



LSCB COMPETENCIES FOR SAFEGUARDING CHILDREN

COMPETENCIES for Groups 1 and 2

Group 1 - For those in infrequent contact with children, young people and/or parents/carers who may become aware of possible abuse or neglect.

AND

Group 2 - For those in regular contact or have a period of intense but irregular contact, with children, young people and/or parents/carer, who may be in a position to identify concerns about maltreatment, including those that may arise from the use of the Early Help assessment.

- 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.
- Aware of the statutory duty to safeguard and promote the welfare of children in accordance with the Children Act 2004.
- Familiar with *What to do if you are worried a child is being abused* national guidance and the Peterborough and Cambridgeshire Local Safeguarding Children Board (LSCB) procedures.
- Appreciate own role and responsibilities and those of others in safeguarding and promoting the welfare of children.
- Able to make judgements about how to act to safeguard and promote the welfare of a child in line with *What to do if...*
- Aware of Cambridgeshire and Peterborough LSCB and their remit
- Understand statutory requirements governing consent, confidentiality and information sharing.
- Understand the necessity for information sharing and accurate recording within the context of safeguarding and promoting the welfare of a particular child.

- Able to provide appropriate, succinct information to enable other practitioners to deliver support to the child and family.
- Know the boundaries of personal competence and responsibility, when to involve others and where to seek advice and support.
- Understand when you are required to consult with a manager/designated person.
- Able to identify concerns about possible maltreatment arising from completion of an Early Help Assessment (Cambridgeshire), (Peterborough), Single Assessment and use of Threshold Documents (different for Peterborough and Cambridgeshire)
- Know when and how to respond to immediate safety issues in relation to a particular child not forgetting other siblings and friends (**Think Sibling**)
- Aware of the increased vulnerability of specific groups of children, including; disabled children, children from ethnic minorities, children in care and unaccompanied children.
- Are aware of the impact of aggression, anger and violence from carers on practice and know how to manage this and who to refer to.
- Be aware of cultural competence around safeguarding children.
- 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. Know about and how to use the escalation policy.
- Be aware of normal child development and what is 'not normal' child and adolescent development
- Be aware of own role and responsibilities and the risk to children and young people around the use of social media, chat rooms, gaming, mobile phones and the internet.
- Be aware of local safeguarding priorities (i.e. for 2016-2017; Child Sexual Exploitation, Forced Marriage, Female Genital Mutilation, the 'lived experience of the child', Cultural Competence, Domestic Abuse, Neglect and Disability).
- Be **Confident** when working with families and always think the '**Unthinkable**'

COMPETENCIES for Group 3

Group 3 – For those who work predominately 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 and parenting capacity where there are safeguarding concerns.

- Understand the safeguarding roles of parents and carers and recognise factors such as domestic violence, parental mental health and substance misuse, that can impact on parenting capacity.
- Have confidence to challenge own and other's practice.
- When working with families have the confidence and ability to be 'Professionally Curious' and to have 'Professional Uncertainty' – able to ask questions and to check out the information that you are given.
- Understand boundaries of personal competence and responsibility; know when to involve others and where to get advice and support.
- Able to communicate effectively and develop working relationships with other practitioners and professionals, children and families to safeguard and promote the welfare of children.
- 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.
- Work together with others as outlined in the *What to do if...* guidance and Cambridgeshire / Peterborough LSCB procedures and Working Together 2015.
- 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.
- Know who to share information with, when and how to record information related to safeguarding concerns

- Appreciate the effect of cultural and religious beliefs on practice when working together to safeguard and promote the welfare of children.
- 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 of children and know when and how to seek support/advice.
- Understand the role of assessment, planning and review in effective service provision and the change process.
- Understand when you are required to consult with a manager or designated person.
- Know how and when to escalate concerns

COMPETENCIES FOR GROUPS 4-6

Group 4. Those who have particular responsibilities in relation to undertaking section 47 enquires, those who work with complex cases and social work staff responsible for co-ordinating assessments of children in need.

AND

Group 5. Professional advisors, named and designated lead professionals

AND

Group 6. Operational managers at all levels.

All of the competencies for Groups 1,2 and 3 plus

- Able to work with other practitioners, children and families on complex tasks or particular areas of practice that have specific knowledge or skill requirement. For example, joint enquiries under section 47 of the Children Act 1989.
- As a Manager or a Designated Person have the knowledge, skills and confidence to challenge the factors that contribute to the increased vulnerability of specific groups of children, including; disabled children, children from ethnic minorities and children in care
- Have confidence to challenge decisions in complex situations by looking beyond immediate role and asking questions.
- Able to assess the relevance and status of information and to pass it on when appropriate.
- Be able to establish and maintain working relationships of trust and mutual respect whilst recognising ways in which group

process can influence and distort decision-making.

- Understand and be able to make an effective contribution through report writing and verbal communication to multi-disciplinary case planning and review meetings.
- Know how to manage conflict and disagreement between professionals when working together on complex cases be aware of and confident to use the escalation policy.
- 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.
- Have an understanding of factors at an inter-personal, intra-personal and systemic level which influence the possibility of change.
- Able to advise others (where relevant to role)

- Be able to support front line professionals with engaging and working with families
- Bring Safeguarding Children into your supervisory role with front line practitioners.
- Be the conduit for your agency for safeguarding children concerns, discussions and training and development.
- As part of your role, be aware of; the latest safeguarding messages, learning from serious case reviews and research in relation to children, young people and families.

Working Together to Safeguard Children 2010 suggest the following examples of staff/volunteers in each group

LSCB Groups and Course Levels

To ensure that multi-agency is being accessed by the correct practitioners Working Together 2010 describes target audiences (Groups 1 -8). These groups do not correspond to vocational or academic qualifications.

Group One :Staff who are in infrequent contact with children, young people and / or parents carers
This group of staff need a 'basic' understanding and 'awareness' of safeguarding issues, know how to recognise child abuse, know what normal child development is and to know what to do if they suspect a child is being abused. (Level 1 Training)
<u>Staff include:</u> Librarians, GP receptionists. community advice centre staff, grounds men, recreation assistants, environments health officers
Group Two: Those in regular contact or have a period of intense but irregular contact, with children, young people and/or parents/carers including all clinical health staff
In addition to basic understanding and awareness of safeguarding issues this group of staff need to have an awareness of the necessity of information sharing, assessment (Common assessment framework), accurate recording, knowledge of how to use the escalation policy and an appreciation of their own roles and responsibilities to safeguard children. (Level 2 Training)
<u>Staff include:</u> Housing, hospital staff, YOT staff and staff in secure settings, the police other than those in specialist child protection roles, sports developments officers, disability specialists, faith groups, community youth groups, play scheme volunteers
Group Three: Members of the workforce who work predominantly with children, young people and/or their parents/carers
In addition to the skills needed for Groups 1 and 2 staff within this group need to be aware of the importance of family history, the impact of parenting issues and of working together to identify, assess and meet the needs of children where there are safeguarding issues (Level 3 Training)

Staff include: Paediatricians, GP's, 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

Group Four : Members of the workforce who have particular responsibilities in relation to undertaking section 47 enquiries

This group of staff need to have the skills needed for the above groups and need to have an awareness of section 47 enquiries, taking emergency action, professional judgements, working with complexity and a greater understanding of engagement with children and families. **(Level 3 Training)**

Staff include :Professionals from health, trainers, 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.

Group Five: Professional advisors, named and designated lead professionals

In addition to the content for Groups 1,2,3 and 4 this group of staff need to (if they are advising these groups of staff) have an understanding of promoting effectiveness, professional practice and giving advice to others **(Level 3 / 4 Training)**

Staff include: Designated Doctors / Designated Safeguarding leads

Group Six : Operational Managers at all levels

Skills are needed for Groups 1 – 4 (if supervising staff in that group) and this Group of staff need an awareness of supervising child protection cases, managing performance to promote effective interagency practice and specialist training for key roles

Staff include: Practice supervisors, front line managers, and managers of child protection units

Group Seven: Senior Managers responsible for strategic management of services

In addition to the content for Groups 1,2 and 3 this group need to have an awareness of Section 11 expectations, roles and responsibilities

Staff include: NHS board members

Group Eight: Members of the LSCB

In addition to the content for Groups 1,2 and 3 and roles and responsibilities this group need to have an awareness the expectations of members to promote effective co-operation and improve effectiveness, current policy, lessons learned from serious case reviews and specialist training to undertake their nominated roles.

Staff include: Board members, Independent Chair, Director of Children's Services, Elected members, Lay members, Members of executive and sub/task Groups, business support team, inter-agency trainers

For Health Professionals

All of the training offered by the LSCB's is multi- agency training and not agency specific. All Health Professionals, as with other single agencies, are required to access the appropriate level of training specific to and within their own agency. Listed below is a guide to how the Intercollegiate Levels, within health map onto the 'Working Together 2010/ 2015' Groups.

- **Intercollegiate Level 1 - Access** Groups 1 and 2 training courses
- **Intercollegiate Level 2 - Access** Groups 1 and 2 training courses
- **Intercollegiate Level 3- Access** Group 3 training courses
- **Intercollegiate Level 4 & 5 - Access** Group 3 training courses