

Training Pathways



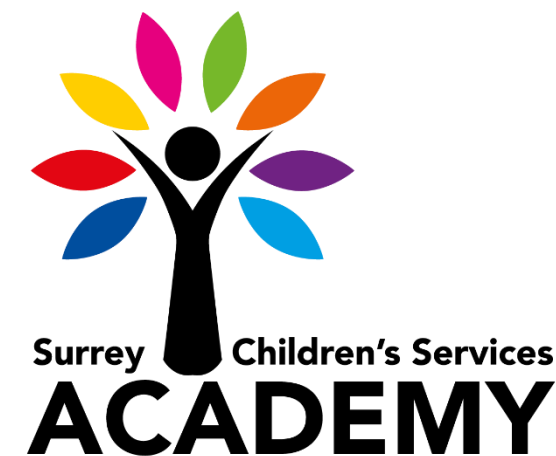
Safeguarding Children Training Pathways

To help you to navigate the learning and development most relevant to you, we have created these training pathways as guidance for different groups of professionals, depending on the needs and expectations of the role:



<p>Group 1 Staff in infrequent contact with children, young people and/or parents/carers/guardians, who may become aware of possible abuse or neglect.</p>	<p>Group 5 Professional advisors, named and designated lead professionals.</p>
<p>Group 2 Staff in regular contact or have a period of intense but irregular contact with children, young people and/or parents/carers, who may be able to identify concerns about maltreatment, including those that may arise from the use of Early Help Assessment in Surrey.</p>	<p>Group 6 Operational managers at all levels including practice supervisors, front line managers and managers of child protection units.</p>
<p>Group 3 Staff who work predominantly with children, young people and/or their parents/carers, who could potentially contribute to assessing, planning, intervening and reviewing the needs of a child and parenting capacity where there are safeguarding concerns.</p>	<p>Group 7 Senior managers responsible for the strategic management of services; NHS board members.</p>
<p>Group 4 Staff who have specific responsibilities in relation to undertaking child protection, Section 47 enquiries, those who work with complex cases, and social work staff responsible for coordinating assessments of Children In Need.</p>	<p>Group 8 Members of the Surrey Safeguarding Children Partnership (SSCP) including: Board members; Independent chair; Directors of Children's Services; Elected members; Lay members; Members of executive and sub/task groups; Inter-agency trainers.</p>

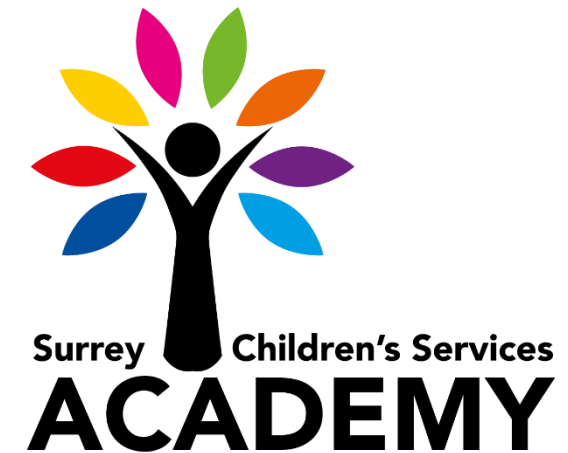
Groups include members of statutory, voluntary, independent, and community organisations. Click on the links above for examples of roles in each group to find which is most relevant to you. If you're unsure, speak to your organisation's Safeguarding Lead.



Safeguarding Children Training Pathways

General points for consideration:

- These pathways include some minimum requirements but are otherwise meant as a guide only; you should consider your own learning needs and the requirements of your role when planning your personal learning and development pathway.
- Your own organisation may have mandatory safeguarding training requirements as part of your role; please also refer to this guidance.
- It is acknowledged that some organisations will require their staff to train at a higher level than described within each group, and that some roles may span more than one group.
- The Surrey Safeguarding Children Partnership (SSCP) is responsible for ensuring that inter-agency training is provided and that it is reaching relevant staff within organisations.
- The employer is responsible for organisation and delivery of learning.
- The SSCP is responsible for quality assurance.



GROUP 1

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



Example roles: librarians, GP receptionists, community advice centre staff, groundskeepers, environmental health officers, recreation assistants, non-clinical staff working in health care.

Suggested Learning Content

What is child abuse and neglect? Signs and indicators of abuse and neglect.

Normal child development. Maintaining a child focus.

What to do in response to concerns.

Awareness of the Early Help: Level of Needs document, Effective Family Resilience.

Examples of Learning Methods

- Agency induction (i.e. within 3 months of employment).
- Refresher training (minimum every 3 years - please refer to own agency training plan or strategy if applicable as this may be different).
- e-Learning or courses relevant to role. Examples may include:
 - Working Together to Safeguard Children e-Learning
 - Unconscious Bias
 - Effective Family Resilience incorporating Early Help Assessment
- **For education professionals** - Trained DSLs within schools can deliver "Working Together to Safeguard Children" induction and refresher training to school staff. Eligibility criteria apply, email: education.safeguarding@surreycc.gov.uk for further information.
- **For healthcare professionals** - Training for health agencies is generally provided in-house; contact your named professional for safeguarding. Also see [Safeguarding Children and Young People: Intercollegiate Document 4th Edition](#).
- **For other Surrey professionals** - Working Together to Safeguard Children materials are available for in-house delivery. Eligibility criteria apply. Email: surreychildrens.academy@surreycc.gov.uk for further information.



GROUP 2

Staff in regular contact or have a period of intense but irregular contact with children, young people and/or parents/carers who may be able to identify concerns about maltreatment, including those that may arise from the use of Early Help Assessment in Surrey.



Example roles: housing, hospital staff, targeted youth support, family workers, secure settings, police (general), sports development officers, disability specialists, faith groups, community youth groups, play scheme volunteers, early years educators, playworkers, childminders, clinical laboratory staff, pharmacists, dentists, dental care practitioners audiologists, opticians, adult physicians, surgeons, anaesthetists, radiologists, nurses working in adult acute services, allied health care practitioners and all other adult orientated secondary care health care professionals including technicians; students and volunteers of the above.

Suggested Learning Content

As per [Group 1](#) plus:

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.

Examples of Learning Methods

- Single-agency (internal) training, within 3 months of employment.
- Refresher training (minimum every 3 years - please refer to own agency training plan or strategy if applicable as this may be different).
- e-Learning or courses relevant to role. Examples may include those in [Group 1](#) plus:
 - Contextual Safeguarding
 - Introduction to Domestic Abuse
 - Safeguarding Children with Disabilities
- **For education professionals** – Trained DSLs within schools can deliver “Working Together to Safeguard Children” induction and refresher training to school staff. Eligibility criteria apply, email: education.safeguarding@surreycc.gov.uk for further information. Further training and development available via [Surrey Education Services \(SES\) portal](#).
- **For healthcare professionals** - Training for health agencies is generally provided in-house; contact your named professional for safeguarding. Also see [Safeguarding Children and Young People: Intercollegiate Document 4th Edition](#).
- **For other Surrey professionals** - Working Together to Safeguard Children materials are available for in-house delivery. Eligibility criteria apply. Email: surreychildrens.academy@surreycc.gov.uk for further information.



GROUP 3

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



Example roles: GPs, youth workers, early years practitioners, residential, midwives, school nurses, health visitors, sexual health, teachers, probation, welfare officers, adults with learning disabilities, mental health, alcohol and drug misuse services, clinical staff, nursing and medical Emergency Department staff, child psychologists, children’s nurses, midwives, child psychologists, obstetricians, all pediatricians (pediatric radiologists, pediatric surgeons, children’s/pediatric anesthetists, pediatric dentists).

Suggested Learning Content

As per [Group 1](#) and [Group 2](#) plus:

Working together to identify, assess and meet the needs of children where there are safeguarding concerns.

The impact of parenting issues, such as domestic abuse and substance misuse on parenting capacity.

Recognising the importance of family history and functioning.

Working with children and family members, including addressing lack of cooperation and superficial compliance within the context of the role.

Examples of Learning Methods

- Both single-agency (internal) and multi-agency training, within 6 months of employment.
- Refresher training (minimum every 3 years - please refer to own agency training plan or strategy if applicable as this may be different).
- Professional development related to specific role (internal or as guided by own organisation).
- Specialist e-Learning or courses relevant to role. Examples may include those in [Group 1](#) and [Group 2](#) plus:
 - Child Exploitation
 - Safeguarding in Surrey
 - Advanced Safeguarding in Surrey
- **For education professionals** – Trained DSLs within schools can deliver “Working Together to Safeguard Children” induction and refresher training to school staff. Eligibility criteria apply, email: education.safeguarding@surreycc.gov.uk for further information. Further training and development available via [Surrey Education Services \(SES\) portal](#).
- **For healthcare professionals** - Training for health agencies is generally provided in-house; contact your named professional for safeguarding. Also see [Safeguarding Children and Young People: Intercollegiate Document 4th Edition](#).
- **For other Surrey professionals** - Working Together to Safeguard Children materials are available for in-house delivery. Eligibility criteria apply. Email: surreychildrens.academy@surreycc.gov.uk for further information.



GROUP 4

Staff who have specific responsibilities in relation to undertaking child protection and Section 47 enquiries.



Example roles: Professionals from health, education, police and children’s social care; those who work with complex cases and social work staff responsible for coordinating assessments of Children In Need.

Suggested Learning Content

As per [Group 1](#), [Group 2](#) and [Group 3](#) plus:

Section 47 enquiries, 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.

Taking emergency action.

Working with complexity (parents/carers showing resistance, evasion, or hidden compliance).

Communicating with children in line with interviewing vulnerable witness guidance.

Examples of Learning Methods

- Both single-agency (internal) and multi-agency training, ongoing.
- Refresher training (minimum every 3 years - please refer to own agency training plan or strategy if applicable as this may be different).
- Designated Safeguarding Leads/Persons to refresh training min. every 2 years.
- Professional development related to specific role (internal or as guided by own organisation).
- Specialist e-Learning or courses relevant to role. Examples may include [Group 1](#), [Group 2](#) and [Group 3](#) plus other specialist courses.
- All professionals working with children in Surrey have access to [CareKnowledge](#) who offer training, events, and industry updates and research.
- All professionals working with children in Surrey have access to learning from Safeguarding Practice Reviews, including the [NSPCC library](#), [7 minute briefings](#), and [Lunch & Learns](#).
- **For healthcare professionals** – see [Safeguarding Children and Young People: Intercollegiate Document 4th Edition](#).



GROUP 5

Professional advisors, named and designated lead professionals.



Example roles: Professional advisors, DSLs, Deputy DSLs, named doctors, named nurses, named midwives, specialist nurses.

Suggested Learning Content

As per [Group 1](#), [Group 2](#) and [Group 3](#) (and [Group 4](#) if advising staff in this group) plus:

Promoting effective, professional practice.

Advising others.

Examples of Learning Methods

- Both single-agency (internal) and multi-agency training, ongoing.
- Refresher training (minimum every 3 years - please refer to own agency training plan or strategy if applicable as this may be different).
- Designated Safeguarding Leads/Persons to refresh training min. every 2 years. E.g. [DSL Refresher Training](#)
- For roles in this group, it is likely that you will access specialist training via your organisation or externally, but all partnership safeguarding training including annual conferences are open to all.
- Specialist e-Learning or courses relevant to role. Examples may include [Group 1](#), [Group 2](#) and [Group 3](#) plus other specialist courses.
- All professionals working with children in Surrey have access to [CareKnowledge](#) who offer training, events, and industry updates and research.
- All professionals working with children in Surrey have access to learning from Safeguarding Practice Reviews, including the [NSPCC library](#), [7 minute briefings](#), and [Lunch & Learns](#).
- **Designated Safeguarding Leads/Persons Training Pathway**
 - Working Together to Safeguard Children
 - Safeguarding in Surrey (or [exemption](#)), **This course is a requirement for non-education settings only**
 - Advanced Safeguarding in Surrey (or [exemption](#))
 - DSL New to Role - either for non-education settings, [Early Years settings](#), or [education settings](#)
- **For education professionals** – Trained DSLs within schools can deliver “Working Together to Safeguard Children” induction and refresher training to school staff. Eligibility criteria apply, email: education.safeguarding@surreycc.gov.uk for further information. Further training and development available via [Surrey Education Services \(SES\) portal](#).
- **For healthcare professionals** - see [Safeguarding Children and Young People: Intercollegiate Document 4th Edition](#).



GROUP 6

Operational managers at all levels within the Safeguarding Children field.



Example roles: practice supervisors, front line managers, and managers of child protection units.

Suggested Learning Content

As per [Group 1](#), [Group 2](#), [Group 3](#), [Group 4](#) and [Group 5](#) if supervising staff in these groups, plus:

Supervising child protection cases.

Managing performance to promote effective inter-agency practice.

Specialist training to undertake key management and/or supervisory roles in, for example, intake/duty teams.

Examples of Learning Methods

- Both single-agency (internal) and multi-agency training, ongoing.
- Refresher training (minimum every 3 years - please refer to own agency training plan or strategy if applicable as this may be different).
- Designated Safeguarding Leads/Persons to refresh training min. every 2 years.
- For roles in this group, it is likely that you will access specialist training via your organisation or externally, but all partnership safeguarding training including annual conferences are open to all.
- Specialist e-Learning or courses relevant to role. Examples may include [Group 1](#), [Group 2](#) and [Group 3](#) plus other specialist courses.
- All professionals working with children in Surrey have access to [CareKnowledge](#) who offer training, events, and industry updates and research.
- All professionals working with children in Surrey have access to learning from Safeguarding Practice Reviews, including the [NSPCC library](#), [7 minute briefings](#), and [Lunch & Learns](#).
- **For education professionals** – Trained DSLs within schools can deliver “Working Together to Safeguard Children” induction and refresher training to school staff. Eligibility criteria apply, email: education.safeguarding@surreycc.gov.uk for further information. Further training and development available via [Surrey Education Services \(SES\) portal](#).
- **For healthcare professionals** - see [Safeguarding Children and Young People: Intercollegiate Document 4th Edition](#).



GROUP 7

Senior managers responsible for the strategic management of services;
NHS board members.



Example roles: health chief executive officers, executive board leads and executive and non-executive directors/members.

Suggested Learning Content

As per [Group 1](#), [Group 2](#) and [Group 3](#) plus:

Section 11 expectations, roles and responsibilities.

Examples of Learning Methods

- Internal and Surrey Safeguarding Children Partnership (SSCP) induction.
- Refresher training (minimum every 3 years - please refer to own agency training plan or strategy if applicable as this may be different).
- Designated Safeguarding Leads/Persons to refresh training min. every 2 years.
- For roles in this group, it is likely that you will access specialist training via your organisation or externally, but all partnership safeguarding training including annual conferences are open to all.
- Specialist e-Learning or courses relevant to role. Examples may include [Group 1](#), [Group 2](#) and [Group 3](#) plus other specialist courses.
- National and local leadership programmes.
- Section 11 learning and self-assessment via SSCP.
- All professionals working with children in Surrey have access to [CareKnowledge](#) who offer training, events, and industry updates and research.
- All professionals working with children in Surrey have access to learning from Safeguarding Practice Reviews, including the [NSPCC library](#), [7 minute briefings](#), and [Lunch & Learns](#).
- **For healthcare professionals** - see [Safeguarding Children and Young People: Intercollegiate Document 4th Edition](#).



GROUP 8

Members of the Surrey Safeguarding Children Partnership



Example roles: Surrey Safeguarding Children Partnership (SSCP) board members, independent chair, directors of children's services, elected members, lay members, members of executive and sub/task groups, inter-agency trainers.

Suggested Learning Content

As per [Group 1](#), [Group 2](#) and [Group 3](#) plus:

Roles, responsibilities, and accountabilities.

Expectations on members to promote co-operation that improves effectiveness.

Current policy, research and practice developments.

Lessons from Case Reviews.

Specialist training to undertake specific roles, for example independent chair, business manager etc.

Examples of Learning Methods

- Surrey Safeguarding Children Partnership (SSCP) induction.
- Surrey Safeguarding Children Partnership (SSCP) development days.
- Refresher training (minimum every 3 years - please refer to own agency training plan or strategy if applicable as this may be different).
- Designated Safeguarding Leads/Persons to refresh training min. every 2 years.
- For roles in this group, it is likely that you will access specialist training via your organisation or externally, but all partnership safeguarding training including annual conferences are open to all.
- Specialist e-Learning or courses relevant to role. Examples may include [Group 1](#), [Group 2](#) and [Group 3](#) plus other specialist courses.
- Specialist training via own organisation or external.
- All professionals working with children in Surrey have access to [CareKnowledge](#) who offer training, events, and industry updates and research.
- All professionals working with children in Surrey have access to learning from Safeguarding Practice Reviews, including the [NSPCC library](#), [7 minute briefings](#), and [Lunch & Learns](#).
- **For healthcare professionals** - see [Safeguarding Children and Young People: Intercollegiate Document 4th Edition](#).

