**Thames Valley GP Training**

**Child and Adult Safeguarding Training Requirements**

Document for GP trainees and GP Educators – version August 2019

**Requirement overview**

The onus is on the individual trainee to provide evidence of learning from a variety of face-to-face, online learning and workplace-based experience.

Within the first 12 months of entry onto the GP training scheme trainees should:

1. Be able to recognise the clinical features of safeguarding concerns.
2. Understand local referral arrangements.
3. Have completed the Child Safeguarding level 3 certificate alongside a reflection of learning.
4. Have demonstrated knowledge and skills to meet adult level 3 safeguarding training competencies.

Evidence of continued training

* 1. Learning log reflections from clinical encounters, meetings and professional conversations which demonstrate an understanding of safeguarding skills and processes.
  2. Learning log reflections from relevant courses, e-learning modules or conferences attended.

**Training Practice Requirements**

Practices must have adequate safeguarding arrangements in place in accordance with CQC requirements: staff safeguarding training, safeguarding policies, patient information and complaints procedures.

**Methods of safeguarding training to demonstrate professional competencies**

1. Training should include working alongside (through discussion/training/liaison) other agencies (for example, social care/education/police).
2. Learning methods should include group learning (safeguarding or significant events meetings), training sessions, professional conversations, case studies, courses or conferences and research/audit.
3. Online learning should comprise <50% of learning when demonstrating level 3 competence, where most of the learning should be participatory.

All methods of training should be documented alongside personal reflection and impact of learning.

**Time requirements for level 3 child and adult safeguarding training**

* Induction: 8 hours (adult) and 16 hours (child safeguarding training) within 12 months of the start of training.
* Maintenance training requirements: 8 hours (adult) and 12 hours (child) - from 12 months into training and during the following 3 years.

**Learning outcomes and competencies**

**Table 1. Child safeguarding** learning outcomes and competencies - should be covered over 3 years.

Knowledge, skills, attitudes and values and competencies outlined in the Intercollegiate *Safeguarding Children and Young People: Roles and Competencies for Healthcare staff (2019)*

|  |  |  |
| --- | --- | --- |
|  | **Level 1** |  |
| 1 | Knowledge of potential indicators of child maltreatment in its different forms – physical, emotional and sexual abuse, and neglect, grooming and exploitation to support and/or commit acts of terrorism (known as radicalisation) |  |
| 2 | Awareness of child trafficking, FGM, forced marriage, modern slavery, gang and electronic/media abuse, sexual exploitation, county lines (young people involved in organised crime who are coerced to traffic drugs or other illegal items around the country) |  |
| 3 | To be able to demonstrate an understanding of the risks associated with the internet and online social networking |  |
| 4 | Awareness of the vulnerability of looked after children, children with disabilities, unaccompanied children, care leavers and young carers, missing children |  |
| 5 | To understand the impact a parent/carers physical and mental health can have on the wellbeing of a child or young person, including the impact of domestic abuse and violence and substance misuse |  |
| 6 | To be able to understand the importance of children’s rights in the safeguarding/child protection context |  |
| 7 | To know what action to take if you have concerns, including to whom you should report your  concerns and from whom to seek advice |  |
| 8 | To be able to understand the basic knowledge of legislation (Children Acts 1989, 2004, and Children and Social Work Act 2017 and the Sexual Offences Act 2003, and the equivalent Acts for Scotland, Northern Ireland and Wales) |  |
|  | **Level 2** |  |
| 9 | To demonstrate an understanding of what constitutes child maltreatment and be able to identify signs of child abuse or neglect |  |
| 10 | To be able to act as an effective advocate for the child or young person |  |
| 11 | To demonstrate an understanding of the potential impact of a parent’s/carer’s physical and mental health on the wellbeing of a child or young person in order to be able to identify a child or young person at risk |  |
| 12 | To be able to identify your own professional role, responsibilities, and professional boundaries, and understand those of your colleagues in a multidisciplinary team and in multi-agency setting |  |
| 13 | To know how and when to refer to social care if you have identified a safeguarding/child protection concern |  |
| 14 | To be able to document safeguarding/child protection concerns in a format that informs the  relevant staff and agencies appropriately |  |
| 15 | To know how to maintain appropriate records including being able differentiate between fact and opinion |  |
| 16 | To be able to identify the appropriate and relevant information and how to share it with other teams |  |
| 17 | To be aware of the risk of female genital mutilation (FGM) in certain communities, be willing to ask about FGM in the course of taking a routine history where appropriate, know who to contact if a child makes a disclosure of impending or completed mutilation, be aware of the signs and symptoms and be able to refer appropriately for further care and support, including the FGM mandatory reporting duties to the police: in accordance with current legislation |  |
| 18 | To be aware of the risk factors for grooming and exploitation to support and/or commit acts of terrorism (known as radicalisation) and know who to contact regarding preventive action and supporting those vulnerable young persons who may be at risk of, or are being drawn into, terrorist related activity |  |
| 19 | To be able to identify and refer a child suspected of being a victim of trafficking and/or sexual exploitation |  |
|  | **Level 3** |  |
|  | **Core** |  |
| 20 | To be able to identify, drawing on professional and clinical expertise, possible signs of sexual, physical, or emotional abuse or neglect including domestic abuse, sexual exploitation, grooming and exploitation to support and/or commit acts of terrorism (known as radicalisation), FGM, modern slavery, gang and electronic media abuse using child and family-focused approach |  |
| 21 | To understand what constitutes child maltreatment including the effects of carer/parental behaviour on children and young people |  |
| 22 | To have an awareness or knowledge of, dependent on role, forensic procedures in child maltreatment, with specific requirements and depth of knowledge relating to role (e.g., where role involves includes forensics teams/working alongside forensics teams) |  |
| 23 | To know how to undertake, where appropriate, a risk and harm assessment |  |
| 24 | To know how to communicate effectively with children and young people, and to know how to ensure that they have the opportunity to participate in decisions affecting them as appropriate to their age and ability |  |
| 25 | To know how to communicate effectively with children and young people, and to know how to ensure that they have the opportunity to participate in decisions affecting them as appropriate to their age and ability To know how to contribute to, and make considered judgements about how to act to safeguard/protect a child or young person, including escalation as part of this process |  |
| 26 | To know how to contribute to/formulate and communicate effective management plans for children and young people who have been maltreated within a multidisciplinary approach and related to role |  |
| 27 | To be able to demonstrate an understanding of the issues surrounding misdiagnosis in safeguarding/child protection |  |
| 28 | To know how to ensure the processes and legal requirements for looked after children, including after-care, are appropriately undertaken, where relevant to role |  |
| 29 | To know how to appropriately contribute to inter-agency assessments by gathering and sharing information, documenting concerns appropriately for safeguarding/child protection and legal purposes, seeking professional guidance in report writing where required |  |
| 30 | To know how to assess training requirements and contribute to departmental updates where relevant to role. This can be undertaken in various ways, such as through audit, case discussion, peer review, and supervision and as a component of refresher training) |  |
| 31 | To know how to deliver and receive supervision within effective models of supervision and /or peer review as appropriate to role, and be able to recognise the potential personal impact of safeguarding/child protection work on professionals |  |
| 32 | To be able to identify risk to the unborn child in the antenatal period as appropriate to role |  |
| 33 | To know how to apply the lessons learnt from audit and serious case reviews/case management reviews/significant case reviews to improve practice |  |
| 34 | To know, as per role, how to advise others on appropriate information sharing |  |
| 35 | To know how to (where relevant to role) appropriately contribute to serious case reviews (in Wales Child Practice Reviews)/Domestic Homicide Reviews which include children/case  management reviews/significant case reviews, and child death review processes, and seek appropriate advice and guidance for this role |  |
| 36 | To know how to obtain support and help in situations where there are problems requiring further expertise and experience |  |
| 37 | To know how to participate in and chair peer review and multidisciplinary meetings as required |  |
|  | **GP specific** |  |
| 38 | To know how to work effectively on an interprofessional and interagency basis when there are safeguarding concerns about children, young people and their families |  |
|  | To know how to advise other agencies about the health management of individual children in child protection cases. |  |
|  | To know how to work with children, young people and families where there are child protection concerns as part of the multidisciplinary team and with other disciplines such as adult mental health, when assessing a child or a young person. |  |
|  | To know how to effectively manage diagnostic uncertainty and risk. |  |

**Table 2. Adult safeguarding** learning outcomes and competencies - should be covered over 3 years.

Knowledge, skills, attitudes and values and competencies outlined in the Intercollegiate *Safeguarding. Adult Safeguarding: Roles and Competencies for Healthcare Staff* *(2018).*

|  |  |  |
| --- | --- | --- |
|  | **Level 1** |  |
| 1 | Able to recognise potential indicators of abuse, harm and neglect. |  |
| 2 | To know what action to take if you have concerns, including to whom you should report your concerns and from whom to seek advice. |  |
| 3 | To have a basic knowledge of the relevant legislation. |  |
|  | **Level 2** |  |
| 4 | To be able to understand what constitutes harm, abuse and neglect and be able to identify any signs of harm, abuse or neglect. |  |
| 5 | To be able to ensure effective advocacy is provided, were required. For example, were there are mental capacity or communication issues, in line with the legislation and professional guidance. |  |
| 6 | To be able to identify your professional role, responsibilities, and professional boundaries and those of your colleagues in a multidisciplinary team and multi-agency setting. |  |
| 7 | To know how and when to refer to social care if you have identified an adult safeguarding concern in accordance with organisational policies. |  |
| 8 | To be able to document safeguarding concerns in a format that informs the relevant staff and agencies appropriately |  |
| 9 | To know how to maintain appropriate records including being able differentiate between fact and opinion. |  |
| 10 | To be able to identify the appropriate and relevant information and how to share it with other teams. |  |
| 11 | Practice will be informed by an understanding of key statutory and non-statutory guidance and legislation including Human Rights Act and mental capacity legislation in country of practice. |  |
| 12 | To be aware of the risk factors for radicalisation and will know who to contact regarding preventive action and supporting those persons who may be at risk of, or are being drawn into, terrorist related activity. |  |
|  | **Level 3** |  |
| 13 | To be able to identify possible signs of sexual, physical, or emotional abuse or neglect using a person-centred approach. |  |
| 14 | To be able to identify adults experiencing abuse, harm or neglect who have caring responsibilities, for other adults or children and make appropriate referrals. |  |
| 15 | To be able to demonstrate a clear understanding, as appropriate to role, of forensic procedures in adult safeguarding and to know how to relate these to practice in order to meet clinical and legal requirements as required. |  |
| 16 | Where undertaking forensic examinations as part of their role, to be able to demonstrate an ability to undertake forensic procedures and demonstrate how to present the findings and evidence to legal requirements |  |
| 17 | Able to undertake, where appropriate, a risk and/or harm assessment. |  |
| 18 | To be able to know how to communicate effectively with adults at risk particularly those with mental capacity issues, learning disability or communication need. |  |
| 19 | To be able to know how to contribute to and make considered judgements about how to act to safeguard an adult at risk. |  |
| 20 | To know how to contribute to/formulate and communicate effective care plans for adults who have been/or may be subjected to abuse, harm or neglect. |  |
| 21 | To be able to demonstrate an understanding of the issues surrounding suspicion of adult abuse, harm and neglect and to know how to effectively manage uncertainty and risk. |  |
| 22 | To know how to appropriately contribute to inter-agency assessments by gathering and sharing information. |  |
| 23 | To be able to document concerns in a manner that is appropriate for adult safeguarding protection and legal processes. |  |
| 24 | To know how to undertake documented reviews of your own (and/or team) adult safeguarding/as appropriate to role.eg through audit, case discussion, peer review, and supervision and as a component of refresher training. |  |
| 25 | To know how to deliver and receive supervision within effective models of supervision and/or peer review and be able to recognise the potential personal impact of adult safeguarding on professionals. |  |
| 26 | To know how to apply the lessons learnt from audit and serious case reviews/case management reviews/significant case reviews to improve practice. |  |
| 27 | To know how to advise others on appropriate information sharing. |  |
| 28 | To know how to appropriately contribute to serious case reviews/case management reviews/significant case reviews, and domestic homicide review processes. |  |
| 29 | To know how to obtain support and help in situations where there are problems requiring further expertise and experience |  |
| 30 | To know how to participate in and chair multidisciplinary meetings as required. |  |
| 31 | Demonstrate the skills required to participate in a safeguarding enquiry. |  |

**Documentation of learning activity**

A record of each individual learning activity should be documented throughout training.

Recommended information to document:

1. Adult or child safeguarding
2. Method of learning.
3. Topics of learning.
4. Key points of learning.
5. Hours of learning.
6. Interaction with other healthcare professionals.
7. Explain how this relates to knowledge, skills, attitudes and values and competencies outlined in table 1 and 2 above.
8. Reflection of learning.
9. Impact of learning.

**A summary of learning log template**

Should be maintained to demonstrate learning activity and hours.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Date | Type of education training and learning activity | Topic and key points of learning activity | Number of hours  ADULTS | Participatory hours  ADULTS | Number of hours  CHILDREN | Participatory hours  CHILDREN |
|  |  |  |  |  |  |  |

**Available online learning resources:**

* RCGP Safeguarding Children Toolkit for General Practice.
  + <https://www.rcgp.org.uk/clinical-and-research/resources/toolkits/the-rcgp-nspcc-safeguarding-children-toolkit-for-general-practice.aspx>
* RCPCH
  + <https://www.rcpch.ac.uk/resources/safeguarding-learning-resources>
* NSPCC
  + <https://learning.nspcc.org.uk/health-safeguarding-child-protection/>
* Bluestream
  + <https://www.bluestreamacademy.com/elearning-suites/gp-practices/modules/>
* BMA
  + <https://www.bma.org.uk/advice/employment/ethics/children-and-young-people>
* Age UK
  + <https://www.ageuk.org.uk/information-advice/work-learning/education-training/classes-and-courses/>
* Oxfordshire safeguarding children’s board
  + <https://training.oscb.org.uk/>
* Oxfordshire safeguarding adult board
  + <https://booking.osab.co.uk/>