

Legislation, Guidance and Key Initiatives

	Key Elements	Implications for Safeguarding Children Training
<p>Children Act (1989)</p>	<p>The <i>Children Act (1989)</i> embodies a change in philosophy, moving from the concept of parental rights towards the rights of the child, whilst emphasising co-operation and the sharing of parental responsibilities. It is important particularly because it emphasises the importance of putting the child first. The aspects of this Act are:</p> <ul style="list-style-type: none"> • The child's welfare is paramount • Delay is not in the child's interest and should be avoided • Courts should make no order unless it is in the interest of the child to do so • Children and young people and their parents should all be considered as individuals with particular needs and potentialities. • A local authority must work together with parents and children; • Young people's wishes must be elicited and taken seriously. 	<ul style="list-style-type: none"> • The <i>Children Act (1989)</i> places a clear emphasis on the principles of “working together” and “working in partnership”, skills which are developed through multi-agency learning and working together.
<p>Children Act (2004)</p>	<p>The <i>Children Act (2004)</i> provides the legislative foundation for whole-system reform. The key aspects of the Act are:</p> <ul style="list-style-type: none"> • Establishment of a Children’s Commissioner for England, whose job is to raise awareness of the best interests of children and young people; • Local Authorities now have a duty to make arrangements to promote co-operation between agencies in order to improve children’s well-being and ensure effectiveness; • Key agencies have a duty to put in place arrangements to make sure that they take account of the need to safeguard and promote the welfare of children; • Allowing secondary legislation and statutory guidance to be made with respect to setting up databases or indexes that contain basic information about children and young people to help professionals in working together; 	<ul style="list-style-type: none"> • The <i>Children Act (2004)</i> promotes a culture of co-operation, by initiating key changes that bring together agencies and organisations providing services to children. • These changes are in part to do with improving and developing services to children through the development of skills, knowledge and competence within the children’s workforce.

<p>Children Act (2004) continued</p>	<ul style="list-style-type: none"> • Local Authorities are required to set up statutory Local Safeguarding Children Boards, key partners are to take part; • A single Children and Young People’s Plan (CYPP) will replace a range of current statutory planning; • Local Authorities are required to put in place a Director of Children’s Services and Lead Member to be responsible for, as a minimum, education and children’s social service functions; • An integrated inspection framework to be established to inform future inspections of all services for children. Provision is made for regular Joint Area Reviews to be carried out to look at how children’s services as a whole operate across each Local Authority area. 	
<p>Education Act (2002)</p>	<p>The <i>Education Act (2002)</i> makes it a duty of local education authorities, schools and further education institutions to have arrangements in place for carrying out their functions with a view to safeguarding and promoting the welfare of children. Section 175 covers the following:</p> <ul style="list-style-type: none"> • Having in place policies and procedures for safeguarding children • Working in partnership with other agencies • Training and support issues • An identified senior officer for child protection to undertake and manage the provision of safeguarding functions and services 	<ul style="list-style-type: none"> • The <i>Education Act (2002)</i> (Section 175) clearly places a duty on education authorities and their institutions to carry out their safeguarding responsibilities <i>competently</i>. • This is interpreted as education authorities ensuring that training and development is either provided or accessible.

<p>Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (1999)</p>	<ul style="list-style-type: none"> • <i>Working Together (1999)</i> sets out how all agencies and professionals should work together to promote children's welfare and protect them from abuse and neglect; • It provides a national framework for procedures, policies and practice to be negotiated and agreed locally; • Its guidance is aimed at all those who come into contact with children and young people through their work and the agencies and organisations that deliver these services across the statutory, voluntary and independent sectors; • It is primarily based on Sections 27 and 47 of the <i>Children Act 1989</i> which both empower local authorities to seek the assistance of other agencies and to fulfil certain duties to protect children. 	<ul style="list-style-type: none"> • Chapter 9 of <i>Working Together (1999)</i> offers detailed guidance for the development and delivery of an inter-agency training programme; • <i>Working Together (1999)</i> notes that inter-agency training must be fully embedded in a wider framework of commitment to inter-agency working if it is to be effective, this must include: <ul style="list-style-type: none"> - Policies, procedures and practice guidelines - A training needs analysis; - A clear training strategy that differentiates between single- and inter-agency training responsibilities
<p>Working Together (2006)</p>	<ul style="list-style-type: none"> • <i>Working Together (Draft) (2005)</i> sets out how organisations and individuals should work together to safeguard and promote the welfare of children. • This document is intended to provide a national framework within which agencies and professionals at a local level - individually and jointly - draw up and agree upon their own ways of working together to safeguard and promote the welfare of children. • This document contains both statutory and non-statutory guidance, as well as guidance for good practice. 	<ul style="list-style-type: none"> • Chapter 4 of <i>Working Together (2006)</i> sets out the statutory guidance for inter-agency safeguarding training and development. • It notes that issues relating to inter-agency safeguarding training must be addressed in all professional and single-agency training and should be consistent with the <i>Common Core</i>. • Individual agencies are responsible for ensuring that their staff are competent and confident to carry out their safeguarding responsibilities • <i>Working Together (2006)</i> designates partner agencies, the LSCB and the Children's Trust with the responsibility of providing adequate safeguarding that meets local needs.

<p>Safeguarding Children in Education (2005)</p>	<ul style="list-style-type: none"> • <i>Safeguarding Children in Education (2005)</i> is about the duty of LEAs, schools of all kinds, and Further Education Institutions to have arrangements for carrying out their functions with a view to safeguarding and promoting the welfare of children. • It also updates and replaces the existing guidance about the organisation of child protection arrangements in the education service that is contained in Circular 10/95: Protecting Children from Abuse: The Role of the Education Service. 	<p><i>Safeguarding Children in Education</i> addresses the strategic, supportive and operational safeguarding responsibilities of Education institutions. It identifies the following as supportive responsibilities:</p> <ul style="list-style-type: none"> • Providing induction training for all new staff in the authority; • Initial and refresher training on safeguarding children, enabling staff to fulfil their safeguarding responsibilities effectively; • Providing access to enhanced training in inter-agency working to safeguard children for all staff appointed to have designated lead responsibility for child protection, every two years.
<p>Every Child Matters: Change for Children (2004)</p>	<ul style="list-style-type: none"> • <i>Every Child Matters: Change for Children</i> sets out the national framework for local change programmes to build services around the needs of children and young people. • This document focuses on: a shared programme of national change, working towards better outcomes for children, integrating services and local change, and support for all of these changes. • The five outcomes for children within the “Outcomes Framework” are given legal force in the <i>Children Act (2004)</i> as the components of well-being and the purpose of co-operation between agencies. They are: Be Healthy, Stay Safe, Enjoy and Achieve, Make a Positive Contribution and Achieve Economic Well-Being. 	<ul style="list-style-type: none"> • <i>Every Child Matters</i> identifies one of the key factors in an integrated front-line delivery of services to children as a “skilled and effective workforce”. • This document points out that the specific challenges that multi-disciplinary working poses for different professionals, must be supported by effective multi-agency training. • <i>Every Child Matters</i> lays the foundations for the <i>Common Core of Skills and Knowledge</i>, which is intended to establish a shared language and understanding of issues.
<p>Youth Matters (2005)</p>	<p>This consultation document offers a new strategy for providing opportunities, challenge and support to young people. The vision is that all services will be integrated around young people’s needs, in order to help them achieve the five outcomes within <i>Every Child Matters</i>.</p>	<ul style="list-style-type: none"> • <i>Youth Matters</i> notes that the workforce who will be responsible for implementing changes and overseeing transition must have the relevant skills to do so. • There is a recognition that new and more coherent career pathways will need to be developed, which must be underpinned by the <i>Common Core of Skills and Knowledge</i> and the <i>Children’s Workforce Strategy</i>.

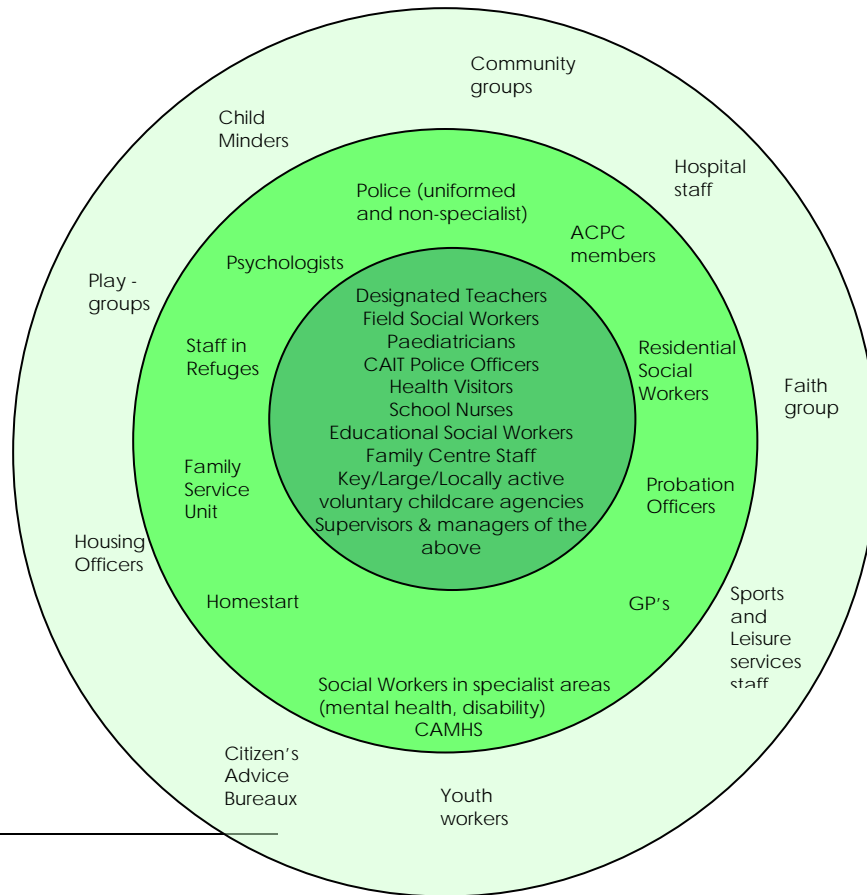
<p>From Vision to Reality: transforming outcomes for children and families (2004)</p>	<ul style="list-style-type: none"> • In <i>From Vision to Reality</i>, members of the Inter Agency Group (IAG) look at how proposed changes to children’s services can be translated into reality. • This document also addresses cultural and organisational change and sustainable ways of improving outcomes for children. • Partnership, leadership, managing change and learning and evaluation. 	<ul style="list-style-type: none"> • <i>From Vision to Reality</i> acknowledges that in the past, there has been an absence of single or multi-agency training in safeguarding practice and that aside from differences in the knowledge base of different staff groups, there is also no coherent planning of safeguarding skills in the voluntary and community sector. • This document recognises that staff need integrated supervision, appraisal and personal development, and access to learning and development opportunities in order to meet their skills gaps and enhance their contributions.
<p>Children’s Workforce Strategy: A strategy to build a world class workforce for children and young people (2005)</p>	<p>The <i>Children’s Workforce Strategy</i> is about creating and supporting a world-class workforce that is increasingly competent and confident to make a difference to the lives of those they support. The vision is:</p> <ul style="list-style-type: none"> • Of a competent and confident workforce; • Of careers where people can develop their skills and build satisfying and rewarding careers; • That parents, carers, children and young people trust and respect the workforce; • That professionals work better together in multidisciplinary teams and share an increasingly common language and understanding; • For coherent career pathways that allow professionals to progress within and across different sectors. • To support better career pathways through the creation of a single qualifications framework. 	<p>The <i>Children’s Workforce Strategy</i> identifies a series of local actions that will support the overall national strategy, these include:</p> <ul style="list-style-type: none"> • training opportunities to meet particular needs identified by Local Safeguarding Children Boards and others; • regular training needs analyses, as part of performance management arrangements, to identify skills gaps; • induction training for all new recruits based on the Common Core of Skills and Knowledge; • good quality opportunities for continuous development to share and embed good practice.

<p>National Service Framework for Children, Young People and Maternity Services (2004)</p>	<p>The <i>Children's NSF</i> is a 10-year programme intended to stimulate long-term and sustained improvement in children's health. The <i>Children's NSF</i> is aimed at everyone who comes into contact with, or delivers services to children, young people or pregnant women. The standards in Part 1 are as follows:</p> <ul style="list-style-type: none"> • Standard 1: Promoting Health and Well-being, Identifying Needs and Intervening Early • Standard 2: Supporting Parenting • Standard 3: Child, Young Person and Family-Centred Services • Standard 4: Growing Up into Adulthood • Standard 5: Safeguarding and Promoting the Welfare of Children and Young People 	<p>Standard Five of the <i>Children's NSF</i> clearly states that services are required to promote and safeguard the welfare of children and ensure all staff are suitably trained and aware of action to take if they have concerns about a child's welfare.</p>
<p>Common Assessment Framework (2005)</p>	<ul style="list-style-type: none"> • The <i>Common Assessment Framework (CAF)</i> is a nationally standardised approach to assessing children's needs for services, and deciding how those needs should be met. • It has been designed for practitioners in all agencies to help them to communicate and work together more effectively. • It is a key component in the <i>Every Child Matters: Change for Children</i> programme, playing an important role in providing early intervention. 	<p>Training makes a key contribution to cultural and practice change where it promotes and prepares people for the changes ahead; sometimes the opportunity for practitioners to meet and hear about the work of colleagues in other agencies is an important first step towards changing practice.</p>
<p>Common Core of Skills and Knowledge for the Children's Workforce (2005)</p>	<p>The aim of the <i>Common Core</i> is to set out those areas of expertise that everyone working with children, young people and families should be able to demonstrate. The six areas of expertise are:</p> <ul style="list-style-type: none"> • Effective communication and engagement with children, young people and families • Child and young person development • Safeguarding and promoting the welfare of the child • Supporting transitions • Multi-agency working • Sharing information 	<p>The <i>Common Core</i> is intended to be used by service managers, strategic managers and LSCB partners</p> <ul style="list-style-type: none"> • In the design of induction and in-service and inter-agency training, building on existing practice; • As a tool for training needs analyses that focus on supporting individual development; • As a tool for workforce planning.

<p>Training Together to Safeguard Children: Guidance on Inter-Agency Training (2000)</p>	<ul style="list-style-type: none"> • <i>Training Together</i>, published by the NSPCC, aims to act as an accessible guide to good practice in inter-agency safeguarding training. • It is intended to support those who are responsible for the organisation and management of inter-agency safeguarding training, the ACPC/LSCB and relevant sub-groups as well as individuals who will be participating in the training. 	<ul style="list-style-type: none"> • <i>Training Together</i> offers a very useful framework for planning the components of a comprehensive safeguarding training programme. • It emphasises an integrated approach to safeguarding training – local practice and learning issues should be taken into account, the range of local organisations should be involved in identifying training priorities and it should be possible for practitioners at all levels of responsibility and competence to access training that meets their needs.
<p>Education and Training for Inter-Agency Working: New Standards (2004)</p>	<ul style="list-style-type: none"> • This proposed model offers standards that relate to the performance of inter-agency practice and those concerned with education and training. 	<ul style="list-style-type: none"> • These standards were researched and devised with the intention that they would supplement and emphasise the collaborative messages and frameworks within <i>Every Child Matters, Working together</i> and the <i>Victoria Climbié Inquiry</i>. • The document recommends that a “core curriculum” should be mandatory at each professional level
<p>Sustaining Quality: Standards for Inter-Agency Child Protection Training and Development (2003)</p>	<ul style="list-style-type: none"> • These standards draw explicitly on current best practice in all inter-agency training and development activities, which support the safeguarding and promotion of children’s well-being. They are not prescriptive, and are a reference point to good practice, intended as a helpful and soundly based framework for broad application. 	<ul style="list-style-type: none"> • These standards support earlier work by PIAT (<i>Promoting Inter-Agency Training</i>) and the NSPCC in <i>Training Together</i>. • These standards validate and affirm practice, provide a basis for accountability and challenge, as well as a basis for quality assurance, audit and inspection.

GUIDANCE FOR DEVELOPING A LOCAL TRAINING PROGRAMME

In 2000, the NSPCC published their guide on interagency training, *Training Together* to support those “involved in training who are committed to and striving to build effective partnership working in the interests of children”¹. It outlines that training in this arena should be “multi-disciplinary and inter-professional” and should cover “an appreciation of our different professional roles, status, language, organisational structures, decision making processes and ethos” for the development of good collaborative practice to increase effectiveness². *Training Together* also defines a three-tier model for identifying an “appropriate training audience”³



¹ Training Together, p. iii

² Training Together, p. 2

³ Training Together, p. 39

Training Together also outlines a three-tier framework for “developing a comprehensive inter-agency training programme”, which is advocated in *Working Together*, where it states “training should be available at a number of levels to address the learning needs” of different staff⁴. Practitioners are grouped according to the “level and nature of [their] involvement”⁵ with children and their families, with managers also requiring training in order that practitioners are enabled to achieve the training outcomes in their place of work. Any model of inter-agency training must cover the necessity for continual updating and the refreshment of skills and knowledge⁶

Those in contact with children or parents

Those who work directly with children, or adults who are parents

Those involved in assessment and intervention to safeguard children

Introduction to Working Together to Safeguard Children <i>Key Outcomes</i>	Working Together Foundation <i>Key Outcomes</i>	Working Together on Particular Areas of Practice <i>Key Outcomes</i>
<ul style="list-style-type: none"> • Contribute and take whatever actions are needed to safeguard children. • Recognise and respond to concerns about a child in need • Appreciate own role and that of others • Communicate and act appropriately within national and local guidance to safeguard children • Familiar with local arrangements, services and sources of advice for supporting families and safeguarding children. 	<ul style="list-style-type: none"> • Accomplish core tasks together to safeguard and promote children’s welfare e.g. assessments, planning, core groups, conferences, decision making. • Sound understanding of principles and processes for effective collaboration • Communicate and develop working relationships in the interests of children • Understand contribution made by others to safeguarding children and impact of own decisions and actions of others 	<ul style="list-style-type: none"> • Co-work on complex tasks or particular areas of practice that have specific knowledge or skill requirements, e.g. joint enquiries and investigations, investigative interviews, complex assessments • Establish and maintain partnerships of mutual trust and respect • Understand legal and organisational frameworks, including levels of accountability of decision making, in other agencies

In addition managers need appropriate training to enable these outcomes to be achieved

⁴ Working Together p. 96

⁵ Training Together p. 73

⁶ Training Together p. 72

Training groups for “Safeguarding Children – A Shared Responsibility”

Group A – Introduction to Safeguarding Children

In this group, workers have contact / work with children and young people and with their parents / carers, they have a responsibility to contribute to safeguarding and promoting the welfare of children in the community but do not necessarily have specific organisational responsibility to intervene in the lives of children and their families. This includes housing and hospital staff, health care assistants, drug and alcohol service staff, ambulance and fire service staff, housing contractors, police officers, reception staff, private foster carers, those working with children in residential and day care settings and those working in voluntary organisations including youth clubs, sport and leisure club settings in both a paid and unpaid capacity.

Group B – Safeguarding children

Group B training is for people who work regularly with children and young people and adults who are parents/carers. They have considerable professional and organisational responsibility for safeguarding and promoting children’s well-being. They have to be able to act on child welfare concerns and to contribute appropriately to the safeguarding processes. They require the skills and knowledge to manage effectively the interface between themselves and those from Group A, who may approach them with concerns about a child’s welfare, and Group C to whom referrals will be addressed.

Group C - Safeguarding children – Effective Interventions

This group of people have particular responsibilities for safeguarding and promoting the welfare of children. People in this group hold particular professional or organisational authority and a substantial degree of personal responsibility and autonomy to act on child welfare concerns. They work extensively within a multi-agency context. They often have responsibility for the work of others.

This includes social workers, police officers undertaking child protection enquiries/investigations (should attend both modules).

Multi-Agency Safeguarding Children Training Programme

Introduction and Foundation Level Training	
<p><i>Introduction to safeguarding -</i></p> <p>Basic Awareness</p> <p>minimum 3hrs</p> <p>can be delivered online</p>	<p><i>Aim</i></p> <p><i>To raise awareness regarding the fundamental issues of safeguarding and well-being</i></p> <p><i>Content to include:</i></p> <ul style="list-style-type: none"> • <i>Managing personal attitudes and beliefs</i> • <i>Definition of child abuse and neglect</i> • <i>Recognition of possible signs and symptoms of abuse and harm</i> • <i>Basic understanding of the legislative framework, and policy and guidance that supports safeguarding work</i> • <i>A professional's role and that of others within child protection</i> • <i>Basic understanding of how to raise concerns appropriately within each agency and making referrals</i> • <i>Develop understanding of good practice with regards to policies, recruitment and record keeping</i>
<p><i>Safeguarding children –</i></p> <p><i>a shared responsibility</i></p> <p>Group A (or equivalent)</p> <p>1 day or 6 hours</p> <p>Must have attended Basic Awareness Training</p>	<p><i>Aim</i></p> <p><i>To develop an awareness of, and ability to act on, concerns about the safety and welfare of children and young people</i></p> <p><i>Content to include:</i></p> <ul style="list-style-type: none"> • <i>Recognition and signs of abuse</i> • <i>What to do if there are concerns about the safety or welfare of children or young people</i> • <i>What will happen once they have informed someone about those concerns</i> • <i>What further contributions they may be expected to make to the safeguarding process</i> • <i>Information sharing within the context of consent and confidentiality.</i>

	<p><i>Safeguarding children – a shared responsibility</i></p> <p>Group B (or equivalent)</p> <p>2 days or 12 hours</p> <p>Must have attended Basic Awareness Training</p>	<p><i>Aim</i></p> <p><i>To develop knowledge, skills and the ability to work together on the processes for safeguarding and promoting the welfare of children</i></p> <p><i>Content to include:</i></p> <ul style="list-style-type: none"> • <i>Demonstrate skills in effective collaboration between agencies to achieve intended outcomes for the child and family members</i> • <i>Demonstrate a basic knowledge of the key indicators of child abuse in line with current research.</i> • <i>Detail the protocols and procedures to be followed, including the way in which information will be shared across professional boundaries and within agencies, and be recorded</i> • <i>Describe inter-agency roles and responsibilities for safeguarding and promoting the welfare of children</i> • <i>Understand the legal aspects of safeguarding children</i> • <i>Understand the emotional component of domestic abuse</i>
	<p><i>Safeguarding children – a shared responsibility</i></p> <p>Group C (or equivalent)</p> <p>2 days or 12 hours</p> <p>Must have attended Basic Awareness Training</p>	<p><i>Aim</i></p> <p><i>To enhance knowledge and skills and the ability to work together on the processes for safeguarding and promoting the welfare of children in complex and challenging situations.</i></p> <p><i>Content to cover the following areas:</i></p> <ul style="list-style-type: none"> • <i>Taking, and advising others on, action; communication and inter-agency working; roles and responsibilities; information sharing and analysis and professional judgement.</i>

Continued Training

GROUP A CORE	<p><i>Introduction to physical, emotional and sexual abuse and neglect</i></p> <p>1 day or 6 hours</p>	<p>Aim:</p> <p><i>To raise awareness of the signs and symptoms of all forms of harm and abuse, and the risks to children</i></p> <p>Content:</p> <ul style="list-style-type: none"> • <i>Definitions</i> • <i>Recognising concerns: identification and assessment of signs and symptoms</i> • <i>Introduction to the impact of abuse on child development</i> • <i>Information about local resources / networks that support children</i> • <i>Context of abuse – assessment of information, disclosures and observations</i> • <i>Use of slides / photographs / video material, etc</i>
	<p><i>Basic awareness workshops - Making the links between child trafficking, private fostering and sexual exploitation</i></p> <p>½ day or 3 hours</p>	<p>Aim:</p> <p><i>To raise awareness about and draw links between child trafficking, private fostering and the sexual exploitation of children and young people</i></p> <p>Content:</p> <ul style="list-style-type: none"> • <i>Identifying children who may, or at risk of being trafficked, privately fostered or sexually exploited</i> • <i>Understanding the definitions and meanings of these terms as forms of abuse</i> • <i>Understand the importance of dealing immediately with concerns in all of these three areas, and knowing what to do when there are concerns</i> • <i>Exploring the impact and significance for the child of being trafficked, privately fostered or sexually exploited</i> • <i>Knowledge of local and specialist services</i>

**GROUP B
CORE**

<p><i>The legal framework for safeguarding practice</i></p> <p>1 day or 6 hours</p>	<p>Aim: <i>To familiarise participants with the legal framework that informs safeguarding practice</i></p> <p>Content:</p> <ul style="list-style-type: none"> • <i>Putting law into practice: includes the Sexual Offences Act, Domestic Violence, Crime and Victims Act, Protection of Children Act, Family Law Act, Education Act, Children Act, Disability Discrimination Act, Human Rights Act, Freedom of Information Act and other legislation relevant for safeguarding practice</i> • <i>Using own cases or case studies to explore these Acts and their impact on practice</i>
<p><i>Focus on sexual abuse</i></p> <p>1 day or 6 hours</p>	<p>Aim: <i>To raise awareness of signs and symptoms of sexual abuse and the impact that sexual abuse has on children</i></p> <p>Content:</p> <ul style="list-style-type: none"> • <i>Definition of sexual abuse, in particular Working Together 2006</i> • <i>Outline of the law that relates to sexual abuse</i> • <i>Recognising sexual abuse and responding appropriately</i> • <i>Barriers that prevent children from disclosing</i> • <i>Exploring issues of consent and confidentiality</i> • <i>Exploring the impact of sexual abuse on the child's development and relationships with other children and adults</i> • <i>Developing ways of engaging children and enabling them to communicate about their abuse</i> • <i>Information about local networks that support children and non-abusing carers</i>
<p><i>Court skills</i> Level 1</p> <p>2 days or 12 hours</p>	<p>Aim: <i>To familiarise participants with the court setting, and increase understanding of criminal and civil proceedings, including key considerations for giving evidence</i></p> <p>Content:</p> <ul style="list-style-type: none"> • <i>Description of English court system</i> • <i>Familiarise participants with court etiquette, and role and function of court personnel</i> • <i>Explore how the Children Act (1989) and other key legislation affects the court process</i> • <i>Key considerations when preparing to give evidence at all court levels</i> • <i>Giving evidence</i> • <i>PACE caution</i>

GROUP B SPECIALIST	<p><i>Children and young people involved in sexual exploitation</i></p> <p>1 day or 6 hours</p>	<p>Aim:</p> <p><i>To raise awareness of the risk of sexual exploitation of young people, to develop effective intervention strategies and working practices to reduce risk and harm.</i></p> <p>Content:</p> <ul style="list-style-type: none"> • <i>Definitions of sexual exploitation and child prostitution</i> • <i>Understanding responses to and expectations of local protocols and government guidance</i> • <i>Exploring attitudes and myths that surround child prostitution</i> • <i>Recognising risk factors, vulnerability and warning signs</i> • <i>Agreeing the roles of all the agencies and responsibilities towards this client group</i> • <i>Awareness of DoH and LCPC guidance, NOTIFY and NRUC</i> • <i>Exploring direct services and best practice for prevention, lifeline services and recovery strategies</i>
	<p><i>Working with the Impact of Sexual Abuse: Meeting the needs of survivors</i></p> <p>2 days or 12 hours</p>	<p>Aim:</p> <p><i>To raise practitioners; awareness of the impact os sexual abuse and enable them to better support victims and their families in managing the effects in both the immediate and longer term recovery process</i></p> <p>Content:</p> <ul style="list-style-type: none"> • <i>Why all concerns/allegations must be taken seriously and acted upon</i> • <i>Grooming and isolation of victims of sexual abuse, and their long-term effects</i> • <i>Impact of the legal process on the victim, their family and contacts</i> • <i>Post-Traumatic Stress Syndrome and Stokholm Syndrome</i> • <i>lpact of trauma of sexual abuse, and emotional impact</i> • <i>Reason for principles and practice safer working guidance.</i>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">GROUP C CORE</p>	<p>Court skills Level 2</p> <p>1 day or 6 hours</p>	<p>Aim: <i>For participants to build upon their knowledge of the court process and increase their competence and confidence in preparing and giving evidence.</i></p> <p>Content:</p> <ul style="list-style-type: none"> • <i>Preparing and producing statements and reports</i> • <i>Court protocol</i> • <i>Understanding the uses and limitations of chronologies</i> • <i>Identifying where expert evidence is required, knowing who an “expert” is</i> • <i>Awareness of requirements for care plans in public law proceedings</i> • <i>Knowing the range of orders available under legislation and the uses and limitations of them</i>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">GROUP C CORE</p>	<p><i>Joint Investigation Training</i></p> <p>5 days</p>	<p>Aim: <i>To improve inter-agency working and the well-being and safety of children through working together</i></p> <p>Content:</p> <ul style="list-style-type: none"> • <i>Significant harm</i> • <i>Legislation and criminal law</i> • <i>Police powers</i> • <i>Managing a referral</i> • <i>S.17 and S.47 assessments</i> • <i>Information sharing / consent</i> • <i>Strategy meetings</i> • <i>Joint visits / medicals/forensic issues</i> • <i>Challenging other professionals</i>

	<p><i>Achieving Best Evidence</i></p> <p><i>(ABE)</i></p> <p>5 days</p>	<p>Aim:</p> <p><i>To enable participants to undertake interviews with children who have been abused, according to the Home Office guidance “Achieving Best Evidence”</i></p> <p>Content:</p> <ul style="list-style-type: none"> • <i>Special measures</i> • <i>Stages of the ABE Interview</i> • <i>Building rapport</i> • <i>Questioning</i> • <i>The importance of planning</i> • <i>Assessed interviews</i> • <i>Offender profiling and cycle of abuse</i> • <i>Child abuse and the internet</i> • <i>Court information</i>
	<p><i>Investigating child trafficking</i></p> <p>1 day or 6 hours</p>	<p>Aim:</p> <p><i>To explore ways in which agencies can work together to safeguard children who may be subject to/at risk of child trafficking.</i></p> <p>Content:</p> <ul style="list-style-type: none"> • <i>The dangers and risks of trafficking to children</i> • <i>The impact on the child of being trafficked</i> • <i>Recognising and identifying children who have been trafficked</i> • <i>Working together to support and protect children</i>
	<p><i>The Internet – risks to children and young people</i></p> <p>1 day or 6 hours</p>	<p>Aim:</p> <p><i>For participants to develop an understanding of risk in relation to the internet and child abuse images</i></p> <p>Content:</p> <ul style="list-style-type: none"> • <i>Risks posed by the internet</i> • <i>Methods employed by offenders to target children and young people</i> • <i>The grooming process</i> • <i>Research and guidance</i> • <i>Strategies and skills to keep children and young people safe.</i>

GENERAL POINTS REGARDING MULTIDISCIPLINARY TRAINING:

- Professionals must be equipped to function at the level that their role requires, therefore self-assessment and managerial assessment is essential to establish the level of competence and knowledge before embarking on any training.
- The success of training provision will depend on innovation and creativity – as such a variety of methods of training delivery will need to be considered, for example: distance online-learning, twilight and lunchtime sessions, workshops, briefings followed up with leaflets and reading materials, conferences, pre-course readers, etc
- Where professionals are already accessing a specific training course via other routes (e.g. CAF training) there will be no need to repeat that particular course under the new framework.
- All the programmes must be underpinned by basic awareness training.
- The framework recommends courses and learning opportunities should be available at all levels, both as CORE and as SPECIALIST
- At each level there is the freedom to access courses at adjoining levels, dependent on a person's role or specific learning need.
- Some courses are offered both at level 1 and at level 2. Level 1 indicates the course is delivered at foundation level, where concepts are introduced and briefly explored. Similarly, level 2 indicates the course is delivered at a more complex level, where concepts are explored in greater depth, issues from contemporary research should be included and participants will be expected to be integrating these concepts into their practice.
- Trainers should be knowledgeable about safeguarding and promoting the welfare of children and have facilitation skill. When delivering training on complex cases trainers they should have the relevant specialist knowledge and skills. They should be informed by current research evidence, lessons from serious case and child health reviews, and local and national developments, and be regularly review to ensure that it meets the agreed learning objectives⁷
- Quality Assurance should be achieved through individual participations course evaluation and an external review of courses randomly.

⁷ *Working Together*, 4.23

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