



# **LSCP Training Programme**

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Jan-Jun 2025

## **An Introduction to LSCP training**

The Lambeth Safeguarding Children Partnership (LSCP) is a partnership between Health, Local Authority and Police that oversees the effectiveness of local arrangements in relation to safeguarding and promoting the welfare of children in Lambeth. One function of the LSCP is to provide multiagency training and workforce development in relation to safeguarding practice, based upon local needs and learning from local reviews.

LSCP courses are free of charge to all partner agencies and nonprofit organisations. The courses highlighted within this programme can be booked via [Eventbrite](#). **Our courses are very popular, and normally sell-out. Some courses may require approval to attend. All courses operate a waiting list, so if you have received a ticket and are unable to attend please contact [LSCPTraining@lambeth.gov.uk](mailto:LSCPTraining@lambeth.gov.uk) as soon as possible to enable someone else to join.** Once you have received a ticket, please ensure you put a placeholder in your diary. Meeting invites and online links will only be sent out close to the time of the event.

A certificate of attendance is provided for all courses on the condition that the full course has been attended and an evaluation form completed.

If you are unable to attend any training that you have booked for any reason, please notify [LSCPTraining@lambeth.gov.uk](mailto:LSCPTraining@lambeth.gov.uk) as soon as possible and cancel your booking on Eventbrite to enable other people to access the learning.

## **Training levels explained**

### **Level 1**

- These introductory courses cover basic safeguarding content. These should be completed by anyone whose agency or role involves any work or contact with children. For example, reception staff, security staff, tradespeople, childminders, sports coaches and coordinators, volunteers and local authority staff.

### **Level 2**

- These intermediate courses cover basic safeguarding content in more depth, for example, how to report and respond to safeguarding concerns. These should be completed by anyone who has a duty of care towards children. For example, teachers, early years practitioners, health professionals, family practitioners, youth workers and social workers.

### **Level 3**

- These advanced courses cover key safeguarding topics in more detail, including relevant information, guidance, process and resources in relation to specific safeguarding themes. These should be completed by safeguarding leads, safeguarding practitioners and safeguarding decision makers. For example, School Safeguarding Leads, Named Health Professionals, Teams Leaders and Lead Professionals.

### **Level 4**

- This is bespoke training recommended from local and national learning reviews and learning practice reports. These should be completed by safeguarding champions who can ensure learning is cascaded across their agencies. For example, Safeguarding Champions, Agency Safeguarding Leads and Learning & Development practitioners.

## Training offer at a glance

### Level 1 and 2 learning

Course Title	Dates	Time	Delivery
<a href="#">Safeguarding Level 1</a>	Any	Any	Online
<a href="#">Safeguarding Level 2</a>	Any	Any	Online
<a href="#">Healthy relationships matter</a>	Any	Any	Online
<a href="#">Unconscious Bias Level 1</a>	Any	Any	Online

### Level 3 learning

Course Title	Dates	Time	Delivery
<a href="#">Multiagency Safeguarding Training (Level 3)</a>	Multiple options	10:00-16:00	In person & online
<a href="#">Children Impacted by Domestic Abuse (Level 3)</a>	Multiple options	10:00-15:00	In person & online
<a href="#">Harm Outside The Home (Level 3)</a>	Multiple options	10:00-15:00	In person & online
<a href="#">Harmful Sexual Behaviour (Level 3)</a>	Multiple options	3 hours	In person & online
<a href="#">Intra-Familial Child Sexual Abuse (Level 3)</a>	Multiple options	09:30-16:30	In person & online
<a href="#">Understanding Adultification Bias, Intersectionality and Cultural Competence: implications for practice and safeguarding (Level 3)</a>	Multiple options	09:30-15:30	In person & online
<a href="#">Understanding Trauma: Behaviour as a Communication Mechanism (Level 3)</a>	Multiple options	10:00-16:00	In person only
<a href="#">LSCP Briefing: Access to Education</a>	Multiple options	2 hours	Online only
<a href="#">LSCP Briefing: Child Mental Health</a>	Multiple options	2 hours	Online only
<a href="#">LSCP Briefing: Managing Difficult Conversations Well</a>	Multiple options	2 hours	Online only
<a href="#">LSCP Briefing: Neglect Strategy and Toolkit</a>	Multiple options	3 hours	Online only
<a href="#">LSCP Briefing: Professional Curiosity and Thinking Family</a>	Multiple options	2 hours	Online only
<a href="#">LSCP Briefing: Thresholds &amp; Escalations</a>	Multiple options	3 hours	Online only
<a href="#">Educational Neglect</a>	Multiple options	2 ½ hours	Online only
<a href="#">Prevent Training</a>	Multiple options	2 hours	Online only
<a href="#">Sibling Sexual Abuse</a>	18 June 2025	10:00-13:00	Online only

### Briefings & Workshops

Course Title	Dates	Time	Delivery
<a href="#">DBS Eligibility and Legal Duty to Refer</a>	03 June 2025	10:30-11:30	Online
<a href="#">I Wanted Them All to Notice</a>	10 June 2025	13:00-14:00	Online

## Safeguarding – Level 1

<b>Who?</b>	All people working with, or who have contact with, children and young people. For example, reception staff, security staff, tradespeople, childminders, sports coaches and coordinators, volunteers and local authority staff.
<b>Why?</b>	To ensure adults are equipped to carry out their safeguarding responsibilities effectively.
<b>What?</b>	<p>You will complete 5 online modules, split into 2 parts, which cover key safeguarding practices:</p> <p><u>Level 1 – Part 1 (1 hour):</u></p> <p>Module 1: Safeguarding Children Background and the Law Online (10 mins)</p> <p>Module 2: Child Abuse Awareness Online (20 mins)</p> <p>Module 3: Recognising Abuse and Neglect Online (30 mins)</p> <p><u>Level 2 – Part 2 (40 minutes):</u></p> <p>Module 4: If You Have Concern Online (20 mins)</p> <p>Module 5: Responding to a Disclosure - What You Should Do Online (20 mins)</p>
<b>How?</b>	<a href="#">Register</a> for an account then enroll in and complete Safeguarding Level 1 – Part 1 and Safeguarding Level 1 - Part 2. Registration, enrollment and completion is all free. You will be issued with a certificate upon successful completion.
<b>When?</b>	Any time of your choosing.

## Safeguarding – Level 2

<b>Who?</b>	Anyone working with children who makes or who could potentially make onward safeguarding referrals to the Police and Children's Social Care. For example, teachers, early years practitioners, health professionals, family practitioners, youth workers and social workers.
<b>Why?</b>	To ensure adults are equipped to carry out their safeguarding responsibilities effectively.
<b>What?</b>	You will complete 4 online modules: Module 1: Responding to a disclosure – how to ask questions (30 mins) Module 2: Referring safeguarding concerns (30 mins) Module 3: Recognising and avoiding dangerous safeguarding practice (30 mins) Module 4: Chronologies (30 mins)
<b>How?</b>	<a href="#">Register</a> for an account then enroll in and complete Safeguarding Level 2. Registration, enrollment and completion is all free. You will be issued with a certificate upon successful completion.
<b>When?</b>	Any time of your choosing.

## Healthy relationships matter

<b>Who?</b>	Any professional working with children and families in Lambeth.
<b>Why?</b>	Some level of arguing and conflict between parents is often a normal part of everyday life. However, there is strong evidence to show how inter-parental conflict that is frequent, intense and poorly resolved can have a significant negative impact on children's mental health and long-term life chances. Knowing how to respond and support these families can reduce the risks to children.
<b>What?</b>	The Relationship Toolkit is an online module that helps develop your understanding of parental conflict and build professional skills for working with parents, children and families to promote health relationships.
<b>How?</b>	<a href="#">Register</a> for an account then enroll in and complete Amity Relationship Toolkit. Registration, enrollment and completion is all free. You will be issued with a certificate upon successful completion.
<b>When?</b>	Any time of your choosing.

## Unconscious Bias – Level 1

<b>Who?</b>	All people working with, or who have contact with, children and young people. For example, reception staff, security staff, tradespeople, childminders, sports coaches and coordinators, volunteers and local authority staff.
<b>Why?</b>	Unconscious bias can be a major issue in determining how people and groups are judged which in turn may influence how we treat them. It can also have an impact on people-related decisions in other areas of life, including working relationships and how we view diversity within our culture. Being aware of these biases helps to prevent them from impacting on safeguarding children.
<b>What?</b>	You will complete 1 x online module (30 mins)
<b>How?</b>	<a href="#">Register</a> for an account then enroll in and complete Unconscious Bias. Registration, enrollment and completion is all free. You will be issued with a certificate upon successful completion.
<b>When?</b>	Any time of your choosing.

## Multiagency Safeguarding Training (Level 3)

<b>Who?</b>	Professionals who work directly with children and young people in Lambeth. For example, pediatricians, GPs, youth workers, Early Years workers, residential staff, midwives, school nurses, health visitors, sexual health staff, teachers, probation staff, sports club welfare officers, and those working with adults in, for example, learning disability, mental health, alcohol and drug misuse services.	
<b>Why?</b>	To enable delegates to develop knowledge and skills in multi-agency working to safeguard children and promote their welfare.	
<b>What?</b>	<p>The course will help you develop your understanding of:</p> <ul style="list-style-type: none"> <li>• Relevant legislation, key terms and processes</li> <li>• Lambeth Thresholds: levels of need, assessment and referral processes</li> <li>• Protocols and best practice for information sharing</li> <li>• Roles and responsibilities across multi-agency working</li> <li>• Learning from reviews and overcoming common safeguarding practice challenges</li> <li>• How to safeguard yourself</li> </ul>	
<b>How?</b>	A one-day training delivered by an LSCP Trainer. Book your place <a href="#">here</a> .	
<b>When?</b>	<b>In-person (Lambeth Civic Centre)</b> <ul style="list-style-type: none"> <li>• Tue 14 Jan 2025: 10am-4pm</li> <li>• Mon 10 Feb 2025: 10am-4pm</li> <li>• Fri 07 Mar 2025: 10am-4pm</li> <li>• Wed 02 Apr 2025: 10am-4pm</li> <li>• Thu 08 May 2025: 10am-4pm</li> <li>• Thu 05 Jun 2025: 10am-4pm</li> </ul>	<b>Online</b> <ul style="list-style-type: none"> <li>• Tue 28 Jan 2025: 10am-4pm</li> <li>• Fri 28 Feb 2025: 10am-4pm</li> <li>• Mon 17 Mar 2025: 10am-4pm</li> <li>• Fri 16 May 2025: 10am-4pm</li> <li>• Thu 22 May 2025: 10am-4pm</li> <li>• Wed 18 Jun 2025: 10am-4pm</li> </ul>



## Children Impacted by Domestic Abuse (Level 3)

<b>Who?</b>	Professionals who work directly with children and young people in Lambeth. For example, paediatricians, GPs, youth workers, Early Years workers, residential staff, midwives, school nurses, health visitors, sexual health staff, teachers, probation staff, sports club welfare officers, and those working with adults in, for example, learning disability, mental health, alcohol and drug misuse services.	
<b>Why?</b>	To improve identification and reporting of, and response to, children who experience domestic abuse.	
<b>What?</b>	<p>Learning objectives:</p> <ul style="list-style-type: none"> <li>• To recognise all children who witness domestic abuse as victims.</li> <li>• To recognise the impact for children and the need for safeguarding responses.</li> <li>• To understand the complexities in asking for help and how to work with victims.</li> <li>• To increase professional curiosity and develop confidence to name <i>and</i> explore domestic abuse.</li> <li>• To increase confidence to support children living in domestic abuse environments.</li> <li>• To identify protective measures, such as Clare's Law and the Right to Know.</li> <li>• To develop knowledge of risk assessment tools and local resources and support services.</li> </ul>	
<b>How?</b>	A one-day training delivered by an LSCP Trainer. Book a place <a href="#">here</a> .	
<b>When?</b>	<b>In-person (Lambeth Civic Centre)</b> <ul style="list-style-type: none"> <li>• Tue 25 Mar 2025: 10am-3pm</li> </ul>	<b>Online</b> <ul style="list-style-type: none"> <li>• Wed 25 Jun 2025: 10am-3pm</li> </ul>

## Harm outside the home (Level 3)

<b>Who?</b>	Professionals who work directly with children and young people in Lambeth. For example, pediatricians, GPs, youth workers, Early Years workers, residential staff, midwives, school nurses, health visitors, sexual health staff, teachers, probation staff, sports club welfare officers, and those working with adults in, for example, learning disability, mental health, alcohol and drug misuse services.	
<b>Why?</b>	Children face a range of harm outside the home. This course will help professionals to effectively identify, assess and plan to safeguard children and young people from harm outside of their families.	
<b>What?</b>	<p>Learning objectives:</p> <ul style="list-style-type: none"> <li>• Understand risks posed to children outside the home, including Lambeth context.</li> <li>• Understand impact of structural inequalities.</li> <li>• Gain confidence in identifying, assessing and responding to contextual harm.</li> <li>• Understand how to use risk assessment tools.</li> <li>• Understand Disruption Toolkit and mechanisms available.</li> <li>• Understand protective factors and improve confidence to enhance these.</li> </ul>	
<b>How?</b>	A one-day training delivered by an independent trainer with co-delivery by a representative from Central South BCU's Child Exploitation Team. Book a place <a href="#">here</a> .	
<b>When?</b>	<b>In-person (Lambeth Civic Centre)</b> <ul style="list-style-type: none"> <li>• Tue 11 Feb 2025 10:00-15:00</li> <li>• Wed 23 Apr 2025 10:00-15:00</li> <li>• Wed 18 Jun 2025 10:00-15:00</li> </ul>	<b>Online</b> <ul style="list-style-type: none"> <li>• Wed 15 Jan 2025 10:00-15:00</li> <li>• Wed 19 Mar 2025 10:00-15:00</li> <li>• Tue 20 May 2025 10:00-15:00</li> </ul>

## Harmful sexual behaviour (Level 3)

<b>Who?</b>	Safeguarding leads, team managers, social workers and lead professionals.	
<b>Why?</b>	To improve understanding of harmful sexual behaviour by children, including children who are neurodivergent and have additional needs. To embed good practice approaches to identification and response for these children and understand the importance of safeguarding approaches.	
<b>What?</b>	<p>The course will provide learners with the knowledge and skills to understand and identify behaviours of children and young people who display harmful sexual behaviours.</p> <p><i>Learning objectives:</i></p> <ul style="list-style-type: none"> <li>• To improve identification of, and response to, harmful sexual behaviour</li> <li>• To understand the types of sexual behaviour and recognise when this becomes harmful</li> <li>• To understand underlying factors and recognising the behaviour as a means of communication</li> <li>• To understand how additional factors including neurodiversity, identity and the online world can influence the behaviour and increase confidence in navigating these complexities</li> <li>• To increase confidence in delivering interventions to reduce harmful sexual behaviour</li> <li>• To increase confidence in approaches to safeguarding these children and those impacted by their behaviours</li> </ul>	
<b>How?</b>	A 3-hour training delivered by an independent trainer. Book a place <a href="#">here</a> .	
<b>When?</b>	<b>In-person (Lambeth Civic Centre)</b> <ul style="list-style-type: none"> <li>• Tue 04 Feb 2025 13:00-16:00</li> </ul>	<b>Online</b> <ul style="list-style-type: none"> <li>• Wed 21 May 2025 10:00-13:00</li> </ul>

## Intra-Familial Child Sexual Abuse (Level 3)

<b>Who?</b>	Lead professionals, safeguarding leads, team managers, social workers and people with safeguarding decision-making responsibilities.	
<b>Why?</b>	To improve identification and reporting of, and response to, child sexual abuse in the home.	
<b>What?</b>	<p>Learning objectives:</p> <ul style="list-style-type: none"> <li>• To develop an up-to-date knowledge base on sexual abuse, based on studies, research and effective practice;</li> <li>• To build upon professional confidence in detecting and responding to child sex abuse;</li> <li>• To consider how perpetrators operate and how abuse occurs;</li> <li>• To understand why children and young people have difficulty disclosing the abuse and the impact of sexual abuse on children and young people;</li> <li>• To understand the non-abusing carers response to the abuse;</li> <li>• To consider how to intervene with children who have, or may have, been sexually abused.</li> </ul>	
<b>How?</b>	A one-day training delivered by an independent trainer. Book a place <a href="#">here</a> .	
<b>When?</b>	<b>In-person (Lambeth Civic Centre)</b> <ul style="list-style-type: none"> <li>• Wed 07 May 2025 09:30-16:30</li> </ul>	<b>Online</b> <ul style="list-style-type: none"> <li>• Wed 26 Feb 2025 09:30-15:00</li> </ul>

## Understanding Adultification Bias, Intersectionality and Cultural Competence: implications for practice and safeguarding (Level 3)

<b>Who?</b>	Multi-disciplinary and agency professionals in education, health, social care, youth services, therapeutic and clinical services	
<b>Why?</b>	Learning from local and national reviews shows us that a lack of cultural competency and understanding of intersectionality can impact on safeguarding practice. Adultification bias similarly impacts on how practitioners see and respond to children. Raising awareness of these themes and understanding how to address them improves safeguarding practice and helps to protect vulnerable children.	
<b>What?</b>	<p>This training course explores the concept of ‘Adultification bias’ and the wider historical, organisational, institutional, professional, cultural and personal perspectives of racial discrimination. The training also explores the intersectionality of ‘race’, gender, age, neurodiversity and culture and impact on children. It will also explore meaning and application of cultural competence to further our understanding of role of faith and spirituality in parental decision making and how professionals can improve their safeguarding practices through knowledge and professional curiosity.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> <li>• To increase awareness of the concept of ‘Adultification bias’ and how to challenge when it occurs.</li> <li>• To explore, personal, professional and organisational spheres of Adultification and impact on intra familial violence and parentification.</li> <li>• To explore and recognise how Adultification manifests in our practice and the impact on safeguarding Black children and young people across disciplines and agencies including health, social care, education and criminal justice.</li> <li>• Reflecting and learning from case studies (CSPR) including Child Q and lessons for recognising, preventing and challenging professional and institutional Adultification.</li> <li>• Understand the challenges of racial discrimination faced by black and global majority communities and the impact on child protection practices.</li> <li>• Understand the broad concepts of intersectionality as it relates to contextual discrimination and impact of “race”, gender identity, ethnicity, neuro diversity, disability and sexual orientation on children and young people.</li> <li>• To understand the role of culture, ethnicity, spirituality and faith impacts on parental decision making, and children’s wellbeing.</li> <li>• Explore different models of assessment for improving cultural competence, professional curiosity and responsibility to uphold rights of Black and global majority children and families at risk.</li> <li>• Identify barriers and strategies to prevent Adultification and other forms discrimination of Black children in practice and increase safeguarding across disciplines and agencies.</li> </ul>	
<b>How?</b>	A one-day training delivered by an independent trainer. Book a place <a href="#">here</a> .	
<b>When?</b>	<b>In-person (Lambeth Civic Centre)</b> <ul style="list-style-type: none"> <li>• Thu 13 Mar 2025 09:30-15:30</li> </ul>	<b>Online</b> <ul style="list-style-type: none"> <li>• Wed 22 Jan 2025 09:30-15:30</li> <li>• Tue 13 May 2025 09:30-15:30</li> </ul>

## Understanding Trauma: Behaviour as a Communication Mechanism (Level 3)

<b>Who?</b>	Safeguarding leads, team managers, social workers, people with safeguarding decision-making responsibilities and frontline practitioners.
<b>Why?</b>	To improve relationship-based practice and embed trauma-informed approaches to safeguarding.
<b>What?</b>	<p>Learning objectives:</p> <ul style="list-style-type: none"> <li>• To understand the meaning of psychological trauma and the biological impacts</li> <li>• To explore how traumatic experiences can affect identity, world view and behaviour</li> <li>• To examine how, even violent behaviour, can be an expression of trauma and understood as communication</li> <li>• To understand the relationship between trauma and safeguarding practice</li> <li>• To develop confidence to support and respond to traumatised children and their families</li> <li>• To reflect upon personal and professional impact of trauma-informed practice and the importance of wellbeing</li> </ul>
<b>How?</b>	A one-day training delivered by an independent trainer. Please note this course is in-person only. Book a place <a href="#">here</a> .
<b>When?</b>	<p>In person only: Psychosynthesis Trust, 92-94 Tooley St, London SE1 2TH.</p> <ul style="list-style-type: none"> <li>• Wed 26 Feb 2025 10:00-16:00</li> <li>• Wed 30 Apr 2025 10:00-16:00</li> <li>• Wed 25 Jun 2025 10:00-16:00</li> </ul>

## Access to Education

<b>Who?</b>	Any professional working directly with children and young people who are of compulsory school age in Lambeth and/or lead professionals, safeguarding leads, team managers and people who oversee frontline practitioners.
<b>Why?</b>	Children are safer in education and the learning enables delegates to build their knowledge about education laws and practices, as well as understanding local resources and processes to enable better access to education.
<b>What?</b>	<ul style="list-style-type: none"> <li>• To increase understanding of different laws and processes including children missing education, severe and persistent absence, fixed term exclusions, permanent exclusions, managed moves, alternative provision, Education Health Care Plans (EHCPs) and elective home education.</li> <li>• To increase understanding of parental responsibility and educational neglect.</li> <li>• To increase knowledge of best practice guidance and legislation.</li> <li>• To increase knowledge of local resources, processes and systems available to improve access to education.</li> <li>• To improve the multi-agency approach to improved school attendance.</li> </ul>
<b>How?</b>	This 2-hour workshop is delivered online by an LSCP Trainer. Book a place <a href="#">here</a> .
<b>When?</b>	<ul style="list-style-type: none"> <li>• Thu 13 Feb 2025 14:00-16:00</li> <li>• Mon 31 Mar 2025 10:00-12:00</li> <li>• Wed 04 Jun 2025 12:00-14:00</li> </ul>

## Child Mental Health

<b>Who?</b>	Any professional working directly with children and young people in Lambeth and/or lead professionals, safeguarding leads, team managers and people who oversee frontline practitioners.
<b>Why?</b>	Both locally and nationally, poor child mental health is an increasing area of need and there are often scarce resources. The short and long-term impacts for children can be devastating, and ensuring all practitioners working with children have an awareness of child mental health needs and how to support them can help to safeguard and protect children's wellbeing.
<b>What?</b>	<p>Learning objectives:</p> <ul style="list-style-type: none"> <li>• To understand the mental health spectrum and understand when poor mental health becomes a safeguarding concern.</li> <li>• To understand the common mental health problems children live with and the impact of these.</li> <li>• To increase knowledge of risk factors and develop confidence in spotting the signs of poor mental health.</li> <li>• To increase confidence in being able to respond to poor mental health.</li> <li>• To increase awareness of local resources and best practice guidance.</li> </ul>
<b>How?</b>	This 2-hour workshop is delivered online by an LSCP Trainer. Book a place <a href="#">here</a> .
<b>When?</b>	<ul style="list-style-type: none"> <li>• Thu 23 Jan 2025 14:00-16:00</li> <li>• Tue 18 Mar 2025 10:00-12:00</li> <li>• Wed 14 May 2025 12:00-14:00</li> </ul>



## Managing difficult conversations well

<b>Who?</b>	Any professional working directly with families where there might be safeguarding concerns and/or safeguarding leads, team managers and people who oversee frontline practitioners.
<b>Why?</b>	Safeguarding is a difficult topic and can often involve difficult and uncomfortable conversations with parents, carers and other professionals. But these conversations are essential to achieving positive outcomes and need to be handled well in order to effectively safeguard children.
<b>What?</b>	<p>Learning objectives:</p> <ul style="list-style-type: none"> <li>• To develop understanding of factors that can adversely impact difficult conversations and how to spot the signs of a badly managed conversation.</li> <li>• To understand the benefits and importance of managing these conversations well.</li> <li>• To understand the key principles underlying how to approach difficult conversations.</li> <li>• To build confidence managing difficult conversations well using case studies.</li> <li>• To identify good practice approaches to facilitating these conversations.</li> </ul>
<b>How?</b>	This 2-hour interactive workshop is delivered online by an LSCP Trainer. Book a place <a href="#">here</a> .
<b>When?</b>	<ul style="list-style-type: none"> <li>• Fri 17 Jan 2025 14:00-16:00</li> <li>• Mon 24 Feb 2025 10:00-12:00</li> <li>• Tue 20 May 2025 12:00-14:00</li> </ul>

## Neglect Strategy and Toolkit

<b>Who?</b>	Any professional working directly with families where there might be safeguarding concerns and/or safeguarding leads, team managers and people who oversee frontline practitioners.
<b>Why?</b>	The overall aim of the Neglect Strategy is to improve our responses to children and adolescents experiencing or at risk of all forms of neglect.
<b>What?</b>	<p>Learning objectives:</p> <ul style="list-style-type: none"> <li>• To understand types and cumulative nature of neglect.</li> <li>• To increase confidence in identifying neglect.</li> <li>• To increase confidence in reporting and responding to neglect.</li> <li>• To develop awareness of the common challenges and practice issues to identifying and responding to neglect.</li> <li>• To increase confidence in using the Neglect Toolkit and embedding into practice.</li> </ul>
<b>How?</b>	This 3-hour workshop is delivered online by an LSCP Trainer. Book a place <a href="#">here</a> .
<b>When?</b>	<ul style="list-style-type: none"> <li>• Mon 20 Jan 2025 14:00-17:00</li> <li>• Mon 03 Feb 2025 10:00-13:00</li> <li>• Wed 05 Mar 2025 12:00-15:00</li> <li>• Tue 01 Apr 2025 10:00-13:00</li> <li>• Wed 07 May 2025 12:00-15:00</li> <li>• Thu 12 Jun 2025 14:00-17:00</li> </ul>

## Professional Curiosity & Thinking Family

<b>Who?</b>	Any professional working directly with families where there might be safeguarding concerns and/or safeguarding leads, team managers and people who oversee frontline practitioners.
<b>Why?</b>	Professional curiosity is the capacity and communication skill to explore and understand what is happening within a family rather than making assumptions <i>or</i> accepting things at face-value. It is a combination of looking, listening, asking, testing and reflecting and requires us to place the child's lived experience at the heart of everything we do. It is important children are seen and heard and that practitioners remain consistently curious about the child's lived experience. A loss of focus on the child and a lack of curiosity about lived experience is frequently raised in Child Safeguarding Practice Reviews and can lead to adverse outcomes.
<b>What?</b>	<p>Learning objectives:</p> <ul style="list-style-type: none"> <li>• To understand the importance of professional curiosity and explore learning from reviews</li> <li>• To understand common barriers to being professional curious and how to overcome these</li> <li>• To increase confidence in working with non-verbal children, children with additional needs and children who give 'limited responses' and develop creative ways to explore and understand their voices</li> <li>• To increase curiosity about trauma and the impact on the child</li> <li>• To access resources and direct work tools to support interventions with children</li> <li>• To improve confidence in working with resistant parents/carers and build upon the skillset of respectful challenge</li> <li>• To understand the role of non-resident parents and the importance of engagement</li> <li>• To understand the need to adopt a think family approach and identify how to do this in practice.</li> </ul>
<b>How?</b>	This 2-hour workshop is delivered online by an LSCP Trainer. Book a place <a href="#">here</a> .
<b>When?</b>	<ul style="list-style-type: none"> <li>• Wed 26 Feb 2025 14:00-16:00</li> <li>• Thu 20 Mar 2025 14:00-16:00</li> <li>• Wed 28 May 2025 10:00-12:00</li> </ul>

## Thresholds & Escalations

<b>Who?</b>	Lead professionals, safeguarding leads, named health professionals, team managers and people who oversee frontline practitioners.
<b>Why?</b>	Thresholds help to determine what type of intervention and safeguarding response will be offered to children and families when concerns arise. Having a shared and consistent understanding of the types of response enables better communication with families and better multi-agency responses. Escalation processes also support where there is professional disagreement about the type of response being offered to a child.
<b>What?</b>	<p>Learning objectives:</p> <ul style="list-style-type: none"> <li>• To increase knowledge of the Pan-London Threshold Document and the different levels of need</li> <li>• To understand when and how the Threshold Document can be used in practice to enhance multiagency safeguarding practice</li> <li>• To develop confidence in how to apply thresholds in practice using case studies</li> <li>• To develop confidence in critical thinking in relation to risk and concerns</li> <li>• To increase understanding of risk assessment a dynamic and ongoing process and understand how the Threshold Document can support this</li> <li>• To understand the common challenges in making the right decisions, and how these can be overcome.</li> <li>• To identify what constitutes a good quality children's social care referral.</li> <li>• To raise awareness of the multiagency escalation policy.</li> <li>• To increase confidence to recognise and challenge safeguarding issues and promote culture of professional challenge</li> </ul>
<b>How?</b>	This 3-hour workshop is delivered online by an LSCP Trainer. Book a place <a href="#">here</a> .
<b>When?</b>	<ul style="list-style-type: none"> <li>• Thu 9 Jan 2025 14:00-17:00</li> <li>• Wed 12 Feb 2025 10:00-13:00</li> <li>• Mon 03 Mar 2025 12:00-15:00</li> <li>• Thu 03 Apr 2025 14:00-17:00</li> <li>• Tue 13 May 2025 10:00-13:00</li> <li>• Fri 13 June 2025 12:00-15:00</li> </ul>

## Educational Neglect

<b>Who?</b>	This course is aimed at head teachers, safeguarding leads, school attendance officers, school governors, social workers, health professionals and police.
<b>Why?</b>	Children have a right to efficient, suitable and full-time education and children are safer in education. This course will help participants to understand how educational neglect occurs and what action is needed in response.
<b>What?</b>	<p>The workshop will cover:</p> <ul style="list-style-type: none"> <li>• Human and Child rights to education</li> <li>• Education Act 1996</li> <li>• Definitions of neglect/ educational neglect</li> <li>• Professional opinion on neglect</li> <li>• Factors which contribute to neglect</li> <li>• Considering educational neglect in assessments</li> </ul>
<b>How?</b>	This 2 ½ hour workshop is delivered online by Lambeth's Education Welfare Service. Book a place <a href="#">here</a> .
<b>When?</b>	<ul style="list-style-type: none"> <li>• Fri 07 Feb 2025 10:00-12:30</li> <li>• Fri 16 May 2025 10:00-12:30</li> </ul>

## Prevent Training

<b>Who?</b>	This training is suitable for any LB Lambeth staff, or staff at voluntary/community sector groups who engage with members of the public and may need to make a Prevent referral due to concerns about the risk of radicalisation. Education setting staff may attend, but specialist training is available for their settings which may be more appropriate.
<b>Why?</b>	Local authorities have a statutory duty to “have due regard to the need to prevent people from being drawn into terrorism”. Often known as the Prevent Duty, this statutory requirement is accompanied by guidance from the Home Office which suggests “a training programme...for relevant personnel” as a benchmark for compliance. All relevant staff and commissioned services should be aware of the signs of possible radicalisation and understand the need to raise concerns and understand when and how to make referrals to Prevent, as well as where to get additional advice and support.
<b>What?</b>	<p>The training will provide an overview of the UK Counter Terrorism strategy and how Prevent fits into this; an assessment of the local radicalisation threat; an overview of what radicalisation is and how to spot the signs it may be happening using case studies and threshold guidance; and an overview of what happens once a referral is made and the support available for staff.</p> <p>After completing the training, staff will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of Prevent aims, terminologies, and processes;</li> <li>• Explain how the risk people we work with might manifest, and at what point concerns should be raised;</li> <li>• Explain how Prevent-related cases work once a referral is made and show awareness of the wider support options available to professionals and service users.</li> </ul>
<b>How?</b>	The training is delivered by the Lambeth Prevent Team will be held on MS Teams and last for two hours. Book a place <a href="#">here</a> .
<b>When?</b>	<ul style="list-style-type: none"> <li>• Wed 16 April 2025 10:00-12:00</li> <li>• Wed 16 July 2025 10:00-12:00</li> </ul>

## Sibling Sexual Abuse

<b>Who?</b>	Practitioners who have regular or intensive contact with children and/or their families and who are involved in multiagency safeguarding responses, including making referrals and attending safeguarding meetings. You must work with children living in, or looked after by, Lambeth and/or work with their families to attend.
<b>Why?</b>	National learning tells us that the multiagency safeguarding system needs to improve the response to children who are sexually abused in the family environment. Siblings are one of the most common groups of people to abuse within this environment, so join us to learn more about how to identify, assess and respond to better protect children.
<b>What?</b>	By the end of the training, participants will be able to: <ul style="list-style-type: none"> <li>• Recognise the prevalence of siblings sexual abuse.</li> <li>• Understand what is normal, problematic and harmful?</li> <li>• Understand the impact.</li> <li>• Develop confidence in assessment and family safety planning.</li> </ul>
<b>How?</b>	This half-day training is delivered by Barnados Tiger Service and will be held on MS Teams. Book a place <a href="#">here</a> .
<b>When?</b>	<ul style="list-style-type: none"> <li>• Wednesday 18 June 2025 10:00-13:00</li> </ul>

## DBS Eligibility and Legal Duty to Refer Workshop

<b>Who?</b>	This workshop will be of value to those who have recruitment / management / safeguarding responsibilities; are involved in safer recruitment processes; recruit or manage those in regulated activity with children; are responsible for making DBS referrals. You must work with children living in, or looked after by, Lambeth and/or work with their families to attend.
<b>Why?</b>	The Disclosure and Barring Service helps employers make safer recruitment decisions by processing and issuing DBS checks and also maintaining the Adults' and Children's Barred Lists. Those responsible for the recruitment and management of individuals who work with children should be aware of the importance to carry out the correct level of DBS check and also understand when they have a legal duty to make a barring referral. This workshop will explore these topics and more to enhance understanding of the part DBS plays in safer recruitment and the greater safeguarding community.
<b>What?</b>	Kiran Rehal is the DBS Regional Outreach Adviser for Greater London and a point of contact for any enquiries about DBS. She will be delivering this Eligibility and Legal Duty to Refer workshop which will cover: <ul style="list-style-type: none"> <li>• The different levels of DBS checks</li> <li>• When an employee/volunteer is eligible for a check</li> <li>• Regulated Activity with children</li> <li>• DBS Update Service</li> <li>• Barring and the legal duty to refer</li> <li>• Q&amp;A</li> </ul>
<b>How?</b>	This 90min workshop will be delivered online via MS Teams. Book a place <a href="#">here</a> .
<b>When?</b>	Tuesday 03 June 10:00-11:30

## LSCP Briefing: I Wanted Them All to Notice

<b>Who?</b>	Practitioners and volunteers working with children living in, or looked after by, Lambeth and/or working with their families.
<b>Why?</b>	In Nov 2024, the Child Safeguarding Practice Review Panel published "I wanted them all to notice", a national review exploring the challenges that feature in the identification, assessment and response to child sexual abuse within the family environment. This briefing from the LSCP summarises the key findings.
<b>What?</b>	Learning objectives: <ul style="list-style-type: none"> <li>• To understand the context of child sexual abuse in the family environment</li> <li>• To review key findings and reflect upon common challenges in safeguarding responses to child sexual abuse in the family environment.</li> <li>• To identify further training and development opportunities to improve responses to children experiencing sexual abuse in the family environment.</li> </ul>
<b>How?</b>	This is a 60 minute briefing taking place online via MS Teams. Book a place <a href="#">here</a> .
<b>When?</b>	Tuesday 10 June 2025 13:00-14:00