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# Rotherham Safeguarding Children Partnership

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## Learning & Development Prospectus 2025 - 2026

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## INTRODUCTION

# ROTHERHAM SAFEGUARDING CHILDREN PARTNERSHIP (RSCP) MULTI-AGENCY TRAINING PROGRAMME 2025-26

As part of its Learning and Development Strategy, the RSCP provides multi-agency safeguarding training workshops, e-learning, briefing / bite size sessions and conferences. The RSCP multi-agency safeguarding training is offered to staff and volunteers from all partner agencies who come into contact with children, young people and / or their families within Rotherham in the course of their work.

## LEARNING AND DEVELOPMENT – Which are right for me?

Professionals and practitioners who work with children and young people need to ensure that they access the appropriate safeguarding training. In order to make this easier, we have developed a **Competency Framework** which identifies **five** different levels of roles and responsibilities, and which training courses would be most appropriate for each level.

This is developed from 'Safeguarding children and young people: roles and competencies for health care staff INTERCOLLEGIATE DOCUMENT' Third edition: March 2014. Revised, intercollegiate Doc. **4<sup>th</sup> Edition 2019**. Safeguarding Children and Young People: Roles and Competences for Healthcare Staff. <https://www.rcn.org.uk/professional-development/publications/pub-007366>

All applications for training should be discussed in conjunction with your line manager and / or your safeguarding lead to ensure that you are attending the right training for you. The full Competency Framework can be found on Pages 19 to 27.

## Rotherham Multi-Agency Workforce

### SAFEGUARDING CHILDREN COMPETENCY FRAMEWORK

Effective multi-agency training arrangements are the key to maximising the support available across organisations to identify needs and safeguard children and families. A strong multi agency approach to training and development across the public and voluntary sector workforce is integral to building rigorous practice and contributing to the efficacy of the system. Whilst agencies need to be responsible for their own core training and development arrangements, it is vital that there is shared responsibility, shared ownership, and a collegiate approach to understanding the importance of multi-agency working and how this can impact on children and families.

The Rotherham Multi-Agency Workforce Safeguarding Competency Framework outlines a key set of competencies that are aligned to specific public and voluntary sector roles. The Framework has been developed across multi-agency partners and the competencies are ordered in relation to the levels and complexity of practitioner engagement “They are a combination of skills, knowledge, attitudes, and values that are required for safe and effective practice (Chapter 10)<sup>1</sup>

All staff that come into contact with children have a responsibility to safeguard and promote their welfare and know ‘what to do’ if they have concerns about safeguarding issues, including child protection. This responsibility is equally valid with staff working primarily with adults who have dependent children (or access to families that have) It is therefore important that training and development meets the *levels of complexity* that professionals work with on a day-to-day basis. For example, a frontline housing repair worker needs to have a basic understanding of neglect and how to identify and report a child protection concern but would not require the same level or intensity of training as a Health Visitor or Family Support Worker. Learning from Serious Case Reviews<sup>2</sup>, which take place following a serious incident or death of a child, frequently cites a lack of multi-agency information sharing, lack of escalation and lack of awareness across professionals to the issues that were occurring in families. The framework is designed to enable all organisations and workers operating within them to clearly understand their roles and responsibilities within child and family safeguarding competencies.

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<sup>1</sup> Intercollegiate Doc. 4<sup>th</sup> Edition 2019. **Safeguarding Children and Young People: Roles and Competences for Healthcare Staff.**

<sup>2</sup> <https://www.rcn.org.uk/professional-development/publications/pub-007366>

## SAFEGUARDING CHILDREN COMPETENCY FRAMEWORK

Competency Level	Which staff does this apply to?	Core Competency	Knowledge and skills
<p><b>Level 1</b></p> <p><b>Single Agency Responsibility</b></p> <p><b>Some support from RSCP</b></p>	<p>All workers that come into contact with children and families at some point during their work, or have access to sensitive information, but where that contact is minimal and does not have any intensity in terms of time spent and complexity of involvement.</p> <p><b>Examples</b> Housing Officer; Bus Driver; Taxi Driver; Street Cleaner; Waste Management Officer; Plumbing &amp; Heating Engineer; Council Joiner; Council Tax Cashier; Hospital Porter; Administrators; Receptionist; Cleaners; Caterers; Volunteers; Park Wardens</p>	<ul style="list-style-type: none"> <li>• These workers should have an awareness of what constitutes concern around children and as a result could confidently seek advice or report signs of neglect, abuse or general concerns about a child and/or family and know how to do this. In simple terms they know.             <ol style="list-style-type: none"> <li>I. The signs of abuse/neglect</li> <li>II. Who to talk to?</li> <li>III. How to report it</li> </ol> </li> <li>• These competencies should be refreshed annually via staff development appraisal and planning processes.</li> </ul>	<ul style="list-style-type: none"> <li>• A basic awareness of what constitutes child maltreatment in its different forms.</li> <li>• Know what to do if there are concerns about child maltreatment, including who to contact, where to obtain further advice and support, and have awareness of the referral or reporting process.</li> <li>• Knowledge about the importance of sharing information (including the consequences of failing to do so).</li> <li>• Knows what to do if there are concerns about child maltreatment, including who to contact, where to obtain further advice and support, and have awareness of the referral process.</li> <li>• Is willing and able to listen to children and young people and to act on issues and concerns.</li> </ul>

Competency Level	Which staff does this apply to?	Core Competency	Knowledge and skills
<p><b>Level 2</b></p> <p>Single Agency Responsibility</p> <p>Some support from RSCP</p>	<p>Those workers that have some degree of contact with children and families but where this isn't a primary focus of their role. These workers may spend some time in the company of/or observing children and families during the course of their work, but they wouldn't be in a position to contribute to assessment and planning for the child.</p> <p><b>Examples</b>            Librarian; School Caretaker; School Kitchen Staff; Medical Receptionist; Community Safety Officer; Adult Court Magistrate; Police Civilian Staff; Family Dentist; Administrators; Pharmacists, Health Care Assistants; Nurses on Adult Wards or in community settings; Practice Nurses; PCSOs; Housing Wardens; School Crossing Patrols; Probation Workers</p>	<p><i>As outlined for level 1 plus:</i></p> <ul style="list-style-type: none"> <li>• These workers use knowledge and understanding to identify signs of neglect or abuse.</li> <li>• These workers are able to identify and refer or report a child at risk of harm or experiencing harm.</li> <li>• These workers should be clear about their own and other colleagues' roles, responsibilities and professional boundaries including abuse by professionals and have insight into concerns about the conduct of colleagues.</li> <li>• These workers should be able to competently share concerns related to a child's well-being and record those concerns appropriately. These workers should be able to share appropriate information about children and families with other staff in their organisation.</li> <li>• These workers are able to act in accordance with key statutory and non-statutory guidance and legislation.</li> </ul>	<p><i>As outlined previously for Level 1 plus:</i></p> <ul style="list-style-type: none"> <li>• Awareness of the normal development of children and young people and the ways in which abuse and neglect may impact on this.</li> <li>• Understands that certain factors may be associated with child maltreatment, such as child disability and premature birth; living with parental mental health problems; other long-term chronic conditions; drug and alcohol abuse and domestic violence.</li> <li>• Able to share appropriate and relevant information with other staff within their organisation – in writing, by telephone, electronically, and in person.</li> <li>• Know what the term 'Looked After child' means</li> <li>• Recognises how own beliefs, experience and attitudes might influence professional involvement in supporting children and families.</li> </ul>

Competency Level	Which staff does this apply to?	Core Competency	Knowledge and skills
<p><b>Level 3</b></p> <p><b>Single Agency Responsibility</b></p> <p><b>And</b></p> <p><b>RSCP Multi-Agency Offer</b></p>	<p>Workers that have a primary role of working with children, and/or parents/carers. These workers will be contributing to assessment, planning, intervention and review of children, families, or adults that have contact with children.</p> <p><b>Examples</b></p> <p>Family Support Worker; Child or Adult Substance Misuse Worker; Youth Worker; Education Welfare Officer; Social Worker; Nurse; Health Visitor; School Nurse; Midwife; PPU Police Officer; Team Leader; Clinical Staff working with children (Health); CAMHS Worker; Adult Crisis Team Worker; Youth Offending Team Worker; Youth Court Magistrate; GPs and Medical Doctors; Teachers and 6th form Lecturers; Psychologists; Psychotherapists; Children's Therapists; Educational Psychologists; Adult or Child and Adolescent Psychiatrists; Children's Occupational Therapists</p>	<p><i>As outlined for Level 1 and 2 plus:</i></p> <ul style="list-style-type: none"> <li>• These workers are able to draw on child and family-focused, professional knowledge and expertise of what constitutes child maltreatment and to identify signs of sexual, physical, or emotional abuse or neglect.</li> <li>• These workers are able to document and report concerns effectively.</li> <li>• These workers are able to contribute to inter-agency assessments, the gathering and sharing of information and, where appropriate, analysis of risk.</li> <li>• These workers are able to undertake regular documented reviews of own practice as appropriate to role in various ways, such as through supervision, audit, case discussion, peer review.</li> <li>• These workers are able to provide appropriate professional challenge within the safeguarding system.</li> <li>• These workers are able to form part of a multi-disciplinary team to support children and families through care planning and review.</li> </ul>	<p><i>As outlined previously for Level 1 &amp; Level 2 plus:</i></p> <ul style="list-style-type: none"> <li>• Aware of the implications of legislation, inter-agency policy and national guidance.</li> <li>• Understands the issues around effective information sharing, confidentiality, and consent related to children and young people.</li> <li>• Knows how to share information appropriately, taking into consideration confidentiality and data-protection issues.</li> <li>• Understands the importance of children's rights in the safeguarding/child protection context, and related legislation.</li> <li>• Understands the assessment of need, risk and harm.</li> <li>• Knows when to liaise with expert colleagues about the assessment and management of children and young people where there are concerns about maltreatment Safeguarding Children and Young people.</li> <li>• Knows the long-term effects of maltreatment and how these can be detected and prevented.</li> <li>• Able to contribute to and make considered judgements about how to act to safeguard/protect a child or young person.</li> </ul>

			<ul style="list-style-type: none"> <li>• Able to work with children, young people and families where there are concerns as part of the multi-disciplinary team and with other disciplines, such as adult mental health, when assessing a child or young person.</li> <li>• Able to present concerns pertaining to a child and/or family verbally and in writing for professional purposes as required (and as appropriate to role, including Team Around the Family meetings, Case Conferences, Family Court Proceedings, Core Groups, Strategy Meetings, Family Group Conferences).</li> <li>• Able to communicate effectively with children and young people, ensuring that they have the opportunity to participate in decisions affecting them as appropriate to their age and ability.</li> <li>• Able to understand, interpret and represent the 'voice of the child' and present that in professional forums.</li> <li>• Able to appropriately challenge other professionals when required and provide supporting evidence</li> <li>• Understands the Policy for Resolving Professional Differences of Opinion and knows how to follow this.</li> </ul>
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Competency Level	Which staff does this apply to?	Core Competency	Knowledge and skills
<p><b>Level 4</b></p> <p>Single Agency Responsibility</p> <p>And</p> <p>RSCP Multi-Agency Offer</p>	<p>Professionals who oversee or supervise the work of front-line professionals or those that have line management responsibility for front line workers and their managers. Oversight of services and safeguard responses with children, families, parents, carers and adults who have contact with children is a key part of this role.</p> <p><b>Examples</b></p> <p>Health - Named Professionals; Local Authority or Voluntary Sector Team Manager; Head of Service; Service Manager; Assistant Director; Head of Public Protection &amp; Investigation Unit; Education Designated Safeguarding Leads; Police Inspectors; Chief Inspectors Consultant Paediatrician; Safeguarding Supervisors with oversight responsibilities</p>	<p><i>As outlined for Level 1, 2 and 3</i></p> <ul style="list-style-type: none"> <li>• These professionals contribute as a member of the organisation's safeguarding team to the development of internal safeguarding/child protection policy, guidelines, and protocols.</li> <li>• These professionals are able to effectively communicate local safeguarding knowledge, research and findings from audits and challenge poor practice.</li> <li>• These professionals facilitate and contribute to own organisation audits, multi-agency audits and statutory inspections.</li> <li>• These professionals operate as part of multi-agency teams to commission, plan, design, deliver and evaluate single and inter-agency training and teaching for staff in the organisations covered.</li> <li>• These professionals undertake and contributes to serious case reviews/case management reviews/significant case reviews.</li> <li>• These professionals coordinate and contribute to implementation of</li> </ul>	<p><i>As outlined previously for Level 1, Level 2 &amp; Level 3 plus:</i></p> <ul style="list-style-type: none"> <li>• Able to effectively communicate local safeguarding knowledge, research and findings from audits and challenge poor practice.</li> <li>• Aware of latest research evidence and the implications for practice.</li> <li>• Aware of best practice in particular specialism.</li> <li>• Has an advanced knowledge of relevant national and international issues, policies and implications for practice.</li> <li>• Able to give advice about safeguarding/child protection policy and legal frameworks.</li> <li>• Able to support colleagues in challenging views offered by other professionals, as appropriate.</li> <li>• Able to analyse and evaluate information and evidence to inform inter-agency decision-making across the organisation.</li> <li>• Undertakes risk assessments of the organisation's ability to safeguard/protect children and young people.</li> <li>• Contributes to the development of strong internal safeguarding/child protection policy, guidelines, and protocols.</li> </ul>

		<p>action plans and the learning following the case reviews.</p> <ul style="list-style-type: none"> <li>• These professionals operate effectively with colleagues from other organisations, providing advice as appropriate.</li> <li>• These professionals provide advice and information about safeguarding within and across the employing organisation. These professionals provide safeguarding or child protection supervision and ensure appropriate reflective practice is embedded in the organisation.</li> <li>• These professionals lead or oversee safeguarding quality assurance and improvement processes.</li> </ul>	<ul style="list-style-type: none"> <li>• Participates in sub-groups, as required, of the RSCP.</li> <li>• Undertakes and contributes to serious case reviews/case management reviews/significant case reviews.</li> <li>• Co-ordinates and contributes to implementation of action plans and the learning following the above reviews with the safeguarding team.</li> </ul>
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Competency Level	Which staff does this apply to?	Core Competency	Knowledge and skills
<p><b>Level 5</b></p> <p>Single Agency Responsibility</p> <p>And</p> <p>RSCP Multi-Agency Offer</p>	<p>Workers who have a Senior Strategic Role and responsibility for ensuring effective safeguarding systems within their own organisations and across the partnership.</p> <p><b>Examples</b>            Director of Children’s Services; Assistant Directors; Heads of Service; Health - Designated Professionals; Head teachers; Senior Consultant in Public Health; Local Safeguarding Children Board Chair and Members; Chief Constable; Chief Executive; Director of Voluntary Service Organisation</p>	<p><i>As outlined for Level 1, 2, 3 and 4 plus:</i></p> <ul style="list-style-type: none"> <li>• These professionals provide support and ensure contribution to safeguarding appraisal and appropriate supervision for colleagues across services.</li> <li>• These professionals conduct training needs analysis, and commission, plan, design, deliver, and evaluates safeguarding/child protection single and inter-agency training and teaching for staff across the workforce.</li> <li>• These professionals lead/oversee safeguarding/child protection quality assurance and improvement across the system.</li> <li>• These professionals lead innovation and change to improve early identification and the support of children and families to support safeguarding.</li> <li>• These professionals take a lead role in conducting serious case reviews/ case management reviews/significant case reviews across whole health community.</li> </ul>	<p><i>As outlined previously for Level 1, Level 2, Level 3 &amp; Level 4 plus:</i></p> <ul style="list-style-type: none"> <li>• Provides, supports and ensures contribution to safeguarding appraisal and appropriate supervision for colleagues across the organisation.</li> <li>• Leads/oversees safeguarding/child protection quality assurance and improvement across the organisation.</li> <li>• Leads innovation and change to improve safeguarding across the organisation.</li> <li>• Provides expert advice to increase quality, productivity, and to improve outcomes for vulnerable children and those identified with safeguarding concerns.</li> <li>• Supports and challenges workers on specific aspects of their practice.</li> <li>• Monitors services across the organisation to ensure adherence to legislation, policy and key statutory and non-statutory guidance.</li> <li>• Has advanced and in-depth knowledge of relevant local, regional, national and international policies and implications for practice.</li> <li>• Able to oversee safeguarding/child protection quality assurance processes across the whole organisation.</li> </ul>

		<ul style="list-style-type: none"> <li>• These professionals give appropriate advice to specialist professionals.</li> <li>• These professionals take a strategic and key leadership role across the workforce on all aspects of safeguarding/child protection.</li> <li>• These professionals provide expert advice to increase quality, productivity, and to improve outcomes for vulnerable children and those identified with additional need.</li> <li>• These professionals monitor services across the organisation to ensure adherence to legislation, policy and key statutory and non-statutory guidance.</li> <li>• These professionals undertake risk assessments of the organisation's ability to safeguard/protect children and young people.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to influence improvements in safeguarding/child protection services across the whole organisation.</li> <li>• Able to deliver high-level strategic presentations to influence organisational development.</li> </ul>
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## RSCP E-LEARNING

Level 2 Safeguarding Children

Level 3 Safeguarding Children

FGM (Abuse Linked to Faith or Belief)

E-Safety

Keep Them Safe – Protecting Children from Child Sexual Exploitation

Safeguarding in Education

Suicidal Thoughts

Understanding the Impacts of Domestic Abuse

Safer Recruitment

Modern Slavery and Trafficking

Mental Health Awareness

Safeguarding Children Refresher

Working with Children with Learning Difficulties and Disabilities

Child Criminal Exploitation, Gangs and County Lines

Self-Harm

## ONLINE LEARNING AND RESOURCES WITH OTHER PROVIDERS – FREE TO ALL

There are a number of **online learning tools** on safeguarding issues that are available to practitioners, volunteers and the public.

The following online courses and resources are provided by external organisations free of charge and can be accessed directly via their website – please note you may be required to register with some providers.

- [Anti-Bullying Alliance free online training](#)
- [CEOP/ThinkYouKnow](#)
- [Disability Matters](#)
- [Gender Identity Research & Education Society \(GIRES\) for Work with Trans and Gender Diverse People](#)
- [Online Safety](#) - Digital Parenting
- [Self-Harm and Risky Behaviour](#)
- [Sexual Behaviours Traffic Light Tool \(Brook Guide\)](#)
- [Social Work Tools and Resources for Direct Work with Children and Adults](#)
- [Trafficking](#)
- [Unconscious Bias](#)
- [Understanding Animal Welfare in Violent Homes](#)

The Home Office [Gov.UK](#) website offers a range of free online learning courses and resources, some of which are listed below.

- [Female Genital Mutilation \(FGM\)](#)
- [Awareness of Forced Marriage](#)
- [Modern Slavery](#)
- [Childhood neglect: improving outcomes - the framework - GOV.UK \(www.gov.uk\)](#)

## Animal abuse and the link to family violence – advice for practitioners

On average, every 30 seconds someone in England and Wales dials the RSPCA's 24-hour cruelty line for help. 143,004 animal cruelty complaints were investigated in 2015 alone.

Virtual College worked with The Links Group to create a free online course designed to help frontline staff spot animal abuse and understand the link between violence to people and violence to animals.

To register for the free training, click: [understanding-animal-welfare](#).

The course has been designed to help frontline staff understand the link between family abuse and animal abuse and is aimed at all professionals who have a responsibility to safeguard vulnerable children, young people, and adults at risk.

Co-author of the course, Vicki Betton, works for veterinary charity PDSA and is an officer of The Links Group.

She says, "The veterinary profession is now familiar with the concept of the 'battered pet' and recognises that there are sometimes interrelationships commonly known as 'links'.

"This course uses our animal welfare expertise to help human healthcare colleagues to recognise potential concerns about pets in the homes they visit, even if the pet is not being directly harmed.

"By undertaking the course, human healthcare professionals will have a better understanding of animal wellbeing and will know where to seek advice if they suspect there is an issue."

The course is particularly appropriate to child protection services, health professionals, police officers, teachers and education experts, children's social care, adult social care and housing authorities.

The course has been written to provide a basic understanding of what animal abuse is, how to spot the signs, as well as to understand the recognised link between family abuse and animal abuse, and understand what to do if you have suspicions of abuse.

## Prevention

Animal control protection officers, social care workers and anyone working with children or animals must consider that all cases of abuse have the potential to be connected to other forms of violence or dysfunction in the home. In the majority of cases, these types of professionals will be the first responders and first point of contact for a person, animal, or family in need of help.

In order to prevent animals and children from being harmed, awareness surrounding these links must be built. This includes encouraging communities and members of the public to take action by giving greater importance to suspected animal abuse, with the knowledge that they could be preventing other forms of violence.

The NSPCC have produced a useful leaflet [Understanding the Links](#) which can be found at [www.nspcc.org.uk](http://www.nspcc.org.uk)

### Ways to keep your knowledge up to date!

- Weekly Email Alerts from the NSPCC
- NSPCC Learning podcast / [Variety of NSPCC Learning Podcasts](#)
- NSPCC Information Service
- National institute for Health and Care Excellence (NICE) Updates

Further learning and resources can be accessed at The Children's Society:

[The Children's Society | UK children's charity \(childrensociety.org.uk\)](http://www.childrensociety.org.uk)

[National Exploitation Resources](#)



## MULTI-AGENCY TRAINING FROM APRIL 2025 TO MARCH 2026

### CHILD EXPLOITATION AND HARM OUTSIDE THE HOME

This session will explore recent updates around the delivery of Child Exploitation Services within Rotherham as well as considering current themes and trends across the Borough. The aim is to improve the understanding around sexual and criminal exploitation and other forms of contextual harm (harm outside the home). This session will explore the complexities of exploitation, how professionals can work together to tackle and disrupt the exploitation of young people.

Competency Framework Level <b>Level 3</b>	<b>EVENT DATE</b> Monday 6 <sup>th</sup> June 2025 Monday 4 <sup>th</sup> August 2025 Monday 20 <sup>th</sup> October 2025 Monday 15 <sup>th</sup> December 2025 Friday 6 <sup>th</sup> February 2026	<b>EVENT TIME</b> 9:00am to 2:30pm <u>All dates</u>
Trainer <b>Kezia Garcia</b>		
Venue <b>Rockingham Professional Development Centre</b> Chatsworth Room Roughwood Road Rotherham S61 4HY		

## THE ROLE OF THE DESIGNATED SAFEGUARDING LEAD AND ROTHERHAM PROCESSES (EARLY HELP AND CHILDREN'S SOCIAL CARE)

'Keeping Children Safe in Education', is statutory guidance for schools and colleges. It states that schools and colleges should appoint a Designated Safeguarding Lead (DSL) who should 'take lead responsibility for safeguarding and child protection. This should be explicit in the role holder's job description and the school / college should ensure that the DSL has the appropriate status and authority to carry out the duties of the post. The role carries a significant level of responsibility, and the DSL should be given additional time, funding, training, resources, and support to carry out the role effectively'. There is also the requirement to have trained Deputy DSL who can deputise in the absence of the DSL.

This CPD will explore:

- Confidentiality, making referrals, managing concerns
- Multi agency working including case conferences and core groups
- Allegations against staff and the role of the Local Authority Designated Officer
- MASH and Children's Social Care – process and practice
- Allegations against staff and the role of the Local Authority Designated Officer

Competency Framework Level <b>Level 3</b>	<b>EVENT DATE</b> ( <i>Term Time</i> ) Wednesday 12 <sup>th</sup> November 2025	<b>EVENT TIME</b> 1:00pm to 3:00pm
Trainer		<u>All dates</u>

<p><b>Lindsay Wootton Ashforth, Education Safeguarding Officer</b> Louise Depledge, MASH Education Representative</p>	<p>Wednesday 11<sup>th</sup> March 2026</p>	
<p>Venue <b>Rockingham Professional Development Centre</b> Fitzwilliam Room Roughwood Road Rotherham S61 4HY</p>	<p>Wednesday 17<sup>th</sup> June 2026</p>	

## EDUCATION SAFEGUARDING FORUM

The Education Safeguarding Forum is held every term, in person, at Rockingham Professional Development Centre. The Forum is led by the Education Safeguarding Officer based with School Effectiveness, CYPS. All Headteachers / Designated Safeguarding Leads from all phases of education are invited to attend. Schools should consider sending a Deputy Designated Safeguarding Officer if the DSL is unable to attend. Representatives from the Rotherham Safeguarding Children's Partnership will be present at each meeting as well as representatives from Rotherham MASH and the MASH Education Consultant.

The Forum offers DSLs the opportunity to network and discuss relevant and topical issues relating to Safeguarding Children. Each meeting will provide learning opportunities for DSLs to further develop and enhance their skills and experience in their role.

The event will include updates to statutory guidance for school, including Keeping Children Safe in Education, Prevent, Operation Encompass updates, information relating to emerging themes and topic both nationally and locally and from local partner agencies. Ofsted updates will be a standing agenda item.

Competency Framework <b>Level 3</b>	<b>EVENT DATE</b>	<b>EVENT TIME</b>
Trainers <b>Lindsay Wootton Ashforth</b>	Wednesday 11 <sup>th</sup> June 2025  Wednesday 24 <sup>th</sup> September 2025  Wednesday 11 <sup>th</sup> February 2026  Wednesday 10 <sup>th</sup> June 2026	9:15am to 12.15pm  <u>All dates</u>
Venue: <b>Rockingham Professional Development Centre</b> Rockingham Hall Roughwood Road Rotherham S61 4HY		

## LADO AND ALLEGATIONS MANAGEMENT

This workshop will help participants to understand the LADO process and procedures, and professionals' responsibilities within the LADO process.

Learning Outcomes:

- Understand when and how to make a referral to LADO
- Understand the role of the LADO
- Understand what needs to be completed as part of the allegations management process
- Understand the possible outcomes of the LADO

Competency Framework <b>Level 3</b>	<b>EVENT DATE</b> Tuesday 13 <sup>th</sup> May 2025	<b>EVENT TIME</b> 10:00am to 11:30am
Trainers <b>Michelle Rainbow</b>	Thursday 13 <sup>th</sup> November 2025	<u>All dates</u>
Venue <b>Virtual via Microsoft Teams</b>		

## FAMILY ASSESSMENT OF NEED (FAN) (NEW)

This new training is for all practitioners who work with children and families across the borough. The FAN is the common assessment tool used within Rotherham to understand need for children and families and ensure a co-ordinated plan of support. The FAN ensures that children and young people thrive in their families by receiving the right help, at the right time, and in an easy way.

The training is designed to equip practitioners with the skills and understanding needed to support families with a holistic assessment, looking at how we work collaboratively in partnership, with a strength-based approach to identify needs and coordinate effective support for children and their families from when worries begin to emerge.

Participants will learn how to structure assessments with restorative practice principles, ensuring that the voices of our children and families are central to the support they receive. The training explores key elements such as being a lead practitioner, understanding the importance of family networks and developing family plans that promote sustainable change.

This is an opportunity for practitioners to enhance their practice and contribute to meaningful outcomes for families requiring help support in line with Working Together to Safeguard Children 2023 and Keeping Children Safe in Education.

Competency Framework	EVENT DATE	EVENT TIME
<b>Level 3</b>	Tuesday 29 <sup>th</sup> April 2025	9:30am to 12:30pm
Trainers <b>Samantha Smith, Samantha Blyth, Rebecca Green, Trudie Slack, Amanda Millington</b>	Tuesday 30 <sup>th</sup> September 2025	9:30am to 12:30pm
Venue <b>Rockingham Professional Development Centre</b> Chatsworth Room Roughwood Road Rotherham S61 4HY	Thursday 29 <sup>th</sup> January 2026	1pm to 4pm

### MULTI-AGENCY LEVEL 3 SAFEGUARDING TRAINING AND DESIGNATED SAFEGUARDING LEAD

For Multi-agency Professionals, including Designated Safeguarding Leads in schools, who oversee or supervise the work of front-line professionals or those that have line management responsibility for front line workers and their managers. Oversight of services and safeguard responses with children, families, parents, carers and adults who have contact with children is a key part of this role.

Develop and enhance in depth knowledge, skills and understanding of the roles of multi-agency partners regarding the processes for safeguarding and promoting the welfare of children, including those who are suffering, or at risk of suffering significant harm.

Learning includes:

- Have an improved knowledge of the legislation, structures, and national/local procedures in child protection
- Understand the Serious Case Review process and lessons learnt both locally and nationally
- Understand multi agency working in Rotherham

Competency Framework level <b>Level 3 and above</b>	<b>EVENT DATE</b>	<b>EVENT TIME</b>
Trainers <b>Grace Davidson</b> <b>Samantha Smith</b>	Friday 9th May 2025  Thursday 26th June 2025  Thursday 21st August 2025  Thursday 25th September 2025	9:00am to 5:00pm  <u>All dates</u>
Venue <b>Rockingham Professional Development Centre</b> Roughwood Road Rotherham S61 4HY	Thursday 6th November 2025	

## CUMULATIVE HARM AND CHILDHOOD NEGLECT

This half-day Level 3 Safeguarding Children training considers the cumulative impact of multiple family problems leading to neglect, and the long-term cumulative effects of childhood neglect. This training is an interactive package delivered via Microsoft Teams. Please ensure that you have the equipment and software to access MS Teams.

Competency Framework <b>Level 3</b>	<b>EVENT DATE</b> Tuesday 24 <sup>th</sup> June 2025	<b>EVENT TIME</b> 9:30am to 12:30pm
Trainers <b>Rebecca Sansom – Named Nurse for Safeguarding, RDaSH</b>	Wednesday 17 <sup>th</sup> September 2025	1:30pm to 4:30pm
Venue <b>Virtual via Microsoft Teams</b>	Thursday 11 <sup>th</sup> December 2025	9:30am to 12:30pm
	Monday 16 <sup>th</sup> March 2026	1:30pm to 4:30pm



## GRADED CARE PROFILE 2 TRAINING (NEW)

Graded Care Profile 2 (GCP2) is a strengths- and evidence-based assessment tool to measure the care quality parents or carers give a child. GCP2 helps professionals measure the quality of care provided by a parent or carer in meeting their child's needs.

Using the GCP2 assessment tool, professionals grade aspects of family life on a scale of one to five. This helps them identify areas where the level of care children receive is good and where it could be significantly improved. Professionals can then provide guidance and/or interventions, or signpost or refer on to the most appropriate supporting agency.

Using GCP2, you'll be able to:

- Measure the quality of care being provided to children you work with;
- Identify where families require further support and whether the level of care received needs to be improved;
- Implement a constructive working relationship with families;
- Increase confidence in decision making at all levels;
- Promote multi-agency working and train professionals across agencies to use the tool – creating a common language and improving the quality of referrals.

Competency Framework level	EVENT DATE	EVENT TIME
<b>GCP2</b>	Tuesday 29 <sup>th</sup> April 2025	9:30am to 3:00pm
Trainers	Thursday 19 <sup>th</sup> June 2025	<u>All dates</u>
<b>Jerusha Firth, Laura McMenamin, Rosemary Bletcher, Vanessa Wolf, Bridget Gilbert, Lesley Gray</b>	Monday 22 <sup>nd</sup> September 2025	
	Monday 20 <sup>th</sup> October 2025	
	Wednesday 21 <sup>st</sup> January 2026	
	Thursday 26 <sup>th</sup> March 2026	
Venue	<b>More dates to be added!</b>	
<b>Rockingham Professional Development Centre</b> Roughwood Road Rotherham S61 4HY		

## PROFESSIONAL CURIOSITY (NEW)

This is a brand-new workshop for 2025-2026 on professional curiosity.

### Aims:

- To enable professionals to use professional curiosity approaches/ideas when working with children, young people and their families and adults with care and support needs to in assessing potential risks and developing strategies to meet identified needs.
- To provide an opportunity to professionals to explore professional dilemmas in integrating professional curiosity approaches/ideas into their practices.

### Learning outcomes:

- Develop a better understanding of What “Professional Curiosity” means and why it is important?
- Understand how practitioners can be professionally curious and what support they need to remain professionally curious.
- Understand how to be professionally curious in virtual settings.
- Understand the barriers/blocks to professional curiosity and how to overcome/manage them.
- Explore what biases exists and how to tackle them.

Competency Framework <b>Level 3</b>	<b>EVENT DATE</b> Tuesday 20 <sup>th</sup> May 2025	<b>EVENT TIME</b> 9:30am to 4:30pm
Trainers <b>Bon Ndili – Named Professional for Safeguarding, RDaSH</b>	Monday 6 <sup>th</sup> October 2025  Tuesday 20 <sup>th</sup> January 2026	<u>All dates</u>
Venue <b>Rockingham Professional Development Centre</b> Rockingham Hall Roughwood Road Rotherham S61 4HY		

## REGISTRATION AND BOOKING

### **Application process:**

All courses provided by the RSCP are bookable via our online booking system and can be viewed on our Prospectus.

Once you have selected a course, you will need to book your place. Our courses are booked through Virtual College, and you need to be registered onto the system before you can book your place. (It is only necessary to register once onto the system) If you are not already registered please register at: <https://rotherhammbc.vc-enable.co.uk/register>

\* Please note – All Central RMBC employees (excluding school staff) are automatically registered with Virtual College, so please log in using your RMBC log on credentials. <https://rotherhammbc.vc-enable.co.uk>

### **To book onto Virtual or Face to Face Courses**

Log into your account at <https://rotherhammbc.vc-enable.co.uk> and click onto events - click onto available events and this brings up the events to choose from - click onto the event of interest and click to select the session then click the button join the event.

### **To access e-learning** <https://rotherhammbc.vc-enable.co.uk>

Click onto the Learning circle with the Mortar Board Hat, this will bring up the e-learning modules you could choose to complete in your own time.

Enquiries can be made by email to [RSCPTraining@rotherham.gov.uk](mailto:RSCPTraining@rotherham.gov.uk)

### **Attending a workshop:**

Please make sure that you arrive in time to start the course promptly, at the stated start time.

Due to budget constraints, lunch **is not** provided on face-to-face training, so please make your own arrangements for this, but be advised that there are no microwave or fridge facilities at our venues. Tea and coffee are provided at morning, lunch and afternoon breaks.

Copies of power-point presentations used on RSCP workshops will **not** be made available on the day. Where applicable, following their attendance at a workshop, participants will receive an e-mail containing all the relevant or referenced information, plus the presentations used on the day.

Should you have any additional requirements that would assist your learning and participation on a workshop, please inform us of this on application. We will make every effort to meet these needs, and if this is not possible, we will contact you to discuss why.

All participants on RSCP workshops will receive a Certificate of Attendance; however, the trainer reserves the right not to give certificates to people who do not attend for a full day or are deemed not to have fully participated in the session.

The register will be completed during the week following the course and you will be required to log into the system to complete the evaluation form which will then release your certificate.

### **Evaluation and Measuring the Impact of training**

The RSCP remains committed to quality assuring all our workshops, as noted above, all participants are required to complete an evaluation form in order to receive their certificate.

We ask that all participants take part in the follow up survey, as this information can help us when reviewing which workshops are working well, which need to be changed, and what should be added to our training programme in the future.