

Evaluation of LSCP Training 2019/20

1. Introduction

Solihull multi-agency safeguarding workforce development strategy introduced that as a general guide all those who regularly make child protection referrals, are regularly expected to attend child protection conferences and core groups, and/or manage or supervise those who do, should receive a minimum of 3- 6 hours of multi-agency training; ideally at least 1 module per year. This is not a fixed rule but should be intelligently used as guide to help practitioners engage in multi-agency training.

These staff are able to select modules appropriate to their needs so each practitioner should work with their manager to assess their training needs and agree the appropriateness of them attending multi-agency training. This report evaluates the effectiveness of this training programme using questionnaire data completed by training attendees and their managers. The LSCP training programme aims to add value to single agency specific in-house training by providing practitioners with essential skills in partnership working to safeguard children using agreed multi-agency competencies. These multiagency competencies do not replace the agency specific competencies that practitioners may need to function effectively in their specific roles. The multi-agency competencies are aimed at enabling all practitioners to gain and develop skills to add value to the practitioner experience; supporting and valuing their agency specific responsibilities whilst enhancing their understanding of, and effectiveness in, multi-agency working.

Solihull LSCP has trained a total of 493 practitioners and members of staff from a wide range of organisations in the last financial year from April 2019- March 2020.

2. Methodology

When an individual registers for any LSCP training they are required to complete a pre-training questionnaire which asks them to rate their skill, knowledge and confidence in the subject out of 10. In order to measure the effectiveness of LSCP training an evaluation form is then sent out 3 months after the course to both the practitioner who attended and their manager. It asks them the same questions as the pre-training evaluation, as well as requesting written evidence of how the training has impacted on their practice/organisation. This allows the LSCP to track how training has impacted upon an individual's practice, and is analysed below on a 'module-by-module' basis. Additionally, attendance data is collected, which allows this report to monitor attendance increases and decreases over the past five years.

3. Attendance Analysis

Between April 2019 and March 2020, 493 practitioners and members of staff attended LSCP multi-agency training. As demonstrated in Figure 1 below, this is a slight increase on the previous year but is still lower than previous years.

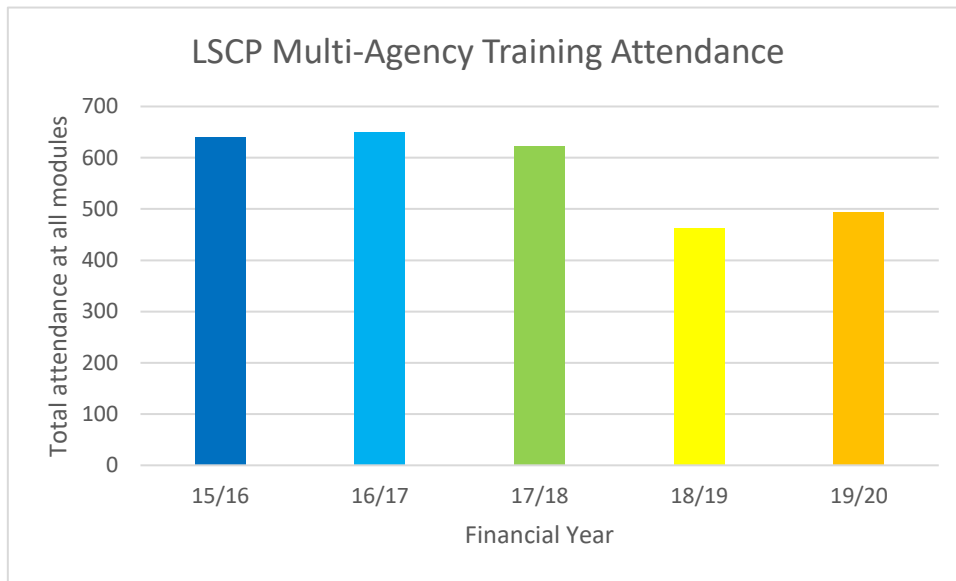


Figure 1

In terms of attendance by agency, Figure 2 below demonstrates the breakdown of agency attendance. This is fairly consistent with the year before where Schools and Colleges make up the majority of delegates attending training, followed by Childrens Social Care.

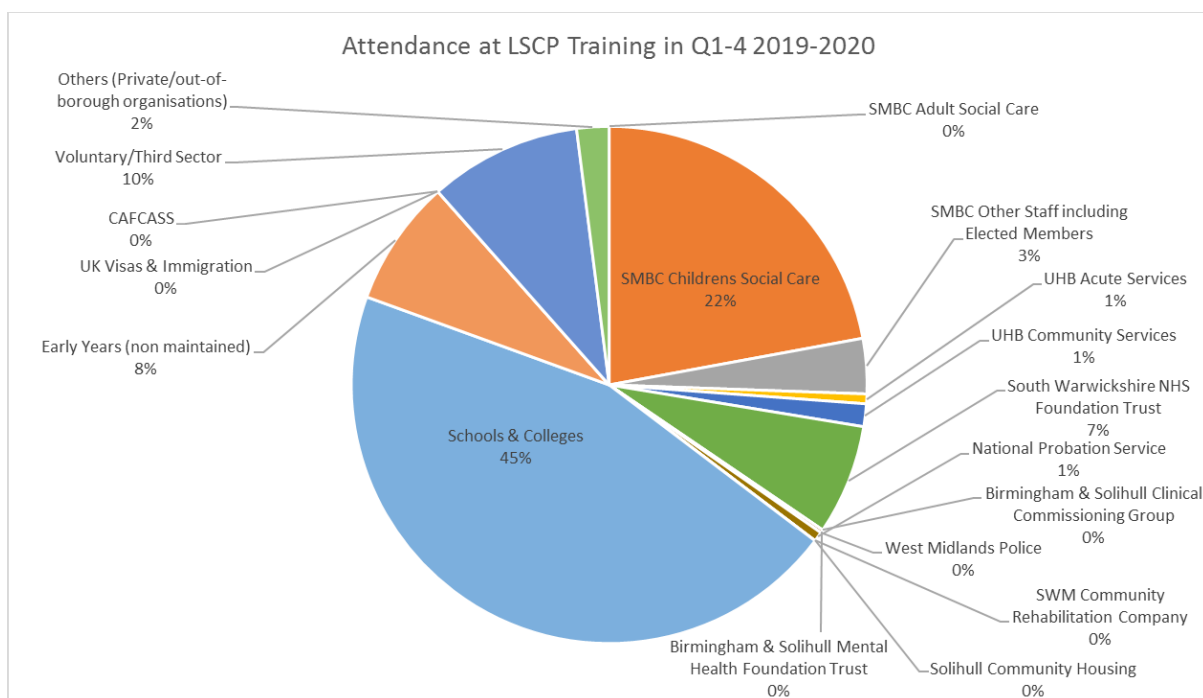


Figure 2

4. Module Analysis

Using data from the online training portal, the LSCP can demonstrate and capture the impact of training on practitioners and practice through pre and post-course evaluation forms. Post-evaluations are completed 3 months post training, therefore at the time of writing evaluations from April 2019 – Mid February 2020 can be provided.

The post course written evaluations can be particularly insightful, they are made up of answers to four questions which ask delegates for examples of how the training has impacted them and their teams, knowledge, practice, and outcomes for children they work with. The responses for each module have been summarised below as they help to demonstrate the impact of training with depth and specific detail.

Included under each module sub-heading is also graph. This indicates the rating out of ten each delegate gave before the course for their knowledge, skills, and confidence of/on the content of a module (labelled as 'Stage 1') and after the module (labelled as 'Stage 3'). This data allows the LSCP to quantifiably demonstrate its impact by averaging delegate scores at each stage.

It should also be noted that where there are more pre-course forms completed than attendees, this would be due to delegates cancelling prior to or not attending training on the day.

Module 1 - Early Help

Module 1 is a half-day course designed for those who identify additional needs and carry out early help assessments. The course provides delegates with the knowledge to apply Solihull local thresholds, to respond appropriately to concerns about children with additional needs by effectively interacting with partner professionals and to carry out early help assessments.

Number of courses: 4

Attendees: 37

Completed pre-evaluation forms: 46

Completed post- evaluation forms (delegate): 10

Completed post- evaluation forms (manager): 10

Module 1 is a new course for this financial year and the evaluation forms suggest it has been very beneficial in increasing knowledge, skills and confidence amongst all delegates. Both practitioners and their managers reported that themselves or their member of staff felt more confident in practice, particularly in applying thresholds and providing practitioners with the confidence to signpost families to different support networks. Practitioners reported

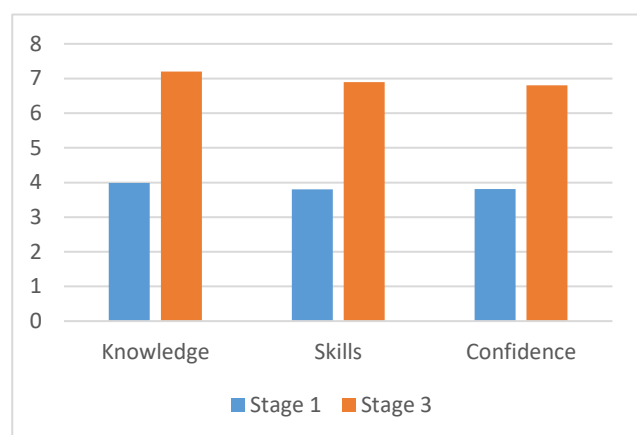


Figure 3

they have been able to disseminate the knowledge gained from this course to their colleagues, thereby enabling them to support children and young people in their setting. This course has been particularly beneficial for one practitioner who noted in the

evaluations that the course has provided them with the knowledge and confidence to support two families, one experiencing domestic abuse and one involving two children with SEND.

Module 2 - Child Protection: An Introduction to multi-agency working

Module 2 is the LSCP's most popular course. This module is aimed at those who identify child protection concerns and make child protection referrals. It enhances competence around sound, evidence informed communications and making child protection referrals; contributing to child protection conferences and core groups; identifying and challenging drift and delay (with specific reference to the complexities of the child's experience when living with domestic violence, substance misuse and/or parental mental health problems) and using escalation procedures.

Courses: 5

Attendees: 111

Completed pre-evaluation forms: 116

Completed post- evaluation forms (delegate): 36*

Completed post- evaluation forms (manager): 25*

*At the time of writing this report the 3 month evaluation forms had not been sent out for the final course

Module 2 is attended by a broad mix of staff from a huge number of organisations, with various levels of experience. Those more experienced staff felt the course served as a good 'confirmation' or 'refresher' of their knowledge.

All delegates reported the course increased their confidence, with managers also pointing out that they had seen an increase in confidence from their staff member. One practitioner noted the course had made them 'far more vigilant' when working with children and communicating with families, they found that this vigilance resulted in families having more trust in them.

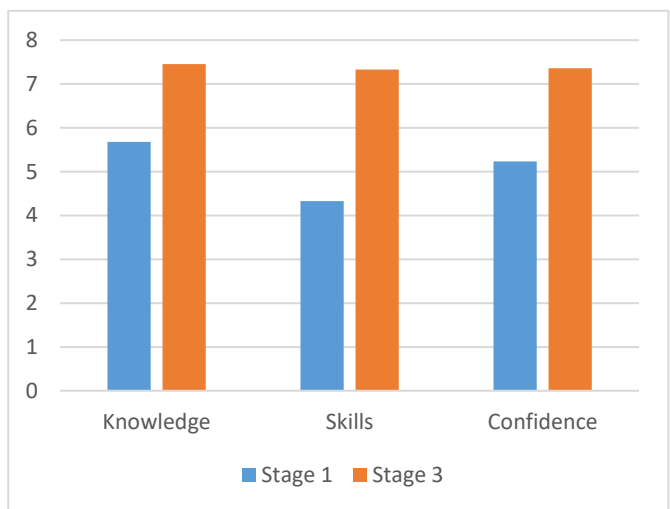


Figure 4

Module 3 - Child Protection: The Challenges of multi-agency working

This module is aimed at those who also regularly attend child protection conferences and core groups and/or supervise or manage those who do, or lead organisations that do. It addresses common concerns that arise from multi-agency working. It covers how to deal with conflict when it occurs, in a respectful and effective manner by using the LSCP's

escalation procedure. The module also highlights the importance of ensuring all partners are engaged in order for them to work together to effectively safeguard children.

Courses: 1

Attendees: 11

Completed pre-evaluation forms: 14

Completed post-evaluation forms (delegate): 4

Completed post-evaluation forms (manager): 3

Although the number of post-evaluation forms completed was low, it still provided us with an insight into what practitioners have gained from attending the training. All practitioners reported that communication with other agencies has improved since attending the

course. The course gave another practitioner the confidence to challenge an agency who wished to close a case when they believed it was inappropriate to do so. Finally, a manager reported that 'pupils are safer because our staff are more skilled' highlighting how children and young peoples' lives are improved as a result of practitioners attending training.

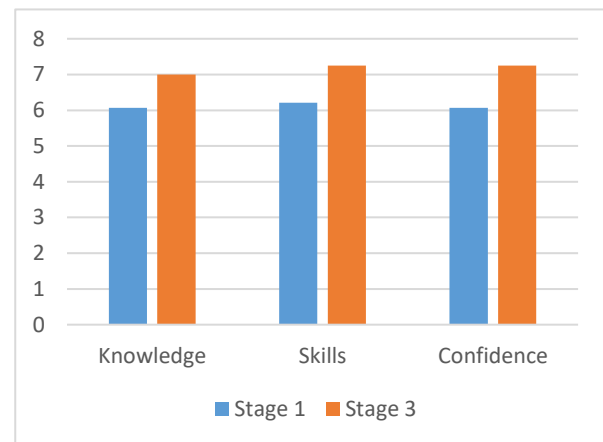


Figure 5

Module 4 - Child Protection: Analysis, judgement and leadership in partnership working

Module 4 is aimed at those who may provide evidence in criminal and civil proceedings and those who lead or contribute to Child Safeguarding Practice Reviews and those involved in LSCP partnership meetings.

This module enables participants to:

- Provide professional support and supervision to practitioners and colleagues leading or contributing to multi-agency risk assessment.
- Work with partners to analyse risks, review child protection plans and challenge drift and delay and manage conflict.
- Lead and deliver on the escalation procedures
- With partners, set standards for multi-agency audit and audit against them

Courses: 1

Attendees: 10

Completed pre-evaluation forms: 13

Completed post-evaluation forms (delegate): 5

Completed post-evaluation forms (manager): 2

Again, although the number of post evaluation forms were low, those completed did allow us to identify that knowledge, skills and confidence had increased as a result of the training.

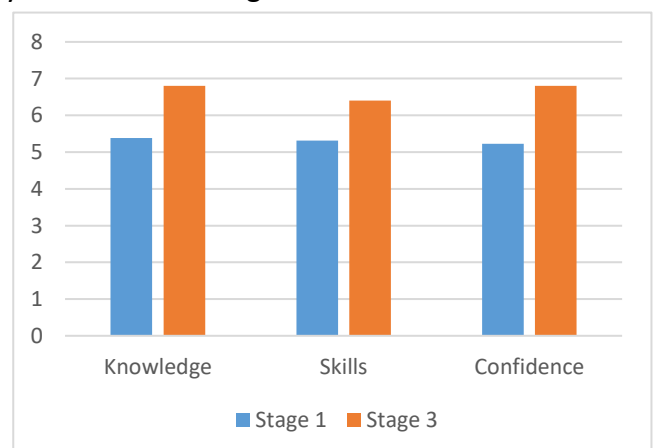


Figure 6

Delegates particularly identified that their confidence increased in relation to making referrals. Delegates also felt that as a result of the course, links were strengthened with other partners allowing for better multi-agency working.

Module 5a - Child Exploitation Awareness

Module 5a is aimed at those who work with children and young people and who are responsible for identifying and responding to child exploitation. The module was broadened from last year's sexual exploitation awareness in response to the new West Midlands definition of wider exploitation. By the end of the module, delegates will be able to recognise the West Midlands (Metropolitan) Area Definition for Exploitation (all Age) and how this applies in Solihull, apply the local screening tool to identify and respond appropriately to children who are at risk or involved in exploitation, engage with partners appropriately, communicating effectively and use local resources and national guidance and support agencies to help children and young people at risk or involved in Exploitation.

Courses: 3

Attendees: 45

Completed pre-evaluation forms: 48

Completed post- evaluation forms (delegate): 10

Completed post- evaluation forms (manager): 5

A common theme amongst Module 5a evaluation forms was a better understanding of the signs of exploitation. One practitioner noted that it gave them better perspective and taught them to be less naïve to potential risks of exploitation. In addition, the training has helped one practitioner to identify two young people who are at risk of exploitation and the training has taught the practitioner how best to support them. Practitioners said they felt knowledgeable enough to pass information on to other members of staff as a result of the training.



Figure 7

Module 5b - Exploitation: skills for working with those being groomed or exploited

Module 5b is aimed at those who work directly with vulnerable children and young people in relation to child exploitation. Again, this module was broadened from last year's sexual exploitation- skills for working with... in response to the new West Midlands definition of wider exploitation. This module provides practitioners with the knowledge, skills and confidence to develop an understanding of what is meant by a trauma informed response and why it's needed, know what contextual safeguarding means, recognise the importance in identifying and assessing the different relationships that children/young people form in their peer groups, schools, neighbourhoods and online, understand that children/young people's experiences of extra-familial abuse can undermine parent-child relationships and

consider working with parents as partners and know how and where to access tools and resources to support your work in contextual safeguarding.

Courses: 3

Attendees: 24

Completed pre-evaluation forms: 31

Completed post- evaluation forms (delegate): 4*

Completed post- evaluation forms (manager): 3*

*At the time of writing this report the 3 month evaluation forms had not been sent out for the final course

Many practitioners praised this module as an effective follow up to Module 5a. Feedback forms revealed that this module is useful in expanding an individual’s knowledge around exploitation.

Feedback suggests that attendees gained an increased confidence in the subject matter after attending this course and were more able to identify risk factors for exploitation. Delegates reported feeling more comfortable about approaching the subject with young people and their families after completing the module. In particular, one practitioner reported that the course helped them to recognise the signs of exploitation sooner in a young person and as a result felt more confident in referring this to MASH.

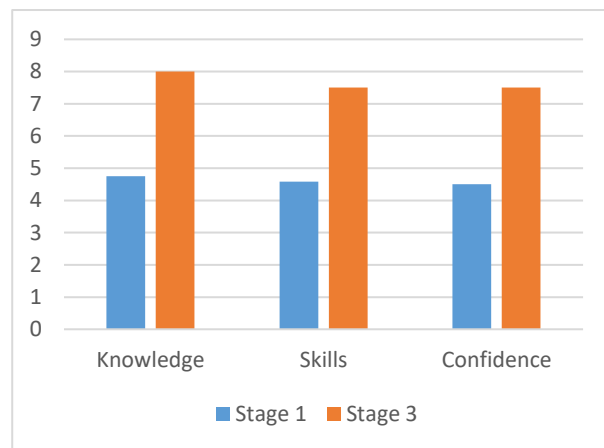


Figure 8

Module 6 - Neglect: Impact on child development

This module enables practitioners to use national research and practice experience to help them understand the impact of neglect on a child’s development, using evidence informed assessment tools and contributions from partner agencies to inform assessments.

Courses: 4

Attendees: 52

Completed pre-evaluation forms: 57

Completed post-evaluation forms (delegate): 14

Completed post-evaluation forms (manager): 11

The feedback from Module 6 is consistently positive with delegate reporting that it increased their confidence and ability to recognise signs particularly the ‘less obvious’ signs such as emotional neglect. One practitioner also felt

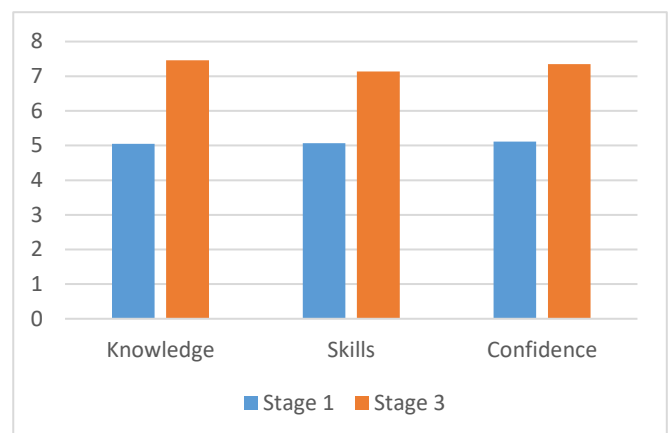


Figure 9

that the knowledge and understanding gained from the training helped them to explain their rationale for concerns in Child Protection Conferences.

Module 6b - Neglect: Domestic Abuse

This module is delivered in partnership with Birmingham & Solihull Women's Aid- Bhavna Somia- and focuses on the signs of domestic abuse, including coercive and controlling behaviour. Further to this, the course explores some of the many barriers faced by victims of domestic violence. Finally, the impacts of these behaviours on the child are considered and safety plans and assessments are discussed.

Courses: 2

Attendees: 19

Completed pre-evaluation forms: 23

Completed post-evaluation forms (delegate): 5

Completed post-evaluation forms (managers): 4

Following these courses participants reported feeling more confident about spotting the signs of domestic abuse, including those that are not always obvious. It was reported that as a result of delegates increased knowledge, they felt more capable of broaching the subject with potential victims in a sensitive and respectful manner. Practitioners feel more able to support children and young people living in a domestic abuse situation and

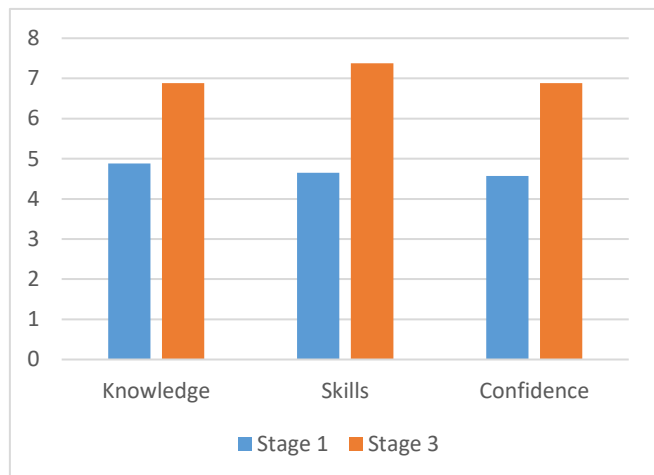


Figure 10

feel better able to signpost families to relevant services. As a result of the training delegates felt confident enough to support colleagues and disseminate their knowledge to them.

Module 6c – Neglect: The Graded Care Profile 2

The Graded Care Profile 2 (GCP2) is a tool designed to provide an objective measure of the care a parent provides to their child/ren. The course is aimed at those who identify and assess early help and child protection concerns and follow a multi-agency approach and/or regularly attend and report to child protection conferences and core groups and/or supervise or manage those who do. The course enables practitioners to understand and confidently use the Graded Care Profile 2 to inform their assessments.

Courses: 3

Attendees: 41

Completed pre-evaluation forms: 48

Completed post-evaluation forms (delegate): 4*

Completed post-evaluation forms (managers): 3*

*At the time of writing this report the 3 month evaluation forms had not been sent out for the final course

Many delegates saw the value of the tool in supporting families. Delegates felt the training made them more alert to potential signs and how to address them. One delegate also felt that as a result of the training they have the knowledge and confidence to support other members of staff how have concerns about a child.

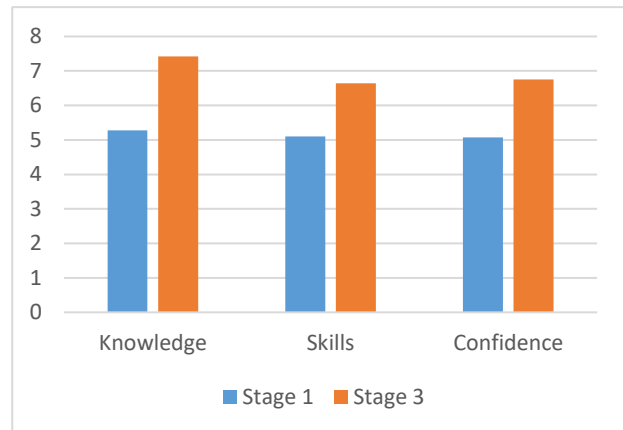


Figure 11

Module 6d – Neglect: Substance Misuse

This module focuses on families where substance misuse is suspected or has been disclosed. It covers awareness of the main types of substance abuse and the favoured substances prevalent in the Solihull borough. It aims to provide practitioners with an awareness of the impact of parental substance misuse, and the potential impact on children who misuse so that they can contribute to assessments where these issues are present.

Courses: 1

Attendees: 13

Completed pre-evaluation forms: 14

Completed post-evaluation forms (delegate): 6

Completed post-evaluation forms (managers): 1

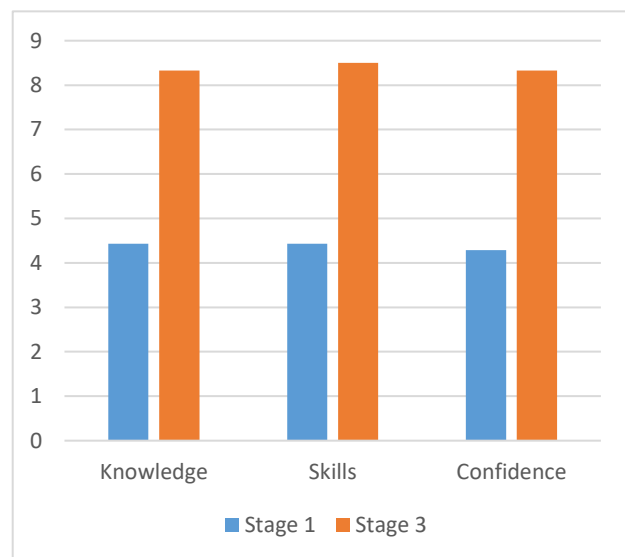


Figure 12

As it can be seen from Figure 12 , delegates' knowledge, skills and confidence grew as a result of this course. This was reinforced in the qualitative evaluations as every delegate reported they felt more confident after attending training. One practitioner noted that they were able to recognise substance misuse within a family which led to a Child Protection Plan being escalated. Additionally the training encouraged another practitioner to look at their PSHE lessons in school to look at curriculum sensitivity in relation to substances in an age-appropriate way.

Module 6e – Neglect: “Who is he”

This is a new course added this year, as there have been 3 recent serious case reviews in Solihull where domestic abuse was present, but the male/s in contact with the household/ children were not adequately identified and therefore the risk was not fully recognised and assessed. This session therefore aims to support and enable professionals to question gender bias; look at the reasons why men should be involved in safeguarding processes; while being able to confidently have effective and proactive conversations with men who perpetrate domestic abuse against their intimate partner and explore and develop an understanding of how working with perpetrators and women together can increase risk, fear and isolation to women and children. The delivery of this course is supported by Women’s Aid and My Time, and its continuation is subject to the commissioning arrangements for these services.

Courses: 2

Attendees: 27

Completed pre-evaluation forms: 31

Completed post-evaluation forms (delegate): 7

Completed post-evaluation forms (managers): 1

As mentioned, Module 6e is new for this year, however post-evaluation forms indicate the training is very beneficial in growing confidence in practitioners, particularly giving them the confidence to discuss concerns with parents.

Practitioners noted that the training was very accurate as they often only deal with mothers without considering who else may be involved with the child. As a

result one practitioner reported that it had made them more conscious of understanding family makeups.

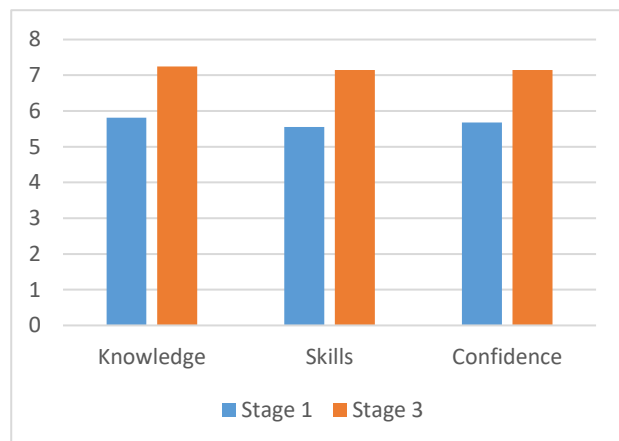


Figure 13

Module 7 – Physical Abuse: Impact on child development

Module 7 is delivered by Dr Alan Stanton, Designated Doctor. By completing this module attendees should be able to spot signs of physical abuse and understand its impact on a child’s development. Further to this, they should be able to effectively use evidence informed assessment tools and use contributions from partner agencies to inform assessment.

Courses: 1

Attendees: 12

Completed pre-evaluation forms: 14

Completed post-evaluation forms (delegate): 2
Completed post-evaluation forms (managers): 5

Although the number of post-evaluation forms was low, the general theme amongst those who completed them was that they felt more confident as a result of the training with approaching situations where physical abuse has or is occurring. Delegates reported that the training has improved their awareness of physical abuse as well as their vigilance.

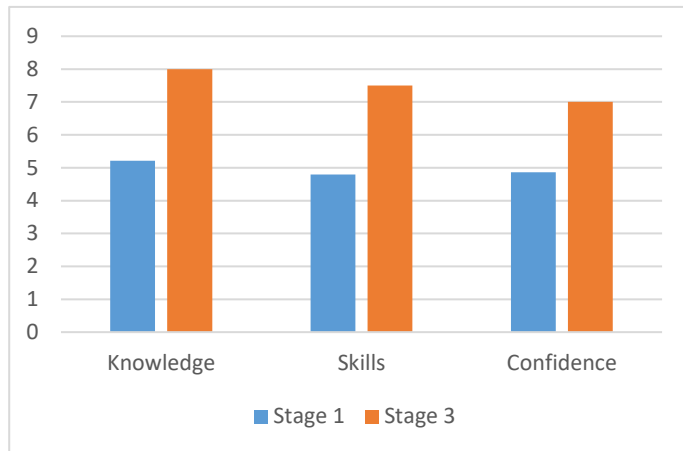


Figure 14

Module 8 – Emotional Abuse: Impact on child development

By completing Module 8 attendees should be able to spot signs of emotional abuse and understand its impact on a child’s development. Further to this, they should be able to effectively use evidence informed assessment tools and use contributions from partner agencies to inform assessment.

Courses: 2

Attendees: 20

Completed pre-evaluation forms: 21

Completed post-evaluation forms (delegate): 3

Completed post-evaluation forms (managers): 1

Overall, practitioners spoke about having an increased understanding of, and ability to spot, emotional abuse in its different forms. They also reported increased confidence in addressing these issues once identified.

Practitioners stated they now felt better equipped to support both the child and the family after attending the course.

One practitioner noted that the course had encouraged them to raise concerns of emotional abuse which, in turn, contributed to an ongoing involvement via a Child in Need plan. Finally, delegates reported that the training emphasised the importance of multi-agency working.

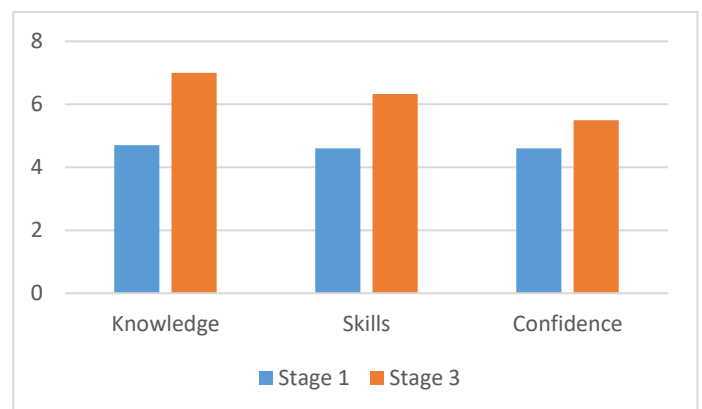


Figure 15

Module 9 – Sexual Abuse: Impact on child development

After completing this course delegates should be able to spot signs of sexual abuse and understand its impact on a child's development. Further to this, they should be able to effectively use evidence informed assessment tools and use contributions from partner agencies to inform assessment

Courses: 1

Attendees: 12

Completed pre-evaluation forms: 13

Completed post-evaluation forms (delegate): 3

Completed post-evaluation forms (managers): 4

Practitioners felt that this course was particularly useful in helping them have difficult conversations with children who they suspect are victims of abuse. The course increased their knowledge and understanding, which as a result improved recording and made them more conscious of the language they were using. One delegate felt that as a result of the training their contributions to Child Protection Plans had improved.

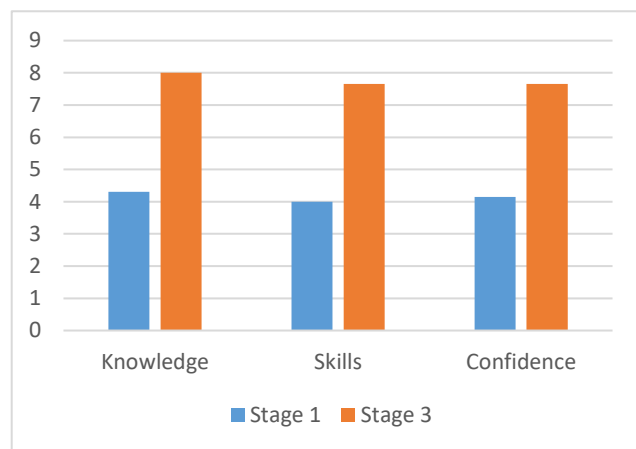


Figure 16

Managing Allegations Against Staff (MAAS)

It is for those with supervisory responsibilities for staff undertaking safeguarding work; managers and strategic leads in multi-agency organisations. This workshop provides an essential grounding for managers to enable them to manage allegations of abuse against staff who:

- Have, or may have harmed a child
- Have, or may have committed a criminal offence against or related to a child/ren
- Have behaved towards child/children in a way that indicates s/he is unsuitable to work with children

Courses: 3

Attendees: 47

Completed pre-evaluation forms: 58

Completed post-evaluation forms (delegate): 18

Completed post-evaluation forms (managers): 7

Following the courses many delegates reported that it had made them more confident in knowing what to do should an allegation be made. Delegates reported a greater awareness of procedures, with one delegate in particular reporting that the course had encouraged their agency to introduce a system for dealing with allegations, something they did not have previously.

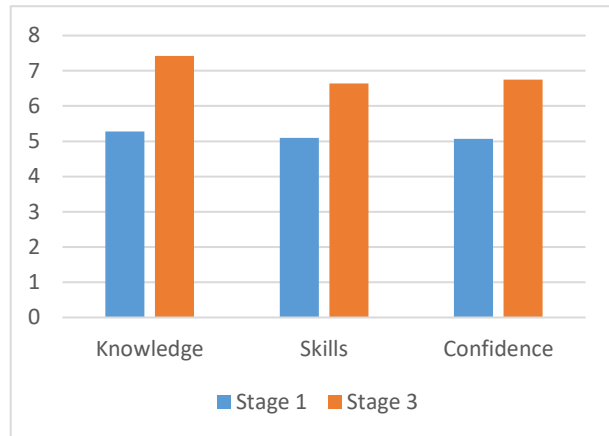


Figure 17

5. Module by Module Attendance Overview

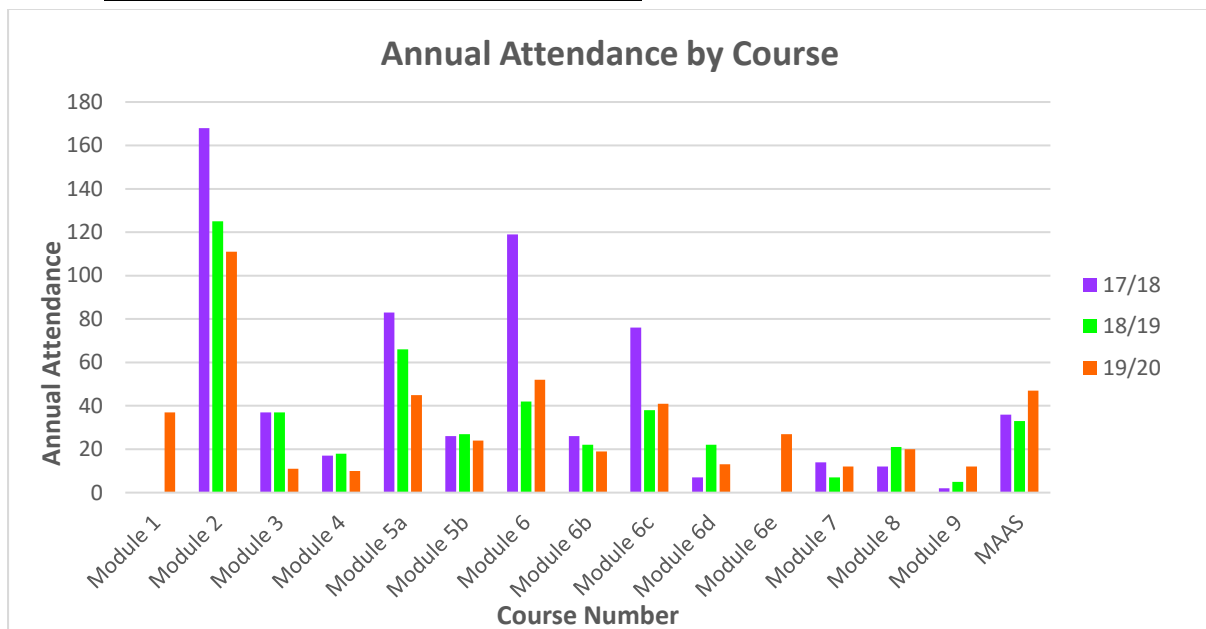


Figure 18

Modules are identified, designed and developed based on multi-agency competencies identified in findings from local and national serious case reviews, child safeguarding practice reviews, homicide reviews, theory, and research. They continue to be regularly reviewed and updated based on all of these sources, plus feedback from participants, the Safeguarding Practice Learning Forum and Solihull LSCP case and thematic audit findings.

6. Reflection Sessions

In June 2019 the LSCP delivered 2 reflection sessions; 2 hour sessions taking place from 3-5pm. The first was reflections from a Solihull serious case review focused on thinking and practice in cases where domestic abuse is a major factor, the second was reflections from a Solihull case learning review focused on thinking and practice in cases where the behaviour of the young person presents to professionals as the initial concern. 12 multi-agency

professionals attended the briefings, and they currently remain open for an expression of interest; if enough people are interested more briefing sessions can be arranged.

7. Learning from the “Rachel” Safeguarding Adults Review

The LSCP worked with Solihull Safeguarding Adults Board and Solihull Workforce Development, who commissioned Geese Theatre to design a drama to help demonstrate the learning from the “Rachel” SAR. Two events were delivered in 2019 attended by over 160 multi-agency professionals.

8. Multi-Agency Training Pool

Solihull LSCP training is developed and delivered with the support of a multi-agency training pool, and we would like to acknowledge the invaluable contribution made by these professionals and their organisations:

Dr Alan Stanton- UHB

Bhavna Somia- Women’s Aid, also joined by members from the Support team for Women’s Aid

Ceri-Lisa Murland- WM Probation

Deborah Adams – SMBC Children’s Services

Emma Lightfoot – SMBC Children’s Services

Emma Murphy- SIAS

Gina Godwin – Early Years Provider

Grace Harris – SMBC Children’s Services

Nicky Thomas- UHB

Phillipa Brookes- Education

Rebecca Walker – SMBC Workforce Development

Saghir Shah – My Time

Sarah Jefferies- SMBC Children’s Services

Simon Stubbs SMBC Children’s Services

Toni Clifton- SMBC Children’s Services

Professionals from the exploitation team including Emma Linton, Angela James and Natasha Mason

Professionals from SMBC HRE including Hillary Hargrave and Deana Leonard

There has been quite a bit of movement within the training pool; Deborah Adams a long standing valuable member of the training pool has now moved to Dudley. Grace Harris has taken a new role within SMBC, but will no longer be contributing to the training pool and Francesca Crossfield from WMP has been on maternity leave. We have also recruited new members to the pool; Tina Ferran from SIAS will replace Emma Murphy and Gemma Gormally will join from SMBC Children’s Services. We also have started to develop a mental health awareness module with Liam Loughton from Solar and Sharon Roadknight from Adult Mental Health Services.

9. Recognising and supporting parents in parental conflict train the trainer

12 professionals (1 LSCP training officer, 2 SMBC Children's Services, 1 SMBC Workforce Development, 2 UHB, 4 SWFT, 1 Education, 1 Early Years) also participated in a 2 day train the trainer course for recognising and supporting parents in parental conflict. This training was provided through funding gained by SMBC from the Department of Work and Pensions. These trainers have now been asked to develop this training within their own sectors and some will contribute to the future multi-agency training offer.

10. LSCP and SSAB Safeguarding Practice Learning Forum

The aim and purpose of the Safeguarding Practice Learning Forum is to bring together practitioners and managers from the adults and children's workforce to ensure that they are sufficiently equipped by way of local and national knowledge and skills to enhance safeguarding practice and thereby promote positive safeguarding outcomes for children, young people and adults with care and support needs. There have been 3 meetings held in this financial year; the first was focused on the Prevent duty, the second took a closer look at the safeguarding adult review "Rachel" and the terms of reference were reviewed in January. All information is available on the LSCP website

<https://solihullscp.co.uk/training.php>

11. Conclusions

Working Together 2018 states; "Multi-agency training will be important in supporting this collective understanding of local need. Practitioners working in both universal services and specialist services have a responsibility to identify the symptoms and triggers of abuse and neglect, to share that information and provide children with the help they need. To be effective, practitioners need to continue to develop their knowledge and skills in this area and be aware of the new and emerging threats, including online abuse, grooming, sexual exploitation and radicalisation. To enable this, the three safeguarding partners should consider what training is needed locally and how they will monitor and evaluate the effectiveness of any training they commission." (p12-13)

This report demonstrates that for another year evaluations for multi-agency training not only demonstrate the increase in participants' knowledge, skills and confidence, but also provide qualitative examples of how the training has been put into practice in the work place.

The variety of training modules are reviewed and developed based on the latest learning from local and national serious case reviews, child safeguarding practice reviews, domestic homicide reviews, theory, research, and case audit findings.

12. Training- next steps

The 2019-20 financial year ended in unprecedented circumstances, with 4 courses for recognising and supporting parents in parental conflict being cancelled because of lockdown conditions imposed due to the Coronavirus. These circumstances have continued to impact

on the delivery of face to face training from April 2020, with courses currently being cancelled.

Unfortunately SMBC is not yet supporting the use of any virtual platforms and this has meant that, although the LSCP training officer has worked with the NSPCC in the design and development of training for virtual delivery, there is no means to deliver this locally at the moment. An interim audio power point has been developed for child protection- an introduction to multi-agency working; professionals booking to complete this are asked to attend Module 2 when face to face training resumes, as it isn't possible to cover all of the multi-agency competencies usually covered in face to face training in an audio power point. The LSCP multi-agency safeguarding workforce development strategy is now due for review and the March meeting of the Response and Delivery Group agreed a training needs analysis should be distributed to partners to help inform this. The template which has been circulated to all partner agencies to support the training needs analysis is attached as Appendix 1.

Appendix 1

LSCP Multi-agency training needs analysis - The multi-agency safeguarding workforce development strategy moving forward- your help needed; *Identifying numbers of staff from each agency to be involved in LSCP training*

The current LSCP multi-agency safeguarding workforce development strategy is now due for review. The strategy is designed to enhance single agency training with each Module being focused not only on the subject, but additional multi-agency competencies. To help us forecast what training is required, can you please provide information about the numbers of your staff likely to need to access multi-agency training. Below is a table of the Modules available to assist with this. The 2015-17 strategy introduced as a general guide, all those who regularly make child protection referrals, are regularly expected to attend child protection conferences and core groups, and/or manage or supervise those who do, should receive a minimum of 3- 6 hours of multi-agency training; ideally at least 1 module per year. This is not a fixed rule but should be intelligently used as guide to help practitioners engage in multi-agency training.

Name of person completing:		Organisation:	Date completed:		
Module number and who for	When you have completed this learning, you will be able to	Duration & cost per person*	Number to be trained per year		
			2021	2122	2223
Module 1 Early Help Those who identify additional needs and carry out early help assessments	<ul style="list-style-type: none"> Apply Solihull local thresholds, Respond appropriately to concerns about children with additional needs by effectively interacting with partner professionals, Carry out early help assessments 	½ day Free			
Module 1b Recognising and supporting parents in parental conflict Those who identify additional needs and carry out early help assessments	<ul style="list-style-type: none"> Recognise the key differences between destructive and constructive conflict and the impact this has on child outcomes. Understand whether the formation of families changes the quality of those relationships and the warning signs that a relationship is in distress. Know why active listening and empathy are as important as how you ask the right questions. Have confidence in practice in working with parents in conflict situations and using the tools available to support this work. 	Full day Free This is a new course developed with initial funding from DWP			
Module 2 Child	<ul style="list-style-type: none"> At the appropriate threshold make sound, evidence informed 	Full day £80			

<p>Protection: An introduction to multi-agency working Those who identify child protection concerns and make child protection referrals</p>	<p>communications and good quality child protection referrals,</p> <ul style="list-style-type: none"> • Make sound evidence informed contributions when participating in child protection conferences and core groups. • Identify and challenge drift and delay in multi-agency work to safeguard children and young people; and be specifically alert to the complexities of the child's experience when living with Domestic violence, substance misuse and/or parental mental health problems. • Effectively use escalation procedures when conflicts occur in multi-agency safeguarding work and resolution cannot be sought 				
<p>Module 3 Child Protection: The challenges of multi-agency working Those who also regularly attend child protection conferences and core groups and/or supervise or manage those who do, or lead organisations that do</p>	<ul style="list-style-type: none"> • Accurately identify and manage common impediments to partnership working to safeguard children & young people • Understand and respect multi agency difference and manage conflict with humility. • Sensitively understand the multi-dimensional nature of risk in safeguarding work; including issues impacting on parenting, such as substance misuse, Domestic Violence and adult mental health. • Promptly recognise and respond to drift and delay and non-compliance and develop professional alertness to risk while working in partnership with parents. • Recognise how you interact with these elements and use supervision effectively to safeguard children and protect your wellbeing. • Actively seek and provide challenge with partners in safeguarding work. • Effectively support staff to use the LSCP escalation procedures when resolution cannot be reached in safeguarding work. • Effectively engage partners to enable sound judgement based on all evidence, including recent evidence and challenge inability to consider new evidence to safeguard children. 	<p>Full day £80</p>			
<p>Module 4 Child Protection:</p>	<ul style="list-style-type: none"> • Effectively provide professional support and supervision to practitioners and colleagues leading 	<p>Full day £80</p>			

<p>Analysis, judgement and leadership in partnership working Those who may provide evidence in criminal and civil proceedings and those who lead or contribute to Child Safeguarding Practice Reviews and those involved in LSCP partnership meetings</p>	<p>or contributing to multi-agency risk assessment in safeguarding work.</p> <ul style="list-style-type: none"> Effectively work with partners to analyse risks, review child protection plans and challenge drift and delay and manage conflict to safeguard children & young people. Effectively lead and deliver on the escalation procedures Set standards for multi-agency audit and audit against them to ensure the quality and continual improvement in work to safeguard children & young people. 				
<p>Module 5a Child Exploitation Awareness Those who work with children and young people and who are responsible to identify and respond to child exploitation.</p>	<ul style="list-style-type: none"> Recognise the West Midlands (Metropolitan) Area Definition for Exploitation (all Age) and how this applies in Solihull. Apply the local screening tool to identify and respond appropriately to children who are at risk or involved in exploitation. Engage with partners appropriately, communicating effectively Use local resources and national guidance and support agencies to help children and young people at risk or involved in Exploitation 	<p>½ day £40</p>			
<p>Module 5b Exploitation: Skills for working with those being groomed or exploited Those who work directly with vulnerable children and young people in relation to</p>	<ul style="list-style-type: none"> Develop an understanding of what is meant by a trauma informed response and why it's needed Know what contextual safeguarding means Recognise the importance in identifying and assessing the different relationships that children/young people form in their peer groups, schools, neighbourhoods and online Understand that children/young people's experiences of extra-familial abuse can undermine parent-child 	<p>Full day £80</p>			

child exploitation	<p>relationships and consider working with parents as partners</p> <ul style="list-style-type: none"> • Know how and where to access tools and resources to support your work in Contextual safeguarding 				
<p>Module 6 Neglect: Impact on child development Those who identify and assess early help or child protection concerns and regularly follow a multi-agency approach and/or attend and report to child protection conferences and core groups and/or supervise or manage those who do</p>	<ul style="list-style-type: none"> • Carry out or contribute to thorough assessments of children where neglect is suspected; <ul style="list-style-type: none"> ➤ appropriately using national research and practice experience ➤ accurately recognising and referring to the impact on the child's development ➤ effectively using evidence informed assessment tools ➤ effectively utilising contributions from partner agencies to inform assessment 	Full day £80			
<p>Module 6b Neglect-Domestic Abuse Those who identify and assess early help or child protection concerns and regularly follow a multi-agency approach and/or attend and report to child protection conferences</p>	<ul style="list-style-type: none"> • Carry out or contribute to thorough assessments of children where domestic abuse is suspected by: <ul style="list-style-type: none"> ➤ Identifying behaviours which constitute domestic abuse including coercion and control and understanding their impact on child development. ➤ Identifying barriers to engagement for victims of domestic abuse and constructing ways to overcome these. ➤ Utilise methods of safety planning which are vital to any intervention where DA is present. ➤ Effectively recognise how DASH/DVR can assist assessments, safety planning and multi-agency working 	Full day £80			

<p>and core groups and/or supervise or manage those who do</p>					
<p>Module 6c Neglect- Graded Care Profile 2 Those who identify and assess early help or child protection concerns and regularly follow a multi-agency approach and/or attend and report to child protection conferences and core groups and/or supervise or manage those who do</p>	<ul style="list-style-type: none"> • Become licensed to use the Graded Care Profile 2. • Consolidate knowledge in relation to neglect. • Know where to go locally for support 	<p>Full day £80</p>			
<p>Module 6d- Neglect- Substance misuse Those who identify and assess early help or child protection concerns and regularly follow a multi-agency approach and/or attend and report to child protection</p>	<ul style="list-style-type: none"> • When you have completed this training you will be able to: • Carry out or contribute to thorough assessments of families where substance misuse is suspected or has been disclosed; • By being able to display awareness of main substance types of abuse and refer this to known prevalence in Solihull borough/community • Holding awareness of the favoured substances and the potential impact on children who misuse • Having an awareness of the impact of parental substance misuse and their potential to impede ability to safeguard children • Being aware of specialist services available to support assessment, safe 	<p>½ day £40</p>			

conferences and core groups and/or supervise or manage those who do	planning and promote multi-disciplinary working			
Module 6e- Neglect- "Who is he" Those who identify and assess early help or child protection concerns and regularly follow a multi-agency approach and/or attend and report to child protection conferences and core groups and/or supervise or manage those who do	<ul style="list-style-type: none"> • An increased understanding around how domestic abuse is used as a tool to control Women and Children • Greater understanding as to why we work with perpetrators • Increased awareness around how to approach/open the conversation with a perpetrator about their behaviour • Expand skills and confidence to challenge perpetrators about domestic abuse • How to respond to disclosures of perpetrating domestic abuse • Greater understanding of how to work with the perpetrator to take responsibility for their behaviour • Improved understanding of how to work with perpetrators to increase motivation to change their behaviour • An understanding of learning from Domestic Homicide Reviews • An awareness of what women might do to assess their own risk, and the impact this may have on her behaviour • An understanding of how perpetrators may use engagement with professionals and multi-agency forums to further control women • Greater understanding of their professional role in maximising safety of women and children 	Full day £80 This module may not continue as is subject to commissioning of perpetrator program		
Module 6f – Neglect- Mental Health Those who identify and assess early help or child protection concerns and regularly follow a multi-agency approach	<ul style="list-style-type: none"> • Display awareness of the types of mental health needs. • Hold awareness of the different types of mental health concerns and the continuum of need/ support • Have an awareness of the possible impact of unmet mental health needs on parenting capacity and the possible impact of children's unmet mental health needs on their present and future resilience and wellbeing. • To be aware of specialist services available to support assessment, safety planning and promote multi-disciplinary working. 	½ day £40 This is new, due to start in 2020		

<p>and/or attend and report to child protection conferences and core groups and/or supervise or manage those who do</p>					
<p>Module 7 Physical Abuse Those who identify and assess early help or child protection concerns and regularly follow a multi-agency approach and/or attend and report to child protection conferences and core groups and/or supervise or manage those who do</p>	<ul style="list-style-type: none"> • Carry out or contribute to thorough assessments where physical abuse is suspected <ul style="list-style-type: none"> ➤ appropriately using national research and practice experience ➤ accurately recognising the continued aspects of physical abuse and its impact on the child's development ➤ effectively using evidence informed assessment tools ➤ effectively utilising contributions from partner agencies to inform assessment 	<p>½ day £40</p>			
<p>Module 8 Emotional Abuse Those who identify and assess early help or child protection concerns and regularly follow a multi-agency approach and/or attend and</p>	<ul style="list-style-type: none"> • Carry out or contribute to thorough assessments where emotional abuse is suspected <ul style="list-style-type: none"> ➤ appropriately using national research and practice experience ➤ accurately recognising and referring to the impact on the child's development ➤ effectively using evidence informed assessment tools ➤ effectively utilising contributions from partner agencies to inform assessment 	<p>½ day £40</p>			

<p>report to child protection conferences and core groups and/or supervise or manage those who do</p>					
<p>Module 9 Sexual Abuse Those who identify and assess early help or child protection concerns and regularly follow a multi-agency approach and/or attend and report to child protection conferences and core groups and/or supervise or manage those who do</p>	<ul style="list-style-type: none"> • Carry out or contribute to thorough assessments of children where sexual abuse is suspected; <ul style="list-style-type: none"> ➤ appropriately using national research and practice experience ➤ accurately recognising and referring to the impact on the child's development ➤ effectively using evidence informed assessment tools ➤ effectively using contributions from partner agencies to inform assessment. 	<p>Full day £80</p>			
<p>Managing Allegations Against Staff For those with supervisory responsibilities for staff undertaking safeguarding work; managers and strategic leads in multi-agency organisations</p>	<ul style="list-style-type: none"> • This training provides an essential grounding for managers to enable them manage allegations of abuse against s who: <ul style="list-style-type: none"> ➤ Have, or may have harmed a child ➤ Have, or may have committed a criminal offence against or related to a child/ren ➤ Have behaved towards a child/children in a way that indicates s/he is unsuitable to work with children 	<p>½ day £40</p>			

***Charging**

Places on multi-agency training courses are generally available at no additional cost to agencies that have contributed to the Solihull LSCP budget. Places for the voluntary and 3rd sector are provided free of charge. Schools that are government funded (i.e. not private schools) will receive 1 place free per year per school on modules 2, 5 (a & b) & 6 (b, c, d & e) they may buy extra places or those on other courses if available at the same rate mentioned above. Any non-attendance fee of the full course price is charged for all places not attended or cancelled within 48 hours of the course running; even if the place would have been free if attended.

Please provide information below on any other training and development opportunities you would like to see provided for the multi-agency workforce

Who for	When you have completed this learning, you will be able to	Duration & charge	Number to be trained each year		
			20-21	21-22	20-23

(If you have requested virtual multi-agency training please specify what platform your organisation has access to, as this will only be viable if the majority of agencies can access the same virtual platform)

Would be good to have some webinars/ online with specialist speakers – Solihull Council are looking into skype for business but a lot of people can access zoom on personal phones/ laptops and work phones but not the work network.