

Calderdale Multi-Agency Safeguarding Adults and Children Learning and Development Programme 2020/21

Please note: Due to the Coronavirus, face to face training will not recommence until it is safe to do so. It is hoped that some of the advertised courses will be available on-line. Please check the training platform for up to date information.

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Introduction

The Care Act 2014 describes the activity, core knowledge and skills that are required to protect specific adults who are at risk of harm or abuse; whilst Working Together 2018 states that employers should ensure that staff are supported and undertake safeguarding training in particular to identify children and families who would benefit from early help.

This programme has been compiled after giving consideration to: Evaluation of the previous Multi-Agency Safeguarding Children Training Programme; Learning and action plans from Serious Case Reviews, CDOP, section 11 and multi-agency audit; New and amended legislation/policy/practice/guidance; Feedback from Practitioners and Managers; Training Needs Analysis findings (2019); Further review of the traditional training offer and consideration of the alternative approach to learning and development.

How to decide which course is the right one for you

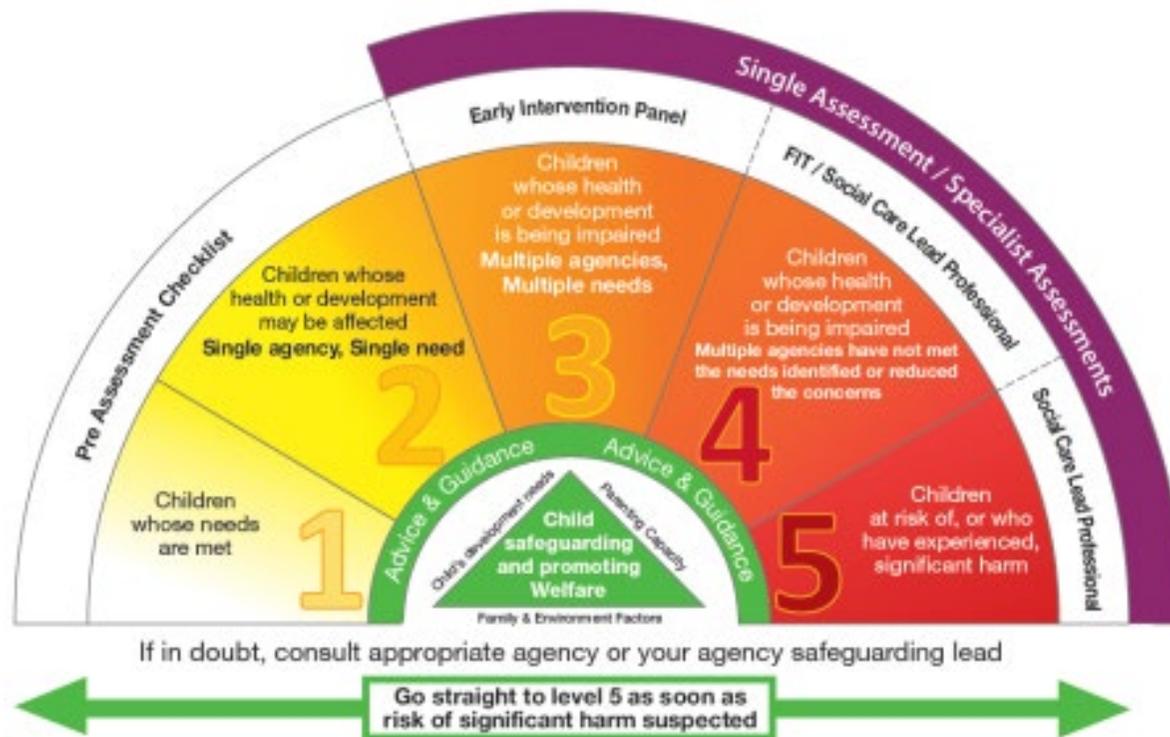
All the knowledge and skills linked with each course/workshop contribute to the overall competence required to undertake safe Safeguarding practice.

The [E-learning platform](#) provided by Calderdale Safeguarding Adults Board (CSAB) and Safeguarding Children Partnership (CSCP) provides a good foundation of awareness of a range of subjects including 'Safeguarding Everyone', 'Child Abuse and Neglect', 'Safeguarding Adults'. 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 provided by the employing agency. Additionally, Masterclasses and Conferences are 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.

Calderdale Safeguarding Adult Board and Safeguarding Children Partnership provide training at three different levels: Foundation; Intermediate and Advanced. For the children workforce, this correlates to levels 1/2, 3/4 and, 5 on the Continuum of Need (Figure 1), for the adults workforce, this equates to the level of training, skills and knowledge required as set out in Figure 2. Both training level guides are compatible with single agency competency frameworks.

Figure 1 - Continuum of Need and link to training level



Continuum of Need

Tier 1 - Children whose needs are met

Tier 2 - Single agency, single need

Children whose health or development may be affected

Tier 3 - Early Help Panel - Multiple agencies, Multiple Needs

Children whose health or development is being impaired

Tier 4 - FIT/Social Care Lead - Multiple agencies have not met the needs identified or reduced the concerns

Children whose health or development is being impaired

Tier 5 - Social Care Lead

Children at risk of, or who have experienced significant harm

Working at Level 1 or 2, new to Calderdale or Safeguarding, not undertaken safeguarding training in the last 3 years: **Foundation**

Working at Level 3 or 4, contributing to assessments, planning and interventions : **Intermediate**

Working at Level 5 or with Management/Supervisory/Specialist responsibilities: **Advanced**

Figure 2 - Skills and Knowledge Required - Children's Services Staff - At a Glance

Please note: 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:</p> <ul style="list-style-type: none"> • Underpinning legislation, government guidance and local procedures • Principles and Concepts of Safeguarding ‘Everyone’s Responsibility’; ‘Early Intervention/Help’; ‘Child Protection’; Significant Harm’ ‘Children who are Looked After’ • Learning from Serious Case Reviews and Child Safeguarding Practice Reviews • Definitions and Indicators of Abuse (including CE, 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 <p>Skills in:</p> <ul style="list-style-type: none"> • Responding to a concern about a child; managing a disclosure; making a 	<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>

	referral	
<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 LSCP.</p>	<p>Intermediate – requires skills and knowledge listed under foundation, and knowledge of:</p> <ul style="list-style-type: none"> • Impact of adult mental ill health, substance misuse, domestic abuse, physical ill-health and disability on family functioning and social circumstances; risks to children • Early Help and Intervention planning and processes • Current thinking in safeguarding, local and national initiatives and developments <p>Skills in:</p> <ul style="list-style-type: none"> • 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>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 foundation and intermediate, 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</p>

		and organisational requirements and regulatory body.
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Figure 3 – Skills and Knowledge Required - Adult Services Staff – At a glance

What you do	Level of Training and Skills and Knowledge Required	Frequency
If you work with adults at risk or in need of services and you are new to the role or if you have not undertaken any single, multi-agency training or e-learning in Safeguarding during the last three years	<p>Foundation – requires awareness of:</p> <ul style="list-style-type: none"> • Underpinning legislation, government guidance and local procedures – West Yorkshire, North Yorkshire & York Procedures, Care Act 2014. • Principles and Concepts of Safeguarding ‘Everyone’s Responsibility’; ‘making safeguarding personal; consent/permission to act, MCA • Purpose of and Learning from Serious Adult Reviews • Definitions and Indicators of Abuse (including DV, FGM, forced marriage) • Roles and responsibilities • Allegations against staff • Support for staff <p>Skills in:</p> <ul style="list-style-type: none"> • Responding to a concern about an adult; managing a disclosure; making a referral 	<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>
If you work with adults at risk or in need of services, and you could potentially contribute to assessing, planning, intervening and reviewing	<p>Intermediate – requires application of all foundation plus knowledge of:</p> <ul style="list-style-type: none"> • Impact of adult mental ill health, substance misuse, domestic abuse, physical ill-health and disability on family functioning and social circumstances; risks to adults at risk 	<p>Minimum of 3 years</p> <p>Some staff will require more frequent safeguarding training dependent on their role, legal</p>

<p>the needs of adult 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 CSAB.</p>	<ul style="list-style-type: none"> • Current thinking in safeguarding, local and national initiatives and developments <p>Skills in:</p> <ul style="list-style-type: none"> • Engaging and developing working relationships with adults at risk • Gathering information from different sources for assessment purposes • Reflective practice and analysing information on which to base decisions and make plans for adults at risk • Applying evidenced based strategies to work with adults and families to overcome resistance to intervention, family difficulties and to build resilience • Multi-agency working (including work with Children’s services) • Giving/receiving safeguarding supervision dependent on role and organisation. 	<p>and organisational requirements and regulatory body.</p>
<p>If you work or undertake specialist or adult protection work</p>	<p>Advanced – requires application of all foundation and intermediate, 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>

How to access e-learning or face to face training

Calderdale SAB and SCP 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. Before requesting e-learning or booking a face to face training course, please discuss your learning needs and the most appropriate course for you with your Manager.

Please 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 CSAB/CSCP staff after which you will receive an email to confirm your place.

Charging

Currently, all e-learning and face to face courses are free to people who work with children, young people, families, adults at risk or in need of services 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, providing a reason for cancellation**, in order to release the booking. 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 CSAB and CSCP at the Learning and Improvement subgroup.

Certificates

Certificates for attendance at face-to-face training events and successfully completed e-learning will be generated automatically by the management system.

Measuring the Impact of Training

It is important to evaluate the impact and effectiveness of the multi-agency training that is being delivered to ensure that those working with children, young people, adults at risk and in need of services 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 CSAB/CSCP will evaluate the impact of training and your learning in different ways such as.

- Case Studies
- Practitioner Focus groups
- Observations of practice
- Compliments/Complaints
- Knowledge Questionnaire/ Standardised tools
- End of course evaluation
- Survey Monkey/Questionnaire
- Self-assessment evidence/ Challenge Event
- Single and Multi-Agency Audits
- Performance Indicator

You are expected to evaluate all face to face courses by completing an on-line evaluation which is accessed via the relevant course on the learner workspace.

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

Outreach Sessions

CSAB and CSCP aim to offer a different approach to delivering some key safeguarding messages. The 'outreach' approach facilitates tailored learning, demonstration of tools and guidance produced by the Board and Partnership and an opportunity to explore the impact of training/use of tools on outcomes for children/young people/families/adults at risk.

Existing networks, clusters, groups, forums, multi-disciplinary teams, are invited to request a bespoke case reflection identified by and relevant to the service area or a presentation on specific topics such as, neglect, disguised compliance, toxic home environments, use of tools and guidance in practice. Depending on the request and topic, the session will be facilitated by a representative of CSAB/CSCP training pool.

During case reflection, Practitioners/Managers, will be assisted to analyse and consider what works and what could be done differently, using the inter-agency group to help reflection in order to generate and share learning and to apply tools and guidance.

Outreach sessions will be followed up some months later to determine how the learning has been implemented and to assess impact and outcomes.

Privacy Notice

Calderdale Council is registered with the Information Commissioners Office (ICO) under the provisions of the Data Protection Act 2018. The Council takes its responsibilities under the Act very seriously.

The information provided by you when registering on the learning platform and/or requesting your details are included on the CSAB/CSCP distribution list is collected for the purposes of facilitating access to and confirmation of e-learning or multi-agency training and advising you of any changes to requested learning events. We need to collect this information in order to maintain accurate records of your name and contact details during the time you wish to take advantage of the training offer provided by CSAB and CSCP. As your information sits on the Virtual College platform, they will also have access to your information in order to resolve any technical issues in accessing training. The information you provide may also be used for evaluation, quality assurance and audit purposes.

Completion of the registration form constitutes explicit consent from you for us to process your data in order to carry out this service.

You may withdraw this consent at any time by writing to the CSAB/CSCP Learning and Improvement Officer, Princess Buildings, Halifax, HX1 1TS or emailing lisa.golding-smith@calderdale.gov.uk. You also have the right to see your own personal data, to have inaccurate data corrected and to have information removed unless we are required by law or a statutory person to keep it. Any information you provide can be amended by you at any time by accessing your learner record.

You have the right to complain to the Data Protection Officer if you feel that your data has not been handled in accordance with the law.

The Councils Data Protection Officer is Tracie Robinson and can be contacted at information_management@calderdale.gov.uk.

Your information will be recorded on our systems to maintain up to date records. This information will be kept for a maximum of 7 years from the last log-in date of this service or until such time as the data is reviewed by us or removed at your request.

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

Foundation Level

E-Learning

Calderdale Safeguarding Adults Board and Safeguarding Children Partnership and their partners provide a suite of e-learning modules which can be accessed via the Training and Development page of the website. The courses cover safeguarding adults and children awareness and includes:

- Awareness of Domestic Violence and Abuse
- e-Safety
- FGM and Abuse Linked to Faith or Belief
- Safeguarding Adults
- Safeguarding Children and much more.

To book on any of the e-learning modules, follow the instructions for self-registration or log-in via the [CSAB/CSCP/Virtual College](#).

Face to Face Training Courses

Achieving Good Outcomes for Adults at Risk in Calderdale

The Care Act 2014 outlines the way in which local authorities should carry out assessments and determine who is eligible for support. It introduced a general duty to always have a person's physical, mental and emotional wellbeing in mind and when making decisions about them.

It places a statutory requirement for local authorities to collaborate, cooperate and integrate with other public authorities e.g. health and housing to provide services and provides a statutory framework to protect adults from neglect and abuse. The West Yorkshire, North Yorkshire and York Multi-Agency Safeguarding Adults Procedures were updated in line with the Care Act 2014 to inform practice in Calderdale and are referenced in this training.

The learning from local Safeguarding Adults Reviews (SAR's) which has highlighted the need for improvements in practice, especially in relation to understanding roles and responsibilities, information sharing, and consent and examples of good practice are also included in this training.

The course provides foundation knowledge is aimed at: anyone who works with people over the age of 18 years who require an overview of safeguarding 'adults at risk' or adults who need support and services.

Covered in this course

- Learning from local SAR's
- Safeguarding principles including 'Making Safeguarding Personal'
- Information sharing and consent
- MCA principles/Liberty Protection Safeguards
- Identifying risks and need and making a safeguarding referral
- Assessment and analysis
- Working collaboratively within and across services and sectors
- Resolving professional disagreements

Planned Learning Outcomes

1. Recognise 'adults at risk'
2. Support service users to identify their own desired outcomes
3. Demonstrate how and when to make a referral
4. Demonstrate good practice in keeping and maintaining records
5. Apply principles of safeguarding, Mental Capacity Act and information sharing
6. Build confidence in identifying the need to raise and escalate concern

Date	Time	Venue
08/12/2020	TBC	TBC

Alcohol Brief Intervention Training

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' childcare 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 course is aimed at anyone, especially those who work with adults or families in Calderdale. This is essential training!

Covered in this course

- 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

Date	Time	Venue
15/09/2020	TBC	TBC
15/12/2020	TBC	TBC

Basic Drugs Awareness, Brief Interventions, Identifying and Supporting Young People who use Substances

Delivered by Calderdale Recovery Steps.

Further to the findings of a local SCR (Child M), this course recognises a deficit in the ability of the wider children's workforce to screen for substance use and refer on to services accordingly. The course will assist practitioners to determine how ready young people are to engage with services and therefore promote better referrals and outcomes. It's practical focus will provide practitioners with a tool to make every contact count and deliver a brief intervention to reduce harm to those not ready to engage with services whilst developing skills to ask young people the right questions in order to introduce them to the specialist service at the earliest opportunity.

Covered in this course

- Drug Awareness
- Identify signs of substance use in Young People
- Consider risks around substance misuse
- Screen a young person's substance use and deliver brief interventions
- Make appropriate referrals for further support

Planned Learning Outcomes

1. Increase Basic Drug Awareness
2. Identify signs of substance use in young people
3. Consider what increases a young person's risks around substance misuse
4. Effectively screen a young person's substance use and deliver basic harm reduction messages/ brief interventions
5. Make appropriate referrals for further support and increase a young person's motivation to address their substance misuse

Date	Time	Venue
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Date	Time	Venue
12/11/2020	TBC	TBC

Intermediate Level

These courses build on awareness and skills that are acquired at Foundation Level and will be relevant if you work with adults at risk or in need of services; and you could potentially contribute to assessing, planning, intervening and reviewing the needs of adult where there are safeguarding concerns. Courses at this level are also appropriate if you are a Senior Manager with responsibility for the strategic management of services; or an NHS board member or member of the CSAB.

These courses are relevant for those members of the Children's Workforce who have existing core knowledge of child abuse and neglect, who are working at Level 3 of the Continuum of Need and will potentially contribute to assessing, planning, intervening and reviewing the needs of a child and parenting capacity where there are safeguarding concerns. Courses and Learning Events at this level are appropriate for Senior Managers with responsibility for the strategic management of services; or an NHS board member or member of the LSCP.

Challenges Facing Children and Adults in an On-line World

Delivered by InVentry Ltd.

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 daily, 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. Alongside this is the growing trend in the reliance social media to influence how young people and adults see the world through the use of fakes news and deep fakes particularly in social media

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, live streaming and the growth of ‘fakenews’ and ‘deep fakes’.

This course is relevant for all staff from across Adults and Children’s workforces.

Covered in this course

- Impact of social networking and influences the behaviour of young people and adults including the growth of ‘fake news’
- Potential hazards for young people and adults using Facebook and other social media sites including sexting, online games and pornography
- How carers to support young people and adults 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.

Date	Time	Venue
12/11/2020	TBC	TBC

Child Mental Health: Introduction

Delivered by Northpoint Wellbeing

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 will provide underpinning knowledge for staff from the Children's workforce.

Covered in this course

- Increase awareness of child mental health
- 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

Date	Time	Venue
24/09/2020	TBC	TBC

Child Mental Health: Anxiety in Young People

Delivered by Northpoint Wellbeing Practitioners

This course will provide underpinning knowledge for staff from the Children's workforce

Covered in this course

- 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.

Date	Time	Venue
22/10/2020	TBC	TBC
Feb 2021	09:30 – 12:30	TBC

Child Mental Health: Depression in Young People

Delivered by training practitioners from Northpoint Wellbeing. This course will provide underpinning knowledge for staff from the Children's workforce.

Covered in this course

- 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

Date	Time	Venue
19/11/2020	TBC	TBC
March 2021	09:30 – 12:30	TBC

Child Mental Health: Young People and Self-Harm

Delivered by Practitioners from Northpoint Wellbeing. This course will provide underpinning knowledge for staff from the Children's workforce.

Covered in this course

- 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

Date	Time	Venue
Jan 2021	TBC	TBC

Child Sexual Abuse – (Including interfamilial abuse)

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.

This course is aimed at: The Children's Workforce.

Covered in this course

- 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 spontaneous allegations
- Theoretical frameworks to understand CSA
- Agency and individual responsibilities and processes

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

Date	Time	Venue
TBC	09.30 – 12.30	TBC

Connections in the Brain that Shape Children and Young people

Delivered by members of the Young Carers and FIT (Family Intervention) Teams.

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 is aimed at the Children's Workforce.

Covered in this course

- 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 effect 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.

Date	Time	Venue
20/01/2021	09.30 – 12.30	New Beginnings, Ovenden (TBC)

Disguised Compliance – incorporating taking the difficult out of difficult conversations

Understanding the implications of disguised compliance comes mostly from learning from serious case reviews. Adults' behaviour can mislead us about the progress they are making and about the true nature of the lived experience of the adult at risk/child. Apparent or disguised cooperation can prevent or delay understanding of the severity of harm to the adult at risk/child and lead to cases drifting. Using an appropriate strategy, demonstrating professional curiosity and being willing to question and explore discrepancies is critical to working with people where disguised compliance has been identified.

This course incorporates the principles and techniques covered in 'Taking the Difficult out of Difficult Conversations' and is aimed at both Adults and Children's Workforce

Covered in this course

- 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
- Reflection on communication styles
- Different strategies to manage crucial conversations
- Using professional authority in practice

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

Date	Time	Venue
10/11/2020	TBC	TBC

Domestic Abuse training: What's Risk Got to Do With It?

Delivered by experienced staff from Calderdale Staying Safe, the specialist domestic abuse service, this is a five-hour training session with a 30 min break for lunch. The course will build on the learning from the basic domestic abuse e-learning course.

Covered in this course

- How to “ask the question” in relation to domestic abuse
- Understanding the impact of domestic abuse on adult victims and the barriers they face when seeking support
- The Calderdale Mutli-agency DASH Risk Assessment: undertaking a DASH with service users in a sensitive and appropriate way; the use of professional judgement when assessing risk
- Appropriate action to take on completion of the DASH including immediate safety planning, referral pathways to MARAC/DA Hub and into specialist Domestic Abuse Services
- The role of professionals in supporting and safeguarding adult victims

Planned Learning Outcomes

1. Confidence to ask about domestic abuse in your work making disclosure easier
2. Be familiar with the Calderdale Multi-agency DASH Risk Assessment and if appropriate begin to use it in your agency
3. Understand the impact of domestic abuse on adult victims
4. Understand good practice in advising & supporting those experiencing abuse in relation to their safety
5. Identify sources of specialist help and support in Calderdale & nationally

Date	Time	Venue
15/10/2020	TBC	TBC
19/01/2021	09:30 – 15:00	WomenCentre (TBC)
25/03/2021	09:30 – 15:00	WomenCentre (TBC)

Please note: you will need a basic understanding of the issues associated with domestic abuse in order to attend this course.

Domestic Abuse Briefing: Impact on Children & Young People

Delivered by Staying Safe Practitioners.

You are **required to have undertaken training on Domestic Abuse at Intermediate Level** 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.

Covered in this briefing

- The impact of domestic abuse on children
- How to respond appropriately to a child's disclosure of domestic abuse
- How to talk to the non-abusive parent about domestic abuse
- 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 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
15/09/2020	TBC	TBC
23/04/2021	09.30 – 11.30	WomenCentre (TBC)

Domestic Abuse Briefing: Recognising Coercive Control

Delivered by Staying Safe Practitioners.

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).

Covered in this briefing

- An overview of coercive and controlling behaviours
- How coercive control impacts on victims
- Information on the 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 users

Date	Time	Venue
20/11/2020	TBC	TBC
11/05/2021	13:30 – 15:30	WomenCentre (TBC)

Domestic Abuse Briefing: Domestic Abuse and Older People

A new course delivered by Staying Safe Practitioners.

“Our research finds that on average, older people experience domestic abuse for twice as long before seeking help as those aged under 61, and nearly half have a disability. Yet, older victims are hugely underrepresented in domestic abuse services.” (SafeLives)

This briefing will look at the specific needs of older people in relation to domestic abuse and additional challenges for professionals when supporting older victims.

You are required to have an existing working knowledge about issues relating to Domestic Abuse or 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.

Date	Time	Venue
TBC	13:30 – 15:30	WomenCentre

Forced Marriage/Honour Based Abuse

Delivered by Karma Nirvana

A forced marriage is where one or both people do not (or in cases of people with learning disabilities or reduced capacity, cannot) consent to the marriage as they are pressurised, or abuse is used, to force them to do so. It is recognised in the UK as a form of domestic or child abuse and a serious abuse of human rights. In 2017, 125 cases (12.1%) involved victims who had a learning disability, the majority of whom were males, aged between 18 and 30.

The concept of 'honour' is for some communities deemed to be extremely important. To compromise a family's 'honour' is to bring dishonour and shame and this can have severe consequences. The punishment for bringing dishonour can be emotional abuse, physical abuse, family disownment and in some cases even murder. There are estimated to be 12 honour killings per year in UK (Honour Based Violence Awareness Network).

This course is aimed at: all practitioners who work with Adults and Children in Calderdale.

Covered in this course

- Definitions and context for Forced Marriage; Honour Based Abuse
- Implications for practice.
- How a multi-agency response is required to meet the multiple needs of someone affected by any of these issues and the specialist support and information available

Planned Learning Outcomes

1. Recognise the different issues that may affect different communities
2. Recognise the signs and indicators of FM 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 these practices

Date	Time	Venue
TBC	TBC	TBC

Forced Marriage/Honour Based Abuse/Female Genital Mutilation

Delivered by Karma Nirvana with input from Calderdale Safeguarding Midwife

A forced marriage is where one or both people do not (or in cases of people with learning disabilities or reduced capacity, cannot) consent to the marriage as they are pressurised, or abuse is used, to force them to do so. It is recognised in the UK as a form of domestic or child abuse and a serious abuse of human rights. In 2017, 125 cases (12.1%) involved victims who had a learning disability, the majority of whom were males, aged between 18 and 30.

The concept of 'honour' is for some communities deemed to be extremely important. To compromise a family's 'honour' is to bring dishonour and shame and this can have severe consequences. The punishment for bringing dishonour can be emotional abuse, physical abuse, family disownment and in some cases even murder. There are estimated to be 12 honour killings per year in UK (Honour Based Violence Awareness Network)

Female genital mutilation (FGM) is the partial or total removal of external female genitalia for non-medical reasons. It's also known as female circumcision or cutting. Religious, social or cultural reasons are sometimes given for FGM. However, FGM is child abuse. It's dangerous and a criminal offence. There are no medical reasons to carry out FGM. It doesn't enhance fertility and it doesn't make childbirth safer. It is used to control female sexuality and can cause severe and long-lasting damage to physical and emotional health.

This course is aimed at: all practitioners who work with Adults and Children in Calderdale

Covered in this course

- Definitions and context for Forced Marriage; Honour Based Abuse; Female Genital Mutilation
- Implications for practice.
- How a multi-agency response is required to meet the multiple needs of someone affected by any of these issues and the specialist support and information available

Planned Learning Outcomes

1. Recognise the different issues that may affect different communities
2. Recognise the signs and indicators of FM; HBA; and FGM
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 these practices

Date	Time	Venue
01/12/2020	TBC	TBC

Harmful Sexual Behaviour – Using a Trauma Recovery Model (Assessment and Intervention)

It is recognised that sexual exploration and experimentation are a normal part of childhood development and children will 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 difficult to determine and practitioners may be unsure what to do in response.

This course is aimed at the Children’s Workforce in particular and reflects on some of the reasons why children and young people may sexually harm others. The course introduces the ‘Sexually Harmful Behaviour Tool for Professionals’ and explains how a trauma informed approach will enable participants to develop practical skills to manage and work with children and young people who display early signs of sexually harmful behaviour.

Covered in this course

- 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 harmful sexual behaviour.

Planned Learning Outcomes

1. Use the Trauma Recovery Model when working with children who display harmful sexual behaviours
2. Develop skills in speaking to children and young people about sex and sexual behaviours
3. Identify when normal sexual development becomes inappropriate or sexually harmful behaviour.
4. Recognise Calderdale’s procedure for managing HSB
5. Use the HSB initial assessment tool
6. Select an appropriate (trauma informed) intervention when working with children who display HSB

Date	Time	Venue
18/11/2020	TBC	online

Harmful Sexual Behaviour – Using a Trauma Recovery Model (Intervention)

This half-day course recognises that sexual exploration and experimentation are a normal part of childhood development and children will 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 difficult to manage and practitioners may be unsure what to do in response.

This course repeats the intervention part of the full day course and is aimed at the Children’s Workforce in particular. It presents a nationally recognised trauma informed approach to managing unwanted harmful sexual behaviours which will enable participants to develop practical skills to manage and work with children and young people who display early signs of sexually harmful behaviour.

The Course Covers

- Using the Trauma Recovery Model when working with children who display harmful sexual behaviours
- Apply techniques that facilitate a Trauma Recovery Approach
- Consider how to work with parents and develop a safety plan
- Identify resources to support practitioners/ children/ families etc

Planned Learning Outcomes

1. Use the Trauma Recovery Model when working with children who display harmful sexual behaviours
2. Develop skills in speaking to children and young people about sex and sexual behaviours
3. Recognise Calderdale’s procedure for managing HSB
4. Select an appropriate (trauma informed) intervention when working with children who display HSB

Date	Time	Venue
01/12/2020	TBC	online

'Hot Topics'

Input to the session is by representatives of the relevant agencies.

This briefing is aimed at all staff in the Adults and Children's Workforce to keep up to date with current policies, procedures, local changes to practice, new initiatives and developments.

The importance of keeping up to date with current research, learning from local and national Child Safeguarding Practice Reviews, Safeguarding Adult Reviews, current thinking and practice in safeguarding is integral to promoting a learning culture in Calderdale.

The topics presented at 'Hot Topic' 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 Child Safeguarding Practice Reviews, Safeguarding Adult Reviews, Multi-agency Audits
- New practice guidance
- New support and services for Calderdale

Date	Time	Venue
TBC	TBC	TBC

Learning from Safeguarding Adult Reviews

Under the 2014 Care Act, Safeguarding Adults Boards (SABs) are responsible for conducting Safeguarding Adults Reviews (SARs). When things go wrong, lessons need to be learnt and services improved to reduce the risk of future harm to adults at risk. Equally it is important to identify and share good practice.

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

Some sessions may be presented by the Independent Author or senior representatives of the key agencies involved; others will highlight the learning and then use the World Café model to provide opportunities to share good practice, to increase understanding of what works well and to facilitate 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.

All sessions will include an overview of the SAR process.

The sessions are aimed at anyone who works with Adults at Risk or adults who need services and support. The learning from these courses is essential!

Date	Time	Venue
26/01/2021	09:30 – 12:30	Elsie Whiteley (TBC)

Learning from Child Safeguarding Practice Reviews

Chapter 4 Working Together 2018 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. Equally it is important to identify and share good practice.

The delivery of these sessions will be determined on a case by case basis depending on the agencies and learning involved

Some sessions may be presented by the Independent Author or senior representatives of the key agencies involved; others will highlight the learning and then use the World Café model to provide opportunities to share good practice, to increase understanding of what works well and to facilitate 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.

All sessions will include an overview of the CSPR process.

Date	Time	Venue
16/09/2020	TBC	TBC
10/03/2021	09:30 – 12:30	Elsie Whiteley (TBC)

Multi Agency Contribution to the Child Protection Processes (using the Strengthening Families Approach to Assessment and Planning)

This course 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 and will assist anyone who is likely to need to contribute to a report for and attend an Initial Child Protection Conference or Review; be a member of a core group; or help to deliver a child protection plan.

This is an essential course aimed at anyone who is working with children and families at Tier 5 of the Continuum of Need

Covered in this course

- 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
- Multi-agency planning, core groups, contingency and escalation processes

Planned Learning Outcomes

1. Recognise the key stages of the Child Protection process
2. Construct an agency report for an Initial Child Protection Conference based on sound assessment and analysis
3. Recognise the importance of preparing to attend and contributing to an Initial Child Protection Conference
4. Contribute to the construction and delivery of a child focused multi-agency plan.

Date	Time	Venue
29/09/2020	TBC	TBC
18/03/2021	09.30 – 16.00	Princess Buildings (TBC)

Multi-Agency Reflective Practice Sessions

These sessions are facilitated by a Manager or Practitioner with support from the CSAB/CSCP multi-agency trainer. Each session involves a different agency presenting a case (either current or closed) 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.

Where appropriate, application of tools and guidance developed by CSAB or CSCP will be demonstrated.

These sessions can be delivered as part of the Outreach offer (see page 11) or as part of the multi-agency safeguarding training programme.

Reflective practice sessions that are delivered as part of the multi-agency safeguarding training programme are open to all staff who work with children, families and/or adults at risk or who need services/support in Calderdale.

Date	Time	Venue
TBC	TBC	TBC

Parental Mental Health: Impact on Children

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 course is aimed at anyone working with children and families in Calderdale.

Covered in this session

- An overview of mental health conditions
- An understanding of how symptoms and medication might impact on parenting capacity
- An explanation of how to use the Impact of Parental Mental Health on Children Assessment Tool

Planned Learning Outcomes

1. Explore the impact of mental health problems on parenting capacity to respond to the developmental needs of children (including use of a relevant tool).
2. Promote greater understanding of the links between child protection and adult mental health.
3. Improve interagency collaboration, assessment and intervention.

Date	Time	Venue
04/11/2020	TBC	TBC

Resolving Parental Conflict (RPC)

Parental conflict can range from a lack of warmth and emotional distance, right through to swearing and shouting and is known to be a risk factor for poor child outcomes, particularly when conflict is frequent, intense and poorly resolved. Research shows that children in workless families are up to three times more likely to experience damaging parental conflict.

This training is aimed at people who primarily work with children and families at Tiers 2 and 3 of the Calderdale Continuum of Need. The principles of this training is also relevant for those who work with adults.

The training offer includes options for:

- Resolving Parental Conflict awareness for frontline practitioners
- Skills practice for front line practitioners
- Supervisors and managers training
- Train the trainer

Module 1 – Understanding parental conflict and the impact on child outcomes

Module 2- Recognising and supporting parents in parental conflict

Date	Module	Time	Venue
TBC	TBC	TBC	TBC

Safeguarding Adults and Self-Neglect Awareness

The session is delivered by representatives from CHFT and the Local Authority.

Prior to attending this session, unless you have existing working knowledge of this subject, you are required to undertake the e-learning module '*Working with Adults who Self-Neglect*'

This course is aimed at anyone working in with Adults in Calderdale.

Covered in this session

- Managing the risks and tension between safeguarding interventions and the self-determination rights of individuals
- Best practice examples

Planned Learning Outcomes:

1. Consider how to manage risks and tensions when individuals choose not to follow professional advice or choose lifestyles which significantly impact on their physical and emotional wellbeing or which presents a risk to others.

Date	Time	Venue
18/02/2021	09.30 – 12.30	Princess Buildings (TBC)

Sexual and Criminal Exploitation including County Lines

Delivered by members of the Calderdale Child Exploitation Team, this course brings together current thinking on a range of topics in order to provide a framework to identify and support people who are at risk of exploitation. The Calderdale response to exploitation will be described.

This course is aimed at anyone who works with Children, Young People, Adults at risk or who have care and support needs.

Covered in this course

- Identifying factors that increase the vulnerabilities of children, young people and adults
- Identifying factors that increase risks for children, young people and adults
- Identifying factors that mitigate risk and promote the welfare of children, young people and adults
- Recognising and applying key principles when working with children, young people and adults at risk.

Planned Learning Outcomes

1. Describe some theories that explain ways in which children and adults are groomed and exploited.
2. Recognise issues relating to consent, the law, allegations from children.
3. Spot the signs of CSE / CCE and behaviours of perpetrators and what you can do to safeguard.
4. Recognise the impact CSE / CCE has on children and adults.
5. Describe brain response to threat.
6. Select appropriate interventions to support children and families effected by CSE / CCE.

Date	Time	Venue
23/09/2020	TBC	TBC
13/01/2021	09.30 – 16.00	Shay (TBC)

Three Year Safeguarding Refresher – adult focus

The importance of current training and development of staff involved in providing support and services for people in need and at risk is recognised in the Care Act 2014 and is a requirement of regulatory bodies. Awareness of up-to-date research, changes to legislation and practice will promote understanding around agency responsibilities, duties and improve overall safeguarding practice.

This course is aimed at anyone who requires refresher training and who works with Adults at Risk or those who have care and support needs.

Covered in this session

- Current legislation and guidance
- Applying Care Act criteria and making a safeguarding referral in Calderdale
- Emerging themes including learning from Serious case Reviews

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 national safeguarding adult reviews

Date	Time	Venue
24/11/2020	TBC	TBC

Three Year Safeguarding Refresher – children focus

Working Together 2018 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 course is aimed at anyone in the Children’s workforce who requires refresher training.

Covered in this workshop

- 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
- CSCP 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

Date	Time	Venue
02/11/2020	TBC	TBC

Train the Trainer – Basic Safeguarding

This course is delivered by West Yorkshire Local Safeguarding Children Partnership trainers across the district and is aimed at all professionals who may need to deliver some aspect of Safeguarding information or Safeguarding awareness 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 or adults with care and support needs.

Covered in this course

- 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 pros and cons of these
3. Recognise different resources available to trainers and the pros and cons 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

Date	Time	Venue
TBC	TBC	TBC

Working Together to Safeguard Children in Calderdale

This course follows the child's journey from Early Intervention to Child Protection. It replaces EISA training and Safeguarding Children in Calderdale: Identifying and Responding.

The course is aimed at: practitioners in the Children's Workforce who are new to Calderdale or new to this area of work.

Covered in this course

- Overcoming Barriers to Engaging Families
- Calderdale Inter-agency Safeguarding Procedures and Processes
- The Early Help process
- Importance of Understanding the Lived Experience of the Child
- Calderdale Continuum of Need and applying thresholds
- Working Together to Safeguard Children in Calderdale

Planned Learning Outcomes

1. Recognise the importance of a working knowledge of child development and factors which impact on development
2. Consider the reasons for non- engagement and identify strategies to remove barriers
3. Identify the stages of the Early Help process
4. Role and responsibilities of the agencies
5. Importance of multi-agency meetings
6. Identify reasons for conflict or disagreement and how to manage them
7. Identify and Respond to concerns
8. Listen to Children and Understand their Experience
9. Recognise thresholds for intervention
10. Referrals to Early Help Panel and MAST
11. Record and share information regarding concerns.

Date	Time	Venue

Date	Time	Venue
21/09/2020	TBC	TBC
03/12/2020	TBC	TBC
05/03/2021	09.30 – 16.30	Elsie Whiteley (TBC)

Bespoke Case Reflection

As part of the 'Outreach' offer, CSAB and CSCP is offering a different approach to delivering some key safeguarding messages. The approach facilitates tailored learning, demonstration of tools and guidance produced by the Board and Partnership and allows us to gain a better understanding of the impact of training/use of tools on outcomes for children/young people/families/adults at risk.

Existing networks, clusters, groups, forums, multi-disciplinary teams, are invited to request a bespoke case reflection on specific topics such as, neglect, disguised compliance, toxic home environments, use of tools and guidance in practice. The session will be facilitated by a representative of CSAB/CSCP training pool using a case identified by and relevant to the service area. Practitioners/Managers, will be assisted to analyse and consider what works and what could be done differently on the case, using the inter-agency group to help reflection in order to generate and share learning and to apply tools and guidance.

This session will be followed up some months later to determine how the learning has been implemented and to assess impact and outcomes.

For more information or to request a facilitated session, please contact Julia.caldwell@calderdale.gov.uk

Advanced Level

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

Specialist or adult or child protection work including safeguarding adult enquiries or particular responsibilities in relation to undertaking section 47 enquiries (CA 1989); if you have responsibilities for other staff; work with complex cases; use professional judgements to make decisions as to levels of harm; need to take emergency action; promote effective professional practice; advise others; manage performance to promote effective inter-agency practice.

For example, professionals from health, education, police and children's and adults 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 and service managers.

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

Chapter 2 of Working Together 2018 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.

Please note: this is a generic course. Schools have a specific course for DSL's provided by the Schools Safeguarding Advisor.

This course is aimed primarily at people who have lead safeguarding responsibilities in the Children's Workforce although the principles apply equally to those with lead safeguarding responsibilities in the Adult's Workforce

Covered in this course

- 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
4. Identify strategies to manage disclosures and allegations effectively
5. Apply the correct reporting procedure and working practices to manage allegations against staff

Date	Time	Venue
13/10/2020	TBC	TBC

Date	Time	Venue
16/03/2021	09.30 – 16.00	Orangebox (TBC)

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

Chapter 2 of Working Together 2018 sets out the arrangement's 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 time.

Similarly, regulatory bodies of Adult Social Care (e.g. CQC) require suitably qualified, competent, skilled and experienced staff to meet the needs of the people using the service at all times. Safeguarding Supervision provides a mechanism to promote the skills, knowledge and understanding required to do this.

Covered in this course

- Creating a safe environment for reflective safeguarding supervision
- How supervision and use of 'Professional Curiosity' 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. Use the principles of reflective supervision 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 users

Date	Time	Venue
08/10/2020	TBC	TBC

Other training – To be confirmed

The following pages provide details of relevant training offered by other agencies.

Please use the contact details below to request more information and/or to book a place.

Mental Capacity Act training for Frontline staff and Managers; and Deprivation of Liberty Standards

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 bookings must be made directly with annette.Wilby@calderdale.gov.uk or via CMBC iTrent (Calderdale staff). For more information and bespoke training, contact annette.Wilby@calderdale.gov.uk.

Course	Date	Time	Venue
Introduction to Mental Capacity for Frontline Staff	07/10/2020	13:00 – 16:00	The Shay
	20/01/2021		
Mental Capacity - for managers and professionals	15/10/2020		
	27/01/2021		
Deprivation of Liberty and its Safeguards	09/09/2020		
	11/11/2020		
	10/02/2021		

Safe 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

Prevent

There are a number of professionals across Calderdale qualified to deliver WRAP3 training (Workshop To Raise Awareness Around Prevent). For more information about this training, contact: Adnan Ahmed, PREVENT Community Engagement Officer (Schools and Young People), TEL: 07866844718, Email: adnan.ahmed@Calderdale.gov.uk or Assia Hussain, PREVENT Education Officer, Tel: 07967837822, Email: Assia.Hussain@Calderdale.gov.uk

Calderdale Perinatal Mental Health Awareness Multi-Agency Training Sessions

This course is suitable for professionals and volunteers working with families in the perinatal period. This may include Health Visitors, Midwives, social workers, family support workers, children centre staff, public health breastfeeding peer supporters, volunteers supporting families in the community. The training will take place at Calderdale Royal Hospital. To book a place please contact: Perinatal Admin Team at PerinatalTeam@xswy.nhs.uk (preferred) or on 01924 316009.

Date	Time	Venue
18/09/2020	09.30 – 13.30	Calderdale Royal Hospital
18/11/2020	09.30 – 13.30	Calderdale Royal Hospital

Safeguarding Adults – Awareness

This course is suitable for all people who work with or care for Adults including NHS staff, carers, independent and voluntary providers and Adult Health and Social Care staff. The aims are to: To raise awareness and recognition about what constitutes abuse; Identify the key roles workers have in preventing and reporting abuse; To encourage a multi-agency approach to safeguarding adults at risk of abuse.

Date	Time	Venue
11 September 2020	10.00am – 13.00pm	Princess Buildings
7 October 2020		
5 November 2020		

16 December 2020		
15 January 2021		
25 February 2021		
19 March 2021		

For more information about this training, contact: workforcedevelopment@calderdale.gov.uk; Telephone 01422 288317.

Safeguarding Children - Awareness

This course is suitable for all staff who come into contact with children and families within their work role, including those who do not have a specific role in relation to child protection but have a duty to safeguard and promote the welfare of children including Adults Health and Social Care Staff, carers, independent and voluntary providers. The course covers the statutory requirements set out for all those who come into contact with children and families in their everyday work; and will raise awareness and recognition of child abuse and what to do if it is believed a child is at risk of harm.

Date	Time	Venue
11 November 2020	10.00am – 13.00pm	TBC
10 February 2021	10.00am – 13.00pm	Princess Buildings

For more information about this training, contact: workforcedevelopment@calderdale.gov.uk; Telephone 01422 288317.

Mental Health Awareness

This course is aimed at PCT, Hospital staff, Health and Social Care staff, Independent and Voluntary sector care providers, District Nurses and anyone else who is involved in providing a care service to people living in the community.

The course aims to provide an introduction for people not familiar with mental disorder or the notions of mental health and mental distress; reduce any apprehension they may have in meeting and responding to people experiencing mental distress; cover the incidence and range of mental health problems and how to respond to people showing signs of mental distress and the range of treatment/support available.

Dates to be confirmed.

For more information about this training, contact: workforcedevelopment@calderdale.gov.uk; Telephone 01422 288317.

Sexual Health

Training covers information on what sexual health encompasses, what constitutes positive sexual health, brief information on STI's and Contraception, and services available to support young people in particular with regards their sexual health.

Date	Time	Venue
TBC	10:00 – 14:00	Learning & Development Centre, Calderdale Royal Hospital
	10:00 – 14:00	Learning & Development Centre, Calderdale Royal Hospital

Pornography, Research and Resources

Training will look at research regarding impact of Pornography on young people's sexual health and explore teaching resources.

Date	Time	Venue
TBC	10:30 – 12:00	Learning & Development Centre,

Date	Time	Venue
		Calderdale Royal Hospital
	10:30 – 12:00	Learning & Development Centre, Calderdale Royal Hospital

Sexting (Nudes), Research and Resources

Training will look at research regarding sexting on young people's sexual health, and explore teaching resources which can be used.

Date	Time	Venue
TBC	13:00 – 14:30	Learning & Development Centre, Calderdale Royal Hospital

For more information about these courses and to book a place, e-mail Steven Searby - steven.searby@cht.nhs.uk