Medway Safeguarding Children Partnership

Safeguarding Children

Competency Framework

Minimum standards of learning/ knowledge expected from professionals or volunteers in Medway who come into contact with children whether through direct or indirect and un-regular work.

MSCP Safeguarding children competency framework version control		
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Introduction

Every professional body has their own competence and training framework against which the workforce knowledge and skills are measured, according to their professional role and set out by their own professional organisations. The relevancy of training for individual staff members should be decided by line managers or those supervising, and may be written into job descriptions. Training attended should be relevant to the individual member of staff. Some of this training will inform their safeguarding procedures, policies and protocols. Employers also have a responsibility to identify adequate resources and support for multi-agency training by:

- Providing staff with relevant expertise to support the MSCP by delivering training through peer support within the MSCP learning pool
- Allocating the time required to complete multi-agency tasks appropriately
- Releasing staff to attend the appropriate multi-agency training courses
- Ensuring that members of staff receive relevant single agency training which enables them to maximise the learning derived from multi-agency training, and have opportunities to put their learning into practice
- Contributing to the planning, resourcing, delivery and evaluation of training
- Being responsible for ensuring that their staff are competent and confident in carrying out their responsibilities for safeguarding
- Promoting the welfare of children in line with the MSCP competency framework.

This document supports those existing frameworks and is designed to assist all employers, voluntary organisations and multi-agency safeguarding partnerships, to meet the minimum requirements for the provision of multi-agency safeguarding children training. This competency framework is primarily focused on safeguarding children. Whilst there is some cross over of learning that would support the adult safeguarding competencies, this document is not a comprehensive framework for the adult workforce. Adult safeguarding competencies will come from the Kent and Medway Adult Safeguarding Board. The MSCP safeguarding children competency framework document sets out the level of competency in regards to safeguarding children, required by professionals working in Medway who have a varied range of levels of contact with and responsibility for children and or parents /carers. These will include those who in their work or volunteering have limited contact with children and young people. The MSCP Learning & Development Group is responsible for the co-ordination, commissioning, delivery and evaluation of the multi-agency safeguarding children training and development programme and is accountable to the MSCP Board. MSCP learning and development opportunities will have a focus on skills, knowledge and behaviours required for interagency working. Medway staff should identify which staff group they belong to. Where a staff member has more than one role which go across more than one group the higher group number competencies should apply.

This is to ensure Medway is a safe place for children and young people when accessing services; because Medway staff are aware of their responsibilities, can demonstrate the appropriate responses to safeguarding issues and are confident and competent in their safeguarding skills. It underpins Working Together 2018 and the Kent and Medway safeguarding procedures and a framework for single and multi-agency training to enable professionals, volunteers, agencies, organisations and services to acquire the skills and knowledge to work effectively within existing guidance and procedures for safeguarding children. It promotes consistency across Medway for the delivery of such training. Each Learning Level has been aligned with the *Health Intercollegiate Document (2019)*. Health professionals are to follow the link below for more information.

https://www.rcn.org.uk/professional-development/publications/007-366

For the purpose of this document, training is not limited to formal events, but can include a wide range of learning and development activities including

- Formally taught courses, such as those offered by the MSCP (multi agency training)
- Formally taught within a professionals' own agency (single agency training)
- Practitioner events e.g. specific themed workshops
- Online course , "E-learning"
- Attending subject focused taster sessions e.g. MSCP Tea time tasters, or briefing sessions.
- Attendance at multi agency conferences e.g. MSCP annual conference, MDAF (Medway Domestic Abuse Forum annual conference)
- Higher and further education e.g. professional qualifications
- Secondments or job shadowing
- Review of nationally produced research e.g. Research in practice

Purpose of the framework

The aim of this document is to outline the competencies within the workforce and to support staff and volunteers in ensuring the safety and wellbeing of children and young people who may be experiencing abuse or neglect. It offers a framework of these competencies within varied roles of staff and volunteers who work with children and young people who may be at risk and their families. The framework will aid staff, supervisors and team managers to use identifiable standards to measure the competencies of staff, record appropriate evidence and have a framework as to the achievable outcomes for the development of staff and volunteers.

Each professional competency within the framework refers to a combination of skills, knowledge and experience expected of individual staff. Competency involves being able to demonstrate the ability to be critically reflective and self- aware in analysing, reviewing and evaluating ones skills, knowledge and professional practice and being open to change.

Level	Professional Competency	Professional workforce
ELearning Child Protection Level1	Comprehend what is child abuse and being able to recognise potential signs and indicators of abuse and neglect; A knowledge of the organisation's basic safeguarding children procedures; A knowledge of who within the organisation should be contacted regarding any concern about a child's safety or welfare (including who to contact if that person is unavailable); A knowledge of who within the organisation should be contacted regarding any concern about a colleague's behaviour towards a child or potential risk that they may present; A knowledge of the expected standards of behaviour by staff towards children.	Those who have occasional contact with children, young people and/or parents/carers.
MSCP Basic Child Protection Level 2	Documentation and sharing of information regarding concerns; Using the Framework for the Assessment of Children in Need and their Families (: Own safeguarding roles and responsibilities; Working together to identify, assess and meet the needs of children where there are safeguarding concerns. To identify child focused interventions and measurable outcomes; **Comprehend** the possible impact of parenting difficulties, such as domestic abuse, mental health, substance misuse, learning difficulties on parenting capacity Recognising the importance of family history and functioning; Working with children and family members, including addressing lack of co-operation and superficial compliance within the context of role.	Those in regular or in intensive but irregular contact with children, young people and/or parents/carers. Those who work predominantly with children, young people and/or parents/ carers.

MSCP Intermediate Child Protection Level3	Conducting section 17 (CHIN) or 47 enquiries, attending Child Protection Conferences and managing Core Groups; roles, responsibilities and collaborative practice; Using professional judgements to make decisions as to whether a child is suffering, or is likely to suffer, significant harm. Working with complexity. Taking emergency action. Communicating with children in line with interviewing vulnerable witness guidance.	Those who have particular specialist child protection responsibilities.
Level 4 / level 5 - (Inter-Collegiate Level 4 -7)	Promoting effective, professional practice; Supervising child protection cases and advising others; Managing performance to promote effective inter-agency practice. Specialist training to undertake key management and/or supervisory roles in, for example, intake/duty teams. Section 11 expectations, roles and responsibilities;	Operational managers of services for children, young people and /or parents / carers. Specialist Professional advisers and designated leads for child protection.
Level 5 - (Inter-Collegiate Level 4 -7)	Expectations on members in order to promote effective co-operation that improves effectiveness; Current policy, research and practice developments; Implementation of lessons from Serious Case / Learning and Improvement Reviews. Specialist training to undertake specific roles, for example Independent Chair; Business Manager.	Strategic Leads responsible for the strategic management/ development of services, NHS Board Members, Professional Advisors, Designated Leads, Experts, MSCP Board and Group Members, Interagency Trainers, Elected Members, Directors and Assistant Directors.

Level 1:		
Staff in infrequent contact with children and young people and/or parents/carers. **Target group:** (not holistic, levels should be agreed with line managers) All staff in later levels. Receptionists, advice centre staff, team secretaries and/or administrators, ward clerks, cleaners/caretakers/maintenance staff, pharmacy counter staff or other non clinical staff working for independent contractors, shop assistants e.g. hospital shops, catering staff,		
Content	**Delivery method**	**Outcome**
Awareness of the possible signs and symptoms of abuse and neglect.	MSCP E-Learning	• Has received a written copy of the definitions of significant harm and abuse and neglect (possibly contained within the organisation's basic safeguarding children procedures, reflective of Working Together to Safeguard Children, 2018) and has signed to confirm that they have read and understood them. • Practitioner has an understanding of the four abuse categories (physical, emotional, neglect, sexual) and their indicators. • Understands that the absence of such indicators does not mean that abuse or neglect has not occurred but may be regarded as indicators of the possibility of significant harm.
Basic knowledge of safeguarding terminology identified the Medway Interagency Threshold Criteria for Children in Need.	1 to 1 Supervision /induction or group induction.	• Aware of local terminology when referring a child to Children's Social Care (CSC)/Early Help (EH) the threshold levels and Single Point Access (SPA)/ First response. • May indicate a need for careful assessment and discussion with the agency's nominated child protection person or may require a referral to the children's social care and/or the police.
Understands the definition of "child" in age.		• Recognise a child is someone who has not yet reached their 18th birthday. Child protection guidance highlights that under-18s who are: aged 16 or over; living independently; in further education; a member of the armed forces; in hospital; or in custody in the secure estate are still legally children and should be given the same protections and entitlements as any other child. • Identified groups of young people including care leavers and disabled children are entitled to services past their 18th birthday.
Understands the importance of the voice of the child and their lived experience.		• Understand the importance of interactions/relationships with the child, gather and recording information about their needs or situation. • Provide children with honest and accurate information about what is happening and future possible actions.

Awareness of the organisation basic safeguarding children protection procedures; including who within the organisation should be contacted regarding any concern about a child's safety or welfare (including appropriate actions to take if that person is unavailable).		• Has received written information about who to contact regarding safeguarding concerns (possibly contained within the organisation's basic safeguarding children procedures) and has signed to confirm that they have read and understood this. • The practitioner is aware of who to contact if the main contact is not available and that contact should be made without delay whenever the concern involves possible harm to a child.
Awareness of the expected standards of behaviour by staff towards children and who within the organisation should be contacted regarding any concern about a colleague's behaviour towards a child or potential risk that they may present.		• The practitioner is aware of the organisation's code on conduct. Has received a copy and has signed to confirm they had read and understood them. • The practitioner has received written information about who to contact regarding the behaviour of a colleague towards a child (contained in the organisation's child protection procedures and the allegations management and whistleblowing procedures) and has signed to confirm that they have read and understood this.
Capability to implement information sharing protocols.		• Practitioners will have due regard to the relevant data protection principles which allow them to share personal information, as provided for in the Data Protection Act 2018 and the General Data Protection Regulation. • Practitioners are aware of their Caldicott guardian
Understanding of equality and diversity issues and needs.		• Understand what 'Equality and Diversity' means identify ways that people are different. Show awareness of personal assumptions and attitudes understand differing types of discrimination and how it can affect your practice and response.
Awareness of the Government Prevent Strategy		• Practitioner has completed mandatory training and understand the process to report concerns.

Recommended previous learning: N/A
Timescale: Induction within the identified induction period of the organisation.
Frequency: Refresher every 3 years

Note: APPLICABLE TO ALL LEVELS

Managers should discuss training with staff and ensure that this is appropriate to their role.

Managers should require evidence of completion/attendance of training from staff – all MSCP training is certificated.

The impact of the training on staff understanding and practice should be recorded and regularly monitored.

This is the responsibility of the employing Manager and should directly link to the supervision/appraisal process and the continuous professional development of staff.

Level 2 –
Those in regular contact or who have intense but irregular contact with children and young people and/or parent/carers, and who could contribute to assessing, planning and reviewing the needs of children and young people and parenting capacity where there are safeguarding concerns.

Target group: (not holistic, levels should be agreed with line managers)
Escorts or taxi drivers, administration staff in children's services e.g. safeguarding teams, looked after children teams, home treatment and support workers, Practice Nurses, hospice staff (adults), faith group support (non- safeguarding leads), children's home support (cleaners, cooks, caretakers etc.), dentist, health care assistants (adults), district nurses, meal time supervisors, school support staff, rotation doctors, ambulance staff, fire service (non- safeguarding leads), benefits officer, opticians.

Content	Delivery method	Outcome
Using the Threshold pathway for the Assessment of Children in Need and their Families; understands their own safeguarding roles and responsibilities.	Multi-agency training delivered by, or on behalf of, the Local Safeguarding Children Board.	• Aware of the threshold criteria and assessment criteria for the levels of intervention (EH, children in need/section 17 and children in need of protection/section 47). • Aware of their role in respect of identifying concerns about children; discussing concerns with the relevant person within their organisation; instigating or contributing to assessments under EHA; making referrals to other organisations for specialist services including referring to the local authority regarding children in need and children in need of protection. • Recognising potential maltreatment and indicators that may impact the welfare of a child in addition to the signs and symptoms of abuse and neglect. • Understanding the difference between safeguarding and child protection threshold. • Hearing the voice of the child through listening and observation. • Recognising the additional vulnerabilities linked to age i.e. babies, school age, and adolescents; and able to address, understand their needs and refer to appropriate support service. • Understand how to manage any disclosures following local policy and procedures. • Understanding Safeguarding partnerships and their roles. • Aware plans and interventions to safeguard and promote the child's welfare should be based on a clear assessment of the child's developmental progress and the difficulties the child may be experiencing. • Aware planned action should be timely and appropriate for the child's age and stage of development.
Documentation and sharing of information regarding concerns. (GDPR, Working Together 2018)		• Aware of the organisation's processes and documentation for recording concerns about children and action taken. • Understands the documentation to be used when making referrals to the local authority. • Aware of the Graded Care Profile / Early Help Assessment /Children's Social Care Threshold documentation. • Understanding of government guidance regarding the sharing of information (within the organisation and with other organisations) about children and families. • Aware of the 'public interest' responsibility to share information in order to protect children and reduce the risk of significant harm.
	In addition,	• Understanding of legal and ethical implications for information sharing and learning from Serious Case Reviews (SCRs) reflection information sharing.

	single-agency training and professional development related to specific role.	• Have the ability to develop strong and coherent approach to making decisions about the balance of risk when sharing information about vulnerable children and families in line with local early help and safeguarding protocols.
Awareness of honour based abuse and mandatory reporting for Female Genital Mutilation (FGM)		• Awareness of FGM, associated cultures, signs and symptoms and further care and support. • Understanding roles and responsibilities of mandatory reporting. • Awareness of forced marriage and honour based abuse.
Understanding of risk of exploitation of children.		• Awareness of Child Sexual Exploitation and/or criminal exploitation including gangs. • Awareness of modern slavery/trafficking and the national referral mechanism. • Awareness of missing children procedures. • Awareness of harmful sexual behaviours. • Awareness of internet safety and risk of using technology and social media.

Awareness of additional needs or circumstances that increase vulnerabilities in children		• Awareness of;
		  o Learning difficulties/disabilities
		  o Disabilities and chronic illness.
		  o Child substance misuse
		  o Mental health in children and adolescents, including self-harming behaviours
		  o Private fostering, care leavers, looked after children, young carers
		  o Adverse childhood experiences.
		  o Young offenders
		  o Challenges in communication

Recognising the potential impact of parent/carers additional needs and vulnerabilities on the well-being of a child or young person.		• Recognising the potential impact on children and parenting ability when parents/carers have additional needs of vulnerabilities of their own including:
		  o Learning difficulties/disabilities
		  o Physical disabilities or long term medical needs
		  o Domestic abuse
		  o Substance misuse
		  o Mental health issues including where there has been self-harm and suicide attempts.

Awareness of levels of Child development and attachment		• Awareness of the models of child attachment theory • Awareness of how the quality of care that children receive and their own additional needs can have an impact on them reaching their expected developmental miles stones.
Has the capacity and communication skill to explore and implement professional curiosity.		• Understand what is meant by professional curiosity and developing the skill to explore and understand what is happening within a family rather than making assumptions or accepting things at face value.
Learning from local and national learning reviews		• Awareness of learning from local audits, learning lesson reviews and serious case reviews/child practice reviews.

Recommended previous learning: Achieving level 1 competencies through induction, e-learning and reading materials.
Timescale: Depending on organisational/national requirements but should be achieved within 6 months.
Frequency: Refresher every 3 years. MSCP Basic Child Protection course supports this level.
Specialist training may be required depending on role.

Level 3 – Staff Intermediate Child Protection

Level 3 – Staff Intermediate Child Protection
Operational Leads or multi-agency staff, who work with complex cases and are responsible for contributing to assessments of S17 and S47
Target Group:
Probation officers, Children's hospice staff, Safeguarding lead in Faith Groups, Support workers, All CAMHS practitioners, Nursery Nurses, Staff Nurses, GP, Midwives, Early years and Children centres workers (not reception staff), Youth workers, Children's Home staff, Lead Dentist's and Ophthalmologists, Children's health care assistants, Residential Staff (S&C), Adult Social Workers, Social Care Officers, Family Support Workers, Teachers, Higher Level Teaching Assistants, Teaching Assistants, College Staff, Spec, Therapists, Senior Nurses and Doctors, Disability Team +25, Housing Officers, CAF Team, substances misuse service workers (adults).

Content	Delivery method	Outcome

Working together to identify, assess and meet the needs of children where there are safeguarding concerns. (working together 2018)	Multi-agency training delivered by, or on behalf of, the Local Safeguarding Children Board.	• Aware of the historical context (e.g. messages from research; lessons from SCR; government inquiry reports) emphasising the need for organisations to work together.
		• Aware of current legislation and government guidance regarding their responsibility to co-operate with the local authority and other agencies where there are safeguarding concerns.
		• Aware of the processes that are activated following referral to the local authority under s17/s47 of The Children Act 1989 and their contribution to these processes in terms of:
		    • Providing information and professional opinion
		    • carrying out any necessary specialist assessment
		    • providing reports; attending meetings
		    • contributing to decision making
		    • contributing to plans
		    • Managing disagreements or conflict with other organisations; aware of the barriers to inter-agency cooperation and of strategies to overcome them.

Section 47 enquiries, roles, responsibilities and collaborative practice.	In addition, single-agency training and professional development related	• Understands the threshold for instigating enquiries under s47. • Understands the purpose of the Strategy Discussion and their own role in sharing relevant information and opinion. • Understand the stages of the process in conducting s47 enquires (including talking to all relevant children, adults and communicating with other agencies), outcomes and relevant timescales. • Understands the purpose of the child and family assessment and their own role in sharing relevant information and opinion. • Understands their responsibility to appropriately challenge what they believe may be wrong or dangerous decisions or outcomes in respect of the child and family assessment and/or Strategy Discussion. • Are familiar with and able to apply the 'Framework for the Assessment of Children in Need and their Families' • Aware of the need to seek specialist assessments (including medical examination) where necessary. • Able to analyse information gathered in order to identify levels of risk and identify the nature of the work required to reduce the level of risk. • Able to take effective action to conclude enquiries and safeguard children when dealing with resistant, difficult to engage, or hostile families

Recognising the importance of family history and functioning.	to specific role.	• Understands the need to fully assess family history and functioning, including: who is living in the household and how they are related to the child; significant changes in family/household composition; history of childhood experiences of parents; chronology of significant life events and their meaning to family members; Adverse childhood experience; nature of family functioning, including sibling relationships and its impact on the child. • Understand parental strengths and difficulties, including those of an absent parent; and the relationship between separated parents. Understands the importance of analysis of previous referrals and interventions, particularly those relating to child in need or child protection.

Awareness of factors that impact on the vulnerability of children inclusive of understanding of any pathways of support and have the capability to implement support.		• Able to identify associated vulnerabilities which may increase the risk of maltreatment in children including: young carers; looked after children; children not in education, training or employment; English as an additional language; young offenders; children with chronic medical conditions; Children who are picked on as being different; Children who are already thought of as a problem; Babies and very young children; children living in deprivation.
		• Understand support pathways for children with identified needs including;
		  • Disabled children (inclusive of physical and learning disabilities)
		  • Home educated children
		  • Mental Health (Inclusive of self-harming behaviours)
		  • Substance misuse

Communication with children, young people and family members		• Have the skills to communicate effectively with children and young people, ensuring that they have the opportunity to participate in decisions affecting them as appropriate to their age and ability. • Be able to act as an effective advocate for children and young people as necessary. • Communicating with children in line with interviewing vulnerable witness guidance (ABE as appropriate to role).
Able to present safeguarding/child protection concerns verbally and in writing for professional and legal purposes as required and as appropriate to role.		• Understand, and where required, contributes to processes for auditing the effectiveness and quality of services for safeguarding/child protection, including audits against national and local guidelines. • Understand the need for implementing SMART action plans. • Ability to participate in child protection case conferences, court proceedings, core groups, strategy meetings, family group conferences, for children, young people and families. • Ability to comprehend and implement professional judgment. • To know how to apply the lessons learnt from audit and serious case reviews and domestic homicide.
To understand what constitutes child maltreatment including the effects of carer/ parental behaviour on children and young people.		• Aware of the dimensions of parenting capacity as described in The Framework for the Assessment of Children in Need and their Families and the impact of the below parental factors such as: Domestic violence; Mental illness; Learning disability; Misuse of drugs or alcohol. • Have an understanding of fabricated or induced illness (FII). Working with the adult as their client are aware of their responsibility to also ensure the welfare and safety of children.
Working with children and family		• Understand how to recognise a wide range of non-engaging behaviours by families towards

members, including addressing lack of co-operation and disguised compliance within the context of role.		professionals. • Aware of strategies to overcome or respond to a lack of engagement or cooperation.
To know how to undertake, where appropriate, a risk and harm assessment		• Know the range and efficacy of interventions for child maltreatment as appropriate to role. • Ability to assess risk, know when and how to instigate processes for appropriate interventions, such as: Domestic Abuse Risk Assessment DASH; Drugs Use Screening Tool DUST; Sexually at risk assessment Tool; Frazer Guidelines
Taking emergency action.		• Able to identify circumstances when swift action is needed to secure the immediate safety of a child. • Aware of the process for obtaining an Emergency Protection Order (EPO). • Aware of police protection powers in respect of children. • Aware of national guidance and local procedure regarding the use of EPOs and police emergency powers.

Recommended previous learning:: Level 1, 2 face to face and reading materials.
Learning Outcome Level 3 training relating to identified learning goals and competencies and topics of local and national priority.
Timescale: Depending on organisational/national requirements but should be achieved within 6 months.
Frequency: Refresher every 3 years. MSCP Basic Child Protection course supports this level. Specialist training may be required depending on role.

Level 4: Operations manager, practice supervisions, specialist professional advisers and designated leads for child protection.		
Target group DCPC, Lead GP, Named Nurses, Named Leads, Social Work Managers, Early Help Team manager, CAMHS Safeguarding Practitioners.		
Content	**Delivery method**	**Outcome**
Advising others	Multi-agency training delivered by, or on behalf of, the Local Safeguarding Children Board. In addition, single-agency training and professional development related to specific role.	• Understands the thresholds for intervention and the duty to refer to Children's Services. • Understands government guidance and the London Child Protection Procedures regarding the identification and responses to concerns about the welfare and safety of children.

Supervising child protection cases.
 	
Managing performance to promote effective inter-agency practice
		• Understands their role in supervising, supporting and monitoring the actions of staff working with child protection cases, particularly regarding:
		  o Identifying and responding to concerns;
		  o Following up referrals;
		  o Keeping comprehensive and accurate records;
		  o Working with others; attending (and contributing to) meetings;
		  o Discharging responsibilities under child protection plans.
		• Able to provide timely reports and assessments; contributing to decisions regarding risk; challenging decisions where there is disagreement

Specialist training to undertake key management and/or supervisory roles in, for example, intake/duty teams.		• The employee is competent in managing staff engaged in conducting s47 enquiries and staff holding key-worker responsibility for children who are subject to child protection plans.
Section 11 Expectations, roles and responsibilities.		• Understands their s11 roles and responsibilities. • Promotes their agency contribution to the multi-agency safeguarded processes. • Promotes their agency contribution to the work of the LSCB.
To know how to advise other agencies about the management in child protection cases.		• Implement case management reviews/significant case reviews to improve practice. • To know how to assess training requirements and contribute to departmental updates where relevant to role. This can be undertaken in various ways, such as through audit, case discussion, peer review, and supervision and as a component of refresher training). • To know how to participate in and chair peer review and multidisciplinary meetings as required.
Recommended Minimum Learning: Level 1, 2 &3 **Learning Outcome Level 4 training relating to identified learning goals and competencies and topics of local and national priority.** **Timescale: • Induction – within 4 weeks • Within 6 months** **Frequency - Refresher every 3 years - Specialist training depending on role.**		

Level 5		
Targets groups Senior managers responsible for the strategic management of services; NHS board members. Members of the MSCP		

Content	Delivery method	Outcome
Promoting effective professional practice.	Multi-agency training delivered by, or on behalf of, the Local Safeguarding Children Board.

In addition, single-agency training and professional development related to specific role. | Understands their role and responsibilities as professional advisor/ named or designated lead professional in terms of:
• Offering guidance and advice to colleagues in respect of appropriate levels of intervention when a concern about a child arises
• Ensuring that appropriate action is taken whenever thresholds are crossed in respect of, s17 and s47.
• Providing advice/support to colleagues where there are unresolved disagreements, disputes or conflict with other agencies
• Where appropriate to their agency role, the employee understands the part they play in:
  o Ensuring that their agency operates a safe recruitment process
  o Ensuring that their agency operates appropriate codes of conduct
  o Ensuring that their agency responds appropriately to allegations about the behaviour of colleagues staff or volunteers
  o Ensuring that their agency responds appropriately to concerns and allegations regarding children within their families
  o Ensuring that appropriate policies and procedures are in place
  o Ensuring that staff and volunteers receive adequate training regarding the safeguarding of children and that such training is compliant with government guidance |
Expectations on members in order to promote interagency co-operation that improves effectiveness. Current policy, research and practice developments.		• The individual understands their role and responsibilities as an active member of the LSCB. • Promotes multi-agency communication and collaboration in respect of safeguarded processes. • Promotes agency contribution to the work of the MSCP • Implement Lessons from Serious Case Reviews across organisation.
Works with the safeguarding/child protection teams and partners in other agencies to conduct safeguarding training needs analysis, and contribute to commissioning plans.		• To be able to contribute to the development of robust internal safeguarding/child protection policy, guidelines, and protocols as a member of the safeguarding team. • To be able to discuss, share and apply the best practice and knowledge in safeguarding/ child protection including: the latest research evidence and the implications for practice learning lessons and cascading and sharing information with others • Design, deliver and evaluate single and inter-agency training and teaching for staff in the organisations covered.
Recommended Minimum Learning: Level 1, 2, 3 & 4 **Learning Outcome Level 4 training relating to identified learning goals and competencies and topics of local and national priority.** **Frequency - Refresher every 3 years - Specialist training depending on role.**		

Glossary

ASSET	Structured assessment tool to be used by Youth Offending Teams
CAMHS	Child and Adolescent Mental Health Services
CAST	Child and Adolescent Support Team
CSC	Children's Social Care
CSE	Child Sexual Exploitation
DA	Domestic Abuse
DASH	Domestic Abuse, Stalking and Harassment and honour based violence
DUST	Drug Use Screening Tool
EHA	Early Help Assessment (to replace the Common Assessment Framework)
ICPC	Initial Child Protection Conference
IFFS	Integrated Family Support Service
Kent Police Domestic Abuse Matrix	Matrix used by Kent Police to establish whether a Domestic Abuse incident needs a notification to social services/care or a referral.
LAC	Looked After Child
MARAC	Multi Agency Risk Assessment Conference
MASH	Multi Agency Safeguarding Hub
MAFF	Medway Action For Families
NEET	Not in Education, Employment or Training
SCCM	Social Care Complaints Manager
TAF	Team Around the Family