Advanced

Child Protection Training Workbook

2025

\*Please download a digital copy for use during training, The document content is protected but you can type notes where prompted, or print if you prefer)\*

A logo for children's partnership

AI-generated content may be incorrect.

A close-up of a logo

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Contents

Please be aware that some of the course resources and content contain sensitive content, that you may find upsetting. This training aims to educate and raise awareness, based on learning from case reviews and research, but it can evoke emotional responses, particularly for individuals with personal connections to child or adult bereavements, or the incidents themselves.

We encourage you to prioritise your well-being. Take breaks, reflect on your boundaries, and seek support from trusted individuals or professionals as needed.

For assistance during or after the training, please reach out to the trainer or your line manager in the first instance. South Gloucestershire Council Staff may also contact  [Interchange](http://intranet/content/CEandCR/Sections/MyHR/Sickness/StaffCousellingLeaflet.pdf)  the staff counselling service or can also access [Thrive](http://intranet/content/CEandCR/Sections/MyHR/MentalHealth/Thrive.htm).

We are committed to creating an inclusive learning environment and promoting empathy and respect for all. If you have any requests or questions please contact [HRlearninganddevelopment@southglos.gov.uk](mailto:HRlearninganddevelopment@southglos.gov.uk)

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**Post Course Resources**

* Access other course resources here[ACP](https://www.ckitt.co.uk/acp/)
* For all South Glos Children’s Partnership Resources visit [SGCP Website](https://sites.southglos.gov.uk/safeguarding/children/safeguarding-children-board/about-the-board/)
* Please share your feedback? - QR Code or link [Online Evaluation Form](https://forms.office.com/Pages/ResponsePage.aspx?id=Up6wZK2HvkaX0tlt0G861Bbf9M2YgKlIrZJpX6jnQ8BUN0JKUkhXQkk3U0NKWkJVRlc5MERIVUZCSS4u)



Distance Learning

There are ten course objectives and to achieve this learning we will complete group discussions and exercises throughout the day. Your engagement and participation is the key to success. We all learn from each other through discussion and sharing of knowledge and experiences.

One important objective is **‘to** **develop confidence in professional judgement and the application of local thresholds and procedures’**.

In order the get the most from our Multi-Agency training opportunity, before you attend, please take some time to familiarise yourself with the most current local guidance for professionals and learning from local Child Safeguarding Practice Reviews.

**\*Ctrl+Click on the below image to access the document.**

[A child with painted hands over their eyes

Description automatically generated](http://sites.southglos.gov.uk/safeguarding/wp-content/uploads/sites/221/2016/08/The-Right-Help-in-the-Right-Way-at-the-Right-Time-2023-update.pdf)South Gloucestershire Children’s Partnership Guidance ‘The right help, in the right way at the right time’ (November 2023)

Local Learning from Case Reviews

**\*Ctrl+Click on the below link to access the material.**

[Child Safeguarding Practice Reviews (CSPR)](https://sites.southglos.gov.uk/safeguarding/children/safeguarding-children-board/serious-case-reviews/)

It is possible to view this material online or download a digital copy. **There is no requirement to print this material for the training session**, unless you wish to do so.

Also, prior to starting the course, take a look at the learning log on page 4, and answer question 1).

Learning Log

# My Learning Aim / Objective

# Prior to starting the course, please write here one thing you hope to have learned / developed by the end of the training:

# My Key Learning Points

# During the session write here the most important things you have learned during the session

# My Key Action Points

# After the training reflect and include here the key things you will do as a result of attending this training e.g. further reading or acting on concerns about a particular child. I will review my progress on these actions by Date? \_\_\_\_\_\_\_\_\_

# Review and Reflect

# On the date you set at 3) review your key action points and record your progress/activity here.

Refresher Quiz – Local Knowledge

1. Name the strategic body that ensures children are safeguarded and protected in South Gloucestershire.
2. Which pieces of Legislation govern child safeguarding and protection?
3. What do you know about the following sections of The Children Act 1989?
4. S17
5. S47
6. S20
7. Add the dates of the most current versions of Statutory/Non Statutory Guidance:

a) Working Together to Safeguard Children (YYYY)

b) Keeping Children Safe in Education (YYYY)

c) Early Years Foundation Stage (Settings) (YYYY)

d) Early Years Foundation Stage (Childminders) (YYYY)

e) Domestic Abuse Statutory Guidance (YYYY)

f) After School Clubs, Community Activities and Tuition (YYYY)

1. Name the 4 tiers of help and support set out in the South Gloucestershire Children’s Partnership tool for professionals – ‘Right help, in the right way at the right time’
2. What is the name of the South Gloucestershire Children’s Partnership team that supports and is known as the ‘Engine room’ of local Early Help provision?
3. Describe the function of The Access & Response Team (ART)
4. What does the acronym MASH stand for?
5. What does the acronym LADO stand for?
6. When can you share information with other agencies about a child or a family without their consent?
7. What is the name of the South Gloucestershire Children’s Partnership policy that professionals can use in the event of decisions or progress disagreements.
8. Make a list of local Child Safeguarding Practice Reviews published since 2021?

Effective Multi-Agency Working

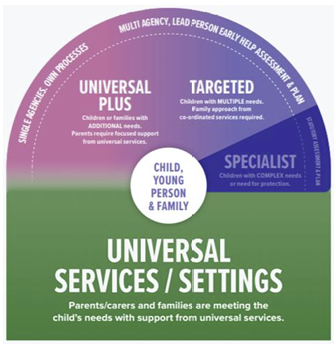
All practitioners working as part of Multi-Agency approaches play a crucial role in Safeguarding and Child Protection.

In your team discuss and make a list of key practice points that help to support effective multi-agency working and information sharing. Take a look at this great reflective resource to further develop your knowledge and confidence. [NSPCC - Practice Points Series](https://learning.nspcc.org.uk/research-resources/practice-points-series/multi-agency-working-information-sharing)

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Responses to Levels of Need Exercise

Discuss the following four examples with your group and decide what needs to happen next. (consider the most appropriate response, support, safeguards and how **you** might work with the family)



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| --- |
| **Example 1** |
| Mum is struggling with B’s behaviour at home. Mum finds they are particularly difficult when needing to get ready for school or for bedtime. The child is negative about going to school. Mum would like to receive some support and to learn how to manage their behaviour. |
| **Notes** |
|  |
| **Example 2** |
| A parent is worried that their 2 year old child has an undiagnosed learning need. They describe how the toddler has become quiet and subdued at home and now gets upset and cries when being taken to child care. The family has recently gone through a difficult divorce and domestic abuse has been a factor. |
| **Notes** |
|  |
| **Example 3** |
| S is 14, Parents have noticed a recent change in their behaviour and are worried. S has been truanting from school. They have stopped spending time with their usual friendship group. Parents do not know their new friends as S will not tell them. S is spending lots of time on their phone and hides it when parents come near. Parents are arguing a lot in the home. S has started staying out later and later and is not coming home at times set by parents. They have been wearing clothes that look new that are not recognised by parents. On Saturday S did not return home until midnight, parents had no idea where they had been. S seemed ‘jittery’ and would not speak or make eye-contact, S ran straight to their room and will not speak to parents. |
| **Notes** |
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| **Example 4** |
| J is 9 years old and has reported that his Mum has hurt them. They have been asked what this means but says that they are not allowed to say anything. An injury has been seen, reported to look like finger marks to their right upper arm, noticed when they had taken their jumper off. When asked about this J became instantly upset, and cried uncontrollably. Mum has recently had a new baby and often presents as low in mood. Mum has previously talked about finding things really hard in managing J’s behaviour at home. J has said their Dad is not with Mum anymore and the baby has a different Dad. There are no other details known for either Father. |
| **Notes** |
|  |

Assessment Exercise

You will now watch a video featuring Sam who will share their current situation with you. Sam is struggling with being a single parent, mental health issues and alcohol. **\*The video contains strong language and references to child abuse, sexual abuse and sexual violence\***

Make notes for your allocated group task ready for a whole class discussion.

|  |  |
| --- | --- |
| **Group 1** | **Group 2** |
| **Key Safeguarding Themes ? (Key Themes & Vulnerability)** | **What is going well?**  **(Safety & Strength)** |
| **Group 3** | **Group 4** |
| **What are you worried about?**  **(Who & Why?)** | **What will you do next?**  **(Actions & Why?)** |

What Good Looks Like - Referral Exercise

Discuss with your group what a ‘good’ referral to children’s services looks like.

What to include and what to avoid?

The following pages, (11-16), contain a copy of the South Gloucestershire Children’s Partnership ‘Request for Help Form’ to help get you started.

Be prepared to share your findings during a whole class discussion, the plan is to create a gold standard check list of things to consider and include in a good quality referral.

Page 9 of ‘The right help, in the right way, at the right time’ tool is a great reference for you when completing referrals in the future. [SGlos RRR Tool](https://sites.southglos.gov.uk/safeguarding/wp-content/uploads/sites/221/2016/08/The-Right-Help-in-the-Right-Way-at-the-Right-Time-2023-update.pdf)

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| **Notes** |

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| **Request for Help Form** | Updated Jan 2025 | South Gloucestershire Council |

This form needs to be completed in order to request support from **all** Local Authority services**, including Preventative Services and Social Care**. If you have an immediate safeguarding concern, please call the Access and Response Team (ART) on 01454 866000.

Before completing the form, please ensure that you have consent from the parents and Young People over 11 years and that they are aware of the information being shared in the referral and what is being requested. You also need to gather the thoughts and views of the parents and children/young people. Best Practice would be to show a copy of this referral to parents so they are clear about the information you are sharing unless to do so would place a child at risk.

When requesting support from Early Help or Preventative Services, **please consider the questions below** before completing the Request for Help form:

* Have you spoken with Compass before making this referral? email [Compass@southglos.gov.uk](mailto:Compass@southglos.gov.uk)
* Is there an **EHAP (Early Help Assessment and Plan) open for this family?** If not, please discuss with **Compass** prior to making this referral
* Have universal services/support been tried in the first instance?
* Have you referred to the SEND Local Offer?
* <https://find-information-for-adults-children-families.southglos.gov.uk/kb5/southglos/directory/localoffer.page?localofferchannel=0&channel=localoffer>
* Have you looked at the South Gloucestershire Children’s partnership: The Right Help in the Right Way at the Right Time (Threshold Document)? <http://sites.southglos.gov.uk/safeguarding>

Referral Information –

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Referral Date |  |  | Referrer Name |  |
| Organisation |  |  | Phone: |  |
| Job Role |  |  | Email: |  |

Consent: *(Please note if this not obtained it is unlikely your referral will be accepted).*

|  |  |
| --- | --- |
| Has written or verbal consent been obtained for this referral? (Please specify which) If not, why not? The only reason not to gain consent is if to do so would place a child at risk of significant harm. |  |
| Who gave consent for this referral? |  |
| Have parents seen a copy of the completed referral? If so, in which format e.g. email /paper copy |  |
| Is the child/young person aware of the referral and do they consent to this referral? (If applicable) |  |
| Have you obtained consent from the parents for information sharing with other agencies other than Social Care?  Please indicate if there are any exceptions to this. |  |

**Family Details** *(Please note to create another row place the cursor outside of the end of row and press enter)*

**Details of everyone under 18 years living in the home:** *(Please ensure you use a row for each individual)*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Name | DOB/EDD | Gender | Address | Ethnicity | Nationality | Religion |
|  |  |  |  |  |  |  |

**Parent/Carers details:** *(Please ensure you use a row for each individual)*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Name | | DOB | | Gender | Parental Respon-sibility Y/N? | | Address | | | | | Ethnicity | | Nationality | | | Religion | Contact details (phone & email address) | | |
|  | |  | |  |  | |  | | | | |  | |  | | |  |  | | |
| **Other significant adults living in the home:** *(Please ensure you use a row for each individual)* | | | | | | | | | | | | | | | | | | | | |
| Name | Relationship to child | | | | | Gender | | Address | | | Ethnicity | | Nationality | | | Religion | | | Contact details (phone & email address) | |
|  |  | | | | |  | |  | | |  | |  | | |  | | |  | |
| **Do the family have any communication needs:**   |  |  |  |  | | --- | --- | --- | --- | | Main language(s) spoken at home | Fluency in English | Is an interpreter needed? | Any specific requirements: (e.g. hearing impairment, visual impairment, neurodivergence) | |  |  |  |  |   **Details of organisations previously or currently involved:** *(Please ensure you use a row for each organisation)* | | | | | | | | | | | | | | | | | | | | | |
| Name of Practitioner | | | Organisation | | | | | | Role and Contact Details | Actions and Outcomes | | | | | Involvement Dates | | | | | Contribution to EHAP Yes/No | |
|  | | |  | | | | | |  |  | | | | |  | | | | |  | |
| **Chronology of significant events:** | | | | | | | | | | | | | | | | | | | | |
| What key historical events have led up to this referral and how has this impacted the children? | | | | | | | | | | | | | | | | | | | | |
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| **Details about this referral:** | | | | | | | | | | | | | | | | | | | | |
| What are you and the family worried about? What is happening now that makes people worried? How serious is it and how does it affect everybody’s wellbeing and safety?  Please describe the situation in as much detail as possible, giving examples where appropriate and your views as the referrer. | | | | | | | | | | | | | | | | | | | | |
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| What’s working well? What has helped in the past or worked before? Who are the people who help and support the child and family to make things better and what do they do that helps? What are the strengths and protective factors?  Please include all the family’s views and those of the practitioner, in their own words where possible/appropriate. | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | |
| Are there any complicating factors? Are there any things in the family’s life that make these worries harder to sort out? E.g. Disability, illness, addiction, poverty, housing, bereavement, or loss. | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | |
| What is the child/ren saying about the situation? Have you spoken to the child, and what have they said? Try to record the child’s own words and phrases or your observations of them if they are pre-verbal or non-verbal. | | | | | | | | | | | | | | | | | | | | |
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| What are parents saying about the situation? What are they finding most difficult? What are they doing to help their child/ren or situation? Are they open to receiving support?  Try to record the parent’s own words and phrases | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | |
| What do you and the family want things to look like or change as a result of this referral? What will improve for the children as a result of your referral? | | | | | | | | | | | | | | | | | | | | |
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**Referral Request please check only ONE box** *(if you are unsure and need signposting regarding a referral to early help please speak to Compass)*

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| **Early help** |  |  | **Request for 0-25 disability Service** |  |  | **Request for Children’s Social Care** |  |
| Advice, help, guidance and signposting for early help community support |  |  | Social Care |  |  | Children in need of support with consent from parents |  |
| **Request for a targeted Preventative Service / Family support** |  |  | Occupational Therapy (OT) |  |  | Children in need of protection |  |
| Caring for Communities and People (CCP) |  |  | Other |  |  | |  |
| Family Link Team  (Please submit referrals to FamilyLinkTeam@southglos.gov.uk) |  |  | |  |  | |  |
| Families Plus (0-5) |  |  | |  |  | |  |
| Families Plus (5-18) |  |  | |  |  | |  |
| Families Plus parenting course |  |  | |  |  | |  |
| Young People’s Service |  |  | |  |  | |  |
| **Request for other targeted service** |  |  | |  |  | |  |
| Educational Psychologist |  |  | |  |  | |  |
| Young People’s Drug & Alcohol Service |  |  | |  |  | |  |
| Portage |  |  | |  |  | |  |

Please submit the form to ART. Tel: 01454 866000. Email: Accessandresponse@southglos.gov.uk

* If you have concerns regarding significant harm to a child, please telephone ART ASAP and follow up concerns in writing.
* Should you not have access to a computer please telephone ART and ask for advice.

Acronyms & Initialisations?

|  |  |
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| **ART (MASH)** | Access & Response Team / Multi-Agency Safeguarding Hub |
| **FAM+** | Families Plus (0-5yrs) & (5-18yrs) |
| **YPS** | Young Person Support |
| **YJS (YOT)** | Youth Justice Service (formerly Youth Offending Team) |
| **EHAP** | Early Help Assessment & Plan – (Compass Team) |
| **LADO** | Local Authority Designated Officer |
| **FGM** | Female Genital Mutilation |
| **CSE/CCE**  **(MARMM) (PIMM) (CP-ROTH)** | Child Sexual Exploitation/Child Criminal Exploitation (Multi-Agency Risk Management Meetings) (Partnership Intelligence Management Meetings) (Child Protection-Risks Outside the Home) |
| **LAC** | Looked After Child (Prefer Child Looked After ??? – Professional Language Matters…) |
| **ACE’s** | Adverse Childhood Experiences |
| **CiN** | Child in Need (Section 17 Children Act 1989 - Complex Needs) |
| **CP** | Child Protection (Section 47 Children Act 1989 – Significant Harm) |
| **SGCP** | South Gloucestershire Children’s Partnership |
| **KCSiE** | Keeping Children Safe in Education (Schools Colleges Statutory Guidance) |
| **EYFS** | Early Years Foundation Stage (Statutory Guidance – 0-5 care providers) |
| **WTSC** | Working Together to Safeguard Children (Multi-Agency Statutory Guidance) |
| **DVA (MARAC)** | Domestic Violence/Abuse (Multi-Agency Risk Assessment Conference) |
| **MAPPA** | Multi-Agency Public Protection Arrangements |
| **VoC** | Voice of Child (and family!) |
| **CSPR** | Child Safeguarding Practice Review |
| **PC** | Professional Curiosity (Also…. Confidence-Courage-Challenge) |

Reflection – Ask yourself….

* What Acronyms and jargon do I/we use that might need explanation?
* What professional language do I/we use that I may need to rethink or challenge if seen in reports/heard used by others?

Notes

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