

Solihull LSCP Multi-Agency Training Report 21/22

Attendance Analysis

Between April 2021 and March 2022, 475 practitioners and members of staff completed LSCP multi-agency training. As demonstrated in Figure 1 below, this has increased by 300 delegates compared to last year. This is likely due to offering a blended approach to training whereby some face-to-face training has been reintroduced as well as some virtual training too.

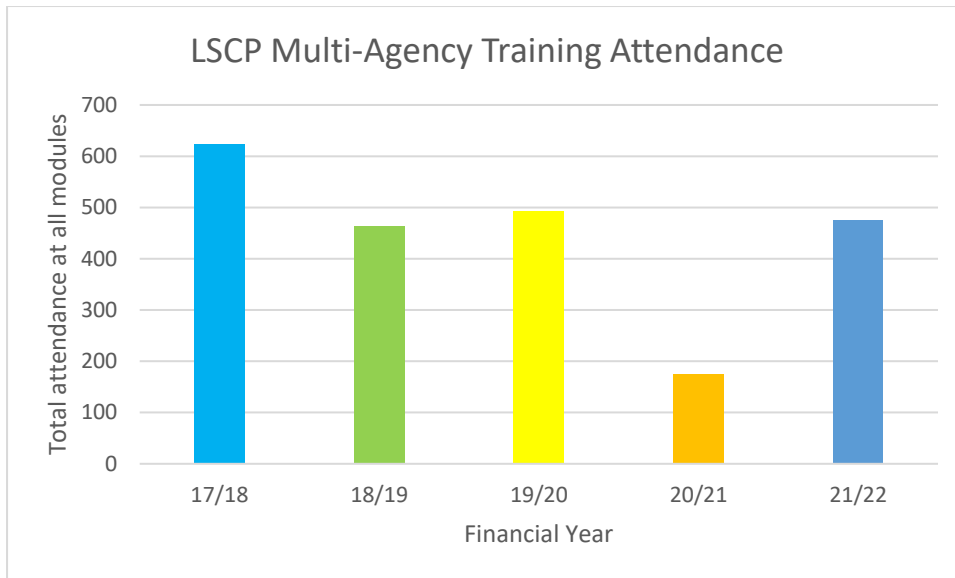


Figure 1

In terms of attendance by agency, Figure 2 below demonstrates the breakdown of agency attendance. Again, Schools and Colleges make up over half of all delegates attending training.

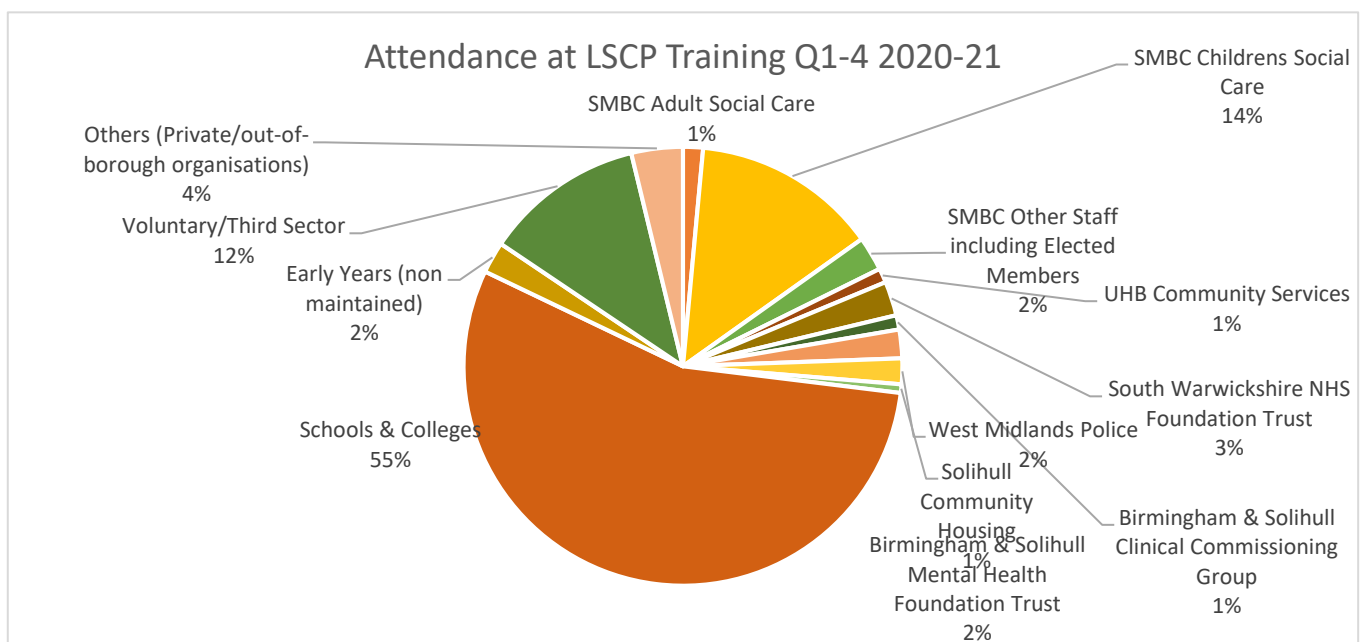


Figure 2

The following report highlights the modules offered through 2021-22 along with the agency attendance:



Training figures
breakdown q1-4 21.

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, completed 3 months after training, 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.

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. It should also be noted that post course evaluations on each course overall are low however for a number of courses, the 3 month post course evaluation forms have not yet been sent out and therefore not all courses are able to provide post course feedback at this time.

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 and was available until November 2021. 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.

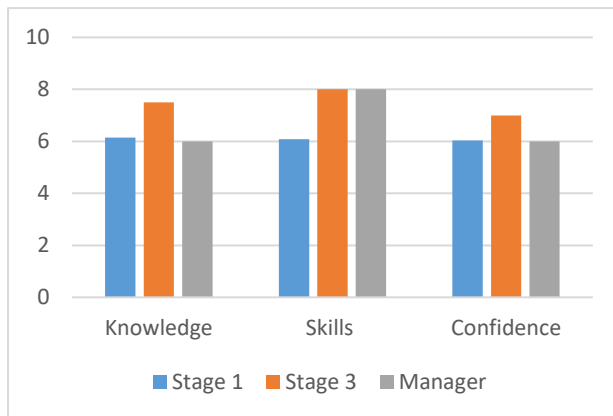
Courses: 10

Attendees: 19

Completed pre-evaluation forms: 38

Completed post- evaluation forms (delegate): 2

Completed post- evaluation forms (manager): 1



Notes on written feedback – Felt able to advise others as a result of the knowledge gained from the course, better understanding of what support is available, feeling more confident that they are doing their job well, better understanding around core groups and case learning meetings,

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

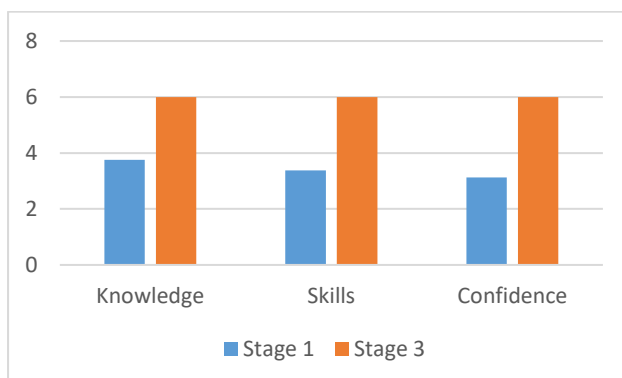
Courses: 3

Attendees: 29

Completed pre-evaluation forms: 34

Completed post-evaluation forms (delegate): 3

Completed post-evaluation forms (managers): 0



Notes on written feedback – highlighted the importance of the voice of the child, increased confidence

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. This module includes introduction to Adverse Childhood Experiences (ACE's), intersectionality and information of how toxic stress affects us and what can be done to help informed by Harvard research.

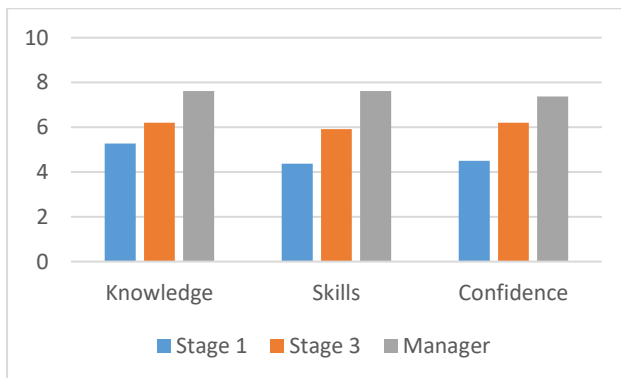
Courses: 5

Attendees: 56

Completed pre-evaluation forms: 59

Completed post- evaluation forms (delegate): 12

Completed post- evaluation forms (manager): 5



Notes on feedback comments – provided confidence to speak to partners about early help, now able to talk the lead in school to set up early help process, more confidence in applying thresholds, supported partnership working, reminder of ACEs in the course has allowed them to be more vigilant with spotting signs.

Module 1b Early Help – Recognising and supporting parents in parental conflict

This course explores an individual's role as a front-line practitioner when identifying and discussing parental conflict with parents. This course allows practitioners to recognise the differences between destructive and constructive conflict and the impact this has on child outcomes as well as giving practitioner's confidence in practice when working with parents in conflict situations.

Courses: 1

Attendees: 9

Completed pre-evaluation forms: 12

Completed post- evaluation forms (delegate): 0

Completed post- evaluation forms (manager): 0

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.

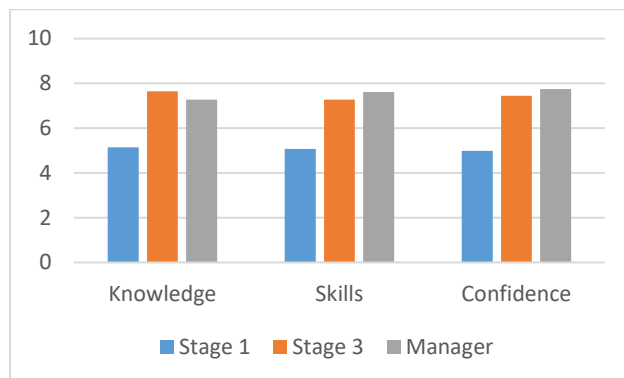
Courses: 6

Attendees: 59

Completed pre-evaluation forms: 66

Completed post- evaluation forms (delegate): 18

Completed post- evaluation forms (manager): 15



Notes on feedback comments – increased confidence when talking to parents about accessing support from other agencies, made them reconsider how they record conversations and the language they use, increased knowledge of procedures, increased confidence when completing referrals, have made the wording of referrals far more specific as a result of the training:

“From a trauma informed approach, I have more understanding on events that could impact a child's life” Participant Nov 21

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.

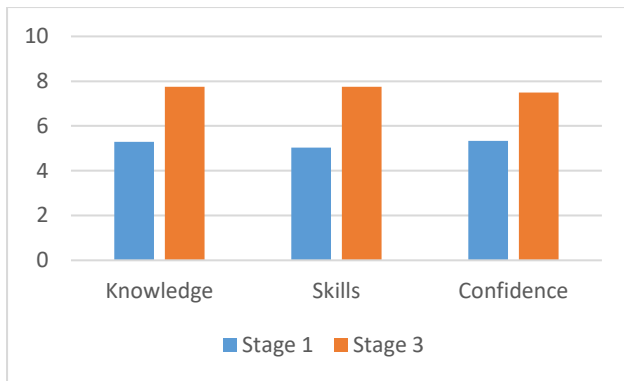
Courses: 2

Attendees: 9

Completed pre-evaluation forms: 9

Completed post- evaluation forms (delegate): 3

Completed post- evaluation forms (manager): 0



Notes on feedback comments – increased confidence to effectively support staff to use the LSCP escalation procedures when resolutions cannot be reached.

“I manage conflict and have difficult conversations more sensitively and with more confidence”
Participant December 2021

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

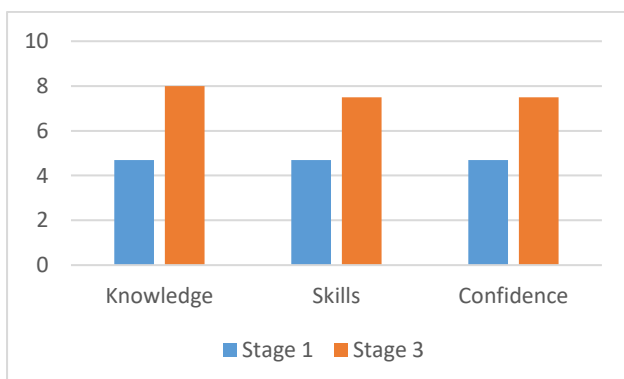
Courses: 1

Attendees: 6

Completed pre-evaluation forms: 9

Completed post- evaluation forms (delegate): 2

Completed post- evaluation forms (manager): 0



Notes on feedback comments – provided increased confidence to continue escalating any concerns with external agencies for the child’s voice to be heard.

“We have challenged decisions made and implemented a safety plan when a family were in crisis.”
Participant November 2021

Module 5a – All Age Exploitation Awareness

Module 5a is aimed at those who work with children, young people and adults who are responsible to identify and respond to exploitation. The course will equip delegates with the knowledge and skills to know what exploitation is, how to recognise is and how to respond and report exploitation concerns. This module introduces the trauma experienced by those who are victims of exploitation.

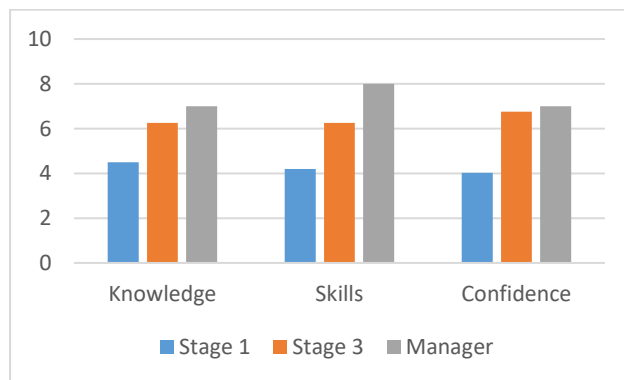
Courses: 5

Attendees: 30

Completed pre-evaluation forms: 34

Completed post- evaluation forms (delegate): 3

Completed post- evaluation forms (manager): 1



Notes on feedback comments – improved knowledge of key legislation, policy, national approach and good practice.

“I recently took part in a multi-agency meeting where exploitation was one of the potential concerns, I felt much more informed after the training, especially with understanding other agency role and terminology generally. Being able to actively take part in the discussion meant a better all-round outcome for the child.” Participant April 2021

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. This module includes the importance of recognising developmental journey of all in a family & cumulative impact of neglect (informed by Jan Howarth) underpinned by Harvard research in reducing sources of stress, strengthening core skills and supportive and responsive relationships.

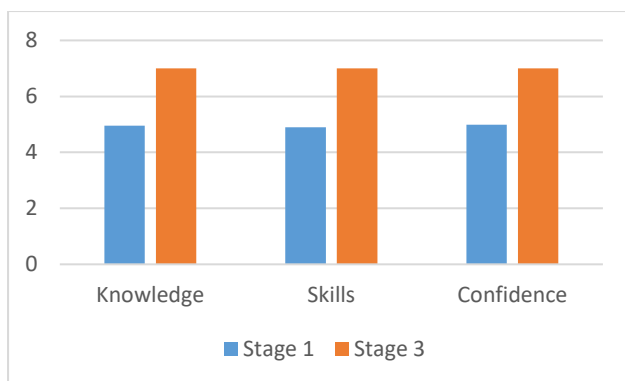
Courses: 2

Attendees: 23

Completed pre-evaluation forms: 30

Completed post- evaluation forms (delegate): 3

Completed post- evaluation forms (manager): 0



Notes on feedback comments – made them more aware of what neglect is and that it is not just physically neglecting a child but also neglecting a child’s emotional needs, highlighted how vital it is to support parents as early intervention is crucial in preventing long term damage for young people.

“This training has made me more aware of looking for the reasons behind Childrens behaviour”
Participant February 2022

Module 6b – Neglect: Domestic Abuse

This module is 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. This module considers coercion and control and trauma bonding.

Courses: 1

Attendees: 6

Completed pre-evaluation forms: 6

Completed post- evaluation forms (delegate): 0

Completed post- evaluation forms (manager): 0

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: 12

Completed pre-evaluation forms: 15

Completed post- evaluation forms (delegate): 0

Completed post- evaluation forms (manager): 0

Module 7

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. The module includes emotional impact, the need to understand family history, links to ACES & trauma informed support.

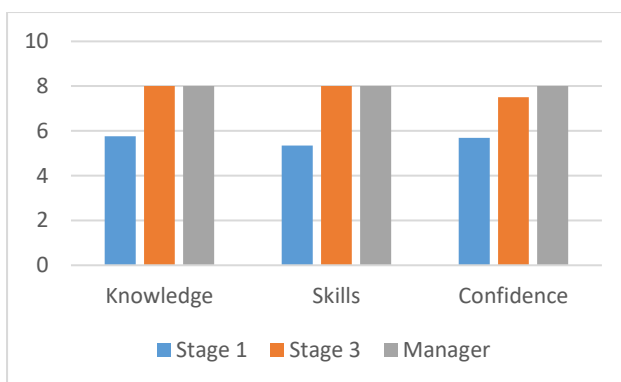
Courses: 2

Attendees: 24

Completed pre-evaluation forms: 28

Completed post- evaluation forms (delegate): 2

Completed post- evaluation forms (manager): 1



Notes on feedback comments – Greater confidence in when seeing a bruise in helping to determine if this is accidental or non-accidental, also helped provide knowledge and confidence in following multi-agency safeguarding processes.

“I have clarity on identifying physical abuse and the impact this has on children” Participant March 2022

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. It is based on the research of Dr Emma Katz understanding the impact of trauma caused through coercion and control on both the adult and children being coerced and controlled. 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.

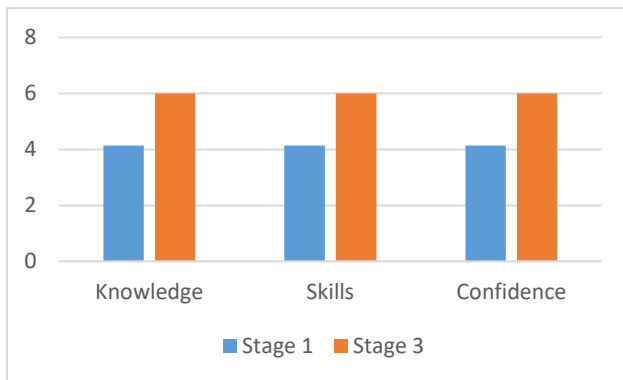
Courses: 1

Attendees: 5

Completed pre-evaluation forms: 7

Completed post- evaluation forms (delegate): 1

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. – This Module raises the need for understanding adolescent brain development and uses a recording from Zoe Lodrick to explore the effects of trauma in sexual and physical assaults and trauma bonding, recognising possible triggers, responding calmly.

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

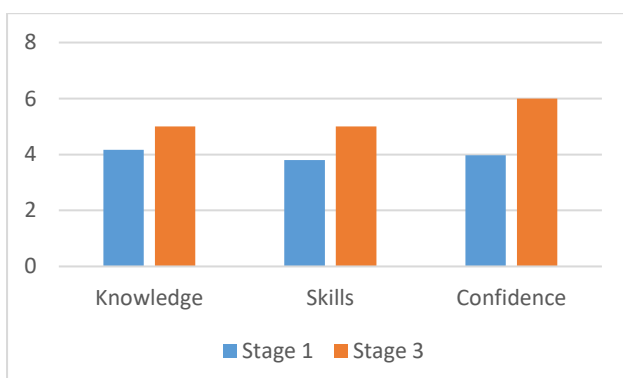
Courses: 4

Attendees: 14

Completed pre-evaluation forms: 19

Completed post- evaluation forms (delegate): 1

Completed post- evaluation forms (manager): 0



“This course helped me understand contextual safeguarding- implimenting this had a positive affect of support for a child and family; online abuse turned out to be a factor, but the parents blamed themselves for the familiy’s struggles, not being aware of other sources of harm impacting on the childs feelings an dthroughts.” Participant November 2021

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

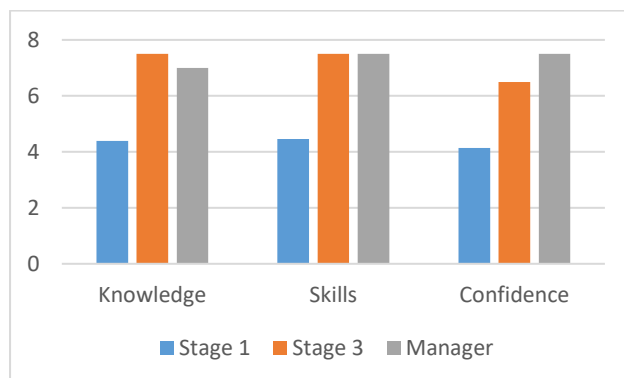
Courses: 4

Attendees: 23

Completed pre-evaluation forms: 32

Completed post- evaluation forms (delegate): 2

Completed post- evaluation forms (manager): 2



Notes on feedback comments – greater awareness of meanings behind young peoples behaviour, more confidence in addressing issues, good to speak to and hear from similar organisation and see examples of how they are putting things into practice

“I have been able to update our reporting system. We have been able to help and direct families with more confidence.” Participant May 2021

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. This module raises the need for understanding traumatic impacts of exploitation on all family members- considers secondary trauma for parents’, the impact of grooming, and the importance of relational practice.

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

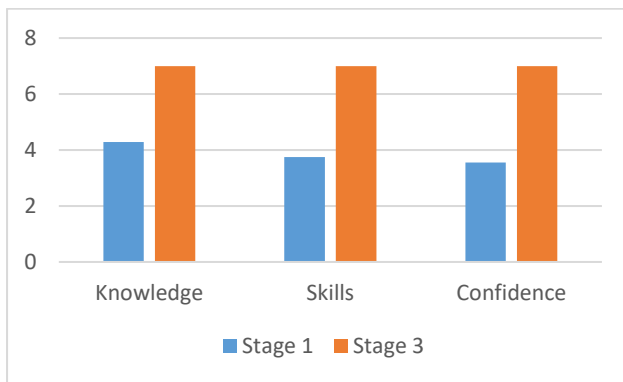
Courses: 3

Attendees: 15

Completed pre-evaluation forms: 17

Completed post- evaluation forms (delegate): 1

Completed post- evaluation forms (manager): 0



Notes on feedback comments – increased awareness, knowledge gained to not assume anything with parents

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 to the trauma that some young people may have experienced.

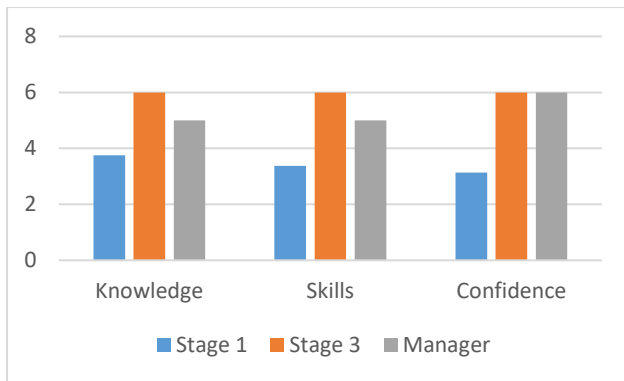
Courses: 1

Attendees: 7

Completed pre-evaluation forms: 8

Completed post- evaluation forms (delegate): 1

Completed post- evaluation forms (manager): 1



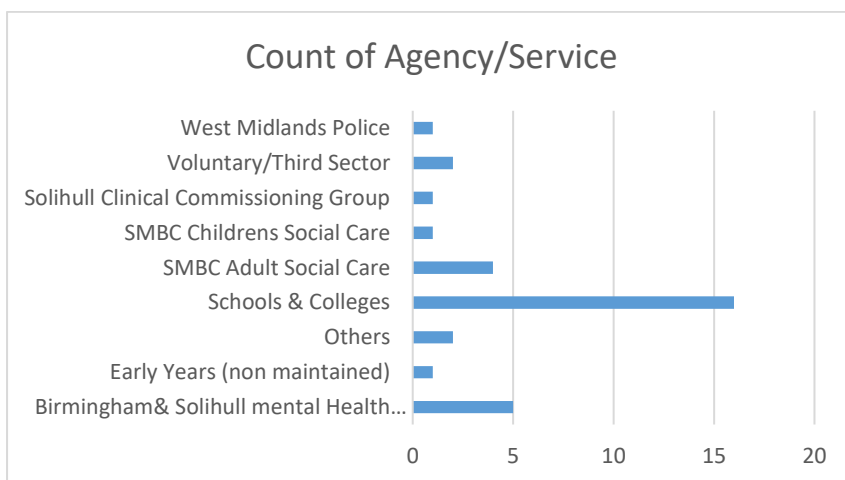
Notes on feedback comments – provided confidence to then go on to support other people, increased knowledge to be able to access support if needed

Briefings

As well as the courses listed below, the LSCP hosted launch events for our new Physical Abuse procedures, Missing from home, care and other settings procedures and the Domestic Abuse Bill.

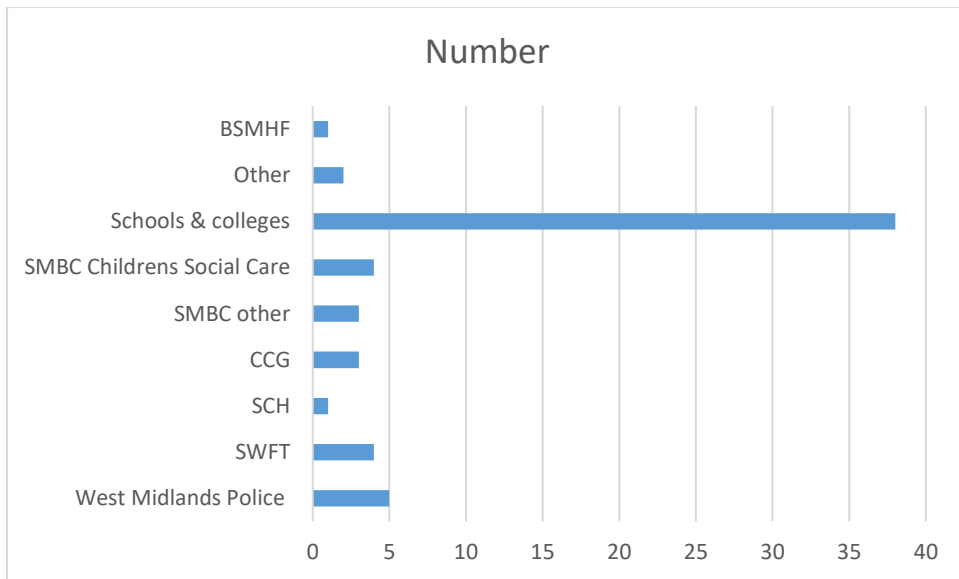
The Domestic Abuse Bill

This session was delivered by Solihull’s Senior Manager for Domestic Abuse, Sexual Health & Sexual Abuse with Women’s Aid and RSVP The session summarised the Domestic Abuse Act 2021 and considered the implications for different parts of the system and practitioners and was attended by the following organisations:



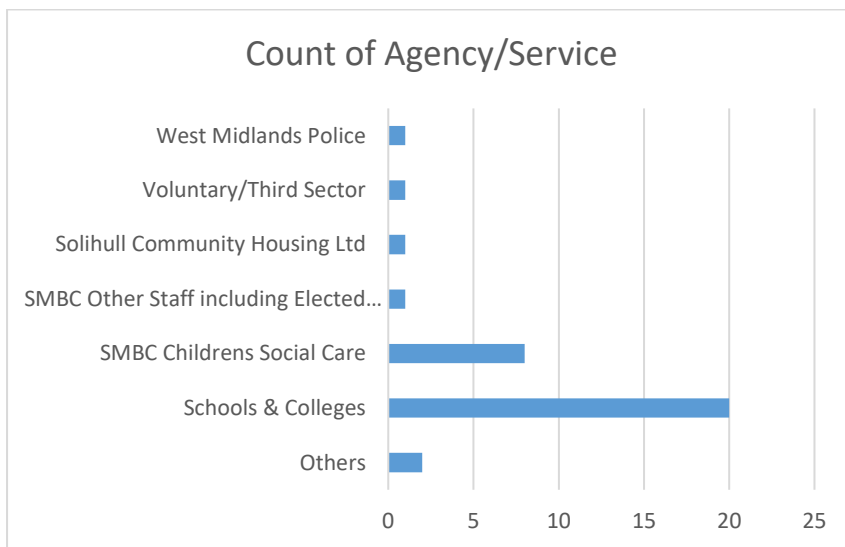
Launch of multi-agency Physical Abuse procedures

A launch was held via Teams to raise awareness of the new procedures for Child Physical Abuse including Fabricated and Induced Illness, this session was delivered by Dr Alan Stanton named Doctor and Paediatrician for Solihull and was attended by the following organisations:



Launch of multi-agency procedures for missing from home, care and other settings

A launch was held via Teams to raise awareness of the new procedures for children and young people who go missing from home, care or other settings. This was delivered by the LSCP training officer and the team manager from West Midlands Police Locate Team, it was attended by the following organisations:



Trauma informed practice

Trauma informed practice is encouraged with an introduction that is available through [e-learning](#). It is then threaded throughout the LSCP modules, and includes the understanding adverse childhood experiences, and the impact of toxic stress on the body, the need for responses that look at reducing sources of stress, strengthening core skills, and developing supportive and responsive relationships.

Specific modules will also explore the impact of trauma from extreme physical and sexual abuse and understanding the possibility and impacts of trauma bonding.

LSCP Multi-Agency Training Pool

There is one full time LSCP training officer who co-ordinates the design, development, delivery and evaluation of the LSCP training. This could not happen without the support of the multi-agency LSCP Training Pool members, who this year have included;

Dr Alan Stanton UHB

Gina Godwin Early Years

Phillipa Brookes Education

Corinne Hatton West Midlands Police

Nicky Thomas UHB

Bhavna Somia Birmingham & Solihull Women's Aid

Hillary Hargreaves SMBC HRE

Naseema Ahmad SMBC Children's Services

Donna O'Neill SMBC Children's Services

Liam Loughton BSMHF

LSCP Multi-Agency Safeguarding Training Needs Analysis

Introduction

In 2019-2020 the LSCP multi-agency safeguarding workforce development strategy was due for review, a training needs analysis was designed for partners to complete and was circulated just as the pandemic started. There was a significant period of time at the start of the pandemic when Solihull did not have access to any virtual platforms, but interim multi-agency training information was shared in the format of audio power points until a virtual platform became available. There was also significant demands on all of the partner agencies to respond to the needs of children and their families during the pandemic. The impact of the uncertainty meant that partner agencies were unable to identify what multi-agency needs they may have, and there was concern raised by several agencies that the charging policy at the time was preventing their agency fully engaging in the LSCP training programme.

The LSCP exec group reconsidered the LSCP training policy and agreed the following:

Solihull LSCP delivers a range of multi-agency training which provides colleagues from a variety of settings the opportunity to share experiences and improve their skills in multi-agency working. From the 1st of April 2022 Solihull LSCP has agreed to make all multi-agency training free of charge to participants who attend from all agencies working in Solihull.

It is important that we can allocate places and maximise the resource available to continue to make multi-agency training accessible across the workforce. It has therefore been agreed that any training places not attended, or cancelled within 24 hours of the course running, will be charged £40 for half day courses and £80 for full day courses.

If you have a place booked and an emergency arises which means you are unable to cancel before 24hours, or if you are unable to attend on the day, we will accept another person attending in your place if we are notified at lscptrain@solihull.gov.uk in advance of the course start time.



The Needs Analysis form & process

This information was sent to partners with an updated Training Needs Analysis in April 2022 with the new charging policy:





LSCP Multi-agency safeguarding needs

The table below identifies agencies who received the analysis and includes copies for those who responded;

Agency	Analysis information request sent	reminder email	Deadline	return received	Further contact	return received
Children's Social Care	25.3.22	19.4.22	22.4.22	Yes  SMBC commissioned proje  Children's Services LSCP Multi-agency s		

WMP	25.3.22	19.4.22	22.4.22	Yes  WMP LSCP Multi-agency safegu		
CCG	25.3.22	19.4.22	22.4.22	No	5 & 6.5.22 return requested by 9.5.22	Received  CCG LSCP Multi-agency safegu 9.5.22
UHB	25.3.22	19.4.22	22.4.22	Yes  UHB LSCP Multi-agency safegu		
BSMHF	25.3.22	19.4.22	22.4.22	No	5.5.22 return requested by 9.5.22	Received  BSMHF LSCP Multi-agency safegu 6.5.22
SWFT	25.3.22	19.4.22	22.4.22	Yes  SWFT LSCP Multi-agency safegu		
Education & Early years	25.3.22	19.4.22	22.4.22	Yes  Education & Early Years LSCP Multi-ag		
Cov & Warwick Part.	25.3.22	19.4.22	22.4.22	No	6.5.22 return requested by 9.5.22	Received  LSCP Multi-agency safeguarding needs 9.5.22
SCH	25.3.22	19.4.22	22.4.22	Yes  SCH LSCP Multi-agency safegu		
Probation	25.3.22	19.4.22	22.4.22	Yes  Probation LSCP Multi-agency safegu		
Fire	25.3.22	19.4.22	22.4.22	Yes  WM Fire service LSCP Multi-agency s		

Vol Sector	25.3.22	19.4.22		CAB only  CAB LSCP Multi-agency safegu	5 & 6.5.22 further returns requested by 9.5.22	No
Adult Social Care	25.3.22	19.4.22	22.4.22	No	5 & 6.5.22 return requested by end 9.5.22	Received  Adult Social Care LSCP Multi-agency s 6.5.22

Analysis

Continuation of the Modular Multi-agency Training Strategy

The training needs analysis identified that Working Together 2018 advises:

“Multi-agency training will be important in supporting this collective understanding of local need and the services available to support children and young people. 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, child criminal exploitation and radicalisation. Practitioners should also continue to develop their understanding of domestic abuse, which includes controlling and coercive behaviour from perpetrators of domestic abuse, and the impact this has on children. 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.”

Partners were advised that the LSCP multi-agency safeguarding workforce development strategy is due for review. The strategy has been designed to enhance single agency training with a Modular offer that focused not only on the subject, but additional multi-agency competencies.

The 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.

Partners were asked as part of the training needs analysis if they thought Solihull LSCP should continue to meet the requirements of Working Together 2018 through the Modular training offer, and had the opportunity to state yes, no, or offer an alternative suggestion. From the returned analysis forms, partners all agreed that the modular approach to multi-agency training should continue.

Partners were asked to identify approximate numbers of people to be trained for each module currently offered over the next 3 years. Below is a chart demonstrating these estimated numbers for the next 3 years;

Year	22-23	22-23	23-24	23-24	24-25	24-25
Module	Number of people	Number of courses	Number of people	Number of courses	Number of people	Number of courses
An introduction to safeguarding Children For the voluntary/ faith sector only	32	1	32	1	2	1
Module 1 Early Help	289	10	187	7	212	8
Module 1b Recognising and supporting parents in parental conflict	297	10	233	8	178	6
Module 2 Child Protection: An introduction to multi-agency working	597	20	514	17	500	17
Module 3 Child Protection: The challenges of multi-agency working	429	14	289	10	290	10
Module 4 Child Protection: Analysis, judgement and leadership in partnership working	213	7	193	6	180	6
Module 5a All Age Exploitation Awareness	777	26	748	25	740	24
An Introduction to contextual safeguarding	789	26	756	25	774	26
Parents as partners in tackling child exploitation-working with and supporting parents affected by child exploitation	247	9	223	8	209	7
Module 6 Neglect: Impact on child development	499	17	320	11	314	11
Module 6b Neglect-Domestic Abuse	324	11	310	11	304	11
Module 6c Neglect-Graded Care Profile 2	222	8	187	7	192	7
Module 7 Physical Abuse	379	13	330	11	319	11
Module 8 Emotional Abuse	394	13	320	11	319	11
Module 9 Sexual Abuse	299	10	265	9	249	8
Managing Allegations Against Staff	207	8	157	6	65	3
Totals	5994	203	5064	173	4847	167

The estimated figures for attendance are a massive increase on those who have attended over the past year, and although there is likely to be an increase as things move out of lockdown and away from social distance measures being in place, it is possible that the estimated figures have come from the numbers of staff in an organisation and may not equate to the numbers who can actually be released for training. Courses have already been advertised and are being booked to attend from April-July 2022; this will inform the numbers of people who are attending, the numbers of people requesting to be notified of places when the course dates don't suit them, and the number of courses running with seats still available. This will enable consideration of the above analysis to be informed by this activity to enable planning for the rest of the years programme.

Further training developments

Partners were asked to identify any additional subjects that they would like considered for inclusion or for the development of further modules. Suggestions included:

Virtual training about neglect & understanding brain development for those who predominately work with adults, but need to understand the impact both on a child at the time, but also what that may look like in adulthood;

Peer to peer and child to parent abuse;

Working with parents who have mental health problems, working with parents who are suspected of substance misuse, working with parents who have experienced trauma/abuse/ previously been open to Child Protection or care experienced; for these 3 subjects specifically looking at keeping children safe and risk assessment.

Trauma informed practice, transitional safeguarding, the NRM referral process.

The information provided will need to be considered by the LSCP Multi-agency learning and development group to contribute to the development of the 2022-2025 LSCP multi-agency safeguarding workforce development strategy which will be part of the wider annual work plan.