Foreword

The availability of high quality and effective inter-agency learning and development is a crucial part of the Local Safeguarding Children’s Board statutory duties, and one which is taken very seriously in Rotherham by all partner members of the Board.

Both RLSCB and employers are responsible for ensuring that their staff are competent and confident in carrying out their responsibilities for safeguarding children and promoting children’s welfare. Employers should therefore support the different learning and development requirements of their employees by supporting active participation in the activity outlined in subsequent chapters.

As part of our Learning and Improvement Framework, we have committed to retain the staff “groups” first published in Working Together 2010, as we think these help build an accessible and transparent framework for learning and development provision.

There are clear expectations relating to people’s behaviour whilst attending learning and developments, such as:

- Behaving in an appropriate and professional manner at all times: any behaviour which is deemed to be aggressive, disrespectful, violent or intimidating will not be tolerated. Any attendee who displays such behaviour will be asked to leave and their line manager made aware of the concerns relating to their behaviour.

- All attendees are expected to be active learners: everyone has a responsibility to be respectful and to also participate. Additionally, all attendees must observe any health and safety information provided to them at training.

In breaching one of the above, or similarly in failing to attend a scheduled learning event without 48 hours prior notification of non-attendance to the RLSCB Learning & Development administrator, RLSCB reserves the right to charge the individual’s employer. The calculated average cost per delegate per day is £28.00 for those staff employed in a partner already contributing to the RLSCB partnership budget. The cost for non-attendance may be higher for staff from those agencies who do not already contribute to RLSCB.

To ensure you have the most up to date version of this directory, please visit: www.rscb.org.uk/safeguarding/downloads/download/4/learning_and_development

Warren Carratt,
Head of Service – Organisational Development, Partnerships & Quality
Children & Young People’s Services & RLSCB
## Contents

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 1</td>
<td>Safeguarding Staff Groups &amp; Competencies</td>
<td>4</td>
</tr>
<tr>
<td>Chapter 2</td>
<td>Group 3 Mandatory Learning &amp; Development</td>
<td>7</td>
</tr>
<tr>
<td>Chapter 3</td>
<td>Group 4 Mandatory Learning &amp; Development</td>
<td>19</td>
</tr>
<tr>
<td>Chapter 4</td>
<td>Groups 5 &amp; 6 Mandatory Learning &amp; Development</td>
<td>20</td>
</tr>
<tr>
<td>Chapter 5</td>
<td>Groups 7 &amp; 8 Mandatory Learning &amp; Development</td>
<td>22</td>
</tr>
<tr>
<td>Chapter 6</td>
<td>Further Information</td>
<td>23</td>
</tr>
</tbody>
</table>
In 2015, the Government published a refresh of the statutory guidance for agencies and RLSCBs in regard to safeguarding practices, Working Together to Safeguard Children. Unlike the previous version (2010), this publication does not include prescription for how local areas define the workforce and subsequently determine learning and development need. However, it does put a duty on LSCBs to publish a “Learning and Improvement Framework.”

In Rotherham’s Learning & Improvement Framework, we have retained the model used in Working Together 2010 and have kept 8 categories, called groups, which staff will be associated with or qualify for. For the purposes of this interagency Learning & Development Prospectus, only groups 3 - 8 are included as learning and development for groups 1 & 2 is a single agency responsibility which the RLSCB will quality assure.

Whilst the structure of the groups can be quite confusing, it is seen as a model of best practice and has worked successfully in Rotherham for the last few years; therefore the following is an attempt to simplify the guidance.

As the groups escalate from 1 - 8, the eligibility of staff to “qualify” for that group narrows as specific, specialist knowledge increases. Therefore, Group 1 is relevant to a much wider range of staff than Group 2 and so on, though the learning and development at each level is not incremental in all cases, e.g. it is not a prerequisite for staff in Group 5 to have undertaken the interagency training for Groups 3 - 4, as by the very nature of the roles in Group 5, there is an expected level of knowledge and skills in safeguarding practice that assumes the competencies identified for lower groups has been met as a matter of course.

This means that – when trying to determine what learning and development is right for you – you need to ensure you check the different groups outlined overleaf, as your job role may appear in more than one, which has an impact on the learning and development you need to undertake to comply with our local policies and procedures.

The following diagram explains this in relation to the relevant chapter:

Access to all of the learning and development outlined in this prospectus is free at the point of entry. The RLSCB have developed a cost recovery charge where delegates who do not attend on the day without prior notification may be required to pay a financial penalty. This is explained in greater detail during the booking process.

---

**Chapter 1: Safeguarding Staff Groups & Competencies**

<table>
<thead>
<tr>
<th>Group 3 Core Workshop (Chapter 2)</th>
<th>Group 4 Core Workshop (Chapter 4)</th>
<th>Group 3 &amp; 4 Core Refresher Workshop (Chapters 3 &amp; 4)</th>
<th>Safeguarding Leads Master Classes (Chapters 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mandatory for staff in Group 3</td>
<td>Mandatory for staff in Group 4</td>
<td>Optional for staff in this group</td>
<td>Mandatory for staff in this group</td>
</tr>
</tbody>
</table>

All staff are eligible for those optional workshops included in Chapter 3.
**Group 3**

This refers to 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. This includes the following job roles:

- Head teachers; Teachers; Providers of extended schools activities; Learning Mentors; Behaviour & education Support Teams; 14-19 Providers; Educational Psychologists; EWOs; Health Visitors; School Nurses; Children’s Nurses; Sick Children’s Nurse; Child Psychologists; CAMHS workers; Paediatricians; Children’s Allied Health Professionals; Midwives; Gynaecological nurses and counsellors; orthopaedic staff (nursing and medical); A&E staff; Ophthalmic staff; Gynaecological and Urinary medical staff; children’s sessions day surgery staff; anaesthetists who work with children; Teenage Pregnancy workers; Parenting Practitioners; Newly Qualified Children’s Social Workers; CAFCASS Advisers; Foster Carers; Outreach and FSW; Managers and staff in family centres; day centres and residential children’s homes; Portage Workers; Play workers; Connexions PAs; Youth Workers; Youth Support Workers; Young People’s Housing and Accommodation support workers; Youth Offending Teams; Managers and staff of youth offending institutions; PYPPOs and Police in child protection roles; sports coaches and officials; School and FE sports coordinators; County Sports Development Officers; School library service; Managers, deputies, assistants and workers in Playgroups; Children’s Centres, Day Nurseries, Nursery Schools, Nursery classes in primary schools, Registered childminders and nannies; trainee professionals working in Rotherham

The mandatory learning & development requirement for group 3 staff is included in chapter 2 of this prospectus; however staff in this group also have access to the learning and development identified in chapter 3, dependant on their role.

**Group 4**

This refers to 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; those who work with complex cases and social work staff responsible for co-ordinating assessments of children in need. This includes the following job roles:

- Head teachers or designated safeguarding leads; Designated Lead school governor; EWOs; Health Visitors; School Nurses; Children’s Nurses; Sick Children’s Nurse; Midwives; Gynaecological nurses and counsellors; orthopaedic staff (nursing and medical); A&E staff; Ophthalmic staff; Gynaecological and Urinary medical staff; children’s sessions day surgery staff; anaesthetists who work with children; Paediatricians; Children’s Social Workers; CAFCASS Advisers; Youth Workers; Youth Offending Teams; PYPPOs and Police in child protection roles; Managers or deputies in Playgroups; Children’s Centres, Day Nurseries, Nursery Schools, Nursery classes in primary schools, Registered childminders and nannies.

The mandatory learning & development requirement for group 4 staff is the same as those of group 3 (included in chapter 2) of this prospectus; and additionally those outlined in chapter 4.

All staff in this group also have access to the learning and development identified in chapter 3, dependant on their role.
Groups 5 & 6

This refers to professional advisors, named and designated lead professionals. This includes the following job roles:

Independent Conference Chairs, Safeguarding Unit Manager and assistants; Safeguarding Board Manager and special advisors; Named Nurse, Designated Nurse, Named Doctor, Designated Doctor, Named Paediatrician; and named safeguarding leads for Early Years, Youth Service, Schools & FE institutions, Voluntary and community organisations, Police & Probation, Social Work Team Managers; Social Work Service Managers; Social Work Practice Educators/Supervisors; Safeguarding Unit staff; Health children’s services managers, Police CPU/PYPPO managers; HR Managers recruiting in a children & young people’s setting.

The safeguarding competencies for staff in groups 5 & 6 staff is the same as those in group 3 (included in chapter 2) of this prospectus; and additionally those outlined in chapter 5. Not all of the Master classes are mandatory for professionals in Groups 5 & 6, however it is expected that each individual will attend at least one of the available master classes per year.

All staff in this group also have access to the learning and development identified in chapter 3, dependant on their role.
Staff in this group are expected to demonstrate the following competencies:

- Uses child and family focused practice when identifying instances of child abuse.
- Has professionally relevant core and case specific competencies.
- Contributes to interagency assessments, gathering and sharing information and where appropriate analysing risk.
- Documents concerns in a manner that is appropriate for safeguarding and legal processes.
- Undertakes regular documented reviews of own and/or team safeguarding practice as appropriate to role (i.e. via peer to peer review, case discussion, supervision or at refresher training)
- Contributes to serious case reviews

The mandatory learning and development workshop is detailed overleaf, but for this level it includes:

**RLSCB Group 3 Core**

Additionally, the suite of workshops listed in chapter 3 are also available for group 3 staff, and attendance will be determined by your job role and the relevance of the workshop to this.
Aims of the workshop:
A one day multi-agency course for 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.

Participants will develop the knowledge and skills to be able to work together to identify, assess and meet the needs of children where there are safeguarding concerns.

Pre-workshop learning:
Participants are expected to come with a basic understanding of child abuse and neglect, the signs and indicators of abuse and what to do in response to concerns about a child or young person. This learning could be via:

- Single-agency basic foundation training
- e-Academy Foundation & Intermediate e-Learning packages

Workshop Learning Outcomes:
By the end of the workshop participants will:

- have an improved knowledge of both national legislation and local procedures in child protection from referral and assessment through to child protection case conferences, core groups and the review process
- be able to recognise factors that can impact on parenting capacity such as domestic abuse or substance misuse
- have an understanding of what further contribution they may be asked or expected to make to the safeguarding process including the need for effective information sharing and communication within multi-agency working
- have an understanding of the Serious Case Review process and lessons learned both locally and nationally

Scheduled Dates:

<table>
<thead>
<tr>
<th>Date</th>
<th>Date</th>
<th>Date</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>22/04/2015</td>
<td>20/05/2015</td>
<td>11/06/2015</td>
<td>08/07/2015</td>
</tr>
<tr>
<td>24/09/2015</td>
<td>21/10/2015</td>
<td>18/11/2015</td>
<td>10/12/2015</td>
</tr>
</tbody>
</table>

Saturday Dates:

<table>
<thead>
<tr>
<th>Date</th>
<th>Date</th>
<th>Date</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>16/05/2015</td>
<td>11/07/2015</td>
<td>10/10/2015</td>
<td>20/02/2016</td>
</tr>
</tbody>
</table>

How to book on:
email faye.prosser@rotherham.gov.uk
Aims of the workshop:
This course is targeted at any agency/individual involved with children and young people e.g. children’s services, criminal justice, health, education, foster carers and residential homes’ staff.

Participants will explore how their existing knowledge and skills in working with children and young people can be used in this area of work and be encouraged to take part in exercises through the use of games, group discussions and creative expression. Participants will have the opportunity to discuss values, and to reflect upon how these may impact on working with children and young people who display sexually concerning or harmful behaviour. Examples of practice will be discussed and demonstrated. There will be some didactic teaching.

Pre-workshop learning:
- RLSCB Group 3 Core Workshop (Group 3 only)

Workshop Learning Outcomes:
Participants will
- Have an understanding around the theoretical, research, policy and practice base of this field of work
- Have identified and know how to develop their strengths in the understanding of children’s sexual development
- Have an understanding of children’s sexual development and the differences between appropriate sexual play and inappropriate sexual behaviour
- Have an understanding of how The Junction has developed ‘Safe Care’ work to create an environment where sexually concerning or harmful behaviour is recognised and responded to appropriately.

Duration:
1 day

Scheduled date:
11/11/2015

How to book on:
email faye.prosser@rotherham.gov.uk
RLSCB Safeguarding Young People At Risk Of Child Sexual Exploitation – A Multi-Agency Approach To Supporting Young People At Risk

Aims of the workshop:
A one day multi-agency course where participants will develop the knowledge and skills to be able to work together to identify, assess and meet the needs of children and young people where there are safeguarding concerns specifically in relation to child sexual exploitation.

Pre-workshop learning:
Participants are expected to come with a basic understanding of child abuse and neglect, the signs and indicators of abuse and what to do in response to concerns about a child or young person. This learning could be via:

- Single Agency basic foundation training
- e-Academy Foundation and Intermediate e-Learning packages
- RLSCB Group 3 Core Workshop

Workshop Learning Outcomes:
- To identify Child Sexual Exploitation (CSE)
- To recognise the signs and indicators of CSE
- To understand the referal process and intelligence requirement
- To gain an awareness of the work being carried out in Rotherham to tackle CSE

Duration
1 Day

Scheduled Dates:

<table>
<thead>
<tr>
<th>Date</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>23/04/2015</td>
<td>06/05/2015</td>
</tr>
<tr>
<td>21/05/2015</td>
<td>03/06/2015</td>
</tr>
<tr>
<td>16/07/2015</td>
<td>10/08/2015</td>
</tr>
<tr>
<td>29/09/2015</td>
<td>07/10/2015</td>
</tr>
<tr>
<td>12/11/2015</td>
<td>03/12/2015</td>
</tr>
<tr>
<td>29/01/2016</td>
<td>16/02/2016</td>
</tr>
<tr>
<td>02/03/2016</td>
<td></td>
</tr>
</tbody>
</table>

How to book on
email faye.prosser@rotherham.gov.uk
Aims of the workshop:
To raise awareness of the impact of Domestic Abuse and to gain an understanding of how to use appropriate assessment and be able to refer to specialist domestic abuse agencies.

Pre-workshop learning:
Participants are expected to come with a basic understanding of child abuse and neglect, the signs and indicators of abuse and what to do in response to concerns about a child or young person. This learning could be via:

- Single-agency basic foundation training
- e-Academy Foundation & Intermediate e-Learning packages
- Domestic Abuse training – Module 1 (Safer Rotherham Partnerships)

Workshop Learning Outcomes:
By the end of the workshop participants will:

- Be able to recognise the different types of domestic abuse and why victims don’t leave abusive relationships
- Gain an understanding of the effects and impact on children and how domestic abuse impacts on parenting capacity
- Gain an overview of the legal remedies available and the role of specialist domestic abuse agencies especially when working with high-risk cases
- Be able to undertake appropriate risk assessments and refer appropriately to MARAC

Duration
2 Day

Scheduled Dates:

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>29 &amp; 30/04/2015</td>
</tr>
<tr>
<td>23 &amp; 24/06/2015</td>
</tr>
<tr>
<td>13 &amp; 14/10/2015</td>
</tr>
<tr>
<td>21 &amp; 22/01/2016</td>
</tr>
</tbody>
</table>

How to book on
email faye.prosser@rotherham.gov.uk
Domestic Abuse Module 3 - MARAC And Risk Assessment

This is a full-day session which provides fundamental information around the awareness of Domestic Abuse.

Learning Outcomes:
By the end of this module, participants will:

- Be trained to risk assess cases of Domestic Abuse with the use of the ACPO DASH tool
- Be able to refer to MARAC and IDVA appropriately
- Have a sound underpinning knowledge of the Domestic Abuse risk assessment process
- Have a sound underpinning knowledge of the MARAC process
- Understand how the risk assessment and MARAC processes link to Domestic Homicide Reviews

Duration
1 Day

Scheduled Dates:

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>20/05/2015</td>
</tr>
<tr>
<td>01/10/2015</td>
</tr>
<tr>
<td>16/01/2016</td>
</tr>
</tbody>
</table>

How to book on
directions@rotherham.gov.uk
Domestic Abuse Module 4 – Providing A Risk Led Approach To Young People Experiencing Abuse Within Their Intimate And Family Relationships

This is a full-day session which provides fundamental information around the awareness of Domestic Abuse.

Learning Outcomes:
By the end of the day, participants will

- Develop their knowledge about the dynamics of domestic abuse and how this is different for young people
- Consider what adolescence is, how it impacts on a young person’s behaviour and what the implications of this are for practice
- Look at what the key risk factors for serious harm are for young people experiencing domestic abuse and how to safety plan with them in a multi-agency context
- Consider the role of Multi Agency Risk Assessment Conferences and Children’s Services in increasing the safety of young people in abusive relationships

In line with emerging best practice, it recommended that participants also attend the Domestic Abuse Training, Module 3: MARAC and risk assessment workshops to ensure they are acquainted with Domestic Abuse risk thresholds and the Rotherham MARAC and Domestic Abuse Risk Assessment processes. This can be undertaken before or after attending this module.

Duration
1 Day

Scheduled Dates:

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>22/09/2015</td>
</tr>
<tr>
<td>10/03/2015</td>
</tr>
<tr>
<td>09/12/2015</td>
</tr>
<tr>
<td>28/01/2016</td>
</tr>
</tbody>
</table>

How to book on
directions@rotherham.gov.uk
Aims of the workshop:
Participants will develop the knowledge and skills to be able to work together to identify, assess and meet the needs of children where there are safeguarding concerns.

Pre-workshop learning:
- RLSCB Group 3 Core Workshop (Group 3 only)

Workshop Learning Outcomes:
- Development an understanding of the impact of attachment and trauma on a child or young person’s development, experience and behaviour.
- Use an understanding of attachment in order to respond to difficult or unwanted behaviour.
- Have an overview of attachment and attachment theory including the neurological and physiological aspects of development.
- Have a greater understanding of the needs of Looked After and Adopted Children.

Duration
1 Day

Scheduled Dates:

<table>
<thead>
<tr>
<th>Date</th>
<th>Date</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>20/04/2015</td>
<td>23/06/2015</td>
<td>(early attachment)</td>
</tr>
<tr>
<td>09/07/2015</td>
<td>15/09/2015</td>
<td></td>
</tr>
<tr>
<td>08/10/2015</td>
<td>20/11/2015</td>
<td>(early attachment)</td>
</tr>
<tr>
<td>17/02/2016</td>
<td>15/03/2016</td>
<td></td>
</tr>
</tbody>
</table>

How to book on:
email faye.prosser@rotherham.gov.uk
Aims of the workshop:
Participants will develop the knowledge and skills to be able to work together to identify, assess and meet the needs of children where there are safeguarding concerns.

Pre-workshop learning:
- RLSCB Group 3 Core Workshop (Group 3 only)

Workshop Learning Outcomes:
Using a unique and powerful visual presentation, this training will provide participants with the opportunity to:

- Recognise their own experience of working with resistant families
- Reflect on the characteristics and behaviours of families and professionals, who are engaged in a ‘resistant’ relationship
- Explore strategies for maintaining a child centred approach to practice, whilst addressing resistance from families
- Reinforce the role of reflective supervision for frontline practitioners
- Draw on the lessons learnt from Serious Case Reviews
- Acknowledge the personal impact child protection practice has on professionals, exploring sources of support to build resilience

An extension to this learning will be provided to enable participants to:

- Explore the impact of fear and stress on infant resilience and survival, drawing on attachment theory and the neurological development of infants
- Address the effects of domestic violence on children and adolescents

Duration
1 Day

Scheduled Dates:

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>13/05/2015</td>
</tr>
<tr>
<td>08/09/2015</td>
</tr>
<tr>
<td>05/11/2015</td>
</tr>
<tr>
<td>13/01/2016</td>
</tr>
</tbody>
</table>

How to book on:
email faye.prosser@rotherham.gov.uk

RLSCB Working With Resistant Families – Delivered By Sue Woolmore
Aims of the workshop:
A half day multi-agency course for 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, including attendance at Child Protection Case Conference and Core Groups. This workshop will develop the knowledge and skills to be able to work together to identify, assess and meet the needs of children where there are safeguarding concerns.

Pre-workshop learning:
Participants are expected to come with a basic understanding of child abuse and neglect, the signs and indicators of abuse and what to do in response to concerns about a child or young person. This learning could be via:

- Single-agency basic foundation training
- e-Academy Foundation & Intermediate e-Learning packages
- RLSCB Group 3 Core workshop

Workshop Learning Outcomes:
By the end of the workshop participants will:

- have an understanding of the child protection case conference system
- be able to gather and analyse information including assessment of risk, and present to conference in the appropriate format
- have an understanding of how the case conference process informs child protection planning
- have an understanding of the role and function of the Core Group
- be able to understand how your agency contributes to the conference system and your role in this

Duration
half day

Scheduled Dates:

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/05/2015</td>
<td>09:00 am</td>
</tr>
<tr>
<td>16/09/2015</td>
<td>14:00 pm</td>
</tr>
<tr>
<td>14/01/2015</td>
<td>09:00 am</td>
</tr>
</tbody>
</table>

How to book on:
email faye.prosser@rotherham.gov.uk
Aims of the workshop:
A one day multi-agency course for 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.

To raise an awareness of safeguarding disabled children and young people and work effectively to promote positive outcomes on a multi-agency basis.

Pre-workshop learning:
Participants are expected to come with a basic understanding of child abuse and neglect, the signs and indicators of abuse and what to do in response to concerns about a child or young person. This learning could be via:

- Single-agency basic foundation training
- e-Academy Foundation & Intermediate e-Learning packages

Workshop Learning Outcomes:
By the end of the workshop participants will be able to:

- Reflect on factors that create vulnerability
- Understand what causes confusion about signs and indicators of abuse
- Understand the role of communication
- Demonstrate an awareness of the potential impact on the worker
- Understand how to challenge the professional opinion of others
- Utilise a framework for reflective learning and continuing professional development

Duration
1 Day

Scheduled Dates:
- 22/04/2015
- 28/10/2015

How to book on:
email faye.prosser@rotherham.gov.uk
Aims of the workshop:
This course aims to address the links between Parental Mental Health problems, Substance and Alcohol Misuse, Domestic Abuse, Safeguarding Children and Child and Adolescent Mental Health problems.

Learning outcomes:
By the end of the course participants will:

- Be able to identify the elements of the Toxic Trio and the relevance of each to Safeguarding children
- Be aware of what to do when they encounter Toxic Trio elements in families with children
- Understand the links between Safeguarding issues and Child and Adolescent Mental Health
- Be aware of the services provided by, and thresholds for referral to, Child & Adolescent Mental Health Services

Duration
1 Day

Scheduled Dates:

<table>
<thead>
<tr>
<th>Date</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/06/2015</td>
<td>23/10/2015</td>
</tr>
<tr>
<td>02/12/2015</td>
<td>17/03/2015</td>
</tr>
</tbody>
</table>

How to book on:
Email faye.prosser@rotherham.gov.uk
Head teachers or designated safeguarding leads; Designated Lead school governor; EWOs; Health Visitors; School Nurses; Children’s Nurses; Sick Children’s Nurse; Midwives; Gynaecological nurses and counsellors; orthopaedic staff (nursing and medical); A&E staff; Ophthalmic staff; Gynaecological and Urinary medical staff; children’s sessions day surgery staff; anaesthetists who work with children; Paediatricians; Children’s Social Workers; CAFCASS Advisers; Youth Workers; Youth Offending Teams; PYPPOs and Police in child protection roles; Managers or deputies in Playgroups; Children’s Centres, Day Nurseries, Nursery Schools, Nursery classes in primary schools, Registered childminders and nannies.

Staff in this group are expected to demonstrate the same competencies as those in group 3, and additionally demonstrate competence in:

- Contributing specifically to a section 47 investigation.

The mandatory learning and development workshop is detailed overleaf, but for this level it includes:

- **RLSCB Group 4 Core**

Additionally, the suite of workshops listed in chapter 3 are also available for group 4 staff, and attendance will be determined by your job role and the relevance of the workshop to this.
Chapter 4:

Groups 5 & 6 Mandatory Learning & Development

Independent Conference Chairs, Safeguarding Unit Manager and assistants; Safeguarding Board Manager and special advisors; Named Nurse, Designated Nurse, Named Doctor, Designated Doctor, Named Paediatrician; and named safeguarding leads for Early Years, Youth Service, Schools & FE institutions, Voluntary and community organisations, Police & Probation.

A number of one day multi-agency workshops or Masterclasses will be run by the RLSCB throughout the year for named safeguarding leads and operational managers at all levels within statutory, voluntary, independent and community organisations.

Applied Suicide Intervention Skills Training (ASIST)

Aims of the workshop:

This two day course is designed to teach Suicide First Aid skills to raise confidence and knowledge and to familiarise participants with the most widely used suicide intervention model in the world.

Recognised by the Department of Health, ASIST is fast becoming an essential tool for all community caregivers. The course aims to break down stereotypes and misinformation about suicide and gives participants an evidence-based approach to those at risk.

Participants must be able to attend both full days.

Learning outcomes:

- At the end of the course participants will be able to:
- Recognise invitations for help
- Reach out and offer support
- Review the risk of suicide
- Apply a suicide intervention model
- Link people with community resources

Duration

2 Days

Scheduled Dates:

- 3&4/06/2015
- 1&2/10/2015

How to book on:

Email faye.prosser@rotherham.gov.uk
RLSCB CSE: Understanding A Child Victim’s Response to Sexual Exploitation

Aims of the workshop:
This workshop will provide understanding and insight into the impact of CSE on victims’ responses and disclosures for frontline practitioners.

Zoe Lodrick is a psychotherapist with over 20 years’ experience of providing psychotherapy to women and men who have experienced rape, sexual assault and/or childhood sexual abuse.

Since 2009 she has delivered training and consultation to professionals who work with victims/survivors of sexualised traumas (whether therapeutically or within the criminal justice system).

Zoe is generally recognised as having specialist knowledge/expertise with regard to human behaviour/response when faced with a perceived threat (especially interpersonal and sexual threat).

She has received national recognition for her work in recognition of her work to increase understanding of sexualised trauma within the criminal justice system.

She has delivered training to the varied agencies in the Justice system- the Judiciary, CPS, Police and Barristers.

Workshop Learning outcomes:
• How perpetrators think, target and groom the victims;
• The importance of having an understanding of sex offenders if your aim is to safeguard young people from them;
• The risk taking, and secretive, nature of adolescents and how especially vulnerable that makes them to those who intend to sexually exploit them;
• Threat response in humans (basic neurobiology) as a way of understanding illogical reactions to sexual threat;
• Attachment theory as a way of understanding how people become ensnared in abusive situations, why they frequently don’t leave and/or tell somebody;
• Trauma bonds as explanation for victims retracting allegations and/or reengaging with abusers even after a spell of no contact;
• Psychological theory to address how some people are abused on multiple occasions by offenders who have no connection with one another.

Duration
1 Day

Scheduled Dates:

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>03/06/2015</td>
</tr>
<tr>
<td>01/07/2015</td>
</tr>
<tr>
<td>12/08/2015</td>
</tr>
<tr>
<td>23/09/2015</td>
</tr>
</tbody>
</table>

How to book on:
Email faye.prosser@rotherham.gov.uk
Chapter 5:
Groups 7 & 8 Mandatory Learning & Development

RLSCB is committed to ensuring that all Local Safeguarding Children Board members and advisors are as up-to-date with current practice and legislative requirements as is possible. This relates to groups 7 & 8 in the Working Together 2010 statutory guidance, though obviously this is a small group of individuals compared to groups 1 – 6.

To best ensure that Board members are exposed to the right level of learning and development, all the workshops included within this prospectus are available to them.

Additionally, RLSCB organise regular development sessions – either in isolation or in partnership with other bodies – led by the Independent Chair. This happens at least twice every year, though as part of the RLSCB Business Meeting agenda items, reports are submitted for information to keep all RLSCB members up-to-date with emerging policy changes.

The RLSCB Independent Chair is subject to an annual appraisal completed by the Strategic Director of Children & Young People’s Services (RMBC), informed by 360 degree feedback from Board members and advisors.

New members to RLSCB work through a structured induction programme with the RLSCB Business Manager, and additionally all RLSCB Members and Advisors are asked to complete an annual self-diagnostic of their competence to carry out their role for RLSCB, based on a toolkit developed by the Department for Education.
For more information about the contents of this prospectus, please contact the following:

Faye Prosser, RLSCB Learning & Development Administrator,  
Tel. 01709 254924 or  
Email: Faye.Prosser@Rotherham.gov.uk

Sherran Finney, RLSCB Learning & Development Coordinator,  
Tel. 01709 822690 or  
Email: Sherran.Finney@Rotherham.gov.uk

Warren Carratt, RLSCB Head of Service – Organisational Development, Partnerships & Quality  
Tel 01709 823795 or  
Email: Warren.Carratt@Rotherham.gov.uk

For information about RLSCB, please visit out website at: www.rscb.org.uk/Home.aspx