



April 2014 – March 2015

# **Inter-Agency Training Brochure**

## **Bromley Safeguarding Children Board**

April 2014



## **Bromley Safeguarding Children Board**

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**[www.bromleysafeguarding.org](http://www.bromleysafeguarding.org)**  
**020 8461 7816**



## **Introduction**

Bromley Safeguarding Children Board (BSCB) is a statutory body with objectives and responsibilities set out in the Children Act 2004. The LSCB has lead responsibility for coordinating and scrutinising the effectiveness of what is done locally to improve outcomes for children and young people. Although considerable work has been carried out to improve the way that children are safeguarded in Bromley, further work is still required to ensure that every child in Bromley is kept safe and their welfare needs are addressed.

The BSCB depends on everyone, whether professionals or volunteers, parents or members of the public having an understanding of their own personal or professional responsibility to safeguard children and being alert and active in carrying this out. The priorities are set out in a Business Plan which is reviewed and updated annually and is available at [www.bromleysafeguarding.org](http://www.bromleysafeguarding.org).

Local safeguarding children boards have a responsibility to monitor and evaluate the effectiveness of single agency and multi-agency training to safeguard children, which is stated in *Working Together to Safeguard Children and Young People 2013* and which the BSCB Training Committee is responsible for undertaking.

In Bromley, the BSCB is responsible for drawing up and delivering an annual training programme in child protection. The programme is devised by the BSCB Training Committee which reports to the BSCB's Main Board.

Each agency is responsible for ensuring that their staff are competent and confident in carrying out their responsibilities for safeguarding and promoting children's welfare. This includes ensuring staff have access to appropriate training and that the training is regularly updated at least every three years.

The Training Committee monitors the uptake of training and regularly evaluates its usefulness to ensure that it addresses the needs of staff, best practice and addresses local issues. In line with new Ofsted performance requirements arrangements for evaluating training have been changed for the 2014/ 2015 training year so that the impact of training on professional practice, outside of formal training sessions is accurately captured. Please see '*Certification and Evaluation of Training*' on page 7. The main impact on professionals attending training is that they will be asked to complete a pre-course evaluation at the time of booking their place on a particular learning event and then immediately following the event a second evaluation of their experience of the training, the trainer and the learning environment. Professionals will then be issued with a certificate of attendance that is valid for 3 months from the date of the Course.

BSCB will send out a 3 month post evaluation form to those that have attended, for feedback on what has been learnt and applied in practice in the workplace.

Only after completion of the 3 month post evaluation form and its return to the BSCB for analysis will the BSCB; within 4 weeks of receipt of the 3 month evaluation, issue the participant with a 2 year certificate of attendance.



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## Information for Course Participants

### Before you book a BSCB course!

A **prerequisite** for attending any of our training is that participants have received basic single-agency child protection training through their own agencies/or previous employment. If you have not received basic training you need to contact the following:

Education	LB Bromley Education Welfare Service Lead Officer for Education BSCB – Lorrisa Webber (whole school training)	020 8313 4152 020 8461 7669
Health	Sadie mcclue – Designated Nurse for Safeguarding	01689 880655 (x 2655)
Children's Social Care	Mary Nash Workforce Development L B Bromley	020 8461 4255
Community & Voluntary Sector	Judy Kimmins, Bromley Children and Families Voluntary Sector Forum	07917 221475
Early Years & Childcare	Yasmin Ahmed, Education & Care Services LB Bromley (See page 45 for further details)	020 8461 7208
Adult Safeguarding and Adult Social Care	Sandra Walters Workforce Development L B Bromley	020 8461 7596
E-Learning	BSCB website link	020 8461 7799

If you are an individual or are not a member of a larger agency, basic training is available through the London Borough of Bromley e-learning programme. To gain access to this training you need to go to the BSCB website or copy this link into your browser  
[http://www.integratedworking.co.uk/melearning\\_login/Bromley.html](http://www.integratedworking.co.uk/melearning_login/Bromley.html)

### Applying for BSCB Courses

Before applying for a course you need to ensure that you have checked the course aim, learning outcome, target audience, and entrance requirements, in order to ascertain whether the course is appropriate for you. There are various levels of training need. Please see page 8 - 'Training that meets learning needs' (levels) This will offer some guidance on what course is best for you.

You also need to talk it through with your manager and if agreed, complete and return the course booking form to LB Bromley Workforce Development (Safeguarding)  
[safeguarding.training@bromley.gov.uk](mailto:safeguarding.training@bromley.gov.uk).

Our courses are filled on a first-come-first serve basis, whilst ensuring that there is a good mixture of agencies.



If you have secured a place and given us your email address you will receive a confirmation letter and information about pre-course reading 2 weeks beforehand. If you are unsure, please call Workforce Development on 020 8461 7799 or email on [safeguarding.training@bromley.gov.uk](mailto:safeguarding.training@bromley.gov.uk)

### **Accessibility**

Training is provided at the Widmore Centre, Nightingale Lane, Bromley BR1 2SQ (unless otherwise stated) which is NOT wheel chair accessible. Please notify Workforce Development 020 8461 7799 if you have a disability or have any special requirements.

Attendees with communication needs or a disability will need to ensure that their agency makes provision for support during training. Please make Workforce Development aware if additional equipment or a person may be accompanying you.

### **Charges**

Courses are **free** to the voluntary sector, and to staff working in agencies in Bromley that have contributed to the BSCB:

- London Borough of Bromley Staff
- Oxleas NHS Foundation Trust
- Bromley Healthcare
- NHS Bromley Clinical Commissioning Group (CCG)
- King's College Hospital NHS Foundation Trust
- Metropolitan Police
- London Probation
- CAFCASS
- Bromley Mytime

### **Who pays for courses?**

For all other agencies including, private organisations, companies, consultancies, schools and colleges the cost for training is £250.00 per two day course, £150.00 per day course and £90 for a half day course.

- There is a 10% discount for Bromley local authority maintained schools and voluntary aided primary schools
- Significant discounts are available to registered early years providers such as nurseries, pre-schools and child-minders. Courses cost £50 for a half-day/day course, £100 for a two day course

CAF courses are **not** subject to a charge.

### **Cancellations**

Please note **a cancellation fee applies to all of our courses**. It is essential that you inform Workforce Development if you are unable to attend. **Two working days' notice** is required in order to avoid a cancellation charge. Cancellations **must** be confirmed by you in writing (e.g. email). This enables us to offer a place to someone on the waiting list.

**If you fail to attend without giving two days notification, your agency will be charged £150 for a half-day or one day course and £250 for a two day course. This also applies to individual applicants.**



## Certification and Evaluation of Training

Certificate of Attendance will only be issued to participants who are present for the entire course and who have completed the pre and immediate post training evaluation. Certificates of attendance are valid for 3 months from the date of the Course.

The Bromley Safeguarding Children Board will then send out a 3 month post evaluation form to those that have attended, for feedback on what has been learnt and applied in practice in the workplace. Only after completion of the 3 month post evaluation form and its return to the BSCB for analysis will the BSCB; within 4 weeks of receipt of the 3 month evaluation, issue the participant with a 2 year certificate of attendance.

Candidates must sign the register, as without this, the **attendance** certificate cannot be issued.

Send booking forms to:

Workforce Development Safeguarding.

E91 East Wing

Civic Centre

Stockwell Close

Bromley BR1 3UH

**020 8461 7799** email: [safeguarding.training@bromley.gov.uk](mailto:safeguarding.training@bromley.gov.uk) Fax: 020 8313 4241

### **Training is targeted at practitioners:**

- Who have infrequent contact with children, young people and/or parents or carers who may become aware of possible abuse or neglect, such as librarians, GP receptionists, community advice centre staff, grounds men, leisure assistants. *Group 1*
- Who are in regular contact or have 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 Common Assessment Form (CAF). *Group 2*
- Who work predominantly with children, young people and/or their parents/carers and who could potentially contribute to assessing, planning intervening and reviewing the needs of a child and parenting capacity where there are safeguarding concerns to identify when there is a concern about the welfare of a child. *Group 3*
- With particular responsibilities in relation to undertaking Section 47 enquiries including professionals from health, 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 4*
- With professional advisers, designated, named and lead professionals and those with managerial responsibility at an operational level such as recruitment of staff, team management and decision making. *Group 5*
- Who have strategic management responsibility for commissioning and delivering services. *Group 6*

The London Safeguarding Children Board has produced guidance for agencies on safeguarding training for employees and volunteers setting out responsibilities for all organisations in Competence Still Matters: safeguarding training for all employees & volunteers a guide to the responsibilities of all agencies London SCB 2013.



## Training Levels

### What training courses best meet your learning needs. (LEVELS)

BSCB has developed its training courses to be tailored to meet your professional workplace needs based on the amount and nature of your working involvement with children and young people. Every training course advertised is graded at different levels from Level 1 to Level 6 to ensure that you are able to identify a course that is suitable to your work needs.

The following groups are provided for:

**Group1-** Staff in infrequent contact with children, young people and/or parents/carers who may become aware of possible abuse or neglect.

- **Examples of Jobs:** If you are a librarian, GP receptionist, a community advice centre staff, a parks & premises staff, a recreation assistant, an environmental health officers or any other similarly involved professional then a course graded level 1 will meet your needs
- **Content of Courses:** The courses will tend to focus on Basic Child Protection: child abuse and neglect, signs and indicators of abuse and neglect and what is normal child development. Some will be delivered by BSCB e-Learning.

**Group 2-** Staff in regular contact or have a period of intense but irregular contact, with children, young people and/or parents/carers who may be in a position to identify concerns about maltreatment.

- **Examples of Jobs:** If you are an early years worker, child minder, pre-school and day nursery worker, housing officer, staff member in a hospital, a YOT worker, or secure settings worker, Police officer (not in a specialist child protection role), a sports & leisure development officer, a disability specialist, a member of a faith group, a community youth worker, a play scheme volunteer or any other similarly involved professional then a course graded level 2 will meet your needs
- **Content of Courses:** The courses will tend to focus on Basic Child Protection, Information Sharing, effective multi-agency working, and models for the assessment of children's welfare and safety needs

**Group3-** Staff working predominantly with children, young people and/or their parents/carers and who could contribute to assessing, planning, intervening and reviewing the needs of a child and parenting capacity where there are safeguarding concerns.

- **Examples of Jobs:** If you are a paediatrician, GP, youth worker, early years staff, residential worker, midwife, school nurse, health visitor, sexual health worker, teacher, probation officer, sports welfare officer, adult worker in learning disability field, mental health worker, alcohol and drug misuse worker a community play scheme worker or any other similarly involved professional then a course graded level 3 will meet your needs
- **Content of Courses:** The courses will tend to focus on effective multi-agency working, the impact of parenting issues like domestic abuse, mental health problems and substance misuse, the importance of family history functioning, working with families; the difficulty engaging and superficial compliance with professionals, managing thresholds for need and risk engaging in the child protection process.





**Group 4-** Members of the workforce who have particular responsibilities in relation to undertaking section 47 enquiries.

- **Examples of Jobs:** If you are a professional from health, education, police and children's social care; and you work with complex cases or are a social worker with responsibility for co coordinating assessments of children in need then a course graded level 4 will meet your needs.
- **Content of Courses:** The courses will tend to focus on Section 47 enquiries & collaborative practice, using professional judgement, taking emergency action, working with complexity of need and risk communicating with children.

**Group 5/6-** Professionals with responsibility for leading on safeguarding in their service areas and providing advice and managers of operational units

- **Examples of Jobs:** If you are a professional adviser, named and designated lead professional. Operational manager, practice supervisor then a course graded Level 5/6 will meet your needs.
- **Content of Courses:** The courses will tend to focus on promoting effective professional practice, supervision and advice, managing performance, and other specialist training

**Group 7/8-** Senior Managers responsible for Strategic management of services for children, young people and/ or carers and members of Local Safeguarding Children Boards

- **Content of Courses:** Specialist training will be commissioned for these Groups.



## Safeguarding Children & Adults at Risk E-Learning Courses



### Great news!

You can now access 21 key safeguarding training courses on Me Learning's easy-to-use website – ideal as a refresher or as an induction for new staff and as a supplement to other types of learning.

These courses are aimed at professionals and volunteers who work or have contact with children, young people and their families and/or adults at risk.

Most courses take between 60 to 90 minutes to complete – but if time is tight, you can dip in and out multiple times and it will remember where you left off. You can log in at work or at home, whenever you want.

Successfully complete the simple quiz at the end of a course to gain your certificate, (you can have more than one go to try to get a higher score!).  
The best bit is..... these courses are available **FREE** to all within Bromley.

### **Safeguarding Children**

Introduction to Safeguarding Children  
Supporting Transitions  
Abuse of Children with Disabilities

### **Safeguarding Adults**

Adult Safeguarding  
Mental Capacity Act  
Deprivation of Liberty Safeguards

### **General**

Domestic Abuse  
Difficult Relationships and Conflict  
Assessment & Planning  
Information Sharing



### How to register:-

- 1) Go on line and make sure you have access to your email account to register.
- 2) Type in the address:  
[http://www.integratedworking.co.uk/melearning\\_login/Bromley.html](http://www.integratedworking.co.uk/melearning_login/Bromley.html)
- 3) Click on the link at the bottom of the page and enter your email address.
- 4) Me Learning will e-mail a link to the self-registration site, where you can create your own username and password. Enter the correct information in the following fields:-

Sector: use the drop down arrow to select the organisation  
Area: use the drop down arrow to select either **Adults** or **Children**  
Your registration key: enter **bromley**  
Company/Employer: enter **organisation, department and full work address**  
Once registration is complete you will be able to log on to complete courses in future with your User ID and Password.

If you have any general queries or problems accessing the site please e-mail:  
[helpdesk@melearning.co.uk](mailto:helpdesk@melearning.co.uk) providing your name, contact phone number and username.  
For details on face to face training contact [safeguarding.training@bromley.gov.uk](mailto:safeguarding.training@bromley.gov.uk)



## Safeguarding Courses

### Introduction to Safeguarding Children

**DURATION:** Half day

#### Target Group 1/2 -

All staff that have some degree of contact with children and young people during the course of their work and require an understanding of how to identify potential indicators of abuse and neglect and knowledge of how to alert agencies with a statutory responsibility to investigate assess and support.

Professionals who have not completed previous specialist, safeguarding children, training.

Examples: librarians, GP receptionists, community advice centre staff, parks & premises staff, recreation assistants, environmental health officers, housing officers, staff in hospitals, YOT, secure settings. Police (not in specialist child protection roles), sports & leisure development officers, disability specialists, faith groups, community youth groups, play scheme volunteers.

This training corresponds with: Level 1 & 2 (Safeguarding Children & Young People: Roles & Competences for Health Care Staff – Intercollegiate Document, March 2014)

#### Course Aims –

To outline the basic safeguarding children responsibilities of all those who work with children, young people and/or their parents or carers.

**Learning Outcomes** - By the end of the training session training participants will be able to:

- Define different types of child abuse.
- Recognise potential indicators of child maltreatment – physical, emotional, and sexual abuse, and neglect.
- Take appropriate action, including appropriately reporting concerns and seeking advice.
- Describe their own and colleagues' roles, responsibilities, and professional boundaries.
- Refer to social care if a safeguarding/child protection concern is identified.
- Keep appropriate records of any concerns.
- Share appropriate and relevant information with others.
- Act in accordance with key guidance and legislation.
- Work in a fair and anti-discriminatory way with children, young people and families from culturally and racially diverse backgrounds

#### DATES, TIME & VENUE:

Date	Time	Venue	Trainers
1 July 2014	9.30 - 12.30	Civic Centre	Alec Parsons
1 July 2014	1.30 - 4.30	Civic Centre	Alec Parsons
4 December 2014	9.30 - 12.30	Civic Centre	Edify
4 December 2014	1.30 - 4.30	Civic Centre	Edify



## Group 3 Safeguarding Children: A Multi Agency Approach

**DURATION:** One day

**AIM:** To develop knowledge, skills and the ability to work together on the processes for safeguarding and promoting the welfare of children, including those who are suffering, or at risk of suffering, significant harm.

**TARGET GROUP 3:** Staff working predominantly with children, young people and/or their parents/carers and who could contribute to assessing, planning, intervening and reviewing the needs of a child and parenting capacity where there are safeguarding concerns. Professionals/staff who have completed BSCB E learning Training Modules 1&2.

**Examples:**

Paediatricians, GPs, youth workers, early years staff, residential staff, midwives, school nurses, health visitors, sexual health staff, teachers, probation staff, sports welfare officers, adult workers learning disability, mental health, alcohol and drug misuse services, community play schemes.

This training aligns with: Level 3 (Safeguarding Children & Young People: Roles & Competences for Health Care Staff – Intercollegiate Document, March 2014).

**OUTCOMES:**

By the end of the training session training participants will be able to:

- Demonstrate knowledge of patterns and indicators of child maltreatment and able to identify indicators of risk and need
- Describe the needs of children and young people from culturally and racially diverse backgrounds
- Describe and contribute to the processes outlined in What To Do If You're Worried A Child Is Being Abused, including the purpose of inter-agency activities and the decisions required at each stage
- Demonstrate skills in effective collaboration between agencies
- Contribute to the assessment model used by agencies at the different levels of intervention i.e. CAF, Child In Need and Child Protection
- Refer to and use the guidance and procedures to be followed, including the ways in which information will be shared across professional boundaries, within and between agencies, and how that information will be recorded
- Specify the precise roles and responsibilities of different interagency professionals involved, including the way in which children and other family members will be involved
- Outline the timescales set down in the regulations and guidance that govern the completion of assessments, making plans and timing of reviews
- Be able to respond appropriately and raise concerns if they are unhappy with the response given by agencies following a referral or if they have further worries about a child

**PRE-REQUISITES:** Attendees must have undertaken basic training before booking onto this course. Single Agency Training (see pg. 5). The BSCB E-Learning is available (see page 10 for access instructions).

**Refresher Training:** At least every 3 years

**DATES, TIME & VENUE:**

Date	Time	Venue	Trainers
17 June 2014	9.30 – 4.30	Widmore Centre	Alec Parsons
2 October 2014	9.30 – 4.30	Widmore Centre	Alec Parsons
12 January 2015	9.30 – 4.30	Widmore Centre	Alec Parsons
9 March 2015	9.30 – 4.30	Widmore Centre	Alec Parsons



## Group 3 Safeguarding Children Refresher: A Multi Agency Approach

**DURATION:** One day

**AIM:** To develop knowledge, skills and the ability to work together on the processes for safeguarding and promoting the welfare of children, including those who are suffering, or at risk of suffering, significant harm.

**TARGET GROUP 3:** Those who work regularly with children and young people and adults who are parents/carers or have a period of intense but irregular contact. Staff members within this group have considerable professional and organisational responsibility for safeguarding and promoting children’s well-being. They are likely to have been involved in contributing to assessments in the past 3 years.

They have completed previous Group 3; one day Safeguarding Children training but require updating on new developments and initiatives in children’s safeguarding. They require reminding of their key responsibilities to promote the safety and welfare of children and young people by sharing information, contributing to risk assessments and working with partner agencies and children and their families to deliver successful outcomes to reduce the risk of future harm.

**Examples:** Paediatricians, GPs, youth workers, early years staff, residential staff, midwives, school nurses, health visitors, sexual health staff, teachers, probation staff, sports welfare officers, adult workers learning disability, mental health, alcohol and drug misuse services, community play schemes.

This training aligns with: Level 3 (Safeguarding Children & Young People: Roles & Competences for Health Care Staff – Intercollegiate Document, March 2014).

**OUTCOMES:** By the end of the training session training participants will:

- Confidently contribute to the processes outlined in What To Do If You’re Worried A Child Is Being Abused
- Describe the needs of children and young people from culturally and racially diverse backgrounds
- Understand purpose of inter-agency activities and the decisions required at each stage;
- Demonstrate skills in effective collaboration between agencies
- Confident in the application of the guidance and procedures to be followed, including the ways in which information will be shared across professional boundaries, within and between agencies, and be recorded
- Understand the roles and responsibilities of interagency professionals involved, including the way in which children and other family members will be involved
- Outline the timescales set down in the regulations and guidance that govern the completion of assessments, making plans and timing of reviews
- Be able to respond appropriately if they are concerned with the response given by agencies following a referral or if they have further worries about a child
- Confidently be able to maintain effective working relationships with professionals and families involved in CP processes

**PRE-REQUISITES:** Attendees must have undertaken the full Group 3 course within the past 3 years.

**Refresher Training:** At least every 3 years

### DATES, TIME & VENUE:

Date	Time	Venue	Trainers
9 July 2014	9.30 - 4.30	Widmore Centre	Alec Parsons



## Group 4/5 Safeguarding Children: A Multi Agency Approach

**DURATION:** Two days

**AIM:** 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.

**TARGET GROUP 2/3/4:** Professionals with:

- Particular responsibilities in relation to undertaking Section 47 enquiries including professionals from health, 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 4
- With professional advisers, designated, named and lead professionals and those with managerial responsibility at an operational level such as recruitment of staff, supervision and advice, team management and decision making. Group 5

This training aligns with: Level 4 & 5 (Safeguarding Children & Young People: Roles & Competences for Health Care Staff – Intercollegiate Document , March 2014).

**OUTCOMES:** By the end of the training session training participants will be able to:

- Demonstrate a highly developed awareness of their own roles and responsibilities, and those of others, in safeguarding and promoting the welfare of children during the assessment, planning, intervention and review processes
- Describe, and be able to advise others on, when and how to share information on a child about whom they have concerns, with due regard to consent and confidentiality
- Describe the factors that may inhibit the recognition of concerns
- Recognise the impact of anxiety on effective inter-agency working
- Demonstrate skills in inter-agency communication and consultation to promote positive outcomes for children and their families in all circumstances, including those where there is a difference of opinion
- Understand any timescales set down in guidance that govern completion of actions pertaining to children
- Demonstrate capacity for analysis and professional judgment through explaining the purpose and rationale for decision making and helping others to analyse and evaluate concerns, information and assessments when contributing to inter-agency judgments and decision making.

**PRE-REQUISITES:** Basic Child Protection Training. Single Agency Training (see pg. 5). E-Learning is available via BSCB (see page 10).

**Refresher Training:** At least every 2 Years for Education Establishments Designated Child Protection and Safeguarding staff . 3 years for other Agencies

**DATES, TIME & VENUE:**

Date	Time	Venue	Trainers
10 & 11 June 2014	9.30 – 4.30	Widmore Centre	Alec Parsons



## Group 4/5 Safeguarding Children Refresher: A Multi Agency Approach

**DURATION:** One day

**AIM:** To enhance and update knowledge and skills required to work with complex safeguarding issues.

**TARGET GROUP 2/3/4:** Professionals with:

- Particular responsibilities in relation to undertaking Section 47 enquiries including professionals from health, 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 4
- With professional advisers, designated, named and lead professionals and those with managerial responsibility at an operational level such as recruitment of staff, supervision and advice, team management and decision making. Group 5
- Those who have completed the 2 Day Advanced or equivalent course within the past 2/3 years

This training aligns with: Level 4 & 5 (Safeguarding Children & Young People: Roles & Competences for Health Care Staff – Intercollegiate Document, March 2014).

### **OUTCOMES:**

By the end of the training session training participants will be able to:

- Demonstrate an awareness of roles and responsibilities as they apply to complex safeguarding issues
- Understand the application of children protection procedures to safeguarding issues
- Be able to demonstrate through their subsequent advice, decision making, coordination of assessments and interventions that they understand any system or procedural changes in relation to safeguarding and are aware of the latest learning and developments for managers and lead officers i.e an increased coordinated and targeted approach to the sexual exploitation of children and young people in the community
- Demonstrate an increased capacity for analysis and professional judgment through explaining the purpose and rationale for decision making and helping others to analyse and evaluate concerns, information and assessments when contributing to inter-agency judgments and decision making

**PRE-REQUISITES:** Has attended the Group 4, 2-day course within the last 2-3 years.

### **DATES, TIME & VENUE:**

Date	Time	Venue	Trainers
14 July 2014	9.30 – 4.30	Widmore Centre	Alec Parsons



## Early Help: Understanding & Using Common Assessment Framework (CAF)

*Please note that all CAF training is free of charge*

**DURATION:** Half day

**AIM:** To understand local CAF arrangements, the key role of the Lead Professional, and how agencies will work together at an early preventative stage of intervention.

### TARGET GROUP 3/4/5 –

- Who work predominantly with children, young people and/or their parents/carers and who could potentially contribute to assessing, planning intervening and reviewing the needs of a child and parenting capacity where there are safeguarding concerns to identify when there is a concern about the welfare of a child. Group 3
- With particular responsibilities in relation to undertaking Section 47 enquiries including professionals from health, 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 4
- With professional advisers, designated, named and lead professionals and those with managerial responsibility at an operational level such as recruitment of staff, team management and decision making. Group 5

CAF corresponds with Level 3, 4 and 5 (Safeguarding Children & Young People: Roles & Competences for Health Care Staff – Intercollegiate Document, March 2014).

**OUTCOMES:** By the end of the training session training participants will be:

- Able to understand the CAF and the role of the Lead Professional
- Able to complete an assessment using the current CAF arrangements and know how to seek consent from a family/young person
- Familiar with the CAF and relevant legislation
- Familiar with the role of the Lead Professional and be able to take on this role
- Aware of the process for undertaking a CAF within Bromley
- Able to confidently explain to a family the benefits of a CAF
- Be familiar with the domains of the Common Assessment
- Able to understand where the CAF sits in relation to Bromley's Safeguarding Continuum of Need and Intervention

**PRE-REQUISITES:** Attendees must have undertaken basic training before booking onto this course. Single Agency Training (see pg. 5). The BSCB E-Learning is available (see page 10 for access instructions).

### DATES, TIME & VENUE:

Date	Time	Venue	Trainers
3 June 2014	9.30 – 1.00	Widmore Centre	CAF Team
15 September 2014	9.30 – 1.00	Widmore Centre	CAF Team
14 January 2015	9.30 – 1.00	Widmore Centre	CAF Team





## Early Help: Understanding & Using Common Assessment Framework (CAF) Refresher

*Please note that all CAF training is free of charge*

**DURATION:** Two hours

**AIM:** To be reminded of the local CAF arrangements, the key role of the Lead Professional, and how agencies will work together at an early preventative stage of intervention.

**TARGET GROUP 3, 4 & 5:** - Who work predominantly with children, young people and/or their parents/carers and who could potentially contribute to assessing, planning intervening and reviewing the needs of a child and parenting capacity where there are safeguarding concerns to identify when there is a concern about the welfare of a child. Group 3

- With particular responsibilities in relation to undertaking Section 47 enquiries including professionals from health, 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 4
- With professional advisers, designated, named and lead professionals and those with managerial responsibility at an operational level such as recruitment of staff, team management and decision making. Group 5

This training aligns with Level 3, 4 & 5 (Safeguarding Children & Young People: Roles & Competences for Health Care Staff – Intercollegiate Document, March 2014)

**OUTCOMES:** By the end of the training session training participants will be:

- Able to further understand the CAF and have reinforced knowledge of the role of the Lead Professional
- Able to comprehensively complete an assessment using the current CAF arrangements and know how to seek consent from a family/young person
- Able to have a reinforced understanding of the CAF and relevant legislation
- Familiar with the role of the Lead Professional and be able to take on this role
- Reminded of the process for undertaking a CAF within Bromley
- Able to confidently explain to a family the benefits of a CAF
- Be familiar with the domains of the Common Assessment
- Able to describe where the CAF sits in relation to Bromley's Safeguarding Continuum of Need and Intervention

**PRE-REQUISITES:** To have attended the Early Help: Understanding & Using the CAF Course (Previously called: The CAF & Lead Professional course), within the last 3 years.

### DATES, TIME & VENUE:

Date	Time	Venue	Trainers
23 October 2014	9.30 – 11.30	Widmore Centre	CAF Team
12 March 2015	9.30 – 11.30	Widmore Centre	CAF Team



## Common Assessment Framework: Developing Confidence in Chairing Team Around the Child Meetings

*Please note that all CAF training is free of charge*

**DURATION:** Half day

**AIM:** To enable participants to confidently and effectively chair Team Around the Child Meetings as part of the CAF process.

**TARGET GROUP 3, 4 & 5:** - Those who work regularly with children and young people and adults who are parents/carers and those with a particular responsibility for safeguarding children.

This training aligns with Level 3, 4 & 5 (Safeguarding Children & Young People: Roles & Competences for Health Care Staff – Intercollegiate Document, 2014)

**OUTCOMES:** By the end of the training session training participants will be able to:

- Describe Bromley's safeguarding continuum of need and intervention and at which thresholds CAF/TAC interventions should take place
- Recognise and describe the role of the Team Around the Child Meetings in planning for the welfare of vulnerable children with additional needs
- Be confident and able to describe when to initiate a TAC
- Be confident and able to specify the aims and purpose of the TAC meeting
- Be able to set the agenda for the CAF meeting
- Be confident and effective in chairing CAF meetings
- Take appropriate action, including reporting concerns to Children Social Care if a safeguarding/child protection concern is identified
- Keep appropriate records of what was discussed and decided at meeting
- Act in accordance with key guidance and legislation.
- Work in a fair and anti-discriminatory way with children, young people and families from culturally and racially diverse backgrounds

**PRE-REQUISITES:** To have attended the Early Help: Understanding & Using the CAF Course (Previously called: The CAF & Lead Professional course), within the last 3 years.

### DATES, TIME & VENUE:

Date	Time	Venue	Trainers
15 July 2014	9.30 – 12.30	Widmore Centre	CAF Team
18 February 2015	9.30 – 12.30	Widmore Centre	CAF Team



## Effective Supervision: Successfully Safeguarding Children & Young People

**DURATION:** One day (with half day follow up three months later)

**AIM:** To improve outcomes for children by ensuring that multi-agency professionals are able to deliver safe practice by enhancing their opportunities in formal supervision for professional reflective practice and critical thinking.

### TARGET GROUP 3

This course is aimed at those who work predominantly with children young people, their parents/carer, including health clinical staff, who may be in a position to identify concerns about maltreatment, including those that arise from the use of the CAF. For example early years sector, community play schemes, midwives, schools nurses, youth workers, welfare offices, those working with adults for example in learning disability, mental health, alcohol or drug misuse services

**OUTCOMES:** By the end of the course attendees will be able to:

- To use their professional supervision time to focus on reflective practice and enhance the quality and accuracy of their professional judgements
- To identify what factors may block or inhibit the development of supervision that is based on reflective practice
- Describe the importance of effective supervision ; using messages from research and lessons learnt from enquires and serious case reviews
- Use and apply research to identify messages about what works well in terms of effective supervision practices and when intervening with families in pressurised and stressful working environments
- Recognise and advocate for supervision to focus on their professional and personal development needs
- Identify and describe why practitioners from diverse backgrounds may experience individual and or institutional discrimination which may be played out in supervision

### DATES, TIME & VENUE:

Date	Time	Venue	Trainers
		Widmore Centre	



## Effective Supervisory Skills: Facilitating Reflective Practice & Critical Thinking

**DURATION:** One day (with half day follow up three months later)

**AIM:** To improve outcomes for children by ensuring that multi-agency professionals are able to deliver safe practice by enhancing their opportunities in formal supervision for professional reflective practice and critical thinking

### TARGET GROUP 4/5

This course is aimed members of the work force who have responsibility in relation to undertaking and or coordinating Section 47 Investigations and leading on safeguarding and providing advice and those running operational units Examples: Professionals with supervisory responsibilities in health, education, social care, the police. Professional advisors, named and designated lead professionals. Operational managers, practice supervisors.

**OUTCOMES** By the end of the course attendees will be able to:

- To use their professional supervisory skills to facilitate the practitioner focusing on reflective practice and thereby enhance the quality and accuracy of their professional judgements
- To recognise and work against those factors that may block or inhibit the development of supervision that is based on reflective practice
- Describe the importance of effective supervision ; using messages from research and lessons learnt from enquires and serious case reviews
- Use and apply research to identify messages about what works well in terms of effective supervision practices and when intervening with families in pressurised and stressful working environments
- Recognise and address the need for supervision to address the supervisee's professional and personal development needs
- Identify and challenge situations whereby practitioners from diverse backgrounds may have experienced individual and or institutional discrimination and address any power imbalances in their supervisory relationships

### DATES, TIME & VENUE:

Date	Time	Venue	Trainers
		Widmore Centre	



## Working with Young People Experiencing or at Risk of Domestic Abuse

**DURATION:** One day

**AIM:** Participants to be able to identify what constitutes domestic abuse for young people, engage with young people to assess and manage risk, and alert other agencies appropriately to their concerns and working in partnership with other professionals to ensure that interventions take place, early and safely and reduce risk.

**TARGET GROUP 2/3/4** Staff who are in regular contact with children and young people or have irregular but intensive contact. Staff working predominantly with children, young people and parents/carers and contribute to assessment, planning and interventions. Members of the workforce with particular responsibilities in relation to undertaking Section 47 Enquires.

**Examples:**

Housing officers, staff in hospitals, YOT, secure settings. Police (not in specialist child protection roles), sports & leisure development officers, disability specialists, faith groups, community youth groups, play scheme volunteers.

Paediatricians, GPs, youth workers, early years staff, residential staff, midwives, school nurses, health visitors, sexual health staff, teachers, probation staff, sports welfare officers, adult workers learning disability, mental health, alcohol and drug misuse services, community play professionals from health, education, police and children’s social care; those who work with complex cases and social work staff responsible for co coordinating assessments of children in need and children identified at risk.

**Course Prerequisite**

Participants must have completed the BSCB Me-Learning Domestic Abuse Course or have attended a Domestic Abuse Awareness course prior to attending this course.

**OUTCOMES** - By the end of the Course participants should be able to:

- Describe the definition and dynamics of domestic abuse, and the aspects of domestic abuse unique to young people
- Understand the prevalence of domestic abuse in young people’s relationships, and how societal attitudes & the media can be seen as supporting acceptance of abuse
- Recognise the importance of Safeguarding procedures for young people experiencing abuse
- Feel able to engage young people constructively around the issue of domestic abuse
- Understand the risk factors for young people, including how they differ than for adults, and be able to assess risk and engage in the MARAC process
- Refer and signpost to appropriate local and regional services

**PRE-REQUISITES:** Participants must have completed the BSCB E-Learning Domestic Abuse Course (see page 10)

**DATES, TIME & VENUE:**

Date	Time	Venue	Trainers
10 September 2014	9.30 – 4.30	Widmore Centre	Clare Elcombe-Webber



## Group 2/3/4/5: Domestic Abuse & Violence Against Women & Girls – A Child Protection Issue

**DURATION:** One day

**AIM:** Participants to be able to identify what constitutes domestic abuse and VAWG, alerting other agencies appropriately to their concerns and working in partnership with other professionals to ensure that interventions take place, early and safely and reduce the risk of children experiencing further significant harm.

**TARGET GROUP 2/3/4/5:** Staff who are in regular contact with children and young people or have irregular but intensive contact. Staff working predominantly with children, young people and parents/carers and contribute to assessment, planning and interventions. Members of the workforce with particular responsibilities in relation to undertaking Section 47 Enquires.

**Examples:**

Housing officers, staff in hospitals, YOT, secure settings. Police (not in specialist child protection roles), sports & leisure development officers, disability specialists, faith groups, community youth groups, play scheme volunteers.

Paediatricians, GPs, youth workers, early years staff, residential staff, midwives, school nurses, health visitors, sexual health staff, teachers, probation staff, sports welfare officers, adult workers learning disability, mental health, alcohol and drug misuse services, community play professionals from health, education, police and children's social care; those who work with complex cases and social work staff responsible for co coordinating assessments of children in need and children identified at risk.

This training aligns with: Level 3 (Safeguarding Children & Young People: Roles & Competences for Health Care Staff – Intercollegiate Document, March 2014).

**OUTCOMES** - By the end of the course participants should:

- Be aware of the situation in Bromley regarding domestic abuse & VAWG and child protection
- Understand and be confident in applying the London procedures on domestic abuse
- Assess risk of harm to children using the Barnardos Risk assessment matrix which has been adopted by the BSCB and therefore by all agencies in Bromley
- Know how to raise concerns if they are worried about a child
- Know how to protect children through awareness of safety planning with a child, young person or their family.
- Be able to escalate concerns if they are unhappy with a response from another agency
- Know about services available in relation to domestic abuse and VAWG.

**PRE-REQUISITES:** Participants must have completed the BSCB E-Learning Domestic Abuse Course (see page 10)

**Refresher Training:** At least every 3 years

**DATES, TIME & VENUE:**

Date	Time	Venue	Trainers
24 June 2014	9:30 – 4:30	Widmore Centre	Clare Elcombe-Webber
12 November 2014	9.30 – 4.30	Widmore Centre	Clare Elcombe-Webber
12 February 2015	9.30 – 4.30	Widmore Centre	Clare Elcombe-Webber



## Working with Perpetrators of Domestic Abuse

**DURATION:** Half day

**Aim:** Ensuring participants understand the principles behind working with domestic abuse/violence perpetrators and the role of the local domestic violence perpetrator programme as a behaviour-change programme helping perpetrators to stop being violent and abusive to their partners and focusing increasingly on their children's welfare and safety needs.

**TARGET GROUP 2/3/4:** Staff who are in regular contact with children and young people or have irregular but intensive contact. Staff working predominantly with children, young people and parents/carers and contribute to assessment, planning and interventions. Members of the workforce with particular responsibilities in relation to undertaking Section 47 Enquires.

Examples:

Housing officers, staff in hospitals, YOT, secure settings. Police (not in specialist child protection roles), sports & leisure development officers, disability specialists, faith groups, community youth groups, play scheme volunteers.

Paediatricians, GPs, youth workers, early years staff, residential staff, midwives, school nurses, health visitors, sexual health staff, teachers, probation staff, sports welfare officers, adult workers learning disability, mental health, alcohol and drug misuse services, community play professionals from health, education, police and children's social care; those who work with complex cases and social work staff responsible for co coordinating assessments of children in need and children identified at risk.

This training corresponds with: Level 3, 4 & 5 (Safeguarding Children & Young People: Roles & Competences for Health Care Staff – Intercollegiate Document, March 2014)

**OUTCOMES:** By the end of the Course participants should be able to:

- Describe the principles behind approaches to working with perpetrators of domestic abuse/violence
- Describe which approaches are more and less successful in achieving sustained changes from abusive behaviour
- Intervene with multi agency professionals in a safe and non-blaming way to help perpetrators take responsibility for their behaviours by understanding the impact of abuse and violence on their children and partners.
- Help perpetrators to learn how to notice when they are becoming abusive and how to stop this and use non abusive ways of dealing with difficulties in their relationship.
- Encourage perpetrators to negotiate and listen to their partners and build respect
- Support the local Perpetrator programme and be able to describe the local CSCB procedures
- Describe the referral pathway to alert agencies of domestic abuse and child safety /welfare concerns.
- Describe what local support services are available for the victims of domestic abuse violence

**PRE-REQUISITES:** To have undertaken the BSCB E-Learning course, or to have attended at least Group 3 Safeguarding Children or an equivalent multi-agency course in another Borough.

### DATE, TIME & VENUE

Date	Time	Venue	Trainers
		Widmore Centre	



## Chronology Training: Using A Child History to Analyse Risk

**DURATION:** Half day

**AIM:** To ensure that all professionals working with children and young people are able to produce chronologies to a consistent standard and understand their significance in managing risk.

**TARGET GROUP 3/4/5:** Those who work regularly with children and young people and adults who are parents/carers and those with a particular responsibility for safeguarding children.

This training aligns with Level 3, 4 & 5 (Safeguarding Children & Young People: Roles & Competences for Health Care Staff – Intercollegiate Document, 2014)

**OUTCOMES:** : By the end of the training session training participants will be able to:

- Identify what a chronology is
- Record a chronology and the key information that needs to be put into the chronology
- Understand their role in writing and keeping a chronology up to date
- Populate the chronology template on the multi-agency child protection conference report to the standard required
- Understand the importance of chronologies for supporting good practice
- Understand the role of the supervisor in quality assuring that chronologies are recorded and used in supervision

### DATES, TIME & VENUE:

Date	Time	Venue	Trainers
3 July 2014	9.30 - 12.30	Civic Centre	Simon Harrison
13 January 2014	9.30 - 12.30	Civic Centre	Simon Harrison





## Working Together to Prevent Child Sexual Exploitation

**DURATION:** One day

**AIM:** To improve multi agency working in identifying and intervening at an early stage with children and young people vulnerable to child sexual exploitation in the community and ensuring that the general workforce is aware of how to alert and refer to other professionals both within and outside of their own organisations.

**TARGET GROUP 3 & above:** Multi-agency professionals (social workers, teachers, Police, YOT, youth and health workers, voluntary sector, Bromley Y, JusB)

This training aligns with Level 3, 4 & 5 (Safeguarding Children & Young People: Roles & Competences for Health Care Staff – Intercollegiate Document, March 2014)

**OUTCOMES:** By the end of the course attendees will be able to:

- Identify situations where CSE is likely to be occurring and alert appropriate agencies,
- Know what the indicators of CSE are and what approaches are available locally to help prevent and respond
- Understand the role of the Barnado's Programme in Bromley and be able to share with them information when appropriate and assist them with their interventions
- Have a full understanding of the family environmental factors which increase vulnerability.
- Work in partnership with other professionals to prevent CSE and safeguard children and young people currently being exploited.
- Identify and support trafficked young people
- Understand how perpetrators and organised groups of individuals groom and attract children and young people and avoid professional attention.
- Use the Escalation Procedure
- Understand and use the referring pathway

### DATES, TIME & VENUE:

Date	Time	Venue	Trainers
9 October 2014	9.30 – 4.30	Widmore Centre	Alec Parsons & Lorrissa Webber



## Introduction to Parental Mental ILL Health

**DURATION:** One day

**AIM:** Enabling professionals to identify the signs and indicators of parental mental ill health and be able to alert the appropriate children and adult safeguarding agencies of their concerns.

**TARGET GROUP 2/3** Staff who are in regular contact with children and young people and adults with mental health conditions or have irregular but intensive contact. Staff working predominantly with children, young people and parents/carers who can identify concerns and alert other agencies with responsibilities for assessing and intervening

Examples:

Housing officers, staff in hospitals, YOT, secure settings. Police (not in specialist child protection roles), sports & leisure development officers, disability specialists, faith groups, community youth groups, play scheme volunteers.

Paediatricians, GPs, youth workers, , community mental health professionals, early years staff, residential staff, midwives, school nurses, health visitors, sexual health staff, teachers, probation staff, sports welfare officers, adult workers learning disability, mental health, alcohol and drug misuse services, community play professionals from health, education, police and children’s social care; those who work with complex cases and social work staff responsible for co coordinating assessments of children in need and children identified at risk.

This training aligns with Level 3, 4 & 5 (Safeguarding Children & Young People : Roles & Competences for Health Care Staff – Intercollegiate Document, March 2014).

**OUTCOMES** By the end of the Course participants should be able to:

- Be aware of the major diagnosed conditions of mental ill health and the behaviours and presentations associated with them
- Describe the risks that are posed to children and adults from deteriorating parental mental ill health
- Describe how they would refer and alert responsible agencies to deteriorating parental mental health and child safety /welfare concerns.
- Describe what local support services are available for the children and adults involved
- Refer to Bromley Safeguarding Children Board and Oxleas health Trust for further information and signposting

### DATES, TIME & VENUE:

Date	Time	Venue	Trainers
		Widmore Centre	



## Parental Mental ILL Health: Working Better Together to Safeguard the Child & the Adult

**DURATION:** Half day

**AIM:** Ensuring participants understand the child and adult safeguarding principles behind working with parents with mental health conditions and their children.

Enabling professionals to intervene appropriately with children and adults and equipping them with the skills to keep safe by alerting others to oncoming mental health episodes.

**TARGET GROUP 3/4 - Specialised Professionals:** Children’s social workers and mental health workers working with children, young people and parents/carers who contribute to assessments, treatments, planning and interventions. Members of the workforce with particular responsibilities in relation to undertaking Section 47 Enquires.

Examples: Mental health professionals; care co-ordinators, adult and children Social workers, Community Psychiatric Nurses and Occupational Therapists.

This training aligns with Level 3, 4 & 5 (Safeguarding Children & Young People: Roles & Competences for Health Care Staff – Intercollegiate Document, March 2014)

**OUTCOMES:** By the end of the Course participants should be able to:

- Be aware of the major diagnosed conditions of mental ill health and the behaviours and presentations associated with them
- Describe the risks that are posed to children and adults from deteriorating parental mental ill health
- Describe the principles behind approaches to working with children and parents/carers where there are adult mental health concerns
- Describe which approaches are more and less successful in achieving sustained improvements in safety for both children and adults in home environments where one or more parent has a mental health condition
- Intervene with multi agency professionals in a safe and non-blaming way to help children and adults feel confident about alerting others and seeking help
- Help children and parents to learn how to notice when they are becoming mentally unwell and how to identify the triggers and alert others promptly
- explored how mental illness can effect parenting capacity and the child’s development
- Examine their own practice of assessing risk to children whose parents experience mental ill health
- Discuss how professionals from adult and children’s services can work together to ensure the best outcomes for children affected by parental mental ill health
- Describe the referral pathway to alert agencies to deteriorating parental mental health and child safety /welfare concerns
- Describe what local support services are available for the children and adults involved
- Refer to Bromley Safeguarding Children Board and Oxleas health Trust for further information and signposting

**PRE-REQUISITES:** To have attended Introduction to Parental Mental ILL Health

**DATES, TIME & VENUE:**

Date	Time	Venue	Trainers
		Widmore Centre	



## Parental Substance Misuse: Tackling the Impact on Children & Young People's Safety

**DURATION:** One day

**AIM:** To develop professional knowledge and skills to enable professionals to effectively intervene with children who experience neglect and abuse as a result of having parents/carers who misuse alcohol and drugs.

### TARGET GROUP 3/4/5

3-Staff working predominantly with children, young people and/or their parents/carers and who could contribute to assessing, planning, intervening and reviewing the needs of a child and parenting capacity where there are safeguarding concerns. Examples: paediatricians, GPs, youth workers, early years staff, residential staff, midwives, school nurses, health visitors, sexual health staff, teachers, probation staff, sports welfare officers, adult workers learning disability, mental health, alcohol and drug misuse services, community play schemes

4- Members of the workforce who have particular responsibilities in relation to undertaking section 47 enquiries. Examples: professionals from health, education, police and children's social care; those who work with complex cases and social work staff responsible for coordinating assessments of children in need

5-Professional with responsibility for leading on safeguarding and providing advice and those running operational units Examples: professional advisers, named and designated lead professionals. Operational managers, practice supervisors

This training aligns with Level 3, 4 & 5 (Safeguarding Children & Young People: Roles & Competences for Health Care Staff – Intercollegiate Document, 2014)

**OUTCOMES:** By the end of the training session training participants will be able to:

- Demonstrate a knowledge of the patterns and indicators of serious parental substance misuse and be able to identify indicators of risk and need for the child/young person
- demonstrate skills in effective collaboration between child protection agencies and those involved in addressing parental substance Misuse,
- describe how substance misuse can affect parenting capacity and the key stages of a child's development that may be effected,
- reflect on trends from research and learning from Serious Case Reviews and the relationship between substance misuse, domestic violence and parental mental ill health.
- explore the process of assessing risk and be able to describe ways to intervene effectively
- awareness of local services for parents with substance abuse difficulties and referral pathways
- describe the needs of children and young people from culturally and racially diverse backgrounds who are exposed to parents with substance misuse difficulties.

**PRE-REQUISITES:** Basic CP Training and acquainted with 'What to Do' and Assessment Framework. Single Agency Training (see pg. 5). E- Learning available via BSCB see page 10 for access instructions.

### DATES, TIME & VENUE:

Date	Time	Venue	Trainers
		Widmore Centre	



## Developing Confidence in Working with Diversity

**DURATION:** One day

**AIM:** To develop professional knowledge and skills to enable attendees to effectively intervene appropriately and sensitively with children from culturally racially and religiously diverse backgrounds.

### TARGET GROUP 3/4/5:

**3-**Staff working predominantly with children, young people and/or their parents/carers and who could contribute to assessing, planning, intervening and reviewing the needs of a child and parenting capacity where there are safeguarding concerns. Examples: paediatricians, GPs, youth workers, early years staff, residential staff, midwives, school nurses, health visitors, sexual health staff, teachers, probation staff, sports welfare officers, adult workers learning disability, mental health, alcohol and drug misuse services, community play schemes

**4-** Members of the workforce who have particular responsibilities in relation to undertaking section 47 enquiries. Examples: professionals from health, education, police and children's social care; those who work with complex cases and social work staff responsible for co coordinating assessments of children in need

**5-**Professional with responsibility for leading on safeguarding and providing advice and those running operational units Examples: professional advisers, named and designated lead professionals. Operational managers, practice supervisors

**OUTCOMES:** By the end of the training session training participants will be able to:

- Demonstrate a knowledge of the extent to which culture and issues of language, religion and ethnicity need to be considered when there are concerns about a child or young person
- Demonstrate the meaning of different “cultural practices” in parenting and their relevance when assessing whether there is risk of harm to a child;
- Describe the importance of universal children’s rights and how they should take precedence if certain cultural or religious practices are promoted as a defense for children’s ill treatment
- Explain the importance of ‘cultural competence’ when working with children and young people
- Describe the trends from research and learning from Serious Case Reviews and the relationship between race culture and language in understanding specific child protection issues i.e. FGM
- Explore the process of assessing risk and be able to describe ways to intervene effectively with children and young people from diverse backgrounds
- Describe the effect of individual and institutional racism when working with children and young people from diverse backgrounds
- Describe local services for children and young people from diverse backgrounds

### DATES, TIME & VENUE:

Date	Time	Venue	Trainers
		Widmore Centre	



## Safeguarding Disabled Children: Protecting our Most Vulnerable Children

**DURATION:** One day

**AIM:** To recognise the particular vulnerabilities and risks faced by disabled children and to be able to separate their needs from those of their carers

**TARGET GROUP 3/4/5:** Those who work regularly with children and young people and those with a particular responsibility for safeguarding children. In particular, health professionals, social workers, borough police and CAIT, voluntary and community organisation staff, education staff.

This training aligns with Level 3, 4, & 5 (Safeguarding Children & Young People : Roles & Competences for Health Care Staff – Intercollegiate Document, September 2014)

**OUTCOMES:** By the end of the training session training participants will be able to:

- Describe the barriers to safeguarding disabled children
- Describe what makes disabled children and young people more vulnerable to abuse
- Describe the impact of abuse on the disabled child's and young person's development and care
- Describe the specific difficulties that children and young people with disabilities may have in communicating what they are experiencing
- Assess risk when protecting disabled children and young people from harm and separate issues relating to their specific disability and the role of their carer from child protection and welfare issues

**PRE-REQUISITES:** Basic Child Protection Training. Single Agency Training (see pg. 5). Available via BSCB E-Learning course (see page 10 for access instructions).

### DATE, TIME & VENUE

Date	Time	Venue	Trainers
		Widmore Centre	



## Engaging Hard to Reach Families

**Duration:** Half day

**AIM:** To improve multi agency working in identifying and intervening at an early stage with children and young people vulnerable to neglect in the community and ensuring that the general workforce is aware of how to alert and refer to other professionals both within and outside of their own organisations.

**TARGET GROUP 3/4/5:** This course is aimed at those who work predominantly with children young people, their parents/carer, including health clinical staff, who may be in a position to identify concerns about maltreatment, including those that arise from the use of the CAF. Team Leaders/managers, lead/named officers and those who supervise child protection cases. For example early years sector, community play schemes, midwives, schools nurses, youth workers, welfare offices, those working with adults for example in learning disability, mental health, alcohol or drug misuse services

This training aligns with Level 3, 4 & 5 (Safeguarding Children & Young People: Roles & Competences for Health Care Staff – Intercollegiate Document , March 2014).

**OUTCOMES:** By the end of the course attendees will be able to:

- To describe the reasons why some families are either indifferent or hostile to professional involvement
- To apply an understanding of the family's history and background to explain the lack of engagement
- Describe the contribution that attachment disorders, mental ill health, substance misuse and learning difficulties can make in presenting blocks to effective engagement; using messages from research and lessons learnt from enquires and serious case reviews
- Use research to identify messages about what works well in terms of joint working practices in intervening with hard to reach families
- Describe effective communication approaches in working with hard to reach families
- Describe effective collaborative working and the impact of the professional's presentation on families
- Describe why families from diverse backgrounds who have experienced past individual and or institutional discrimination may be avoidant or hostile
- Use the local referring pathways
- Describe organisational obstacles that can prevent effective intervention

**PRE-REQUISITES:** To have attended Safeguarding Children Group 3 equivalent multi-agency course in another Borough.

### DATE, TIME & VENUE

Date	Time	Venue	Trainers
		Widmore Centre	TBC



## Safeguarding Neglected Children Introduction

**DURATION:** One day

**AIM:** To improve multi agency working in identifying and intervening at an early stage with children and young people vulnerable to neglect in the community and ensuring that the general workforce is aware of how to alert and refer to other professionals both within and outside of their own organisations.

### TARGET GROUP 2/3

This course is aimed at those who are in regular contact or have a period of intense but irregular contact, with children, young people and/or parents/carers and who may be in a position to identify concerns about maltreatment.

Staff working predominantly with children, young people and/or their parents/carers and who could contribute to assessing, planning, intervening and reviewing the needs of a child and parenting capacity where there are safeguarding concerns.

**Examples:** Housing officers, staff in hospitals, YOT, secure settings. Police (not in specialist child protection roles), sports & leisure development officers, disability specialists, faith groups, community youth groups, play scheme volunteers, youth workers, early years staff, residential staff, midwives, school nurses, health visitors, sexual health staff, teachers, probation staff, sports welfare officers, adult workers learning disability, mental health, alcohol and drug misuse services, community play schemes.

**OUTCOMES:** By the end of the course attendees will be able to:

- to describe the signs, symptoms and definitions of neglect
- to describe the impact upon the developing child of neglect and how future life opportunities are impaired
- Understand local thresholds for professional involvement and be able to refer serious and persistent neglect concerns to children social care for investigation
- describe the contribution that mental ill health, substance misuse and domestic violence can make in creating neglectful parenting situations
- Describe the obstacles that prevent effective early intervention with children who are experiencing neglect and practical approaches that can be taken to assist families and promote positive outcomes

### DATES, TIME & VENUE:

Date	Time	Venue	Trainers
11 September 2014	9.30 – 12.30	Widmore Centre	Alec Parsons





## The Challenge of Safeguarding Neglected Children in Families with Complex Needs

**DURATION:** One day

**AIM:** To improve multi agency working in identifying and intervening at an early stage with children and young people vulnerable to neglect in the community and ensuring that the general workforce is aware of how to alert and refer to other professionals both within and outside of their own organisations.

### TARGET GROUP 3/4/5

This course is aimed at those who work predominantly with children young people, their parents/carer, including health clinical staff, who may be in a position to identify concerns about maltreatment, including those that arise from the use of the CAF. Team Leaders/managers, lead/named officers and those who supervise child protection cases. For example early years sector, community play schemes, midwives, schools nurses, youth workers, welfare offices, those working with adults for example in learning disability, mental health, alcohol or drug misuse services

**OUTCOMES:** By the end of the course attendees will be able to:

- to describe complex family environments where neglect of children is occurring.
- to describe the impact upon the developing child of neglect using research from attachment theory and brain development and explore why professionals should respond early
- to set out the legal and procedural framework for responding to neglect with reference to the Bromley Thresholds document and the Bromley guidance for practitioners – working with neglectful families
- describe the contribution that mental ill health, substance misuse and domestic violence can make in creating neglectful parenting situations using messages from research and lessons learnt from enquires and serious case reviews
- using research to identify messages about “What Works” in intervening with neglectful families
- Understand and use the local referring pathways
- Describe effective professional interventions and the organisational obstacles that can prevent effective intervention

**PRE-REQUISITES:** To have attended Safeguarding Neglected Children Introduction or completed Group 1 Safeguarding Children via BSCB E-Learning course (see page 10 for instructions)

### DATES, TIME & VENUE:

Date	Time	Venue	Trainers
30 March 2015	9.30 – 4.30	Widmore Centre	Alec Parsons



## Teenagers Self Harming: Responding to Risk & Managing Professional Anxiety

**DURATION:** One day

**AIM:** Enable participants to recognise deliberate self-harming teenage behaviours and respond appropriately and proportionately to risk in a way that does not escalate the behaviour further. Manage professional and public anxiety.

### TARGET GROUP 3

Staff working predominantly with children, young people and/or their parents/carers and who could contribute to assessing, planning, intervening and reviewing the needs of a child and parenting capacity where there are safeguarding concerns.

**Examples:**

Paediatricians, GPs, youth workers, social workers, residential staff, school nurses, sexual health staff, teachers, probation staff, sports welfare officers, , mental health workers, alcohol and drug misuse services, community play schemes

**OUTCOMES:** By the end of the training session training participants will be able to:

- Demonstrate knowledge of patterns and indicators of self-harming amongst teenagers and methods to assess risk
- Describe the pressures and identity issues that result in teenagers being more vulnerable to self-harming behaviours
- Describe the significant role of internet and electronic communication in escalating self-harming behaviours
- Describe the meaning and significance of peer and sub-group pressure
- Describe proportionate and appropriate responses to particular incidents of self-harming behaviour and manage professional anxiety.
- Confidently use practical approaches in working with teenagers to address their self-harming behaviours
- Describe local referral pathways and the role of the local safeguarding board
- Demonstrate knowledge of local Bromley resources that can support teenagers that self-harm and their families

### DATES, TIME & VENUE:

Date	Time	Venue	Trainers
8 July 2014	9.30 – 4.30	Widmore Centre	Alec Parsons & Chris Manson
24 September 2014	9.30 – 4.30	Widmore Centre	Alec Parsons & Chris Manson
26 January 2014	9.30 – 4.30	Widmore Centre	Alec Parsons & Chris Manson



## Safeguarding Young Carers

**DURATION:** Half day

**AIM:** To recognise the needs and vulnerabilities of young carers and how their roles impact on their welfare and development.

### TARGET GROUP 3/4/5

Those who work predominantly with children, young people and/or their parents/carers and who could potentially contribute to assessing, planning intervening and reviewing the needs of a child and parenting capacity where there are safeguarding concerns to identify when there is a concern about the welfare of a child. Group 3

- Those with particular responsibilities in relation to undertaking Section 47 enquiries including professionals from health, 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 4
- Professional advisers, designated, named and lead professionals and those with managerial responsibility at an operational level such as recruitment of staff, team management and decision making. Group 5

**OUTCOMES:** – By the end of the training session participants will be able to:

- Identify the attributes of a young carer
- Describe the signs that a child or young person may be a young carer
- Describe the needs of young carers and their families
- Describe how to respond to the needs of young carers and their families
- Identify and offer resources available to young carers and their families
- Describe their individual and agency roles and responsibilities
- Work with colleagues across agencies to support young carers

### DATES, TIME & VENUE:

Date	Time	Venue	Trainers
16 October 2014	9.30 – 12.30	Widmore Centre	Andrea Goddard
		Widmore Centre	



## Keeping Children & Young People Safe on the Internet

### DURATION:

**AIM:** To raise the awareness and understanding of professionals of the risks posed to children and young people from use of the internet.

### TARGET GROUP 1/2/3

All staff that have some degree of contact with children and young people during the course of their work and require an understanding of how to identify potential indicators of abuse and neglect and knowledge of how to alert agencies with a statutory responsibility to investigate assess and support.

Staff working predominantly with children, young people and/or their parents/carers and who could contribute to assessing, planning, intervening and reviewing the needs of a child and parenting capacity where there are safeguarding concerns.

Examples: librarians, GP receptionists, community advice centre staff, parks & premises staff, recreation assistants, environmental health officers, housing officers, staff in hospitals, YOT, secure settings. police ,social workers, health visitors, school nurses, teachers, sports & leisure development officers, disability specialists, faith groups, community youth groups, play scheme volunteers.

**OUTCOMES:** By the end of the training session training participants will be able to:

- Describe different types of risk that children and young people face on the internet
- Recognise potential indicators that a child may be being abused on the internet from emotional, sexual and commercial exploitation
- Be able to intervene and communicate with children, young people and their parents/carers to ensure children are aware of risky behaviours in terms of their conduct and information sharing and that appropriate preventative and security strategies are adopted
- Learn from users and encourage children to keep themselves safe
- Describe their own and colleagues' roles, responsibilities, and professional boundaries when using the internet and communicating with children and young people
- Refer to social care if a safeguarding/child protection concern is identified
- Keep appropriate records of any concerns
- Share appropriate and relevant information with others
- Act in accordance with key guidance and legislation
- Work in a fair and anti-discriminatory way with children , young people and families from culturally and racially diverse backgrounds

### DATES, TIME & VENUE:

Date	Time	Venue	Trainers
		Widmore Centre	



## Safeguarding Training for Designated Teachers

**DURATION:** Two days (two weeks apart)

**AIM:** Designated teachers to have a full understanding of their roles and responsibilities to assess initial incidents and concerns, confidently advising and instruct other educational staff and sharing information appropriately with children social care and other agencies.

### TARGET GROUP 5/6

All staff working with children and young people in schools, academies and colleges who have a designated responsibility for child protection and safeguarding.

**OUTCOMES:** This includes being able to:

- Identify cases of suspected abuse and neglect and know how to respond
- Identify concerns specific to working with children from diverse cultural and racial backgrounds .i.e. F.G.M.
- Identify and implement strategies to support vulnerable children
- Provide other staff in the school with advice on safeguarding matters
- Understand the role of other agencies in safeguarding children and contribute to risk assessments working in partnership with families and multi- agency professionals in delivering subsequent interventions
- Have knowledge of and ensure the existence of relevant safeguarding policies and procedures
- Maintain an overview of the safeguarding policies, procedures and processes within the school
- Access further safeguarding training, information and materials and be able to share their learning with others in the workplace via workshops and training events
- Ensure staff are aware of policies and procedures and are appropriately trained to identify signs and indicators of abuse and neglect.
- Maintain an overview of and monitor all vulnerable children and young people within the school
- Monitor and evaluate the effectiveness of the safeguarding processes within the school and contribute to changes when needed

### DATES, TIME & VENUE:

Date	Time	Venue	Trainers
16 & 30 September 2014	9.30 – 4.30	Widmore Centre	Alec Parsons
24 November & 8 December 2014	9.30 – 4.30	Widmore Centre	Alec Parsons
9 & 23 February 2015	9.30 – 4.30	Widmore Centre	Alec Parsons



## Safeguarding Training for Designated Teachers REFRESHER

**DURATION:** One day

**AIM:** Designated teachers to continue to have a full understanding of their roles and responsibilities to assess initial incidents and concerns, confidently advising and instructing other educational staff, on specific concerns and the lessons learnt from serious case reviews and research. To be able to share information appropriately with children social care and other agencies.

### TARGET GROUP 5/6

All staff working with children and young people in schools, academies and colleges who have a designated responsibility for child protection and safeguarding and need updating on recent local and national safeguarding developments.

**OUTCOMES:** At the end of the training attendees should be being able to:

- Identify cases of suspected abuse and neglect and know how to respond
- Identify concerns specific to working with children from diverse cultural and racial backgrounds i.e. F.G.M.
- Identify and implement strategies to support vulnerable children
- Provide other staff in the school with advice on safeguarding matters
- Understand the role of other agencies in safeguarding children and contribute to risk assessments working in partnership with families and multi- agency professionals in delivering subsequent interventions
- Have knowledge of and ensure the existence of relevant safeguarding policies and procedures
- Maintain an overview of the safeguarding policies, procedures and processes within the school
- Access further safeguarding training, information and materials and be able to share their learning with others in the workplace via workshops and training events
- Ensure staff are aware of policies and procedures and are appropriately trained to identify signs and indicators of abuse and neglect.
- Maintain an overview of and monitor all vulnerable children and young people within the school
- Monitor and evaluate the effectiveness of the safeguarding processes within the school and contribute to changes when needed.
- Understand lessons learnt from serious case reviews and the latest research

**PRE-REQUISITES:** To have attended Safeguarding Training for Designated Teachers or Group 4/5 Safeguarding Children within the past 2 years.

### DATES, TIME & VENUE:

Date	Time	Venue	Trainers
		Widmore Centre	



## Safeguarding Children: A Basic Induction - Commissioned Training for Schools

### **DURATION:**

**AIM:** To outline the basic safeguarding children responsibilities of all those who work with or have contact with children, young people and/or their parents or carers in schools or school managed sites.

### **TARGET GROUP**

All School staff that have some degree of contact with children and young people during the course of their work and require an understanding of how to identify potential indicators of abuse and neglect and knowledge of how to alert agencies with a statutory responsibility to investigate assess and support.

Examples: All teaching staff, premises officers, cleaners, lunch providers.

**OUTCOMES:** By the end of the training session training participants will be able to:

- Define different types of child abuse
- Recognise potential indicators of child maltreatment – physical, emotional, and sexual abuse, and neglect
- Take appropriate action, including appropriately reporting concerns and seeking advice
- Describe their own and colleagues' roles, responsibilities, and professional boundaries
- Know how to refer to their lead professional and social care if a safeguarding/child protection concern is identified
- Keep appropriate records of any concerns
- Share appropriate and relevant information with others
- Act in accordance with key guidance and legislation

**PRICE:** £239 per half day session

**DURATION:** Half day

**TRAINER:** Edify Training

Schools are responsible for the payment of this training provided by the contractor (Edify Training) you are responsible for the payment of training properly provided within 30 days.

The contractor may have a right to claim for additional costs where payment is made late or not processed.

To book this training please contact: Peter Hewitson, Edify Training on 01622 766078.



# Safeguarding Course Application Form

## April 2014 - March 2015



**To be completed by the Applicant**

**Part 1 PLEASE USE BLOCK CAPITALS**

<b>Sector Type:</b> Please select	
<b>Course Name:</b>	
<b>Preferred Date:</b>	
<b>Applicant Personal Details</b>	
<b>Surname:</b>	<b>Title:</b>
<b>First Name(s)</b>	<b>Sex:</b> Please select
<b>Disability and details of any special requirements:</b>	
<b>Applicant's Work Address:</b>	<b>Living Address (if different from Work Address):</b>
<b>Applicant's Contact Details:</b> <b>Mobile Number:</b> <b>Home Tel Number:</b> <b>Office Tel Number:</b> <b>Home E-mail Address</b> <b>Office E-mail Address</b> <i>Joining instructions will be sent to this email address</i>	

<b>Name of Organisation:</b>	
<b>Job Title:</b>	
<b>Division:</b>	<b>Team:</b>
<b>BSCB only - Are you the Child Protection Lead:</b> Yes <input type="checkbox"/> No <input type="checkbox"/>	
<b>BSCB only - You must complete your agency's Child Protection Training before applying for a place on a BSCB Course.</b>	<b>Date Training Completed:</b>
<b>Name of Line Manager:</b>	<b>Cost Code:</b>



**Contact Details for Line Manager** (phone, e-mail and address of organisation):

**Sector (please note - this information is essential):**

<b>Education:</b>	Please select sector type:
<b>Early Years Community:</b>	Please select sector type:
<b>London Borough of Bromley: Employee No:</b>	Please select sector type:
<b>Private/ Commercial Providers:</b>	Please select sector type:
<b>Voluntary/Charity/Community Sector: Registered Number:</b>	Please select sector type:
<b>Health:</b>	Please select sector type:
<b>Justice:</b>	Please select sector type:
<b>Other (please state):</b>	

**IMPORTANT INFORMATION – please read before signing and returning this form:**

- **If you are allocated a place on the course of your choice, you will receive an email confirmation sent to the address you have specified above.**
- **If there are no places available, you will be notified accordingly and placed on a waiting list.**
- **Most of our courses are oversubscribed and therefore if you need to cancel your place, please ensure that you give us 2 working days’ notice in writing (letter or e-mail) so that we can allocate your place to someone else. If you fail to do this, your agency will be charged £150 for half a day or one day course and £250 for a two day course.**
- **Delegates need to be aware that they should arrive 15 minutes before the start time for registration and that there will be no admittance after 15 minutes of the start time.**
- **You agree to complete any pre-course work before attending this course if required.**
- **You agree to complete pre and post evaluation reports as requested for this course.**
- **Your Manager has seen your pre evaluation questionnaire (below) and agreed that you can attend this training course.**

Applicant’s Signature **Date:**

*PTO to complete part 2*

## Safeguarding Children in Bromley Multi Agency Training Programme Participants Pre Training Evaluation Questionnaire

Agency:		Place of Work:	
Name:			
Course Title:			
Course Date/Time:			
Trainer(s):			
Venue:			

1. Have you had any other Safeguarding Children Training within the last 6 months?
- Last year
- Last 2 years
- Previous Course Name

How would you rate your current level of knowledge and understanding of the following course content? Please specify a rating by putting a <input type="checkbox"/> in the appropriate box below	Not at all	Not very	Quite	Very	Totally
	1	2	3	4	5
1. I am aware of the knowledge areas to be covered and specified in the learning objectives for this Course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. In my professional role, I know what my responsibilities are in order to address any area of concern relating to this specific work with children and young people in Bromley.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I feel confident in reflecting on my practice and working in partnership with children, families and other professionals, challenging others about the issues being raised in this course and in turn being challenged myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I am confident and know when and how and with whom, to share information about children and families who experience the issues covered in this Course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I can specify the roles and responsibilities of other professionals in the area of work covered by the Course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I understand the BSCB protocol for resolving inter-agency disputes and escalating concerns about a case.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I understand how safety and welfare concerns will be assessed and I understand my role in contributing to the development and implementation of any planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**You will receive this form back from your trainer at the end of the course allowing you to complete a comparative 'post course' questionnaire of the programme**

**General Comments:**

**Please return the completed application form to:**

Workforce Development (Safeguarding), E91 East Wing, Civic Centre, Stockwell Close, Bromley, BR1 3UH  
 Fax: 020 8313 4241 Tel: 020 8461 7799 Email: [safeguarding.training@bromley.gov.uk](mailto:safeguarding.training@bromley.gov.uk)



## **Child Protection Courses Provided by Other Agencies**

**These are not BSCB courses.  
See individual course details for booking  
information**



## NSCL SAFER RECRUITMENT WORKSHOP

### NSCL Safer Recruitment Workshop

**Date:** 11 June, 10 July, 11 September, 8 October, 13 November, 3 December 2014

**Time:** 9:30am – 4.30 pm

**Venue:** Bromley Adult Education, the Widmore Centre, Nightingale Lane

**Cost:** £180/200 per delegate

For further information, please contact Tracey Warne on 020 8313 4124, [tracey.warne@bromley.gov.uk](mailto:tracey.warne@bromley.gov.uk)

Booking Form: April 2014 – March 2015			
<b>TO BE COMPLETED BY APPLICANT</b> (all sections must be completed fully or the form will not be processed)			
<b>Course Code</b>		<b>Course Date</b>	TBC
<b>Title: Mr/Mrs/Ms/Miss/Dr</b>	<b>First Name:</b>	<b>Surname:</b>	
<b>Gender: (male/female)</b>	<b>Job Title:</b>	<b>Child Protection Lead:</b>	
		Yes/No	
<b>Organisation:</b>		<b>Sector:</b>	
		INDEP/STAT/VOL	
<b>Address for Invoice:</b>		<b>Department and / or Team</b>	
<b>Town:</b>	<b>Postcode:</b>	<b>Telephone Number:</b>	
<b>Email Address:</b>		<b>Fax Number:</b>	
<b>Do you have a Disability? If YES please explain</b>			

<b>TO BE COMPLETED BY APPLICANT'S LINE MANAGER</b>	
<b>Manager's Name</b>	<b>Manager's Signature</b>
<b>Telephone No./EXT:</b>	<b>Date:</b>

<b>LM203-208</b>	<b>NSCL Safer Recruitment Workshop</b>	<b>Multi-agency training for all staff who are involved in recruitment</b>
<p><b>Description:</b> This one-day multi agency workshop focuses on the good practices that should be adopted when recruiting and selecting adults to work with children.</p> <p>This workshop is offered as an alternative to the NCSL online training.</p> <p>A questionnaire assessment is included and successful participants receive a certificate.</p>		<p><b>Objectives:</b> You will:</p> <ul style="list-style-type: none"> <li>▪ develop procedures and strategies to help those involved in the recruitment process to deter, identify and reject applicants who are unsuitable to work with children;</li> <li>▪ strengthen safeguards for children by helping to deter and prevent abuse;</li> <li>▪ create an environment where everyone is able to raise concerns about poor or unsafe practice and share and compare current approaches to safer recruitment leading to a safer culture.</li> </ul>



## Single Agency Child Protection Training delivered by Bromley Early Years & Childcare Service

Bromley Early Years and Childcare Service recommend that all providers attend the following single agency training, and that the first and second Designated Person and Child-minders that employ assistants also attends the designated person training. The content of these training courses meets the standards required by the Bromley Safeguarding Children Board (BSCB) and the requirements from the Early Years Foundation Stage and Ofsted.

If you are unable to get a place on the introduction/refresher course, you can complete the free child protection e-learning course available from the BSCB website, but you must book the next available place on the Bromley Early Years course. Attendance at these courses is a pre-requisite for attending BSCB multi-agency training.

### **Child Protection: An Introduction & Refresher for pre-schools, day nurseries and out of school staff**

**Duration:** One day

**Target group:** Practitioners and the designated person in pre-schools, day nurseries and out of school clubs

**Trainer:** Yasmin Ahmed

**Refresher Training:** Every three years

#### Aims

- To ensure you know what to do if you are worried a child is being abused
- To become more aware of the EYFS Safeguarding and Welfare Requirements

#### Objectives

- Recognise the physical and behavioural signs of child abuse
- Identify your responsibility for responding to and reporting your concerns
- Dispel common myths about child abuse and how these can affect personal attitudes
- Identify vulnerable children and discuss why they may be more at risk of abuse
- Identify unacceptable behaviour of adults working with children and consider how to challenge it
- Identify some of the different legislation and Acts that underpin early years practice
- Use information from a serious case review to evaluate practice
- More aware of the importance of interagency working

Courses can be booked via: [www.bromleyedconline.org.uk](http://www.bromleyedconline.org.uk)



## **Child Protection: An Introduction & Refresher for Child-minders**

**Duration:** One day

**Target group:** Child-minders

**Trainer:** Sharon Lewis

**Refresher Training:** Every three years

### Aims

- To ensure you know what to do if you are worried a child is being abused
- To become more aware of the EYFS Safeguarding and Welfare Requirements

### Objectives

- Recognise the physical and behavioural signs of child abuse
- Identify your responsibility for responding to and reporting your concerns
- Dispel common myths about child abuse
- Identify vulnerable children
- Identify unacceptable behaviour of adults working with children and consider how to challenge it
- Looking at safeguarding policy to include mobile phone and camera and social network
- Be familiar the EYFS Section 3 requirements for safeguarding and welfare
- More aware of the importance of interagency working

Courses can be booked via: [www.bromleyedconline.org.uk](http://www.bromleyedconline.org.uk)



## **Child Protection: The Role of the Designated Person in Early Years Settings**

**Duration:** One day

**Target Group:** The designated person/s in pre-schools, day nurseries, out of school clubs and child-minders who employ assistants.

**Trainer:** Yasmin Ahmed

**Refresher training:** Every two years

### **Aims**

- To ensure systems for protecting children are in place in your setting
- To gain an insight in the role of designated person

### **Objectives**

- Detail your roles and responsibilities as designated person
- Understand the role supervision plays in supporting staff and protecting children
- Identify the vulnerability of some children and the reasons why they may become more at risk of being abused
- Identify inappropriate behaviour of staff and follow procedures to manage allegations
- Follow local procedures for reporting concerns
- More aware of the importance of interagency working
- Use information from findings of a recent serious case review to evaluate and update practice & policies in your setting
- Identify outstanding practice as defined by Ofsted

Courses can be booked via: [www.bromleyedconline.org.uk](http://www.bromleyedconline.org.uk)



## The Pathway to BSCB Child Protection Training.

### STEP 1- BASIC LEVEL-SINGLE AGENCY

**Complete the Basic Child Protection Training provided by your own agency.**

All work organisations and agencies have a responsibility to provide basic child protection training for appropriate staff.

The **aim** of this training:

To recognise and respond appropriately to a 'child in need' and a child at risk of 'significant' harm.

The BSCB has agreed that basic single agency training should cover the following areas:

**Content:**

- **Signs and symptoms of abuse**
- **Categories of abuse**
- **Normal child development**
- **Basic safe Practice**
- **Key guidance and legislation**
- **How to make a referral**
- **Importance of inter- agency working.**

The **Target Groups** for this training should be staff in infrequent contact with children, young people and/or parents/carers who may become aware of possible abuse or neglect **or**

Staff in regular contact or who have a period of intense but irregular contact, with children, young people and/or parents/carers who may be in a position to identify concerns about abuse and neglect.

**Groups 1 & 2** identified in **this** BSCB Inter-Agency Training Brochure

If you have any doubts about your suitability for this internal training discuss it with your manager / supervisor who will ultimately need to agree and authorise your attendance.

### STEP 2- INTERMEDIATE LEVEL TRAINING

This could be:

**a) Training Provided by your own Single Agency** to address your child protection responsibilities in relation to particular work you carry out with children

**Entrance requirements:** Normally completion of your internal basic child protection training and /or the BSCB E Learning Course **or,**

**b) Multi-Agency-Safeguarding Children Training** provided by the BSCB .-

**Entrance Requirements:** You will normally need to have completed your internal basic child protection training and the BSBC e-learning basic child protection course. Groups 3 & 4 will also need knowledge of the Framework for the Assessment of Children.

This training is targeted to meet the particular training needs of different groups : (see '**Training that meets learning needs**' in this training Brochure)





## **STEP 3- SPECIALIST LEVEL TRAINING**

This could be:

**a) Specialised Training Provided by your own Single Agency** to update or explore in more depth a particular subject/practice area, to enhance knowledge or competence in this area.

**Target group and Entrance requirements:** to be determined from within your agency **or,**

**b) Multi-Agency Specialist Child Protection Courses** provided by the BSCB to update or explore in more depth a particular area of child protection to enhance competence and capacity to work together with other agencies.

These Courses are aimed at training Groups from 3 and above. Some are targeted at managers, those with responsibilities for leading or contributing to Section 47 Investigations/ child in need assessments, and named lead/ designated/ professionals.

**Entrance Requirements:** to have attended **Safeguarding Children; a Shared Responsibility Training.**

***Please read the published details for each course carefully and discuss the appropriateness of attending a course with your manager/supervisor to ensure that the course you apply for is best suited to your learning needs.***