

Derbyshire  
**Safeguarding  
Children**  
Board



**Safeguarding  
Children**  
Everybody's Business

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**Derbyshire Safeguarding Children Board  
Training Programme**

September 2007 to March 2008

**Safeguarding Competence and  
Confidence: Self / Team Assessment**

## **A self-assessment guide that may assist you to identify which course could be helpful for you**

Each of the courses above is linked to learning outcomes related to 'Working Together' 2006. These specify outcomes for:

- Those ***in contact*** with children, young people and parents and carers
- Those ***who work regularly*** with children, young people and parents and carers
- Those ***with a particular responsibility*** for safeguarding children and young people

Within these categories there are then further specific outcomes for **practitioners**, **operational managers** and those with **strategic responsibility** for commissioning and providing services.

In the pages below these learning outcomes are set out and you are encouraged to:

- a) *identify* which learning outcomes most suitably apply to your area of work role and responsibilities ~ firstly by asking whether you are 'in contact' (tables 1a/b/c), 'work regularly' (tables 2 a/b/c) or have a 'particular responsibility' (tables 3 a/b/c) and then considering whether you are a practitioner, manager or have strategic responsibility
- b) *assess* your own competence/confidence in relation to the outcomes in the table that that best fits your role (it is likely that only one table will fit with your responsibilities and amount of contact you have with children and/or young people where there are potentially safeguarding issues
- c) *consider* areas for further development and which course/s may help you

**Managers and practitioners may like to use this assessment tool in supervision or as the basis for a team discussion about confidence, competence (knowledge, skills and values) and capacity in 'safeguarding' work.**

- 1) Those **in contact** with children, young people and adults who are parents/carers:  
**a) Practitioners, b) Operational Managers** and **c) those with Strategic Responsibility** for commissioning and providing services

a) Practitioners ' <b>in contact</b> ' with children and young people	Self assessment Please rate yourself on a scale of 0 (none) – 10 (full)		DSCB courses that may help you to develop your practice
	Competence	Confidence	
1. Understand what is meant by safeguarding and promoting the welfare of children and the different ways in which children and young people can be harmed.			Early Years / Voluntary, Community and Independent ~ Introductory
2. Be aware of the statutory duty to safeguard and promote the welfare of children in accordance with the Children Act 2004.			Working Together ~ Introduction
3. Be familiar with <i>What to do if you are worried a child is being abused</i> national guidance and local procedures and appreciate own role and responsibilities and those of others in safeguarding and promoting the welfare of children			Domestic Abuse ~ Introduction  Safeguarding Disabled Children ~ Introduction
4. Be able to make judgements about how to act to safeguard and promote the welfare of a child in line with <i>What to do if...</i>			Safeguarding, Diversity and ADP
5. Be aware of the Local Safeguarding Children Board (LSCB) and its remit.			Safeguarding ~ Shaken Babies
6. Understand statutory requirements governing consent, confidentiality and information-sharing.			Safeguarding and Parental Mental Health
7. Understand the necessity for information-sharing and accurate recording within the context of safeguarding and promoting the welfare of a particular child.			
8. Provide appropriate, succinct information to enable other practitioners to deliver support to the child and family.			
9. Know the boundaries of personal competence and responsibility, when to involve others and where to seek advice and support.			
10. Understand when they are required to consult with a manager/designated person.			
11. Be able to identify concerns about possible maltreatment arising from completion of a Common Assessment Framework			
12. Know when and how to respond to immediate safety issues in relation to a particular child and other children within the household			
13. Be aware of the impact of aggression, anger and violence from carers on practice and know how to manage this			
14. Know what to do when there is an insufficient response from other organisations and agencies, while maintaining a focus on safeguarding and promoting the welfare of the child.			

b) Operational Managers for those <i>'in contact'</i> with children and young people	Self assessment Please rate yourself on a scale of 0 (none) – 10 (full)		DSCB courses that may help you to develop your practice
	Competence	Confidence	
1. Be aware of the statutory duty to safeguard and promote the welfare of children and recognise the roles and responsibilities of staff as outlined in <i>What to do if....</i>			Early Years / Voluntary, Community and Independent ~ Introductory
2. Be able to make judgements about ways in which practitioners should act to safeguard and promote the welfare of a child in line with <i>What to do if...</i>			EY / VCI ~ Advanced
3. Be aware of the LSCB and its remit;			Working Together ~ Introduction
4. Be aware of LSCB Inter-agency policies, procedures and protocols.			Working Together ~ Advanced
5. Understand statutory requirements governing consent, confidentiality and information-sharing.			Domestic Abuse ~ Introduction
6. Understand the necessity for information-sharing and accurate recording within the context of safeguarding and promoting the welfare of children and have the knowledge and skills to advise practitioners.			Domestic Abuse ~ Advanced
7. Understand the role and influence of the front line manager, including in facilitating multi-disciplinary communication and conflict resolution.			Safeguarding Disabled Children ~ Introduction
8. Understand and be able to address the impact of practitioner anxiety on performance.			Safeguarding Disabled Children ~ Advanced
9. Be able to offer advice, guidance and support in line with national and local guidance to practitioners who have concerns about safeguarding and promoting the welfare of a child.			Safeguarding, Diversity and ADP
10. Be aware of the impact of aggression, anger and violence from carers on practice and ensure practitioners are supported when working in these situations.			Safeguarding ~ Shaken Babies
11. Understand the emotional impact of working together to safeguard children and promote the welfare of children and support practitioners appropriately.			Safeguarding and Parental Mental Health
12. Have the knowledge and skills to identify how practitioners can get stuck, lose focus and be drawn into poor performance and respond accordingly			Risk Assessment ~ Introduction
			Effective Supervision
			Research Matters

c) Those with Strategic Responsibility in relation to services <i>'in contact'</i> with children and young people	Self assessment Please rate yourself on a scale of 0 (none) – 10 (full)		DSCB courses that may help you to develop your practice
	Competence	Confidence	
<p>1. Be aware of the statutory duty to safeguard and promote the welfare of children and identify a lead senior manager who is accountable for the agency fulfilling this duty.</p> <p>2. Recognise the roles and responsibilities of practitioners as outlined in this guidance and in <i>What to do if...</i></p> <p>3. Understand the needs of development and support needs of staff, enabling them to effectively work together with others to safeguard and promote the welfare of children.</p> <p>4. Understand the need for management plans for recruitment, training, support and supervision of all staff undertaking safeguarding duties.</p> <p>5. Recognise the systems that should be in place within an organisation and between organisations in order to comply with statutory duties to cooperate to safeguard and promote the welfare of children.</p> <p>6. Understand statutory requirements governing consent, confidentiality and information-sharing and the implications for developing and maintaining intra and inter-agency systems and protocols.</p> <p>7. Recognise the management of information required to ensure that the agency is discharging its duty to safeguard and promote the welfare of children.</p> <p>8. Be aware of the Local Safeguarding Board and its remit.</p> <p>9. Know what actions need to be taken to ensure the agency is demonstrating its safeguarding duties in strategic and operational plans.</p>			<p>Early Years / Voluntary, Community and Independent ~ Introductory</p> <p>EY / VCI ~ Advanced</p> <p>Working Together ~ Introduction</p> <p>Working Together ~ Advanced</p> <p>Domestic Abuse ~ Introduction</p> <p>Domestic Abuse ~ Advanced</p> <p>Safeguarding Disabled Children ~ Introduction</p> <p>Safeguarding Disabled Children ~ Advanced</p> <p>Safeguarding, Diversity and ADP</p> <p>Safeguarding ~ Shaken Babies</p> <p>Safeguarding and Parental Mental Health</p> <p>Risk Assessment ~ Introduction</p> <p>Effective Supervision</p> <p>Research Matters</p>

2) Those who **work regularly** with children, young people and adults who are parents/carers: **a) Practitioners, b) Operational Managers** and **c) those with Strategic Responsibility** for commissioning and providing services

a) Practitioners who ' <b>work regularly</b> ' with children and young people	Self assessment Please rate yourself on a scale of 0 (none) – 10 (full)		DSCB courses that may help you to develop your practice
	Competence	Confidence	
1. Understand the safeguarding roles of parents and carers and recognise factors that can impact on parenting capacity.			Early Years / Voluntary, Community and Independent ~ Introductory
2. Have confidence to challenge own and other's practice.			EY / VCI ~ Advanced
3. Understand boundaries of personal competence and responsibility, know when to involve others and where to get advice and support.			Working Together ~ Introduction
4. Be able to communicate effectively and develop working relationships with other practitioners and professionals, children and families to safeguard and promote the welfare of children.			Working Together ~ Advanced
5. Understand the role of other practitioners and agencies in supporting and advising families and safeguarding and promoting the welfare of children and the impact of own interviewing style, decisions and actions on others.			Domestic Abuse ~ Introduction
6. Work together with others as outlined in the <i>What to do if ...</i> guidance.			Domestic Abuse ~ Advanced
7. Have a sound understanding of the principles and processes for effective collaboration and be able to forge and sustain relationships with other practitioners and families to safeguard and promote the welfare of children.			Safeguarding Disabled Children ~ Introduction
8. Know who to share information with, when and how to record information related to assessment, planning, intervention and review.			Safeguarding, Diversity and ADP
9. Appreciate the effect of cultural and religious beliefs on practice when working together to safeguard and promote the welfare of children.			Safeguarding ~ Shaken Babies
10. Have the skills to work with others to address issues of aggression and /or non-compliance by service users that may impinge on practitioners' ability to safeguard and promote the welfare and know when and how to seek support/advice.			Safeguarding and Parental Mental Health
11. Understand the role of assessment, planning and review in effective service provision and the change process.			Risk Assessment ~ Introduction
12. Understand when they are required to consult with a manager or designated person.			Risk Assessment ~ Advanced
13. Be able to write clear evidence based and outcome focused reports.			Research Matters

b) Operational Managers for those who <i>'work regularly'</i> with children and young people	Self assessment Please rate yourself on a scale of 0 (none) – 10 (full)		DSCB courses that may help you to develop your practice
	Competence	Confidence	
1. Understand parents and carers safeguarding role and recognise factors that can impact on parenting capacity.			Early Years / Voluntary, Community and Independent ~ Introductory
2. Be able to develop an accurate assessment of a practitioner's competence with regard to safeguarding and promoting children's welfare and address areas for development.			EY / VCI ~ Advanced
3. Be able to recognise the boundaries of staff and own competence and responsibility, know when to involve others and where to get advice and support.			Working Together ~ Introduction
4. Have a sound understanding of the principles and processes for effective collaboration and be able to communicate, forge and sustain relationships with other managers and address any issues encountered by practitioners working with others to safeguard and promote the welfare of children.			Working Together ~ Advanced
5. Understand the role of other practitioners and agencies in supporting and advising families to safeguard and promote the welfare of children and advise staff accordingly.			Domestic Abuse ~ Introduction
6. Be able to supervise staff who are working together with others on the processes outlined in this guidance and in <i>What to do if ...</i> guidance.			Domestic Abuse ~ Advanced
7. Know who to share information with and when and how to record information and be able to advise practitioners accordingly.			Safeguarding Disabled Children ~ Introduction
8. Understand and be able to address issues of practitioner-anxiety, and of aggression and non-compliance from carers when working together to safeguard and promote the welfare of a child.			Safeguarding, Diversity and ADP
9. Appreciate and be able to address with practitioners the effect of cultural and religious beliefs on practice when working together to safeguard and promote the welfare of children			Safeguarding ~ Shaken Babies
			Safeguarding and Parental Mental Health
			Risk Assessment ~ Introduction
			Risk Assessment ~ Advanced
			Research Matters
			Effective Supervision

c) Those with Strategic Responsibility in relation to services which ' <i>work regularly</i> ' with children and young people	Self assessment Please rate yourself on a scale of 0 (none) – 10 (full)		DSCB courses that may help you to develop your practice
	Competence	Confidence	
<p>1. Be aware of the statutory duty to safeguard and promote the welfare of children and recognise the roles and responsibilities of staff as outlined in this guidance and in <i>What to do if...</i></p> <p>2. Understand the statutory requirements of the LSCB under sections 13-16 of the Children Act 2004 and the LSCB regulations.</p> <p>3. Be aware of the key purposes, functions and tasks of the LSCB and be able to follow procedures as outlined in guidance.</p> <p>4. Understand the individual and joint roles and responsibilities of members of the LSCB.</p> <p>5. Know how to ensure own agency is able to demonstrate their duties to safeguard and promote the welfare of children in their strategic and operational plans.</p> <p>6. Ensure that own agency job descriptions reflect the responsibilities of LSCB membership.</p> <p>7. Understand the mandate and organisational support required to ensure meaningful representation.</p> <p>8. Know how to obtain necessary professional/ expert advice to fulfil role.</p> <p>9. Understand the role of the Children's Service Authority, the Director of Children's Services, the lead elected member and the LSCB chair.</p>			<p>Early Years / Voluntary, Community and Independent ~ Introductory</p> <p>EY / VCI ~ Advanced</p> <p>Working Together ~ Introduction</p> <p>Working Together ~ Advanced</p> <p>Domestic Abuse ~ Introduction</p> <p>Domestic Abuse ~ Advanced</p> <p>Safeguarding Disabled Children ~ Introduction</p> <p>Safeguarding, Diversity and ADP</p> <p>Safeguarding ~ Shaken Babies</p> <p>Safeguarding and Parental Mental Health</p> <p>Risk Assessment ~ Introduction</p> <p>Risk Assessment ~ Advanced</p> <p>Research Matters</p> <p>Effective Supervision</p>

3) Those with a **particular responsibility** for safeguarding children:  
**a) Practitioners, b) Operational Managers and c) those with Strategic Responsibility** for commissioning and providing services

a) Practitioners with a <b>'particular responsibility'</b> for safeguarding children and young people	Self assessment Please rate yourself on a scale of 0 (none) – 10 (full)		DSCB courses that may help you to develop your practice
	Competence	Confidence	
1. Be able to work with other practitioners, children and families on complex tasks or particular areas of practice that have specific knowledge or skill requirements. For example, joint enquiries under section 47 of the Children Act 1989.			Early Years / Voluntary, Community and Independent ~ Introductory
2. Have the confidence to challenge decisions in complex situations by looking beyond immediate role and asking questions.			EY / VCI ~ Advanced
3. Be able to assess the relevance and status of information and to pass it on when appropriate.			Working Together ~ Introduction
4. Be able to establish and maintain working partnerships of trust and mutual respect whilst recognising ways in which group process can influence and distort decision-making.			Working Together ~ Advanced
5. Understand and be able to make an effective contribution through report writing and verbal communication to multi-disciplinary case planning and review meetings.			Domestic Abuse ~ Introduction
6. Know how to manage conflict and disagreement between professionals when working together on complex cases.			Domestic Abuse ~ Advanced
7. Have the skills to work with others to address issues of aggression and /or non-compliance that may impinge on practitioners' ability to safeguard and promote the welfare of a child in complex cases.			Safeguarding Disabled Children ~ Introduction
8. Have an understanding of factors at an inter-personal, intra-personal and systemic level which influence the possibility of change.			Safeguarding, Diversity and ADP
			Safeguarding ~ Shaken Babies
			Safeguarding and Parental Mental Health
			Risk Assessment ~ Introduction
			Risk Assessment ~ Advanced
			Research Matters

b) Operational Managers for those with a <i>'particular responsibility'</i> for safeguarding children and young people	Self assessment Please rate yourself on a scale of 0 (none) – 10 (full)		DSCB courses that may help you to develop your practice
	Competence	Confidence	
1. Be aware of the specific knowledge and skill requirements necessary for working on complex cases. For example, joint enquiries under section 47 of the Children Act 1989.			Working Together ~ Introduction
2. Ensure that practitioners have the appropriate knowledge and skills and are managed and supported.			Working Together ~ Advanced
3. Know what to do when there is an insufficient response from other organisations and agencies, while maintaining a focus on safeguarding and promoting the welfare of the child.			Domestic Abuse ~ Introduction
4. Be able to assess the relevance and status of information and ensure staff manage this information appropriately.			Domestic Abuse ~ Advanced
5. Be able to assess ways in which practitioners are working together on complex cases and ways in which group process can influence and distort decision-making.			Safeguarding Disabled Children ~ Introduction
6. Know how to deal with professional disagreement.			Safeguarding, Diversity and ADP
7. Be able to help practitioners sustain purposeful and respectful relationships with service users over time and under stressful conditions.			Safeguarding ~ Shaken Babies
8. Be able to recognise when the relationship between practitioner and service user is in danger of breaking down and take appropriate action.			Safeguarding and Parental Mental Health
9. Know how to manage aggression and non-compliance in complex cases.			Risk Assessment ~ Introduction
			Risk Assessment ~ Advanced
			Research Matters
			Effective Supervision

c) Those with a Strategic Responsibility for services with a <i>'particular responsibility'</i> for safeguarding children and young people	Self assessment Please rate yourself on a scale of 0 (none) – 10 (full)		DSCB courses that may help you to develop your practice
	Competence	Confidence	
<p>1. Understand how recent policy, practice and research developments, serious case reviews and the findings of the local screening teams should inform the work of the LSCB.</p> <p>2. Recognise the factors that are promoting and inhibiting the effective functioning of the LSCB and be able to address these in order to improve performance.</p> <p>3. Work together to assess the developmental needs of the LSCB.</p> <p>4. Be able to ensure effective communication between the local LSCB, the local children's workforce and local community.</p> <p>5. Be able to identify ways of learning from service user experience and taking account of the views of children and young people.</p>			<p>Working Together ~ Introduction</p> <p>Working Together ~ Advanced</p> <p>Domestic Abuse ~ Introduction</p> <p>Domestic Abuse ~ Advanced</p> <p>Safeguarding Disabled Children ~ Introduction</p> <p>Safeguarding, Diversity and ADP</p> <p>Safeguarding ~ Shaken Babies</p> <p>Safeguarding and Parental Mental Health</p> <p>Risk Assessment ~ Introduction</p> <p>Risk Assessment ~ Advanced</p> <p>Research Matters</p> <p>Effective Supervision</p>