



Calderdale  
**Safeguarding  
Children**  
Partnership

Calderdale  
**Safeguarding Adults**  
Board



**Calderdale Multi-Agency Safeguarding  
Adults and Children Learning and  
Improvement Programme  
2022/23**

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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 by the Joint Learning and Improvement Sub-group of a Multi-Agency Training Needs Analysis that took into account the previous programmes, current local and national learning reviews, local audits, new policies and procedures and legislation. The Sub-group gave careful consideration to the delivery method following all delivery reverting to on-line in 2020 due to the COVID 19 pandemic restrictions. It was agreed that the programme would continue to be offered virtually with some return to face-to-face delivery as the year progresses and the risk to public health diminishes.

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

There will be additional sessions offered throughout the year that will respond in a timely way to emerging themes and lessons from reviews that develop locally or nationally. These may result in dedicated sessions being developed for the programme the following year.

The programme is complimented with 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 Learning and Improvement Sub-group.

<https://safeguarding.calderdale.gov.uk/professionals/resources/>

# 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 safeguarding subjects 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, face-to-face or virtual 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 in Calderdale 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

### CHARGES TEMPORARILY SUSPENDED

Non-attendance or late cancellation of training courses wastes valuable places that can be used by other individuals, it also means that some activities or group work cannot go ahead as planned and so interferes with learning of others. This applies as much to virtual delivery as it does to face to face sessions. 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 after the course register is updated on Enable.

# 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.

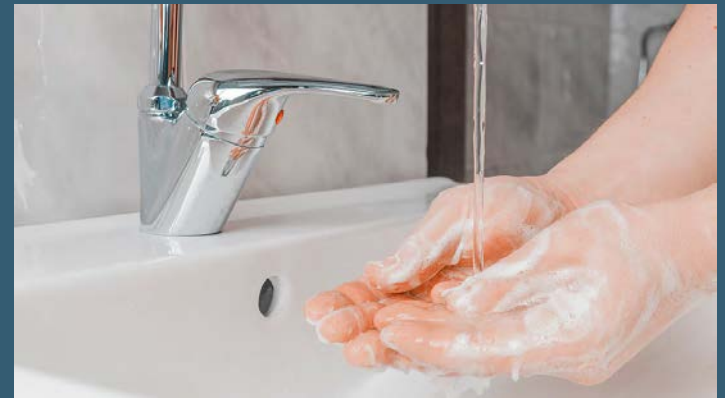
If you would like to be kept informed of forthcoming learning opportunities and safeguarding matters, please contact [sally.fletcher@calderdale.gov.uk](mailto:sally.fletcher@calderdale.gov.uk) to be added to the distribution list.



# E-Learning Section

## **Introduction to Infection Prevention and Control**

Everyone has a part to play when it comes to infection prevention and control. Ensuring you know the most effective ways you can stop the spread of viruses could help reduce the risk of infection in your workplace.



## **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.

## **Awareness of Forced Marriage**

The duration of this course is approximately 2 - 3 hours.

The modules cover recognising the warning signs of forced marriage, taking the right actions to help protect the potential victim and how to cooperate effectively with other agencies.



## Child and Adult Sexual Exploitation

This course provides information on dealing with both Child Sexual Exploitation (CSE) and Adult Sexual Exploitation (ASE). 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 maybe 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 provides information on the potential causes of poverty, how to help children and their families, guidance on multi-agency working and the learners roles and responsibilities as a practitioner.



## E-Safety

This course describes the various forms of abuse and danger caused by the use of 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 (abuse linked to Faith or Belief)**

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.



## **Learning from Serious Case Reviews**

This Learning from SCR course will equip all those who come into contact with children with the knowledge and understanding they need to respond to neglect, abuse and extra-familial harm to help prevent future serious child safeguarding incidents.





## Level 1 Safeguarding Everyone

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.



## Level 2 Safeguarding Everyone

If you work with children young people or adults, you have a number of 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.



## Level 2 Safeguarding Adults

This safeguarding adults level 2 training addresses these 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, multi-agency working and best practice, as well as explaining how to identify the signs and symptoms of abuse.



## Level 2 Safeguarding Adults Refresher

Designed for those who need to refresh their Safeguarding Adults Level 2 knowledge and certificate our online course addresses responsibilities of safeguarding vulnerable adults. It also gives learners a deeper understanding of key safeguarding topics enabling them to apply the knowledge to their workplace.



## Level 3 Safeguarding Adults

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.

## Level 3 Safeguarding Adults Refresher

If you have previously completed a Safeguarding Adults Level 3 Training course our refresher is perfect to ensure you are up to date. It 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.





## Medication Awareness

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.



## 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.

## Prevent COVID-19

This course has been developed to give you all the vital information you need to know to help minimise the spread of COVID-19.



## 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 looks into further steps and organisations to contact if they suspect someone is being radicalised.



## Reducing Parental Conflict Module 1

Parental conflict is a primary influence on children's outcomes. In this introductory course you'll gain a greater awareness of what is meant by parental conflict and why it matters. You'll explore the couple relationship in more detail and learn about the significant impact that a poor-quality couple relationship can have on child outcomes. You'll also develop an understanding of parental conflict and develop the skills to recognise and identify the impact on children.

## Reducing Parental Conflict Module 2

Following the Understanding parental conflict and its impact on child outcomes module, this module covers the couple relationship and child outcomes, as well as introducing frameworks that can be used to identify and explore parental conflict. The module looks at the issues and triggers that lead to relationship distress, how to interpret whether parental conflict is constructive or destructive and the significance of early involvement.





### Reducing Parental Conflict Module 3

Following the Recognising and Supporting Parents in Parental Conflict module, this module offers practical examples of how to apply tools and frameworks when working with parental conflict. The module helps build confidence and competence around parental conflict and puts you in a better position to recognise relationship distress.



### Reducing Parental Conflict Module 4

In this course you'll learn about various reasons why people who work with families feel reluctant to discuss parental conflict. You'll learn how you can help and support them in overcoming these issues. This course provides advice on how you can prepare to have supervisory conversations with your team members.

### 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 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

This module is for professionals who have previously undertaken the standard safeguarding courses. It will touch on key areas and updates, but this module does not cover the full depth of knowledge required by professionals working with children.



## 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 behavior and that of children and co-workers in situations involving professionals and volunteers.



## Self-Harm Awareness

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 have an understanding of 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

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.



## Understanding the Impacts of Hate Crime

This course guides the learner to identify what hate crime is, how to identify hate crime and hate incidents, and what to do next. It covers the background using real life cases as illustrations, the definition, reporting, the role of the bystander and witnesses and ways you can prevent hate crime.



## Understanding the Importance of Mental Capacity Act and Liberty Protection Safeguards

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.





## Working with Children with Learning Difficulties and 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.



# **Virtual / Face to Face Learning**



# Alcohol Brief Intervention Training

## The Basement Project

### Delivered by Calderdale in Recovery - The Basement Project

"Having a word" at the right time – can be effective in making people reconsider their drinking behaviour and cut their alcohol intake significantly. So how do you "have a word"? 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.

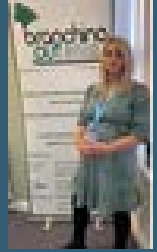
#### **Covered in this course**

- 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

## Burnt Bridges? Briefings

The Burnt Bridges? Thematic Review concluded in 2021 and reviewed the circumstances that led up to the deaths of 5 men in Calderdale over winter 2019-2020. This briefing will describe the trauma and challenges they faced and explore the learning and changes in Calderdale since their deaths, it aims to encourage individual to reflect on their own practices and be advocates for inclusive delivery of services.



[7 Minute Briefing video](#)

## Challenges Facing Children and Adults On-Line

**2 hour briefing provided by David Tidman, 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.

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.

# Open Minds (CAMHS) delivers a series of Child Mental Health Sessions

**Open Minds**  
For Children and Young People in Calderdale



## Child Mental Health: Introduction

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**

Identify factors which contribute to healthy psychological wellbeing

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



## Child Mental Health: Anxiety in Young People



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



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: Suicide Awareness



### **Covered in this course**

- This course aims to raise awareness of suicide in children and young people and offers a brief overview of the main issues relating to suicide in children and young people. It covers risk and resilience factors, signs of immediate risk, helpful language, having difficult conversations and how to support and where to seek further support. It will also signpost to further reading and training on this topic.

### **Planned Learning Outcomes**

1. Understand what we mean by suicide and to raise awareness of suicide in children and young people.
2. Identify helpful and unhelpful language when discussing suicide in children and young people
3. To be better able to respond to children and young people who are experiencing suicidal thoughts
4. To feel more confident having difficult conversations with children and young people who are experiencing suicidal thoughts
5. To know where and when to access further support and guidance and further training courses available on this topic.



## Child Mental Health: Young People and Self-Harm



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 Virtual Schools.

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.

### **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.
- This session is aimed at the Children's Workforce.



# Cyber Security Awareness – Addressing Risk & Reducing Vulnerabilities



## 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



# Staying Safe delivers a series of Domestic Abuse sessions

## Domestic Abuse Briefing: Domestic Abuse and Older People

“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.

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

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

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



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

The course will build on the learning from the basic domestic abuse e-learning course which you need to do before attending this 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

## 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.



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## Enhanced Child Exploitation Training: contextual safeguarding, disruption and trauma informed practice



### **This course is delivered by PACE UK**

(All delegates should have completed Sexual and Criminal Exploitation including County Lines training before taking this course)

### **Learning outcomes**

- Understand Pace's Relational Safeguarding Model
- Learn about the principles of Contextual Safeguarding and how to apply to practice.
- Understand how Contextual Safeguarding and Relational Safeguarding can work together to respond to extra familial harm
- Using in depth case studies you will look at the application of contextual safeguarding along with disruption techniques
- Understand how trauma impacts the behaviours of exploited children and families exploring how often this is mislabelled and the consequences this can have on safeguarding responses

# Forced Marriage/Honour Based Abuse/Female Genital Mutilation



## **Delivered by Karma Nirvana and CHFT**

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.

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.

## **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

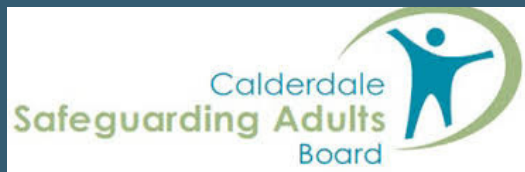
## **Planned Learning Outcomes**

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

## 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.

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## 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 are in need of services and support. The learning from these courses is essential!

# Liberty Protections Safeguards – formerly Deprivation of Liberty Safeguards



**Delivered by Calderdale Council MCA and DoLS Team**

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.



## Mental Capacity Act Forum

Regular virtual Forum hosted by Calderdale MBC MCA and DoLS Team

- discuss and share news and developments
  - chance to discuss any hot topics or issues related to MCA
  - Open to all but client confidentiality will be maintained
- Informal enquiries welcome via Team email address - [mca.dolsgroup@calderdale.gov.uk](mailto:mca.dolsgroup@calderdale.gov.uk)



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## Mental Capacity- Introduction for Frontline Staff

**Delivered by Calderdale Council MCA and DoLS Team**



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 - Managers and Professionals



## Delivered by Calderdale Council MCA and DoLS Team

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



# 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



## Delivered by South West Yorkshire Partnership NHS Foundation Trust

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.

### **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 (non-schools)



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 Adults – Awareness



**Delivered by Calderdale Council Work Force Development**

**YOU MUST BOOK THIS COURSE BY EMAILING [workforcedevelopment@calderdale.gov.uk](mailto:workforcedevelopment@calderdale.gov.uk)**

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 understand the meaning and process of Making Safeguarding Personal and 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.

## **Learning Outcomes:**

By the end of the course participants will have an understanding of:

- What safeguarding is and the different roles in safeguarding adults
- The process for making a safeguarding alert or referral in the context of making safeguarding personal guidelines
- The importance of good practice and relevance of the respect and dignity agenda
- The policy and legislation that underpins safeguarding
- The types and indicators of abuse
- Your responsibilities in accordance with the West Yorkshire Safeguarding Adults multi agency policy and procedure

# 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.

## **Covered in this session**

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

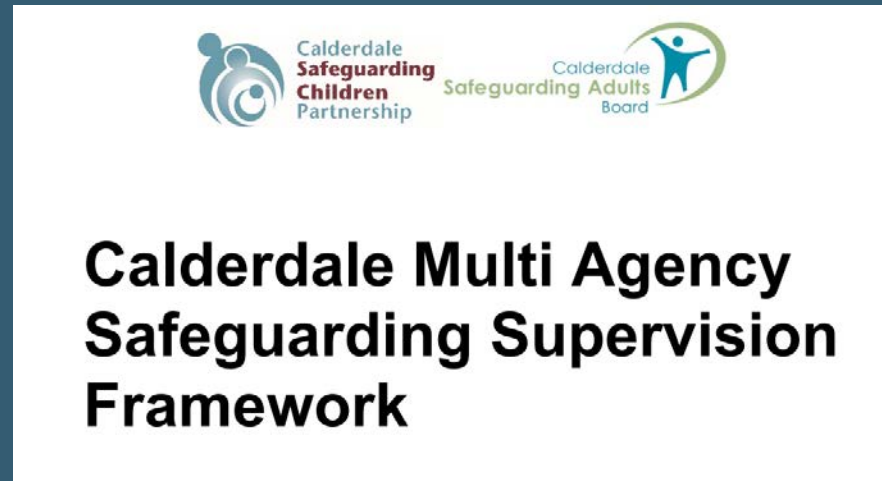
## **Planned Learning Outcomes:**

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 Supervision – Adults and Children



This course is based around the Multi-Agency Supervision Framework and provides learners with an over view of the framework demonstrating the importance of quality supervision and reflective practice.

## **Covered in this session**

- 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

# 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.

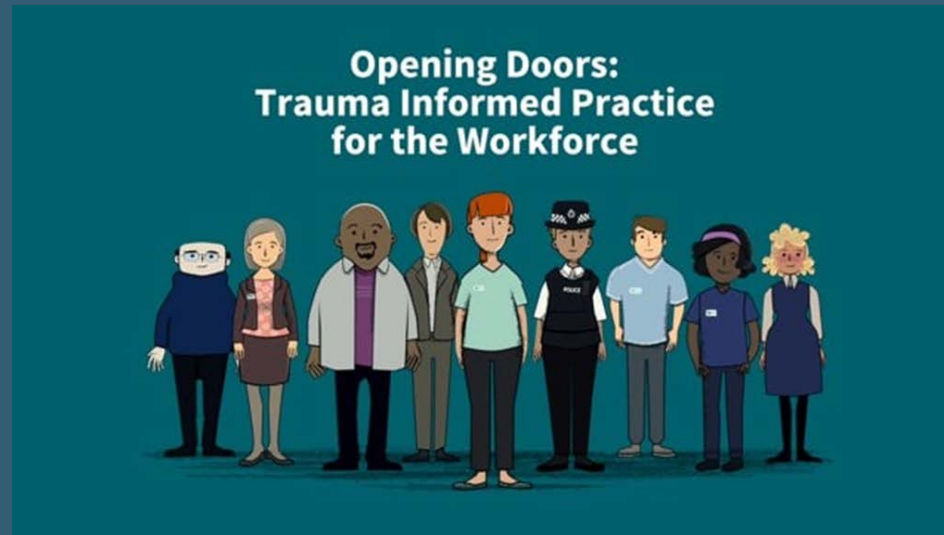
## **Covered in this session**

- 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.

# Trauma Informed Practice - Introduction



This course provides an understanding of the impacts of trauma on individuals and families, whether trauma is experienced as a child or an adult. It aims to encourage the learner to review their working practices and procedures to reduce secondary trauma and secure the best outcomes for children or adults.

## **Covered in this course**

- Physical, social and emotional impacts to trauma
  - Adverse Childhood Experiences
  - Risks of Secondary Trauma
  - Trauma informed response

## **Planned Learning Outcomes**

1. Importance of recognising trauma responses in others
2. Recognise the need for flexibility in working practices
3. Improve relationships and resilience
4. Support multi-agency working to reduce the impacts of trauma

# 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 of 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

# Working with Fathers: Learning from Evidence



## Delivered by the Fatherhood Institute

This seminar will provide participants with a grounding in key research evidence concerning fathers' roles and impact, and offer opportunities to explore practice through case studies, individual and group exercises and action planning.

### **Covered in this Course**

- Starting with the 'why?', we will explore the available evidence base, 'unpick' personal and societal beliefs around fatherhood and walk-through men's journeys into fatherhood, and their engagement with services.
- We then move into the 'how?' where participants will learn key approaches to successful father engagement; build their confidence, knowledge and skills and discover 'whole team' solutions to the challenges of including fathers in services.

### **Planned learning outcomes**

1. Explore the personal and cultural issues which shape our perceptions of men/fathers
2. The impact fathers have on child development, on mothers and how fatherhood effects men themselves.
3. Examine SCR's and our latest research on non-accidental injuries (published May 2021, DfE) to explore commonalities, opportunities and develop a deeper understanding of what working with fathers may 'look like' in practice.
4. Identify barriers and opportunities to father-inclusive practice within own practice and in the systems we work within.
5. Develop strategies to engage and evaluate father-engagement

Participants will receive post-course resources to support them to continue their thinking and develop their practice.



# Working with Resistance and Professional Curiosity



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.

## **Covered in this course**

- What is meant by disguised compliance or resistance
  - 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

## **Planned Learning Outcomes**

1. Develop increased understanding of why families may not want to co-operate with services
2. Develop techniques and strategies to work more effectively with reluctant families
3. Develop confidence around working with resistance



**SAFEGUARDING IS ABOUT PROMOTING THE RIGHTS AND WELFARE OF ALL PEOPLE BUT ALSO PROTECTING THE MOST VULNERABLE CHILDREN, YOUNG PEOPLE AND ADULTS FROM HARM.**

**EACH AND EVERY ONE OF US HAS A DUTY TO SAFEGUARD, PROTECT AND PROMOTE THE WELFARE OF OTHERS. SAFEGUARDING IS EVERYONE'S BUSINESS.**

<https://safeguarding.calderdale.gov.uk/>