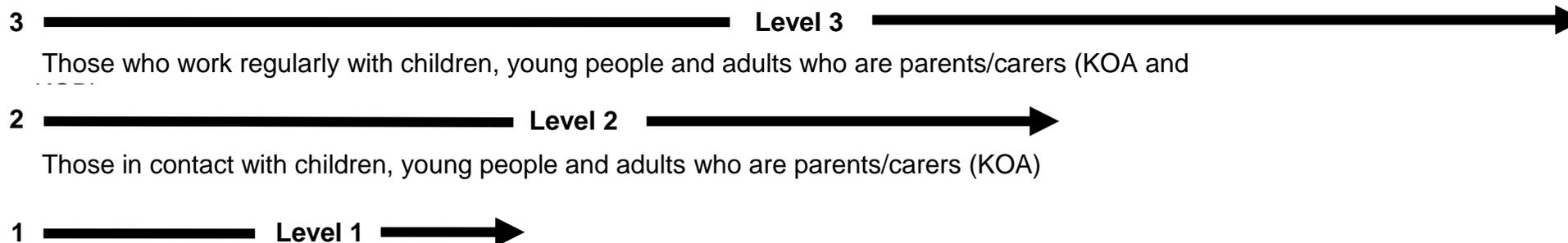
**For use in development and training in both single and inter-agency working to safeguard and promote the welfare of children**

---

<sup>1</sup> For the context for these suggested outcomes and a more detailed description of the target groups see Chapter 4 of *Working Together to Safeguard Children* (HM Government, 2006) – available from [www.everychildmatters.gov.uk/socialcare/safeguarding](http://www.everychildmatters.gov.uk/socialcare/safeguarding).

## PRACTITIONERS: Level 1, 2 and 3 training

Those with a particular responsibility for safeguarding children (KOA, KOB and KOC)



### Key Outcomes

<b>Introduction to working together to safeguard children</b>	<b>Working together to identify, assess, plan, intervene and review</b>	<b>Working together on complex cases to identify, assess, plan, intervene and review</b>
<p>KOA.1 Understand what is meant by safeguarding and promoting the welfare of children and the different ways in which children and young people can be harmed.</p> <p>KOA.2 Be aware of the statutory duty to safeguard and promote the welfare of children in accordance with the Children Act 2004.</p>	<p>KOB.1 Understand the safeguarding roles of parents and carers and recognise factors that can impact on parenting capacity.</p> <p>KOB.2 Have confidence to challenge own and other's practice.</p>	<p>KOC.1 Be able to work with other practitioners, children and families on complex tasks or particular areas of practice that have specific knowledge or skill requirements. For example, joint enquiries under section 47 of the Children Act 1989.</p>

<p>KOA.3 Be familiar with <i>What to do if you are worried a child is being abused</i> national guidance and local procedures and appreciate own role and responsibilities and those of others in safeguarding and promoting the welfare of children</p>	<p>KOA.9 Understand boundaries of personal competence and responsibility, know when to involve others and where to get advice and support.</p>	<p>KOC.2 Have the confidence to challenge decisions in complex situations by looking beyond immediate role and asking questions.</p>
<p>KOA.4 Be able to make judgements about how to act to safeguard and promote the welfare of a child in line with <i>What to do if...</i></p>	<p>KOB.4 Be able to communicate effectively and develop working relationships with other practitioners and professionals, children and families to safeguard and promote the welfare of children.</p>	<p>KOC.3 Be able to assess the relevance and status of information and to pass it on when appropriate.</p>
<p>KOA.5 Be aware of the Local Safeguarding Children Board (LSCB) and its remit.</p>	<p>KOB.5 Understand the role of other practitioners and agencies in supporting and advising families and safeguarding and promoting the welfare of children and the impact of own interviewing style, decisions and actions on others.</p>	<p>KOC.4 Be able to establish and maintain working partnerships of trust and mutual respect whilst recognising ways in which group process can influence and distort decision-making.</p>
<p>KOA.6 Understand statutory requirements governing consent, confidentiality and information-sharing.</p>	<p>KOB.6 Work together with others as outlined in the <i>What to do if ...</i>guidance.</p>	<p>KOC.5 Understand and be able to make an effective contribution through report writing and verbal communication to multi-disciplinary case planning and review meetings.</p>
<p>KOA.7 Understand the necessity for information-sharing and accurate recording within the context of safeguarding and promoting the welfare of a particular child.</p>	<p>KOB.7 Have a sound understanding of the principles and processes for effective collaboration and be able to forge and sustain relationships with other practitioners and families to safeguard and promote the welfare of children.</p>	<p>KOC.6 Know how to manage conflict and disagreement between professionals when working together on complex cases.</p>

<p>KOA.8 Provide appropriate, succinct information to enable other practitioners to deliver support to the child and family.</p>	<p>KOB.8 Know who to share information with, when and how to record information related to assessment, planning, intervention and review.</p>	<p>KOC.7 Have the skills to work with others to address issues of aggression and /or non-compliance that may impinge on practitioners' ability to safeguard and promote the welfare of a child in complex cases.</p>
<p>KOA.9 Know the boundaries of personal competence and responsibility, when to involve others and where to seek advice and support.</p>	<p>KOB.9 Appreciate the effect of cultural and religious beliefs on practice when working together to safeguard and promote the welfare of children.</p>	<p>KOC.8 Have an understanding of factors at an inter-personal, intra-personal and systemic level which influence the possibility of change</p>
<p>KOA.10 Understand when they are required to consult with a manager/designated person.</p>	<p>KOB.10 Have the skills to work with others to address issues of aggression and /or non-compliance by service users that may impinge on practitioners' ability to safeguard and promote the welfare and know when and how to seek support/advice.</p>	
<p>KOA.11 Be able to identify concerns about possible maltreatment arising from completion of a Common Assessment Framework</p>		
<p>KOA.12 Know when and how to respond to immediate safety issues in relation to a particular child and other children within the household</p>	<p>KOB.11 Understand the role of assessment, planning and review in effective service provision and the change process.</p>	
<p>KOA.13 Be aware of the impact of aggression, anger and violence from carers on practice and know how to manage this</p>	<p>KOB.12 Understand when they are required to consult with a manager or designated person.</p>	
	<p>KOB.13 Be able to write clear evidence based and outcome focused reports.</p>	

KOA.14 Know what to do when there is an insufficient response from other organisations and agencies, while maintaining a focus on safeguarding and promoting the welfare of the child.		
--	--	--

Operational managers who supervise practitioners and volunteers:

Level 4 training

Those with a particular responsibility for safeguarding children (KODa, KODb and KODc)



Those who work regularly with children, young people and adults who are parents/carers (KODa and KODb)



Those in contact with children, young people and adults who are parents/carers (KODa)



### Key Outcomes

Introduction to working together to safeguard children	Working together to identify, assess, plan, intervene and review	Working together on complex cases to identify, assess, plan, intervene and review
<p>KODa.1 Be aware of the statutory duty to safeguard and promote the welfare of children and recognise the roles and responsibilities of staff as outlined in <i>What to do if...</i></p> <p>KODa.2 Be able to make judgements about ways in which practitioners should act to safeguard and promote the welfare of a child in line with <i>What to do if...</i></p> <p>KOA.5 Be aware of the LSCB and its remit</p> <p>KODa.4 Be aware of LSCB Inter-agency policies, procedures and protocols</p>	<p>KOB.1 Understand parents and carers safeguarding role and recognise factors that can impact on parenting capacity</p> <p>KODb.2 Be able to develop an accurate assessment of a practitioner's competence with regard to safeguarding and promoting children's welfare and address areas for development.</p> <p>KODb.3 Be able to recognise the boundaries of staff and own competence and responsibility, know when to involve others and where to get advice and support</p>	<p>KODc.1 Be aware of the specific knowledge and skill requirements necessary for working on complex cases. For example, joint enquiries under section 47 of the Children Act 1989.</p> <p>KODc.2 Ensure that practitioners have the appropriate knowledge and skills and are managed and supported.</p> <p>KOA.14 Know what to do when there is an insufficient response from other organisations and agencies, while maintaining a focus on safeguarding and promoting the welfare of the child.</p>

<p>KOA.6 Understand statutory requirements governing consent, confidentiality and information-sharing.</p>	<p>KODb.4 Have a sound understanding of the principles and processes for effective collaboration and be able to communicate, forge and sustain relationships with other managers and address any issues encountered by practitioners working with others to safeguard and promote the welfare of children.</p>	<p>KODc.4 Be able to assess the relevance and status of information and ensure staff manage this information appropriately.</p>
<p>KODa.6 Understand the necessity for information-sharing and accurate recording within the context of safeguarding and promoting the welfare of children and have the knowledge and skills to advise practitioners.</p>	<p>KODb.5 Understand the role of other practitioners and agencies in supporting and advising families to safeguard and promote the welfare of children and advise staff accordingly.</p>	<p>KODc.5 Be able to assess ways in which practitioners are working together on complex cases and ways in which group process can influence and distort decision-making.</p>
<p>KODa.7 Understand the role and influence of the front line manager, including in facilitating multi-disciplinary communication and conflict resolution.</p>	<p>KODb.6 Be able to supervise staff who are working together with others on the processes outlined in this guidance and in <i>What to do if ...</i> guidance.</p>	<p>KODc.6 Know how to deal with professional disagreement.</p>
<p>KODa.8 Understand and be able to address the impact of practitioner anxiety on performance.</p>	<p>KODb.7 Know who to share information with and when and how to record information and be able to advise practitioners accordingly.</p>	<p>KODc.7 Be able to help practitioners sustain purposeful and respectful relationships with service users over time and under stressful conditions.</p>
<p>KODa.9 Be able to offer advice, guidance and support in line with national and local guidance to practitioners who have concerns about safeguarding and promoting the welfare of a child.</p>		<p>KODc.8 Be able to recognise when the relationship between practitioner and service user is in danger of breaking down and take appropriate action.</p> <p>KODc.9 Know how to manage aggression and non-compliance in complex cases</p>

<p>KODa.10 Be aware of the impact of aggression, anger and violence from carers on practice and ensure practitioners are supported when working in these situations.</p>	<p>KODb.8 Understand and be able to address issues of practitioner-anxiety, and of aggression and non-compliance from carers when working together to safeguard and promote the welfare of a child.</p>	
<p>KODa.11 Understand the emotional impact of working together to safeguard children and promote the welfare of children and support practitioners appropriately.</p>	<p>KODb.9 Appreciate and be able to address with practitioners the effect of cultural and religious beliefs on practice when working together to safeguard and promote the welfare of children.</p>	
<p>KODa.12 Have the knowledge and skills to identify how practitioners can get stuck, lose focus and be drawn into poor performance and respond accordingly</p>		

Those who have strategic responsibility for commissioning and providing services to children, young people and adults who are parents/carers (including members of the LSCB)

Level 5 Training

**Those who have strategic responsibility for commissioning and providing services to children, young people and adults who are parents/carers including members of the LSCB: key outcomes**

<b>Managers within agencies</b>	<b>New members of LSCBs</b>	<b>Members of LSCBs: ongoing development</b>
KOM.1 Be aware of the statutory duty to safeguard and promote the welfare of children and identify a lead senior manager who is accountable for the agency fulfilling this duty.	KOSBa.1 Be aware of the statutory duty to safeguard and promote the welfare of children and recognise the roles and responsibilities of staff as outlined in this guidance and in <i>What to do if...</i>	KOSBb.1 Understand how recent policy, practice and research developments, serious case reviews and the findings of the local screening teams should inform the work of the LSCB.
KOM.2 Recognise the roles and responsibilities of practitioners as outlined in this guidance and in <i>What to do if...</i>	KOSBa.2 Understand the statutory requirements of the LSCB under sections 13-16 of the Children Act 2004 and the LSCB regulations.	KOSBb.2 Recognise the factors that are promoting and inhibiting the effective functioning of the LSCB and be able to address these in order to improve performance.
KOM.3 Understand the needs of development and support needs of staff, enabling them to effectively work together with others to safeguard and promote the welfare of children.	KOSBa.3 Be aware of the key purposes, functions and tasks of the LSCB and be able to follow procedures as outlined in guidance.	KOSBb.3 Work together to assess the developmental needs of the LSCB.
KOM.4 Understand the need for management plans for recruitment, training, support and supervision of all staff undertaking safeguarding duties.	KOSBa.4 Understand the individual and joint roles and responsibilities of members of the LSCB.  KOSBa.5 Know how to ensure own agency is able to demonstrate their duties to safeguard and promote the welfare of children in their strategic and operational plans.	KOSBb.4 Be able to ensure effective communication between the local LSCB, the local children's workforce and local community.  KOSBb.5 Be able to identify ways of learning from service user experience and taking account of the views of children and young people.

Managers with Strategic responsibility for providing services, commissioning and/or are members of LSCB

KOM.5	Recognise the systems that should be in place within an organisation and between organisations in order to comply with statutory duties to cooperate to safeguard and promote the welfare of children	KOSBa.6 Ensure that own agency job descriptions reflect the responsibilities of LSCB membership.	
KOM.6	Understand statutory requirements governing consent, confidentiality and information-sharing and the implications for developing and maintaining intra and inter-agency systems and protocols.	KOSBa.7 Understand the mandate and organisational support required to ensure meaningful representation.	
KOM.7	Recognise the management information required to ensure that the agency is discharging its duty to safeguard and promote the welfare of children.	KOSBa.8 Know how to obtain necessary professional/ expert advice to fulfil role.	
KOM.8	Be aware of the Local Safeguarding Board and its remit.	KOSBa.9 Understand the role of the Children’s Service Authority, the Director of Children’s Services, the lead elected member and the LSCB chair	
KOM.9	Know what actions need to be taken to ensure the agency is demonstrating its safeguarding duties in both strategic and operational plans		

Managers with Strategic responsibility for providing services, commissioning and/or are members of LSCB