



# Calderdale Multi-Agency Training Programme for Safeguarding Adults and Children 2021/22

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## Introduction

Calderdale Safeguarding Adults Board (CSAB) and Safeguarding Children Partnership (CSCP) offer a programme that supports all agencies with developing knowledge and skills for their teams and provides opportunities to build a strong multi-agency partnership.

This programme has been compiled after giving consideration to: Evaluation of the previous Multi-Agency Safeguarding Training Programmes; Learning and action plans from Safeguarding Adult Reviews, Child Safeguarding Practise Reviews, Child Death Overviews, Section 11 and multi-agency audit; Covid Audit; New and amended legislation/policy/practice/guidance; Feedback from Practitioners and Managers; Previous Training Needs Analysis; Further review of the traditional training offer and adaptation to virtual delivery and alternative learning methods.

The programme aims to provide learning opportunities across the Safeguarding Adult and Children workforce in Calderdale and support agency's individual workforce development. 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.

There are sessions built into the programme that will be used to respond in a timely way to emerging themes and lessons from reviews that develop throughout the year. These may result in dedicated sessions being developed for the programme following year. The programme is complimented with conference events, briefing documents, toolkits and guidance documents produced and shared throughout the partnership. It is important that every agency feels able to contribute towards deciding the programme subjects which are agreed through the joint CSAB and CSCP Learning and Improvement Sub-group.

## Accessing Training

All the training offered by the CSAB and CSCP is booked through the learning management system called [Enable](#). You can register [here](#) as a new user or if you have already registered then [Login](#) here. The system requires learners to use a work email, but if you are unable to do so please contact [Lisa.Golding-Smith@calderdale.gov.uk](mailto:Lisa.Golding-Smith@calderdale.gov.uk) or [sally.fletcher@calderdale.gov.uk](mailto:sally.fletcher@calderdale.gov.uk). Once you have registered your request requires approval by the CSAB/ CSCP team before you can book any training. The system will then show you all the dates and times the training events are available.

The [E-learning](#) can be found under the 'Learning' tab and provides a good foundation of awareness of a range of subjects across adult and child safeguarding and can be accessed at any time. It is advisable to ensure that you 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 your own agency.

Every course has a section where you can read a short summary of the content to assist in identifying the correct learning for you. The programme seeks to offer learning opportunities across all levels;

awareness to advanced and relevant to all agencies. Each E-learning course should be completed within 4 weeks before registering for a further course.

The courses offered can be found through the 'Events' tab, which will show you the full range on offer and the dates and times of each session.

## Charging

Currently, all training is offered free to people who work with children, young people, families, adults at risk or in need of services who live in Calderdale. Charges are only made if you fail to cancel your attendance according to the cancellation policy.

## Cancellation Policy

Non-attendance or late cancellation of training courses wastes valuable places that can be used by other individuals, therefore a charge of **£50** is levied if someone fails to cancel their booking on Enable for a virtual or face-to-face course within 3 days and does not send a replacement. Cancelling the booking on Enable releases the place for someone on the waiting list.

Line managers are responsible for cancelling courses if the individual cannot e.g. sickness.

## Certificates

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

## 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](mailto: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 Council's Data Protection Officer is Tracie Robinson and can be contacted at [information\\_management@calderdale.gov.uk](mailto: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 [sally.fletcher@calderdale.gov.uk](mailto:sally.fletcher@calderdale.gov.uk) to be added to the distribution list.

## E-Learning

E-Learning modules can be accessed via the LEARNING tab on [Enable](#).

### **Awareness of Domestic Violence and Abuse**

This course covers a wide range of information and guidance for all those working with individuals, both child and adult, who are vulnerable to domestic abuse or suffering from it. The modules in this product have been created with victims in mind and will inform learners about domestic violence, and how to support those experiencing it.

### **Child and Adult Sexual Exploitation**

This course provides information on dealing with both Child Sexual Exploitation (CSE) and Adult Sexual Exploitation (ASE). It is aimed at those who work with vulnerable individuals, it includes guidance on grooming, trafficking, consent and reporting.

### **Child Poverty**

Anyone working with children and families may be exposed to children in poverty. Being able to identify children in poverty is a crucial step to help them and their families out of poverty and support them in the future. The modules in this course provide information on the potential causes of poverty, how to help children and their families, guidance on multi-agency working and the learner's roles and responsibilities as a practitioner.

### **E-Safety**

This course describes the various forms of abuse and danger caused using technology and the internet, both for adults and children, and gives detailed information on how to counter its effects. You will be able to identify adults and children at risk, what forms online abuse takes and how to recognise them, and information on how to help and protect adults and children.

### **FGM and Abuse Linked to Faith or Belief (includes Forced Marriage)**

This course covers FGM (female genital mutilation), abuse linked to faith or belief, and forced marriage. This course help learners to understand the links between these issues, provides information on how to identify vulnerable people, and how to report and act on such knowledge.

### **Gang Related Issues and County Lines**

This course describes how children and young people can be vulnerable to gang related issues, Child Criminal Exploitation (CCE), and the definition of 'county lines'. You will be able to identify the signs of children and young people at risk and what forms gang related issues can take. The course gives information on how to report and act to protect those at risk or already involved in these issues.

### **Hate Crime**

Crime Understanding how to identify the signs and symptoms of hate crime is a critical step in helping to stop it occurring. It can be difficult for many people to identify what hate crime is and how to report it. This training course will give learners clarity and advice on this topic.



## **Medical Awareness and Management**

This course aims to provide learners with the knowledge required to support the use of medication in health and social care settings. It provides information on the different types, classifications and forms of medication, as well as providing guidance on safe storage and disposal.

## **Mental Capacity Act, Deprivation of Liberty Safeguarding and Dementia Awareness**

This wide-ranging course contains information and guidance on Mental Capacity Assessment and Deprivation of Liberty Safeguards, how to undertake assessments and when they are appropriate, as well as recording the results.

## **Modern Slavery and Trafficking**

Modern slavery and trafficking are two of the most important safeguarding topics for anyone working with vulnerable children or adults. It is crucial that they have an in-depth knowledge of these areas and can spot the signs and symptoms of abuse.

## **Radicalisation and Extremism**

This training course will help learners to understand various forms of radicalisation and extremism and how it can be recognised and countered. This course also investigates further steps and organisations to contact if they suspect someone is being radicalised.

## **Safeguarding Adults Level 1**

This online training course explains the safeguarding responsibilities you have surrounding vulnerable adults in the workplace. You will cover how to spot the signs and symptoms of abuse and the correct way to report any safeguarding concerns or suspected abuse you may have. This training is suitable for all levels of staff working in any role where they may encounter vulnerable adults.

## **Safeguarding Adults Level 2 - (can also be used as a Refresher)**

This safeguarding adults level 2 training addresses safeguarding responsibilities and gives learners a deeper understanding of key safeguarding topics enabling them to apply the knowledge to their workplace. It introduces safeguarding as a topic, covering jargon, multiagency working and best practice, as well as explaining how to identify the signs and symptoms of abuse.

## **Safeguarding Adults Level 3**

This Level 3 Safeguarding Adults training has been created for those who require knowledge at a practitioner's level, and has been designed to help increase learners' confidence when it comes to handling or reporting abuse to the appropriate authorities.

## **Safeguarding and Leadership**

Our online Safeguarding and Leadership Course is designed for all levels of operational managers, and aims to make sure that everyone involved in delivering and monitoring services to children, young people and their families is doing so with their safety and wellbeing in mind, and is training their staff in doing the same.

## **Safeguarding Children Level 1**

Level 1 Safeguarding Children introduces safeguarding as a subject and covers key safeguarding topics, such as the national and local context, jargon and key terms, multiagency working and best practice. This training also advises how to identify the signs and symptoms of abuse and what you should do if you suspect a child is being abused or if they disclose information.

## **Safeguarding Children Level 2**

This level 2 course will give learners the knowledge they need to be able to identify the signs and symptoms of abuse and what they need to do if they suspect a child is being abused or discloses sensitive information to them.

## **Safeguarding Children Level 3**

Anyone who requires Level 3 Safeguarding Training has a considerable responsibility for safeguarding children and they have to be able to act accordingly to information and concerns brought to them.

## **Safeguarding Children Refresher**

The following course provides updated information and training materials on safeguarding children, including those processes highlighted by Ofsted and CQC inspections. With easy to follow and interactive course materials, this is an excellent way to refresh an individual's professional knowledge of child safeguarding.

## **Safeguarding Everyone Level 1**

This course will give you the knowledge and skills to ensure you can help safeguard not only those you are directly responsible for, but everyone you have contact with whilst carrying out your duties. We also offer Safeguarding Everyone Training at Level 2 and Level 3. The final part focuses on how to deal with suspected and disclosed abuse at Level 1.

## **Safeguarding Everyone Level 2**

If you work with children young people or adults, you have several key responsibilities to ensure that any suspected abuse or neglect is reported to the appropriate level. This course will give you the knowledge and skills to ensure you can help safeguard not only those you are directly responsible for but everyone you have contact with whilst carrying out your duties.

## **Safeguarding Everyone Level 3**

This Level 3 Safeguarding Everyone training give learners the knowledge they need to understand how to respond in safeguarding situations and helps learners to apply this knowledge to their own workplace.

## **Safeguarding in Education**

Anyone working in education has a responsibility to ensure children are safeguarded from potential abuse or neglect and it is a requirement that staff have up-to-date knowledge of safeguarding policies, legislation and guidance. Staff need to be able to recognise any of the signs or symptoms of abuse and how to report them to the correct authority.

## **Safer Recruitment**

This Safer Recruitment course teaches key points in protecting children in care focusing on key aspects such as best practice in safe recruitment, methods of vetting and safety precautions.

## **Safer Sleeping for Babies**

Greater awareness of Sudden Infant Death Syndrome (SIDS) is one of the most effective ways to reduce cases. This course is designed to do just that whilst ensuring learners gain knowledge on practical and effective ways to reduce the risks.

## **Safer working Practices**

This wide-ranging course covers safer working practices for many situations that involve working with children and young people. It is increasingly important to manage your own behaviour and that of children and co-workers in situations involving professionals and volunteers.

## **Self-Harm**

Identifying and understanding self-harm and its causes, how someone could be vulnerable to self-harm, and what to do to help them, are covered in this course.

## **Self-Neglect**

Anyone working with vulnerable adults needs to understand self-neglect and the complex issues that can impact a person's ability to make decisions. The training will look at how to balance addressing the issue of self-neglect with an individual's right to private life and health and how to make safe decisions.

## **Suicidal Thoughts**

Identifying and understanding suicidal thoughts, how they develop and how you can support someone who has them, are explained in this course. Someone with suicidal thoughts will have a poor mental state and will not be able to cope with life as normal, this course shows how to identify and support this poor mental state.

## **Supporting Teenagers and Young People**

This course covers a wide range of information and guidance on how to support teenagers and young people who are vulnerable to relationship abuse, substance misuse, and teenage pregnancy.

## **Toxic Trio - (Hidden Harm, Parental Mental Health, Parental Substance Misuse)**

The Toxic Trio – domestic abuse, parental mental ill-health and parental substance abuse – can have a severe impact on vulnerable children and young people, and the parents themselves. This course covers how to define and identify such abuse and work to counter it.

## **Understanding Animal Welfare in Violent Homes**

This course will be of interest to professionals working with families with pets and will help them to recognise those at risk of physical and mental abuse.

## **Working with Children with Learning Difficulties & Disabilities**

Children with learning difficulties and disabilities need particular consideration with regard to safeguarding and care. This course gives an overview of information and guidance needed for those who work or care for children and young people in this situation.

## Face to Face Training Courses

Since the Covid 19 pandemic in March 2020 introduced restrictions there have been no courses delivered face to face, however many have been converted to a form of virtual / online delivery. This remote delivery will continue until it is safe to return to group gatherings, at which point all options to maximise learning will be considered.

## Alcohol Brief Intervention Training

"Having a word" at the right time – can be effective in making people reconsider their drinking behaviour and cut their alcohol intake significantly. Alcohol consumption has increased by almost 20% in the last 30 years and alcohol-related conditions cost the NHS over £2.7 billion annually. Lost productivity due to alcohol use costs the UK economy more than £7 billion each year with an estimated 167,000 working years lost.

The cost to Calderdale health services and employers is significant.

In Calderdale, it is estimated that there are:

- 103,277 Low risk drinkers
- 27,749 Increasing risk drinkers
- 9,049 Higher risk drinkers
- 2,500 Dependent drinkers

Of these, there would be 32,637 Binge Drinkers

Alcohol features in approximately 50% of Child in Need assessments in Calderdale.

A brief intervention is a structured conversation between a health care professional/employer and a client/employee. They are designed to motivate the individual to change their drinking behaviour. This free training course is aimed at anyone, especially those who work with adults or families or who work in human resources.

### 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.

## **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

## **Challenges Facing Children and Adults On-Line**

2 hour briefing provided by David Tidman, Invenry 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.

In this two hour session we will look into why technology, social media and the internet is so appealing to young and old alike. We will consider how it has become engrained into our lives, why this is the case and the impact it can have. We will consider some of the approaches used by social media companies to keep us engaged and how it is being used to influence our thinking and perceptions of the world

### **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

### **Planned Learning Outcomes**

1. Understand the phenomenon of social networking: Why do people use it?
2. Potential risks for young people using social media sites
3. Step to take to raise awareness of Internet bias and its impact.

## **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 problem<sup>3</sup>, 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

## **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.



## 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

## 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

## 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.

## **Cyber Security Awareness**

Delivered by West Yorkshire Police Cyber Crime Team

The course aims to deliver a general awareness around on-line safety to reduce the risks and vulnerabilities associated with hacking and cyber threats. It will provide guidance on how to keep secure on-line and also what to look out for with regards to unsafe websites and methods used to abuse children and adults on-line. It also covers the criminal implications and methods of prosecuting offenders.

### **Covered in this course**

- Current Cyber Security Threats,
- Advice on how to mitigate those threats,
- Identifying risk in young people,
- Early intervention and resources available to promote positive learning
- Awareness around online risks to children
- Social media safety
- Cyber safety tips including information on organisations and services that provide support

### **Planned Learning Outcomes**

1. To increase awareness of cyber threats
2. Reduce the harm to young people from cyber abuse
3. Promote support groups for people at risk
4. Increase awareness of dangerous websites
5. Raise awareness of the criminal implications

## Disguised Compliance – incorporating taking the difficult out of difficult conversations

This course is being adapted for online delivery and to reflect lessons from a current Safeguarding Practise Review and reflect the Systemic Practice Model and the MEAM approach as additional learning outcomes.

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 understanding perceived disguised compliance or lack of cooperation.

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

## 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 Multi-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

**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 the Domestic Abuse Awareness e-learning 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

## Domestic Abuse Briefing: Recognising Coercive Control

Delivered by Staying Safe Practitioners.

You are required to have attended Domestic Abuse: What's risk got to do with it? in order to attend this workshop.

### 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

## Domestic Abuse Briefing: Domestic Abuse and Older People

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: What's risk got to do with it? in order to attend this workshop.

## Early Help Pathway

The Early Help Team are offering training as an introduction to the new Early Help Pathway process.

### Planned Learning Outcomes

- Provide a refresher on key elements of Early Help and its importance in enabling children to reach their potential,
- Explain the need for the changes to the Early Help process in Calderdale,
- Describe how the new Early Help Pathway reflects the key concepts of a systemic approach,
- Clarify how the Early Help Pathway aims to support and engage children and their families in finding their own solutions.

## Forced Marriage/Honour Based Abuse/Female Genital Mutilation

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).

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

### **'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
- There is work ongoing to include Transitions from Adolescence to Adulthood as a Hot Topic this will be aimed at both the adult and child workforce

## Introduction to Multiple Disadvantage and the MEAM Approach

This session is aimed at all local stakeholders working to better coordinate services and systems for and with people facing multiple disadvantages. The session is essential for all new staff working on the MEAM (Making Every Adult Matter) Approach and will provide an understanding of the challenges faced by people experiencing multiple disadvantages.

### Covered in this course

- To explore what we mean by multiple disadvantage and why a “systems thinking” lens should be applied
- To introduce the MEAM Approach as a framework for tackling multiple disadvantage
- To introduce MEAM’s approach to place based change
- To begin thinking about how to involve people with lived experience in the local work
- To understand how the MEAM coalition can support local areas and use local learning to influence nationally

## 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 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!

### **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 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 CSPA process.

### **Mental Capacity Act training for Frontline staff and Managers; and Liberty Protection Safeguards (formerly DOLs)**

This training is delivered by Annette Wilby from Calderdale Council.

### **Introduction to Mental Capacity for Frontline Staff**

This course is intended as a follow up to the E-Learning course and provides an introduction to the Mental Capacity Act 2005 and explores how this guidance should be interpreted when supporting individuals whose ability to make decisions for themselves may be in question. The course explores approaches designed to ensure empowerment for people, with an emphasis on the 5 Key Principles of the act. To develop practical understanding of the processes and good practice guidance that the act describes and to promote best practice in supporting individuals in making decisions about their own lives.

### **Planned Learning Outcomes**

1. Understand your roles and responsibilities
2. Understand the meaning of the term 'Mental Capacity'
3. The application of the time-specific nature and decision specific nature of the mental capacity process
4. Recognise and respond to a person's communication needs
5. Consideration of environmental or other factors
6. Recognise coercive behaviour and the safeguarding implications
7. Risk assessment and unwise decision taking
8. Understand the term 'best interests' and the decision-making process



## **Mental Capacity – for managers and professionals**

This course provides a more in-depth knowledge base and application of the Mental Capacity Act. It is aimed at a broad range of supervisory staff/managers and health and social care professionals who provide treatment and support to people who may have difficulties with mental capacity and the ability to consent to assessment or treatment.

### **Planned Learning Outcomes**

1. A thorough understanding of Mental Capacity Act and presumption of capacity
2. Understand how to make a capacity assessment
3. Understand when an Independent Mental Capacity Advocate (IMCA) is required
4. Understand the links with the Personalisation and Care Act 2014
5. Decision taking around best interests, consultation and importance of up-to-date care plans to detail the least restrictive practices
6. Knowledge of Human Rights Act 1998
7. Recognise the restrictions placed on individuals and whether they are proportionate
8. Awareness and understanding of contributions to investigations, meetings and information sharing
9. To recognise and continually work towards a person-centred culture change

## **Liberty Protections Safeguards – formerly Deprivation of Liberty Safeguards**

This course will provide an understanding of what a deprivation of liberty (DoL) is in its' broadest terms. It will explain what the safeguards are and who they can apply to and look at other situations that may involve a deprivation of someone's liberty and require authorisation by the Court of Protection.

### **Planned Learning Outcomes**

1. What is a Deprivation of Liberty, what are the Deprivation of Liberty safeguards and what the difference is between them and the actions required.
2. The current legal framework and requirements for a Supervisory Body to authorise a DoL
3. The Acid Test and case law developments/ learning from our own experience
4. The application to Court of Protection for authorisation of a DoL – “Re X” versus full hearing
5. The role of the BIA, MH Assessor, IMCAs and Supervisory Bodies in DoLS
6. Conditions and recommendations – what is the difference between them?
7. The planned new Liberty Protection Safeguards framework and a brief overview of how it is anticipated to change the way that deprivation of liberty is authorised and what the future may bring.

## **Multi Agency Contribution to the Child Protection Conferences**

This course focuses on preparation for and involvement in the child protection conference process 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.

### **Covered in this course**

- Information Sharing and Recording
- Multi-agency assessment and analysis
- Writing a report for an Initial Child Protection Case Conference
- Strengthening Families Approach to Initial Child Protection Conferences and Reviews
- Multi-agency planning, core groups, contingency and escalation processes

### **Planned Learning Outcomes**

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

### **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.

### **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

## **Safeguarding Supervision - Adults: Introduction to Using the Multi-Agency Supervision Framework**

The Adult Safeguarding: Roles and Competencies for Health Care Staff (August 2018) outlines those requiring Level 3+ safeguarding competence need the necessary understanding in the principles of effective adult safeguarding supervision and peer support. Inter-professional and inter-organisational training/education is encouraged to share best practice and reflection on safeguarding cases with colleagues from different professional background adds value to decision making and aids theory into practice for those partaking in safeguarding supervision.

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.

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

Chapter 2 of Working Together 2018 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 time.

Both the sessions are designed to create a safe place to reflect and improve practice.

### 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

## Safeguarding Adults and Self-Neglect Awareness

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*'. The course will cover mental capacity in respect of people who self-neglect, provide an understanding of the reasons and indicators and the policy and procedures. The training highlights the learning from a local SAR into the death of a Calderdale man who has a history of declining services and considers 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.

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:**

Increased understanding and awareness of

1. Possible underlying causes of self-neglect
2. Identifying self-neglect
3. Interface with hoarding
4. Capacity assessment in relation to self-neglect
5. Interface with safeguarding
6. What works in managing self-neglect
7. Multi-agency guidance on risk assessment and decision-making

**Safeguarding Adults - Awareness and 3 year refresher**

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 and aims to provide the basic awareness of the roles and responsibilities of professionals. This course is also suitable for anyone required to refresh their training every 3 years.

**Covered in this session**

- understand the meaning and process of Making Safeguarding Personal
- recognise 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.

**Planned Learning Outcomes:**

1. Understand what safeguarding is and the different roles in safeguarding adults
2. Be aware of the process for making a safeguarding alert or referral in the context of making safeguarding personal guidelines
3. Know the importance of good practice and relevance of the respect and dignity agenda
4. Understand the policy and legislation that underpins safeguarding
5. Identify types and indicators of abuse
6. Know your responsibilities in accordance with the West Yorkshire Safeguarding Adults multi agency policy and procedure

**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.

### **Train the Trainer – Basic Safeguarding**

**The course will not be delivered on-line at present but will resume once face-to-face training can resume.**

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 child and adults practitioners who need to share safeguarding messages and cascade training.

### **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

### **Trauma Informed Approach to Multiple Disadvantage**

In response to a holistic review into street based lives in Calderdale, triggered by the deaths of 5 men, a course is being developed to support professionals to understand the impact of trauma on all our lives and how those with multiple needs are additionally significantly disadvantaged. The course will aim to support staff to recognise and respond to the indicators.

### **Working Together to Safeguard Children in Calderdale – Including Meet the Teams**

This course follows the child's journey from Early Intervention to Child Protection. It is aimed at identifying and responding to risk and is based around the Continuum of Need reflecting partnership working. The Meet the Teams section enables the relevant teams in Calderdale to introduce their services and referral pathways.

The course is aimed at: practitioners in the Children's Workforce who are new to Calderdale, new to this area of work or need a refresher. Attendees should have completed the level 1 Safeguarding Children E-learning.

#### **Covered in this course**

- Calderdale Inter-agency Safeguarding Procedures and Processes
- Calderdale Continuum of Need and applying thresholds
- An introduction from services working with children across the Continuum on Need

#### **Planned Learning Outcomes**

1. Role and responsibilities of the agencies
2. Understand the Continuum of Need
3. Importance of multi-agency working and referral pathways
4. Identify and Respond to concerns of child development and failing to thrive
5. Recognise thresholds for intervention
6. Record and share information regarding concerns

### **Other training – To be confirmed**

The following section provides details of some relevant training offered by other agencies

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

#### **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](mailto: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](mailto:adnan.ahmed@Calderdale.gov.uk) or Assia Hussain, PREVENT Education Officer, Tel: 07967837822, Email: [Assia.Hussain@Calderdale.gov.uk](mailto: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@xswyt.nhs.uk](mailto:PerinatalTeam@xswyt.nhs.uk) (preferred) or on 01924 316009.

## 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.

For more information about this training, contact: [workforcedevelopment@calderdale.gov.uk](mailto: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.

For more information about this training, contact: [workforcedevelopment@calderdale.gov.uk](mailto: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 impacts of pornography and sexting on



young people, as well as services available to support young people in particular with regards their sexual health.

For more information about this course and to book a place, e-mail Steven Searby - [steven.searby@cht.nhs.uk](mailto:steven.searby@cht.nhs.uk)