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# Multi-Agency Learning and Development Programme April 2011 – March 2012

## FOREWORD

Welcome to the 2011/2012 multi agency training programme of the Calderdale Safeguarding Children Board. This programme offers an exciting and challenging series of courses addressing at a higher level the multiple and complex range of issues that may compromise the welfare of children living in Calderdale.

The extensive range of courses available to staff from all agencies are highly regarded and very well received by those who attend. Please take time to review the courses available and which courses may best address your personal and services needs in the challenging business of keeping children safe and giving children living in Calderdale the best possible opportunities and chances to reach their potential.

In the programme you will see well established courses that are recognised as essential to some parts of the children's workforce but also a number of exciting new courses that have been developed in response to growing knowledge and learning sadly often as a result of the tragic death of a child at the hands of those trusted to care and protect them.

Please take time to look at what is on offer and what difference attending that particular course will make to your practice, asking the question 'how will this course help me work in a multi agency way to keep children safe?' If the answer isn't clear that particular course is not best suited to you and your service's needs but do keep looking because there will be a course or courses that will meet your needs.

Bernadette Johansen the Safeguarding Boards Learning and Development Officer is always on hand to advise if you want to discuss the courses and your particular needs. Equally you may have an area of expertise that you might feel could contribute to a training course, please don't be modest and get in touch with Bernadette, who will be very happy indeed to hear from you.

Please do embrace the opportunities that this programme offers. Not only will you acquire new skills and knowledge but will model the multi-agency cooperation that we know is essential to the protection and safeguarding of children.

**Julie Lodge**  
**Chair, Learning and Development Sub-Group**  
**Calderdale Safeguarding Children Board**

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## COURSE INFORMATION – INTRODUCTION

*Safeguarding Board Multi-Agency Training Programme April 2011 – March 2012*

The purpose of training for inter-agency work is to help develop and foster the following, in order to achieve better outcomes for children and young people:

- Shared understanding of the tasks, processes, principles and roles and responsibilities outlined in national guidance and local arrangements for safeguarding children and promoting their welfare
- More effective and integrated services at both strategic and individual case level
- Improved communication and common understanding
- Effective working relationships, including an ability to work in multi-disciplinary groups
- Sound decision-making based on information sharing and thorough assessment, critical analysis and professional judgement
- Working Together to Safeguard Children 2010 – Learning from Serious Case Reviews and reviews of child deaths.

The programme for the year from April 2011 supports the above objectives.

## IDENTIFYING YOUR TRAINING NEEDS

There is specific advice contained in Chapter 4, 'Working Together to Safeguard Children' (DCSF, 2010) regarding the training needs of groups of staff. This covers both the need for individual training and also three year refresher training (see Appendix A for details).

The training that you are advised to attend depends on your frequency of contact with children and young people, and your specific responsibilities for their welfare.

In all cases, discuss your requirements with your manager before application.

**Unless otherwise stated, the taught programme is aimed at agency practitioners who regularly work with children or who have specific responsibility for child welfare and protection.**

**Some basic child protection training should previously have been undertaken in order for staff to benefit from the content of these courses, which are designed to enhance skills and understanding.**

**The Calderdale SCB acknowledges that individual agencies are responsible for ensuring that their staff are competent to carry out child protection responsibilities and those training needs cannot be met through this training programme. However, the CSCB Learning and Development Sub-Group has a role in supporting individual agencies in their child protection training and this is expressed by the provision of the e-learning programme.**

**The e-learning package offers basic awareness training, and there are also taught courses within individual agencies for this purpose. For more information on the e-learning package, please contact Bernadette Johansen on 01422392655 or [bernadette.johansen@calderdale.gov.uk](mailto:bernadette.johansen@calderdale.gov.uk) or visit the website.**

**Additionally, new members of the Children's Workforce should aim to access the Children's Workforce Induction programme by contact the Workforce Development Team on 01422 392409 for more information.**

### **Course Venues and Times**

Unless otherwise stated courses will start with registration at 9.15am and end at 4.00pm. The courses will be held in a number of venues and directions will be provided with the booking confirmation that should be received at least one week before the course.

### **Trainers**

The programme is usually delivered by the Calderdale Multi-Agency Safeguarding trainer alongside specialist staff from the locality. Some courses are delivered by independent trainers.

### **Fees**

All courses within the programme are free of charge to all practitioners within Calderdale Safeguarding Children Board partner agencies.

Charges will be applied in the following circumstances.

- For non-attendance without 48 hours notice (by phone, email or fax) to Helen Fleming-Scott, a cancellation charge of £50 per day will be applied (pro-rata for half-day).
- A charge of £50 per day will be made to agencies and private sector organisations that are not part of Calderdale Safeguarding Children Board. Additional delegates from that agency will be charged £35 per day. This charge will not be applied to not-for-profit organisations working with children.

### **Certification**

Delegates who attend a training course will receive a certificate.

### **Evaluation**

All participants will be expected to complete an evaluation form at the end of each course. The information will then be used to improve the content of future courses. Evaluation forms will also be presented as required to the Learning and Development Sub-Group as well as the Calderdale Safeguarding Children Board.

### **Additional Material**

The course descriptions will outline the prior learning requirements and any pre-course reading and preparation that is required. All courses will provide a range of handouts, resources and further reading matter for participants to use afterwards.

### E-LEARNING

Calderdale Safeguarding Children Board provides basic awareness e-learning via Safeguarding Children E-Academy. The course is entitled 'The Awareness of Child Abuse and Neglect' and includes a core and foundation module. The e-learning modules and online assessment provide a flexible alternative delivery route for Introductory Level Basic Awareness.

There are different learning pathways:

- The **Core Introduction Module** is aimed at individuals who are working directly with children, young people and their families. These practitioners will have some professional or organisational responsibility in relation to safeguarding children.
- The **Foundation Module** is most appropriate for individuals in a paid or voluntary capacity who may have contact with children and young people but do not work directly with them.
- The **Young Persons Module** is most appropriate for staff who work with the 11-18 year age group.

The courses cover similar material but the Core Introduction deals with this in more depth as appropriate for the increased level of contact that staff will have with children and their families.

Module Outcomes:

- Understanding the various types of abuse or deliberate harm to a child
- Identifying the signs of abuse and what to look for
- Knowing how to ask questions if you suspect a child is being abused
- Knowing what steps you can take if you suspect abuse is happening
- Understanding what happens after a referral is made
- Knowing what to do if a child or adult discloses abuse
- Understanding the importance of keeping accurate and up to date records
- Information on what to do if you suspect abuse or deliberate harm to a child

### ***How does e-learning work?***

Each Module has a number of interactive learning screens, learner challenges, tracking and online assessment. There is a certificate available for successful applicants. The training takes approximately two hours to complete – some people will do it more quickly and others will take longer. You can do it in stages and save your work.

For a free demonstration on this training course go to: [www.safeguardingchildren.co.uk](http://www.safeguardingchildren.co.uk).

There is also a young person's version aimed at staff who work with older children aged 12 – 18.

*What equipment is needed to access the Modules?*

All that is needed is access to a computer that has an Internet connection. The system has been optimised to allow minimum access time, but a broadband connection is preferable. The Modules have been developed using Flash technology and a Flash Player needs to be installed on the computer.

### ***How do I apply?***

To access this exciting way of learning please complete the online application via [helen.flemming-scott@calderdale.gov.uk](mailto:helen.flemming-scott@calderdale.gov.uk). We will then email you with your confirmation of acceptance and your individual username and password within two weeks. You should then complete your chosen Module within 4 weeks.

### ***Charges***

Access to either Module is free of charge to applicants from Calderdale Safeguarding Children Board member organisations or not-for-profit agencies. Please contact [helen.flemming-scott@calderdale.gov.uk](mailto:helen.flemming-scott@calderdale.gov.uk) for charges for private or profit making organisations.

Knowledge should be updated and it is recommended that all groups should have refresher training at least every three years. This can be offered within individual agencies, or members of staff can access this programme.

As for all training, it is worthwhile checking which target group applies to you (see Appendix A for details).

### **Several Options are Available:**

1. For those members of staff identified in Groups 1 and 2 in infrequent contact with children – the Core Introduction e-learning programme is appropriate.
2. For groups 3, 5, 6, 7 and 8 – the taught 'Refresher' course is appropriate. Alternatively several of the courses in the programme are suitable as a refresher, and should be selected on the basis of their relevance to your role.
3. For Group 4 – the Working Together courses can be used.

**As for all training consult with your manager or for further advice contact Bernadette Johansen on 01422 392409.**

## COURSE CALENDAR APRIL 2010 – MARCH 2011

### Working Together to Safeguard Children

- 5 & 6 July 2011
- 13 & 14 September 2011
- 22 & 23 November 2011
- 7 & 8 Feb 2012

### Child Protection – A Refresher

- 12 July 2011
- 5 October 2011
- 14 December 2011
- 18 January 2012

### Working Together to Safeguard Children with a Child Protection Plan (Core Groups and Child Protection Plans)

- 12 April 2011
- 20 September 2011
- 10 January 2012

### Developing Skills in Multi-Agency Risk Assessment

- 21 June 2011
- 6 December 2011

### Impact of Adult Mental Health Problems on Parenting

- 5 May 2011

### The Impact of Parental Substance Misuse on Children

- 28 June 2011
- 29 November 2011

### Protecting Disabled Children

- 2 November 2011

### Sexual Exploitation of Children and Young People

- 19 October 2011

### Children who go Missing

- 7 March 2012

### Avoiding Cultural Assumptions when Safeguarding Children

- 12 October 2011

#### Lessons from Serious Case Review Seminars (AM Only)

- 19 May 2011
- Further dates to be added

#### Forced Marriages (AM Only)

- 28 September 2011
- 11 January 2012

#### Multi-Agency Assessments of Parents with Learning Difficulties

- 9 November 2011

#### Safeguarding Children who Experience Domestic Violence

- 24 May 2011
- 27 September 2011

#### Protecting children: managing allegations Against people who work with children

- Dates to be confirmed

#### Assessing Neglect: Identifying the Risks and their Effects on Children

- 11 May 2011
- 16 November 2011

#### Internet Safety - Level One

- 12 May 2011 (am)
- 8 November 2011 (am)

#### Internet Safety– Intermediate

- 26 May 2011 (am)
- 24 November 2011(am)

#### Recognising Safeguarding Issues for Lesbian, Gay, Bisexual and Transgender (LGBT) Young People

- 18 May 2011 (am)

#### Anti-Bullying

- 15 June 2011 (AM)
- 1 December 2011 (AM)

### WORKING TOGETHER TO SAFEGUARD CHILDREN (TWO DAY COURSE)

This course is only suitable for staff who have already undertaken basic awareness training. The course is essential for those staff who are directly involved in safeguarding work. The course includes the background to current Child Protection practice and the legislative framework. The course combines both theoretical and practical approaches to this challenging work, and covers referral processes, multi-agency working, agency responsibility and Child Protection Conferences.

#### *Trainer*

Bernadette Johansen, Workforce Development Officer, Multi-Agency Safeguarding

#### *Learning Outcomes*

By the end of the training, participants will have:

1. Increased knowledge of multi-agency work.
2. Understand the differences between 'harm' and 'significant harm' and how this informs practice.
3. Increased knowledge of the investigative assessment process and their part in it.
4. Increased awareness of when and how to make a referral.
5. Be able to use local safeguarding procedures, and have increased knowledge of local resources/services.
6. Increased knowledge of the latest safeguarding legislation and guidance.

#### *Target Group*

All practitioners who work directly or have significant contact with children and young people. Of specific value to those staff who become involved in child protection investigations, attend Child Protection Conferences and contribute to Core Groups.

## **CHILD PROTECTION – A REFRESHER**

To update knowledge of Child Protection legislation, processes, issues and guidance.

### ***Trainer***

Bernadette Johansen, Workforce Development Officer, Multi-Agency Safeguarding

### ***Learning Outcomes***

1. To provide an overview of recent developments in Child Protection and Safeguarding.
2. To explore local and national changes that impact of Child Protection practices and procedures.
3. To refresh knowledge of Child Protection concepts including multi-agency working, types of abuse and significant harm.

## **WORKING TOGETHER TO SAFEGUARD CHILDREN WITH A CHILD PROTECTION PLAN (CORE GROUPS AND CHILD PROTECTION PLANS)**

This one day course follows the Working Together course and offers information and training about Child Protection Plans and Core Group processes. The course examines the purpose of the Core Group and the responsibilities of Core Group members. The importance of the child protection Plan as the driving force for the Core Group is also emphasised.

### ***Trainer***

Bernadette Johansen, Workforce Development Officer, Multi-Agency Safeguarding

### ***Learning Outcomes***

By the end of the course, participants will:

1. Have knowledge of the process of change and its relevance to the assessment process.
2. Increased awareness of the role and responsibilities of Core Group members.
3. Be able to formulate a Child Protection Plan.
4. Recognise the importance of working together during the child protection process.
5. Be able to identify when a plan is no longer needed.

### ***Target Group***

Practitioners who work directly or have significant contact with children and young people. This course is of specific value to members of Core Groups.

## **DEVELOPING SKILLS IN MULTI-AGENCY RISK ASSESSMENT**

This one day course should be attended if Working Together training has been completed. This course recognises the outcome of Serious Case Reviews, and the recommendations for improvements to the quality of multi-agency assessments.

The course explores the theoretical background to the latest developments in practice. A range of assessment tools and their application to practice will be discussed. Barriers to effective assessments will be explored as well as good practice guidelines.

The course will discuss the importance of maintaining the focus on the child in the assessment process.

### ***Trainer***

Bernadette Johansen, Workforce Development Officer, Multi-Agency Safeguarding

### ***Learning Outcomes***

Participants will have:

1. Increased awareness of new legislation and guidance relating to safeguarding children.
2. Updated knowledge of multi-agency working in relation to risk assessment.
3. Increased awareness of the assessment process and their responsibilities within it.
4. Increased their knowledge of the barriers to good practice and strategies to overcome them.

### ***Target Group***

Practitioners who work directly or have significant contact with children and young people. Of particular value to staff who are members of Core Groups.

## **LESSONS FROM SERIOUS CASE REVIEWS**

Half day training programme for all staff who may have involvement in this process.

### ***Trainer***

Jane Booth, Independent Chair, Calderdale Safeguarding Children Board

### ***Learning Outcomes:***

By the end of this course, participants will:

1. have received an update on the latest research both locally and nationally relating to Safeguarding and the Serious Case Review process.
2. have greater knowledge of the purpose of Serious Case Reviews and their professional responsibilities within that process.

### ***Target Group***

All practitioners and front line managers.

## **AVOIDING CULTURAL ASSUMPTIONS WHEN SAFEGUARDING CHILDREN**

This one day course is aimed at all practitioners who are involved in safeguarding children and explores the way in which assumptions and myths about cultures and stereotypes affect assessment processes. There will be opportunity to practice case studies, as well as contribute to small group exercises.

### ***Trainer***

Baseer Mir, NSPCC Shield Project

Bernadette Johansen, Workforce Development Officer, Multi-Agency Safeguarding

### ***Learning Outcomes***

1. Participants will have increased awareness of cultural issues and their impact on families.
2. Participants will be able to assess how stereotypes and myths can affect how we safeguard children.
3. Participants will have a greater understanding of the barriers to inclusive practice and learn strategies to overcome them.

### ***Target Group***

All staff directly involved in making assessments and safeguarding children.

Participants should have successfully completed Equality and Diversity training (e-learning or taught) before accessing this course.

## **THE IMPACT OF PARENTAL SUBSTANCE MISUSE AND ITS EFFECTS ON CHILDREN**

A one day course which offers practical and theoretical information about the effects of drug and alcohol misuse on parenting. There will be opportunity to practice multi-agency assessments.

### ***Trainers***

Sam Jones, Calderdale Substance Misuse Service  
Bernadette Johansen, Workforce Development Officer, Multi-Agency Safeguarding

### ***Learning Outcomes***

By the end of the course, participants will have:

- Increased knowledge about drug and alcohol misuse and its potential impact on parenting.
- Increased recognition of the child's experience of living with a substance misusing parent.
- Awareness of the potential risk and protective factors.
- Had opportunity to practice multi-agency assessments.
- Awareness of local services.

### ***Target Group***

Practitioners from agencies who are involved in multi-agency assessments where substance misuse is a factor.

# SEXUAL EXPLOITATION OF CHILDREN AND YOUNG PEOPLE

## *Target Audience*

This course is relevant for any multi-agency professional who works with children and young people. In particular residential and foster carers, child protection social workers, police officers, outreach workers and school nurses.

## *Trainer*

Bernadette Johansen, Workforce Development Officer, Multi-Agency Safeguarding

## *Content*

Both theoretical and practical content including an introduction to sexual exploitation, identifying sexual exploitation, the warning signs, grooming process and shared multi-agency responses. Relevant legislation and guidance such as the Sexual Offences Act (2003) and local procedures are highlighted.

## *Learning Outcomes*

Participants will be able to:

1. Identify early warning signs and vulnerability factors.
2. Recognise symptoms of the grooming process/cycle.
3. Identify key relevant legislation and local guidance.
4. Recognise the importance of multi-agency support for CSE.

## **CHILDREN WHO GO MISSING**

### ***Target Audience***

Looked after children practitioners, residential care workers, police officers, foster carers and outreach workers.

### ***Content***

The course will be based upon the statutory guidance on 'Children who run away and go missing from home or care' (2009) and local procedures. Vulnerability factors, identification of risk and intervention options will be discussed. Multi-agency responses to missing episodes and in particular, police responsibilities will be presented.

### ***Learning Outcomes***

Participants will be able to:

1. Utilize procedures to maximise the protection of children identified as a risk.
2. Have knowledge of the variety of intervention options.
3. Recognise the role of the Police's response to missing episodes and risk assessment

## **PROTECTING DISABLED CHILDREN**

This one-day course is suitable for those who work directly with children and young people that have a disability. Working Together to Safeguard Children recognises that disabled children are particularly vulnerable to abuse and have additional requirements if they are to be properly safeguarded from harm. The myths and stereotypes around disability and abuse are challenged and specific safeguarding strategies are discussed.

### ***Trainers***

Pam Westmoreland, Senior Practitioner, Calderdale Safeguarding Disabled Children Team  
Bernadette Johansen, Workforce Development Officer, Multi-Agency Safeguarding

### ***Learning Outcomes***

By the end of the training participants will:

1. Be able to identify the factors that increase the vulnerability of children with a disability to abuse and neglect.
2. Recognise how multi-agency professional practice can help.
3. Have explored the additional skills and resources required by professionals in responding to concerns that a child with a disability is being ill-treated or neglected.

### ***Target Group***

Practitioners who work directly, or have significant contact, with children and young people that have a disability.

Participants should have successfully completed Equality and Diversity training (e-learning or taught) before accessing this course

## **THE IMPACT OF ADULT MENTAL HEALTH PROBLEMS ON CHILDREN AND YOUNG PEOPLE**

This is a one day course aimed at practitioners who work directly with children and young people who may be members of families where a parent has mental health problems. It looks at factors which increase and reduce vulnerability and strategies for staff.

### ***Trainer***

Laura Griffiths, Named Nurse for Child Protection, South West Yorkshire Mental Health Problem  
Bernadette Johansen, Workforce Development Officer, Multi-Agency Safeguarding

### ***Learning Outcomes***

By the end of the course participants will have:

1. Increased their knowledge of mental illness and its impact on parents.
2. Increased their knowledge of the effects of mental illness on children.
3. Awareness of risk and protective factors.
4. Knowledge of multi-agency assessment processes.
5. Awareness of local and national resources and services of support for children and young people.

### ***Target Group***

All staff who are involved in multi agency assessments would benefit from the content of this course.

## **MULTI-AGENCY ASSESSMENTS OF PARENTS WITH A LEARNING DISABILITY**

This course is designed for staff from different agencies who are involved in risk assessments of parents with a learning disability.

The learning will cover issues such as the importance of keeping the focus on the children's welfare, working collaboratively across agencies, partnership and appropriate support for parents.

### ***Trainer***

Bernadette Johansen, Workforce Development Officer, Multi-Agency Safeguarding

### ***Learning Outcomes***

Participants will be able to describe:

1. The impact of parental learning disabilities on children.
2. The risk and protective factors for children.
3. 'What works' when working with parents with a learning disability.
4. Messages from research and practice about ways to improve multi-agency working.

Participants should have successfully completed Equality and Diversity training (e-learning or taught) before accessing this course

## **FORCED MARRAIGE**

This half day training course is designed for practitioners who work directly with children and young people.

Participants will be able to take many of the training materials with them in order to share their knowledge with colleagues in their workplace.

### ***Trainer***

DS Sally Fletcher, Safeguarding Unit, West Yorkshire Police  
Bernadette Johansen, Workforce Development Officer, Multi-Agency Safeguarding

### ***Learning Outcomes***

By the end of the course participants will have:

1. An overview of forced marriage issues.
2. Increased knowledge of the signs and symptoms associated with forced marriage.
3. Be able to distinguish between forced marriage and arranged marriages.
4. Increased knowledge of referral procedures and who to contact for help.

## **SAFEGUARDING CHILDREN WHO EXPERIENCE DOMESTIC VIOLENCE**

This course is aimed at practitioners who are working with children and families who are experiencing domestic abuse.

The course will provide information about the signs of domestic abuse, the victim and perpetrator perspectives and explore the specific effects on children. Ways to support these children and their families will be discussed and information on local and national resources will be provided

### ***Trainers***

Julie Warburton Named Nurse Safeguarding Children, NHS Calderdale  
Bernadette Johansen Workforce Development Officer, Multi-agency Safeguarding

### ***Learning Outcomes***

Participants will be able to:

1. Describe the impact of domestic abuse and the accompanying risks to children.
2. Evaluate the needs of children separately to the adults living with domestic abuse.
3. Identify sources of support for children and parents.

## **PROTECTING CHILDREN: MANAGING ALLEGATIONS AGAINST PEOPLE WHO WORK WITH CHILDREN**

This half day course is designed for managers. The course offers information and specific advice for all managers when allegations have been made against their staff. There will be reference to the latest guidance on safe working practices and practical application. There will also be opportunity to look at examples of possible allegations and how to manage them.

### ***Trainer***

Bernadette Johansen, Workforce Development Officer, Multi-Agency Training

### ***Learning Outcomes***

1. To contribute to safer working practices with agencies.
2. To enable managers to understand their role in relation to managing allegations against staff.
3. To increase knowledge of procedures, and local reporting arrangements and distinguish between complaints and allegations.

### ***Target Audience***

All managers in the children's workforce.

## **ASSESSING NEGLECT: IDENTIFYING THE RISKS AND THEIR EFFECTS ON CHILDREN**

This course is aimed at practitioners who are working with families where there are concerns about neglect. The majority of children in Calderdale who have a Child Protection Plan are deemed to be at risk of neglect.

The course will look at ways of assessing the level of neglect, what form the neglect might take and the implications for children. Research findings will be discussed as well as the current policy framework. There will be an opportunity to practice use of assessment tools and discuss intervention options.

### ***Trainer***

Bernadette Johansen, Workforce Development Officer, Multi-Agency Training

### ***Learning Outcomes***

Participants will be able to:

1. Identify signs of neglect, levels of risk and its effects on children.
2. Describe the different forms of neglect and how they impact on the potential for change.
3. Identify ways to intervene on a multi-agency basis.

## **INTERNET SAFETY (LEVEL ONE)**

### ***Trainer***

Trevor Harris, PHSCE Consultant, Calderdale lead for e-safety

### ***Learning Outcomes***

Participants will:

- Have basic knowledge of the risks associated with internet use, including cyber bullying and radicalisation
- Learn about the challenges posed by social networking sites such as Facebook, internet addiction and the evolution of the 'screenager'
- Develop some strategies to reduce risk

### ***Target Audience***

This half day course is suitable for all members of the children's workforce and offers basic information about issues of internet safety for children and young people of all ages.

## **INTERNET SAFETY (INTERMEDIATE LEVEL)**

### ***Trainer***

Trevor Harris, PHSCE Consultant, Calderdale lead for e-safety

### ***Learning Outcomes***

Participants will:

- Be able to describe more in depth information on new technologies and the latest safeguarding issues.
- Receive specific advice on safe professional practice when using the internet and guidance for settings that care for children and young people
- Have increased knowledge of appropriate policies for safer internet use.

### ***Target Audience***

Delegates who have completed level one training in this subject, or who already have some basic awareness of internet safety.

## **SAFEGUARDING ISSUES FOR LESBIAN, GAY, BISEXUAL AND TRANSGENDER (LGBT) YOUNG PEOPLE**

### ***Trainer***

Jan Bridget, Coordinator, GAYLIC

### ***Learning Outcomes***

Participants will be able to:

1. Have a better understanding of the key issues facing LGBT young people.
2. Know more about the services GAYLIC offers to young people.
3. Have access to resources to help support LGBT young people.
4. Have developed appropriate pathways for LGBT young people.

### ***Target Audience***

Practitioners who work directly with children, or with adults who are parents/caregivers.

## **ANTI-BULLYING**

Bullying is one of the most important personal issues facing children and young people today. It damages their childhoods. The consequences for their education, health, safety, positive social engagement and economic well-being can be serious, severe and long-lasting. Bullying is a safeguarding issue and safeguarding is everyone's responsibility.

### ***Trainer***

Deborah Scaife, Anti-Bullying Coordinator

### ***Target Audience***

Members of the children's workforce working with children and young people of all ages in a school or non-school setting – this includes the voluntary and community sector.

### ***Learning Outcomes***

- To be able to recognise bullying and understand its impact
- To be confident in being able to identify risk factors for children and young people
- To have more confidence in responding to bullying and supporting children and young people involved in bullying
- To understand implications with regard to safeguarding

## HOW TO APPLY

Following receipt of your application form, your name will be placed on the course list. This will not automatically guarantee you a place because we try to ensure that the courses are truly multi-agency and include staff from a range of agencies and workplaces. We would advise that a maximum of four staff from any workplace would be allocated a place on the same course.

**You will receive confirmation together with course information once you are allocated a place. It is, however, advised that you make note of the course date in order that you are available should you be selected.**

**APPLICATION FORM TO ATTEND CSCB TRAINING**

**All members of Calderdale Children and Young People's Services also need to complete an ED1 in addition to this application.**

Full Name: .....

Job Title: .....

Workplace: .....

Your FULL postal address for correspondence:

.....

.....

Post Code: .....

Telephone Number (Home): .....

Telephone Number (Work): .....

E-mail Address: .....

Do you have any dietary/access or hearing requirements?

Yes

No

If yes, please specify: .....

Course Details

Course Title: .....

Date: .....

How has this learning been identified?

PAS

Supervision

Other

How will this learning assist your professional development?

.....

.....

.....

Continued on next page.....

I apply to attend this course:

Signed: .....

Date: .....

Manager's support:

I agree the above course is relevant and support the applicant's attendance.

I understand that non-attendance without justifiable reason may incur charges.

Signature of Manager: .....

Name: .....

Date: .....

In order to assist us with our monitoring please complete the following by ticking the appropriate box:

Male	<input type="checkbox"/>	Female	<input type="checkbox"/>
Full Time	<input type="checkbox"/>	Part Time	<input type="checkbox"/>
Do you consider yourself Disabled?			
Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Are you employed by an Agency?			
Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

White	1A	British	
	1B	Irish	
	1C	Any other background	
Mixed	2A	White & Black Caribbean	
	2B	White & Black African	
	2C	White & Asian	
	2D	Any other mixed background	
Asian or Asian British	3A	Indian	
	3B	Pakistani	
	3C	Bangladeshi	
	3D	Any other Asian background	
Black or Black British	4A	Caribbean	
	4B	African	
	4C	Any other Black background	
Chinese or other ethnic group	5A	Chinese	
	5B	Other	

Please return completed forms to:

Helen Fleming-Scott  
 Calderdale Safeguarding Unit  
 3<sup>rd</sup> Floor, Northgate House  
 Halifax  
 HX1 1UN  
 Or fax: 01422393310

**N.B. Incomplete application forms will not be accepted**

For Child Protection Courses only:  
 Please state date of any Child Protection Training undertaken in your own agency within the last three years:  
 .....  
 .....

## MASTERCLASSES

Master classes were introduced successfully in the last programme and have been continued due to popular demand.

These half day events are run jointly with Wakefield and Kirklees Safeguarding Boards and are aimed at experienced practitioners. The master classes will be run twice annually with the subject matter being selected on the basis of current developments and research. The dates for the next programme are not yet fixed, but flyers will be sent out in due course.

The Common Assessment is a shared assessment tool for children and young people with additional needs and is used across all children's services and all local areas in England. It aims to help early identification of needs and promote co-ordinated service provision, improving joint working and communication across agencies.

The Common Assessment is for everyone who works with children, young people and families, whether they are employed or volunteers, and working in the public, private or voluntary sector. It is for staff working in health, education, early years and childcare, social care, youth offending, police, youth support/Connexions service, advisory and support services and leisure. It is also for practitioners who work in services for adults, as many adults accessing those services are also parents or carers.

Training and support is available to all staff in the Calderdale area who come into contact with children, young people and families (parents and carers) during the course of their work.

For taught courses contact [leoni.craigie@calderdale.gov.uk](mailto:leoni.craigie@calderdale.gov.uk), tel: 01422392409.

An e-learning course entitled 'Integrated Working (CAF)' is available and can be accessed via [helen.flemming-scott@calderdale.gov.uk](mailto:helen.flemming-scott@calderdale.gov.uk).



[www.calderdale-scb.org.uk](http://www.calderdale-scb.org.uk)

### Partners



Voluntary &  
Community  
Sector

Updated JANUARY 2011

## Appendix A

Table 1: Suggested training for different target groups

Target groups to include members of statutory, voluntary, independent and community organisations	Suggested training content	Suggested training methods	Employer, LSCB and CT responsibilities
<p>Group 1</p> <p>Staff in infrequent contact with children, young people and/or parents/carers who may become aware of possible abuse or neglect.</p> <p>For example, librarians, GP receptionists, community advice centre staff, groundsmen, recreation assistants, environmental health officers.</p>	<ul style="list-style-type: none"> <li>● What is child abuse and neglect?</li> <li>● Signs and indicators of abuse and neglect.</li> <li>● Normal child development.</li> <li>● Maintaining a child focus.</li> <li>● What to do in response to concerns.</li> </ul>	<p>Integral part of agency induction.</p> <p>Refresher training at least every 3 years.</p> <p>For induction materials see CWDC website.</p> <p>Could be delivered through e-learning.</p>	<p>The employer is responsible for organisation and delivery.</p> <p>The LSCB is responsible for ensuring that single and inter-agency training is provided and that it is reaching relevant staff within organisations.</p> <p>The LSCB is responsible for quality assurance.</p>
<p>Group 2</p> <p>Those in regular contact or have a period of intense but irregular contact, with children, young people and/or parents/carers including all health clinical staff<sup>60</sup>, who may be in a position to identify concerns about maltreatment, including those that may arise from the use of CAF.</p> <p>For example, housing, hospital staff, YOT staff and staff in secure settings, the police other than those in specialist child protection roles, sports development officers, disability specialists, faith groups, community youth groups, play scheme volunteers.</p>	<p>The above plus:</p> <ul style="list-style-type: none"> <li>● Documentation and sharing of information regarding concerns.</li> <li>● Using the <i>Framework for the Assessment of Children in Need and their Families: Own safeguarding roles and responsibilities.</i></li> </ul>	<p>Single-agency training</p> <p>Refresher training at least every 3 years.</p> <p>Could be delivered by workshops or e-learning or combination.</p>	<p>The employer is responsible for organisation and delivery.</p> <p>The LSCB is responsible for ensuring that single and inter-agency training is provided and that it is reaching relevant staff within organisations.</p> <p>The LSCB is responsible for quality assurance.</p>

<b>Target groups to include members of statutory, voluntary, independent and community organisations</b>	<b>Suggested training content</b>	<b>Suggested training methods</b>	<b>Employer, LSCB and CT responsibilities</b>
<p>Group 3</p> <p>Members of the workforce who work predominantly with children, young people and/or their parents/carers and who could potentially contribute to assessing, planning, intervening and reviewing the needs of a child and parenting capacity where there are safeguarding concerns.</p> <p>For example, paediatricians, GPs, youth workers, those working in the early years sector, residential staff, midwives, school nurses, health visitors, sexual health staff, teachers, probation staff, sports club welfare officers, those working with adults in, for example, learning disability, mental health, alcohol and drug misuse services, those working in community play schemes.</p>	<p>The above plus:</p> <ul style="list-style-type: none"> <li>● Working together to identify, assess and meet the needs of children where there are safeguarding concerns.</li> <li>● The impact of parenting issues, such as domestic abuse, substance misuse on parenting capacity.</li> <li>● Recognising the importance of family history and functioning.</li> <li>● Working with children and family members, including addressing lack of co-operation and superficial compliance within the context of role.</li> </ul>	<p>Inter-agency training.</p> <p>In addition single-agency training and professional development related to specific role.</p> <p>Refresher training at least every 3 years.</p>	<p>The employer is responsible for organisation and delivery.</p> <p>The LSCB is responsible for ensuring that single and inter-agency training is provided and that it is reaching relevant staff within organisations.</p> <p>The LSCB is also responsible for quality assurance.</p> <p>Depending on local arrangements, the LSCB or Children's Trust partners may take responsibility for the delivery of inter-agency training.</p> <p>The Children's Trust Board is responsible for ensuring training is available to meet identified needs.</p>

<b>Target groups to include members of statutory, voluntary, independent and community organisations</b>	<b>Suggested training content</b>	<b>Suggested training methods</b>	<b>Employer, LSCB and CT responsibilities</b>
<p>Group 4 Members of the workforce who have particular responsibilities in relation to undertaking section 47 enquiries, including professionals from health, education, police and children's social care; those who work with complex cases and social work staff responsible for co-ordinating assessments of children in need.</p>	<p>The above plus:</p> <ul style="list-style-type: none"> <li>● Section 47 enquiries, roles, responsibilities and collaborative practice.</li> <li>● Using professional judgements to make decisions as to whether a child is suffering, or is likely to suffer, significant harm.</li> <li>● Taking emergency action.</li> <li>● Working with complexity.</li> <li>● Communicating with children in line with interviewing vulnerable witness guidance.</li> </ul>	<p>Inter-agency training. In addition single-agency training and professional development related to specific role. Refresher training at least every 3 years.</p>	<p>The employer is responsible for organisation and delivery. The LSCB is responsible for ensuring that single and inter-agency training is provided and that it is reaching relevant staff within organisations. The LSCB is responsible for quality assurance. Depending on local arrangements, the LSCB or Children's Trust partners may take responsibility for the delivery of inter-agency training. The Children's Trust Board is responsible for ensuring training is available to meet identified needs.</p>

<b>Target groups to include members of statutory, voluntary, independent and community organisations</b>	<b>Suggested training content</b>	<b>Suggested training methods</b>	<b>Employer, LSCB and CT responsibilities</b>
<p>Group 5 Professional advisors, named and designated lead professionals.</p>	<ul style="list-style-type: none"> <li>● Content as for groups 1, 2 and 3 and 4 if advising staff in that group.</li> <li>● Promoting effective, professional practice.</li> <li>● Advising others.</li> </ul>	<p>Inter-agency training. In addition single-agency training and professional development related to specific role. Refresher training at least every 3 years.</p>	<p>The employer is responsible for organisation and delivery. The LSCB is responsible for ensuring that single and inter-agency training is provided and that it is reaching relevant staff within organisations. The LSCB is responsible for quality assurance. Depending on local arrangements, the LSCB or Children's Trust partners may take responsibility for the delivery of inter-agency training. The Children's Trust Board is responsible for ensuring training is available to meet identified needs.</p>

<b>Target groups to include members of statutory, voluntary, independent and community organisations</b>	<b>Suggested training content</b>	<b>Suggested training methods</b>	<b>Employer, LSCB and CT responsibilities</b>
<p>Group 6 Operational managers at all levels including: practice supervisors; front line managers and managers of child protection units.</p>	<ul style="list-style-type: none"> <li>● Content as for groups 1, 2 and 3 and 4 if supervising staff in that group.</li> <li>● Supervising child protection cases.</li> <li>● Managing performance to promote effective inter-agency practice. Specialist training to undertake key management and/or supervisory roles in, for example, intake/duty teams.</li> </ul>	<p>Inter-agency training. In addition single-agency training and professional development related to specific role. Refresher training at least every 3 years.</p>	<p>The employer is responsible for organisation and delivery. The LSCB is responsible for ensuring that single and inter-agency training is provided and that it is reaching relevant staff within organisations. The LSCB is responsible for quality assurance. Depending on local arrangements the LSCB or Children's Trust partners may take responsibility for the delivery of inter-agency training. The Children's Trust Board is responsible for ensuring training is available to meet identified needs.</p>

<b>Target groups to include members of statutory, voluntary, independent and community organisations</b>	<b>Suggested training content</b>	<b>Suggested training methods</b>	<b>Employer, LSCB and CT responsibilities</b>
<p>Group 7</p> <p>Senior managers responsible for the strategic management of services; NHS board members.</p>	<ul style="list-style-type: none"> <li>● Content as for groups 1, 2 and 3 and section 11 expectations, roles and responsibilities.</li> </ul>	<p>In-house and LSCB induction programme.</p> <p>National and local leadership programmes.</p> <p>Refresher training every 3 years.</p>	<p>The employer is responsible for organisation and delivery.</p> <p>The LSCB is responsible for ensuring that single and inter-agency training is provided and that it is reaching relevant staff within organisations.</p> <p>The LSCB is responsible for quality assurance.</p> <p>Depending on local arrangements, the LSCB or Children's Trust partners may take responsibility for the delivery of inter-agency training.</p> <p>The Children's Trust Board is responsible for ensuring training is available to meet identified needs.</p>

<b>Target groups to include members of statutory, voluntary, independent and community organisations</b>	<b>Suggested training content</b>	<b>Suggested training methods</b>	<b>Employer, LSCB and CT responsibilities</b>
<p>Group 8</p> <p>Members of the LSCB including:            Board members            Independent chair            Directors of Children's Services            Elected member            Lay members            Members of executive and sub/task groups            Business support team            Inter-agency trainers.</p>	<ul style="list-style-type: none"> <li>● Content as for groups 1, 2 and 3 and roles, responsibilities and accountabilities.</li> <li>● Expectations on members in order to promote effective co-operation that improves effectiveness.</li> <li>● Current policy, research and practice developments.</li> <li>● Lessons from Serious Case Reviews.</li> <li>● Specialist training to undertake specific roles, for example independent chair; business manager.</li> </ul>	<p>LSCB induction programme.            LSCB development days.            Refresher training at least every 3 years.            CWDC support materials?            National Leadership Programme.</p>	<p>The employer in collaboration with the LSCB is responsible for organisation and delivery.</p> <p>The LSCB is responsible for ensuring that single and inter-agency training is provided and that it is reaching relevant staff within organisations.</p> <p>Depending on local arrangements, the LSCB or Children's Trust partners may take responsibility for the delivery of inter-agency training.</p> <p>The Children's Trust Board is responsible for ensuring training is available to meet identified needs.</p>