



Calderdale  
**Safeguarding  
Children**  
Partnership



Calderdale  
**Safeguarding Adults**  
Board

# **Calderdale Multi-Agency Safeguarding Adults and Children Learning and Improvement Programme 2024/25**

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## Introduction

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

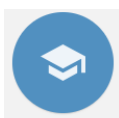
The Joint Learning and Improvement Sub-group leads on developing this programme taking account of current local and national learning reviews, local audits, new policies and procedures and legislation. Historically all training was delivering in person but after reverting to virtual training in 2020 due to the COVID 19 pandemic restrictions some people found it more accessible to book onto sessions. In response through 2023 there has been a dual offer. Where courses benefit from a face-to-face delivery they have reverted to an in person format, some courses offer both options and some have remained a solely virtual delivery.

The Joint Learning and Improvement Sub-group receives requests for courses and learning throughout the year from a variety of sources and a decision is made on the most appropriate response. This may mean that courses are added during the year to respond in a timely way. The programme is complimented with briefing documents, toolkits and guidance documents produced and shared across the partnership. It is important that every agency feels able to contribute towards deciding content of the programme and so a method of making a suggestion to the Joint Learning and Improvement Sub-group has been devised using this [request form](#).

## Accessing Training

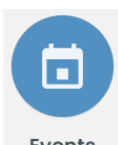
The CSAB and CSCP have a contract with Virtual College to provide 6000 licences for e-learning courses and for the use of their Learning Management System (LMS) to provide management reports on all learning and a course booking service. Therefore all the training offered by the CSAB and CSCP is booked through this 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) prior to registering. Everyone registering must record their place of work in Calderdale.

Once you have registered, your request requires approval by the CSAB/ CSCP team and you will receive an email to create your password, you can then access the system. This email occasionally goes directly into junk / trash folders as it is a system generate message.



Learning

The e-learning can be found under the '**Learning**' tab and provides a good foundation of awareness of a range of subjects and can be accessed at any time. The courses all have a short summary to assist you in deciding whether to start the course, once you click the start button a pre-paid license is allocate to you to and you can complete the course at any point in the next 4 weeks. Please complete the course prior to selecting another as all unused licenses can be subject to a charge of £30 after 4 weeks has elapsed.



Events

All face-to-face or live on-line courses are booked by clicking the **'Events'** tab, then clicking on **'Available Events'**. Every course has a section where you can read a short blurb of the content to assist in identifying the correct learning for you. The programme seeks to offer learning opportunities across all levels and relevant to all agencies. You will get an email confirming you have booked a place and a reminder email 7 days before the course date. The system will allow you to add yourself to the waiting list of each course if you are not available for the dates on offer or the places are full. Once a new date is added to the course you will be notified of its availability. Please ensure you read the cancellation policy to avoid charges.

## Charging

Currently, all training is offered free to people who work or volunteer in Calderdale with children, young people, families, adults at risk or in need of services who live in Calderdale. Licenses have been prepaid for the e-learning courses and therefore registering for a course uses a licence that cannot be re-allocated if you do not complete the course. If an e-learn course is not completed in the allocated time a cost of **£30** will be levied.

## Cancellation Policy

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 with 3 clear days notice 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 due to sickness.



Awards

## Certificates

After the course attendance register is updated on Enable a new module in the **Learning** tab for that course is allocated to you. This module contains Certificates for face-to-face or live on-line training events and successfully completed e-learning certificates are generated automatically by the learning management system

## Evaluations

All learning sessions offer the participant an opportunity to provide feedback through an evaluation form automatically generated by learning management system and included in the module that provides the certificate and any course related materials.

## 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](#).

### **An 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.

### **An Introduction to the Autism Spectrum**

An Introduction to the Autism Spectrum is designed for anyone who may come into contact with autistic individuals through their work, to help raise their awareness.

### **Awareness of Forced Marriages**

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.

### **Awareness of Health and Safety at Work**

Everyone has a part in making workplaces a safe place to be, this Virtual College CPD approved health and safety at work course is suitable for anyone looking to gain or refresh their health and safety knowledge. The course informs why it is so important to follow the Health and Safety at Work Act 1974. Meet legal obligations for health and safety training and receive an instant digital certificate with this course.

### **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 Criminal Exploitation Gangs 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.

### **Child Poverty**

This course is relevant for all working with children who may be in poverty, such as social workers, teachers or health workers. It gives information on the reasons for poverty, how to help children and their families, and guidance on multi-agency working and your role as practitioner.

### **Cyber Security Awareness**

This Cyber Security Awareness course explores the risks associated with Cybercrime, cyber threats, what happens when there has been a breach of security and how to protect your network from attack from cyber

criminals using anti malware defences. This course will help you understand how hackers and bots can access your system and how to keep your information and personal data safe from online fraud to help improve your internet security.

## **Dealing with Stressful Situations**

A short course to give learners an understanding of what stress is, how different people cope with stress and tools and techniques that can be used.

## **Dementia Awareness Training**

This course, intended for healthcare professionals and those working with individuals with dementia, covers the symptoms and types of dementia, its treatment and medication, the how to manage communication and care.

## **Early Child Development – Foundation**

Learn how early experiences in a child’s life can alter how they develop and grow in later life. From understanding stages of development, theory behind attachment and learn how to adapt working practices to aid children in their development.

## **Equality, Diversity and Inclusion for Employees**

This course describes what the three terms mean, the differences between them and how to live and breathe an equality, diversity and inclusion strategy. The course is approximately 1hour and covers different types of discrimination and unconscious biases in the workplace.

## **Equality, Diversity and Inclusion for Managers**

Discover how to create an inclusive working environment and the benefits of implementing a comprehensive ED&I strategy. You will gain knowledge of what equality, diversity and inclusion means and the difference between each term.

## **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.

## **Fabricated and Induced Illness**

Fabricated Induced Illness (FII) is a rare form of child abuse that can often go unnoticed. This course describes the symptoms of FII and the risk factors that can lead to it, and includes case studies, guidance for practitioners. It will help those healthcare workers and those working with children to be more aware of FII.

## **Female Genital Mutilation**

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.

## **Fire Safety Training**

This module will provide people at any level, in any sector, with the guidance that will help them promote fire safety.

## **Growth Mindset**

A short course designed to give the learner an understanding of what growth mindset is and how to implement this to improve their own practice.

## **Infection Prevention and Control Resource Pack**

This course has been designed as a resource pack to aid learners in understanding the steps they can take to ensure effective infection prevention and control. A range of different resources are included.

## **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 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 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 2 Safeguarding Children**

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.

## **Level 3 Safeguarding Children**

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.

## **LGBTQ+ Awareness**

This training is designed to give learners a much deeper understanding of the key issues facing LGBTQ workers and how to ensure that they are safeguarded in the workplace. Upon completion of this course learners will be able to create an inclusive environment for all employees through their policies and procedures.

## **Manual handling in the Workplace**

This module will provide people at any level, in any sector, with guidance that will help them to handle objects safely whilst minimising the risk of injury.

## **Medication Awareness**

All staff that administer medication should be fully trained on how to do this, and how to record what has been taken.

## **Mental Health and Wellbeing Resource Pack**

This course has been designed as a resource pack of tips and advice to ensure an individual's mental health and wellbeing. It covers a number of different topics: from stress management, to work-related mental health, to tracking indicators of mental health such as sleep. A range of different resources are included.

## **Modern Slavery and Trafficking**

This wide-ranging course covers modern slavery, trafficking, exploitation and sex exploitation for children, young people and adults. It outlines the differences between these issues, gives information on how to identify vulnerable people, and how to report and act on such knowledge.

## **Neuroscience for Personal Development**

A short course giving learners an understanding of how the brain functions and the impact this has on the ability to learn and develop.

## **Personal Development and Self-awareness**

A short course to give learners an understanding of how to plan and implement their own personal development and how to become more self aware, and the benefits of this awareness.

## **Personal Safety for Lone Workers**

A short module looking at the key issues to working in isolation, mobile working or meeting a customer without the supportive presence of another colleague, including the responsibilities of you and your employer.

## **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 (Prevent)**

This course describes the various forms that radicalisation and extremism take, how it can be recognized and countered in both children, young people, and adults, and information on how to access information, actions to take, and other organisations to contact.

## **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 Refresher**

This course covers the core information for Level 2 Safeguarding Children. It introduces safeguarding as a topic, covering jargon, multi-agency working and best practice, as well as how to identify the signs

and symptoms of abuse and what you should do if you suspect a child is being abused or discloses information. The core content also covers national and local context, whistleblowing and focuses on your role and what you can do to recognise and reduce the likelihood of abuse. The final part focuses on how to deal with suspected and disclosed abuse at Level 2.

## **Safeguarding in Education**

This course covers the core information for Safeguarding in Education. It introduces safeguarding as a topic, covering jargon, multi-agency working and best practice, as well as how to identify the signs and symptoms of abuse and what you should do if you suspect a child is being abused or discloses information. The core content also covers national and local context, whistleblowing and focuses on your role and what you can do to recognise and reduce the likelihood of abuse.

## **Safeguarding in Sport**

This course covers information for Safeguarding in Sport. It introduces safeguarding as a topic, covering jargon, multi-agency working and best practice, as well as how to identify the signs and symptoms of abuse and what you should do if you suspect an individual is being abused or discloses information. The content also covers national and local context, whistleblowing and focuses on your role and what you can do to recognise and reduce the likelihood of abuse, in general and with reference to sport in particular.

## **Safer Recruitment**

Safer Recruitment is a set of safe principles that cover essential considerations in the recruitment of new staff to any organisation. This course covers advertising, application forms, selecting candidates for interview based on the information they have presented, and post-interview checks before making an offer of employment.

## **Safer Sleeping for Babies**

This course, designed for nursery and health workers and those working with babies and their parents, covers the latest information about SUDC (Sudden Unexplained Death in Childhood). It offers guidance, links and challenges for learners.

## **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 course covers how to identify the signs and symptoms of self-neglect, 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.

## **Understand How to Support Individuals with Autism Spectrum Conditions**

This e-learning module aims to provide learners with an increased understanding of the autistic spectrum and offer strategies to support those on it. On completion, learners will have an increased awareness of the main characteristics of behaviour which individuals on the autism spectrum can commonly display as well as an increased understanding of the sensory differences of people on the autistic spectrum.

## **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 Domestic 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. They have been created with victims in mind and will inform learners about domestic violence, and how to support those experiencing it.

## **Understanding the Impacts of Hate Crime**

This course is a guide to identifying hate crime and hate incidents, how to report these, what happens after reporting, and how you or your organisation can prevent or deal with them.

## **Understanding the Impact of the Trio of Vulnerabilities**

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 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 & 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 or Live online Courses

Courses can be booked via the **EVENTS** tab then clicking **AVAILABLE EVENTS** on [Enable](#) .



### Abuse Linked to Faith or Belief Briefing

**Delivered by L&I Officer – 1 hr**

Witchcraft and black magic are increasing factors in the abuse of children, with national highs in Lancashire, Bradford and Leeds. This short webinar looks at the signs and responses to concerns and the learning from some national cases.

### Achieving Good Outcomes for Adults At Risk

**Delivered by L&I Officer and Adult Social Care – 3 hrs**

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

It places a statutory requirement for local authorities to collaborate, cooperate and integrate with other public authorities e.g. health and housing to provide services and provides a statutory framework to protect adults from neglect and abuse. In turn, this has required a rewrite of the West Yorkshire, North Yorkshire and York Multi-Agency Safeguarding Adults Procedures to inform practice in Calderdale.

Learning from local Safeguarding Adults Reviews (SAR's) has highlighted the need for improvements in practice, especially in relation to understanding roles and responsibilities, information sharing and consent.

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

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

#### **Planned Learning Outcomes**

1. Recognise 'adults at risk'
2. Support service users to identify their own desired outcomes



3. Demonstrate how and when to make a referral
4. Demonstrate good practice in keeping and maintaining records
5. Apply principles of safeguarding , Mental Capacity Act and information sharing
6. Build confidence in identifying the need to raise and escalate concern

## Alcohol Brief Intervention Training

**Delivered by Calderdale in Recovery – The Basement Project – 2 hrs**

"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 £2.7bn annually. Lost productivity due to alcohol use costs the UK economy more than £7bn each year with an estimated 167,000 working years lost. The cost to Calderdale health services and employers is significant. Alcohol features in approximately 50% of Child in Need assessments in Calderdale. So how do you "have a word"? A brief intervention is a structured conversation 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 and Adults who use Substances

**Delivered by Calderdale Recovery Steps and Branching Out – 6.5 hrs**

The course will assist practitioners to determine how ready young people and adults 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 and adults the right questions in order to introduce them to the specialist service at the earliest opportunity.

### **Covered in this course**

- An overview of our service as a whole
- Understanding drugs – their categories, classifications, effects, and routes of administration
- Identify signs of substance use
- Consider risks around substance use
- Prevalence and trends of substance use amongst young people and adults
- Hidden harm and the impact of parental substance use
- Make appropriate referrals for further support

### **Planned Learning Outcomes**

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

## **Burnt Bridges – where are we now?**

**Delivered by L&I Officer and Niamh Cullen Public Health Manager and report author – 2hrs**

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 reflects on the trauma and challenges they faced and the subsequent learning. This update identifies the changes in Calderdale since their deaths, and what work is continuing to ensure lessons are embedded and practices are improved for inclusive delivery of services.

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

**2 hour briefing provided by David Tidman, Invenry Ltd – 2hrs**

In the 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 and Adolescent Neglect**

**Delivered by L&I Officer and Children Social Care – 6hrs**

Neglect is the form of maltreatment most often recorded in official safeguarding data, regardless of the age of the children concerned, and is the most prevalent form of maltreatment children and young people experience according to research. Neglect can lead to significant growth, development and health impact on children and young people.

### **Covered in this course**

- Increased awareness of the impacts of neglect on different aged children
- Use of the risk assessment tool
- Links between poverty and neglect

### **Planned Learning Outcomes**

1. Understand neglect and how it impacts on children and young people
2. Be able to recognise neglect and understand the causes
3. Be able to identify and assess the risks
4. Identify appropriate interventions.

## **Child Exploitation and Contextual Safeguarding**

**Delivered by Children Social Care – 6.5hrs**

This full day course explores the understanding of contextual safeguarding and extra familial harm. Using group work participants will work through real life case studies to provide context and practical application of the learning using system practices to influence better outcomes.

### **This course will cover:**

- contextual safeguarding and extra familial harm
- indicators of child exploitation
- barriers and challenges for young people involved in exploitation
- how to apply a systemic practice module to child exploitation
- the processes and interventions used by the Child Exploitation Team

### **Planned Learning Outcomes**

1. Recognise when a child is at risk of exploitation
2. Knowledge of the tools and support available to provide an appropriate early intervention
3. Be able to respond appropriately to a child identified as being at risk
4. Understand the role of Calderdale Child Exploitation Team and how to make a referral

## Child Mental Health: Introduction

Delivered by Open Minds (CAMHS) – 2.5hrs

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, 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 Open Minds (CAMHS) – 2.5hrs

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 Open Minds (CAMHS) – 2.5hrs**

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

**Delivered by Open Minds (CAMHS) – 2.5hrs**

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.

### **Covered in this course**

- It covers risk and resilience factors, signs of immediate risk, helpful language, having difficult conversations
- 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**

**Delivered by Open Minds (CAMHS) – 2.5hrs**

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 CMBC Emotional Health and Wellbeing – 3hrs**

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.
4. This session is aimed at the Children’s Workforce.

## Cyber Crime – Prevention and Protection

**Delivered by West Yorkshire Police Cyber Crime Team – 1hr**

More than half of the world now uses social media (58.4%). 4.62 billion people around the world now use social media, 424 million new users have come online within the last 12 months.

The average daily time spent using social media is 2h 27m

The average age of someone arrested for a Cyber Crime is 17 years old

61% of hackers start hacking before the age of 16

This session is delivered by the West Yorkshire Police Cyber Crime officers working with individual, organisations, schools and charities to reduce the opportunities for criminals to use on-line methods to commit crime and abuse others.

### **Covered in this course**

- Cyber Choices
- The Computer Misuse Act
- The Referral process for Cyber Prevent
- Social Engineering – What is it and what do the criminals use it for?
- Online Gaming – What can be done to protect individuals around Online gaming?

## Domestic Abuse - Understanding Risk

**Delivered by L&I Officer and Relationships Matter Co-ordinator- 6.5hrs**

This course is aimed at all professionals who need to be able to identify domestic abuse and draw out pertinent risk factors. Then training will then focus on how to assess the level of risk involved. You **MUST** have completed the Understanding Domestic Abuse e-learning before attending this course.

### **Covered in this course**

- Understanding the difference between parental conflict and domestic abuse
- Exploring the complex barriers people face to accessing support
- Using the Calderdale Multi-agency DASH Risk Assessment and safety planning
- How professionals work together to safeguarding victims and children

### **Planned Learning Outcomes**

1. Confidence to ask about domestic abuse in your work making disclosure easier
2. Be able to complete a risk assessment and offer immediate safety advice
3. Understand the impact of domestic abuse
4. Understand the process of the MARAC and DRAMM in Calderdale
5. Identify sources of specialist help and support in Calderdale & nationally

## Domestic Abuse and Coercive and Controlling Behaviour

Delivered by L&I Officer - 3hrs

The very nature of coercive and controlling behaviour can make it hard to identify and respond to appropriately. However, research has proven that it can be extremely high risk and is prevalent in the majority of domestic homicides.

You MUST have completed the Understanding Domestic Abuse e-learning before attending this course.

### Covered in this course

- What is coercive and controlling behaviour and how does it impact on victims
- How to identify this risk factor and assess the risk level
- Explore options to provide interventions and support
- Multi-agency working

### Planned Learning Outcomes

1. how recognise coercive and controlling behaviour
2. relevant the legislation
3. understanding the impact on victims
4. explore the risk factors
5. good practice in responding

## Domestic Abuse and Older People

Delivered by L&I Officer and Adult Social Care – 3 hrs

“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)

You MUST have completed the Understanding Domestic Abuse e-learning before attending this course.

### Covered in this course

- Explore the specific needs of older people in relation to domestic abuse
- Discuss the challenges for professionals when supporting older victims.
- Increased risk factors and opportunities to offer intervention and support

### Planned Learning Outcomes

1. Ability to identify domestic abuse in older peoples relationships
2. Assess and respond appropriately to risk
3. Have a good understanding of the complications in supporting older people to be safe
4. Understand the barriers older people face to accessing support



## Domestic Abuse Briefing and the Impact on Children & Young People

Delivered by L&I Officer and Children Social Care – 6hrs

It has long been understood that children living in households where there is domestic abuse or parental conflict are known to suffer emotional and/or physical harm. The severity of that harm has been identified as a significant childhood trauma which impacts on children throughout their adolescence and for the rest of their lives.

You MUST have completed the Understanding Domestic Abuse e-learning before attending this course.

### Covered in this course

- The impact of domestic abuse and conflict on children and adolescence
- How to respond appropriately to a disclosure from a child or young person
- Applying Calderdale's Continuum of Need in relation to domestic abuse
- Information on what can be done to support children affected by domestic abuse

### 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
4. Assess risk factors and examine safety planning options

## Early Help Pathway

Delivered by Early Help Team – 3hrs

This training offers an introduction to the Early Help Pathway process.

### Planned Learning Outcomes

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

## Every Sleep a Safe Sleep

Delivered by LOCALA – 2.5hrs

This course consists of a 55 minute webinar followed by a 90 minute interact session. The training is for everyone who works with parents and carers of babies aged 0-12 months including pre-birth to ensure they are able to identify unsafe sleeping arrangements and provide accurate advice and guidance to parents and carers.

### Covered in this course

- A webinar delivering key information about SUDI incorporating recommendations from the Out of Routine Report

- How to effectively share safer sleep messages with parents and carers to reduce the incidence of Sudden Unexpected Death in Infancy (SUDI)
- A SUDI Risk Minimisation Tool for Professionals and a Protective Factors Tool for Parents/Carers, plus 'Every Sleep a Safe Sleep' guidance
- A post-webinar participatory session where you will have the opportunity to use the tools and guidance to explore scenarios where risks are present

### **Planned Learning Outcomes**

1. To ensure all frontline workers are equipped with the skills to engage in individualised safer sleep conversations with parents and carers to reduce the risks of sudden unexpected death in infancy (SUDI), in particular where additional vulnerabilities exist
2. To introduce the Sudden Unexpected Death in Infancy Risk Minimisation Tool and Safer Sleep Protective Factors Tool

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

**Delivered by Karma Nirvana and CHFT – 3hrs**

Forced marriage 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 and bringing dishonour and shame and this can have severe consequences.

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. FGM is child abuse. It's dangerous and a criminal offence.

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

## Hidden others Incl Men

**Delivered by L&I Officer and Children Social Care – 3hrs**

This session will consider why it is important for professionals to understand the child's family and social network, particularly those people who are less visible but who play a significant role in their lives.

### **Covered in this course**

Key findings from the Child Safeguarding Practice Review Panel's 2021 report "The myth of invisible men" and other key reports which have highlighted the risks that children may face from such individuals but that we as professionals may miss.

### **Planned Learning Outcomes**

The session will help practitioners understand who these hidden individuals are and what they mean for the child, as well as explore some practical tools and ways in which you can develop your confidence and skills in this area.

## Lunch and Learn

A 45 minute briefing will be delivered virtually by a wide range of professional who are knowledgeable on the chosen subject. They will be delivered for all Domestic Homicide Reviews, Safeguarding Adult Reviews, Child Safeguarding Practice Reviews and any national reviews where learning is identified for Calderdale. A wider range of topics will also be offered where it has been recognised as appropriate to share learning by way of a short briefing.

## Mental Capacity Act Awareness

**Delivered by L&I Officer – 3hrs**

This course 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. It provides a shared understanding across all agencies on terminology and encourages a partnership approach to empowering people to live their best and most independent life possible.

### **Covered in this course**

- The meaning of the term 'Mental Capacity'
- The 5 principals of the MCA 2005
- Key duties when assessing someone's ability to make decisions
- How the MCA principals relate to 16 & 17 year olds
- What it means to make a Best Interest decision
- Exploring assessment and consent factors

### **Planned Learning Outcomes**

1. Understand what 'Mental Capacity' means and how to assess

2. How to apply the principals of the Mental Capacity Act
3. Consideration of your duty of care
4. Recognise coercive behaviour and the safeguarding implications
5. Risk assessment and unwise decision taking
6. Able to ascertain 'best interests' and the decision-making process

## **Modern Slavery and Human Trafficking - 1 hour briefing**

**Delivered by West Yorkshire Police**

Introduction briefing

- Emerging trends of modern slavery
- Calderdale statistics of MSHT/NRM
- Introduction into the National Referral Mechanism
- Sharing support contacts across Calderdale area.

## **Modern Slavery and Human Trafficking - Supporting Victims**

**Delivered by West Yorkshire Police**

2 hour session

- Deep dive into the NRM changes
- Exploring challenges with supporting victims of modern slavery
- Multi-agency responding to modern slavery
- Understanding of trauma informed support

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

**Delivered by L&I Officer and Children Social Care – 5.5hrs**

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 – 2hrs**

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), and local and national reviews have continued to identify this as a significant risk and area for improvement.

Published 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 course**

- 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.

## Relationships Matter – Reducing Parental Conflict

**Relationships Matter Co-ordinator**

There continues to be a bespoke programme of training offer for Managers and supervisors that will provide information about the outcome of audits, using supervision to promote better practice, using the models and using and sharing best practice.

For new champions that will provide the background and research on reducing parental conflict, an exploration of the role of Champions and an introduction to the materials. Support for existing champions with copies of the toolkit and briefing on the materials and best practice.

## Role and Responsibilities of the Designated Safeguarding Lead

**Delivered by L&I Officer and Children Social Care – 3hrs**

Chapter 2 of Working Together 2023 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. Understand the responsibilities of a DSL
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 CMBC Work Force Development – 2hrs**

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.

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

- 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.

#### **Planned Learning Outcomes**

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

## Safeguarding Adults and Self-Neglect Awareness

**Delivered by L&I Officer and Adult Social Care – 3hrs**

Prior to attending this session, unless you have existing working knowledge of this subject, you are required to undertake the e-learning module '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 SARs.

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

### **Covered in this session**

- Identifying risk and causes of self-neglect
- Managing the dilemma between duty of care and risk
- How to apply the Mental Capacity Act principals in cases of self-neglect
- Looks at best practice examples

### **Planned Learning Outcomes**

1. Understand the need to identify underlying causes of self-neglect
2. Identifying self-neglect and when safeguarding interventions are needed
3. Interface with hoarding
4. Assess mental capacity in relation to self-neglect
5. What works in managing self-neglect
6. Multi-agency guidance on risk assessment and decision-making

## Safeguarding Non-verbal children from abuse

**Delivered by L&I Officer and CBMC Specialist Inclusion Team – 3hrs**

Children who do not communicate verbally are at heightened risk of abuse or neglect. This course aims to raise awareness of these vulnerabilities and support skills to identify children experiencing harm.

### **Covered in this session**

- Recap on the types of abuse of children
- Overview of indicators of abuse focussing on non-verbal children
- How non-verbal children especially vulnerable
- Possible risk indicators of an abuser
- Opportunities and services that support

### **Planned Learning Outcomes**

1. To recognise a child may have communication differences and respond appropriately
2. Increased confidence in safeguarding non-verbal children
3. Improving the opportunities to give a 'voice' to a non-verbal child

## Safeguarding Supervision – Adults and Children

Delivered by L&I Officer and alternately Adult and Children Social Care – 3hrs

This course is based around the Multi-Agency Supervision Framework and provides learners with an overview of the framework demonstrating the importance of quality supervision and reflective practice. A failure to provide appropriate safeguarding supervision has often been recognised in both adult and child safeguarding reviews and features regularly as a point for multi-agency learning. Anyone supervising staff who work with children or adults at risk must be suitably trained to provide safeguarding supervision and their practice regularly reviewed.

### 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

## Trauma Informed Practice– Introduction

Delivered by L&I Officer – 2hrs

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 responses and practices

### 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



## What is Child to Parent Abuse?

Delivered by the CMBC Family Intervention Team – 7hrs

What is child to parent abuse? is an insight in to identifying child to parent abuse and how practitioners can support parents at an early stage. This abuse is extremely under reported and is known to be a predictor of abuse in relationships later in life.

### Covered in this course

- The reasons why this abuse may occur
- The impact it has on the whole family
- Opportunities for professionals to intervene and offer support

### Planned Learning Outcomes

1. To have a clear understanding of Child To Parent Abuse
2. To have an awareness around legislation, current research, local and national development
3. To understand the key factors in supporting the family: understanding the needs of the family
4. To understand and consider the child's / young person's issues and their acceptance of Child To Parent Abuse
5. To increase their skills and competency in responding to Child to Parent Abuse
6. To know what other sources of support are available

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

Delivered by L&I Officer and representatives across the children's workforce– 6.5 hrs

This course is aimed at appropriately identifying and responding to risk based around the Continuum of Need with a brief session on child growth and development to support professionals to identify indicators of concern. The focus is on providing information on how the services across Calderdale work together to safeguard children with short presentations from various agencies explaining their role and how to access their service.

The course is aimed at practitioners in the children's workforce who are new to Calderdale or new to this area of work. Attendees should have completed the level 1 Safeguarding Children e-learning.

### Covered in this course

- Key principles of Working Together To Safeguard Children 2023
- Calderdale Continuum of Need and applying risk assessments
- Child development framework
- An introduction from Early Help, Family Group Conference, Family Intervention, Family Support, Young Carers, MAST and the CSE/CCE Team

### Planned Learning Outcomes

1. Role and responsibilities of the agencies across Calderdale
2. Understand the Continuum of Need
3. Importance of multi-agency working and referral pathways
4. Identify and Respond to concerns of child development
5. Recognise thresholds for intervention

6. Record and share information regarding concerns.

## Working with Resistance and Professional Curiosity

Delivered by L&I Officer and Children Social Care – 3hrs

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
- The importance of 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 work with services
2. Develop techniques and strategies to work more effectively with reluctant families
3. Develop confidence around working with resistance
4. Recognise the need to be professionally curious and persistent particularly when risks are not clearly understood

## Other training

### Learning from Reviews

Calderdale conduct Safeguarding Adult Reviews, Child Safeguarding Practice Reviews and Domestic Homicide Reviews in line with legislation and guidance. Each review has a multi-agency panel of experts that work together to ensure information is appropriately shared and that the review authors are supported to produce the best possible report to aid learning across the agencies.

The learning will be offered to all agencies across Calderdale via the most appropriate method.

Currently briefings on the reviews are being delivered through Lunch and Learn sessions, however learning points may also be integrated into existing training or prompt the development of new courses. 7 minute Briefings are produced and Lessons Learned briefings are also shared. In some cases Multi-Agency Reflective Practice (MARPS) or workshops may be held.

All learning sessions will be offered and promoted through the Safeguarding Adults Board, Safeguarding Children Partnership and subgroup members.

## Safeguarding Week 2024

Every year Calderdale holds a range of learning opportunities during Safeguarding Week in June and Adult Safeguarding Week in November. The sessions are offered by partner agencies across Calderdale to promote the services they deliver whilst delivering learning on a wide range of safeguarding topics. These weeks are busy and demonstrate a strong network of people in Calderdale working to improve outcomes for children and adults at risk. It is strongly advised to keep some flexibility in diaries **24<sup>th</sup> to 28<sup>th</sup> June 2024** and **18<sup>th</sup> to 22 November 2024**.

## Prevent

Government Prevent courses (Awareness, Referrals, Channel/PMAP and Awareness Refresher) can be found here: [gov.uk/prevent-duty-training](https://gov.uk/prevent-duty-training).

The Prevent Team offer a range of learning opportunities around radicalisation, extremism and hate. For more information contact Calderdale Prevent Co-ordinator [Shakkela.Ajaib-Latif@calderdale.gov.uk](mailto:Shakkela.Ajaib-Latif@calderdale.gov.uk), Mob No: 07799 656464