

# East of England Guidance

## Level 3 Safeguarding Children

### Training for General Practice



Healthcare employers have a responsibility to ensure that their staff have knowledge, skills and competence to fulfil their roles.

The intercollegiate document - [Safeguarding Children and Young People: Roles and Competences for Healthcare Staff \(RCPCH 2014\)](#) details the requirements for all healthcare staff in full.

Staff Group	Level	Requirement
Clinical staff who have regular contact with children and their carers e.g. GPs and Nurse Practitioners.	3	6 hours over 3 years (2 hours per year)

#### Suggested Learning Methods

- ✓ Face to Face Training Courses
- ✓ e-Learning
- ✓ Attendance at Case Conferences & Conference Report Writing Time
- ✓ Attending a Significant Event Meeting
- ✓ Attending a Multi-disciplinary Meeting or other Facilitated Case Discussion
- ✓ Attending a Serious Case Review / Domestic Homicide Review Meeting
- ✓ Discussion of the CCG Safeguarding Children Team Bulletin or other CCG Safeguarding Children Team Resources
- ✓ Attending CPD Events covering, but not exclusive to: *Female Genital Mutilation, Fabricated or Induced Illness, Child Abuse, Child Sexual Exploitation, Child Trafficking, Honour Based Violence, Forced Marriage, Domestic Violence, Substance Misuse and Mental Health.*

This document provides guidance around achieving the RCPCH requirements for this staff group, outlining the competencies required for Level 3 Safeguarding Children:

- Core Competences
- Knowledge
- Clinical Knowledge
- Skills
- Attitudes and Values



***A list of useful web links to training resources is included on the final page of this guide.***



***Appendix: Safeguarding Children Level 3 Experiential Learning Form for General Practitioners.***

## Level 3 (L3)

### L3 Core Competences

- **As outlined for Level 1 and 2, plus:**
- Draws on child and family-focused clinical and professional knowledge and expertise of what constitutes child maltreatment, to identify signs of sexual, physical, or emotional abuse or neglect.
- Will have professionally relevant core and case specific clinical competencies.
- Documents and reports concerns, history taking and physical examination in a manner that is appropriate for safeguarding/child protection and legal processes.
- Contributes to inter-agency assessments, the gathering and sharing of information and where appropriate analysis of risk.
- Undertakes regular documented reviews of own (and/or team) safeguarding/child protection practice as appropriate to role (in various ways, such as through audit, case discussion, peer review, and supervision and as a component of refresher training).
- Contributes to serious case reviews/case management reviews/significant case reviews (including the child practice review process in Wales), internal partnership and local forms of review, as well as child death review processes.
- Works with other professionals and agencies, with children, young people and their families when there are safeguarding concerns.

### L3 Knowledge

- Aware of the implications of legislation, inter-agency policy and national guidance.
- Understand the importance of children's rights in the safeguarding/child protection context, and related legislation.
- Understand information sharing, confidentiality, and consent related to children and young people.
- Aware of the role and remit of the LSCB.
- Understand inter-agency frameworks and child protection assessment processes, including the use of relevant assessment frameworks.
- Understand the processes and legislation for Looked After Children including health assessments and after-care services.

- Have core knowledge (as appropriate to one's role) of court and criminal justice systems, the role of different courts, the burden of proof, and the role of a professional witness in the stages of the court process.
- Understand relevance of multi-agency audits and own role in multi-agency inspection processes.

### L3 Clinical Knowledge

- Understand what constitutes, as appropriate to role, forensic procedures and practice required in child maltreatment, and how these relate to clinical and legal requirements.
- Understand the assessment of risk and harm.
- Understand the effects of parental/carer behaviour and family factors on children and young people, and the inter-agency response
- Know the issues surrounding misdiagnosis in safeguarding/child protection and the effective management of diagnostic uncertainty and risk.
- Have an understanding of Fabricated or Induced Illness (FII).
- Have an understanding of emerging evidence on child sexual exploitation and FGM.
- Have an awareness that vulnerable young people may become victims of radicalisation.
- Know when to liaise with expert colleagues about the assessment and management of children and young people where there are concerns about maltreatment.
- Understand the needs and legal position of young people, particularly 16-18 year olds, and the transition between children's and adult legal frameworks and service provision.
- Understand the principles of consent and confidentiality in relation to young people under the age of 18 including the concepts of Gillick Competency and Fraser Guidelines.
- Know how to share information appropriately, taking into consideration confidentiality and data-protection issues.
- Understand the impact of a family's cultural and religious background when assessing risk to a child or young person, and managing concerns.
- Know about models of effective clinical supervision and peer support.

- Understand processes for identifying whether a child or young person is known to professionals in Children's Social Care and other agencies.
- Aware of resources and services that may be available within Health and other agencies, including the voluntary sector, to support families.
- Know what to do when there is an insufficient response from organisations or agencies.
- Know the long-term effects of maltreatment and how these can be detected and prevented.
- Know the range and efficacy of interventions for child maltreatment.
- Understand procedures for proactively following up children and young people who miss outpatient appointments or parents under the care of adult mental health services who miss outpatient appointments.
- Have an understanding of the management of the death of a child or young person in the safeguarding context (including where appropriate structures and processes such as rapid response teams and Child Death Overview Panels).
- Understand and contribute to processes for auditing the effectiveness and quality of services for safeguarding/child protection, including audits against national guidelines.

### L3 Skills

- Able to contribute to, and make considered judgements about how to act to safeguard/protect a child or young person.
- Able to work with children, young people and families where there are child protection concerns as part of the multi-disciplinary team and with other disciplines, such as adult mental health, when assessing a child or young person.
- Able to present safeguarding/child protection concerns verbally and in writing for professional and legal purposes as required (and as appropriate to role, including case conferences, court proceedings, core groups, strategy meetings, family group conferences, and for children, young people and families).
- Able to contribute to, and make considered judgements about how to act to safeguard/protect a child or young person.
- Able to work with children, young people and families where there are child protection concerns as part of the multi-disciplinary team and with other

disciplines, such as adult mental health, when assessing a child or young person.

- 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.
- Able to give effective feedback to colleagues.
- Able to identify (as appropriate to specialty) associated medical conditions, mental health problems and other co-morbidities in, children or young people which may increase the risk of maltreatment, and able to take appropriate action.
- Able to assess as appropriate to the role the impact of parental, carer and family issues on children, and young people, including mental health, learning difficulties, substance misuse, and domestic abuse.
- Able to challenge other professionals when required and provide supporting evidence.
- Able to provide clinical support and supervision to junior colleagues and peers.
- Able to contribute to inter-agency assessments and to undertake an assessment of risk when required.
- Able to identify and outline the management of children and young people in need.
- Able to act proactively to reduce the risk of child/young person maltreatment occurring.
- Able to contribute to and make considered decisions on whether concerns can be addressed by providing or signposting to sources of information or advice.
- Able to participate and/or chair multi-disciplinary meetings as required.
- Able to apply lessons from serious case reviews/case management reviews/significant case reviews.
- Able to contribute to risk assessments.
- Able to write chronologies and reviews that summarise and interpret information about individual children and young people from a range of sources.
- Able to contribute to a management plan for FII.

- Able to contribute to/formulate and communicate effective management plans for children and young people who have been maltreated.
- Able to complete the audit cycle and/or research related to safeguarding/child protection as part of appropriate clinical governance and quality assurance processes
- Able to obtain support and help in situations where there are problems requiring further expertise and experience.

### **L3 Attitudes and Values**

- Understands the importance and benefits of working in an environment that supports professionals.
- Understands the potential personal impact of safeguarding/child protection work on professionals.
- Recognises when additional support is needed in managing presentations of suspected child maltreatment, including support with all legal and court activities (such as writing statements, preparing for attending court) and the need to debrief in relation to a case or other experience.
- Recognises the impact of a family's cultural and religious background when assessing risk to a child or young person, and managing concerns.
- Recognises ethical considerations in assessing and managing children and young people.
- Understand the possible lifelong impact of abuse on adult survivors.

## Useful Web Links

[Barnardos training and consultancy](#) offer a mixture of face-to-face and e-learning training over a broad range of topics.

Brook and the Department of Health have jointly developed an [online CSE e-learning tool](#) to help health professionals spot the signs of child sexual exploitation.

[e-Learning for Healthcare \(e-LfH\)](#) deliver online training in partnership with the Royal College of Paediatrics and Child Health (RCPCH), aiming to meet statutory training requirements so that healthcare providers can ensure their teams are up-to-date with the issues surrounding Child Protection. Levels 1, 2 and 3 offered.

[Health Safeguarding](#) training and consultancy company offer a wide range of CPD certified healthcare conferences, workshops and seminars aimed at safeguarding children and protecting adults.

The UK [Home Office](#) offer a downloadable resource pack and introductory e-learning around the issue of Female Genital Mutilation.

[NSPCC training service](#) offers CPD certified courses on child safeguarding knowledge and skills. Their resources include online training, introductory and advanced courses and downloadable training packs.

[RCGP / NSPCC Safeguarding Children & Young People Toolkit for General Practice \(2014\)](#).

The [RCGP Online Learning Environment](#) contains courses and updates for General Practitioners. The professional development pages of the RCGP website also advertise a range of [courses and events](#).

The [RCPCH Safeguarding Educational Programme](#) pages link through to training for Levels 1, 2, 3, 4 and 5 across a mixture of e-learning and face to face training.

*Your Local Safeguarding Children Board will also offer a range of safeguarding resources, as well as the latest policies and procedures, local training, awareness raising events and seminars. Visit their website for more information.*