

## Solihull SSCP Multi-Agency Training Report 23/24

### Introduction

This report covers the multi-agency safeguarding training activity for the period of April 2023 until March 2024 carried out by Solihull Safeguarding Children Partnership. The training opportunities offered were identified through a multi-agency training needs assessment and set out in a [Multi-Agency Safeguarding Workforce Training Strategy](#) which contributes to the Safeguarding Children Partnership [Learning and Development Framework](#).

### Attendance Analysis for SSCP Training Modules

Between April 2023 and March 2024, 778 practitioners and members of staff completed SSCP multi-agency training. As demonstrated in Figure 1 below, this number of delegates trained is the highest it has been since data has been reported.

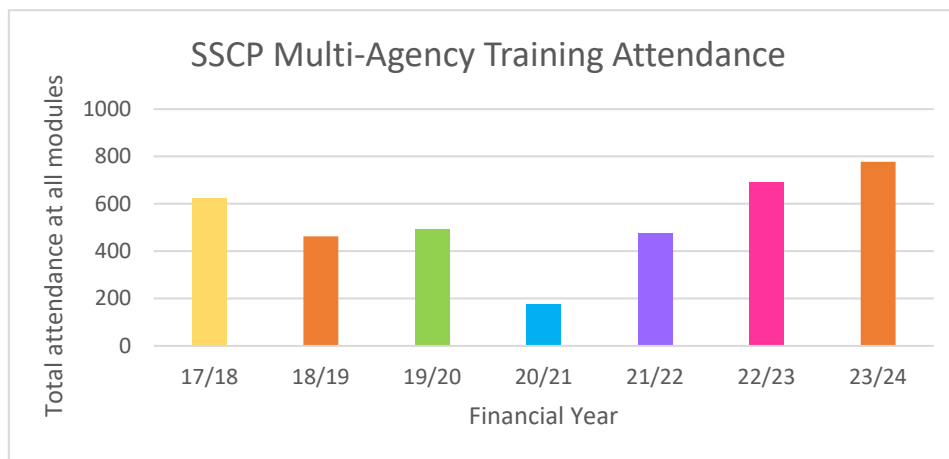


Figure 1

In terms of attendance by agency, Figure 2 below demonstrates the breakdown of agency attendance:

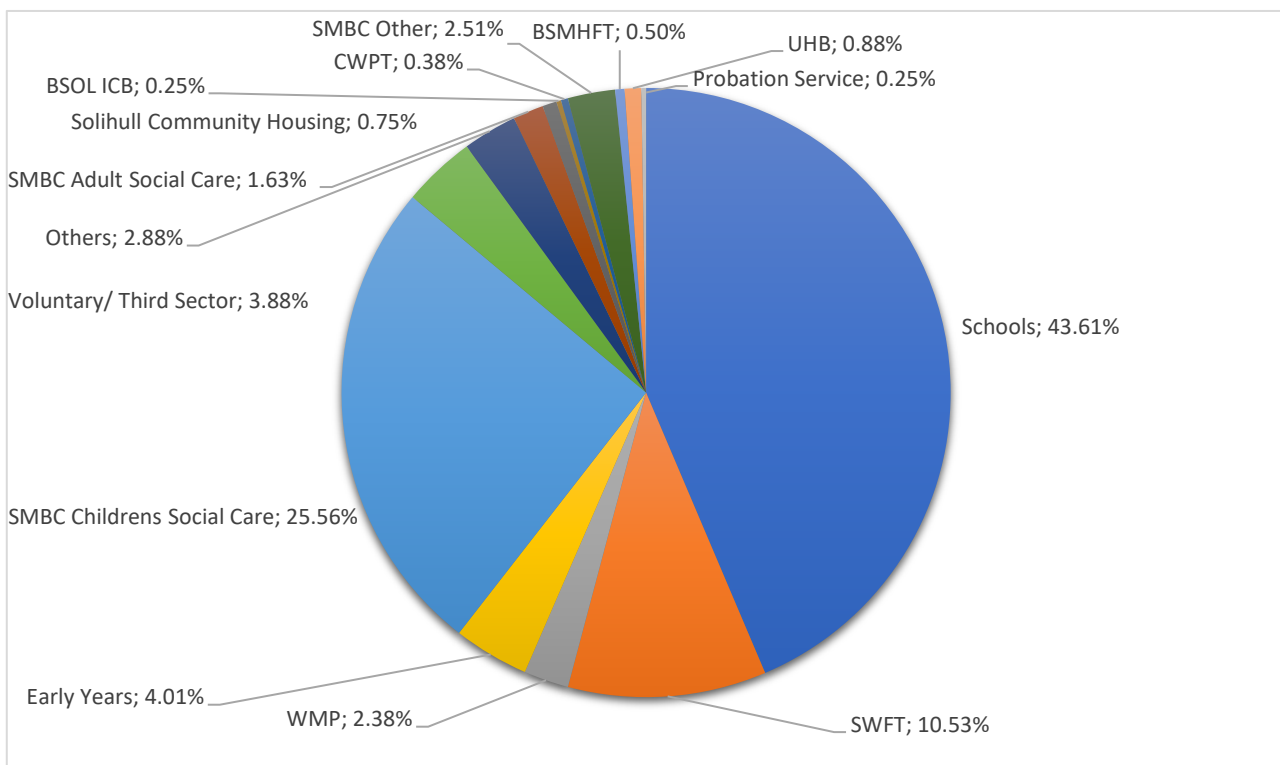


Figure 3 below highlights the modules offered throughout 2023/24 along with the agency attendance.

<b>Attendance at SSCP Training 23-24</b>	<b>Number of courses 23/24</b>	<b>SMBC Adult Social Care</b>	<b>SMBC Childrens Social Care</b>	<b>SMBC Other Staff including Elected Members</b>	<b>UHB</b>	<b>South Warwickshire NHS Foundation Trust</b>	<b>Birmingham &amp; Solihull Integrated Care Board</b>	<b>Birmingham &amp; Solihull Mental Health Foundation Trust</b>	<b>West Midlands Police</b>	<b>Probation Service</b>	<b>Solihull Community Housing</b>	<b>Schools &amp; Colleges</b>	<b>Early Years (non maintained)</b>	<b>Coventry and Warwickshire Partnership Trust</b>	<b>Voluntary/Third Sector</b>	<b>Others (Private/out-of-borough organisations)</b>	<b>Total YTD</b>
Module 1 – Early Help	5	0	14	5	0	9	0	0	2	0	0	63	3	0	1	3	<b>100</b>
Module 1b Early Help – Recognising and supporting parents in parental conflict	5	0	14	3	0	3	0	0	0	0	0	28	4	0	0	1	<b>53</b>
Module 2 - Child Protection: An introduction to multi-agency working	10	0	20	6	0	0	0	0	4	0	0	60	4	0	6	4	<b>104</b>
Module 3 - Child Protection: The challenges of multi-agency working	5	0	3	1	0	4	0	0	0	0	0	19	1	0	2	0	<b>30</b>
Module 4 - Child Protection: Analysis, judgement and leadership in partnership working	2	0	1	1	0	2	0	0	0	0	0	6	0	0	0	0	<b>10</b>
Module 5 – All Age Exploitation Awareness	5	3	15	1	2	25	2	1	4	0	5	10	0	0	1	3	<b>72</b>
Module 5.1 Virtual training - an introduction to contextual safeguarding	4	0	7	0	0	1	0	0	4	2	0	7	0	0	2	5	<b>28</b>
Module 5.2 Virtual training- Parents as partners in tackling child exploitation (CE): Working with and supporting parents affected by CE	4	0	11	0	0	1	0	0	0	0	0	1	0	0	1	1	<b>15</b>

Module 5.3 Including contextual safeguarding in individual assessments	2	2	4	0	0	0	0	1	2	0	1	1	0	0	2	0	<b>13</b>
Module 6 - Neglect: Impact on child development	8	0	28	0	2	24	0	1	0	0	0	30	6	1	2	1	<b>95</b>
Module 6(b) - Domestic Abuse	4	1	16	1	0	3	0	0	0	0	0	36	1	0	0	0	<b>58</b>
Module 6(c) - Neglect: The Graded Care Profile 2	5	0	31	0	2	3	0	1	0	0	0	14	3	1	0	0	<b>55</b>
Module 6 (d) Substance misuse	1	2	10	0	0	2	0	0	0	0	0	5	0	0	0	0	<b>19</b>
Module 6.4 Understanding And Responding to Perpetrators of Domestic Abuse	4	1	10	1	0	2	0	0	1	0	0	14	3	1	0	0	<b>33</b>
Module 7 - Physical Abuse: Impact on child development	2	1	4	0	0	2	0	0	0	0	0	15	0	0	0	0	<b>22</b>
Module 8 - Emotional Abuse: Impact on child development	2	0	2	0	0	1	0	0	0	0	0	10	2	0	0	0	<b>15</b>
Module 9 - Sexual Abuse: Impact on child development	2	0	6	0	0	0	0	0	0	0	0	9	1	0	0	0	<b>16</b>
Virtual Training - An introduction to safeguarding for voluntary & community sector organisations	3	0	1	0	0	0	0	0	0	0	0	0	0	0	13	2	<b>16</b>
Managing Allegations against Staff	3	0	1	1	0	0	0	0	0	0	0	15	2	0	1	0	<b>20</b>
Missing- Welfare Return Interviews	2	0	3	0	0	1	0	0	0	0	0	0	0	0	0	0	<b>4</b>
<b>Total YTD</b>	<b>78</b>	<b>10</b>	<b>201</b>	<b>20</b>	<b>6</b>	<b>83</b>	<b>2</b>	<b>4</b>	<b>17</b>	<b>2</b>	<b>6</b>	<b>343</b>	<b>30</b>	<b>3</b>	<b>31</b>	<b>20</b>	<b>778</b>

The table below provides a breakdown per quarter:

23/24	Number of courses	Overall attendance	Course with highest attendance	Course with second highest attendance	Course with third highest attendance
Q1	177	18	M1 30	M2 30	M6 26
Q2	136	11	M5 36	M6b 33	M2 27
Q3	257	28	M6 43	M1 29	M1b 25
Q4	208	21	M1 41	M2 24	M5 18

(Module 1- Early help, Module 1b, recognising and responding to parental conflict, Module 2 Child Protection- an introduction to multi-agency working, Module 5 All Age Exploitation awareness, Module 6 Neglect, Module 6b Domestic Abuse)

It is difficult to specify what influences attendance on training. Quarter 2 is a shorter quarter for delivery, as to ensure the training is multi-agency delivery does not take place during school terms. Quarter 3 is therefore a longer period with only 1 school holiday week and is often when new Safeguarding leads will access training.

### **Module Analysis**

Using data from the online training portal, the SSCP 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 and families 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 SSCP 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.

#### **Module 1 – Early Help**

Module 1 is a half-day course, delivered via Teams- 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: 6

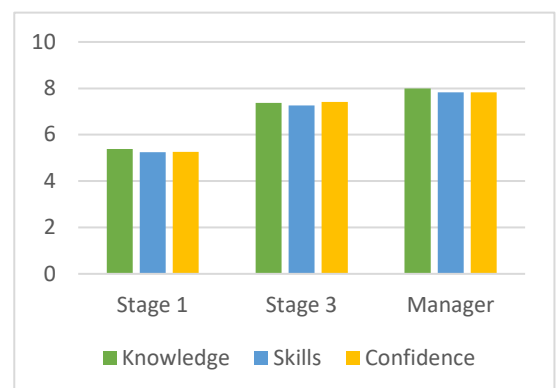
Attendees: 100

Completed pre-evaluation forms: 109

Completed post- evaluation forms (delegate): 19\*

Completed post- evaluation forms (manager): 6\*

\*3-month post evaluations were not sent for 3 courses at the time of compiling the report



In the post course evaluations, delegates reported that this module has given them more confidence when talking to families who may benefit from an early help offer. In addition, delegates have noted the training has given them a greater awareness of the developmental stages of children and a better insight into being culturally sensitive when safeguarding children, young people, and families.

*“I have an awareness of the developmental stages and insight into cultural sensitivity, to safeguard young people.”*  
(Education practitioner)

*“One family were closed to children’s services, but I felt they still needed support, so I have supported this and hold regular meetings to support the family needs.”* (Education practitioner)

*“The delegate has worked with a child and many medical teams to understand the child’s daily life, which has resulted in better outcomes for the child and family”* (Local Authority Manager)

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

This course is delivered face to face and 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: 6

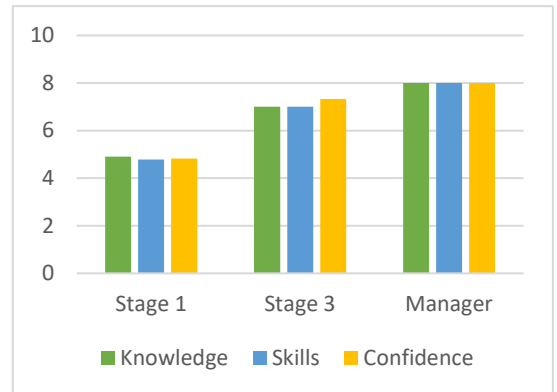
Attendees: 53

Completed pre-evaluation forms: 62

Completed post- evaluation forms (delegate): 6\*

Completed post- evaluation forms (manager): 2\*

\*3-month post evaluations were not sent for 2 courses at the time of compiling the report



The table about demonstrates a clear increase in knowledge, skills, and confidence as a result of professionals attending this module. Delegates noted that this module has made them more aware of the impact of parental conflict on the child’s daily life. In addition, delegates reported that the module has encouraged them to be more curious when working with families, offer support to parents who may be experiencing conflict and provided a better understanding around family dynamics and power imbalances.

*“I am better able to talk about and assess relationship dynamics so that this is a consideration in a family/child assessment”* (Health practitioner)

*“I was able to ensure that a child and family where I suspected parental conflict receive the right support from our setting”* (Early Years practitioner)

**Module 2 – Child Protection: An introduction to multi-agency working.**

This module is delivered face to face and 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 and using escalation procedures.

Courses: 10

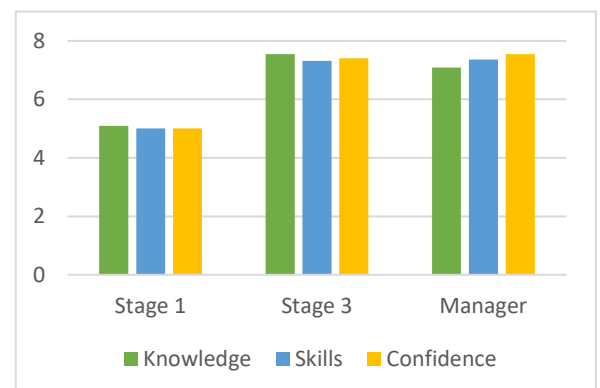
Attendees: 105

Completed pre-evaluation forms: 120

Completed post- evaluation forms (delegate): 22\*

Completed post- evaluation forms (manager): 11\*

\*3-month post evaluations were not sent for 3 courses at the time of compiling the report



Delegates noted an increase in their confidence as a result of attending module 2, this is reflected in the table above. The increased confidence was often in relation to a better understanding of how to make a referral, understanding early intervention and knowledge of the escalation process.

*“I have been able to contribute better to multi-agency meetings, and have challenged inaction and I have felt more informed and able to do this”* (Education practitioner)

*“I have worked with a family that were on child protection, but I am now confident of how the process works and how it is agreed that the child is no longer at risk of harm, and I am supporting at a lower level.”* (Education practitioner)

*“Improved multi-agency working, has led to better communication amongst other services involved with the children and families I am working with.”* (SMBC practitioner)

*“This member of staff has supported families in a more informed manner and challenged inaction; encouraging deeper thinking”* (Education manager)

### Module 3 – Child Protection: The challenges of multi-agency working

This module is delivered face to face and 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 SSCP’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: 3

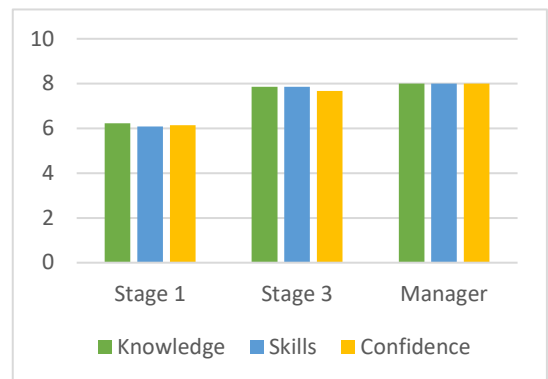
Attendees: 30

Completed pre-evaluation forms: 35

Completed post- evaluation forms (delegate): 7\*

Completed post- evaluation forms (manager): 1\*

\*3-month post evaluations were not sent for 2 courses at the time of compiling the report



Overall, the knowledge, skills and confidence of delegates has improved following attending Module 3. Delegates report that the course has encouraged them to actively contact other professionals as part of their work to gain a broader perspective when dealing with safeguarding issues. One delegate notes that they now have more confidence to challenge other professionals when they have a conflicting view.

*“Used this training to inform my management of a difficult situation I had recently”* (Education practitioner)

*“I feel that this training has contributed to improved outcomes, as I actively contact other professionals as part of my work so that I can gain their perspective and a more holistic view.”* (Health practitioner)

*“The practitioners is much more confident to challenge other professionals”* (Education manager)

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

Module 4 is delivered face to face and 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 SSCP partnership meetings.

Courses: 2

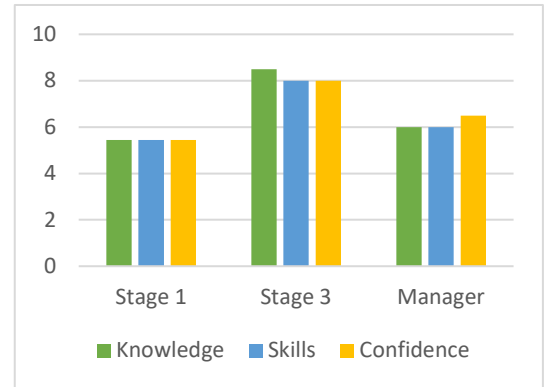
Attendees: 10

Completed pre-evaluation forms: 13

Completed post-evaluation forms (delegate): 5

Completed post-evaluation forms (manager): 2

\*3-month post evaluations were not sent for 1 course at the time of compiling the report



Delegates note that this course has led to better decision making through increased knowledge and understanding. Another reported improved record keeping after the importance of this was stressed in the training.

*"I now have more confidence in contributing to multi-agency meetings and understand my broader safeguarding role. This will impact positively on the outcomes of a range of meetings."* (Education Professional)

#### Module 5 – All Age Exploitation Awareness

Module 5 is delivered via Teams and 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 it and how to respond and report exploitation concerns. This module introduces the trauma experienced by those who are victims of exploitation.

Courses: 5

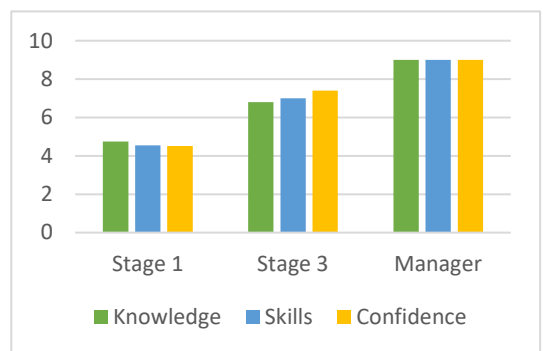
Attendees: 72

Completed pre-evaluation forms: 80

Completed post- evaluation forms (delegate): 5\*

Completed post- evaluation forms (manager): 2\*

\*3-month post evaluations were not sent for 1 course at the time of compiling the report



Delegates reported that they have more knowledge and skills around identifying exploitation and that this has enabled them to advise their colleagues around exploitation. Delegates who work with young children such as in nurseries have noted that this training has also encouraged them to think about exploitation of other family members, they come into contact with such as parent/carers/older siblings.

#### Module 5.1 - An Introduction to Contextual Safeguarding

This module is delivered via Teams and is aimed at those who work directly with vulnerable children and young people in relation to child exploitation. The module helps professionals to develop an understanding and explore ways of responding to young people's experiences of significant harm beyond their families.

Courses: 4

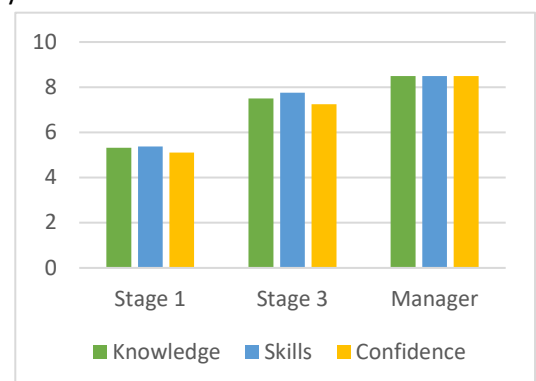
Attendees: 28

Completed pre-evaluation forms: 38

Completed post- evaluation forms (delegate): 4\*

Completed post- evaluation forms (manager): 2\*

\*3-month post evaluations were not sent for 1 course at the time of compiling the report



Delegates reported that this training has improved their awareness and allowed them to share this knowledge with their colleagues. The training has also made them aware of a number of tools and resources that are available to them.

*“This training helped me to recognise a concern and know who to contact”* (Housing practitioner)

*“It has given them more in-depth knowledge on this subject and confidence in practice”* (Education manager)

#### Module 5.2 - Parents as partners in tackling Child Exploitation (CE): Working with a supporting parents affected by CE

This course is delivered via Teams and 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.

Courses: 3

Attendees: 15

Completed pre-evaluation forms: 20

Completed post- evaluation forms (delegate): 0

Completed post- evaluation forms (manager): 0

No evaluations have been completed for this course and therefore data cannot be provided. The following are from evaluations completed ‘on the day of training’:

*“I have more understanding and awareness of parents thoughts, feelings and behaviour and understand the need to work collaboratively with parents.”* (SMBC Practitioner)

*“I am aware that the family may not know what exploitation is, so may not know where to go for help or who to talk to.”* (Education practitioner)

*“I need to consider the whole family & include siblings in safety plans.”* (SMBC Practitioner)

#### Module 5.3 – Including contextual safeguarding in individual assessments

This course is delivered face to face and aims to enable practitioners to consider how children and young people experience the environments they navigate in their daily lives and the risks they may face in these contexts and is aimed at those who undertake assessments which are holistic in nature – taking into account both the context of children’s experiences within their family home and in other social spaces.

Courses: 2

Attendees: 13

Completed pre-evaluation forms: 18

Completed post- evaluation forms (delegate): 0

Completed post- evaluation forms (manager): 0

No evaluations have been completed for this course and therefore data cannot be provided. The following are from evaluations completed ‘on the day of training’:

*“The importance of looking beyond referrals and having an understanding of the individuals lived experience and trauma”* (SMBC practitioner)

*“The need to recognise and work towards the individuals strengths and understand their relationships in peer groups, school & neighbourhoods.”* (SMBC practitioner)



### Module 6 – Neglect: Impact on child development

This module is delivered face to face and 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: 7

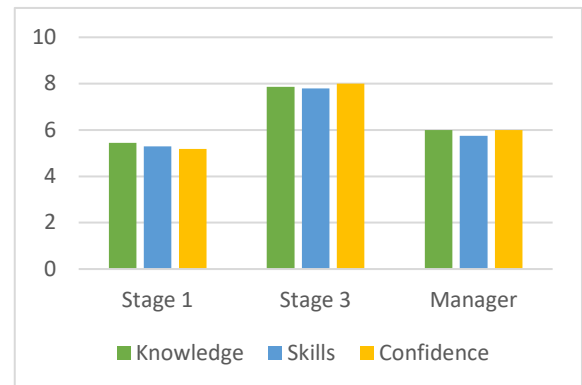
Attendees: 95

Completed pre-evaluation forms: 101

Completed post- evaluation forms (delegate): 14\*

Completed post- evaluation forms (manager): 4\*

\*3-month post evaluations were not sent for 1 course at the time of compiling the report



Feedback on this module has been very positive, delegates have noted that this module is very thought provoking in considering all types of neglect and the long-term impact of neglect on a Childs development. Delegates have reported that this module has made them more vigilant as well as giving them increased confidence when talking to parents around meeting the needs of their child.

*“I am currently working with a family that are open to children’s services because of neglect, this course has given me a far greater understanding of its impact.”* (Health Practitioner)

*“This practitioner is ensuring that there is a focus on neglect especially for young people and that they don’t get forgotten because they are older”* (Voluntary Sector Manager)

### Module 6b – Neglect: Domestic Abuse

This module is delivered face to face in partnership with Women’s Aid 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. This module considers coercion and control and trauma bonding.

Courses: 4

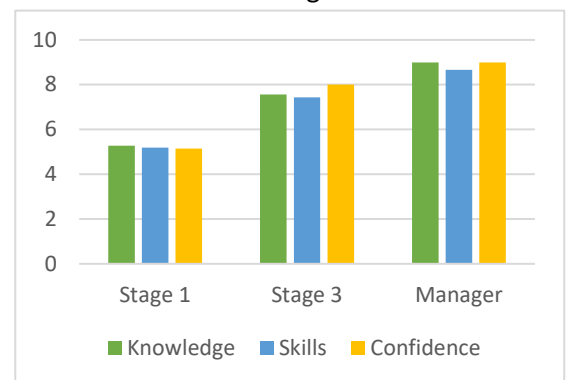
Attendees: 58

Completed pre-evaluation forms: 67

Completed post- evaluation forms (delegate): 7\*

Completed post- evaluation forms (manager): 3\*

\*3-month post evaluations were not sent for 1 course at the time of compiling the report



This module has allowed practitioners to gain a better understanding of how to spot signs of domestic abuse and understand the impact this has on the child. The training has allowed professionals to recognise that domestic abuse is not just physical and provided a greater awareness of the barriers to victims disclosing the abuse.

*“This course has helped us where a disclosure or evidence has not necessarily been explicitly made or seen, but we have concerns, as the team are more openly discussing the notion of DA.”* (Education practitioner)

*“Within some of the case work we have victims with moderate learning difficulties and the impact on disability aspect raised in this course has been informative.”* (Education practitioner)

## 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 enables practitioners to understand and confidently use the Graded Care Profile 2 to inform their assessments.

Courses: 5

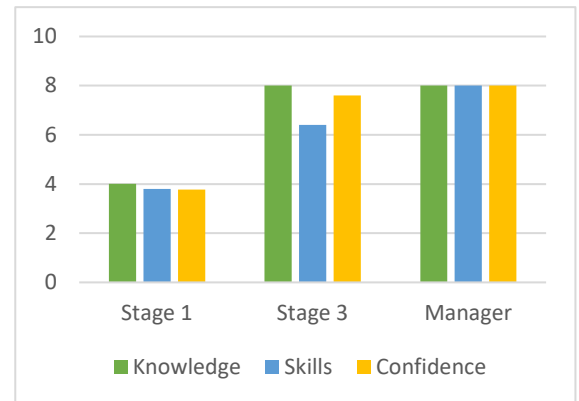
Attendees: 55

Completed pre-evaluation forms: 69

Completed post- evaluation forms (delegate):5\*

Completed post- evaluation forms (manager): 3\*

\*3-month post evaluations were not sent for 1 course at the time of compiling the report



Delegates report that being able to use this tool allows them to provide evidence of strengths within families and areas for improvement which parents in particular find easier to understand. Many professionals who have undertaken this training have recommended it to their colleagues.

*“I am able to complete direct work with families around the evidence and I am able to produce a report for court that is based on specific evidence.”* (SMBC practitioner)

*“I have worked with a social worker, and I have complete GCP2 and looked at the behaviours and interaction between the parent and the child.”* (Education practitioner)

*“The practitioner has completed a GCP2 assessment, this has increased their knowledge around neglect.”* (SMBC Manager)

## Module 6d – Neglect: Substance Misuse

This module is delivered face to face by staff from BSMHFT. It 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: 19

Completed pre-evaluation forms: 21

Completed post-evaluation forms (delegate): 0

Completed post-evaluation forms (managers): 0

No evaluations have been completed for this course and therefore data cannot be provided. The following are from evaluations completed ‘on the day of training’:

*“I have learned the many different names for various types of drugs this will help me when supporting young people and their families.”* (Education practitioner)

*“I feel more confident in my ability to speak to parents regarding their use of substances and how this may impact on their parenting.”* (Education practitioner)

### Module 6.4 – Understanding and responding to perpetrators of domestic abuse

The module is delivered face to face and commissioned by the Domestic Abuse Board for multi-agency professionals who work with individuals on an ongoing basis who are or may be perpetrating domestic abuse.

Courses: 4

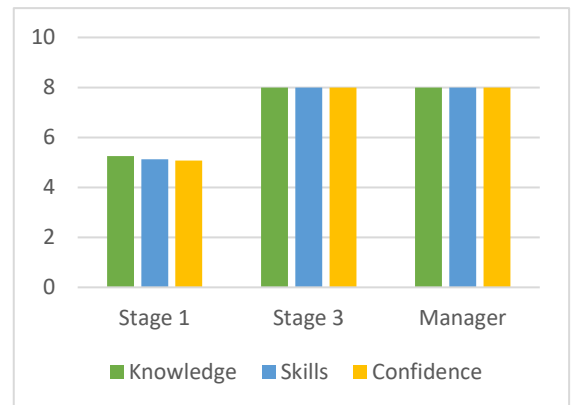
Attendees: 33

Completed pre-evaluation forms: 56

Completed post-evaluation forms (delegate): 1\*

Completed post-evaluation forms (managers): 1\*

\*3-month post evaluations were not sent for 2 courses at the time of compiling the report



Whilst the evaluation data for this course is limited, this delegate noted that this course has encouraged them to become more reflective, open, and honest. The knowledge gained from this course has been shared with colleagues which is allowing the team to become more resilient in supporting families.

*“The training has given the practitioner confidence and helped her plan her conversations, giving support to child and family through the child in need process.”* (Education Manager)

### Module 7 – Physical Abuse: Impact on child development

This course is delivered face to face by staff from Birmingham & Solihull ICB. By completing this module attendees should be able to spot signs of physical abuse and understand its impact on a child’s development.

Courses: 2

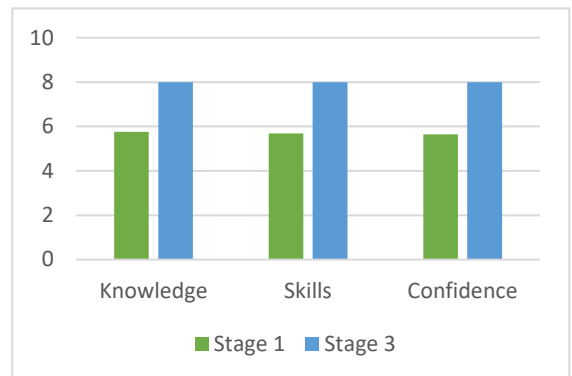
Attendees: 22

Completed pre-evaluation forms: 25

Completed post- evaluation forms (delegate): 1\*

Completed post- evaluation forms (manager): 0\*

\*3-month post evaluations were not sent for 1 course at the time of compiling the report



Although the evaluation data is limited to one delegate, this delegate noted that the knowledge gained from this training has been shared with colleagues ensuring there is now more support in place at their setting to manage physical abuse concerns.

*“This course made me more confident in approaching parents and questioning bruises on a child”* (Education practitioner)

### Module 8 – Emotional Abuse: Impact on child development

This module is delivered face to face and helps professionals to spot signs of emotional abuse and understand its impact on a child’s development. Further to this, module 8 will help professionals when carrying out or contributing to thorough assessments where emotional abuse is suspected.

Courses: 2

Attendees: 18

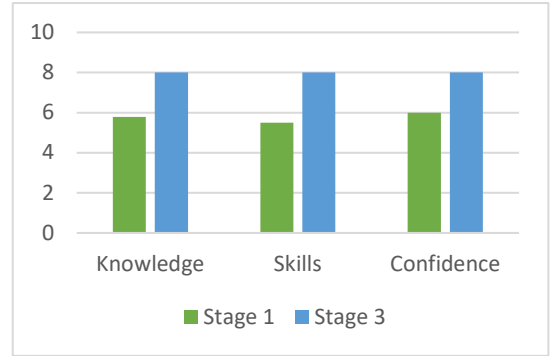
Completed pre-evaluation forms: 28

Completed post- evaluation forms (delegate): 1\*

Completed post- evaluation forms (manager): 0\*

\*3-month post evaluations were not sent for 1 course at the time of compiling the report

Although the evaluation data is limited to one delegate, this delegate noted that the knowledge gained from this training has been shared with colleagues. The training has made them more aware of emotional abuse and how this may present in different people. As well as a greater understanding of the impact of emotional abuse and how important it is to recognise it effectively.



*"I am able to spot signs of emotional abuse in children and speak with parents about concerns"* (Early Years practitioner)

### Module 9 – Sexual Abuse: Impact on child development

This module is delivered face to face and helps professionals to spot signs of sexual abuse and understand its impact on a child's development. Further to this, the module will also look at how professionals can effectively use evidence informed assessment tools and use contributions from partner agencies to inform assessments.

Courses: 2

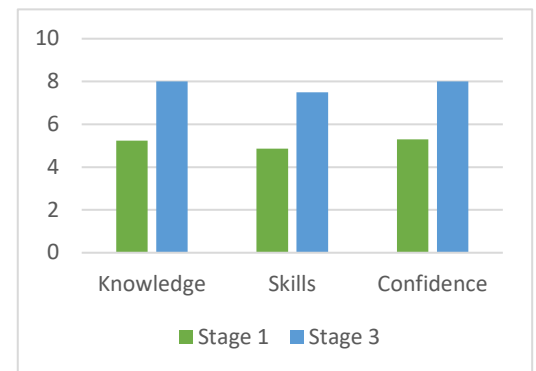
Attendees: 16

Completed pre-evaluation forms: 21

Completed post-evaluation forms (delegate): 2\*

Completed post-evaluation forms (managers): 0\*

\*3-month post evaluations were not sent for 1 course at the time of compiling the report



Delegates reported feeling highly confident in reporting concerns and making referrals following this training. One delegate also noted that they have been able to help families in accessing support where a disclosure has been made.

*"It has made me more confident in discussing sexual abuse and I have shared information from the course with colleagues"* (Early Years practitioner)

### Managing Allegations Against Staff (MAAS)

This module is delivered face to face by the LADO & HRE support from SMBC. 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

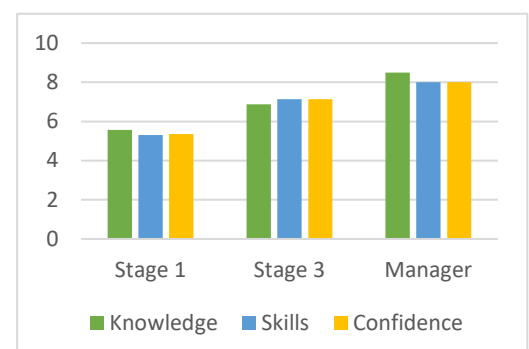
Courses: 3

Attendees: 20

Completed pre-evaluation forms: 30

Completed post-evaluation forms (delegate): 8\*

Completed post-evaluation forms (managers): 2



\*3-month post evaluations were not sent for 1 course at the time of compiling the report

The table above demonstrated the increase in knowledge, skills and confidence reported by both delegates and their managers since attending the MAAS course. The evaluations from delegates were very positive with some noting that the training has provided them with tools to use for future staff meetings to educate colleagues. Another delegate noted that this training enabled them to have confident conversations during a recent inspection.

*“Following this course we have revised our policy and started a low-level concern spreadsheet”* (Education practitioner)

*“I feel more confident in how to manage an allegation and what the process is”* (Early Years practitioner)

### Virtual Training – An Introduction to safeguarding for Voluntary & Community Sector Organisations

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

Courses: 3

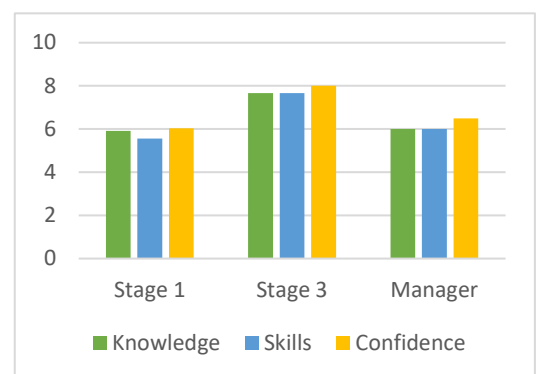
Attendees: 16

Completed pre-evaluation forms: 25

Completed post- evaluation forms (delegate): 3\*

Completed post- evaluation forms (manager): 2\*

\*3-month post evaluations were not sent for 2 courses at the time of compiling the report



The feedback on this course was positive from professionals across a range of third section agencies. Delegates felt the course has enable them to become more observant of childrens behaviours and aware of potential risks. In addition, delegates felt that this course had given them the knowledge and skills to advise colleagues.

*“It has helped me pick up on more things that are being said; some small comments made by young people may be a safeguarding concerns with more exploration.”* (CIC practitioner)

*“Practitioner is more confident in dealing with potential safeguarding issues, able to make more informed decisions”* (Registered Charity Manager)

### Missing – Welfare Return Interviews

This course is delivered via Teams aimed at those who may carry out welfare return interviews for children and young people missing from home, care and other settings; this could be those employed to do this role, or those who children/ young people nominate to do their interview.

Courses: 3

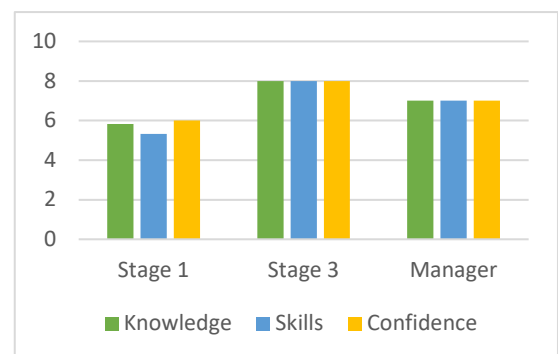
Attendees: 4

Completed pre-evaluation forms: 6

Completed post- evaluation forms (delegate): 1\*

Completed post- evaluation forms (manager): 1\*

\*3-month post evaluations were not sent for 1 course at the time of compiling the report



The delegate reported that this training enabled them to be more information of the appropriate process when conducting welfare return interviews.

*“I feel more prepared and I feel a lot of the skills and knowledge shared can be applied to many different scenarios in practice.” (Health practitioner)*

### **Solihull Safeguarding Children Partnership Training Pool**

SSCP have a designated training officer, but all training is developed and co-delivered with the support of multi-agency colleagues, and the partnership would like to recognise and thank the following for their support to multi-agency safeguarding training through 2023-24:

- Andrew Bragg - SMBC
- Bhavna Somia - Women’s Aid
- Caroline Hickman - Education
- Ceri-Lisa Murland - Probation
- Gina Godwin - Early Years Private Provider
- Hillary Hargrave - SMBC
- Joanne Sierzega - Central School Attendance Welfare Service Ltd
- Kate Davies - SMBC
- Luisa Blackwell - ICB
- Lynn Clarke - Education
- Mark Pemberton - BSMHFT
- Michelle Quinn - WMP
- Sarah Harris - SMBC
- Simon Cooper - SMBC
- Tahmina Choudry - SMBC

### **Additional events**

In addition to the training modules, the SSCP also held several events to share learning:

#### Learning from safeguarding practice reviews in Solihull

In May 155 people attended a virtual training event ‘Learning from Safeguarding Practice Reviews in Solihull’ a report on this was shared at with the Learning and Development Group on 16.06.23.

#### Contextual Safeguarding

On May 24<sup>th</sup> the Contextual Safeguarding Unit from the University of Durham carried out a Sustaining Social Work Workshop research day in Solihull co-facilitated with the SSCP training officer the event was attended by social workers from Birmingham, Lincolnshire, Buckinghamshire, Stoke, Solihull, The West Midlands Violence Reduction Partnership, Coventry, and Leicester. There were another 3 events taking place over the UK & the findings were presented at a national conference in London in March 2024 and a paper is soon to be published.

#### Early Help Strategy Launch

In November the Multi-Agency Early Help Strategy launch included learning from a CSPR and a range of 60 professionals attended the online event and a further 4 networking events took place in localities around Solihull; The Evergreen Family Centre Kingshurst in December, Crab Tree Hall Chelmsley Wood in January, Dickens Heath Library in February, and Olton Library in March.

#### Safeguarding Practice Learning Forum

The Safeguarding Practice Learning Forum brings 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 were 3 forum meetings in June 2023 (34 participants), September 2023 (22 Participants) and January 2024 (19 Participants).

## SSCP Multi-Agency Training for 2024-25

In Autumn 2023 the SSCP circulated a questionnaire to gather the thoughts and preferences of the multi-agency workforce to inform the training needs analysis. A report on this was shared with the Learning and Development Group on 20/11/23.

A training needs assessment was also circulated for partners to complete, but as in the previous two years this forecast numbers a lot higher than actual attendance has been. It was therefore decided to analyse actual attendance data for the last two years and provide an options paper for the Learning and Development Group to consider. This was shared with the Learning and Development Group on 04.03.24.

The agreement has been made for the following modules to be delivered, based on the data analysis of the past 2 years attendance:

Course	2024-25 forecast numbers to be trained from analysis	No. of courses
An introduction to safeguarding Children For the voluntary/ faith sector only	21	2
Module 1 Early Help	92	4
Module 1b Recognising and supporting parents in parental conflict	49	2
Module 2 Child Protection: An introduction to multi-agency working	108	5
Module 3 Child Protection: The challenges of multi-agency working	13	1
Module 4 Child Protection: Analysis, judgement and leadership in partnership working	2	1
Module 5 All Age Exploitation Awareness	51	3
Module 5.1 An Introduction to contextual safeguarding	27	2
Module 5.2 Parents as partners in tackling child exploitation- working with and supporting parents affected by child exploitation	11	1
Module5.3 Including contextual safeguarding in individual assessments	6	1
Module 6 Neglect: Impact on child development	77	4
Module 6b Neglect- Domestic Abuse	40	2
Module 6c Neglect- Graded Care Profile 2	44	2
Module 6d Substance misuse	10	1
Module 6.4 working with those who perpetrate domestic abuse	13	1
Module 7 Physical Abuse	8	1
Module 8 Emotional Abuse	17	1
Module 9 Sexual Abuse	17	1
Managing Allegations Against Staff	26	2
Total	626	38

In addition to these modules the SSCP training officer will have flexibility to offer a range of more bespoke training linked to local and national CSPR and audit findings. There will also be family hubs being launched around the Borough in 2024-25, and an opportunity to provide needs led locality based training to encourage multi-agency relationship development will be explored. A multi-agency safeguarding workforce training strategy has been developed to be hosted on the training website, the strategy is included in the papers for the Learning and Development Group on 13.05.24.

### Considerations for the Learning and Development Group:

#### Impact of training

There have been considerably less 3 month evaluations completed by those who have attended training & their managers this year. The evaluation process was been designed to promote best practice in improving knowledge transfer into the practitioners role and the organisation, by encouraging those who have attended training to discuss with their managers what they have learnt and the strategies they are using to impliment this into their work, and

any examples of where this has had a positive impact for children, young people and families. Working Together 2023 requires the partnership to monitor training for its impact, this evaluation is a key part to fore filling this requirement, there is therefore a need for partners to promote the routine completing of the 3 month evaluation forms within their organisations, by those who attend and their managers. The group agreed to promote the course evaluation to improve reporting and evidence of impact, as well as promote the 2024/25 programme through supervision.

#### Attendance on training for 2024-25

The full years modular training programme has now been advertised for 2024-25, organisations have a responsibility to ensure they are using the information to plan for the year and ensure that people who need to attend multi-agency safeguarding training have booked to attend the courses they need to and have the time protected to do so.