

Our Programmes:

Children & Families



Last Updated: September 2021



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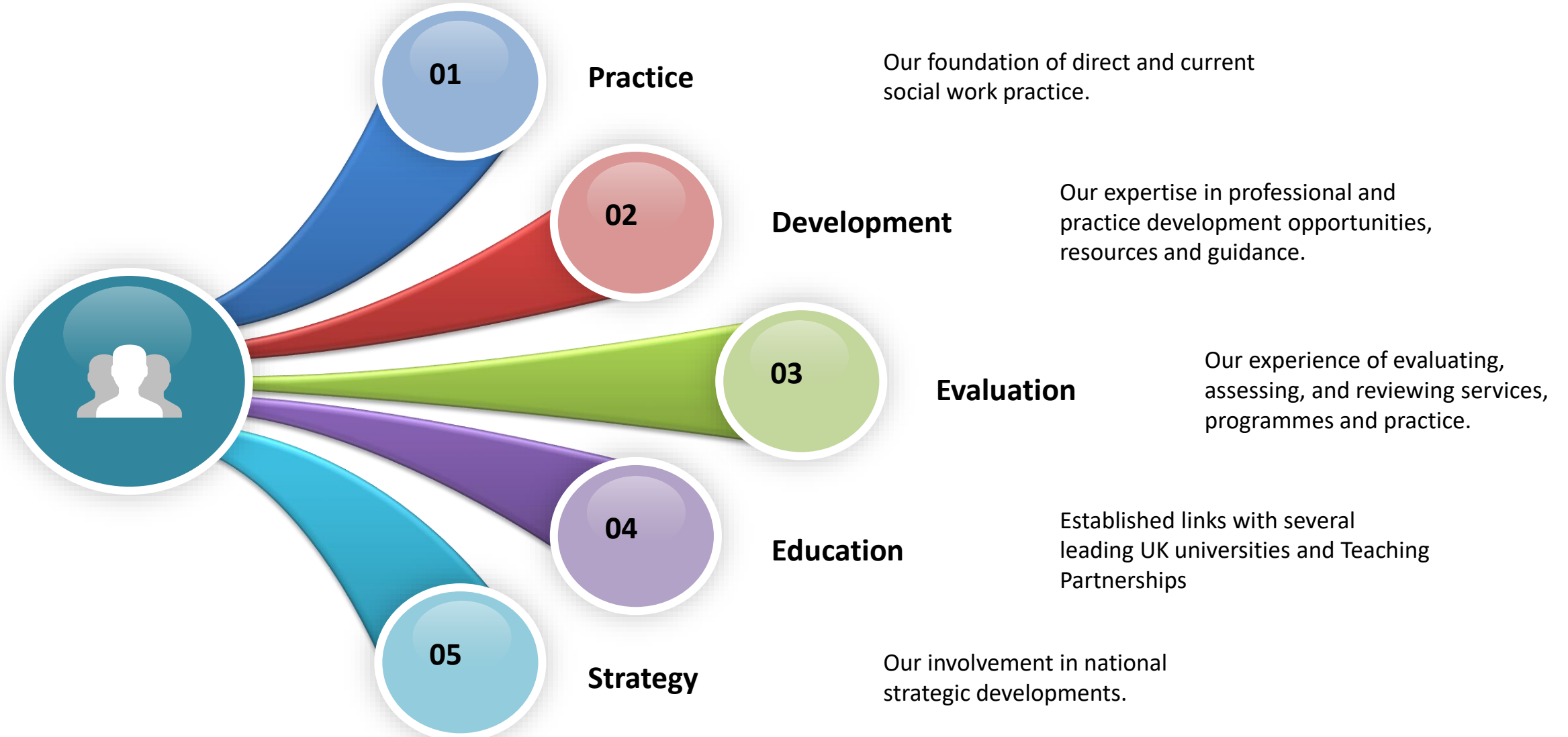
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Why Choose Us?

Daisy, Chloe & Crew...interactive



Why Choose Us?

Quality Assurance Processes



In partnership with:

- ✓ Customers & Commissioners.
- ✓ Crew & Associate Crew.
- ✓ Managers & Leaders.
- ✓ L & D Organisational Leads.
- ✓ Programme Participants.
- ✓ Other Stakeholders (where appropriate).
- ✓ Children & Families (where appropriate).
- ✓ Linked to contract KPI's.

What our customers are saying about our approach:

"I will be able to use the learnt techniques within my everyday visits whilst working with families. It will allow me to give individuals space to explore their answers, take ownership of the actions they agree and support a restorative way of working."

(Participant, July 2021)

"Risk management tools and discussions of real life case studies provided me with the best insight and knowledge from the course and were most valuable. Break out rooms and group tasks were also a good way to embed learning and interactivity of whole session helped with delivery and kept me focussed."

(Participant, July 2021)

"Chloe was absolutely fantastic, excellent course, thoroughly enjoyed it. Very well presented & completely appropriate"

(Participant, June 2021)

"This has been the best training I have attended in a very long time. I have learnt such a lot from the course itself and from my peers who shared so much of their own experiences etc. Thank you."

(Participant, June 2021)

"Breaks were well spaced, the music in between was a nice touch and it was great to have the breakout rooms to get to have discussions with other professionals. It was really informative but felt relaxed at the same time which was great."

(Participant, July 2021)

"Today has certainly been a refresher for me and has made me very mindful of a few things when working with children, young people and foster carers... and how to look after yourself!"

(Participant, June 2021)



Our Programmes:

Children & Families Practice



Last Updated: September 2021





Our Programmes:

Improving Outcomes for Complex Needs



Last Updated: September 2021





Improving Outcomes for Complex Needs: Contents

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Learning Outline:

Understanding & Working with Child Neglect



The impact of neglect can be far reaching for the child or young person, from developmental delay to exposure to child sexual exploitation or serious medical issues. An estimated 1 in 10 children experiencing neglect (Radford et al, 2011) it is vital that staff have are able to identify, intervene and safeguard children and young people where neglect may be an issue.

Utilising DfE (2014), NSPCC (2015) Children's Society (2016) and Nice Guidance (2017), this one-day programme aims to support social workers to develop the knowledge and skills needed to effectively assess and support children who may be living in situations of neglect – This includes the complexities of cumulative neglect over a period of time and emotional neglect that can be difficult to work with and/or evidence.

Specific national or local neglect tools such as the graded care profile can be included on request.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Be able to recognise the risk indicators of neglect, and recognise the signs of neglect.
- Understand the impact of cumulative harm, particularly in relation to early indicators of neglect.
- Explain the concept of good enough parenting within the historical, cultural, political and social dimensions of parental abuse and neglect.
- Understand that normative developmental tasks are different for each child depending on the interaction between environmental and genetic factors and be able to assess if neglect is a relevant factor.
- Apply a range of helpful strategies and resources to support children and families where there are difficulties relating to neglectful parenting.
- An awareness of the risks attached to 'start again' syndrome and the ability to recognise and address drift and delay
- Understanding when strategies are not working, and escalation and alternative care needs to be considered.

Learning Outline:

Working with Parental Substance Use/Hidden Harm



Substance and alcohol use are prevalent factors in many concerns regarding children's welfare. This training will improve delegates understanding of substance use and the potential impacts it may have on parenting capacity and children's welfare.

The course looks at improving delegates knowledge of substances and how to assess the impacts and risks to the child, by specifically looking at the impact on both the parenting capacity and the child's welfare.

This course explores how to engage and offer intervention to families to reduce harm. The course will briefly explore the impact of substance use on other factors such as domestic abuse, mental health, physical health and social functioning and how this may impact on the assessment of risk.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Understand what Hidden Harm means.
- Understand the Hidden Harm stressors and how they are related.
- Recognise signs and symptoms of hidden harm.
- Understand the Impact on children.
- Understand the Impact on parents / carers.
- Be able to risk – assess hidden harm effectively and decide what level of intervention is needed.
- Understanding Crisis Theory and its impact on families.
- Provide a range strategies for engagement and assessment that can be used with families and children where Hidden Harm is identified.
- Understand options for onward referral and possible interventions available.

Learning Outline:

Understanding & Responding to Child Trafficking



This one-day course about trafficking, exploitation, and modern slavery is aimed at enabling practitioners to understand this complex area of practice and recognise and act upon any concerns they may have.

The course explores the Modern Day Slavery Act and legislation for combatting child sexual exploitation and child criminal exploitation.

Local templates and expectations will be embedded in the programme where required and appropriate.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Understanding what trafficking, exploitation and modern slavery is and what the situation is currently in the UK.
- Understanding of current legislation that can protect children from trafficking, including the Modern Slavery Act, Forced Marriages Act and Sexual Offences Act.
- Understand how Children's Services respond to a suspected case of child trafficking.
- Understanding the core practice issues in identifying and protecting children who may have been trafficked and/or exploited.
- Understand how to respond to suspicions of trafficking, the National referral mechanism and the role of the competent authorities.
- Understanding of the needs and risks of trafficked children including care planning and risk assessment within a multi agency framework.

Learning Outline:

Advanced Skills in Working with Child Sexual Exploitation



This session is designed to support Children's Social Care to feel confident in working with families where CSE is a factor. Some foundation knowledge has been assumed in order to focus on the deeper understanding, knowledge and skills needed to be able to work effectively with both young people and their parents/carers and supporting professionals.

The course will explore the current context for CSE across the UK, refreshing delegates' knowledge on grooming models, law and safeguarding responsibilities and links to areas such as attachment and trauma.

The course will explore all elements of supporting young people and their carers/families and support network where CSE is present, including the process of criminal investigations and children who may have to give evidence in court.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Understanding the current CSE context across the U.K.
- Refresh understanding of grooming models, how to manage risk assessment vs supporting young people to make disclosures.
- Understand the short and long-term impact of CSE on young people and how to support families affected by CSE.
- Understand and be able to respond to victim responses to CSE.
- Understanding of CSE perpetrators and how to recognise signs of CSE.
- Explore the law, safeguarding processes and criminal justice response to CSE.
- Knowledge of how to support young people before, during and after disclosure of CSE helping them to understand outcomes and decisions made
- Understanding of therapeutic and other interventions before trial



Learning Outline:

Working with Young People with Autism & Asperger's Syndrome

This one-day programme looks at the impact Autistic spectrum disorders (ASD) have on young people and their social interactions, and the impact this can have on both the persons presentation and the complexity of the interactions they have with others.

The course looks at understanding the wide range of presentations on the spectrum and how this also needs exploring within the context of the child or young person as an individual, not only through the lens of their diagnosis.

This course focuses on increasing delegates awareness of Autism but also considers the impact on parenting/carers capacity and the support they need.

The course also looks at the additional safeguarding considerations that may be needed when supporting children and their families where one or more of the children has an ASD disorder

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- To raise participant awareness of Autism and Asperger's syndrome.
- To develop an understanding of Autistic Spectrum Disorders and the impact on life and learning and explore the effects on mental health and well-being.
- To explore common behaviours, presentations and social exclusion issues associated with Autism and Asperger's
- To increase awareness of how equality and diversity and Human Rights issues might apply and explore anti-discriminatory practice issues.
- To consider the support children, siblings, parents and carers may need,
- To consider how to factor the learning in, when considering safeguarding.

Learning Outline:

Understanding Attachment in Children's Social Care



This 1-day programme is aimed at workers who deliver frontline services to children, families and carers, exploring how understanding attachment, poor care, separation and loss is relevant to assessing need, care-planning and supporting both children and families using a whole family approach.

This course explains how attachments form and develop in both children and adults and how it impacts on all elements of their lives including communication, help-seeking, forming new relationships and managing social settings.

The course explores how to support children with attachment needs in order to help them learn to self-regulate, reduce the negative impacts and manage their needs more successfully.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Increased knowledge of attachment theory and the impacts of attachment difficulties for both children and adults.
- Understand how to assess a child's attachment needs and the relationship between the attachment difficulties and both their emotional responses and physical behaviours.
- Confidence in being able to provide effective support / parenting and/or care to children experiencing these issues.
- Confidence to support children and young people to understand and manage their emotional responses in both the short and long term.
- Awareness of how to explore ways of promoting a child's identity, self-esteem and resilience.

Learning Outline:

Understanding & Working with Attachment, Bereavement and Loss



This 3-day programme is aimed at workers who deliver frontline services to children, families and carers exploring how understanding Attachment, Separation, Bereavement and Loss is relevant to assessing need, care-planning and supporting both children and families using a whole family approach.

These issues are often at the heart of children and young people presenting a risk to themselves or others, struggling to build healthy relationships or to meet their full potential in other areas of life – working with these areas is a critical skill for achieving better outcomes.

The first day focuses on understanding how attachment works, the second day explores how children and young people experience Separation, Bereavement and Loss and the final day looks at strategies for supporting children, their families and their carers through these challenging issues.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Knowledge of attachment theory in children and adults.
- Understand the impact of broken or disrupted attachments on child development including sibling attachment.
- Understand of how to assess a child's and/or adults attachment needs.
- An understanding on how a child's behaviour can be affected by separation and loss
- Confidence in being able to help children cope with bereavement, separation and loss so that they can be assisted in 'moving forward'
- Awareness of how to explore ways of promoting a child's identity and self esteem
- Knowledge and skills in supporting foster carers to Parent children experiencing the impact of attachment issues, bereavement or loss.

Learning Outline:

Trauma-Informed Systemic Practice with Care Leavers



There is increasing awareness that a significant proportion of Young People Leaving Care are suffering from the effects of trauma, as a result of experiencing neglect, abuse, exploitation, separation and loss. The effects of trauma can range from poor resilience to complex mental health issues which can impact significantly on their life chances in respect of employment, education, relationships and well-being. For workers in the field an understanding of the impact of trauma, on a service users' presentation, behaviour and potential recovery journey, is vital.

Understanding Trauma from a Systemic Perspective can help workers to understand how Trauma impacts on a Young Adults ability to interact with their peers, family and professionals and enables practitioners to maximise their use of systemic practice to enable young people to feel safe and to engage with services successfully by using Trauma-informed approaches to empower young people to utilise their strengths and feel in control of their choices.

Learning Outcomes:

This course will provide participants with the following learning outcomes – an increased understanding of:

- The impact of trauma on an individual's emotional and social health and well-being.
- What constitutes trauma and how ACES, Social Grraaccess and life scripts may further compound trauma for Care Leavers.
- How hypothesising and professional curiosity can help professionals to recognise and respond to trauma.
- How to use Trauma-Informed approaches to enable a Young Person to cope with & manage their trauma to ensure it is not a barrier to engaging with services and support.
- Why trauma can increase risky behaviours and how to support Young People to manage their own risks, utilising the concept of Safe Uncertainty (Mason 1993).
- An opportunity to critically reflect on own practice and identify developments that supports a trauma-informed approach.



We specialise in developing training and learning programmes based on the requirements of our customers, and the knowledge and skills of our crew.

IF CAN'T FIND WHAT YOU'RE LOOKING FOR?

We are always happy to discuss bespoke programme development.

Contact us to find out more crew@dcc-i.co.uk



Our Programmes:

Key Skills



Last Updated: September 2021





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Learning Outline:

Understanding & Using Child Development in Practice



Knowledge of child development is essential for all workers who come into contact with children. Understanding development is an important step towards able to promote children's safety, progression and well-being. It is also critical to recognising possible issues of neglect or abuse. For children's social care staff a good working knowledge of child development is a crucial component in family support and child protection and in assessment and planning interventions.

This course will enable practitioners to develop an understanding of what 'normal' children development is to support effective assessment and planning for children and young people including:

1. Physical development
2. Mental health and emotional development
3. Learning and cognitive development

The course will demonstrate how to assess development and how to recognise, assess, analyse and evidence possible delays in development and the impact for the child and relevance to case management and care-planning.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Understanding child development from pre-birth to adulthood. What is typical age related physical, cognitive, social, emotional and behavioural development over time – Considering both culture and individual needs of the child and family.
- Be able to assess development taking into account the impact of any physical or learning needs.
- Be able to assess and evidence the impact of parenting behaviours, poverty and engagement with universal on development.
- Understanding the physical and emotional world in which the child lives and how their development is impacting on their current and future life chance.
- Be able to link child development and case-management and care-planning.

Learning Outline:

Working with Families That Struggle to Engage



This two-day programme will explore some of the challenges involved in working families who may present with difficult, potentially dangerous and evasive behaviours.

The day will explore the impact of fear in these situations for both families and professionals, and support participants to think through strategies for effective engagement while ensuring children and young people are safeguarded and best interests are promoted.

The programme will support participants to recognise and understand why these behaviours occur and how to work with them positively.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Understand the variety of ways in which families behaviour can create challenges for staff in safeguarding effectively – and how to keep the child at the centre.
- Explore communication methods and approaches delegates can apply when faced with difficult situations to engage families and prevent escalation.
- Be able to undertake risk assessments which assess parental capacity to change.
- Revisit the importance of multi-agency working and effective communication.
- Reflect on casework, using case studies provided by the participants and SCR to improve their understanding and practice.
- Understand the importance of maintaining professional boundaries and using supervision appropriately.

Learning Outline:

Motivational Interviewing Techniques



This session is designed to support Social Workers and Social Care staff to feel better equipped to engage reluctant service users or family members in services. Motivational Interviewing is a communication technique aimed at eliciting behaviour change by helping clients to explore and resolve ambivalence.

Delegates will learn how to support service users to actively utilise their own strengths and those of their networks and services to meet their own needs. Delegates will be supported to understand the process of change, the nature of ambivalence and how to support service users who feel 'stuck' or frequently relapse.

The programme aims to establish and develop the skills needed to facilitate and encourage change when working with complex behaviours. Participants will learn how to apply the stages of change model and understand the purpose and principles of Motivational Interviewing as a person-centred approach to maximise positive change.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- An understanding of the Stages of Change model and how this can guide intervention selection and the key theory, principles and philosophy underpinning a motivational approach.
- Understanding MI as a key tool within a Relational Model of Social Work.
- An understanding of how to 'roll with resistance' to avoid entrenching behaviours.
- An understanding of what is meant by ambivalence and how to approach it to support self-efficacy.
- An understanding of how to apply the tools for change such as working with scales and decisional balancing can be used to maximise commitment to change.

Learning Outline:



Basic Motivational Interviewing Skills in Children's Social Care

Motivational Interviewing is an essential skill for embedding a relational approach to working with families. The focus is on the individual as the expert in their own lives, able to find their own motivation, resolve their own ambivalence and commit to a change strategy that will be effective in both the short and the long-term. The role of the worker is facilitation and using the Motivational Toolbox to help service users identify changes they want to make, commit to those changes and make them in a sustainable way that is beneficial to the child and the whole family system. This course helps practitioners to understand how to enable families to find new ways of responding to previously entrenched behaviours.

This 2 day course will introduce, explain, and explore the concepts of the cycle of change, the challenge of ambivalence, rolling with resistance, identifying and building on discrepancies between the current situation and their desired outcomes for their family and eliciting self-motivational statements that can form the basis of a plan.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Understand the nature of motivation and the cycle of change.
- Understand the philosophy of MI and be able to apply the principles.
- Have an understanding of the key principles of Motivational interviewing (Processes and OARS).
- Develop skills in exploring ambivalence and readiness for change.
- Be able to engage with young people and families using a range of MI skills.
- Develop skills to aid children, young people and families move through the stages of behaviour change including maintenance and relapse prevention.
- Have explored ways to use MI within work with children, young people and families.

Learning Outline:

Advanced Motivational Interviewing Skills in Children's Social Care



This 2 day advanced Motivational interviewing programme is aimed at embedding relational approaches to practice in Children's Services. It is based on building and maintaining respectful and trusting relationships WITH people, rather than just "doing to" or "doing for" and ensuring that to achieve and sustain change, the approach supports parents to care for their children. The course revisits the key principles of Motivational Interviewing and explores what practitioners have successfully been able to embed and what they are struggling with.

Practitioners will be encouraged to take part in a deeper reflection on their own practice, any ambivalence they may hold in respect of this way of working and explore their own motivation to develop their skills further. Using this experience of self, practitioners will be supported to explore advanced Motivational Interviewing skills in terms of rolling with resistance, working with ambivalence and building commitment to change, even within the potentially challenging remits of child protection or care proceedings. This course will challenge practitioners to explore how they can use MI in all areas of their work with families and provide the opportunity to practice the more advanced microskills of MI.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- To refresh their basic MI knowledge.
- To extend their knowledge and skills in MI.
- To have deepened OARS skills.
- To have enhanced ability to recognize, elicit, and respond to change talk.
- To Improved their working with discord skills.
- To have enhanced skills in working with ambivalence.
- To have learnt strategies for developing change/action plans.
- To know how to evaluate progress – including their own progress as well as that of the child, young person or family.
- To know how to offer information and education in an MI-consistent manner.
- To be able to apply techniques in practice to improve outcomes for children, young people and their families.

Learning Outline:

Motivational Interviewing Skills for Support Staff



Administrators and support staff are key to any organisation and in Children's Social Care are often the first point of contact for service users. It is critical that support staff understand all key approaches underpinning the approach of the organisation in working with families and that they also have some of the same skills to use in their interactions with service users.

This half-day awareness session ensures administrators and support staff understand the use of Motivational Interviewing and how this approach is part of achieving better outcomes for children by taking a solution-focused, strengths-based approach of finding their own internal motivations for sustainable change rather than being directed by services.

The course also provides a brief introduction to useful approaches that these staff can apply in their interactions with families – such as rolling with resistance, solution-focused language and reinforcing self-motivational statements.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Understand the principles of MI.
- Understand how MI is being used in the organisation
- Be able to use some basic Motivational Tools in interacting with families to roll with resistance, be solution-focused and reinforce motivation where they see it.

Learning Outline:

Motivational Interviewing for Senior Leaders



Research into change management highlights the importance of leadership in both achieving and embedding change. This session is for Directors and Assistant Directors who are leading the roll-out of motivational interviewing across their organisation.

Senior Managers will be able to ask questions of the programme team delivering training to the wider workforce and we will invite senior leaders to explore their own accountability for the success of programme using motivational interviewing techniques to explore the potential barriers to change and ways to strengthen and maximise the likelihood of change occurring.

Utilising an Appreciative Enquiry approach – this half day session will enable Senior Managers to be able to clearly articulate their vision to their own managers, enabling them to model motivational interviewing to their management team to reduce resistance and promote commitment to change.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Have a good understanding of the training being delivered to the wider workforce including the opportunity to ask questions and challenge.
- Be able to articulate & promote the purpose of the programme across the organisation.
- Have contributed to the messaging to the organisation.
- Be able to model to simple motivational interviewing techniques with managers to reduce barriers to implementation
- Be able to promote motivation to embrace the approach.

Learning Outline:

Brief Solution Focused Approaches



Brief Solution Focused Therapy (BSFT) emphasises a focus on a specific goal and direct intervention. It is unique in that it focuses on solutions, rather than problems, this is achieved through precise observation, utilisation of natural resources, and temporary suspension of disbelief to consider new perspectives and multiple viewpoints.

This course aims to equip workers with the awareness of benefits of applying a solution focused approach. Emphasising the three key aspects of:

- Individual abilities and strengths;
- Present and future; and
- Aspirations, achievements and successes.

Participants will learn how to apply BSFT techniques to help service users to identify and work towards positive goals and make the desired changes to their lives.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- An increased understanding of the solution focused approach.
- How beliefs and values impact upon the worker-service user relationship.
- Relationship and rapport building in the context of working towards goals.
- Negotiating goals and supporting achievements.
- Practice the skills needed to effectively apply BSFT into practice.
- Supporting individuals to identify and implement their own solutions.
- An understanding of how to apply the tools for change such as exceptions, scales and miracle questioning.

Learning Outline:

Using Systemic Practice Tools in Children's Social Care



This course helps practitioners to understand how enabling families, as the experts on their own family system, to change their relational habits in respect of their family scripts can help families to find new ways of responding to previously entrenched behaviours.

The course will introduce, explain, and explore some key Systemic Approaches including the concepts of Social Graces, Family Systems, Scripts and Life Cycles; how to understand these using therapeutic genograms, hypothesising and reflexive questioning. As well as how to prompt insight, understanding and change using techniques such as circular questioning, externalising the problem, internalised other interviewing, reframing, narrative therapy and coordinated management of meaning tools.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- An understanding of what Systemic Practice is and how it fits with other approaches such as Restorative Practice, Signs of Safety and approaches such as brief solution therapy and motivational interviewing.
- An understanding of Key Systemic Concepts such as Social Constructionism, the Family as a unique system, Social Graces, Family Scripts & Cycles, the concept of multiple truths, the impact of language, and the need for A Coordinated Management of Meaning.
- An understanding of key tools for working with families systemically to prompt insight, understanding and a willingness to make changes such as:
 - Therapeutic genograms
 - Hypothesising, reflexive & circular questioning
 - Externalising the problem & internalised other interviewing,
 - Reframing, narrative therapy and coordinated management of meaning tools.
- An understanding of how to use these tools in assessments, risk assessments, parenting assessments, care-planning and interventions for change.

Learning Outline:

Communicating with & Involving Children with Additional Communication Needs in Assessments



This one-day course is aimed at Frontline Children and Families Children's Social Care Workers who are working with children with additional communication needs. The course will enable Social Workers to identify key communication difficulties that children may have, to consider the implications of these and explore creative ways of ensuring their involvement in assessments and interventions.

The course looks at the importance of 'hearing the child's voice' as an essential principle of practice and explores all the ways children can communicate their wishes and feelings.

The training is to help Social Workers to be proactive in engaging children in a safe, supportive and appropriate manner to their needs and explores the complexities of involving family members, carers and other professionals.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Recognising the vulnerability of children with additional needs and ensuring their rights are fully upheld.
- How to recognise different types of communication needs.
- Common barriers to communication.
- Ways of and tools for involving children who have limited verbal communication or who are non-verbal in their communication.
- How to gauge wishes and feeling when there is emotional distress, trauma or attachment issues.
- How to appropriately work with parents, carers and professionals and involve them in the process whilst also ensuring children have the confidential opportunity to express their views away from others.
- When and how to use interpreters or advocates.
- Ensuring a child's individuality beyond their additional needs is considered.

Learning Outline:

Undertaking Pre-Birth Assessments



The aim of this one-day course is to explore best practice and approaches to assessment with parents throughout the ante-natal period. The course will consider the purpose and principles of a pre-birth assessment in line with Best Practice Guidance. Local Pre-Birth Assessment and Planning Practice Guidance can be included.

The course will include taking into account assessing key factors that impact on parenting capacity including, physical and mental health, substance use and domestic abuse, family and/or community support, personal and family history including previous parenting. It will also explore assessing key people and relationships including current and previous partners and wider family. The course explores working with reluctance and risk ensuring strengths are fully represented. The course will ensure that participants are able to fully analyse the information they have gathered and are able to make clear recommendations.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Confidence to fully assess strengths and parenting capacity of the mother, father and/or current partner (if different to father).
- The ability to identify potential risks to the unborn child and if these risks can be effectively mitigated or managed.
- The ability to assess the impact of the wider family/social networks of the parents as possible sources of support/risk or as potential alternative carers.
- Strategies for working with families who are struggling to engage.
- A good understanding of timescales and local procedures.
- The ability to record appropriately, analyse information & make recommendations.

Learning Outline:

Undertaking Viability Assessments



Where at all possible, children should be supported to live safely within their family. Where a child cannot remain in the care of their parents, research has often found that children placed in kinship care generally do as well and sometimes better, than children in unrelated foster care, providing the kinship carers understand and can manage the concerns related to the birth parents. These placements can increase a child's sense of identity and belongingness and reduce placement breakdown.

It is essential that if a child may not be able to live safely with their parents, practitioners identify potential carers from within the child's network of family and friends and determine whether they will be able to provide safe care to meet the child's needs until they reach adulthood, meet their needs effectively and manage the issues arising from any contact with birth family.

This one-day course looks at how to assess safety, attachment, boundaries, safeguarding, practicalities and longevity of potential kinship placements and analysis the basic likelihood of viability prior to a full assessment taking place.

Learning Outcomes:

This course will provide participants with the following learning outcomes – Confident to:

- Identify if proposed 'connected persons' are appropriate to assess including effective screening of potential exclusions.
- Assess connected persons in respect of their understanding of the child's needs and parenting capacity to meet them.
- Assess connected persons in respect of their understanding of concerns and ability to act protectively
- Assess connected persons in respect of their understanding of the child's perspective, their identity, need for contact and ability to manage contact
- Assess connected persons in respect of their ability to manage complex family relationships following the placement of the child.
- Understand timescales and procedures
- Record appropriately, analyse information & make recommendations

Learning Outline:

Undertaking Sibling Assessments



Children who are removed from their main caregivers have experienced significant trauma and loss, and face the challenge of forming new attachments in their final long-term placement. When children are part of a sibling group, it is a key consideration as to whether being placed separately or together is going to be in the best interests of each individual child, the group as a whole and the carers tasked with meeting their individual and collective needs.

Large sibling group or spread across a wide age range may have experienced very different traumas to each other, resulting in very different needs, the children may have different wishes and feelings and could be at risk of re-traumatising each other, harming each other or inadvertently sabotaging each other's ability to attach and settle. Assessing these needs is complex and emotionally challenging; particularly where there appear to be no 'good options' or the needs of one child being met, appears to be at the direct expense of another

This one or two day course is designed to support professionals to understand the fundamentals of how sibling assessments are conducted, how to analyse the options and present recommendations to court.

Learning Outcomes:

This course will provide participants with the following learning outcomes – to understand:

- Key issues facing children, carers and professionals when considering permanency planning for siblings/sibling groups.
- The research and best practice to guide sibling assessments.
- The importance of culture, identity and life-long relationships to a child and explore how to evaluate the possible and likely impacts of placement options on these critical factors.
- How to undertake an evidence-based assessment that has a clear analysis of the strengths and weaknesses of each placement option in terms of impacts for each individual child, the sibling group and the carers tasked with meeting their individual and/or collective needs.
- How to utilise a wide-range of sources in the assessment including the voice of the child(ren), observations of family-time, family & carer views and professionals that know the children.



Learning Outline:

Undertaking & Using Chronologies, Genograms & Eco-Maps

A good quality chronology is an effective tool for informing the assessment of children and their families at all levels of intervention from Early Help to Care Proceedings. The chronology provides a skeleton of key incidents and significant events in a family's history. It contributes to an emerging picture to ensure new events are understood in the context of historical information. It will contribute to the practitioner's understanding of the immediate and cumulative impact of events and changes upon individuals within a family and therefore inform decision making.

This course will enable practitioners to develop an understanding of what a good quality chronology looks like and how this can be used effectively to inform the assessment and plan for a child/young person and to inform decisions such as whether to escalate a case.

The course also explores genograms and eco-maps as essential tools in assessing and understanding family functioning, including areas of risk, trauma and stress as well as strengths, resources and family support. Participants will understand how to use these tools to understand the life of the child and how this impacts on the child's care-plan.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Confidence in undertaking a good quality genogram and eco-map and how to use these for assessment and planning purposes.
- An understanding of the importance of chronologies in understanding current risks, potential for change and patterns of behaviour.
- The ability to produce a good quality versatile and accurate chronology.
- The ability to utilise chronologies in the assessment and care-planning process.

Learning Outline:

Understanding Permanency & Care Planning for Looked After Children



This one-day course will ensure staff explore permanency for children as early as possible if they are at risk of; or have become looked after.

This course supports staff to fully understand the timeline of the child in parallel with the timeline of the statutory and legislative requirements in relation to permanency planning, and how best to coordinate dual planning to reduce delay for children in achieving permanence.

The course explores all the options available for permanence and encourages creative strengths-based family options where appropriate. Staff will be supported to be able to assess the options available and present an accountable and defensible recommendation to conference, panel or court.

This course can be aimed at staff or managers or a mixed audience.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- An understanding of the importance of early intervention and planning for looked after children
- Understanding the routes to permanence for all children and the options available
- Understanding the relevance of attachment and child development in permanence planning and the child's timeframe
- A working knowledge of the legislative framework including pre-proceedings and court timescales
- The ability to make timely decisions to escalate cases in order to minimise delay and maximize successful permanency planning.
- The skills to take a creative and outcome focused approach to care plans for children.
- An ability to apply research and best practice in placement planning.

Learning Outline:

Undertaking Effective Life Story Work



This one-day programme will introduce participants to the skills and knowledge that is needed to enable supportive, effective and time sensitive therapeutic Life Story Work with children and young people who are 'looked after'. This course emphasises the importance of Life Story Work for all children who are, or have been looked after, including working with children in long-term foster care or moving into Kinship Care on Special Guardianship Orders as well as Adoption.

Participants will be supported to actively assume the perspective of the child and consider the child's journey from their perspective, to enable learners to fully appreciate the importance and value of life story work. This course will explore how life story work builds a child's sense of identity, both past and present, enhances their feelings of belonging and answers questions that can cause distress and anxiety if left unanswered. This will help participants understand the importance of life story work in reducing the likelihood of placement breakdown or sabotage, by helping the child understand why they do not live with their parents and why their current carers wanted to have them in their lives as a 'forever family'.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Understand the value of comprehensive Therapeutic Life Story Work.
- Understand the value and models of information collation
- Know how to communicate with children and adults involved in life-story work and support them to manage their emotions.
- Improve skills in working directly with children and adults in terms of life narratives.
- Learn how to address trauma and loss with empathic understanding and identify positives without minimising losses and challenges.
- Be able to write life story books which are useful, valuable to both the child and their carers.
- Write later life letters that answer the key questions children may have about decisions that were made for them.

Learning Outline:

Monitoring a Child's Experience of Care



The aim of this one-day course is to explore best practice and approaches for Social Workers when working with adoption.

The course will look at the essential building blocks of listening to children, establishing their wishes and feelings and identifying their needs in accordance with the 'Welfare Checklist'. Including the needs of pre-verbal children.

The course will explore how Social Workers can remain focused on the needs of the child whilst still considering the whole family system and ensure that the best interests of the child are at the heart of all decision-making. This will include ensuring Social Workers are able to work effectively in a multi-agency context and with potential or existing adopters.

The course will look at attachment and learning from serious case reviews in respect of both matching processes to try and prevent later placement breakdowns and signs that may indicate a placement is causing harm to a child or placing them at risk.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Understand the importance of listening to children.
- Understand how to establish the needs of pre-verbal children
- Recognise the importance balancing intuitive and analytical skills
- Improve their practice skills in engaging with adoptive parents – looking at attachment and matching processes.
- Understand how to work effectively in a multi-agency context
- Have an understanding of lessons learned from Serious Case Reviews and signs that a placement may be placing a child at risk of significant harm.

Learning Outline:

Effective Assessment & Evidence Informed Decision Making in Children & Families Social Care



This one-day course aims to support practitioners undertake good quality, analytical, evidence-based assessments that can positively influence future decision-making and planning for children and families at all levels including early help, CIN, CP and Care Proceedings.

Delegates will be supported to be able to evidence and articulate their decision-making for the purposes of funding panels, CIN meetings CP Conferences or proceedings.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Planning and carrying out an evidence and strengths-based assessment that captures children and families views.
- Considering all the factors that might affect the assessment process including attitudes, values, assumptions and biases and inter-agency relationships.
- The ability to write concisely about complex circumstances.
- How to use evidenced based professional judgement when analysing information and reaching conclusions.
- Utilising chronologies, genograms and other assessment tools can support the assessment process.
- Decision-making models and assessing risk/strengths.
- The importance of good quality case recording and report-writing on the assessment process.
- Understanding the components of an outcome focused plan that effectively measures change for the child.



Learning Outline:

Effective Case Recording for Children's Social Care



Case recording is an area of professional practice that is repeatedly highlighted as a development need across health and social care. Good record keeping serves many purposes and the frameworks of data protection, care management, and confidentiality are areas participants need to be confident in.

This one-day session is designed to support staff to effectively document their practice and incorporate meaningful analysis into all levels of case note recording. To ensure recordings are linked to, and can be used for, providing safe and effective interventions, monitoring and managing risk and to feed into assessments, care-planning and court work.

The course will provide participants with practical tips for ensuring case notes in all formats, for a range of purposes are concise and easy to follow, whilst still capturing the voice of the child and containing the necessary depth for complex decision making and long-term care-planning.

Please see our additional course on Professional Report Writing.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- How to capture the voice of the child throughout.
- Understand individual responsibilities in relation to consistent and quality case recording.
- Be able to record in a concise, clear, accountable and defensible manner.
- Be clear what is fact, opinion and what is judgement and the role of all three.
- Be able to decide how to give weight/ascertain relevance of information.
- Understand what information means from an individual & service perspective and use the information to make an informed plan with clear outcomes..
- Understand the need for analysis in case recordings to inform risk management, intervention and care-planning.
- Understand the role of case recordings in developing chronologies and informing decision-making.
- Consider the requirements of the Children Act in relation to recordings for Children under CIN, CP or LAC Arrangements

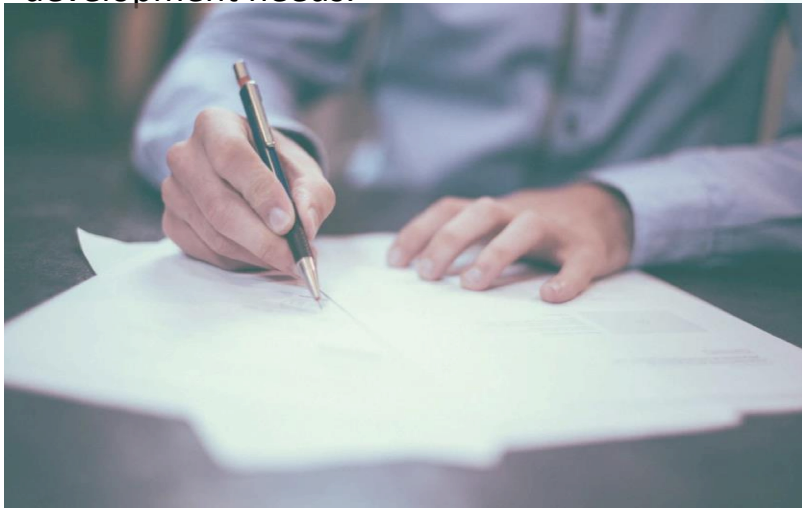
Learning Outline:

Professional Report Writing – Children’s Social Care



Social workers and social care workers are required to write reports in a range of formal situations from conferences to court appearances. It can feel that this is a skill that practitioners are expected to have with very little in the way of training to ensure staff are clear on the expectations and equipped with the skills they need.

This one-day programme is designed to support social worker and social care staff who are required to write formal written reports to develop the core skills and reflect upon their report any further development needs.



Learning Outcomes:

This course will provide participants with the following learning outcomes:

- An understanding of the principles, expectations and requirements of formal report writing for social work/social care practitioners.
- An awareness of the complexities of reports and the need to meet the legislative framework of decision-making forums such as funding panels/fostering or adoption panels, Conferences or LAC Reviews or Care Proceedings.
- The ability to structure and prepare reports which are based on clear evidence and distinguish between fact, opinion and hearsay.
- Distinguish between information gathering and analysis and improve analytical skills.
- Explore how to provide an overview that is as balanced as possible whilst still containing detailed analysis that is the basis for a clear recommendation – utilising the Welfare Checklist and Balance Sheet Approach.
- The ability to present an argument and defend their own professional judgements within a report format.

Learning Outline:

Court Skills for Children Social Care



Attending Court can be a daunting experience for even the most experienced practitioners. This course provides delegates with an overview of the court and legal processes in Children's Social Care. This includes exploration of the function of family courts, youth justice courts, the high court, and coroner's court.

The course provides key tips on how to prepare good quality evidence, how to present evidence and the opportunity to practice giving evidence and being cross-examined. The course identifies common mistakes and how to avoid them by utilising best practice guidance.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- The different types of courts, cases and how law works.
- When and why professionals have to go to court
- Key legal terms and concepts.
- What constitutes good evidence.
- How to prepare for going to court.
- What happens when you get there.
- Common mistakes and how to avoid them.
- How to be confident in giving evidence.



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Our Programmes:

Professional Practice



Last Updated: September 2021





Professional Practice: Contents

1. [Understanding Professional Dangerousness & How to Practice Safely](#)
2. [Developing Emotional Intelligence & Professional Resilience](#)
3. [Managing Risks in Children's Social Care](#)
4. [Developing & Using Professional Curiosity in Children's Social Care](#)
5. [Cultural Sensitivity & Diversity in Children's Social Care](#)
6. [Training for Social Workers Relocating to the UK from Overseas](#)
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Learning Outline:

Understanding Professional Dangerousness & How to Practice Safely



Professional Dangerousness is often a misunderstood term and delegates often feel that it refers to professionals deliberately endangering themselves, colleagues or service users with their actions.

Whilst this is occasionally true, it is much more likely that professional dangerousness occurs as a result of professionals making untrue assumptions, not being professionally curious enough, not considering complex interfaces such as cultural differences, blurring boundaries with good intentions, lacking in knowledge, not assessing risk accurately or over-identifying with the individual/family.

This two-day programme is designed to support staff to identify, and reflect on their own confidence, boundaries and working relationships, and examine the evidence base for their own, and others professional opinions.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Understand what is meant by Professional Dangerousness – what makes it more or less likely to occur.
- Recognise professional dangerousness when it occurs in a range of settings and develop strategies to challenge dangerous practices.
- Have an increased awareness of the outcomes and lessons learnt from major serious case reviews and enquiries.
- Have reflected and explored their safeguarding practices.
- Develop skills in observation and analysis, understanding behaviour, and forming evidence based judgements about the actions we take and the decisions we make.
- Be enabled to gain the necessary knowledge and skills to feel more comfortable and confident when challenging the professionalism of ourselves and others, which can include other professionals within the same agency and team, as well as other professionals.

Learning Outline:



Developing Emotional Intelligence and Professional Resilience

This one-day programme will enable professionals to explore emotional resilience and explore how to manage organisational pressure, systemic issues and differences between professionals in a safe and effective manner. This includes consideration of time management, supervision and professional and organisational processes.

Delegates will be supported to recognise when their own beliefs, values, experiences and emotions may be impacting on their practice, and how to manage this with the use of good boundaries, critical reflection, self-management, peer support and supervision.

There will be the opportunity to recognise the impact of the pandemic and the changes to ways of working on our confidence and abilities, both personally and in the workplace. The course will explore how to utilise different techniques to assist us to practice in a safe and effective manner and protecting our own well-being.

This course can also be delivered to non client-facing staff teams.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Understand what is meant by emotional resilience.
- Understand the importance of professional boundaries, how to develop, maintain and utilise them.
- Understand how to improve individual resilience skills to combat stress and anxiety.
- Have an increased ability to control emotions when making difficult decisions during periods of high demand.
- Be able to be realistically optimistic during periods of adversity and uncertainty.
- Know how to build strong supportive relationships with colleagues, families and clients.
- Have a better understanding of professional empathy.
- Be able to use emotional intelligence to deliver the right messages at the right time and feel confident in having difficult discussions.
- Be able to be appropriately flexible with the ability to be in control when faced with uncertainty.

Learning Outline:

Managing Risks in Children's Social Care



A particular anxiety for frontline practitioners in the current challenging times, is how to assess and manage risk when there are still less options for face-to-face assessment, direct interventions, multi-agency working and ongoing monitoring.

Whilst there are no easy answers to this dilemma, this session gives frontline practitioners in Children's Social Care settings explores models of risk management such as analysing risks in terms of dynamic and static factors, likelihood and severity and the assessment of the potential implications of a defensive or positive risk approach. The course also prompts delegates to consider Gillick Competency and Capacity in the risk-taking of young people and/or their families.

The course prompts workers to consider how to triangulate information effectively without face-to-face contact and prompts workers to think about when and how direct assessments may still need to take place.

This session is an opportunity for professionals to share ideas and experiences from their own practice and engage in valuable peer support which can increase professional confidence and resilience.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Be able to identify possible risks – including unseen risks & use triangulation to gain an accurate picture.
- Explore ways of assessing risk in terms of static/dynamic factors, likelihood/seriousness of risk occurring, positive or defensive risk management.
- Consider competency, capacity and safeguarding.
- Explore strategies for responding & managing risk, particularly if there is reduced face-to-face contact.
- Explore multi-agency responses to managing risk successfully.
- Know how to seek support and/or escalate concerns.

Learning Outline:

Developing & Using Professional Curiosity in Children's Social Care Practice



Professional curiosity is the capacity to critically reflect and analyse situations to understand what is happening in a family rather than making assumptions and taking situations at face value. A number of factors can support professional curiosity in practice. These include reflection and supervision to develop a case consultation approach to complex work and using a range of tools and models such as multi-agency collaboration, positive challenge of both professionals and service users / parents and respectful uncertainty in our interactions.

This one-day session, focuses on the principles and practice of professional curiosity in a range of social care contexts and supports delegates to apply critical analysis and reflection to foster and develop their own sense of professional curiosity in the work that they do. The course also identifies common barriers to professional curiosity such as confirmation bias, lack of hypothesising, disguised compliance, being over optimistic and not hearing the voice of the child – delegates are supported to identify ways to try and avoid these common traps and develop strategies to self challenge as well as using peers and managers.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- To understand what professional curiosity looks like and the contribution it can make in practice.
- To facilitate participants to critically reflect on their own professional curiosity, and identify the knowledge and skills needed to develop and embed it in practice.
- To understand the impact, and learning, from situations where professional curiosity is not evident, including examination of relevant SAR/SCR and other reports.
- To recognise barriers to professional curiosity and how to overcome them.
- To identify methods of fostering conditions that promote professional curiosity.
- To use self challenge, peer support, multi-agency approaches and supervision to achieve professional curiosity and overcome bias.



Learning Outline:

Cultural Sensitivity & Diversity in Children' Social Care

Cultural sensitivity is more than recognising differences in race or religion, it involves recognising that we are all shaped by our experiences and are influenced by cultural norms and understanding. All our interactions and communications are interpreted via cultural filters, and it is an understanding of these and how they can impact on working in teams and groups that will be the focus of the day.

Diversity is about more than just difference; it is about the use of power within our society and structures, and how that power and/or lack of understanding can prevent individuals and groups from accessing appropriate support and services, reduce the likelihood of positive outcomes and impair effectiveness.

This one-day course will consider culture and diversity issues within groups and teams and how our experiences are shaped by our own cultural filters. Participants will be supported to explore how we can apply a culturally sensitive approach and respond to diversity in practice in order to improve outcomes for all families

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- To increase understanding and awareness in relation to working with and alongside individuals from different cultural and social groups and how these influence how we all experience and engage in professional interactions.
- To consider diversity as a power issue and how this might impact on children's social care practice and professional dynamics.
- To reflect on the cultural diversity within participants practice areas, and consider how this might impact on the individual, family and community and how they experience public services.
- To explore concepts of discrimination and oppression arising due to diversity issues. Including how organisational / professional cultures can impact on the experience of individuals working within and/or using public services and effect the likelihood of positive outcomes and/or effective safeguarding.
- To be able to demonstrate an awareness of how experiences of discrimination and oppression can be internalised and impact on an individual's emotional and environmental well-being.



Learning Outline:

Training for Social Workers Relocating to the UK from Overseas

This programme has been designed to support Social Workers who have recently relocated to the UK. This programme takes a strengths-based approach to support Social Workers to apply their existing knowledge and skills effectively in the UK, taking consideration of any key cultural or legislative differences that are essential to effectively safeguarding and supporting Children and their families.

The 6-week programme consists of interactive training days covering essential areas of practice and action learning sets to support staff to embed their learning and explore how it relates to their own experiences in practice. The Programme can be tailored to identified needs – but as standard the sessions include:

The sessions are:

- Values, Ethics and Cultural Sensitivity in Practice.
- Understanding UK Safeguarding Thresholds & Processes
- Understanding Domestic Abuse, Mental Health & Substance Use in UK Safeguarding Practice
- Recognising Disguised Compliance and Having Difficult Conversations

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- The UK Legislative Framework for Social Work in Children & Families
- Processes & thresholds from early help to proceedings.
- Other key legislation: Human Rights Act/Equalities Act/Capacity Act/Mental Health Act/Care Act
- SWE, PCF and KSS Requirements
- Exploring UK Social Work Ethics & cultural differences in practice
- Undertaking an Effective Home Visit Intervention.
- Preparing for and effectively Chairing Meetings
- Effective and accountable case recordings
- Exploring how Domestic Abuse, Substance Use & Mental Health are experienced, perceived and responded to in UK Safeguarding.
- Understanding the underpinning Legislative Framework for working with Domestic Abuse
- Recognising & responding to disguised compliance
- Having difficult conversations with families

Learning Outline:

Delivering Effective Supervision



Professional supervision is a key organisational tool in ensuring high quality provision and consistent outcomes. It can also contribute to meeting performance standards and ensuring that the expectations of service users are met.

This course can be offered in, one, two or three-day versions which aims to provide participants with the knowledge, skills and confidence required to deliver effective supervision. There is a focus on methods and tools for developing critical reflection and decision making skills for staff to ensure quality outcomes for service users. The course also looks at the challenging area of performance management and what happens when there is a breakdown in the supervisor/supervisee relationship.

We are able to include local policies and supervision models or templates in this training.

Learning Outcomes:

This course will provide participants with the improved knowledge, understanding, confidence and skills in:

- What constitutes effective supervision and its relationship to safe practice and positive outcomes for service users.
- The role of supervision throughout the stages of professional development from newly qualified to experienced practitioner.
- Applying model of supervision and; be able to demonstrate how it can assist in understanding the functions of supervision and its impact of supervision on the system.
- Integrating the local Practice Model into supervision methods to ensure effective managerial oversight.
- Utilising the authoritative supervisory style in promoting good outcomes through supervision and the importance of the positive expectations model when working to improve practice.
- Performance Management.
- The importance and function of recording.

Learning Outline:

Utilising Supervision Effectively for Supervisees



Supervision is a key organisational tool in ensuring high quality provision and consistent outcomes. It can also contribute to meeting performance standards and help to embed critical thinking and reflection into practice. Working in social work/ social care services is a demanding and stressful job and high-quality supervision is vital in the support, motivation and accountability of workers and for improving outcomes for service users.

There are a range of models of supporting reflective practice and reflective learning. Critical reflection is seen as a fundamental element of professional practice and the linchpin of sound professional judgment and decision making.

Effective supervision is the responsibility of both the supervisor and supervisee. This day aims to give staff in receipt of 1:1 supervision in health and social care an opportunity to understand the key elements of supervision, and how they can work with their supervisors in order to utilise the process successfully to improve practice & wellbeing.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- What constitutes effective supervision and its functions.
- How previous experience of being supervised can impact upon their current supervisory relationship.
- The importance of effective agreements within supervision.
- The relationship between supervision and outcomes for service users.
- How the supervision cycle aids the process of reflecting, analysing and action planning within supervision.
- The role of the supervisee in working with their supervisors to develop positive supervision practice
- The supervision policy, including how this outlines the role of supervisees in supervision and the interaction with the supervisor.
- How to address difficulties in supervision.



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Our Programmes:

Domestic Abuse



Last Updated: September 2021



Domestic Abuse



1. [Domestic Abuse Recognition & Response](#)
2. [Working with Domestic Violence in a Safeguarding Children Context](#)
3. [Working with Parents as Perpetrators & the Whole Family to Improve Outcomes](#)
4. [Assessing Risk & Working Positively with Children & Parents in Domestic Abuse Situations](#)
5. [Young People, Intimate Partner & Family Abuse](#)
6. [If you cant find what you're looking for...](#)

Learning Outline:

Domestic Abuse, Recognition and Response



This one-day programme will explore the dynamics of domestic abuse, considering different forms of abuse, the role of power, control and coercion in interpersonal relationships and the risks and protective factors associated with abusive relationships. Learning from serious case reviews and research-evidence will be considered, and the experience of both victim and perpetrator will be considered.

The session will include an overview of the latest legal framework designed to protect victims experiencing domestic abuse and support participants to consider how to assess the impact of domestic abuse on the parenting capacity of both parents, the risks to the child, and whether this can or cannot be safely worked with or managed.

The course also explores the challenges of working with domestic abuse during the pandemic when many risks are unseen and additional pressures may escalate abuse.

Local information can be included on request.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- An understanding of the dynamics and the role of power and control in domestic abuse, the impact on the victim, and familiarity with some of the key models/theories associated with power, control and coercion in interpersonal relationships.
- An understanding of the law in relation to Domestic Abuse.
- An awareness of the key models / theories underpinning responses to domestic abuse.
- Awareness of family dynamics and the impact of these on risk and relationships within the family.
- Understand how to provide a supportive environment for disclosure
- Increase confidence in how to respond to a disclosure.

Learning Outline:

Working with Domestic Abuse in a Safeguarding Children Context



This one-day programme is designed as an overview course for children's services in the practicalities, legalities and dilemma's of working with Domestic Abuse. It is expected that delegates will already have a basic awareness of what constitutes Domestic Abuse and how it impacts on families.

This course explores assessing, understanding and managing risk where domestic abuse is an issue, working with parents and children, with complex family dynamics, with the aim of reducing risk; including how to safeguard children (and parents where appropriate), using both the law and the DASH and DOM5 tools.

This course will look at the impact of coercion, control and trauma on families and how this can impact on the ability of a parent to protect themselves and their children.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- A refresher of Domestic Abuse Legislation including the Domestic Abuse Bill 2020 and the new UK definition of 'Domestic Abuse'
- The opportunity for social workers to understand and address their own perceptions around domestic abuse and how this may impact on practice.
- Awareness of the use of DASH and DOM5 tools and MARAC in practice and how these can inform the assessment and planning process.
- Understand how to assess the impact on parenting by domestic abuse – looking at both the perpetrator parent and the victim parent and the impact on the child.
- Understand and increase confidence in the assessment and management of risk in complex family situations – looking at a range of strategies.

Learning Outline:

Working with Parents as Perpetrators & the Whole Family to Improve Outcomes



Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Understanding of the evidence-base and approaches for intervening in families where the parent is the perpetrator of domestic abuse.
- Understand how parenting capacity is impacted by domestic abuse, the impact on the children and how to assess if working with the perpetrator is appropriate or not – including effective risk assessment, risk management & safety planning.
- Interventions for working with the perpetrator and the family including MI, CBT, Restorative Practice, Family Group Therapy, Individual and Individual Counselling.
- Interventions for the family including direct work with children, building resilience, protective factors and safety planning.
- Responding when interventions with a perpetrator are inappropriate or unsuccessful and how to keep families safe.

This two-day programme is an advanced level for children and family practitioners working with domestic abuse and assumes basic domestic abuse awareness. This course explores how parenting capacity for both parents is affected by domestic abuse and how to assess if, when and how to work with parents who perpetrate domestic abuse.

Delegates will be supported to analyse the risk a perpetrator poses to their partner/ex-partner or children. Delegate will explore how to engage and assess parents and family members without colluding and ensuring the non-abusing parent and children are protected.

Approaches such as motivational interviewing, solution focused approaches, restorative practice, family group conferencing, systemic strategies and building resilience and protective factors are all explored.

The course also clearly identifies when it is not safe to work with the perpetrator whilst they are still having contact with the current/previous partner and children and how to respond when interventions have not been successful.

Learning Outline:

Assessing Risk & Working Positively with Children & Parents in Domestic Abuse Situations



This two-day programme is designed as an advanced level for children's services workforce and assumes basic domestic abuse awareness. This course will provide the opportunity to refresh and reflect on domestic abuse legislation and best practice in responding.

Delegates are supported to explore the impact of domestic abuse on non-perpetrating parents and how they can be effectively supported in situations where they may be experiencing fear and powerlessness.

Delegates are supported to assess the risk and impact on the child(ren) and to analyse this in order to guide interventions to safeguard effectively.

Learning from serious case reviews are utilised to identify key areas of risk and how to respond – including co-morbidities with other areas of need.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Understanding of the impacts of domestic violence on families and children including an outline around myths and stereotypes relating to perpetrators, victims and children.
- Explore own values and bias when working with domestic abuse.
- Understand and increase confidence in the assessment and management of risk in complex family situations including co-morbidities such as substance use or mental health
- Refreshed understanding of the law for responding to domestic abuse.
- Learning from SCR's and translating it into practice.
- Strategies for working with non-perpetrating parents/survivors of domestic abuse to build their parenting capacity and ability to meet their own needs and that of their child(ren).
- Strategies for supporting children who have experienced domestic abuse.

Learning Outline:

Young People, Intimate Partner & Family Abuse



There is a growing recognition that domestic abuse occurs in young people's relationship and this is now recognised in the 2020 Domestic Abuse Bill. This course will explore what is currently known about intimate partner abuse within young people's relationships and supports participants to increase their understanding and awareness and confidence to respond. The course also considers young people who are parents and how the domestic abuse may be a risk to both the young parents and their child and how all the children involved may be children in need or at risk of significant harm.

Young People can also become abusive towards their parents, carers or siblings, particularly where there have been childhood family issues. This course explores how to reduce abusive child-family relationships, promote safe and healthy communication and equip children, young people and their families to reduce abuse and build positive relationships.

Learning Outcomes:

This course will provide participants with the following learning outcomes – to understand:

- The nature of domestic abuse between young people, including young people as parents and the additional vulnerability that this poses to their infants – including learning from SCR's.
- Common attitudes held by young people towards domestic abuse and how to work with this.
- why it is difficult for young people or carers to disclose.
- To explore ways in which to engage with young perpetrators to increase the likelihood of change and promote alternative ways of communicating, coping and responding to emotional or physical stressors.
- To understand the importance of risk assessment and safety planning, including the young person's DASH.
- To how to support family members being abused by a child to seek help.



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Our Programmes:

Foster Carers & Kinship Carers



Last Updated: September 2021



Foster Carers & Kinship Carers: Contents



1. [Delegates Authority for Foster Carers](#)
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Learning Outline:

Delegated Authority for Foster Carers



This one-day programme for foster carers is designed to explore the area of delegated authority and to support participants to understand the purpose, legal framework and evidence base to support delegated authority in terms of promoting the well-being and positive outcomes for looked after children and young people.

Delegated Authority allows Foster Carers to make specific day-to-day decisions for looked after children in their best interests. This to ensure that children do not miss out or have their well-being compromised as a result of delay in decision-making. Delegated decision-making will depend on the legal status of the child and may be different for children under s20 of the Children's Act- where parents have voluntarily agreed to their child being placed a retain full PR, and children on a care order where PR is shared between the LA and parents. Where possible areas of delegation are clearly agreed in advance using the LAC Reviews and processes and each area must have a delegated authority policy for carers to follow.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Understand what is meant by 'delegated authority'
- Understand what decisions can and cannot be delegated and how this is decided.
- Understand their own roles and that of the parents/other people with PR and other key professionals.
- Understand the local policy.
- Be confident in using their delegated authority in relation to their roles.
- Know how to raise concerns and seek support if required.

Learning Outline:

Attachment for Foster Carers/Kinship Carers



Attachment issues are significant for all children who are 'looked after' as they have all experienced significant loss as a result of being removed from their primary carer and they are faced with the challenge of forming new attachments which may be short or long-term with new carers.

Children who have experienced neglect, emotional abuse, physical abuse or sexual abuse may have experienced insecure, anxious, avoidant, disorganised or reactive attachments that create difficulties for them in engaging with friends, professionals, family and new carers in a wide range of settings.

This half or full day session will be aimed at Foster Carers & kinship carers, to increase their knowledge around attachment theory and to support the children in their care by considering their attachment needs when choosing parenting & support techniques.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Have an overview of attachment theory and an understanding of how attachment develops.
- Understand how early relationships can create internal working models and attachment styles which affect future relationships.
- Understand the impact of separation, loss, abuse and neglect on children's development and their capacity to form attachments.
- Understand the relevance of attachment theory within the role of a foster carer.
- Understand how resilience theory & attachment theory are linked and the PACE model of parenting techniques.
- Understand how attachment theory can be used to improve child-parent/carer relationship.

Learning Outline:

Domestic Abuse Training for Foster Carers



This programme gives an overview of the types of domestic abuse a child may have experienced and/or witnessed. It explores the complexities of why the victim-parent may not have left the abusive relationship and why the child may not have felt able to make a disclosure. The course explores the impact that Domestic Abuse has on parenting and what the child may have experienced from parents whilst living in a domestic abuse situation.

The course progresses to exploring the impact of abuse on the child in both the short and long-term in relation to brain development, learning & cognition, attachment & relationships and behaviour. The course will look at helping carers understand what is happening and equip them with strategies for supporting a child who has experienced domestic abuse and trauma.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Awareness of the various forms of domestic abuse and understanding of the dynamics and the role of power and control.
- Indicators and signs of domestic abuse – responding to disclosures.
- An understanding of what abuse children may have experienced and/or witnessed and how abuse can continue through contact.
- The impact of abuse and trauma on the victim and children who experience and/or witness abuse and how parenting may have been affected.
- Factors that promote resilience, and interventions for supporting children with trauma / approaches for working with children that have experienced abuse.

Learning Outline:

Life Story Work for Foster Carers/Kinship Carers & Adopters



This one-day course will equip foster carers & kinship carers to understand the purpose of life-story work and their role for children in their care. This course emphasises the importance of Life Story Work for all children who are, or have been, looked after including children in long-term foster care, Kinship Care, Special Guardianship Orders as well as Adoption.

This course will explore how life story work done well builds a child's sense of identity, both past and present, enhances their feelings of belonging, answer questions that can cause distress and anxiety if left unanswered. This will help participants understand the importance of life story work in reducing the likelihood of placement breakdown or sabotage, by helping the child understand why they do not live with their parents and why their current carers wanted to have them in their lives as a 'forever family'.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- What life-story work is and why it matters
- Utilising the child's perspective by taking a child centred approaches to planning, including sensitivity about what is age appropriate.
- Exploring with carers, birth families and future families their role in producing, using and maintaining life-story work.
- Empowering carers to support children and young people who have experienced adverse childhood experiences (ACEs) to be part of their own life-story work as a therapeutic intervention including facilitating a child's memories and information about their childhood and care journey.



Learning Outline:

Record Keeping & Communicating Effectively for Foster Carers

The focus of this half-day course is to support foster carers to fully understand the principles that underpin good record keeping, rules of confidentiality and information sharing with professionals.

It covers a range of scenarios to help foster carers become more confident in their role and be clearer about what information to record and share with other professionals.

The course covers the mandatory regulations, best practice and can include local policies and templates.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- What legislation and best practice guides safe record keeping.
- What records to keep, what to record and standards of record keeping.
- Why, where and how to record information.
- The safe storage of records.
- The rules of confidentiality and information sharing principles and applying these.
- Communicating effectively with professionals through written records.

Learning Outline:

Allegations & Complaints for Foster Carers



This half-day course considers the complexities associated with allegations and complaints against foster carers and explores the knowledge and skills required to balance support for foster families with the questioning and analysis required of an investigation.

The course content has been developed with reference to the latest research, legislation, standards and good practice. The course is aimed at equipping both Social Workers and Foster Carers to understand the processes involved and how to manage these as successfully as possible, giving consideration to the wellbeing of the child and the foster family.

This course links to, but does not repeat the 'Safer Caring' Training. It can include local policies and procedures.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- An understanding of the regulatory framework for managing complaints and allegations about foster carers' practice / standards of care
- Be able to identify the risks and vulnerabilities in foster placements
- Be able to identify the potential impact of allegations and investigations on foster carers and know what support and information foster carers should have from the fostering service.
- Have knowledge of the process for managing allegations against foster carers.
- Will know the cycle of secondary stress and identify ways of minimising risks in foster care.

Learning Outline:

Safer Caring – Minimising the Risk of Allegations for Foster Carers



This half-day course focuses on helping foster carers develop ways to ensure positive and safe caring of children to minimise the risk of allegations against the carer.

It covers a range of scenarios to develop awareness about areas that may result in allegations. It provides practical examples of what to avoid and how to respond to situations where the foster carer may be compromised.

This course is linked to but will not duplicate the 'Managing Allegations and Complaints', the focus is on reducing the likelihood of allegations.

This course can be adapted to include local protocols.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- The reasons why a child or young person may make a false allegation.
- The legal framework / local protocols in regard to reporting allegations.
- Accessing support, information and advice following an allegation.
- The fostering services National Minimum Standards (NMS) in relation to allegations.
- Strategies that can be used in order to minimise the risk of an allegation being made against them or those in the family or extended network, including what needs to be included in their safer caring household rules.
- Risk assessment principles in the context of managing allegations and be able to complete a 'risk assessment plan' with their supervising social worker that applies to the individual child.

Learning Outline:

Transitions & Endings for Foster Carers



This half-day course focuses on building resilience in children to grow stronger and help them manage transition and endings in their life.

It explores the impact of children being exposed to painful and traumatic events at different stages in their development and childhood and how this impacts on their ability to manage transitions and endings.

It aims to provide foster carers with an improved understanding and practical tools to build resilience in children and help them make successful transitions through life stages.

The course briefly looks at how to minimise the impact of unplanned placement endings or breakdowns where possible.

This course can be updated to include local policies and processes.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- The impact of attachment patterns on the child's ability to deal effectively with transitions and endings.
- How adverse childhood experiences (ACE) can have an impact on children who experience separation and loss, and;
- How to build resilience through a range of strategies and techniques such as creating a positive 'script' around transitions and endings.
- The meaning of transitions in the lives of children and young people and the range of responses to help them build resilience to manage separations.
- The importance of planned transitions and endings to apply strategies to manage the impact on the foster child, carer and their family – including coping with unplanned endings where these cannot be avoided.

Learning Outline:

Safeguarding for Foster Carers/Kinship Carers



Understanding signs of abuse, how to respond and an awareness of preventative approaches are vital components of any professional's toolkit including foster carers.

This three-hour session is designed to raise awareness of the key elements of effective safeguarding and enable professionals to understand their roles and responsibilities in response to this.

This course specifically looks at the role of foster carers in safeguarding the children in their care including responding to allegations of past abuse, responding to any current concerns or risks which may include contact with birth families, online risks or risks in the community.

The training will outline local policies and procedures to ensure professionals can appropriately make referrals and access support where required.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- An understanding of what is meant by 'safeguarding', including child protection.
- Confidence to recognise, define and understand the impact of child abuse.
- Additional safeguarding risks to children who are 'looked after'.
- The ability to identify what to do if concerned about a child and how to respond.
- An understanding of current local procedures including the role of the safeguarding board.
- Specific responsibilities of carers.
- Self-care skills and how to seek support.



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Our Programmes:

Safeguarding Children



Last Updated: September 2021



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Learning Outline:

Child Protection & Safeguarding



Understanding safeguarding and having an awareness of both preventative and child protection approaches and processes are a vital component of any practitioner's toolkit.

This one-day session will enable Participants to understand their statutory responsibilities and how these operate locally. This will include being able to identify signs and symptoms of abuse, have confidence on how to respond and an understanding of the processes that follow.

This course outlines the key aspects of early help, s17 child in need intervention and section 47 child protection enquiries and child protection conferences. This course will also look at how to identify strengths, resources and promote the potential for change through child protection plans as well as being mindful of the risks of disguised compliance and non-engagement.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- A clear understanding of what constitutes abuse, how to recognise it and how to respond.
- A clear understanding of the Safeguarding processes and pathways.
- An understanding of safeguarding thresholds, procedures and powers.
- Enable practitioners think critically and carefully about child protection cases.
- Understanding the importance of a multi-agency approach.
- To feel more confident in carrying out the responsibilities for safeguarding according to the practitioners role.

Learning Outline:

Child Protection & Safeguarding Refresher



Understanding safeguarding and having an awareness of both preventative and child protection approaches and processes are a vital component of any practitioner's toolkit.

This one-day session is a refresher for staff who have already received some Safeguarding training. Participants will understand their statutory responsibilities and how these operate locally. This will include being able to identify signs and symptoms of abuse, have confidence on how to respond and an understanding of the processes that follow, including section 47 enquiries and child protection conferences. This refresher will look at the lessons learned from up-to-date research and National and Local Serious Case reviews and will have a focus on the complexities of what often leads safeguarding mechanisms to fail and how we can use professional curiosity, risk assessment and communication to reduce risks and failings in safeguarding.

This course will also look at how to identify strengths, resources and promote the potential for change as well as being mindful of the risks of disguised compliance and non-engagement.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- A reminder of key legislation and best practice guidance
- Learnings from Serious Case Reviews Nationally with a focus on how we can use professional curiosity, risk assessment and communication to improve safeguarding.
- Enable practitioners think critically and carefully about child protection cases and how to keep the child at the centre, being aware of disguised compliance and losing focus on the child as well as other barriers to effective safeguarding.
- Enable practitioners to think about how they can involve families in safeguarding.
- To feel more confident in carrying out the responsibilities for safeguarding in your role.

Learning Outline:

Transitional and Contextual Safeguarding



Contextual Safeguarding has been developed in recent years to recognise that young people can be at risk of significant risk of harm outside the home from people outside their immediate family – this may include CSE, CCE, involvement in gangs, drugs or alcohol or Online harm. Contextual Safeguarding identifies four domains for families and practitioners to work across to try and reduce harm and promote the safety of vulnerable young people.

The term transitional safeguarding applies to the safeguarding response provided to older teenagers and young adults. It is the period when adolescents are moving from children’s systems into the adult world and it can carry significant risks in terms of young people falling between services and experiencing a ‘cliff edge’ when their support from children’s social care ends and adult eligibilities and thresholds are activated.

This 1-day session focuses on the risks, harms and responses for adolescents, consideration of competency and capacity, and how health and social care can work together better to protect children from online and community harm and if appropriate support personalised transitions between children and adult services.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Understand what is meant by transitional safeguarding and the evidence and learning that has been identified to support effective practice at this transitional point.
- Understand what is meant by Contextual Safeguarding, the key domains and approaches critical to reducing harm and promoting safety for vulnerable young people.
- Develop an understanding of the specific risks, harms and needs of adolescents and how a tailored safeguarding response is required.
- Consider how a transitional and/or contextual safeguarding approach could contribute to positive outcomes for young people.
- Understand the transition from competency to capacity to make decisions

Learning Outline:

Transitional Safeguarding



The term transitional safeguarding applies to the safeguarding response provided to older teenagers and young adults. It is the period when adolescents are moving from children's systems into the adult world and it can carry significant risks in terms of young people falling between services and experiencing a 'cliff edge' when their support from children's social care ends and adult eligibilities and thresholds are activated.

This half-day session, with the option of follow-up action learning sets if required to embed learning and support critical reflection of practice in this complex area, focuses on the risks, harms and responses for adolescents. It prompts consideration of competency and capacity, and how health and social care can work together better to support personalised transitions between services.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Understand what is meant by transitional safeguarding and the evidence and learning that has been identified to support effective practice at this transitional point.
- Develop an understanding of the specific risks, harms and needs of adolescents and how a tailored safeguarding response is required.
- Consider how a transitional safeguarding approach could contribute to positive outcomes for young people.
- Understand the transition from competency to capacity to make decisions

Learning Outline:

Utilising S25 of the Children Act in Safeguarding Children



The use of secure accommodation is carried out by Local Authorities for the purposes of restricting a child or young persons' liberty in certain circumstances to prevent the child from being a risk to themselves or others. The legal power to carry this out is authorised under the Children Act 1989- section 25 and the Children (Secure Accommodation) Regulations 1991.

This one day programme focuses on the use and scope of section 25 and aims to support practitioners to apply best practice to the process of reviewing secure criteria within their child protection practice.

The course explores why and how a S25 Order differs from the use of Court authorised DoLS, Community DoLS for 16/17year olds or detention under the Mental Health Act 1983. It also explores the roles and rights of parents, recent case-law and changes to the use of S25 following a change in response to Child Sexual Exploitation.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- The criteria for a secure order – what must have been tried first and how this should be evidenced.
- The purpose of utilising S25 of the Children Act 1989
- The difference between this method of detaining a young person and the other legal frameworks available – including short and long-term implications.
- The duties of the panel, the role of the Chair and Panel Member.
- Best practice in utilising Secure Orders.
- The rights of the young person.
- The rights of any person with PR.

Learning Outline:

Safeguarding Children with Disabilities & Complex Health Needs



Understanding safeguarding and having an awareness of both preventative and child protection approaches and processes are a vital component of any practitioner's toolkit.

Children with Disabilities are amongst the most vulnerable of children; therefore, this one day session looks specifically at what makes these children and young people vulnerable, best practice in keeping them safe and how to respond if abuse is suspected or confirmed.

This course will enable social workers and all professionals working with children to understand their statutory responsibilities. This will include causes of vulnerability, being able to identify signs and symptoms of abuse and understanding and building awareness of the differences in communication, support and Investigation when children have additional needs.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- What constitutes abuse
- Types of abuse specific to children with disabilities.
- Why children with any disability may be vulnerable to abuse
- How to recognise signs of abuse in vulnerable children.
- The additional communication methods and approaches that may be needed.
- The Safeguarding Processes and Pathways.
- The responsibilities for safeguarding appropriate to the role.
- The need for a multi-agency response to supporting & protecting vulnerable children, whilst remaining focused on the needs of the child.

Learning Outline:

Safeguarding Children with Disabilities in Residential Settings



Understanding safeguarding and having an awareness of both preventative and child protection approaches and processes are a vital component of any practitioner's toolkit.

Children with Disabilities are amongst the most vulnerable of children, this session looks specifically at what makes these children and young people vulnerable and best practice in keeping them safe.

This course will enable all professionals working with children in residential settings to understand their statutory responsibilities in relation to the Children's Homes Regulations & quality standards April 2015 - The Protection of Children Standard, Effective Short-Breaks planning & reviewing, Managing Behaviour and Restraint and Responding to Reports, Allegations, Whistle-blowing or Disclosures.

It also considers areas such as Bullying within the residential setting, Online Harm and risks of CSE, Radicalisation or going Missing which have been identified as particularly high risk areas of abuse and harm for looked after children.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- What constitutes abuse
- Types of abuse specific to children with disabilities.
- Why children with any disability may be vulnerable to abuse
- How to recognise signs of abuse in vulnerable children.
- Additional communication approaches that may be needed.
- Safeguarding in a Residential Setting Including Regulations, Responding to reports of harm, whistle-blowing, allegations or disclosures.
- Managing risks and safeguarding for respite care.
- High risk areas of harm for children who are looked after in residential settings such as bullying in the home, grooming into cse, cse, gangs, radicalisation or exploitation linked to missing episodes and online harm.

Learning Outline:

Safeguarding - Designated Person Training



Understanding safeguarding and having an awareness of both preventative and child protection approaches and processes are a vital component of any practitioner's toolkit. This half-day session will enable Designated Safeguarding Leads and Education Professionals working with children to understand their statutory responsibilities under 'Keeping Children Safe in Education September 2015 – updated 2021', and 'DfE Working Together to Safeguard Children 2018'

The training will include being able to identify signs and symptoms of abuse, have confidence on how to respond and an understanding of the processes that follow, including Local Thresholds, making referrals and contributing to section 17 and 47 enquiries and child protection conferences. The course will also look at how to identify strengths, resources and promote the potential for change through child protection plans as well as being mindful of the risks of disguised compliance and non-engagement.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- The concept of safeguarding and promoting welfare.
- The legal and statutory duties and required arrangements that schools and educational establishments must have in place.
- Understanding thresholds of early help, Child in Need and Child Protection – including the concept of significant harm.
- Recognising and responding to abuse.
- Recording and taking action to report concerns.
- Working together with other agencies to keep children and young people safe – including roles and responsibilities in the safeguarding processes.

Learning Outline:

Safeguarding for Foster Carers/Kinship Carers



Understanding signs of abuse, how to respond and an awareness of preventative approaches are vital components of any professional's toolkit including foster carers.

This three-hour session is designed to raise awareness of the key elements of effective safeguarding and enable professionals to understand their roles and responsibilities in response to this.

This course specifically looks at the role of foster carers in safeguarding the children in their care including responding to allegations of past abuse, responding to any current concerns or risks which may include contact with birth families, online risks or risks in the community.

The training will outline local policies and procedures to ensure professionals can appropriately make referrals and access support where required.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- An understanding of what is meant by 'safeguarding', including child protection.
- Confidence to recognise, define and understand the impact of child abuse.
- Additional safeguarding risks to children who are 'looked after'.
- The ability to identify what to do if concerned about a child and how to respond.
- An understanding of current local procedures including the role of the safeguarding board.
- Specific responsibilities of carers.
- Self-care skills and how to seek support.



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