



APPENDIX 10

TRAINING STRATEGY 2019/2022



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1. Purpose of the strategy

The three Newcastle Safeguarding Partners (SPs)¹ want to support all professionals in developing sound knowledge and skills to safeguard children and young people from abuse and neglect and to share a common belief that training, and development activity brings practitioners together; facilitates discussion and critical reflection; consolidates good practice; engineers change and improvement of practice and helps develop skills and knowledge. At its best, training and development can help equip the workforce to provide continually improved services and better outcomes for those using the services.

The overall purpose of the Strategy is to provide the framework for safeguarding training in Newcastle so that those working with children and families are appropriately skilled and competent. The Strategy is intended to add value, rather than replace workforce strategies in a wide range of partner organisations. It recognises that the children's workforce is diverse, and rarely will one approach fit all, but that there are many things which are best achieved in partnership.

This is a 'live' document which will respond to changes in national policy and expectations and be refined and re-focused because of ongoing processes of monitoring and evaluation.

¹ Newcastle City Council, Newcastle Gateshead Clinical Commissioning Group and Northumbria Police

2. Who is the strategy for?

Everyone who works with children, young people and their families, including those working with adults who are parents and carers; organisations who have section 11 duties outlined in the Children Act 2004; organisations outlined in the Children and Social Work Act 2017 and considered to be a Relevant Agency by the Safeguarding Partners.

<https://www.nscb.org.uk/sites/default/files/Appendix%201%20-%20Relevant%20Agencies.pdf>

3. Training terminology used within this document

Face to Face training:

Learning which is facilitated by a recognised trainer in a group setting. This training typically takes place in three ways:

- **Single–agency training** describes training carried out by an agency for its own staff
- **Inter–agency training** describes training for staff from different agencies who work together as a team i.e. staff in a Community Hub
- **Multi–agency training** describes training which is intended for staff from different agencies that either work together formally or come together for training

E-learning:

Computer based learning which can be completed on an individual basis or in a group situation. Training is hosted by The Virtual College, one of the UK's leading e-learning colleges who provide the e-learning training for the SPs and who also work closely with other local safeguarding children partners to develop a range of courses.

Core Training:

Core training refers to training courses that the SPs consider mandatory or recommended for staff who work with children, young people and their families, including those working with adults who are parents and carers.

Continuing Professional Development Courses:

These are specialist subject courses which reflect the SPs strategic priorities and may vary year on year to reflect changes in national or local priorities.

4. Values and principles of training and development

The following values and principles are an integral part of the planning, delivery and evaluation of training and development activity.

Values - training should:

- Be available for all members of staff who may need to safeguard a child
- Create a safe learning environment for staff to participate fully
- Place the child at the centre and promote the importance of understanding the child's daily life experiences, ascertaining their wishes and feelings, listening to the child and never losing sight of his or her needs.
- Create an ethos that values working collaboratively with others (valuing different roles, knowledge and skills), respects diversity (including culture, race, religion and disability), promotes equality and encourages the participation of children and families in the safeguarding processes.

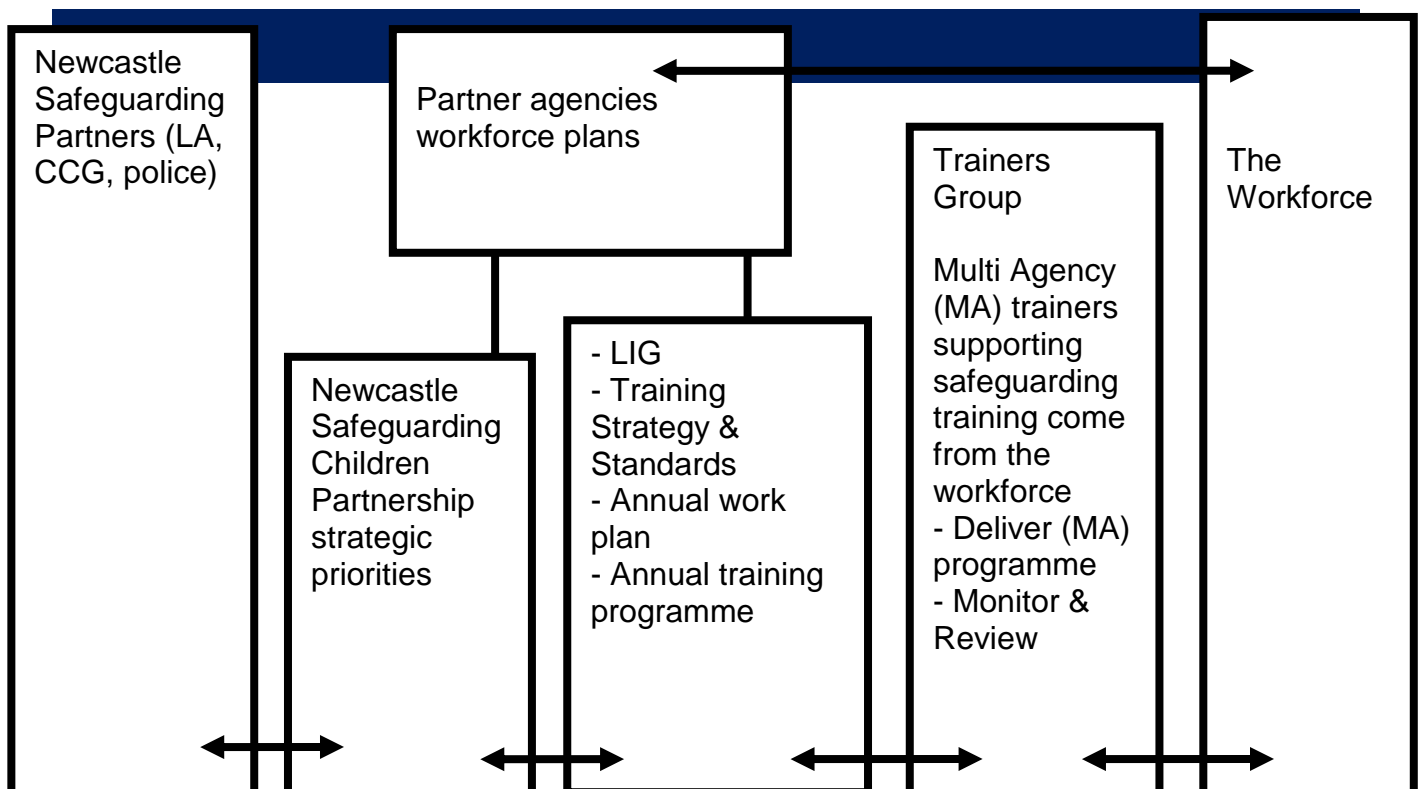
Principles - training will seek to:

- Reflect that the welfare of the child is paramount
- Encompass Anti-Opressive Practice and challenge discrimination on any grounds
- Validate multi-agency working and reach a wide multi-agency audience
- Encourage people to learn through experience, and to share their experience and skill so that others can learn through them
- Relate clearly to legislation, local policy and procedures
- Be up to date and rooted in best practice
- Take account of different adult learning styles
- Be responsive to local needs and subject to evaluation and review.

5. Learning and development structure

Learning and Improvement Group [LIG] is a sub group of the Newcastle Safeguarding Children Partnership (NSCP) and has delegated responsibility for fulfilling the three Safeguarding Partners' duty for ensuring that single and inter-agency training is delivered to a consistently high standard, and that a process exists for evaluating the effectiveness of training on practice.

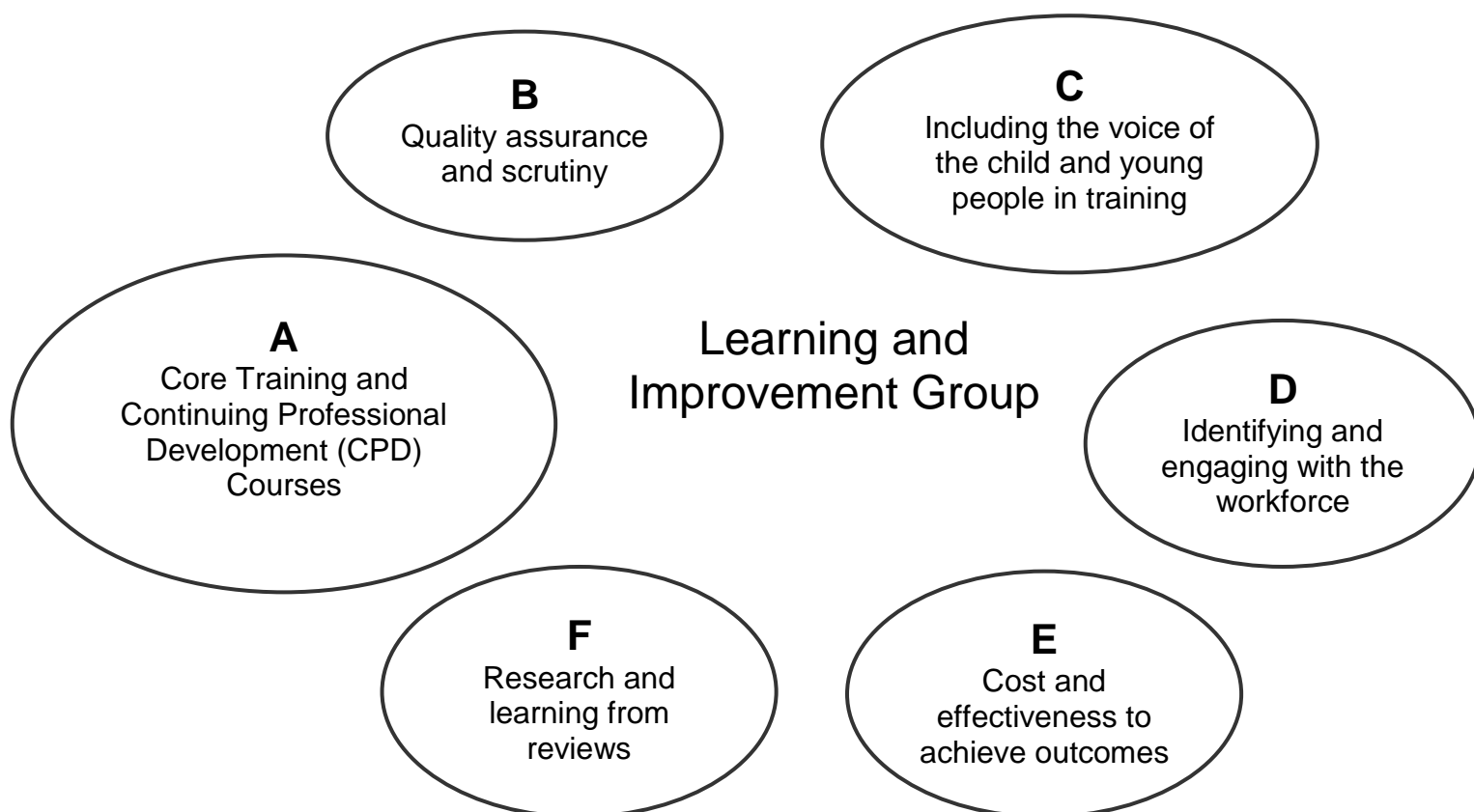
The LIG has an appointed Trainers Group which reports to the LIG on a three-monthly basis. The Trainers Group (see appendix 2) is made up of representatives from the various partner agencies workforce and they support delivery of the annual multi agency training plan. Appendix 3 provides a 'Person Specification' and 'Expectations' of members', who sign up to deliver multi-agency training on behalf of the Partnership.



6. Strategic objectives

The strategic objectives for the strategy are closely aligned to the strategic priorities of the NSCP “*Protecting Vulnerable Children and Young People*”, “*Leadership*” and “*Learning and Improving*”, which has been translated by the LIG sub objectives to drive and inform the strategy and annual training programme.

Sub objectives:



A - Core training and CPD courses

Appendix 4 identifies the core courses on offer with the NSCP. These courses are designed to reflect the skills and knowledge required by different groups of staff, Table 1 (suggested training for different target groups) and the Intercollegiate Document (2014). All the training courses will be offered on an annual basis as taught (face to face) courses for multi-agency groups; however, these may be limited in number, particularly for those courses that are/can be delivered single agency or accessed online via the virtual college (see appendix 5 for list of e-learning courses on offer).

All training that the NSCP provides as part of their programme will be adapted during the lifetime of this training strategy by the trainers group; for face to face training; and the Virtual College for e-learning.

The NSCP have various other courses on offer as part of their Continuing Professional Development Programme these may vary year on year to be current with local and national priorities <https://www.nscb.org.uk/multi-agency-training-courses>

B - Quality assurance and scrutiny

To support the NSCP Learning and Improving Framework the LIG quality assurance Framework provides the process for doing this.

Safeguarding Children Training Quality Assurance Framework (QAF)		
Major areas for considering QAF	What needs to be taken into consideration when developing courses and recruiting trainers	Assessing the Effectiveness of training/trainers
E-learning	Through the Virtual College with input from various Local Safeguarding Partnerships	Feedback from the Virtual College's evaluation process
Multi Agency Core Courses and Continuing Professional Development (CPD) Courses	Working Together 2018 Intercollegiate Document 2019 Current Local and National: <ul style="list-style-type: none"> . Research . Guidance . Learning from SCR . The voice of the child . Priorities 	<p>Through observation:</p> <p>to observe the delivery of the core courses and provide feedback to the facilitators as a form of quality control and ongoing reflective practice. (Peer observation checklist ²)</p> <p>Pre-course assessment:</p> <p>asking participants to rate their knowledge 1 to 10 before they start the course based on course learning outcomes (Evaluation and Feedback Form³)</p> <p>A quiz at the start of a course to assess learning from previous levels of training.</p> <p>Post course evaluation:</p> <p>the 'Evaluation and Feedback Form', rates the content, pace relevance, facilitators and overall course.</p>

² Peer Observation Checklist

³ Evaluation and Feedback Form

These are from the 'Training Evaluation Framework' which has been developed to demonstrate how the NSCP/NSAB intend to evaluate their training. It also provides guidance and methods which individual partner agencies can use to capture the impact training has had on practice

Major areas for considering QAF	What needs to be taken into consideration when developing courses and recruiting trainers	Assessing the Effectiveness of training/trainers
		<p>They are also asked for comments relating to what they found most valuable, how they will apply this to practice and any requests for further development. Information from evaluation forms is collated to monitor overall ratings of the training and to influence future sessions and delivery.</p> <p>Follow up evaluation: to complete the evaluation 'loop' the NSAB and NSCP will also take a bi-annual sample of evaluations to follow up and request feedback on whether the training influenced individuals' practice and ask for specific examples.</p> <p>Multi agency trainers' feedback⁴: allows for recorded communication with the Training and Development Officer regarding any issues or comments about the training</p> <p>Quantitative data collection monitoring attendance/nonattendance of multi-agency courses delivered on behalf of the NSCP</p>
Multi Agency Trainers	<ul style="list-style-type: none"> - Meeting the person specification and expectations of a trainer Appendix 3 - 'Training the Trainers' course - Shadowing on multi agency courses - Peer support from trainers' group 	<ul style="list-style-type: none"> - Feedback from evaluations - Peer observation of training using 'Observation Checklist' from 'Training Evaluation Framework'

⁴ Multi Agency Trainers Feedback - this is from the 'Training Evaluation Framework' which has been developed to demonstrate how the NSCP/NSAB intend to evaluate their training. It also provides guidance and methods which individual partner agencies can use to capture the impact training has had on practice

Major areas for considering QAF	What needs to be taken into consideration when developing courses and recruiting trainers	Assessing the Effectiveness of training/trainers
Single Agency Core Courses	<p>Recommended Minimum Standards for Core Courses and⁵: Working Together 2018 Intercollegiate Document 2019</p> <p>Current Local and National:</p> <ul style="list-style-type: none"> . Research . Guidance . Learning from local child safeguarding practice reviews . The voice of the child . Priorities 	<p>The NSCP can endorse training on request: (see appendix 7)</p> <p>Otherwise the NSCP recommend organisations use some/some/all the suggestions below to monitor the effectiveness of their training:</p> <ul style="list-style-type: none"> - Direct observation of their training or through peer observation between Partnership members delivering single agency training to their staff. - Reflective discussion in supervision/appraisal - Focus groups - Direct questioning - Certificate inspection - Work product check, including reports, records, referrals etc. depending on role - Regularly checking the health of your organisation <p>Standard 7 of the NSCP 'Core Standards for Safeguarding and Promoting the Welfare of Children in Newcastle' under section 11 of the Children Act 2004 (see appendix 6)</p> <p>Assessing the effectiveness of their training remains the responsibility of member organisations and this should be made available on request to the Learning and Development Committee. To facilitate this the 'Training Evaluation Framework' (see footnotes page 9) has:</p> <ul style="list-style-type: none"> - an impact of training 'All Agencies' questionnaire which will be circulated via Survey Monkey - an impact of training 'Key Agencies' questionnaire circulation through the wider Partnership
Single Agency Trainers	<ul style="list-style-type: none"> - See appendix 7 'Endorsing Single Agency Training' - NSCP 'Training the Trainers' course 	<ul style="list-style-type: none"> - See appendix 7 'Endorsing Single Agency Training'

⁵ <https://www.nscb.org.uk/guidanceresources>

C - Including the voice of the child and young people in training

We know that effective safeguarding systems are child centred and that failings are often because of losing sight of the needs and views of the children within them. It also tells us that children and young people have indicated that they need vigilance; understanding and action; stability; respect; information and engagement; explanation; support and advocacy.

These messages will be incorporated into all our training courses and the importance of anyone working with children to see and speak to the child; to understand what the reality of life is for them; and to take them seriously.

The LIG will also make the most of existing links with children and young people e.g. Unicef Child Friendly City, Newcastle Youth Council and national resources through the NSPCC website to incorporate their voice into training courses.

D - Identifying and engaging with the workforce

Training needs analysis.

It is intended that the NSCP will undertake a training needs analysis when it is necessary to do so, such as major staffing changes or the programme is not adequately meeting current needs. This will be monitored through course feedback, waiting lists for courses or directions from the Partnership. The NSCP can either train to fill the current or future needs, or recruit and buy-in specific skills, knowledge and experience.

Partnerships with 'Further Education' providers.

Maintaining links with the University of Northumbria in Newcastle and Newcastle City learning, to identify where within current courses the NSCP training materials can be used so that students within Education, Health and Social Care may gain a local safeguarding qualification whilst undertaking their education. This work is ongoing, and it is the intention to continue this work and develop links with other City universities and colleges.

Feedback on attendance at multi-agency training

The Training and Development Officer will provide key agencies with copies of attendance sheets from multi agency training and e-learning completions monthly in order that they can update their records.

Engaging with non NSCP organisations and the Community

NSCP will engage with non NSCP member organisations through its relationship with the Newcastle Council for Voluntary Service; local community and voluntary sector organisations and the Joint NSCP NSAB Community Engagement Group.

Individual and bespoke requests for training will be considered on an individual basis and may incur a charge [see NSCP charging policy].

E - Cost and effectiveness to achieve outcomes

Robust nominations and selection process

Because of the finite nature of resources within the NSCP, there may be a robust selection process for some NSCP training opportunities and courses. This may be due to; the course being designed to meet the needs of certain groups of workers or volunteers or there is a need to maintain the multiagency makeup of the training groups, which would ensure that participants receive training that, is multiagency both in design and makeup of those attending.

Streamline administration processes

For the lifetime of this strategy attempts will be made to make administration of courses more cost effective which includes both face to face courses and those available through the Virtual College and this will be reflected in the work plan.

Training needs analysis (TNA)

TNA plays a critical role in planning the use of available training and development resources. Critically it ensures that money is spent on essential training and development that will help drive the safeguarding agenda forward to meet the NSCP priorities. In the same way it will help to highlight occasions where training might not be appropriate but requires alternative action such as adapting current practice or methods of working.

Joint work with Newcastle Safeguarding Adults Board

There is a commitment from both the children's and adult's board/partnership to deliver joint training where it is seen to be appropriate for example rising awareness with voluntary organisations which may work with all ages in the community.

Regional links

The North and South of Tyne Business Managers Network meets quarterly to consider joint areas of training and development activity.

The NSCP Training and Development Officer attends the NESCT Group which meets quarterly and aims to support trainers in the development of multi-agency safeguarding children training, which best equips learners with the skills and knowledge necessary to keep children and young people safe from harm'

Its Objectives are to:

- Ensure that inter-agency training is evidence based and is in line with current and relevant legislation, guidance and research
- Encourage consistency of approach to inter-agency training and collaborative work working across the region
- Provide peer support for professionals involved in the co-ordination, development and delivery of multi-agency safeguarding children training in the region
- Facilitate a network of members to develop and share expertise, resources and training materials in line with local and regional priorities and procedures, to ensure best value
- Develop, monitor and review a work plan to support the delivery of high-quality training to safeguard children
- Provide a mechanism to ensure that up-to-date information is cascaded to members of NESCT⁶ to inform their professional practice

F- Research and learning from audit and reviews

The strategy recognises that continuous development of research, local and national policy changes, audit, internal and external reviews and findings from inspection etc. all have an impact upon the work of the Partnership, and consequently the work of the strategy and

⁶ North East Safeguarding Children Training Network

training programme. The LIG considers any such developments and will ensure that staff are kept up to date through briefings and newsletters, training courses are revised accordingly to incorporate changes and learning, and the annual committee work plan reflects these developments and any identified work that needs to be achieved.

7. Approval

Title / Version number	Training Strategy 2019 – 2022	
Author	Maggie Wedgewood	
Approval	Officer / Name	Date
Learning and Improvement Group	Trina Holcroft Chairperson	4 TH July 2019

8. Dissemination, implementation and review:

Dissemination - will be achieved through NSCP member organisations; LIG, and the NSCP website.

Implementation - through the LIG work plans

Review - of the strategy will begin in November 2022

Appendix 1: Core skills of multi-agency practitioners⁷

Knowledge:

- Knowledge of child development and attachment and how to use this knowledge to assess a child's current development state;
- Understanding the impact of parental problems such as domestic abuse, mental ill health, substance misuse on children's health and development at different stages during their childhood; and
- knowledge of the impact of child abuse and neglect on children in both the short term and into adulthood

Critical reflection and analysis:

- ability to analyse critically the evidence about a child and family's circumstances and to make well-evidenced decisions and recommendations, including when a child cannot remain living in their family either as a temporary or permanent arrangement; and
- skills in achieving some objectivity about what is happening in a child's life and within their family, and assessing change over time

Intervention and skills:

- recognising and acting on signs and symptoms of child abuse and neglect;
- purposeful relationships building with children, parents, carers and families;
- skills in adopting an authoritative but compassionate style of working;
- skills to assess family functioning, take a comprehensive family history and use this information when making decisions about a child's safety and welfare
- knowledge of theoretical frameworks and their effective application for the provision of therapeutic help;

⁷ E. Munro (2011), The Munro Review of Child Protection: Final Report *A child-centred system* Professor Eileen Munro.

- knowledge about, and skills to use and keep up-to-date with, relevant research findings on effective approaches to working with children and families and where there are concerns about abuse or neglect;
- understanding the respective roles and responsibilities of other professionals and how child and family social workers can contribute their unique role as part of a multi-disciplinary team; and
- skills in presenting and explaining one's reasoning to diverse audiences, including children and judges.

Appendix 2 - Person specification for membership of NSCP Trainers Group

Trainer's Group members/facilitators are practitioners or managers from a wide range of agencies. They have different levels of experience in training and commit varying amounts of time to training activity. Some facilitators train on a wide range of courses, others prefer to specialise.

- Have at least 3 years' experience working with children and families.
- Have experience of multi-agency child protection work.
- Be competent and knowledgeable regarding core functions of own agency.
- Be able to communicate comfortably and effectively in a multi-agency setting.
- Understand and be sensitive to specific issues and their effect on participants.
- Show respect for others, especially across agency/gender/race/culture/religious/sexuality differences.
- Be able to prioritise the needs of participants above own needs.
- Be able to develop good training skills.
- Be able to observe and feedback on peer practice.
- To have the support and agreement of your employer for your involvement in this work and for release from operational duties as required.

Training providers or organisations commissioning training outside of the NSCP are recommended to ensure that their training providers meet the specification and follow the core values of training and development activities.

Expectations of members of the Trainers Group

- To comply with the person specification (above) and core the values and principles of training and development (page 5) to gain membership of the training group.
- To deliver at least 4 days training for the NSCP each year
- To prepare for delivery of training by reading the trainers' pack, meeting/communicating with co-trainers and reading the NSCP procedures relating to the course subject
- To maintain co-operative relationships with co-trainers and, by this, show a commitment to inter-agency working together.
- To swap with another trainer (from the same agency if possible) if unable to attend to deliver a course.
- To inform the NSCP Training and Development Officer 211 6770 or 277 2078 if unable to attend or in their absence workforce development administration 277 2091
- To be a reliable timekeeper, both in preparation and attendance at courses and to follow the programme.
- To provide feedback to the Training and Development Officer about practice and training issues that may arise during the training process
- To provide feedback to agencies about any unsafe practice if noted during training
- To be involved in reviewing and writing courses where appropriate

- To attend trainers group meetings
- To attend the training for trainers' course if necessary
- To attend development sessions for the training group
- To show a commitment to your personal development to maintain competence

Appendix 3: Recommended minimum standards for safeguarding training

Purpose/content of course	Title (timing)	Target groups (entry requirements)	Training Methods	Impact
Knowledge areas: <ul style="list-style-type: none"> Who they should talk to, what should they do if they have concerns about a child or poor or dangerous practice? What safeguarding means in the organisation Basic confidentiality (getting consent to share information and when consent is not needed) Introduce/signpost the organisations policies and procedures in relation to safeguarding Identify training needs 	In House Induction (within 1 week of starting)	Everyone including staff with infrequent contact with children and /or parents/carers who may become aware of possible abuse or neglect. (New members of staff)	Single Agency	See quality assurance Page 8
To emphasise throughout: <ul style="list-style-type: none"> The need to have a child focus and the importance of the voice of the child That safeguarding children is everyone's responsibility The need to share information knowledge areas: <ul style="list-style-type: none"> What is a child? What is meant by abuse neglect and safeguarding? What are the four categories of abuse? What is private fostering? Key legislation and examples of cases that have impacted on legislation What you should or shouldn't do if a child makes an allegation/disclosure The signs and indicators of abuse Common sites for accidental and non-accidental injuries What to do in response to your concerns To signpost to additional training: <ul style="list-style-type: none"> Specifically, 'Child Development Training' by e-learning 	Safeguarding Children Level 1 (within 3 months of starting) If you are not going onto level 2 refresh in 3 years minimum level 1	Everyone including staff with infrequent contact with children and /or parents/carers who may become aware of possible abuse or neglect (In House Induction)	Single Agency Multi Agency e-learning (name course)	See quality assurance Page 8

Purpose/content of course	Title (timing)	Target groups (entry requirements)	Training Methods	Impact
<p>Evaluate learning from level 1:</p> <ul style="list-style-type: none"> Quiz <p>To emphasise throughout:</p> <ul style="list-style-type: none"> The need to have a child focus and the importance of the voice of the child Other priority areas <p>knowledge areas:</p> <ul style="list-style-type: none"> Key principles and 4 steps to follow to help identify and respond appropriately The 4 most vulnerable groups of children and why they are vulnerable and additional risk factors. Sharing information; why share? barriers to sharing; seven golden rules for information sharing; what to expect from your safeguarding lead Understand the thresholds for intervention in the lives of children and how the Assessment framework is used in the assessment of children in need and their families Know your role and responsibilities regarding safeguarding and those of the key agencies The role of the LADO Good practice for record keeping <p>To signpost to additional training:</p> <ul style="list-style-type: none"> Specifically, e-learning courses for 'Child Development' and Awareness of Child Abuse and Neglect Core Module (in relation to evaluation) CPD courses in relation to priority subjects and Record Keeping 	<p>Safeguarding Children Level 2 (Next available course)</p> <p>If you are not going onto level 3 refresh in 3 years minimum repeating level 2</p>	<p>Those in regular contact or have a period of intense but irregular contact, with children, young people and /or parents/carers including all clinical staff who may be able to identify concerns about maltreatment.</p> <p>And</p> <p>Members or managers of the workforce who work predominantly with children, young people and /or 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. (Level 1)</p>	<p>Single Agency Multi Agency</p>	<p>See quality assurance Page 8</p>

Purpose/content of course	Title (timing)	Target groups (entry requirements)	Training Methods	Impact
<p>Evidence Impact of training in the workplace</p> <ul style="list-style-type: none"> Ask for examples <p>Practice learning from levels 1 and 2:</p> <ul style="list-style-type: none"> Table top activities including quiz <p>To emphasise throughout:</p> <ul style="list-style-type: none"> The need to have a child focus and the importance of the voice of the child Communication and information sharing Other priority areas <p>Knowledge areas:</p> <ul style="list-style-type: none"> Describe inter–agency roles and responsibilities for safeguarding and promoting the welfare of children Reflect on the impact of parenting issues on children in their care Understand the key safeguarding terms associated with social care processes and the importance of working together from referral; through thresholds; assessment; s17 and s47 and core groups Recognise the importance of family history and functioning National and local update, current changes/what's new <p>Skills Practice:</p> <ul style="list-style-type: none"> Case study developing a genogram and using the Signs of Safety Model <p>To signpost to additional training:</p> <ul style="list-style-type: none"> Specifically, Signs of Safety Conference training and CPD courses in relation to priority subjects 	<p>Safeguarding Children Level 3 (Next available course)</p> <p>Refresh in 3 years minimum by repeating Level 3</p>	<p>Members or managers of the workforce who work predominantly with children, young people and /or parents/carers including all clinical staff and who could potentially contribute to assessing, planning, intervening and reviewing the needs of a child and parenting capacity where there are safeguarding concerns. (Levels 1 and 2)</p> <p>NB “Due to the high numbers and requirement for clinical health staff to undertake more regular training at Level 3 and to support the NSCP, health organisations supplement NSCP multi-agency training which is compliant with the <i>Intercollegiate Document Safeguarding children and young people: roles and competences for health care staff.</i>”</p>	Multi Agency	See quality assurance Page 8

Purpose/content of course	Title (timing)	Target groups (entry requirements)	Training Methods	Impact
Being developed as part of 2016 work plan	Safeguarding Leads (Next available course)	Advisors, named and designated lead professionals. (Levels 1 and 2)	Single Agency Multi Agency	See quality assurance Page 8
<p>The course is very participative and encourages learners to consider:</p> <ul style="list-style-type: none"> • What are records? • What constitutes a good record? • The role of 'Records' in Serious Case reviews • Common problems with recording (and why they might happen) • What type of information to record, how to record it and Why...? • Differentiation between Fact and Opinion in Recording • Different examples of recording 	Record Keeping	Everyone who is expected to keep records as part of their work with children, young people and/or parents/carers	Single Agency Multi Agency	See quality assurance Page 8
<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Understand the expected pattern of development for children and young people from birth to 19 years of age • Understand the factors that influence children's and young people's development and how these affect practice • Understand how to monitor children's and young people's development and interventions that should take place if this is not following the expected pattern • Understand the importance of early intervention to support the speech, language and communication needs of children and young people • Understand the potential effects of transitions on children's and young people's development 	Child Development (register on line)	Those: who work predominantly with; or in regular contact with; or have a period of intense but irregular contact with; children, young people and/or parents/carers including all clinical staff who may be able to identify concerns about maltreatment. Managers / supervisors of the workforce outlined above would also benefit from this course.	e-learning	See quality assurance Page 8

KEY	Mandatory Training	Recommended Training
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Appendix 4 – E-learning courses

Childrens Courses:

- Awareness of Child Abuse and Neglect – Core Module
- Basic Awareness of Domestic Violence Including the Impact on Children and Young People
- Child Development (Children's and Young People's Development in Health and Social Care Settings)
- Hidden Harm – The Effect of Parental Drug and Alcohol Misuse on Children
- Information Sharing Level 2
- Integrated Working: Information Sharing Lead Professional
- Safeguarding Children Refresher Training
- Safeguarding Children and Young People from Abuse by Sexual Exploitation
- Safeguarding Children with Disabilities








Children and Adult Courses:

- Basic Awareness of Child and Adult Sexual Exploitation
- Collaborative Working: A Whole Family Approach
- Mental capacity Act

For more information, login and registration details visit the [learner registration](#) page of the NSCP Website.

Appendix 6: Education and training standards

Criteria:

-  There is an induction processes for all staff and volunteers who have contact with children and young people, which includes familiarisation with the child protection policy and procedures
-  All staff and volunteers are provided with opportunities to learn about how to recognise and respond to concerns about child abuse
-  All staff and volunteers who work or have contact with children receive training on their professional roles and responsibilities and those of their organisation
-  Single organisation training meets the standards and objectives of the NSCP training requirements
-  Training is provided to those responsible for dealing with complaints and disciplinary processes in relation to child abuse and inappropriate behaviour towards children and young people
-  Training and written guidance on safer recruitment practice is provided for those responsible for recruiting and selecting staff and volunteers
-  Outcomes and findings from reviews and inspections are disseminated to staff.

Appendix 7 – Endorsing single agency training

What do we mean by endorsing single agency training?

The Partnership recognises that core training at levels 1 and 2 can be delivered single agency and that this is the preferred delivery option for some key agencies who sit on the Partnership, therefore to have some consistency at these levels the LIG will endorse training materials if requested. This is the process to follow:

