

Me Safeguarding Children – Course list

The Me Safeguarding Children courses are designed to ensure that all staff who work with children or young people and their families receive the initial training and ongoing professional progression that will enable them to understand the normal development of a child or young person and recognise potential signs of abuse or neglect.

Chapter 4 of the Government's 'Working Together to Safeguard Children' document (released in March 2010) covers training, development and supervision to enable those working with children to develop the necessary skills, judgement and confidence.



The document states: ***“Employers are responsible for ensuring their employees are confident and competent in carrying out their responsibilities, and for ensuring employees are aware of how to recognise and respond to safeguarding concerns. Employers should also identify adequate resources and support for inter-agency training”.***

The 'Working Together to Safeguard Children' report says that training needs will depend upon a person's degree of contact with children. Eight new groups have been created to reflect these differing needs and each group has a different 'Learning Outcome'. The report states:

- The training a person receives on 'Safeguarding' depends upon the 'group' in which they belong to.
- One of the suggested training methods is e-learning or a blended solution of e-learning and tutor-lead training
- Safeguarding training must be refreshed at least every three years

Evidenced Learning

All courses are accessed by delegates logging to a website. A certificate is automatically awarded to the delegate upon passing the test and can be printed and used as evidenced learning. All of the course content has been independently certified as conforming to accepted CPD guidelines.



All Safeguarding Children Courses		Average time to complete course (minutes)	Safeguarding Children Groups (Working Together 2010)							
			Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
1.	Human Need, Learning and Development	40-60	✓	✓	✓	✓	✓	✓	✓	✓
2.	Understanding Behaviour	60-80	✓	✓	✓	✓	✓	✓	✓	✓
3.	Effective Communication	70-90				✓	✓	✓		
4.	Keeping Good Records	30-40		✓	✓	✓	✓	✓	✓	✓
5.	Background to Safeguarding Children	20-30	✓	✓	✓	✓	✓	✓	✓	✓
6.	If You Have Concern	35-45	✓	✓	✓	✓	✓	✓	✓	✓
7.	Responding to a Disclosure	40-60	✓	✓	✓	✓	✓	✓	✓	✓
8.	Child Abuse Introduction	25-35	✓	✓	✓	✓	✓	✓	✓	✓
9.	Emotional Abuse	35-45				✓	✓	✓		
10.	Neglect	35-45				✓	✓	✓		
11.	Physical Abuse	35-45				✓	✓	✓		
12.	Sexual Abuse	40-60				✓	✓	✓		
13.	Bullying	40-60								
14.	Abuse of Children with Disabilities	20-30								
15.	Multi-Agency Working	40-60			✓	✓	✓	✓	✓	✓
16.	Child in Need and Child Protection	25-35				✓	✓	✓		
17.	Framework of Assessment	25-35		✓	✓	✓	✓	✓	✓	✓
18.	Dangerous Practice	35-45				✓	✓	✓		
19.	Asking Children About Abuse	30-40				✓	✓	✓		

All Safeguarding Children Courses		Average time to complete course (minutes)	Safeguarding Children Groups (Working Together 2010)							
			Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
20.	Domestic Abuse	65-85			✓	✓	✓	✓	✓	✓
21.	Lead Professional	100-120					✓	✓		
22.	Lead Professional Manager	20-30						✓		

The following Learning Outcomes within the Safeguarding Children Groups are not currently covered by these online courses and would need to be covered as part of a practitioner's internal induction:

- Supervising child protection cases (Group 6)
- Managing performance to promote effective inter-agency practice (Group 6)
- Specialist training to undertake key management and / or supervisory roles in, for example, intake / duty teams (Group 6)
- Section 11 expectations, roles and responsibilities (Group 7)
- Expectations on members in order to promote effective co-operation that improves effectiveness (Group 8)
- Current policy, research and practice developments (Group 8)
- Lessons from Serious Case Reviews (Group 8)
- Specialist training to undertake specific roles, for example independent chair; business manager (Group 8)

Group	Profession / Role	Learning Outcomes
Group 1	<p>Staff who are in infrequent contact with children, young people and / or parents / carers and who may become aware of possible abuse or neglect.</p> <p>For example, librarians, GP receptionists, community advice centre staff, groundsman, recreation assistants, environmental health officers.</p>	<ul style="list-style-type: none"> • What is child abuse and neglect? • Signs and indicators of abuse and neglect • Maintaining a child focus • Normal child development • What to do in response to concerns
Group 2	<p>Those in regular contact or have a period of intense but irregular contact, with children, young people and / or parents / carers including all health clinical staff, who may be in a position to identify concerns about maltreatment, including those that may arise from the use of CAF.</p> <p>For example, housing, hospital staff, YOT 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, play scheme volunteers.</p>	<p>Group 1 Objectives plus:</p> <ul style="list-style-type: none"> • Documentation and sharing of information regarding concerns • Using the Framework for the Assessment of Children in Need and their Families • Know own Safeguarding roles and responsibilities
Group 3	<p>Members of the workforce who work predominantly with children, young people and/or their 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.</p> <p>For example, paediatricians, GPs, youth workers, those working in the early years sector, 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>	<p>Group 2 Objectives plus:</p> <ul style="list-style-type: none"> • 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, substance misuse 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

Group	Profession / Role	Learning Outcomes
Group 4	Those who work with complex cases and social work staff responsible for co-ordinating assessments of children in need; members of the workforce who have particular responsibilities in relation to undertaking section 47 enquiries, including professionals from health, education, police and children's social care.	Group 3 Objectives plus: <ul style="list-style-type: none"> • 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 • Communicating with children in line with interviewing vulnerable witness guidance
Group 5	Professional advisors; named and designated lead professionals.	Group 4 Objectives plus: <ul style="list-style-type: none"> • Promoting effective professional practice • Advising others
Group 6	Operational managers at all levels including: practice supervisors; front line managers and managers of child protection units.	Group 4 Objectives plus: <ul style="list-style-type: none"> • 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
Group 7	Senior managers responsible for the strategic management of services and NHS board members.	Group 3 Objectives plus: <ul style="list-style-type: none"> • Section 11 expectations, roles and responsibilities
Group 8	Members of the LSCB including: Board members, Independent Chair, Directors of Children's Services, Elected member, Lay members, Members of executive and sub / task groups, Business Support Team, Inter-agency trainers.	Group 7 Objectives plus: <ul style="list-style-type: none"> • Expectations on members in order to promote effective co-operation that improves effectiveness • Current policy, research and practice developments • Lessons from Serious Case Reviews • Specialist training to undertake specific roles, for example independent chair; business manager