



Safeguarding Children

Calderdale Safeguarding Children Board

Multi-Agency Safeguarding Children Training Programme

April 2018 to March 2019

Safeguarding is everyone's business

Contents

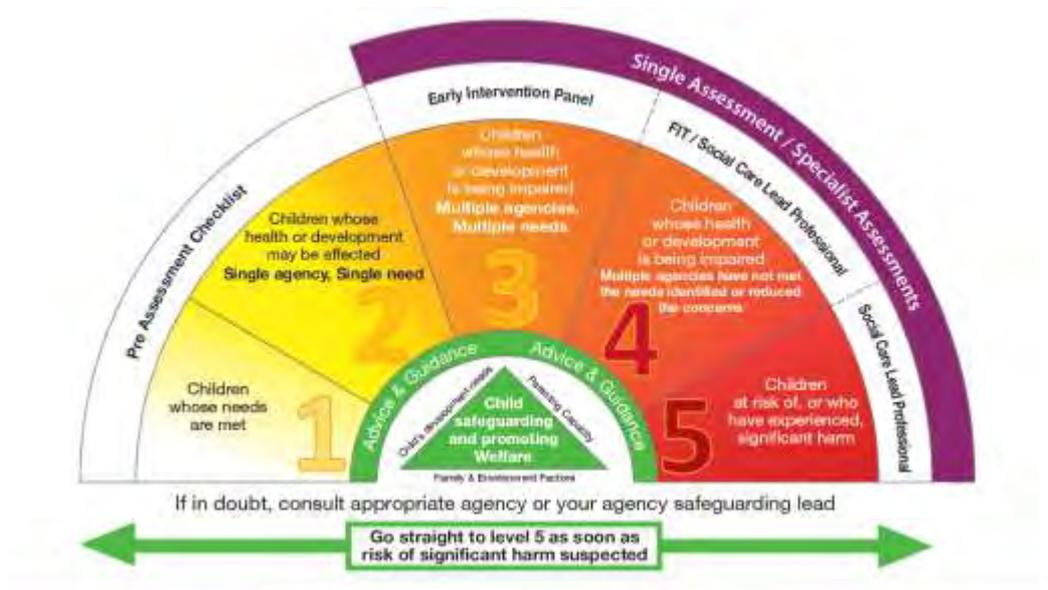
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Introduction

Working Together 2015 (p.53) states: employers are responsible for ensuring that their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children.

The CSCB provides training at three different levels: Foundation; Intermediate and Advanced which correlate to levels 1/2, 3/4 and, 5 on the Continuum of Need.



All the knowledge and skills linked with each course/workshop contribute to the overall competence required to undertake safe Safeguarding practice.

The [E-learning](#) provided by Calderdale Safeguarding Children Board provides a good foundation of awareness of child abuse and neglect. There is a requirement that all participants will have a basic understanding of safeguarding prior to undertaking any direct learning – this may be acquired via **e-learning** or **similar foundation training**. Masterclasses and Conferences will be held at regional and local level to address more complex or specialist issues.

Clear learning outcomes underpin every training course. In this way, **learners with their Managers will be assisted to select the most appropriate event or course to meet their specific learning needs**. Most of the proposed learning opportunities within this programme are at an intermediate level.

What you need to know

How to decide which course is the right one for you

Foundation

If you are new to safeguarding work, work with children and families at level one or two of the Continuum of Need or if you have not undertaken any single, multi-agency training or e-learning in

Safeguarding during the last three years, you should undertake one of the **foundation or e-learning** courses that will provide you with basic awareness of the essential skills and knowledge that underpins this work.

Intermediate

If you work at level two, three or four of the Continuum of Need with children, young people and/or their parents/carers and you could potentially contribute to assessing, planning, intervening and reviewing the needs of a child and parenting capacity where there are safeguarding concerns, you will need an enhanced level of safeguarding knowledge and skills which are provided at **Intermediate** level. As a Senior Manager with responsibility for the strategic management of services; or a member of the LSCB, you will also need to access learning at this level.

Advanced

Courses which the CSCB offer at an **Advanced** level are aimed at people who have a specialist safeguarding role or who require a deeper level of understanding and are working at the higher levels of the continuum of need. Masterclasses held at regional and local level are organised periodically to address more complex or specialist issues.

It is expected that agencies with responsibilities for child protection, court work and/or children looked after will provide additional single agency training at this level.

Use the 'At a Glance' table below to see suggested content at each level and recommendations for frequency of updating Safeguarding knowledge and skills.

It is expected that individual training needs will be identified via a discussion with the line-manager, for example, during induction, supervision and/or annual appraisal. This will allow learners to discuss and agree with their Managers

- How the course/workshop meets identified learning needs
- Explicit agreement to be released from work commitments for the duration of the event
- How evidence of learning will be provided

How to access e-learning or face to face training

Calderdale SAB and SCB operate an event management system which allows learners to self-register for direct learning opportunities. The process for registration to this system and selection of courses is the same for both e-learning and face-to-face training events. Please follow the [instructions](#) to register/select training activities.

It is advised to select one e-learning course at a time and complete it before selecting another. Allocation of a place on a face to face course is dependent on authorisation by CSCB staff after which you will receive an email to confirm your place.

At a Glance

N.B. Staff who work across all levels of the Continuum of Need will require underpinning knowledge and skills at all levels dependent on their role and the requirements of the organisation.

What you do	Level of Training and Skills and Knowledge Required	Frequency
<p>If you work with children and families at level one or two of the Continuum of Need or if you have not undertaken any single, multi-agency training or e-learning in Safeguarding during the last three years</p>	<p>Foundation – requires awareness of : Underpinning legislation, government guidance and local procedures Principles and Concepts of Safeguarding 'Everyone's Responsibility'; 'Early Intervention'; 'Child Protection'; 'Significant Harm' 'Children who are Looked After' Learning from Serious Case Reviews Definitions and Indicators of Abuse (Including CSE, FGM) Child Development (and vulnerability); Impact of Abusive and Neglectful Parenting on children and young people; Thresholds of need and risk; Roles and responsibilities Allegations against staff; Support for staff Skills in: Responding to a concern about a child; managing a disclosure; making a referral</p>	<p>At Induction</p> <p>Minimum of 3 years if not completed any other Safeguarding or e-learning Safeguarding training</p> <p>Some staff will require more frequent safeguarding training dependent on their role, legal and organisational requirements and regulatory body.</p>
<p>If you work at level two, three or four of the Continuum of Need with children, young people and/or their parents/carers and you could potentially contribute to assessing, planning, intervening and reviewing the needs of a child and parenting capacity where there are safeguarding concerns. Or you are a Senior Manager with responsibility for the strategic management of services; or an NHS board member or member of the LSCB.</p>	<p>Intermediate – requires application of all of the above and knowledge of: Impact of adult mental ill health, substance misuse, domestic abuse, physical ill-health and disability on family functioning and social circumstances; risks to children; EISA, Early Intervention planning and processes (EI panel); Current thinking in safeguarding, local and national initiatives and developments Skills in: Engaging and developing working relationships with children and families; Gathering information from different sources for assessment purposes; Reflective practice and analysing information on which to base decisions and make plans for children and young people; Applying evidenced based strategies to work with families to overcome resistance to intervention, family difficulties and to build resilience; Multi-agency working (including work with adult services); Giving/receiving safeguarding supervision dependent on role and organisation.</p>	<p>Minimum of 3 years</p> <p>Some staff will require more frequent safeguarding training dependent on their role, legal and organisational requirements and regulatory body.</p>
<p>If you work at level four or five of the Continuum of Need or undertake specialist or child protection work</p>	<p>Advanced – requires skills and knowledge in all of the above plus specialist knowledge and skills associated with the specific professional discipline.</p>	<p>Minimum of 3 years</p> <p>Some staff will require more frequent safeguarding training dependent on their role, legal and organisational requirements and regulatory body.</p>

Charging

Currently, all e-learning and face to face courses are free to people who work with children, young people and families who live in Calderdale.

Cancellation Policy

Anyone booking a place on a face to face course and is then unable to attend, is required to provide three working days' notice. The learner needs to cancel their own place in the event management system in order to explain the cancellation and to release the booking for someone else. In the event of sickness or other unexpected reason for absence on the day, it is a line manager's responsibility to find an appropriate replacement to attend. If a replacement learner will be attending, it is important that this information is brought to the attention of the trainer and made clear on the signing in sheet. The original delegate needs to cancel their place in the system as soon as possible stating that a replacement attended on the day. The 'replacement' delegate then needs to request a place to show that they have attended.

Non-attendance or late cancellation of training courses wastes valuable places that can be used by other individuals.

If a learner does not attend a booked event, or cancels within 3 working days (without a replacement), a fee of £50.00 will be charged.

Data on absences is collated and discussed by the CSCB at the Learning and Improvement sub group and at board meetings.

CANCELLATION OF A PLACE MUST BE MADE DIRECTLY ON THE EVENT MANAGEMENT SYSTEM.

Certificates

Certificates for attendance at face-to-face training events will be generated automatically by the management system on completion of the online course evaluation.

Measuring the Impact of Training

It is one of the functions of the CSCB to evaluate the impact and effectiveness of the multi-agency training that is being delivered to ensure that those working with children and families are suitably trained and that training resources are being targeted effectively.

To fully understand the impact of training on practice, evidence needs to be available and considered from different sources at different points in time in order to triangulate the information and to consider the multiple factors that are necessary to transfer from learning to changes in practice. The CSCB evaluates the impact of training and your learning in different ways.

- Knowledge Questionnaire/ Standardised tools
- End of course evaluation
- Survey Monkey/Questionnaire
- s.11 evidence/ Challenge Event
- Single and Multi-Agency Audits

- Case Studies
- Practitioner Focus groups
- Observations of practice
- Compliments/Complaints
- Performance Indicators

You are expected to evaluate all e-learning and face to face courses by completing an on-line evaluation which is accessed via the self-registration learner workspace.

The effectiveness of some courses will be measured via a follow up survey or phone call. This may include requesting evidence of changes to your practice from your Line-Manager.

If you would like to be kept informed of forthcoming learning opportunities and safeguarding matters, please contact Allison.waddell@calderdale.gov.uk to be added to the distribution list.

Foundation Level Courses

Calderdale Safeguarding Adults and Children Boards and their partners provide a suite of [e-learning modules](#) which can be accessed via the CSCB [Training](#) and Development page of the website. The courses cover safeguarding adults and children awareness and includes 'Safeguarding Children in Education'; 'Awareness of Child and Adult Sexual Exploitation'; 'Self-harm and Suicidal Thought in Children and Young People'; 'E-Safety – Guidance for Practitioners'; 'Safer Recruitment'; and much more. To book on any of the e-learning modules, follow the instructions for self-registration log-in via the CSCB/Virtual College [landing page](#).

You should undertake this level of training if your job involves:

Infrequent contact with children, young people and/or parents/carers

For example, librarians, GP receptionists, community advice centre staff, groundsmen, recreation assistants, environmental health officers.

Or if you work at Level One or Two of the Continuum of Need

For example, housing, hospital staff, YOT staff and staff in secure settings, the police other than those functioning in specialist child protection roles, sports development officers, disability specialists, faith groups, community youth groups, play scheme volunteers

Or if you have not undertaken any single, multi-agency training or e-learning in Safeguarding during the last three years.

Or if you require foundation knowledge in a safeguarding related subject.

If you require awareness of **Child Abuse and Neglect**, please select the most appropriate course for your learning needs and job role using the information provided below.

E-Learning – See the [Total Training Package](#) for the full e-learning offer

INTRODUCTION to Safeguarding Children

For those who have occasional contact with children

This course explains how safeguarding children is everyone's responsibility. After completing this course you will have a better understanding of the types of abuse and neglect a child in your care may suffer, and most importantly how to identify the signs of neglect and how to take the correct course of action if you suspect a child is being neglected.

Other key areas of the training include knowing how to deal with a situation when a child or adult discloses abuse, and reliable methods of keeping accurate records.

If you are in contact with children for extended periods of time, either at work or in a voluntary position, you may want to consider completing [Awareness of Child Abuse and Neglect Core](#).

Awareness of Child Abuse and Neglect – CORE KNOWLEDGE AND SKILLS

For frontline professionals and those who have direct contact with children and young people

This course now incorporates: Awareness of Child Abuse and Neglect – YOUNG PEOPLE VERSION and Awareness of Child Abuse and Neglect – POLICE VERSION.

It contains all of the information in 'An Introduction to Safeguarding', and greatly expands on all of the included course topics in order to give those that work with children for extended timeframes the detailed information you need to safeguard the children in your care. Essential topics covered in the course include: Understanding the types of abuse and neglect a child in your care may suffer. How you can identify the tell-tale signs. What is the correct course of action when you suspect a child is being abused or when a child or adult discloses abuse. You will also learn reliable methods of keeping accurate records.

Think Safe, Stay Safe, Be Safe

Aimed at young people aged 11 to 18 years who may need basic awareness e.g. babysitters, peer mentors, work placements

The aim of this module is to raise awareness of the signs of abuse and neglect and understand when and who to report concerns to.

On completion of this course, learners should be able to:

- Understand the various types of child abuse or neglect
- Identify the signs and what to look for
- Know how to ask questions if you suspect a young person is being abused
- Know what steps to take if you suspect abuse is happening
- Know what to do if a young person discloses abuse

These e-learning courses will cover:

- What is child abuse and neglect?
- Signs and indicators of abuse and neglect.
- Normal child development.
- Maintaining a child focus.
- What to do in response to concerns

In order to access any other multi-agency learning events in this programme, it is important you can evidence that you have at least a basic understanding of child abuse and neglect. The e-learning courses above will provide you with this basic understanding.

Alcohol Brief Intervention Training

2 hours (10:00 to 12:00)

**9th Oct 18; 13th Nov 18; 4th Dec 18;
8th Jan 19; 5th Feb 19; 5th Mar 19**

We estimate the number of children (under 16) affected by parental alcohol use in Calderdale, as:

- 9,100 (22.4%) living with hazardous drinkers
- 2,500 (6.1%) living with dependent drinkers.

Over half of those living with children are consuming in excess of 400 units per month (a pint of standard strength lager contains 2.3 units and a standard glass of wine 175ml contains 2 units).

In 4,165 domestic incidents reported during time period 1/4/2015 – 31/3/2016, alcohol was involved in 9.8% of incidents in Calderdale compared with a regional average of 7.7%. In 37.4% of these incidents children were present. Nationally, between 50% and 90% of families on social workers' child care caseloads have at least one parent with drug, alcohol or mental health problems. Alcohol features in approximately 50% of Child In Need assessments in Calderdale

This is essential training!

The course will cover:

- **Facts about alcohol, myths, units and safe limits**
- **The physical effects of alcohol both short term and long term**
- **Definitions such as binge drinking, high risk and dependency**
- **Brief Interventions**
- **Support available and how to refer to local services**
- **Useful tools and resources to support training**

Planned Learning Outcomes

1. Boost skills and confidence in talking with service users about alcohol use
2. Recognise the effects of alcohol use and the impact on health;
3. Tailor advice and use an evidence based-screening tool to identify problematic alcohol use in your role;
4. Apply simple tools that may trigger change.
5. Identify relevant support services in Calderdale.

An Introduction to Child Mental Health

3 hours (9:30 to 12:30)

17th Apr 18 ; 11th Sep 18

50% of **mental health** problems are established by age 14 and 75% by age 24. 10% of **children** and young people (aged 5-16 years) have a clinically diagnosable **mental** problem³, yet 70% of **children** and adolescents who experience **mental health** problems have not had appropriate interventions at a sufficiently early age. Social and emotional wellbeing creates the foundations for healthy behaviours and educational attainment. Evidence shows that poor social and emotional wellbeing predicts a range of negative outcomes in adolescence and adulthood. For example, negative parenting and poor quality family or school relationships place children at risk of poor mental health. Early intervention in childhood can help reduce physical and mental health problems and prevent social dysfunction being passed from one generation to the next.

This course delivered by Northpoint Wellbeing practitioners aims to increase awareness of child mental health and explore factors which can affect children's mental health and wellbeing.

Planned Learning Outcomes

1. Identify factors which contribute to healthy psychological wellbeing
2. Describe factors which have a detrimental effect upon the mental health of children and young people
3. Increase awareness of common mental health difficulties
4. Respond to initial concerns
5. Know when and how to consult or refer on to child mental health services

Supporting Young People to Stay Safe On-Line

One day taught course 9:30 to 16:00

27th Apr 18; 6th Nov 18

In the recent Net Aware Report 2017: "Freedom to express myself safely", young people highlighted "the concerning levels of risk that they are facing, often on a daily basis, and often alone. These risks include persistent and distressing or offensive contact with strangers, witnessing violence and hatred, encountering sexual content and being encouraged to behave sexually, and seeing or being subjected to bullying behaviour.

This was reinforced in the "Digital Romance from CEOP/NCA and Brook Advisory, they found;

- 34% of young people had sent a nude/sexual image to someone they were interested in
- 28% had felt pressurised to send one of themselves
- 26% received a picture of someone they knew, sent by another

A local Serious Case Review highlighted the need for parents and carers to have a greater understanding of the potential use and impact of unregulated on-line activity on children and young people.

This course aims to look at the impact of social networking is having on us all and the potential threats that this can bring, particularly around the sharing of images and live streaming.

This course will cover:

- **Impact of social networking and influences the behaviour of young people**
- **Potential hazards for young people using Facebook and other social media sites including sexting, online games and pornography**
- **How carers can find support young people to set up privacy settings and reporting systems to report bullying and abusive online behaviour**

Planned Learning Outcomes

1. Understand the phenomenon of social networking: Why do people use it?
2. How Facebook and other sites work
3. Potential risks for young people using Facebook and other social media sites
4. Support on setting up privacy settings and using the reporting system.
5. Step to take to raise awareness of Internet bias and its impact.

Intermediate Level Courses

You should undertake this level of training if your job predominantly involves:

Working with children, young people and/or their parents/carers and you could potentially contribute to assessing, planning, intervening and reviewing the needs of a child and parenting capacity where there are safeguarding concerns. For example, those working at least at level three/four of the Continuum of Need.

For example, paediatricians, GPs, youth workers, those working in the early years sector, residential staff, midwives, school nurses, health visitors, sexual health staff, teachers, probation staff, sports club welfare officers, housing officers, those working with adults in, for example, learning disability, mental health, alcohol and drug misuse services, those working in community play schemes.

This level of training is also relevant for Senior managers responsible for the strategic management of services; NHS board members; Members of the LSCB *including: Board members, Independent chair, Directors of Children's Services, Elected member, Lay members, Members of executive and sub/task Groups, Business support team, Inter-agency trainers.*

The impact of your learning on the courses/workshops will be measured in a variety of ways including: post course evaluation; short on-line questionnaire; follow up discussions with you and your Manager.

Child Mental Health Briefings:

50% of **mental health** problems are established by age 14 and 75% by age 24. 10% of **children** and young people (aged 5-16 years) have a clinically diagnosable **mental** problem³, yet 70% of **children** and adolescents who experience **mental health** problems have not had appropriate interventions at a sufficiently early age. Social and emotional wellbeing creates the foundations for healthy behaviours and educational attainment. Evidence shows that poor social and emotional wellbeing predicts a range of negative outcomes in adolescence and adulthood. For example, negative parenting and poor quality family or school relationships place children at risk of poor mental health. Early intervention in childhood can help reduce physical and mental health problems and prevent social dysfunction being passed from one generation to the next.

Anxiety in Young People

3 hours

1st May 18 (13:30 to 16:30); 2nd Oct 18 (9:30 to 12:30)

Delivered by Northpoint Wellbeing Practitioners

This course provides:

- **An overview of the signs and symptoms of anxiety in young people**
- **Ways to best support and respond to their behaviours and needs.**

Planned Learning Outcomes:

1. Identify the key features of anxiety in children and young people
2. Explore the differing types of anxiety and understand potential causes
3. Consider practical strategies that can be applied to their practice
4. Develop a basic understanding of cognitive behavioural therapy and its use with anxious children and young people
5. Increase confidence when working with young people who experience anxiety
6. Identify where to source useful material to support direct work with children and young people experiencing anxiety
7. Recognise when and how to consult or refer to child mental health services.

Depression in Young People

3 hours

3rd Jul 18 (9:30 to 12:30); 8th Jan 19 (13:30 to 16:30)

Delivered by training practitioners from Northpoint Wellbeing

This course provides:

- **Information about low mood and depression in young people**
- **Opportunities for practitioners to increase confidence in their role.**

Planned Learning Outcomes:

1. Identify the key features of low mood and depression and how they manifest in children and young people
2. Develop skills to carry out an initial assessment of children and young people who may be depressed
3. Identify factors to consider when assessing and managing potential risk
4. Plan interventions to support young people experiencing low mood and depression including a basic understanding of cognitive behavioural therapy and its use with depressed children and young people
5. Explore the value of inter-agency and inter-disciplinary working in providing for the mental health needs of young people
6. Recognise when and how to consult and refer to child mental health services

Young People and Self-Harm

3 hours

5th Jun 18 (13:30 to 16:30); 6th Nov 18 (9:30 to 12:30)

Delivered by Training Practitioners from Northpoint Wellbeing,

This course provides:

- **An opportunity for participants to increase their knowledge and skills in relation to working with and supporting young people who self-harm.**

Planned Learning Outcomes

1. Identify what constitutes self-harm
2. Develop skills to carry out an initial assessment of young people who self-harm
3. Explore the key areas to be considered when assessing potential risk
4. Apply strategies for engaging and supporting young people who self-harm
5. Increase confidence when working with young people who harm themselves
6. Identify sources of support and guidance

Child Sexual Abuse

Half day workshop (9:30 to 13:00)

16th Apr 18; 12th Oct 18

It is thought that 90% of abused children are abused by someone they know. NSPCC research shows that over a third of children aged 11-17 (34%) who experienced sexual abuse by an adult did not tell anybody else about it. This course presents some of these issues and provides opportunities for practitioners to explore the difficulties of working effectively with children who are at risk of sexual abuse and consider ways to overcome them.

The course covers:

- Risk Indicators and signs of sexual abuse
- Impact of sexual abuse on children's health, development and behaviour
- Impact of attitudes in relation to sexual abuse
- Issues related to disclosure
- Theoretical frameworks to understand CSA
- Agency and individual responsibilities and processes¹

Planned Learning Outcomes

1. Recognise when a child or young person is being sexually abused
2. Provide an appropriate response to safeguard the child and support non-abusing family members
3. Select an appropriate theoretical framework to consider how to reduce the risk of child sexual abuse and provide an appropriate intervention

¹ Number of EI CSE risk assessments completed. Total number of reopened cases. Timescales and sources of referrals and outcomes

Child Sexual Exploitation (CSE) training and workshops

Introduction to Child Sexual Exploitation

1 ½ hour briefing (12:00 to 13:30)

18th Apr 18; 16th Oct 18

The local CSE team provides training which promotes understanding of CSE and focuses on the application of relevant procedures² and practice guidance when CSE is suspected at all levels of the Continuum of Need³ in Calderdale. This briefing explains how the CSE Hub receives and manages referrals, when and how to share 'intelligence' and is an opportunity to ask members of the CSE Hub any questions.

Working with Children and Young People involved in Child Sexual Exploitation

Half day workshop (13:00 to 16:00)

13th Sep 18; 7th Mar 19

This workshop introduces different models to explain ways in which children and young people are exploited. It examines the impact of trauma on brain function which makes it difficult for some children to break from abusive relationships and considers how best to support young people who have been involved in CSE.^{4, 5}

² IM3 The CSE risk assessment is used and completed consistently across Calderdale; IM2 Children and families are supported by the right agencies at the right level (of the Continuum of Need);

³ PM Indicator – Maintenance of low number of high risk cases on CSE Matrix

⁴ PM Indicator – Maintenance of low number of high risk cases on CSE Matrix

⁵ Number of EI CSE risk assessments completed. Total number of reopened cases. Timescales and sources of referrals and outcomes

Children Missing from Sight

Half day seminar (9:30 to 13:00)

14th Jun 18; 11th Dec 18

There are no exact figures for the number of children who go missing or run away, but estimates suggest that the figure is in the region of 100,000 per year. Children may run away from a problem, such as abuse or neglect at home, or to somewhere they want to be. They may have been coerced to run away by someone else. Whatever the reason, it is thought that approximately 25 per cent of children and young people that go missing are at risk of serious harm. There are particular concerns about the links between children running away and the risks of sexual exploitation. Missing children may also be vulnerable to other forms of exploitation, to violent crime, gang exploitation, radicalisation, forced marriage, trafficking or to drug and alcohol misuse.

This seminar will cover:

- **The risks associated with ‘missing’ and CSE, drug and alcohol mis-use, crime, anti-social behaviour and other vulnerabilities which increase risks to well-being**
- **Using and maintaining Calderdale’s ‘child profile’ proforma**
- **Locally agreed referral processes for Absent and Missing children and young people and recognise the respective roles and responsibilities of all partners⁶**
- **The importance and value of return interviews for keeping children and young people safe**
- **Recognising the implications of legislation relating to children and young people missing from Education, processes and support available in Calderdale**
- **Contributing to the collation of local intelligence and take decisive action where relevant**
- **Responding to missing children and young people in Calderdale across all providers**

Planned Learning Outcomes:

1. Apply good practices to promote the safety of children and young people and reduce risks in relation to missing episodes.
2. Utilise local procedures to maximise the protection of children identified as at risk
3. Recognise the role and responsibilities of own and specific agencies in response to missing episodes and risk assessments

⁶ Increase in number of children reported ‘missing’; increase in number of children reported EHE, Increase in percentage of Return Interviews completed

Connections in the Brain that Shape Children and Young people

9:30 to 12:30

13th Nov 18

Serious Case Reviews have highlighted a lack of understanding and application of child development when undertaking assessments and planning for children and young people. Recognition of the different stages of what constitutes normal development is crucial to understanding what is going on in the abused and neglected child's life, the likely impact of any harm, and how it might manifest through disordered development or behaviour.

This session will be delivered by members of the Family Intervention Team (FIT)

The session will cover:

- **An introduction to neurological evidence on the brain's development from birth to adolescence**
- **Impact of trauma, neglect and abuse on brain development in early years**
- **The effects of household environments on children and young people's coping mechanisms**
- **Studies which show the impact of experiences in early life on physical health**
- **Intervention and prevention that is used to promote healthy brain development**

Planned Learning Outcomes:

1. To identify the impact/ importance of the brain development in early and teenage years.
2. To be able to explain the importance of brain development and recognise the affect of stress on young brains and on later life.
3. To encourage ways that adults can promote children's and young people's healthy brain development.

Contribution to Child Protection Assessment and Planning (Using the Strengthening Families Approach)

One day taught course (9:30 to 16:00)

17th Sep 18; 21st Mar 19

This course builds on 'Safeguarding Children and Young People in Calderdale: Identifying and Responding to Risks and Unmet Needs' and focuses on preparation for and involvement in the child protection processes for children where there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm.

This course will cover:

- **Information Sharing and Recording**
- **Multi-agency assessment and analysis**
- **Writing a report for an Initial Child Protection Case Conference using the Strengthening Families Approach**
- **Strengthening Families Approach to Initial Child Protection Conferences and Reviews**
- **Core groups**
- **SMART planning**

Planned Learning Outcomes

1. Recognise the key stages of the Child Protection process
2. Identify the key elements of an agency report for an Initial Child Protection Conference⁷
3. Recognise the importance of preparing to attend and making a contribution to an Initial Child Protection Conference⁸⁹
4. Contribute to the construction of a SMART multi-agency plan.

⁷ PM Indicator 3.7 - Voice of the child – Increasing the percentage of children engaged in child protection conferences and child protection reviews.

⁸ PM Indicator 2.1 – Reduction in percentage of repeat referrals in 12 months.

⁹ PM Indicator CSCB07a - Number of children subject to a child protection plan – neglect category is used in proportion with other categories of abuse.

Court Work Skills in Child Care Proceedings

3 hours (9:30 to 12:30)

3rd Oct 18

This workshop is delivered by Calderdale Care Proceedings Case Manager and is aimed at staff who are called as a witness of fact in child care proceedings. The session will explore some of the myths associated with court work and care proceedings, provide opportunities to ask questions and to clarify the roles and responsibilities of the different parties involved.

Course covers:

- **Relevant legislation and legal principles**
- **Pre-court requirements**
- **Court attendance and giving oral evidence**

Planned Learning Outcomes:

1. Prepare and give evidence confidently
2. Clarify expectations as a witness of fact in care proceedings

Disguised Compliance

Extended half day (9:30 to 15:00)

9th May 18; 9th Nov 18

Understanding the implications of disguised compliance comes mostly from learning from serious case reviews. Parents' behaviour can mislead us about the progress they are making and about the true nature of the lived experience of the child. Apparent or disguised cooperation can prevent or delay understanding of the severity of harm to the child and lead to cases drifting.

This course has been developed by West Yorkshire Local Safeguarding Children Board trainers following a Masterclass on disguised compliance and brings forward some of the thinking that was shared on the day.

The course covers:

- **What is meant by disguised compliance?**
- **Forming a working relationship with families**
- **Indicators of disguised compliance and responses to professionals**
- **Understanding the functions of and developing strategies for working with disguised compliance**

Planned Learning Outcomes

1. Develop increased understanding of why families may not want to co-operate with services
2. Increase awareness of ways in which practitioners may be deceived
3. Develop techniques and strategies to work more effectively with reluctant families

Domestic Abuse Briefing: Recognising Coercive Control

2 hour Session

You are required to have undertaken training on Domestic Abuse at Intermediate Level (Domestic Abuse: What's risk got to do with it?) in order to attend this workshop.

“The new offense of "domestic violence and coercive control" represents an entirely new way of responding to VAW (violence against women) in the UK that challenges everyone involved in ensuring justice for offenders and safety and support for victims to rethink their approaches.”
(Evan Stark)

This briefing covers:

- An overview of coercive and controlling behaviours
- How coercive control impacts on victims
- Information on the recent implementation in law recognising coercive control as a criminal offence, within the context of domestic abuse
- Appropriate responses for professionals where you are concerned about coercive control in your work with service users¹²

Date	Time	Venue
2 nd Oct 18	13.30 – 15.30	All at the WomenCentre
6 th Dec 18	13.30 – 15.30	
25 th June 19	9.30 – 11.30	

Domestic Abuse Briefing: Domestic Abuse and Impact on Children & Young People

2 Hour Session

You are required to have undertaken training on Domestic Abuse at Intermediate Level (see above) in order to attend this workshop.

Research shows that 140,000 children live in households where there is ongoing high-risk domestic abuse (Safelives 2015) and over half of all serious case reviews identify domestic abuse as a factor (DFE 2016). This briefing by Calderdale Staying Safe looks at the impact of domestic abuse on children and how we respond to a child's disclosure.

This briefing covers:

- The impact of domestic abuse on children
- How to respond appropriately to a child's disclosure of domestic abuse¹³
- How to talk to the non-abusive parent about domestic abuse

¹² No of referrals to MAST resulting in assessment; Outcomes for children

¹³ No of referrals to MAST resulting in assessment; Outcomes for children

- **Applying Calderdale’s Continuum Of Need And Response in relation to domestic abuse**
- **Information on what can be done to support children affected by domestic abuse and also of specialist services in Calderdale**

Planned Learning Outcomes

1. Assess the impact of domestic abuse on children.
2. Apply good practice in responding appropriately to a child’s disclosure of domestic abuse.
3. Apply Calderdale’s Continuum Of Need & Response in relation to domestic abuse

Date	Time	Venue
25th Oct 18	9.30 – 11.30	All at the WomenCentre
30th April 19	9.30 – 11.30	

Domestic Abuse Briefing: What Next? Using the Calderdale Multi-Agency Domestic Abuse, Stalking and Harassment (DASH) Risk Assessment with Service Users

2 Hour Session

You are required to have undertaken training on Domestic Abuse at Intermediate Level (Domestic Abuse: What’s risk aot to do with it?) in order to attend this workshop.

This two hour briefing follows on from the half day domestic abuse training and provides an opportunity to further develop your skills around recognising, understanding and responding to risk appropriately within your own agency; using the Calderdale multi-agency DASH risk assessment tool.

The briefing covers:

- **Undertaking the DASH Risk Assessment with service users in a sensitive and appropriate way**
- **The use of professional judgement in assessing risk using the DASH Risk Assessment**
- **Identifying appropriate action to take on completion of the DASH including immediate safety planning, referral pathways to MARAC/DA Hub and into specialist Domestic Abuse Services¹⁴**

Planned Learning Outcomes

1. Complete a DASH Risk Assessment appropriately with service users
2. Apply the use of “professional judgement” when assessing risk
3. Identify and manage risk safely.

Date	Time	Venue
6th Dec 18	9.30 - 11.30	All at the WomenCentre
26th Feb 19	13.30 – 15.30	

¹⁴ No of referrals to MAST resulting in assessment; Outcomes for children

Early Intervention Single Assessment

One day taught course (9:30 to 16:00)

23rd Apr 18; 10th Sep 18; 7th Feb 19

This course explores the process of early intervention through use of Single Assessment. During the session reasons for non-engagement are explored and strategies to promote the benefits of Single Assessment to parents are identified. There are practical activities on completing the documentation and devising SMART plans. The course addresses the role of the lead professional and reviews the requirements for successful TACs (Team around the child).

This course will cover:

- **Why the Early Intervention Single Assessment is important**
- **Engaging families in the single assessment process**
- **The role of the lead professional**
- **SMART planning**

Planned Learning Outcomes:

1. Identify when it is appropriate to use Single Assessment
2. Consider the reasons for non-engagement and identify strategies to remove barriers
3. Review the Single Assessment form using a case study to complete areas
4. Identify and discuss the role and responsibilities of the Lead Professional
5. Consider the requirements for child focused TAC meetings
6. Discuss potentially challenging behaviours from TAC members and how to diffuse situations to ensure meeting remains on track

Human Trafficking and Modern Day Slavery Workshop

Half day workshop

18th Apr 18

Research shows that 2,744 potential victims of human trafficking were encountered in the UK in 2013. Of these, 602 (22%) were children.

The three most prevalent countries of origin for potential victims of trafficking were:

Romania; Poland; UK. Most victims are trafficked for sexual exploitation and labour exploitation

This workshop will cover:

- What human trafficking is and the different types that exist;
- How to recognise the signs/indicators of trafficking; and
- How to respond appropriately to a victim and a case of human trafficking should they come across one

This workshop will include case study exercises, additional videos and an NRM exercise where participants will learn how to complete an NRM form using a mock case

Planned Learning Outcomes

1. Recognise the indicators of human trafficking and modern day slavery
2. Use the correct procedure to respond to a potential victim of human trafficking

Date	Time	Venue
18/04/18	13:00 to 16:30	King's Centre, Park Road

Safeguarding Children and Young People in Calderdale: Identifying and Responding to Risks and Unmet Needs

One day taught course (9:30 to 16:00)

12th Jul 18; 11th Oct 18; 12th Feb 19

Working Together 2015 (p.9) states “...safeguarding is everyone’s responsibility....In order that organisations and practitioners collaborate effectively, it is vital that every individual working with children and families is aware of the role that they have to play and the role of other professionals”. This course clarifies terms used in this area of work, sets out the roles and responsibilities of agencies in Safeguarding and the steps to take if concerned about a child.

This course will cover:

- **Child development and factors which impact on development**
- **Voice of the child**
- **Following West Yorkshire Safeguarding procedures**
- **Responding to concerns**
- **Applying Thresholds**
- **Referrals to Early Intervention Panels, MAST and Adult Services**
- **Roles and Responsibilities**
- **Recording and sharing of information regarding concerns.**
- **Working together to identify needs of children where there are safeguarding concerns.**

Planned Learning Outcomes

1. Increased knowledge of multi-agency work.
2. Understand the differences between ‘harm’ and ‘significant harm’ and how this informs practice.
3. Increased awareness of when and how to make a referral resulting in appropriate referrals to EI panel¹⁵ and/or MAST¹⁶
4. Use local safeguarding procedures, and have increased knowledge of local resources/services.
5. Increased knowledge of the latest safeguarding legislation and guidance.

¹⁵ PM Indicator 1.1 - Number of Early Intervention single assessments

¹⁶ PM Indicator 2.1 – Reduction in percentage of repeat referrals in 12 months.

Introduction to Female Genital Mutilation/Honour Based Violence/ Forced Marriage

Half day workshop (9:30 to 12:30)

23rd May 18

'Honour Based Abuse' (HBA) describes as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour.

A Forced Marriage (FM) is a marriage conducted without the valid consent of one or both parties and where duress is a factor. FM is now a specific offence under s121 of the Anti-Social Behaviour, Crime and Policing Act 2014.

The practice of Female Genital Mutilation or FGM causes severe pain and has several immediate and long-term health consequences, including difficulties in childbirth also causing dangers to the child.¹⁷

The session will be presented by representatives from West Yorkshire Police and Midwifery Services.

This course covers:

- **Information about these different areas of abuse and implications for practice.**
- **How a multi-agency response is required to meet the multiple needs of someone affected by any of these issues.**

Planned Learning Outcomes

1. Recognise the different issues that may affect different communities;
2. Recognise the signs and indicators of FGM, Forced Marriage and HBA;
3. Use legislation and relevant procedures to respond to concerns and make a timely referral;
4. Recognise the potential impact and consequences of reporting on the victim and their (non-abusing) families;
5. Challenge practices and beliefs that support FGM and/or Forced Marriage

IM1 Staff awareness raised; ¹⁷ CSCB 39 Number of alerts for FGM, IM2 Number of reported incidents increased (Protection Orders); IM3 Practitioners make appropriate referrals applying national legislation and local guidance.

Learning from Serious Case Reviews

3 hours (9:30 to 12:30)

18th Sep 18; 26th Feb 19

Chapter 4 Working Together 2015 notes the importance of sharing good practice so that there is a growing understanding of what works well. When things go wrong, lessons need to be learnt and services improved to reduce the risk of future harm to children.

The delivery of these sessions will be determined on a case by case basis depending on the agencies and learning involved – these will be advertised on the CSCB website.

Some workshops will be presented by senior representatives of the key agencies involved; others will highlight the learning and then use the World Café model to provide an open and creative conversation based on some of the findings to bring out collective knowledge, share ideas and insights, gain a deeper understanding of the issues.

The learning and additional required actions from these sessions are addressed via the CSCB Learning and Improvement Pathway (LIP).

Multi-agency Reflective Practice Sessions (MARPS) – Child focussed

2 hours (9:00 to 11:00)

5th Jun 18; 28th Sep 18; 13th Dec 18; 6th Mar 19

Themes and practice issues identified by practitioners or through multi-agency audits (overseen by the CSCB Multi-agency Quality Assurance group) are brought to the session to analyse and consider what works and what could be done differently, using the multi-agency group to help reflection in order to generate and share learning.

Practitioners who contribute to these sessions are instrumental in shaping further learning which is taken back to the CSCB to inform policy, procedures and future practice.

These are facilitated sessions using Kolb's adult learning cycle to structure the presentation.

If you are interested in presenting a case at one of the sessions, please contact Allison Waddell (SAB/CSCB) for more information

No Recourse to Public Funds

Full Day (9:30 to 16:00)

5th Nov 18; 12th Nov 18

No recourse to public funds (NRPF) applies to migrants who are 'subject to immigration control' and as a result of this have no entitlement to certain welfare benefits, local authority housing and homelessness assistance. This includes non-EEA nationals who:

- require leave to enter or remain in the UK but do not have it;
- have leave to enter or remain in the UK which is subject to a condition that they do not have recourse to public funds; or
- have leave to enter or remain in the UK given as a result of a maintenance undertaking (for example, adult dependant relatives of people with settled status).

Additionally, there are other groups of migrants that may request subsistence and/or accommodation from the local authority under community care provisions because they are unable to access welfare benefits and local authority housing, and therefore require NRPF services.

This duty also arises when there is a child in need under section 17 Children Act 1989. A child who does not have accommodation, has inadequate accommodation and/ or no money for basic living needs will be a child in need.

This is a complex area of work which may involve a range of agencies to respond to this group of people. Collaborating and sharing good practice with Bradford, this session will be delivered by the Manager, No Recourse to Public Funds, Immigration and Asylum Unit, Bradford.

The course covers:

- **NPRF Overview**
- **The legal framework (s17 Children Act 1989; Care Act 2014 and Mental Health Aftercare)**
- **Human Rights Assessments**
- **Immigration Policy Issues**
- **Local procedures and expectations**
- **Case examples**

Planned Learning Outcomes:

1. Consider whether families with NRPF are eligible or not for support under S17 Children Act 1989
2. Consider whether adults with NRPF are eligible or not for care and support under the Care Act 2014.
3. Use legislation and case law to help resolve NRPF cases.
4. Identify good practice in assessing and supporting people with NRPF.
5. Identify the resources that are available to find out about policy and legal developments

Parental Mental Health: Impact on Children

3 hour session

15th May 18 (13:00 to 16:00); 22nd Nov 18 (12:30 to 15:30)

Parental mental health problems were identified as a factor in over half of a sample of 33 serious case reviews in England from 2009-2010 (Brandon, 2011).

Published serious case reviews tell us that professionals sometimes lack awareness of the extent a mental health problem may impact on parenting capacity. This may result in a failure to identify potential safeguarding issues.

This session will provide:

- **An overview of mental health conditions and an understanding of how symptoms and medication might impact on parenting capacity.**

Planned Learning Outcomes

- Explore the impact of mental health problems on parenting capacity to respond to the developmental needs of children.
- Promote greater understanding of the links between child protection and adult mental health.
- Improve interagency collaboration, assessment and intervention.

Practitioners Tools and Good Practice Workshops

2 hour workshop (9:30 to 11:30)

20th Jul 18; 25th Jan 19

Over the past few years, Calderdale Safeguarding Children Board has produced a number of tools and guidance for practitioners in response to learning from Serious Case Reviews, audit and local training intelligence to clarify local safeguarding expectations and enhance practice.

Some of these include:

- Adults and Children's Services Referral Processes
- Assessment Guidance and Tools table
- Assessment of Neglect Toolkit
- Multi-agency Meeting Good Practice Guide
- Multi-agency Chronology Guidance
- Multi-agency Safeguarding Supervision Framework
- Professionals Meetings Guidance
- Resistant and Hostile Families Pathway
- Risk Indicator Checklist
- Sexually Harmful Behaviour Initial Assessment Tool
- Thresholds Tool
- Child Development Tool

This practical workshop will provide opportunities for practitioners to consider how to use the tools to best effect and to enhance practice

The workshop will cover:

- **Applying tools to practice to improve assessments and interventions**
- **Use local guidance to work more effectively with children and families and to promote multi-agency working**

Planned Learning Outcomes

1. Recognise the range of tools available
2. Select the most appropriate tools and guidance to improve working practices

SMART Planning in Practice: Practitioners Workshops

3 hours

28th Jun (9:30 to 12:30); 16th Jan 19 (9:30 to 12:30)

Plans for children and young people at all levels of the Continuum of Need should be centred on the child's needs to be safe and to promote their welfare. Writing 'good' multi-agency SMART plans requires skills and an understanding of the links between assessment and desired outcomes.

This course offers practical advice on how to construct a SMART plan and how to use tools to assist assessment and measure change as a member of a multi-agency group.

This workshop covers:

- **Focusing on the impact of parenting and environmental factors on the child's development and wellbeing**
- **Using relevant tools to improve SMART planning for children and young people**
- **Making a positive contribution to writing and reviewing SMART plans in a multi-agency meeting**

Planned Learning Outcomes

1. Increase awareness of your role and responsibilities and of the benefits of working together as a member of a multi-agency meeting.
2. Analyse assessment information in relation to impact on the child's developmental needs
3. Write a SMART plan based on analysis of assessment information which includes using appropriate tools to measure outcomes for children and young people¹⁸

¹⁸ PM Indicators 2.1 – Reduction in percentage of repeat referrals in 12 months; 2.3 – Reduction in percentage of Child Protection Plans lasting 2 years or more; CSCB16b – Reduction in percentage of children on CP plan for a 2nd or subsequent time; CSCB17 – Reduction in number of open CP plans lasting 2 years or more

Taking the 'Difficult' out of 'Difficult Conversations' Workshop

2¾ hour workshop (9:30 to 12:15)

20th Sep 18; 14th Mar 19

Serious Case Reviews¹⁹ nationally and locally highlight the lack of professional curiosity and challenge by professionals of each other and the families they are working with. Without professional curiosity professionals fail to recognise risks, downplay them, or focus on parents' needs to the detriment of the child's. In his enquiry into the death of Victoria Climbié, Lord Laming (2003) stated 'In addition to being willing to challenge their own biases, social workers should, when necessary, demonstrate "healthy scepticism" and respectful uncertainty in their dealings with families.

This practical workshop aims to take the 'difficult' out of difficult conversations and to provide participants with strategies to demonstrate assertive practice.

This workshop will cover:

- **Learning from Serious Case Reviews**
- **Reflection on communication styles**
- **Different strategies to manage crucial conversations**
- **Using professional authority in practice**

Planned Learning Outcomes:

1. Recognise the importance of a stepped approach to take the difficult out of difficult conversations
2. Reflect on own communication style to promote more successful conversations
3. Develop strategies to hold successful conversations that lead to better outcomes
4. Increase confidence in this area of professional practice

¹⁹ For example see 'Pathways to Harm, Pathways to Protection: a triennial analysis of serious case reviews 2011 to 2014' Final report May 2016 Peter Sidebotham et al

Three Year Safeguarding Refresher

3½ hour workshop (13:00 to 16:30)

17th May 18; 20th Nov 18

Working Together 2015 states 'employers are responsible for ensuring that their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children'. This requires staff to update their knowledge of legislation and guidance and maintain the ability to act on concerns about the safety and welfare of children and young people. Refresher training should take place at least every 3 years.

This workshop will cover:

- **Current legislation, local and national guidance**
- **Assessment and analysis of risk, unmet need and complicating factors**
- **Applying thresholds and making safeguarding referrals in Calderdale**
- **Emerging themes including learning from Serious Case Reviews**
- **CSCB priority areas**

Planned Learning Outcomes

1. Outline the latest legislation and statutory guidance in safeguarding
2. Recognise the changes to practice made over the past three years to your area of work
3. Follow the appropriate safeguarding procedures when safeguarding concerns are identified and different levels of intervention are required
4. Outline key findings from local and serious case reviews

Toxic Home Environments and the Impact on Children

One day taught course (9:30 to 4:00)

7th Jun 18; 23rd Jan 19

An analysis of a number of case reviews 2001 - 14, highlighted the presence of Domestic abuse, Mental health problems and Substance misuse in a large proportion of the cases and all three – the 'Toxic Trio' in 22% of the cases. Other studies highlighted a number of cases where:

- parents and carers prevented professionals from seeing and listening to the child
- practitioners focused too much on the needs of the parents, especially on vulnerable parents, and overlooked the implications for the child

This course will cover:

- **Impact on parenting due to Mental Health issues; Parental Substance Misuse; Domestic Abuse (Toxic Trio) and Parental Learning Disability**
- **Impact on the Children and Young People**
- **Responding to Children and Young People**

Planned Learning Outcomes

1. Review knowledge of the issues that may compromise effective parenting
2. Explore the cumulative effect of parental issues relating to substance misuse, mental health, domestic abuse
3. Identify risk and protective factors for children and young people living in households where an adult's parenting is compromised
4. Identify and use a range of multi-agency assessment tools and interventions
5. Explore responses to children and young people affected by parental issues
6. Recognise referral processes for adults in need of additional support
7. Recognise local and national resources and services for children and young people²⁰

²⁰ PM Indicator CSCB04 – Reduce number of repeat Domestic Abuse Referrals.

Train the Trainer – Basic Safeguarding

One day taught course (9:30 to 16:30)

15th Feb 18 – Pugneys, Wakefield;

26th Apr 18 – Margaret McMillan Towers, Bradford

6th June 18 – Shine, Leeds

26th Sep 18 – TBC, Calderdale

8th Nov 18 – TBC, Kirklees

This course is delivered by West Yorkshire Local Safeguarding Children Board trainers across the district and is aimed at all professionals who may need to deliver some aspect of Safeguarding information or Child Protection awareness raising to others. Although the course is aimed at the Children’s Workforce, the principles are of equal relevance to practitioners who need to share safeguarding messages with those who work primarily with Adults at Risk.

This course will cover:

- **What makes a good trainer?**
- **Effective communication**
- **Principles of adult learning**
- **Elements of good and poor training**
- **Strategies for managing difficult situations**
- **Micro-teach – applying the learning**

Planned Learning Outcomes

Please note this course does not provide the specific safeguarding messages you may be required to share but will allow you to:

1. Describe how adults learn and the different learning styles
2. List different methods of delivery and evaluate the pro’s and cons of these
3. Recognise different resources available to trainers and the pro’s and con’s of these
4. Identify techniques of how to handle difficult situations
5. Demonstrate the skills required to deliver clear safeguarding messages
6. Explain how and why the delivery of multi-agency safeguarding training is different to other forms of training delivery

Weapons and Gang Related Activity

3 hours

**16th Apr 18 (13:30 to 16:30); 29th Jun 18 (9:30 to 12:30)
17th Oct 18 (9:30 to 12:30); 22nd Jan 19 (15:30 to 17:30)**

Criminal exploitation of children and vulnerable adults is a geographically widespread form of harm that is a typical feature of county lines activity. It is a harm which is relatively little known about or recognised by those best placed to spot its potential victims. County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons.

Police recorded knife crime in the UK increased by 20% in the year ending March 2017 compared with the previous year - this is where a knife has been used to threaten someone or to actually inflict harm, and is mainly used to record offences involving assaults or robberies, but it also includes sexual offences and homicides where a knife has been used. At the same time there has been an increase in police recorded knife possession - this is where a person has been caught carrying a knife in public or school grounds without good reason.

This session is aimed at staff working with young people, who could be at risk of becoming involved with weapons or becoming criminal peer / gang members etc.

The course will cover:

- **Adopting a framework and protocol to ensure consistency and defensible decision making**
- **Staff roles in reducing prevalence of knife crime / weapons**
- **Legislation and consequences of carrying knives**
- **Consider referrals for group or individual work – to address the issues / risk / safeguarding**

Planned Learning Outcomes:

1. Identify behaviours that indicate a young person is involved in weapon crime
2. Identify behaviours that indicate a young person is involved in gang related activity
3. Provide an appropriate response to a young person displaying behaviours that indicate involvement in weapon crime and/or gang related activity
4. Follow agency procedure to manage weapon crimes in the setting
5. Promote the safety and well-being of all the young people involved
6. Follow/implement a framework and protocol to managing weapon crime in the setting
7. Work with other agencies to create a safe environment to minimise risk of further incidents involving weapons

What's New? Essential Knowledge Briefing – *for all staff working with children and families to keep up to date with current policies, procedures and practice. Some of the issues presented can also be relevant for staff working in Adult Services*

3 hours (9:30 to 12:30)

This session will resume in 2019

The importance of keeping up to date with current research, learning from local and national Serious Case Reviews, current thinking and practice in safeguarding is integral to Calderdale Learning and Improvement Framework and Working Together 2015.

The topics presented at Essential Knowledge briefings will vary but may include:

- **Updates to local and national policies and procedures, (e.g. CSE, Harmful Sexual Behaviour, Information sharing, Forced Marriage, Domestic Abuse etc.)**
- **Learning from Serious Case Reviews**
- **New practice guidance**

Working with Neglect and Highly Resistant Families

One day taught course (9:30 to 16:00)

25th Oct 18; 19th Mar 19

The analysis of Serious Case Reviews by Ofsted (2011), noted that:

- the child was not seen frequently enough by the professionals involved, or was not asked about their views and feelings
- agencies did not listen to adults who tried to speak on behalf of the child
- parents and carers prevented professionals from seeing and listening to the child
- practitioners focused too much on the needs of the parents,
- agencies did not interpret their findings well enough to protect the child.

Primarily focusing on neglect, this course highlights the importance of using appropriate tools such as the updated Multi-Agency Assessment of Neglect Toolkit and Risk Indicator tool to assist in the identification of evidence and assessment of risk, including observations and voice of the child.

This course will cover:

- **Identification and gathering of evidence with particular reference to the use of the updated Multi-Agency Assessment of Neglect Toolkit.**
- **Issues relating to disguised compliance; working with highly resistant families; engaging fathers.**
- **Compiling multi-agency chronologies and taking account of family functioning**
- **Building resilience of children including embedding British values**

Planned Learning Outcomes

1. Apply relevant assessment and intervention tools and models when working with neglect²¹, disguised compliance and resistant families
2. Promote and measure change
3. Recognise the importance of a multi-agency approach to working with neglect
4. Build resilience of children

²¹ PM Indicator CSCB07a - Number of children subject to a child protection plan – neglect category is used in proportion with other categories of abuse.

Working with Young People who Sexually Harm

One Day taught course (9:30 to 16:00)

12th Jun 18; 3rd Dec 18

It is recognised that sexual exploration and experimentation are a normal part of childhood development and children do engage in age-appropriate behaviours as part of natural childhood sexual development. The boundary between what is harmful and what is normal childhood sexual exploration/experimentation can be blurred. This course reflects on some of the reasons why children and young people may sexually harm others, introduces the 'Sexually Harmful Behaviour Tool for Professionals' and associated guidance and explains how using the 'Good Lives' Model will enable participants to develop practical skills to manage and work with children and young people who display early signs of sexually harmful behaviour.

This course covers:

- **Calderdale's response to children and young people who demonstrate Harmful Sexual Behaviour;**
- **The importance of considering the needs of the children who harm separately from the needs of their victims;**
- **Application of the Harmful Sexual Behaviour Tool for Professionals;**
- **Use of a model to work with children and young people who display sexually harmful behaviour.**

Participants need an understanding of this subject area, at least at Foundation Level e.g. **E-Learning (Working with Children and Young People who Display Sexually Harmful Behaviour) provided by Calderdale Safeguarding Children Board** in order to attend this course

Planned Learning Outcomes

1. Recognise behaviours which are sexually harmful
2. Distinguish between normal sexual development and harmful sexual behaviour.
3. Recognise theories and models of sexually abusive behaviour
4. Consider the professional response.
5. Demonstrate how to increase Home Safety
6. Consider how to use the 'Good Lives' model of intervention to manage unwanted behaviours

Writing and Contributing to Multi-Agency Chronologies

2 hour workshops (9:30 to 11:30)

21st May 18; 14th Dec 18

The findings of national and local Serious Case Reviews highlight the need for practitioners to have a full understanding of a child's life experience and history of the family to inform assessment and interventions. When agencies work together to share and analyse the information they have on their records, this can reveal risks, concerns, patterns and themes, strengths and weaknesses within a family. Chronologies enable practitioners to organise and merge information to gain a more accurate picture of the whole case, highlight gaps and missing details that require further assessment and identification.

The workshop will focus on:

- **The importance of this area of multi-agency work**
- **Provide practical skills on writing chronologies.**

Planned Learning Outcomes:

1. Recognise the importance of multi-agency chronologies in working effectively with children and families
2. Identify what is 'significant' and what to include in a multi-agency chronology
3. Contribute to the production of a multi-agency chronology

Advanced Level

You should undertake training at this level if your job predominantly involves:

Particular responsibilities in relation to undertaking section 47 enquiries, roles, responsibilities and collaborative practice; those who work with complex cases; staff responsible for co-ordinating assessments of children in need; using professional judgements to make decisions as to whether a child is suffering, or is likely to suffer, significant harm; taking emergency action; communicating with children in line with interviewing vulnerable witness guidance; promoting effective; professional practice; advising others; supervising child protection cases; managing performance to promote effective inter-agency practice.

For example, professionals from health, education, police and children's social care.

This level of training is also relevant for: Professional advisors, named and designated lead professional and for: *Operational managers at all levels including: practice supervisors; front line managers and managers of child protection units.*

Most of this training is specialist and will be provided by the single agency. Multi-agency courses at this level are as follows:

Role and Responsibilities of the Designated Safeguarding Lead

One day taught course (9:30 to 16:00)

11th Sep 18; 11th Mar 19

Chapter 2 of Working Together 2015 specifies the duties of organisations to ensure effective safeguarding arrangements (Section 11 of the Children Act 2004). These include: creating a culture of listening to children; information sharing arrangements; identifying a designated professional lead; adopting safe recruitment practices; providing appropriate supervision and support to staff. This course aims to explore these responsibilities and highlight the role of the designated professional lead for safeguarding.

N.B This is a generic course. Schools have a specific course for DSL's provided by the Schools Safeguarding Advisor

This course covers:

- **Safer recruitment and selection**
- **Safe working practices**
- **Managing safeguarding concerns**
- **Importance of using and providing supervision and support**
- **Managing allegations and the role of the Local Authority Designated Officer (LADO)**
- **Section 11 requirements (Children Act 2004)**

Planned Learning Outcomes

1. Recognise OFSTED expectations for safeguarding
2. Recognise how to conduct a safer selection and recruitment process
3. Consider the ways in which safeguarding in the work environment can be enhanced from a range of perspectives^{22, 23}
4. Identify strategies to manage disclosures and allegations effectively
5. Apply the correct reporting procedure and working practices to manage allegations against staff

²² PI - % of staff receiving supervision

²³ Increase in number of supervision sessions provided by all agencies

Safeguarding Supervision: Introduction to Using the Multi-Agency Supervision Framework

One day taught course (9:30 to 16:00)

18th Jul 18; 6th Dec 18

Chapter 2 of Working Together 2015 sets out the arrangements organisations should have in place to safeguard and promote the welfare of children. These include the requirement of employers to provide ‘appropriate supervision and support for staff’ to ensure that staff are:

Competent to carry out their responsibilities; Working in an environment where they feel able to raise concerns; Feel supported in their safeguarding role; Familiar with the processes and procedures to follow if anyone has concerns about a child’s safety or welfare; and Provided with opportunities for their practice to be regularly reviewed to ensure they improve over time²⁴.

Although this course was developed in response to a need identified within Children’s Services, the learning is relevant and transferrable to those who work in Adult Services.

This course will cover:

- **Creating a safe environment for reflective safeguarding supervision;**
- **How supervision contributes to achieving positive outcomes for service users**
- **Selecting an appropriate framework to encourage reflection on practice;**
- **Reflecting on practice to understand what is happening, how this links to other similar experiences, to make sense of the information that is gathered, to identify next steps**

Planned Learning Outcomes:

1. Define what is meant by supervision and what this can look like in a range of settings
2. Equip new supervisors with the Skills, Knowledge and Understanding to effectively supervise safeguarding practice with the view to improving outcomes for service users²⁵.

²⁴ PI - % of staff receiving supervision

²⁵ Increase in number of supervision sessions provided by all agencies

Other Learning Opportunities and Training Events

Safeguarding Week

Monday 25th June to Sunday 1st July 2018

Calderdale Safeguarding Adults and Children Boards and partners are co-ordinating a range of events, training and learning opportunities across Calderdale. Different events are aimed at professionals and members of the public, children and adults. For more details, see the Calderdale Safeguarding Board website, Safeguarding Week brochure and flyers as they become available.

Regional and West Yorkshire Events organised by Yorkshire and Humber Multi-Agency Safeguarding Trainers (YHMAST) and West Yorkshire Multi-Agency Safeguarding Trainers

Visit CSCB website throughout the year as more details for the conferences and masterclasses become available

Calderdale Multi-Agency Safeguarding [Training Offer](#) for Adults Workforce

Mental Capacity Act

This is provided by CMBC Mental Capacity /Deprivation of Liberty Team at different levels and is aligned with the National Competency Framework for MCA. Enquiries and booking must be made directly with the provider. For more information and bespoke training, contact

Annette.Wilby@calderdale.gov.uk

Level 1

Date	Time	Venue
3 rd October 2018	09.30am – 12.30pm	Northbridge Leisure Centre
7 th November 2018	13.00pm – 16.00pm	Northbridge Leisure Centre

Level 2

Date	Time	Venue
18 th September 2018	13.00pm – 16.00pm	Northbridge Leisure Centre
17 th October 2018	09.30am – 12.30pm	The Shay Stadium
12 th December 2018	13.00pm – 16.00pm	Northbridge Leisure Centre

Safer Recruitment Training

This is available from Calderdale Council Workforce Development. £99 + VAT for voluntary sector and community organisations with charitable status. £135 + VAT for private organisations. For more details contact Emma.Bolton@calderdale.gov.uk

Introduction to Safeguarding Children and Young People

The Total Training Package provides a number of different e-learning modules which will provide basic awareness on this subject - Please see e-learning section above

Alternatively, this can be offered as half day single or multi-agency training to colleagues in the Voluntary and Community Sectors on request from Steve Blackman SteveB@nbforum.org.uk

Prevent

There are a number of professionals across Calderdale qualified to deliver WRAP3 training (Workshop To Raise Awareness Around Prevent). Courses run regularly via the Council's Workforce Development team. For more information about training, contact: workforcedevelopment@calderdale.gov.uk ; Telephone 01422 288317

The following courses are available, subject to demand.

Please register your interest by e-mailing Allison.waddell@calderdale.gov.uk or Julie.hartley@calderdale.gov.uk

Hidden Sentence (understanding the needs of children affected by parental offending)

Please note, e-learning is available on this subject via the Total Training Package

3 Hour Workshop

TBC if demand

This workshop aims to raise awareness of the needs of children of prisoners, educate professionals from all sectors around the impact of the criminal justice system, connect them to local support services and target resources which will equip them in their day-to-day work to more effectively support these young people.

The workshop aims to:

- Raise awareness about the impact of parental imprisonment on children and their families,
- Highlight ways in which professionals can ensure that these children and families are receiving the support they need,
- Identify local and national services that can support children, families and professionals on these issues.

Aim2 Assessments of Young People who Sexually Harm

Two days taught course

TBC if sufficient demand

Calderdale Safeguarding Children Board has produced practice guidance that sits alongside Calderdale Safeguarding procedures to assist practitioners to respond appropriately to all cases involving sexually harmful behaviour (SHB). The guidance and procedures indicate how cases should be managed and highlight that an appropriate assessment should be undertaken to assess the risk

and needs of the young person displaying significant sexually harmful behaviour. This training provides the framework to undertake that assessment at levels 4 and 5 of the Continuum of Need.

Anyone completing this training is expected to be available to undertake joint assessments with other trained colleagues.

<i>Aim2 Assessments of Young People who Sexually Harm –Refresher</i>

Half day workshop

TBC – if sufficient demand

This workshop is aimed at practitioners who have completed the full two days training but need a refresher of the principles and application of the Aim2 assessment model

