

Training Level	Role & Responsibility ¹	Professional Competency ²	Suitable Course(s)
1	<p>Staff in infrequent contact with children, young people and/or parents/carers who may become aware of possible abuse or neglect.</p> <p>For example, Librarian, GP receptionist, community advice centre staff, groundsmen, recreation assistants, and environmental health officers.</p>	<ul style="list-style-type: none"> Understanding what child abuse is and being able to recognise potential signs and indicators of abuse and neglect. Recording and sharing of information regarding concerns. Awareness of the organisation's basic safeguarding children procedures. Awareness 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). Awareness 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. Awareness of the expected standards of behaviour by staff towards children. 	<ul style="list-style-type: none"> ✓ Single Agency ✓ E-Learning ✓ Multi-Agency
2	<p>Staff who work predominantly with children, young people and/or parents/ carers.</p> <p>For example, housing officers, hospital staff, YJS staff and staff in secure settings, the police other than those in specialist child protection roles, sports development officers, disability specialists, faith groups, community youth groups, and play scheme volunteers.</p>	<ul style="list-style-type: none"> Recording and sharing of information regarding concerns. Using the Framework for the Assessment of Children in Need and their Families. Working together to identify, assess and meet the needs of children where there are safeguarding concerns. To identify child focused interventions and measurable outcomes. Understanding 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. 	<ul style="list-style-type: none"> ✓ Single or Multi-Agency Training
3	<p>Those who have particular specialist child protection responsibilities.</p> <p>For example, paediatricians, GPs, youth workers, Early Years practitioners, residential staff, midwives, school nurses, health visitors, sexual health staff, teachers, probation staff, sports club welfare officers, those working with adults in, for example, learning disability, mental health, alcohol and drug misuse services, those working in community play schemes.</p>	<ul style="list-style-type: none"> Conducting section 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. Promoting effective, professional practice. Supervising child protection cases and advising others. 	<ul style="list-style-type: none"> ✓ Multi-Agency Specialist Training
4	<p>Operational managers of services for children, young people and/or parents / carers.</p> <p>Professional advisers and designated leads for child protection.</p> <p>For example, professionals from health, education, police and children's social care.</p>	<ul style="list-style-type: none"> Working with complex cases and social work staff responsible for co-ordinating assessments of children in need. 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; 	<ul style="list-style-type: none"> ✓ Multi-Agency or Single Training Agency Specific to the Role
5	<p>Senior managers responsible for strategic management of services for children, young people and / or parents / carers.</p> <p>Members of Local Safeguarding Children Partnerships.</p> <p>Board Level for Chief Executive Officers, Trust and Health Board Executive and non-executive directors/members, commissioning body Directors.</p> <p>Local Authority Elected Members, Lay Members or Non-Executive Directors.</p>	<ul style="list-style-type: none"> Section 11 expectations, roles and responsibilities. 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. Safer Recruitment Training. 	<ul style="list-style-type: none"> ✓ Multi-Agency or Single Agency Training Specific to the Role

¹ [competence still matters -2014.pdf \(london.gov.uk\)](https://www.london.gov.uk/what-we-do/what-we-protect/competence-still-matters-2014.pdf)

² [PA3. Learning and Improvement Framework \(london.gov.uk\)](https://www.london.gov.uk/what-we-do/what-we-protect/pa3-learning-and-improvement-framework)