



# What training do I need?

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## What is this document for?

This document has been developed by the Stockport Safeguarding Children Board (SSCB) Training Sub Group. It aims to provide support and guidance on the safeguarding training requirements for anyone who works with children and young people and their families. It provides for:

- Individual staff to identify and assess their own learning outcomes.
- Managers and Workforce Development staff considering the range of training options available and learning outcomes expected of staff working at different levels.
- Managers to assess individuals safeguarding training needs as part of their mandatory safeguarding induction to the post.
- Managers to review individuals at appraisal (PDR) to ensure safeguarding training has been undertaken or updated at least every three years.
- Commissioners to plan for universal and specialist training, learning and development

It aims to bring together the information about safeguarding training provision in Stockport. This includes safeguarding training provided by employers (single agency) and multi-agency training.

This document is also intended to support the overall Stockport Family Workforce Development Strategy, which incorporates safeguarding training and to act as a training strategy for the SSCB.

It uses the 6 levels described in the inter-collegiate document because this is a CQC inspection requirement. Although it attempts to identify where job roles may fit into the framework because of the continuous service development and redesign, job titles may change and roles and responsibilities alter. If managers/ commissioners establish new job titles and roles then advice should be sought from your workforce safeguarding lead and the information passed to the LSCB Training Manager so that this document can be updated.

### **Providing education, training and learning**

This document describes specific classroom based sessions and online-learning opportunities that are available through employer provision or the SSCB. Further opportunities are available through Stockport Family learning circles. However, safeguarding learning does not need to be limited to attendance at a specific event but should be considered within a wider learning and development framework.

Safeguarding learning could be included as part of regular service/ practice updates, team/ service meetings, network meetings, learning circles, peer discussions and role-specific learning sets. Cascade events provided for managers to roll out information across their organisation would also be an option.

There are opportunities for discussions with individuals about safeguarding issues as part of supervision and opportunities identified for work-shadowing/ coaching/ mentoring opportunities. Learning identified through supervision and audit can be developed into case studies for wider dissemination.

Independent reviews such as multi-agency audits, Multi-Agency Learning Reviews (MALRs), Serious Case Reviews and other reviews into practice also provide opportunities to develop learning and competence.

### Policy context

There is an increasing expectation that all professionals will take greater ownership of the structure and content of their training. As part of the required quality standards, revalidation and continuing professional development (CPD) requirements for professional bodies, workers are required to demonstrate that they have undertaken relevant education and learning.

Working Together (2015) identifies that employers are responsible for ensuring that their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role. (Pp.53 -54).

### Learning & Improvement Cycle



There is no one size fits all solution to ensuring that the workforce is appropriately trained as different roles and responsibilities will require different standards of knowledge and practice depending upon their degree of contact with children and their families, their level of responsibility and the independence and autonomy for decision-making.

The role of the designated safeguarding lead in education is described in Annex B of Keeping Children Safe in Education (2016). OFSTED have introduced the common inspection framework for education, skills and early years and safeguarding is included in the effective leadership & management judgement.

The Inter-collegiate document (2014) - *Safeguarding Children and Young people: roles and competences for health care staff* – was produced by the Royal Colleges and professional bodies in health to provide a competence based framework for training; compliance is monitored through CQC inspections.

## Group 1/ Level 1

### Job role and responsibility

Staff who are in infrequent contact with children and young people and their families who may become aware of possible abuse or neglect.

This might include:

Workers (paid & volunteers) who would be included in this group include:

Administrators, Business Support Staff, Catering and Maintenance staff, All health staff in an organisation (clinical and non-clinical), Librarians, Receptionists,

### Learning outcomes (level 1/ Group 1)

- Recognise potential indicators of child maltreatment – physical abuse, including fabricated and induced illness, emotional abuse, sexual abuse, and neglect including child trafficking and female genital mutilation (FGM). An awareness of the PREVENT agenda.
- Understand the impact a parent/carers physical and mental health can have on the well-being of a child or young person including the impact of domestic abuse; the risks associated with the internet and online social networking, and basic knowledge of relevant legislation.
- Take appropriate action if you have concerns including appropriately reporting concerns safely and knowing where to seek advice.

### Training available:

**From the SSCB:** Online learning: There are two courses available one for staff who work with children and one for staff who come into contact with children. They are available from the Stockport [Learning Pool](#) website. Learners will need to create a username the first time they login to the system. Any queries should be emailed to [workforce.development@stockport.gov.uk](mailto:workforce.development@stockport.gov.uk)  
Any online learning session should be followed by a discussion with the manager/ safeguarding lead to ensure that the worker knows who to go to for advice and support.

**Health:** Online learning – available via the safeguarding microsite, classroom on induction/bespoke staff groups. Inter-collegiate standards require staff to undertake a refresher every 3 years to keep up-to-date.

**Education, skills and early years:** Whole school training. These sessions should include non-teaching staff and governors. The minimum requirement from September 2016 is for all staff to receive an annual update as well as ongoing reminders.

**Prevent training:** Online learning is available from [educate against hate](#) website

Other online learning is signposted on the SSCB website: *Safeguarding Children Online Learning*

## Group2/ Level 2

### **Job role and responsibility**

Staff who are in regular contact or have a period of intense but irregular contact with children and young people and their families. Workers in this group may be in a position to identify concerns about maltreatment including those that may arise from CAF/TAC processes. They would not be expected to attend child protection conferences.

Workers who may be included in this group include:

All clinical health staff hospital and community, Children centre workers, crèche workers, dentists, dental surgery staff, nursery nurses, parent engagement workers, pharmacists, play scheme workers, police officers, Referral and Information Officers, teaching assistants

Learning outcomes (level 2/ group 2)

- Recognise potential indicators of child maltreatment – physical abuse including fabricated and induced illness, emotional, sexual abuse, and neglect including child trafficking and female genital mutilation (FGM)
- Able to identify and refer a child suspected of being a victim of trafficking, sexual exploitation, and /or at risk of exploitation by radicalisers.
- Understand the impact a parent/carers physical and mental health can have on the well-being of a child or young person including the impact of domestic abuse and the risks associated with the internet and online social networking, and basic knowledge of relevant legislation.
- Able to act as an effective advocate for the child or young person including possible speech & language needs
- Clear about your own and colleagues' roles, responsibilities, and professional boundaries including professional abuse and raising concerns about the conduct of colleagues in a multidisciplinary team and in multi-agency setting.
- Know how and when to refer safely to children's social care if you have identified a safeguarding/ child protection concern in line with safeguarding policy.
- Know how to document safeguarding/child protection concerns in a format that informs the relevant staff and agencies appropriately. You will know how to maintain appropriate records including being able to differentiate between fact and opinion.
- Able to identify the appropriate and relevant information and you will know how to share it with other teams.
- Acts in accordance with key statutory and non-statutory guidance and legislation including the UN Convention on the Rights of the Child and Human Rights Act.

## Training available

**Please note – Basic CP Awareness training must be completed before any other courses**

**From the SSCB:** Basic CP Awareness: Online learning. There is a course for staff who work with children and their families available from the Stockport [Learning Pool](#) website. Learners will need to create a username the first time they login to the system – instructions on how to do this are available [here](#). Any queries should be emailed to [workforce.development@stockport.gov.uk](mailto:workforce.development@stockport.gov.uk). *Schools and early years settings* should access the e-learning through Learning Leads. Any online learning session should be followed by a discussion with the manager/ safeguarding lead to ensure that the worker knows who to go to for advice and support.

### External online training

FGM: [www.fgmelearning.co.uk](http://www.fgmelearning.co.uk)

Forced Marriage: <http://www.safeguardingchildren.co.uk/resources/awareness-of-forced-marriage-register-for-training/>

Prevent: [educate against hate](#)

Other online learning is signposted on the SSCB website: *Safeguarding Children Online Learning*

### Face-to-face training:

Basic Child Protection Awareness

Safeguarding Children: Neglect

Safeguarding Children: Emotional Abuse

Safeguarding Children: Sexual Abuse

FGM Awareness

**Health:** Online learning – level 2, Classroom as part of mandatory training programme

**Education, skills and early years:** Whole setting training. These sessions should include non-teaching staff and governors. From September 2016, the minimum requirement is for all staff to receive training annually (Keeping Children Safe in Education).

**From SMBC website:** Early Help Assessment (EHA)/ Team around the Child (TAC) online training. Stockport has introduced an electronic version of the CAF called the **Stockport Family Early Help Assessment (EHA)**. Advice and guidance can be found on:

[www.stockport.gov.uk/early-help-assessment](http://www.stockport.gov.uk/early-help-assessment)

Training is advertised through Learning Pool.

*Even if workers would not be expected to complete an EHA it may be useful for them to understand*

## Group 3/ Level 3

(This section combines WT Group 3 and group 4)

### **Job role and responsibility**

Members of the workforce who work predominantly with children, young people and their families who could potentially contribute to assessing, planning intervening and reviewing the needs of a child and parenting capacity where there are safeguarding concerns.

Some workers in this group may have responsibility for undertaking CA1989 S47 enquiries, work with complex cases.

Workers who may be included in this group include:

Child minders, Children Centre Co-ordinators, Counsellors, Family Group Conference workers, Family Support Workers (CSC), Foster Carers, Day Nurseries proprietors, Day Nursery room leaders, Probation Staff, Psychologists, Public Protection Police Officers, School Counsellors, Social Workers, Senior Practitioners, Stockport Family Early Years Workers, Stockport Family School Age Plus Workers, Stockport Family Education & Careers Advice Workers, Stockport Family Education Welfare Workers, Substance Misuse Workers, Teachers, Residential Support Workers, Play Scheme managers, Young People's Workers, Youth Offending Service Staff,

Health staff (child facing/ case holders):

GPs, forensic physicians, urgent and unscheduled care staff, mental health staff (adult and CAMHS), child psychologists, child psychotherapists, adult learning disability staff, learning disability nurses, health professionals working in substance misuse services, youth offending team staff, paediatric allied health professionals, sexual health staff, school nurses, health visitors and staff nurses in HV teams, all children's nurses, midwives, child psychologists, obstetricians, all paediatricians, paediatric radiologists, paediatric surgeons, children's/paediatric anaesthetists, paediatric intensivists and paediatric dentists.

### Learning outcomes (level 3/ group 3)

- Recognise potential indicators of child maltreatment – physical abuse including fabricated and induced illness, emotional, sexual abuse, and neglect including child trafficking and female genital mutilation (FGM) using a child and family focussed approach
- Able to identify and refer a child suspected of being a victim of trafficking, sexual exploitation, and /or at risk of exploitation by radicalisers.
- Understand the impact a parent/carers physical and mental health can have on the well-being of a child or young person including the impact of domestic abuse and the risks associated with the internet and online social networking, and basic knowledge of relevant legislation.
- Be clear about your own and colleagues' roles, responsibilities, and professional boundaries including professional abuse and raising concerns about the conduct of colleagues in a multidisciplinary team and in multi-agency setting.
- Know how to communicate effectively with children and young people and their parents/ carers including possible speech & language needs, and how to ensure that they have the opportunity to participate in decisions affecting them as appropriate to their age and ability.
- Know how to work effectively with children, young people and families where there are safeguarding/ child protection concerns as part of the multidisciplinary team and with other disciplines, such as adult mental health, when assessing a child or young person.
- Contribute to effective inter-agency assessments by gathering and sharing information.
- Know how to undertake, where appropriate, a risk of harm assessment.
- Know how to contribute to, and make considered judgements about how to act to safeguard/protect a child or young person.
- Know how to participate in and chair multi-disciplinary meetings as required.
- Contribute to/formulate and communicate effective plans (CAF/TAC/ CP/LAC) to children and young people, their families and relevant professional networks
- Document concerns in a manner that is appropriate for safeguarding/child protection and legal processes.
- Participate in documented reviews of your own (and/or team) safeguarding/child protection practice as appropriate to role (This can be undertaken in various ways, such as audit, case discussion, peer review, and supervision and as a component of refresher training).
- Know how to appropriately contribute to Multi-Agency Learning Reviews (MALRs)/ Serious Case Reviews (SCRs)/ internal and multi-agency audits and other relevant processes.
- Know how to deliver and receive supervision within effective models of supervision and be able to recognise the potential personal impact of safeguarding/child protection work on professionals.
- Apply the lessons learnt from audit and serious case reviews/case management reviews/significant case reviews to improve practice.
- Advise others on appropriate information sharing.
- Know how to obtain support and help in situations where there are problems requiring further expertise and experience.

Additional specialist learning outcomes for paediatricians, paediatric intensivists, dentists with a lead role in child protection, Forensic Physicians, lead anaesthetist for safeguarding and child protection, child and adolescent psychiatrists, child and adolescent mental health practitioners, child psychologists, child psychotherapists, GPs, forensic nurses, children's nurses, school nurses, child and adolescent mental health nurses, children's learning disability nurses, specialist nurses for safeguarding & looked after children, midwives and health visitors.

- Advise other agencies about health management of individual children in child protection cases
- Apply lessons learned from audit and other reviews to improve practice
- Advise others on information sharing

## Training available

**Please note – Basic CP Awareness training must be completed before any other courses**

All classroom based training is advertised on the Stockport Safeguarding Children Board website:

[www.safeguardingchildreninstockport.org.uk](http://www.safeguardingchildreninstockport.org.uk)

### Online Learning:

- Basic CP Awareness: Online learning. There is a course for staff who work with children and their families available from the Stockport [Learning Pool](#) website. Learners will need to create a username the first time they login to the system – instructions on how to do this are available [here](#). Any queries should be emailed to [workforce.development@stockport.gov.uk](mailto:workforce.development@stockport.gov.uk)  
Any online learning session should be followed by a discussion with the manager/ safeguarding lead to ensure that the worker knows who to go to for advice and support.  
*Schools and Early Years settings* should access the e-learning through Learning Leads.
- Mental Capacity Act/ Deprivation of Liberty Safeguards. The training is provided by KWANGO. Learners will need to create a username the first time they login. Details are on the SSCB website/ at the back of this booklet. This can also be accessed through Learning Pool once you have registered as per instructions above.
- EHA/ TAC training (on SMBC Early Help Assessment website)
- Child Sexual Exploitation: [keep them safe](#)
- FGM e-learning: [www.fgmelearning.co.uk](http://www.fgmelearning.co.uk)
- PREVENT: [educate against hate](#)

Other online learning is signposted on the SSCB website: *Safeguarding Children Online Learning*

### Face-to-face training

- Multi-agency SSCB courses
  - Basic Child Protection Awareness
  - Safeguarding Children: Emotional Abuse
  - Safeguarding Children: Sexual Abuse
  - Safeguarding Children: Neglect
  - Graded Care Profile workshop
  - Safeguarding children where parents have mental health concerns
  - Safeguarding children where parents have substance misuse concerns (2 days)
  - Safeguarding children from forced marriage
  - Safeguarding the Unborn Child
  - Child Sexual Exploitation
  - Toxic Trio: children living with adversity
  - Impact of Domestic Abuse
  - Safeguarding Children Online
  - Hidden men
  - Disguised Compliance
  - FGM Awareness
  - Safeguarding Children from Forced Marriage
  - Working with teenage vulnerability
- Safeguarding Learning Events: feedback of learning from MALR, SCR, multi-agency audit and local and national research. Delegates are expected to cascade learning to colleagues.
- EHA/ TAC classroom sessions: Training is advertised through Learning Pool.

## **Group 4/ Level 4**

(Includes WT Groups 5 and 6)

### **Job role and responsibilities**

Workers in this group will be responsible for promoting effective professional practice and providing advice and support to others within and outside their organisation.

Professional Advisers, named and lead professionals, operational first-line team managers/ team leaders, practice educators and practice supervisors, workforce development managers, members of sub-committees

Workers in this group may include:

Operational Team Leaders and Team Managers, Named Nurses, Named Doctors, Named Midwives, Professional Development Nurses, and Safeguarding leads within organisations,

#### **Learning outcomes (Level 4/ Group 4)**

- Recognise potential indicators of child maltreatment – physical abuse including fabricated and induced illness, emotional, sexual abuse, and neglect including child trafficking and female genital mutilation (FGM) using a child and family focussed approach
- Able to identify and refer a child suspected of being a victim of trafficking, sexual exploitation, and /or at risk of exploitation by radicalisers.
- Understand the impact a parent/carers physical and mental health can have on the well-being of a child or young person including the impact of domestic abuse and the risks associated with the internet and online social networking, and basic knowledge of relevant legislation.
- Be clear about your own and colleagues' roles, responsibilities, and professional boundaries including professional abuse and raising concerns about the conduct of colleagues in a multidisciplinary team and in multi-agency setting.
- Know how to communicate effectively with children and young people and their parents/ carers including possible speech & language needs, and how to ensure that they have the opportunity to participate in decisions affecting them as appropriate to their age and ability.
- Know how to work effectively with children, young people and families where there are safeguarding/ child protection concerns as part of the multidisciplinary team and with other disciplines, such as adult mental health, when assessing a child or young person.
- Contribute as a member of the safeguarding team to the development of strong internal safeguarding/child protection policy, guidelines, and protocols.
- Work with safeguarding team and partners to conduct a safeguarding training needs analysis, and to commission, plan, design, deliver and evaluate single and inter-agency training and teaching for staff in the organisations covered as part of a safeguarding/child protection team which may include partners in other agencies.
- Lead/ oversee safeguarding quality assurance and improvement processes including risk assessments of the organisation's ability to safeguard/ protect children and young people
- Undertake and contribute to Multi-Agency Learning Reviews (MALRs)/ serious case reviews (SCRs) and other formal internal and multi-agency audit processes as part of the learning & improvement framework; this will include the preparation of chronologies, leading internal management reviews and the development of action plans where appropriate.
- Work effectively with colleagues from other organisations and in regional networks, providing advice as appropriate e.g. concerning safeguarding/child protection policy and legal frameworks, the health management of child protection concerns.
- Provide advice and information about safeguarding to the employing authority, both proactively and reactively – this includes the board, directors, and senior managers.
- Provide specialist advice to practitioners, both actively and reactively, including clarification about organisational policies, legal issues and the management of child protection cases and support colleagues in challenging views offered by other professionals, as appropriate.
- Provide safeguarding supervision and lead/ensure appropriate reflective practice is embedded in practice
- Participate in LSCB sub-groups as required.
- Know who to contact to handle media and organisational public relations concerning safeguarding/ child protection.

## Training available

**Please note – Basic CP Awareness training must be completed before any other courses**

All classroom based training is advertised on the Stockport Safeguarding Children Board website:

[www.safeguardingchildreninstockport.org.uk](http://www.safeguardingchildreninstockport.org.uk)

### Online Learning:

- Basic CP Awareness: Online learning. There is a course for staff who work with children and their families available from the Stockport [Learning Pool](#) website. Learners will need to create a username the first time they login to the system – instructions on how to do this are available [here](#). Any queries should be emailed to [workforce.development@stockport.gov.uk](mailto:workforce.development@stockport.gov.uk)  
Any online learning session should be followed by a discussion with the manager/ safeguarding lead to ensure that the worker knows who to go to for advice and support.  
*Schools and Early Years settings* should access the e-learning through Learning Leads.
- Mental Capacity Act/ Deprivation of Liberty Safeguards. The training is provided by KWANGO. Learners will need to create a username the first time they login. Details are on the SSCB website/ at the back of this booklet.
- EHA/ TAC training (on SMBC Early Help Assessment)
- Child Sexual Exploitation: [keep them safe](#)
- FGM e-learning: [www.fgmelearning.co.uk](http://www.fgmelearning.co.uk)
- PREVENT: [educate against hate](#)

Other online learning is signposted on the SSCB website: *Safeguarding Children Online Learning*

### **Face-to-face training**

- Multi-agency SSCB courses
  - Allegations Management
  - Basic Child Protection Awareness
  - Safeguarding Children: Emotional Abuse
  - Safeguarding Children: Sexual Abuse
  - Safeguarding Children: Neglect
  - Graded Care Profile workshop
  - Safeguarding children where parents have mental health concerns
  - Safeguarding children where parents have substance misuse concerns (2 days)
  - Safeguarding children from forced marriage
  - Safeguarding the Unborn Child
  - Child Sexual Exploitation
  - Toxic Trio: children living with adversity
  - Impact of Domestic Abuse
  - Safeguarding Children Online
  - Hidden men
  - Disguised Compliance
  - FGM Awareness
  - Safeguarding Children from Forced Marriage
  - Working with teenage vulnerability
- Safeguarding Learning Events: feedback of learning from MALR, SCR, multi-agency audit and local and national research. Delegates are expected to cascade learning to colleagues.
- EHA/ TAC Training is advertised through Learning Pool.

## Group 5/ Level 5

(This incorporates WT Group 7 and some from Group 8 but not all)

### Job role and responsibilities

Designated Professionals, Designated Officer in Children's Centres/ Day Care settings/ Early Years/ Schools/ Colleges, Senior Managers / Service Directors responsible for the strategic management of services, Board members, Elected members

### Learning outcomes (level 5/ group 5)

- Know how to conduct a training needs analysis, and how to commission, plan, design, deliver, and evaluate safeguarding/ child protection single and inter-agency training and teaching for staff including assessment of training transfer.
- You will be able to evaluate and update local procedures and policies in light of relevant national and international issues and developments.
- Know how to take a lead role in:
  - leading /overseeing safeguarding/child protection quality assurance and improvement across your organisation and the wider safeguarding community of practice
  - the implementation of national guidelines and auditing the effectiveness and quality of services against quality standards
  - conducting the service/ agency component of serious case reviews/ multi-agency learning reviews and multi-agency audits, drawing conclusions and developing an agreed action plan to address lessons learnt
  - strategic and professional leadership on all aspects of safeguarding/ child protection
  - regional and national safeguarding/child protection networks (where appropriate)
- Know how to give appropriate advice to specialist safeguarding/child protection professionals
- You will have an understanding of court and criminal justice systems, the role of the different courts, the burden of proof, and the role of professional witnesses and expert witnesses in the different stages of the court process; you will know how and when to seek specialist legal advice
- Know how to provide or access support for colleagues through professional/ clinical reflective safeguarding supervision.
- Able to mediate differences of opinion among colleagues from different organisations and agencies.
- You will know how to provide expert advice to service planners and commissioners, to ensure all services commissioned meet the statutory requirement to safeguard and promote the welfare of children.
- Know how to influence improvements in safeguarding/child protection services including how to challenge other agencies safeguarding practice. This may include providing an evidence base to support decisions around investment in services.

### **Learning outcomes (level 5/ Group 5 continued)**

- You will be able to proactively deal with strategic communications and the media on safeguarding/child protection
- You will be able to deliver high-level strategic presentations to influence organisational development.
- You will be able to work in partnership on strategic projects with executive officers at local, regional and national bodies, as appropriate.

### *Specific health requirements:*

- You will be able to monitor services across the health community to ensure adherence to legislation, policy and key statutory and non-statutory guidance.
- You will know how to provide expert advice on increasing quality, productivity, and improving health outcomes and reducing health inequalities.
- You will be able to provide clinical supervision, appraisal, and support for named professionals.
- You know how to work with public health officers to undertake robust safeguarding/child protection population-based needs assessments that establish current and future health needs and service requirements across the health community.

## Training Available

Basic CP Awareness: Online learning. There is a course for staff who work with children and their families available from the Stockport [Learning Pool](#) website. Learners will need to create a username the first time they login to the system – instructions on how to do this are available [here](#). Any queries should be emailed to [workforce.development@stockport.gov.uk](mailto:workforce.development@stockport.gov.uk)

Other online learning is signposted on the SSCB website: *Safeguarding Children Online Learning*

**Schools and Colleges:** Keeping Children Safe in Education Guidance (2016) requires Designated Safeguarding Leads to attend training every two years as a minimum. Training for Designated Safeguarding Leads/ Deputy Designated Safeguarding Leads is advertised on [SLA Online](#).

Courses available:

- Initial Designated Safeguarding Lead training (full day)  
*for newly appointed DSLs/ deputy DSLs and DSLs who are out of time with their training.*
- Refresher Designated Officer (half day)  
*For DSLs/ Deputy DSLs who have completed an initial DSL course within the last 12 months*
- DSL network meetings (termly)
- Allegations Management (multi-agency programme)

DSLs need to have completed EHA/TAC training, PREVENT training, understand the allegations management process (see Allegations Management), referring to the DBS.

**School Governors:** training for safeguarding governors is provided as part of the Governor Training programme.

**Early Years:** DSL training programme is advertised on [SLA Online](#)

**Safeguarding Learning Events:** feedback of learning from MALR, SCR, audit and local and national research. Delegates are expected to cascade learning to colleagues.

The majority of training for specialist staff at this level is available at a regional and national level rather than through the LSCB training programme and is funded by the employer.

Options include:

Regional network meetings e.g. NWIAT, LSCB Board managers, NAIC

NHS leadership courses e.g. Safeguarding Children Practice programme

MA courses: e.g. Huddersfield, Keele, Warwick

ILM management modules especially at level 5 – 7

National Conferences run by NSPCC, NWG etc.

## Group 6/ level 6

### **Job role and responsibility**

Specialist and expert job roles where the job holder is required to work to a level that includes in-depth knowledge of current policy and practice research developments including lessons from Serious Case Reviews.

Workers in this group may include:

LSCB employees e.g. LSCB Independent Chairs, LSCB Business managers, LSCB Performance Managers, LSCB Multi-Agency Training Managers/ Co-ordinators, Local Authority Designated Officers (LADO), Academics, Expert Witnesses

### **Learning outcomes (Group 6/ level 6)**

**The learning and competence requirements for this group will be very role specific.**

- You will be able to fulfil the duties of an expert witness in civil and criminal courts and in other legal proceedings.
- You will be able to give policy advice in your specialist area to government or other national bodies based on an advanced understanding of safeguarding/ child protection issues and service provision relating to the area of expertise.
- You will know how to undertake an evidence-based review based on advanced and in-depth understanding of the evidence base (related to the specific area of expertise) and research methodologies.

### **Training available**

Training at this level is very specialist and will be available at a regional, e.g. NWIAT Development Days, Regional Network groups, and national level e.g. NSPCC, CAPITA, Reconstruct conferences, or through academic institutions.

## Resources

LSCB website

[www.safeguardingchildreninstockport.gov.uk](http://www.safeguardingchildreninstockport.gov.uk)

*provides information on multi-agency training programme and links to the pan-Manchester policies and local policies*

Common Processes website

[www.stockport.gov.uk/commonprocesses](http://www.stockport.gov.uk/commonprocesses)

*provides access to online video based training*

Learning Leads

<http://www.learningleads.org.uk/>

*provides booking facilities for subscribers in schools, children's centres, early years and day care settings. It requires an account to access the resources.*

Please contact Julie Ryan for details of how to access this website.

Research in Practice

[www.rip.org.uk](http://www.rip.org.uk)

*provides access to research summaries and online training*

Please contact the Stockport RIP lead officer, Bilkis Hirani, for details of how to access this website.

Social Care Institute for Excellence (SCIE)

[www.scie.org.uk](http://www.scie.org.uk)

*provides access to online training and research information*

NSPCC

[www.nspcc.org.uk/inform](http://www.nspcc.org.uk/inform)

*provides a weekly update on news and research, access to online training and research information*

## How to book onto Safeguarding Children Courses via SLA Online

**NB: If you have been on a 'Restorative Practice' course you will be already set up on SLA Online.**

- 1) Go to [www.educationstockport.uk](http://www.educationstockport.uk)
- 2) Log in using your email address and the password provided.

**If you do not have a password, please click onto 'Sign Up' at the top right hand side of the page and please complete the form. In the 'Reason Box', please type in which Safeguarding course you want to be considered for and the course date.**

- a. If you have been advised that access has been given to you already but you do not know your password, enter your email address then click "Forgotten Password". Click Send and you will receive an email from "Services to Schools", who administer our system for us, containing your password.
  - b. If you have not been granted access previously please email [CYPDevelopment@stockport.gov.uk](mailto:CYPDevelopment@stockport.gov.uk) and we will arrange access for you.
- 3) Click on the "Training" tab at the top then in the "Find a course box" type "Safeguarding". **This course will appear as fully booked on this new booking system, please add yourself to the 'Waiting List', as all names are shortlisted.**
  - 4) Click on the course name that you are interested in.
  - 5) Note the content, including any relevant documents then add the number of delegates you wish to book at the bottom of the screen.
  - 6) Your name will be added to the waiting list and once a shortlisting exercise has taken place, you will be advised whether or not you have been granted a place on the course.

If you have any problems with this please email [CYPDevelopment@stockport.gov.uk](mailto:CYPDevelopment@stockport.gov.uk)

## How to access the e Learning for Mental Capacity Act (MCA) and Deprivation of Liberty Safeguards (DOLS)

There are two E learning packages available to all staff involved in providing health and social care to people in Stockport, providing a basic introduction to The Mental Capacity Act and the Deprivation of Liberty Safeguards.

You create your own individual log in details and do not need to complete a separate application form. Once you have done this you will be able to log in and out as required and pick up the e learning from where you left off.

1. Please go to the web-site [www.kwango.com](http://www.kwango.com)
2. Click on the 'create an account' button on the right hand side of the screen underneath the login details.
3. Your **user name** should be the **name of your organisation** followed by your **first initial** and your **surname** e.g. **topnotchcaresmith**
4. Create your own password. This should be memorable and strong (8 characters and a mixture of upper and lower case letters and numbers).
5. The **organisational code** is **stkmcadols**
6. Submit these details. You should then have a new screen which asks you for your **area of work**. Please click on the drop-down box and click on the one that best fits for you. If you are not sure please use 'Other'.

### Please note:

You need to complete both learning packages. Each one should take between 90 minutes and 2 hours to complete.

You must complete the quiz at the end of each package in order to print out the certificate to evidence your learning. You will need to bring the certificate to the Best Interest Workshops that are the follow-on activity for this topic.

Completion rates will be monitored and reported to the SSCB Training Sub Group.

### Continuing learning

Once you have an account and have completed the e-learning you will still be able to access the content and refresh or review the content. There is a menu at the beginning of each programme that can be used to access a particular topic directly.