

Rotherham Safeguarding Children Partnership



Learning and Development Prospectus 2022-23

To access an electronic prospectus, use the following link:

<http://www.rscp.org.uk/training>

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ROTHERHAM SAFEGUARDING CHILDREN PARTNERSHIP (RSCP) MULTI-AGENCY TRAINING PROGRAMME 2022-23

INTRODUCTION

As part of its Learning and Development Strategy, the RSCP provides multi-agency safeguarding training workshops, e-learning, briefing / bite size sessions and conferences. The RSCP multi-agency safeguarding training is offered to staff and volunteers from all partner agencies who encounter children, young people and / or their families within Rotherham in the course of their work.

Registration information is on pages 29 and 30.

LEARNING AND DEVELOPMENT – Which are right for me?

Professionals and practitioners who work with children and young people need to ensure that they access the appropriate safeguarding training. In order to make this easier, we have developed a **Competency Framework** which identifies **five** different levels of roles and responsibilities, and which training courses would be most appropriate for each level. This is developed from 'Safeguarding children and young people: roles and competencies for health care staff INTERCOLLEGIATE DOCUMENT' Third edition: March 2014. Revised, intercollegiate Doc. **4th Edition 2019**. Safeguarding Children and Young People: Roles and Competences for Healthcare Staff. <https://www.rcn.org.uk/professional-development/publications/pub-007366>

All applications for training should be discussed in conjunction with your line manager and / or your safeguarding lead to ensure that you are attending the right training for you. The full Competency Framework can be found on Pages 19 to 27.

Ways to keep your knowledge up to date!

- [Weekly Email Alerts from the NSPCC](#); [NSPCC Learning podcast](#) / [Variety of NSPCC Learning Podcasts](#)
- [NSPCC Information Service](#); [National institute for Health and Care Excellence \(NICE\) Updates](#)

Further learning and resources can be accessed at The Children's Society:

[The Children's Society | UK children's charity \(childrenssociety.org.uk\)](https://www.childrenssociety.org.uk)

[National Exploitation Resources](#)

FREE E-LEARNING COURSES

RSCP E-LEARNING

Level 2 Safeguarding Children

Level 3 Safeguarding Children

FGM and Abuse Linked to Faith or Belief

e-Safety Guidance for Practitioners working with Children

Keep Them Safe – Protecting Children from Sexual Exploitation

Safeguarding in Education

Suicidal Thoughts

Awareness of Domestic Violence and Abuse

Safer Recruitment

Modern Slavery & Trafficking

Mental Health Awareness

Safeguarding Children Refresher

Working with Children with Learning Difficulties and Disabilities

Gang Related issues & County lines

Self-Harm Awareness

ONLINE LEARNING AND RESOURCES WITH OTHER PROVIDERS – FREE TO ALL

There are several **online learning tools** on safeguarding issues that are available to practitioners, volunteers and the public.

The following online courses and resources are provided by external organisations free of charge and can be accessed directly via their website – please note you may be required to register with some providers.

- [Understanding Animal Welfare in Violent Homes.](#)
- [Anti-Bullying Alliance free online training](#)
- [CEOP/ThinkYouKnow](#)
- [CSE PACE](#) - Keep them safe: an interactive CSE learning tool
- [Disability Matters](#)
- [Gender Nonconforming Young People](#)
- [Online Safety](#) - Digital Parenting
- [Self-Harm and Risky Behaviour](#)
- [Social Work Tools and Resources for Direct Work with Children and Adults](#)
- [Identifying Sexual Behaviours \(Brookes Guide\)](#)
- [Trafficking](#)

The Home Office [Gov.UK](#) website offers a range of free online learning courses and resources, some of which are listed below.

- [Female Genital Mutilation \(FGM\)](#)
- [Awareness of Forced Marriage](#)
- [Modern Slavery](#)
- [Childhood neglect: improving outcomes - the framework - GOV.UK \(www.gov.uk\)](#)

Animal abuse & the link to family violence – advice for practitioners

On average, every 30 seconds someone in England and Wales dials the RSPCA's 24-hour cruelty line for help. 143,004 animal cruelty complaints were investigated in 2015 alone. Virtual College worked with The Links Group to create a free online course designed to help frontline staff spot animal abuse and understand the link between violence to people and violence to animals. To register for the free training, click: [understanding-animal-welfare](#).

The course has been designed to help frontline staff understand the link between family abuse and animal abuse and is aimed at all professionals who have a responsibility to safeguard vulnerable children, young people and adults at risk. Co-author of the course, Vicki Betton, works for veterinary charity PDSA and is an officer of The Links Group. She says, "The veterinary profession is now familiar with the concept of the 'battered pet' and recognises that there are sometimes interrelationships commonly known as 'links'. "This course uses our animal welfare expertise to help human healthcare colleagues to recognise potential concerns about pets in the homes they visit, even if the pet is not being directly harmed. By undertaking the course, human healthcare professionals will have a better understanding of animal wellbeing and will know where to seek advice if they suspect there is an issue."

The course is particularly appropriate to child protection services, health professionals, police officers, teachers and education experts, children's social care, adult social care, and housing authorities. The course has been written to provide a basic understanding of what animal abuse is, how to spot the signs, as well as to understand the recognised link between family abuse and animal abuse and understand what to do if you have suspicions of abuse.

Prevention

Animal control protection officers, social care workers and anyone working with children or animals must consider that all cases of abuse have the potential to be connected to other forms of violence or dysfunction in the home. In most cases, these types of professionals will be the first responders and first point of contact for a person, animal, or family in need of help. To prevent animals and children from being harmed, awareness surrounding these links must be built. This includes encouraging communities and members of the public to act by giving greater importance to suspected animal abuse, with the knowledge that they could be preventing other forms of violence.

The NSPCC have produced a useful leaflet '[Understanding the Links](#)' which can be found at www.nspcc.org.uk

MULTI-AGENCY WORKSHOPS FROM APRIL 2022 TO MARCH 2023

CHILD EXPLOITATION AND CONTEXTUAL SAFEGUARDING

Rotherham Safeguarding Children Partnership are offering a series of workshops to help with the identification, support and protection of children who are being exploited.

Build an awareness and knowledge of emerging themes and trends in relation to Child Exploitation

- Gain insight into the complex issues of Grooming and how these impacts on consent
- Explore learning from SCRs and Practice Reviews and how these impacts on multi-agency working and practice in relation to Child Exploitation
- Inform what disruption and protection strategies are available to use considering the contextualised safeguarding issues Child Exploitation raises.

Competency Framework Level	EVENT DATE	EVENT TIME
Level 3	Monday 25 th April 2022 Monday 20 th June 2022 Monday 22 nd August 2022 Monday 24 th October 2022 Monday 12 th December 2022	10.00am to 12.00pm Break 1.00pm to 3.00pm <u>All dates</u>
Trainer Laura Beck		
Venue Virtual via Microsoft Teams		

CUMULATIVE HARM AND CHILDHOOD NEGLECT

One-day Level 3 Safeguarding Children training. Considering the cumulative impact of multiple family problems leading to neglect, and the long-term cumulative effects of childhood neglect. An interactive package delivered via Microsoft Teams. Participants, please ensure that you have the equipment and software to access MS Teams.

Competency Framework Level Level 3 and above	EVENT DATE 24/05/2022	EVENT TIME 9.30 am to 12.00 noon
Trainers Malcolm Ewing, RDaSH Health Advisor, Multi Agency Safeguarding Hub (MASH)	17/08/2022	13:30 to 16:00
	24/11/2022	9.30 am to 12.00 noon
	10/03/2023	13:30 to 16:00
Venue Virtual via Microsoft Teams		

DESIGNATED SAFEGUARDING LEADS

'Keeping Children Safe in Education', statutory guidance for schools and colleges, states that each school and college should have a Designated Safeguarding Lead (DSL) who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services/agencies such as health and social care. There is also a requirement to have a trained Deputy DSL.

- Dealing with concerns, confidentiality, making referrals
- Multi-agency working including case conferences and core groups
- An awareness of the Rotherham Family approach
- Raising awareness of safeguarding issues in school or college
- Allegations against staff and the role of the Local Authority Designated Officer

The DSL is required, as per the statutory guidance, to complete refresher training every 2 years.

Competency Framework Level Level 3 and above	EVENT DATE	EVENT TIME
Trainer Deborah Whelan	13 th June 2022	13.00 – 15.30
Venue Virtual via Microsoft Teams		

EDUCATION SAFEGUARDING FORUM

Education Safeguarding Forum for the Head/ Designated Safeguarding Lead in all schools and academies, FE Colleges and Early Years Settings

The Education Safeguarding Forum for Designated Safeguarding Leads has been running since November 2009. The forum is held termly and provides an opportunity to network and discuss topical issues relating to Safeguarding Children and offers the chance for staff to further develop their skills and experience in this role.

This event will be including updates to statutory guidance for schools, Keeping Children Safe in Education and some new Prevent resources. MASH and Operation Encompass updates will also be included.

Due to the current restrictions around Covid-19 and classroom-based training, this Forum will be held virtually on the below dates.

PLEASE NOTE: DUE TO MANY PEOPLE ATTENDING THIS EVENT ON ALL DATES WITHIN THE SAME YEAR, THIS HAS TO BE NAMED ON THE SYSTEM AS SEPARATE EVENTS FOR EACH DATE: EDUCATION SAFEGUARDING FORUM – SEPTEMBER – EDUCATION SAFEGUARDING FORUM – MARCH.

Trainers To be confirmed	EVENT DATE 13th September 2022	EVENT TIME 10.00 to 12.30 13.00 to 15.30
Venue: RPDC/ Virtual via Microsoft Teams		

GRADED CARE PROFILE (GCP2) / NEGLECT / ADOLESCENT NEGLECT

GCP2 helps professionals measure the quality of care being given to a child. It's an assessment tool that helps them to spot anything that's putting that child at risk of harm. It's important we find children who are at risk of harm as early as possible so we can get them the right help.

GCP2 shows:

- strengths
- weaknesses
- what needs to be changed.

By working out what parents can do better, it's easier for the person working with a family to get them the right support to improve the life of their child. GCP2 is designed to be used with families where someone is concerned about the care of a child.

The number of visits needed depends on the family. After all the visits, they put the results together and talk it through with the family.

Competency Framework Level 3	EVENT DATE To be confirmed	EVENT TIME To be confirmed
Trainers To be confirmed		
Venue Virtual via Microsoft Teams		

LADO AND ALLEGATIONS MANAGEMENT

This workshop will help participants to understand the LADO process and procedures, and Professionals responsibilities within the LADO process.

Learning Outcomes

- Understand when and how to make a referral to LADO
- Understand the role of the LADO
- Understand what needs to be completed as part of the allegations management process
- Understand the possible outcomes of the LADO

Competency Framework	EVENT DATE	EVENT TIME
Level 3	Tuesday 26 th April 2022	10.00am to 11.30am
Trainers	Monday 13 th June 2022	3.00pm to 4.30pm
Allison Aylward	Wednesday 24 th August 2022	2.00pm to 3.30pm
Venue	Monday 10 th October 2022	12.00pm to 1.30pm
Virtual via Microsoft Teams	Tuesday 6 th December 2022	9.30am to 11.00am
	Wednesday 1 st February 2023	10.00am to 11.30am

SAFER RECRUITMENT

This course is for anyone working in education and/or those responsible for recruiting people into roles in education which involve working with children. This includes headteachers, governors, teachers, HR staff, etc.

It is relevant to the following settings:

- Nurseries
- Primary and secondary schools, including academies
- Higher education
- Pupil referral units
- SEND schools

This course provides you with the knowledge to protect children and young people through the safer recruitment process. The training is delivered in line with legislation and government guidance, such as Working Together to Safeguard Children and Keeping Children Safe In Education, along with best practice advice throughout the recruitment process.

It will cover:

- preparing to recruit, including application forms
- the selection process, including shortlisting
- the interview process - references, etc
- pre-employment checks, including vetting and barring
- dealing with concerns identified through vetting and barring checks and assessing risk
- maintaining a safer working environment, including single central record
- managing allegations of inappropriate behaviour or abuse by a member of staff or volunteer

	EVENT DATE	EVENT TIME
Competency Framework Level 3		
Trainers Deborah Whelan	25 th April 2022 9 th June 2022	13.00 to 15.30 09.30 to 12.00
Venue RPDC/Virtual via Microsoft Team		

LEVEL 3 SAFEGUARDING CHILDREN

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. It provides an opportunity for colleagues from different agencies to learn together and explore professional dilemmas.

By the end of the workshop participants will:

- Have an improved knowledge of the legislation, structures and national/local procedures in child protection.
- Understand the Serious Case Review process and lessons learned both locally and nationally.
- Understand what further contribution a professional may be asked or expected to make to the processes of assessment, planning, working with children and reviewing that work, including sharing of information.
- Understand multi-agency working in Rotherham.

Competency Framework level Level 3 and above	EVENT DATE 19 th May 2022	EVENT TIME 9.30 to 12.00
Trainer RSCP Learning & Development Coordinator To be confirmed	30 th June 2022	13.00 to 15.30
Venue Virtual via Microsoft Teams		

RECOGNISING AND RESPONDING TO CHILDREN AND YOUNG PEOPLE WHO DISPLAY SEXUALLY CONCERNING OR HARMFUL BEHAVIOUR		
<p>Participants will explore how their existing knowledge and skills in working with children and young people can be used in this area of work. This is an interactive workshop using games, group discussions and creative expression; there will be opportunity for discussion and reflection.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Understanding around the theoretical, research, policy and practice base of this field of work. • Have identified and know how to develop their strengths in the understanding of children’s sexual development. • Understand children’s sexual development and the differences between appropriate sexual play and inappropriate sexual behaviour. • Understand how The Junction has developed ‘Safe Care’ work to create an environment where sexually concerning or harmful behaviour is recognised and responded to appropriately. 		
<p>Competency Framework level</p> <p>Level 3 and above</p>	<p>EVENT DATE</p> <p>To be confirmed</p>	<p>EVENT TIME</p>
<p>Trainer: Kevin Hynes</p> <p>Barnardo’s The Junction (<i>professionals from a range of backgrounds with experience in working with harmful or concerning sexual behaviour</i>)</p>		
<p>Venue</p> <p>Virtual for November 2022</p> <p>Rockingham Professional Development Centre in January 2023</p>		

Please note that this course is not suitable for foster carers.

SAFER SLEEP WORKSHOP

Hosted by The Rotherham NHS Foundation Trust (TRFT) and Rotherham Safeguarding Children Partnership, this workshop is aimed at professionals and volunteers who work with children and families/carers to raise awareness of Sudden Infant Death Syndrome (SIDS) and the proven advice on how parents can reduce the risk of it occurring. We know that greater awareness of safer sleep leads to a decrease in the numbers of babies dying. This training is endorsed by The Lullaby Trust and gives the life-saving safer sleep advice which will support workers to assess risk and equip parents with information on how they can reduce the risk.

This workshop will provide participants with an understanding of:

- Local and National SIDS Overview
- Case Scenario
- Traffic light group work –focusing on practice and products
- Evidence based safer sleep Practices – key messages
- Identifying risk and Escalation process

Competency Framework Level Level 2 and above	EVENT DATE	EVENT TIME
Trainer Shahida Mehrban	27/09/2022	10.00am to 12.00pm
Venue Basement rooms at Woodside Woodside NHS Moorgate Road Rotherham S60 2TZ	13/03/2023	and 1.00pm to 3.00pm
	These sessions will be face to face and there will be no option to join via teams unless the covid-19 guidance changes.	

SIGNS OF SAFETY & EARLY HELP ASSESSMENTS

The Signs of Safety and Early Help Assessment workshop will:

- Introduce the Rotherham Family Approach and the Signs of Safety model to enable participants to understand how this works in practice
- Enable participants to start thinking about how to apply the approach to their own case work/practice
- Provide an overview of background to Early Help Assessment nationally and in Rotherham and the responsibility of partners in the use of assessments
- Practical use of EH Assessment

Help agencies to have a common understanding of how using both approaches can enhance collaborative working practices

The morning session will provide an overview of the Rotherham Family Approach and a better understanding of the Signs of Safety model followed by a session in the afternoon looking at how to make and complete a good Early Help Assessment.

Competency Framework Level Level 2 and above	EVENT DATE To be confirmed	EVENT TIME To be confirmed
Trainer To be confirmed & EH Integrated Working Leads		
Venue Virtual via Microsoft Teams		

STRIVING TOWARDS TRAUMA INFORMED SERVICES IN ROTHERHAM: THE IMPACT OF TRAUMA RESEARCH ON THE WAY WE ORGANISE OUR WORK NOW

'The Trauma and Resilience Service, RDASH, are pleased to invite organisations to apply to co-produce with us training and organisational development work in relation to complex trauma, and so contribute to the development of a **Trauma Informed Rotherham**.

The training and follow up reflective consultation is open to any organisation within the Borough where issues may arise as a result of trauma influencing the life cycle of the individual and the group. The opportunity is to develop learning spaces for staff and leaders to consider how trauma is expressed and communicated, and how it impacts upon both individuals and systems. The training is bespoke, this allows for teams to consider how they, as experts in their own work, can best respond to challenges around trauma.

This offer builds upon the successful '**Trauma Matters**' and '**Trauma Stabilisation**' training programme and case consultation work that has been delivered since 2018 by the TRS. **The training is free in Rotherham** and is funded by the CCG and NHS Health and Justice. In promoting a whole system approach, its aim is to particularly benefit the survivors of child sexual exploitation, in whichever setting they may present, especially those that are currently being supported to seek justice through the National Crime Agency. As such priority is given to those organisations or communities that are specifically affected.

The Trauma and Resilience Service is made up of a range of experienced and senior NHS mental health professionals who having worked across both child and adult settings bring a family approach to their understanding of the impact of trauma. '

To discuss this further please contact: Janine Cherry-Swaine, j.cherry-swaine@nhs.net or through the rdash.trs-inbox@nhs.net

Competency Framework Level Level 3	EVENT DATE	EVENT TIME
Trainers - Janine Cherry-Swaine Delivered by Mental Health Professionals from the Trauma and Resilience Service and CSE pathway CAMHS	<p>These events need to be booked from your agency directly to with Janine Cherry-Swaine because the training she offers will be bespoke to your team.</p>	
Venue Virtual via Microsoft Teams / Alternatively when Face to Face: Rise House, 15 Vicars Lane, Rotherham, S65 1AA		

'MINDING THE GAP' - CHALLENGES AND OPPORTUNITIES OF TRANSITIONAL SAFEGUARDING

Presented by the Trauma and Resilience Service (RDASH) as part of the Rotherham Trauma Network CPD event schedule.

Applications and more information to kirstine.smith1@nhs.net

<p>Competency Framework Level</p> <p>Level 2 & 3</p>	<p>EVENT DATE</p> <p>Wednesday 12th May 2022</p>	<p>EVENT TIME</p> <p>All dates – 2pm to 4pm</p>
<p>Trainers</p> <p>Sarah Cerioli Deputy Designated Transition Safeguarding Nurse Sussex NHS</p>		
<p>Venue</p> <p>Virtual via Microsoft Teams</p> <p>Apply to kirstine.smith1@nhs.net</p>		

Rotherham Multi-Agency Safeguarding Children Workforce SAFEGUARDING CHILDREN COMPETENCY FRAMEWORK

Effective multi-agency training arrangements are the key to maximising the support available across organisations to identify needs and safeguard children and families. A strong multi agency approach to training and development across the public and voluntary sector workforce is integral to building rigorous practice and contributing to the efficacy of the system. Whilst agencies need to be responsible for their own core training and development arrangements, it is vital that there is shared responsibility, shared ownership and a collegiate approach to understanding the importance of multi-agency working and how this can impact on children and families.

The Rotherham Multi-Agency Workforce Safeguarding Competency Framework outlines a key set of competencies that are aligned to specific public and voluntary sector roles. The Framework has been developed across multi-agency partners and the competencies are ordered in relation to the levels and complexity of practitioner engagement “They are a combination of skills, knowledge, attitudes and values that are required for safe and effective practice (Chapter 10)¹

All staff that encounter children have a responsibility to safeguard and promote their welfare and know ‘what to do’ if they have concerns about safeguarding issues, including child protection. This responsibility is equally valid with staff working primarily with adults who have dependent children (or access to families that have) It is therefore important that training and development meets the *levels of complexity* that professionals work with on a day-to-day basis. For example, a frontline housing repair worker needs to have a basic understanding of neglect and how to identify and report a child protection concern but would not require the same level or intensity of training as a Health Visitor or Family Support Worker. Learning from Serious Case Reviews², which take place following a serious incident or death of a child, frequently cites a lack of multi-agency information sharing, lack of escalation and lack of awareness across professionals to the issues that were occurring in families. The framework is designed to enable all organisations and workers operating within them to clearly understand their roles and responsibilities within child and family safeguarding competencies.

¹ Intercollegiate Doc. 4th Edition 2019. **Safeguarding Children and Young People: Roles and Competences for Healthcare Staff.**

² <https://www.rcn.org.uk/professional-development/publications/pub-007366>

SAFEGUARDING CHILDREN COMPETENCY FRAMEWORK

Competency Level	Which staff does this apply to?	Core Competency	Knowledge and skills
<p>Level 1</p> <p>Single Agency Responsibility</p> <p>Some support from RSCP</p>	<p>All workers that encounter children and families at some point during their work, or have access to sensitive information, but where that contact is minimal and does not have any intensity in terms of time spent and complexity of involvement.</p> <p>Examples Housing Officer; Bus Driver; Taxi Driver; Street Cleaner; Waste Management Officer; Plumbing & Heating Engineer; Council Joiner; Council Tax Cashier; Hospital Porter; Administrators; Receptionist; Cleaners; Caterers; Volunteers; Park Wardens</p>	<ul style="list-style-type: none"> • These workers should have an awareness of what constitutes concern around children and as a result could confidently seek advice or report signs of neglect, abuse, or general concerns about a child and/or family and know how to do this. <p>In simple terms they know.</p> <ol style="list-style-type: none"> I. The signs of abuse/neglect II. Who to talk to? III. How to report it <ul style="list-style-type: none"> • These competencies should be refreshed annually via staff development appraisal and planning processes. 	<ul style="list-style-type: none"> • A basic awareness of what constitutes child maltreatment in its different forms. • Know what to do if there are concerns about child maltreatment, including who to contact, where to obtain further advice and support, and have awareness of the referral or reporting process. • Knowledge about the importance of sharing information (including the consequences of failing to do so). • Knows what to do if there are concerns about child maltreatment, including who to contact, where to obtain further advice and support, and have awareness of the referral process. • Is willing and able to listen to children and young people and to act on issues and concerns.

Competency Level	Which staff does this apply to?	Core Competency	Knowledge and skills
<p>Level 2</p> <p>Single Agency Responsibility</p> <p>Some support from RSCP</p>	<p>Those workers that have some degree of contact with children and families but where this isn't a primary focus of their role. These workers may spend some time in the company of/or observing children and families during their work, but they wouldn't be able to contribute to assessment and planning for the child.</p> <p>Examples Librarian; School Caretaker; School Kitchen Staff; Medical Receptionist; Community Safety Officer; Adult Court Magistrate; Police Civilian Staff; Family Dentist; Administrators; Pharmacists, Health Care Assistants; Nurses on Adult Wards or in community settings; Practice Nurses; PCSOs; Housing Wardens; School Crossing Patrols; Probation Workers</p>	<p><i>As outlined for level 1 plus:</i></p> <ul style="list-style-type: none"> • These workers use knowledge and understanding to identify signs of neglect or abuse. • These workers can identify and refer or report a child at risk of harm or experiencing harm. • These workers should be clear about their own and other colleagues' roles, responsibilities and professional boundaries including abuse by professionals and have insight into concerns about the conduct of colleagues. • These workers should be able to competently share concerns related to a child's well-being and record those concerns appropriately. These workers should be able to share appropriate information about children and families with other staff in their organisation. • These workers can act in accordance with key statutory and non-statutory guidance and legislation. 	<p><i>As outlined previously for Level 1 plus:</i></p> <ul style="list-style-type: none"> • Awareness of the normal development of children and young people and the ways in which abuse and neglect may impact on this. • Understands that certain factors may be associated with child maltreatment, such as child disability and premature birth; living with parental mental health problems; other long-term chronic conditions; drug and alcohol abuse and domestic violence. • Able to share appropriate and relevant information with other staff within their organisation – in writing, by telephone, electronically, and in person. • Know what the term 'Looked After child' means • Recognises how own beliefs, experience and attitudes might influence professional involvement in supporting children and families.

Competency Level	Which staff does this apply to?	Core Competency	Knowledge and skills
<p>Level 3</p> <p>Single Agency Responsibility</p> <p>And</p> <p>RSCP Multi-Agency Offer</p>	<p>Workers that have a primary role of working with children, and/or parents/carers. These workers will be contributing to assessment, planning, intervention and review of children, families, or adults that have contact with children.</p> <p>Examples Family Support Worker; Child or Adult Substance Misuse Worker; Youth Worker; Education Welfare Officer; Social Worker; Nurse; Health Visitor; School Nurse; Midwife; PPU Police Officer; Team Leader; Clinical Staff working with children (Health); CAMHS Worker; Adult Crisis Team Worker; Youth Offending Team Worker; Youth Court Magistrate; GPs and Medical Doctors; Teachers and 6th form Lecturers; Psychologists; Psychotherapists; Children’s Therapists; Educational Psychologists; Adult or Child and Adolescent Psychiatrists; Children’s Occupational Therapists</p>	<p><i>As outlined for Level 1 and 2 plus:</i></p> <ul style="list-style-type: none"> • These workers can draw on child and family-focused, professional knowledge and expertise of what constitutes child maltreatment and to identify signs of sexual, physical, or emotional abuse or neglect. • These workers can document, and report concerns effectively. • These workers can contribute to inter-agency assessments, the gathering and sharing of information and, where appropriate, analysis of risk. • These workers can undertake regular documented reviews of own practice as appropriate to role in various ways, such as through supervision, audit, case discussion, peer review. • These workers can provide appropriate professional challenge within the safeguarding system. • These workers can form part of a multi-disciplinary team to support children and families through care planning and review. 	<p><i>As outlined previously for Level 1 & Level 2 plus:</i></p> <ul style="list-style-type: none"> • Aware of the implications of legislation, inter-agency policy and national guidance. • Understands the issues around effective information sharing, confidentiality, and consent related to children and young people. • Knows how to share information appropriately, taking into consideration confidentiality and data-protection issues. • Understands the importance of children’s rights in the safeguarding/child protection context, and related legislation. • Understands the assessment of need, risk and harm. • Knows when to liaise with expert colleagues about the assessment and management of children and young people where there are concerns about maltreatment Safeguarding Children and Young people. • Knows the long-term effects of maltreatment and how these can be detected and prevented. • Able to contribute to and make considered judgements about how to act to safeguard/protect a child or young person.

Competency Level	Which staff does this apply to?	Core Competency	Knowledge and skills
			<ul style="list-style-type: none"> • Able to work with children, young people and families where there are concerns as part of the multi-disciplinary team and with other disciplines, such as adult mental health, when assessing a child or young person. • Able to present concerns pertaining to a child and/or family verbally and in writing for professional purposes as required (and as appropriate to role, including Team Around the Family meetings, Case Conferences, Family Court Proceedings, Core Groups, Strategy Meetings, Family Group Conferences. • Able to communicate effectively with children and young people, ensuring that they can participate in decisions affecting them as appropriate to their age and ability. • Able to understand, interpret and represent the 'voice of the child' and present that in professional forums. • Able to appropriately challenge other professionals when required and provide supporting evidence • Understands the Policy for Resolving Professional Differences of Opinion and knows how to follow this.

Competency Level	Which staff does this apply to?	Core Competency	Knowledge and skills
<p>Level 4</p> <p>Single Agency Responsibility</p> <p>And</p> <p>RSCP Multi-Agency Offer</p>	<p>Professionals who oversee or supervise the work of front-line professionals or those that have line management responsibility for front line workers and their managers. Oversight of services and safeguard responses with children, families, parents, carers, and adults who have contact with children is a key part of this role.</p> <p>Examples Health - Named Professionals; Local Authority or Voluntary Sector Team Manager; Head of Service; Service Manager; Assistant Director; Head of Public Protection & Investigation Unit; Education Designated Safeguarding Leads; Police Inspectors; Chief Inspectors Consultant Paediatrician; Safeguarding Supervisors with oversight responsibilities</p>	<p><i>As outlined for Level 1, 2 and 3</i></p> <ul style="list-style-type: none"> • These professionals contribute as a member of the organisation's safeguarding team to the development of internal safeguarding/child protection policy, guidelines, and protocols. • These professionals can effectively communicate local safeguarding knowledge, research and findings from audits and challenge poor practice. • These professionals facilitate and contribute to own organisation audits, multi-agency audits and statutory inspections. • These professionals operate as part of multi-agency teams to commission, plan, design, deliver and evaluate single and inter-agency training and teaching for staff in the organisations covered. • These professionals undertake and contributes to serious case reviews/case management reviews/significant case reviews. 	<p><i>As outlined previously for Level 1, Level 2 & Level 3 plus:</i></p> <ul style="list-style-type: none"> • Able to effectively communicate local safeguarding knowledge, research and findings from audits and challenge poor practice. • Aware of latest research evidence and the implications for practice. • Aware of best practice in particular specialism. • Has an advanced knowledge of relevant national and international issues, policies and implications for practice. • Able to give advice about safeguarding/child protection policy and legal frameworks. • Able to support colleagues in challenging views offered by other professionals, as appropriate. • Able to analyse and evaluate information and evidence to inform inter-agency decision-making across the organisation. • Undertakes risk assessments of the organisation's ability to safeguard/protect children and young people. • Contributes to the development of strong internal safeguarding/child protection policy, guidelines, and protocols.

Competency Level	Which staff does this apply to?	Core Competency	Knowledge and skills
		<ul style="list-style-type: none"> • These professionals coordinate and contribute to implementation of action plans and the learning following the case reviews. • These professionals operate effectively with colleagues from other organisations, providing advice as appropriate. • These professionals provide advice and information about safeguarding within and across the employing organisation. These professionals provide safeguarding or child protection supervision and ensure appropriate reflective practice is embedded in the organisation. • These professionals lead or oversee safeguarding quality assurance and improvement processes. 	<ul style="list-style-type: none"> • Participates in sub-groups, as required, of the RSCP. • Undertakes and contributes to serious case reviews/case management reviews/significant case reviews. • Co-ordinates and contributes to implementation of action plans and the learning following the above reviews with the safeguarding team.

Competency Level	Which staff does this apply to?	Core Competency	Knowledge and skills
<p>Level 5</p> <p>Single Agency Responsibility</p> <p>And</p> <p>RSCP Multi-Agency Offer</p>	<p>Workers who have a Senior Strategic Role and responsibility for ensuring effective safeguarding systems within their own organisations and across the partnership.</p> <p>Examples Director of Children’s Services; Assistant Directors; Heads of Service; Health - Designated Professionals; Head teachers; Senior Consultant in Public Health; Local Safeguarding Children Board Chair and Members; Chief Constable; Chief Executive; Director of Voluntary Service Organisation</p>	<p><i>As outlined for Level 1, 2, 3 and 4 plus:</i></p> <ul style="list-style-type: none"> • These professionals provide support and ensure contribution to safeguarding appraisal and appropriate supervision for colleagues across services. • These professionals conduct training needs analysis, and commission, plan, design, deliver, and evaluates safeguarding/child protection single and inter-agency training and teaching for staff across the workforce. • These professionals lead/oversee safeguarding/child protection quality assurance and improvement across the system. • These professionals lead innovation and change to improve early identification and the support of children and families to support safeguarding. • These professionals take a lead role in conducting serious case reviews/ case management reviews/significant case reviews across whole health community. 	<p><i>As outlined previously for Level 1, Level 2, Level 3 & Level 4 plus:</i></p> <ul style="list-style-type: none"> • Provides, supports and ensures contribution to safeguarding appraisal and appropriate supervision for colleagues across the organisation. • Leads/oversees safeguarding/child protection quality assurance and improvement across the organisation. • Leads innovation and change to improve safeguarding across the organisation. • Provides expert advice to increase quality, productivity, and to improve outcomes for vulnerable children and those identified with safeguarding concerns. • Supports and challenges workers on specific aspects of their practice. • Monitors services across the organisation to ensure adherence to legislation, policy and key statutory and non-statutory guidance. • Has advanced and in-depth knowledge of relevant local, regional, national and international policies and implications for practice.

Competency Level	Which staff does this apply to?	Core Competency	Knowledge and skills
		<ul style="list-style-type: none"> • These professionals give appropriate advice to specialist professionals. • These professionals take a strategic and key leadership role across the workforce on all aspects of safeguarding/child protection. • These professionals provide expert advice to increase quality, productivity, and to improve outcomes for vulnerable children and those identified with additional need. • These professionals monitor services across the organisation to ensure adherence to legislation, policy and key statutory and non-statutory guidance. • These professionals undertake risk assessments of the organisation's ability to safeguard/protect children and young people. 	<ul style="list-style-type: none"> • Able to oversee safeguarding/child protection quality assurance processes across the whole organisation. • Able to influence improvements in safeguarding/child protection services across the whole organisation. • Able to deliver high-level strategic presentations to influence organisational development.

REGISTRATION AND BOOKING

Application process:

All courses provided by the RSCP are bookable via our online booking system and can be viewed on our Prospectus.

Once you have selected a course, you will need to book your place. Our courses are booked through Virtual College and you need to be registered onto the system before you can book your place. (It is only necessary to register once onto the system) If you are not already registered please register at: <https://rotherhambc.vc-enable.co.uk/register>

* Please note – All Central RMBC employees (excluding school staff) are automatically registered with Virtual College, so please log in using your RMBC log on credentials. <https://rotherhambc.vc-enable.co.uk>

To book onto Virtual or Face to Face Courses

Log into your account at <https://rotherhambc.vc-enable.co.uk> and click onto events - click onto available events and this brings up the events to choose from - click onto the event of interest and click to select the session then click the button join the event.

To access e-learning <https://rotherhambc.vc-enable.co.uk>

Click onto the Learning circle with the Mortar Board Hat, this will bring up the e-learning modules you could choose to complete in your own time.

Enquiries can be made by email to CYPs-SafeguardingBoard@rotherham.gov.uk

Attending a workshop:

Please make sure that you arrive in time to start the course promptly, at the stated start time.

Due to budget constraints, lunch **is not** provided on face-to-face training, so please make your own arrangements for this, but be advised that there are no microwave or fridge facilities at our venues. Tea and coffee are provided at morning, lunch and afternoon breaks.

Copies of power-point presentations used on RSCP workshops will **not** be made available on the day. Where applicable, following their attendance at a workshop, participants will receive an e-mail containing all the relevant or referenced information, plus the presentations used on the day.

Should you have any additional requirements that would assist your learning and participation on a workshop, please inform us of this on application. We will make every effort to meet these needs, and if this is not possible, we will contact you to discuss why.

All participants on RSCP workshops will receive a Certificate of Attendance; however, the trainer reserves the right not to give certificates to people who do not attend for a full day or are deemed not to have fully participated in the session.

The register will be completed during the week following the course and you will be required to log into the system to complete the evaluation form which will then release your certificate.

Evaluation and Measuring the Impact of training

The RSCP remains committed to quality assuring all our workshops, as noted above, all participants are required to complete an evaluation form to receive their certificate.

We ask that all participants take part in the follow up survey, as this information can help us when reviewing which workshops are working well, which need to be changed, and what should be added to our training programme in the future.