

LSCP Training Report 20/21

3. Attendance Analysis

Between April 2020 and March 2021, 175 practitioners and members of staff completed LSCP multi-agency training. As demonstrated in Figure 1 below, this has vastly decreased compared to previous years due to the inability to conduct face-to-face training as a result of COVID-19.

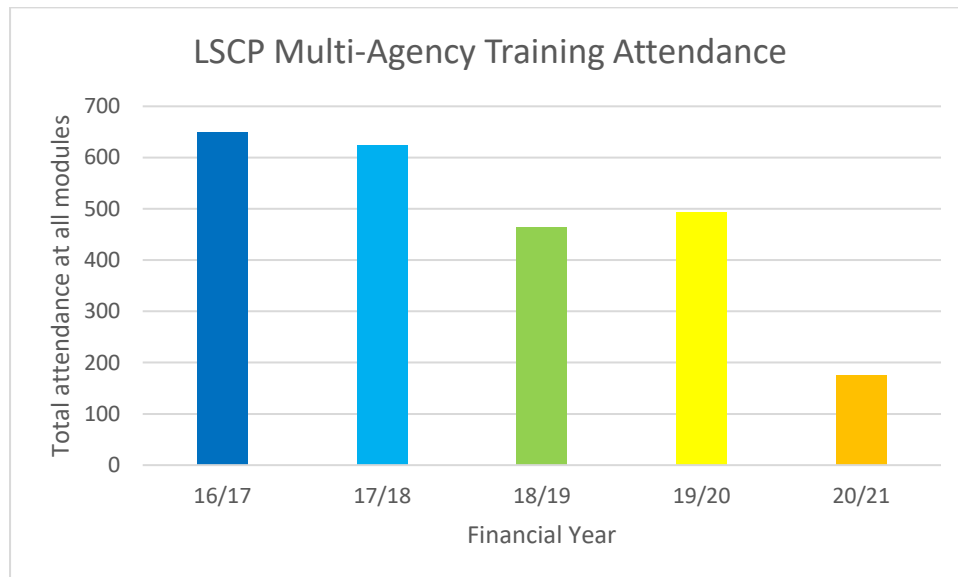


Figure 1

In terms of attendance by agency, Figure 2 below demonstrates the breakdown of agency attendance. Again, Schools and Colleges make up the majority of delegates attending training. In previous years this would have been followed by Childrens Social Care however, this year has seen an increase in the amount of delegates attending from the Voluntary and Third Sector.

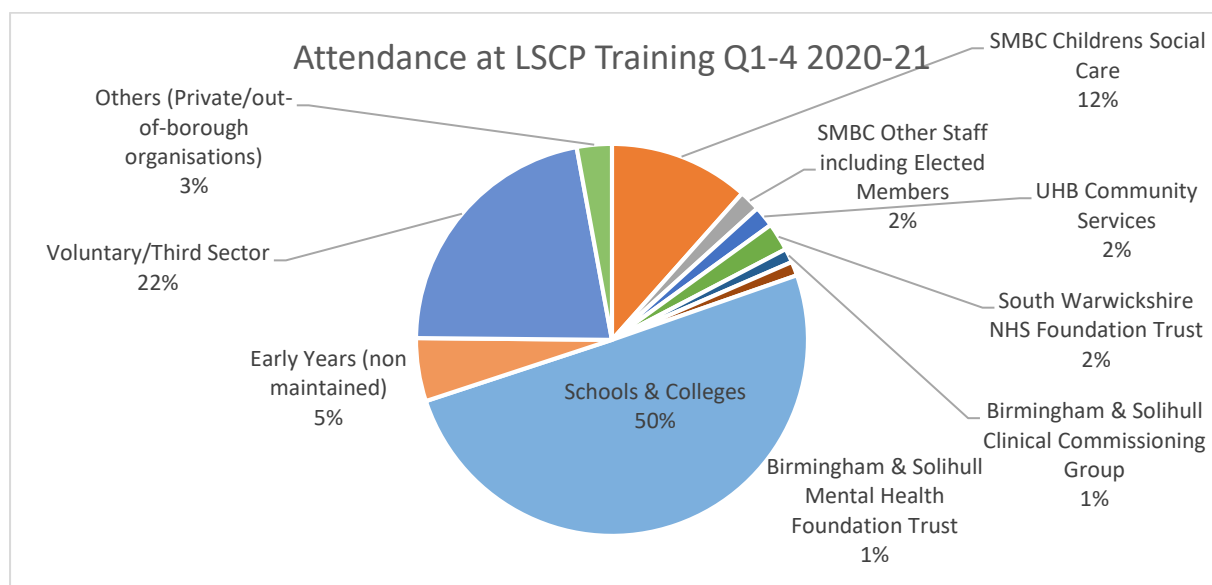


Figure 2

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.

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.

Interim Course - Child Protection- An Introduction to multi-agency working

This course is delivered via a power point with audio that has been introduced as an interim measure during the current Covid 19 circumstances. It is aimed at those who identify child protection concerns and make child protection referrals. Upon completion of the course, delegates should be able to:

- Understand what threshold guidance is and how it can help you make sound, evidence informed communications and good quality child protection referrals.
- Have an understanding of the processes and the contributions you will need to make when participating in child protection conferences and core groups.
- Be aware of case learning meetings and the dispute resolution/escalation procedures that can be used when conflicts occur in multi-agency safeguarding work and resolution cannot be sought.

It is expected that once the opportunity to attend face to face training resumes anyone who has completed this course will attend Module 2.

Courses: 23

Attendees: 49

Completed pre-evaluation forms: 65

Completed post- evaluation forms (delegate): 36*

Completed post- evaluation forms (manager): 25*

From participants:

I am able to offer advice to others to ensure best practice for all.

Has benefitted when we have our safeguarding meetings as we are now all up to date with information.

It has allowed the correct procedures and outcomes to be obtained through MASH for those cases I have had to deal with since joining Solihull

Being able to identify causes for concern. To be able to progress my concern in order to ensure the best outcome for the child and their family.

From managers:

We have had a number of concerns raised over the course of this term so the worker has supported families as expected and guided staff when required.

The staff member has a greater understanding of individual need and adhering to correct policies

The staff member know how to support families and young people if a problem occurs.

Increased knowledge and confidence in safeguarding procedures

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: 5

Attendees: 11

Completed pre-evaluation forms: 23

Completed post- evaluation forms (delegate): 2

Completed post- evaluation forms (manager): 0

From participants:

gaining support for student through successful referrals for MACE Working together positively and communicating well with other agencies

Help keep children in our care safe & not at risk. Help highlight dangers & steer children & their family in the right direction. Noticing warning signs and how to address them.

Discussions with young people about their experiences and helping them to understand that they have been exploited even though they do not see it that way.

Virtual learning- Domestic Abuse and Coercive Behaviour

This course is aimed at 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. Upon completion delegates should be able to carry out or contribute to thorough assessments of children where domestic abuse is suspected by:

- Identifying behaviours which constitute coercion and control and understanding their impact
- Identifying barriers to engagement for victims of domestic abuse and constructing ways to overcome these.

Courses: 5

Attendees: 13

Completed pre-evaluation forms: 13

Completed post- evaluation forms (delegate): 3*

Completed post- evaluation forms (manager): 1*

From participants:

Language used to talk to parents has been rethought to build relationships and personal strengths Higher awareness of subtle clues of control - they have been seen and support put in place

Having a better knowledge and understanding of how to listen/what questions to ask when meeting with potentially vulnerable parents or children has improved my practice for taking family histories. I now feel more confident in spotting gaps or potential red flags that may explain why a particular issue has become apparent

From the manager:

The worker can support families to identify the indicators of abuse. She can ask the right questions to support adults who might be experiencing abuse.

Since completing the module, the delegate has led on several incidents, often resulting referrals to MASH. This course has supported her to develop her confidence in dealing with such incidents and a greater knowledge and understanding of the many factors often at work has enabled her to gather necessary information in order to raise concerns further and equip other services with as much factual information as possible.

Virtual learning - Young People's Mental Health coming out of lockdown

This session aims to promote discussion about young people's mental health and possible impacts through lockdown, encouraging those who attend to think about what response is needed.

Courses: 1

Attendees: 11

Completed pre-evaluation forms: 12

Completed post- evaluation forms (delegate): 0

Completed post- evaluation forms (manager): 0

From participants:

Confidence in knowing the right next steps to support - The value of open questions and examples

This training enhanced my knowledge and understanding to support the children

From the managers:

The worker, particularly now is regularly dealing with children/families who are experiencing mental health challenges. Parents have acted upon advice and signposting which has enabled the correct support to be given to the families.

Virtual learning - Parents as partners in tackling child exploitation (CE): Working with and supporting parents affected by CE

This course aims to look at the impact of Child Exploitation (CE) on the family and explore effective methods of working with and supporting parents and carers affected by CE to help safeguard the child or young person.

By the end of the session the learner will:

- Understand the impact of CE on families
- Identify the specific support needs of affected parents and carers
- Recognise elements of good practice for effective support
- Identify the benefits of a child and family centred approach to CE
- Appreciate the importance of including parents and carers as partners in tackling CE
- Understand the role of Pace and how it supports parents

Courses: 1

Attendees: 2

Completed pre-evaluation forms: 3

Completed post- evaluation forms (delegate): 0

Completed post- evaluation forms (manager): 0

Virtual training - An Introduction to Contextual Safeguarding

This course aims to develop an understanding, and explore ways of responding to, young people's experiences of significant harm beyond their families.

By participating in this training participants will:

- Develop an understanding of what contextual safeguarding means
- Recognise the importance in identifying and assessing the different relationships that young people form in their neighbourhoods, schools and online
- Understand that young people's experiences of extra-familial abuse can undermine parent-child relationships.
- Know how and where to access tools and resources to support your work in Contextual Safeguarding

Courses: 2

Attendees: 10

Completed pre-evaluation forms: 11

Completed post- evaluation forms (delegate): 0*

Completed post- evaluation forms (manager): 0*

Virtual Training - An introduction to safeguarding for voluntary & community sector organisations

This course is aimed at those who work or volunteer in voluntary and community sector not for profit organisations for children, young people and families.

The course offers the following learning outcomes:

- Understand what is meant by safeguarding and child abuse
- Describe different types, signs and indicators of abuse and neglect

- Understand how to respond to concerns about safety and welfare of children and know who to report to
- Understand what the process is for reporting your concerns and recording your observations

Courses: 3

Attendees: 20

Completed pre-evaluation forms: 23

Completed post- evaluation forms (delegate): 1*

Completed post- evaluation forms (manager): 1*

From the participant:

More confident Able to react more quickly to client situation

I really got a better understanding of safeguarding when I joined the training. It helped me see a wider picture of how children are treated and how in safeguarding we have a responsibility to go about situations.

I am determined to be a useful team member, to listen and act. The training has opened my eyes to abuse, and my role within the safeguarding team.

From the manager:

The attendee has changed our policy with the knowledge she gained. She had good understanding before but feels it is even better now

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.

Courses: 4

Attendees: 19

Completed pre-evaluation forms: 25

Completed post- evaluation forms (delegate): 3*

Completed post- evaluation forms (manager): 1*

From Participants:

I have been able to discuss with a parent the next steps needed in her personal circumstances. I have identified with a colleague that a child is not at threshold and been able to outline why this is.

Training gave clarity on levels of support - one family has since been moved to level 3 with additional support with someone going into the home to help parenting Toxic stress discussed and family identified for further support - child becoming more settled in school

Better understanding of ACEs and the impact these have on learning.

I have been able to provide first line support and build a good relationship with a pupil and her family to ensure her wellbeing and safeguarding. This has also involved getting advice from outside agencies.

From managers:

The worker has supported colleagues with identifying sources of support for families who cause a lower level of concern.

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: 2

Attendees: 5

Completed pre-evaluation forms: 8

Completed post-evaluation forms (delegate): 1*

Completed post-evaluation forms (managers): 1*

From participant:

feel better supported to undertake GCP2 – so neglect can be assessed

From the manager:

The worker has completed the GCP2 assessment with one of her cases. She brought this to supervision and we looked through this together. We reflected on how she found the tool and the impact it had. She felt confident in using this tool following the training

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: 2

Attendees: 8

Completed pre-evaluation forms: 11

Completed post-evaluation forms (delegate): 0*

Completed post-evaluation forms (managers): 0*

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: 1

Attendees: 4

Completed pre-evaluation forms: 7

Completed post-evaluation forms (delegate): 1

Completed post-evaluation forms (managers): 0

From participant:

Supported a young child whose parents have been arguing over them. Attendance and home work have improved. Supported another child whose mum has mental health issues.

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: 2

Completed pre-evaluation forms: 9

Completed post-evaluation forms (delegate): 0*

Completed post-evaluation forms (managers): 1*

From the manager:

The worker is able to make a decision about sexual exploitation and provide support to young people in relation to this

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: 1

Attendees: 21

Completed pre-evaluation forms: 21

Completed post-evaluation forms (delegate): 0

Completed post-evaluation forms (managers): 0

From the participant:

Made me more aware of this aspect - I had very basic experience/ knowledge before. It's made me think about the process if an allegation is made and find out a bit more in my own setting.

Knowledge of how possible interim safeguarding procedures to put in place if an allegation is made Opportunity to remind staff of their conduct to minimise the potential for allegations

Improved the 'safeguarding is everyone's responsibility' including being vigilant about all adults on the premises

Cascaded learning to other staff - awareness of preventing situations that could result in any allegation, what happens if an allegation is made and the due process/outcomes. Review of policy and practice, in particular our support systems available for any colleagues who may find themselves in this situation/any colleague involved in the process for any reason (e.g. managers). Both of which have contributed to a safer environment for our children and staff. Refreshed staff self-awareness of keeping within procedures

From managers:

Ensuring that children are safe with all adults within our setting due to the procedures Ensuring that staff are vigilant about colleagues behaviour and keep themselves safe.

Clearer awareness of potential allegations which could occur and discussions with inclusion team about possible impact Robust procedure, with swift response to support pupils and staff where necessary

The worker left this module with a lot of questions which has helped to review and understand practice as we enter a new management system she has been able to offer support to other safeguarding team colleagues in making decisions about when to contact the LADO/what our actions should be.