



Norfolk Safeguarding
Children Board

March 2018 - February 2019

TRAINING BROCHURE

Norfolk Safeguarding Children Board
Room 60, Lower Ground Floor, County Hall, Norwich, NR1 2DH

www.norfolklscb.org

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INTRODUCTION

Introduction by Abigail McGarry

Board Manager

Norfolk Safeguarding Children Board



Welcome to Norfolk Safeguarding Children Board's training brochure for 2018-19.

As our new training year begins we are pleased to be able to continue to offer such a diverse range of courses, which reflect Norfolk's priorities and also lessons coming from Norfolk's Serious Case Reviews.

This year we have added some new courses, such as 'Voice of the Child' and 'Professional Curiosity and Challenge' training which reflect Norfolk Safeguarding Children Board's Thematic Learning Framework.

In addition we are also working alongside Norfolk's Harmful Sexual Behaviour Project and Restorative Approaches team to deliver additional partner-lead training courses. Further details of these courses and future dates can be found on the training pages of our website: <https://www.norfolkscb.org/nscb-booking/nscb-booking-training/>

We hope you will take the opportunity to benefit from the learning opportunities contained within this brochure and ensure that this valuable learning is put into practice to benefit Norfolk's children and young people.

A handwritten signature in black ink that reads "Abigail McGarry".

LEARNING PRINCIPLES & TRAINING VALUES

Learning Principles

The following principles are central to NSCB training:

- Child-centred
- Rooted in knowledge of child development
- Focused on the outcomes for children
- Respect towards fellow participants
- Confidentiality
- Participation and constructive challenging
- Informed by evidence
- Multi/inter-agency in approach

Training Values

All training should create an ethos that:

- Values working in partnership, in collaboration with others (acknowledging and valuing different roles, knowledge and skills)
- Respects diversity (race, religion, culture and disability)
- Promotes equality
- Encourages the participation of children and families in the safeguarding processes
- Is compatible with the NSCB's '10 Principles for Professionals working with Children & their Families in Norfolk'

TRAINING STANDARDS

NSCB training standards are based on relevant legislation and statutory guidance which relate to multi-agency training provided by the different SCBs. NSCB partner agencies may also use these standards for single agency training.

Training standards are as follows:

- NSCB to ensure that relevant multi-agency training is provided. The Workforce Development Group (WDG) to evaluate the quality of the training and ensure that it is reaching all relevant staff
- Training content to be compliant with national safeguarding competency standards
- All training materials to be updated to reflect national changes in legislation and guidance, and local practice developments
- Training to be delivered only by experienced trainers with experience of safeguarding work
- Single-agency provided training to be quality assured
- Training delivery and standards to be reinforced and periodically monitored by the WDG
- Impact of training to be evaluated by WDG and Performance, Improvement & Quality Assurance Group (PIQAG)
- Learning from National and local Serious Case Reviews will be incorporated into training

Expected Outcomes & Impact

The expected impact of the safeguarding training for children and young people is consistent with the five key children's well-being outcomes. These are: be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being. Safeguarding training has a particular focus on the 'stay safe' element.

Training should enable staff to meet competencies specific to their role working with children, young people and their families.

APPLICATION PROCESS

Course Administration & Allocation

ONLINE BOOKING

The NSCB runs an online booking system. For details on how to apply for our courses, please visit the NSCB website training page:

<http://www.norfolkscb.org/nscb-booking/nscb-booking-training/>

School applicants still apply via their usual booking system.

Process:

- Applicant completes online booking form and receives email confirmation of application (not a confirmed place at this time)
- Authorising manager is sent an email to authorise/decline application in preparation for short listing
- Applicant advised of manager authorisation/or decline and next steps
- Short listing occurs 6 weeks before course with all authorised applications
- Successful applicants emailed joining instructions; Unsuccessful applicants notified.

All of our courses are short listed six weeks prior to the date of the course, to ensure a multi-agency mix of delegates; you will be notified at that time whether your application has been successful or not.

MAPPA Training: For further information on MAPPA training please contact MAPPA directly on 01603 276320 or see their website: **www.norfolkmappa.org.uk**

Expectations of participants

In order to maintain a positive learning environment for all participants, when delegates attend a NSCB training event they can expect:

- To be treated in a professional and respectful manner
- The session to be lead by a knowledgeable and experienced trainer
- Training sessions to start and end at the times specified
- Any concerns regarding the training/trainer to be followed up and feedback given.

In return participants are expected to:

- Actively participate in the exercises and discussions in order to most fully benefit from the training
- Behave in a professional manner. Aggressive, threatening and discriminatory behaviour is unacceptable and will not be tolerated. Anyone exhibiting such behaviour will be asked to leave the training event and this will be reported back to their line manager and the NSCB
- Attend for the whole training session. Delegates arriving late or leaving early will not receive a certificate of attendance.

Training sessions are not confidential environments and any inappropriate/concerning issues or behaviour relating to safeguarding children will be reported back to the individual's line manager and the NSCB.

APPLICATION PROCESS

Application of Learning

It is expected that delegates will take responsibility for applying their learning to practice:

- Identifying their own training needs
- Considering how they will build on the learning from events attended
- Through action planning
- Reviewing the learning with their line manager

Delegates will also be expected to share knowledge within their teams.

Expectations of Line Managers

Spend time with your member of staff before an application is submitted to ensure that:

- Their learning needs are identified and that they have an agreed training pathway. It is best to make a record of this for the applicant and for yourself

For each individual application ensure that:

- The applicant is working at the level of responsibility for safeguarding children relevant to the course
- The course meets the learning needs that you have jointly identified

By authorising the application you are giving a commitment that the applicant will attend for the whole course.

Spend time with your staff member after the training to make an action plan to ensure that their learning from the training will be transferred into their practice and that any potential barriers to this process are identified.

In circumstances where your staff member is unable to attend training, you must ensure that you email the NSCB Training Administrator prior to the training event. Cancellations will not be accepted over the telephone.

Cancellation Policy

All cancellations and non-attendance, regardless of the circumstances, which are made within seven working days of the start of the course will incur a cancellation fee.

If you are unable to attend the training you must contact us **in writing** at nscbtraining@norfolk.gov.uk to cancel your place.

If the agency of the individual who is cancelling are able to fill the place with an appropriate substitute then the cancellation fee will not apply.

Charging Policy

The training is free to staff from agencies which fund the NSCB. There is a charge of £100.00 for staff from private, independent and profit making organisations.

For voluntary & community sector groups please see the updated charging policy on our website.

- For more information on the Safer Programme, and how to become a member, please visit their website
- <http://www.norfolkscb.org/people-working-with-children/safer-programme/>
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Complaints

All concerns relating to any aspect of the NSCB's learning and development programme should be referred to the Workforce Development Officer and will be dealt with in line with the NSCB complaints procedures.

NSCB TRAINING PATHWAY

Stage One

Single agency or multi-agency core programme

- Documentation and sharing information regarding concerns
- Using the framework for the assessment of children in need and their families: Own safeguarding roles and responsibilities
- Working together to identify, assess and meet the needs of children where there are safeguarding concerns

Stage Two

- Effective Multi-Agency Working
- Effective Participation at CP Conferences
- Child Sexual Exploitation
- Awareness of Challenges when Working with Parents
- Safeguarding Disabled Children (for non-specialist professionals)
- Parents with Mental Health Issues
- Voice of the Child
- Professional Curiosity and Challenge
- Safeguarding children and working with Eastern and Central European families
- Graded Care Profile and Parenting Capacity
- Substance Misuse
- Physical Harm
- Domestic Abuse
- Sexual Abuse Introductory Level
- Neglect
- Emotional Harm
- Understanding the Importance of Attachment In Assessment
- Signs of Safety—2 Day Course

Stage Three

- Reflective Supervision Skills
- Managing Risk When Working with Children and Young People who have experienced Child Sexual Abuse

EFFECTIVE MULTI-AGENCY WORKING

Target Staff: This course is ideal for staff who are new to multi-agency safeguarding children work and want to better understand multi-agency working.

Attendees: Maximum number of attendees - 25

Frequency of Course: Four per year

Course Duration: One day

Course Aims: To explore the challenges in multi-agency working when professionals are engaged in assessing need and risk. To provide an introduction to solution-focused practice and the Signs of Safety approach re its use in safeguarding practice.

Learning Outcomes - By the end of this course participants should:

- Be able to distinguish between families' active engagement and false compliance.
- Be able to undertake assessments of sufficient depth to aid decision-making.
- Understand in greater depth what is meant by critical judgments in assessments.
- Understand the significance of the use of shared language and understanding in risk assessments.
- Gained an appreciation of the value of using systemic/solution focused principles and scaling within a multi-agency framework.
- Be able to use systemic/solution focused thinking and scaling to explore risk assessments and formulate hypothesis
- Have knowledge of tools such as the Signs of Safety and its use in safeguarding practice both in terms of multi agency work and work with parents.
- Understand the barriers and explore solutions to effective communication and multi-agency working.
- Understand the value of assessment tools, e.g. Graded Care Profile.

Dates

Kings Lynn— 25 Apr 18

Great Yarmouth—03 Jul 18

Swaffham—27 Sept 18

Norwich—06 Feb 19

EMOTIONAL HARM

Target Staff: This course is an introduction to identifying and working with children and young people who might be experiencing Emotional Harm.

Attendees: Maximum number of attendees - 25

Frequency of Course: Six per year

Course Duration: One day

Course Aim: To raise awareness and effectively equip practitioners with information from research and practice evidence to identify signs and symptoms of emotional harm and the impact on children.

Learning Outcome - By the end of this course participants should be able:

- To understand the concept of significant harm as identified in Working Together 2015.
- To be able to identify the signs and symptoms of emotional harm.
- To understand the feelings of children who are experiencing or have experienced emotional harm.
- To use a theoretical model of developmental stages of emotional abuse.
- To use tools provided to understand childhood resilience and consider how this can be developed in children and young people.
- To apply frameworks for the assessment of parental capacity to change.

Dates

Great Yarmouth—20 Mar 18

Kings Lynn— 18 Apr 18

Dereham—14 Jun 18

Norwich—19 Sept 18

Swaffham—13 Nov 18

Great Yarmouth—17 Jan 19

NEGLECT

Target Staff: This course is an introduction for practitioners to identifying and working with children and young people who may be experiencing Neglect.

Attendees: Maximum number of attendees - 25

Frequency of Course: Six per year

Course Duration: One day

Course Aim: To raise awareness and effectively equip practitioners with information from research and practice evidence to identify signs and symptoms of neglect and the impact on children.

Learning Outcomes - By the end of this course participants should be able:

- To understand the concept of significant harm as identified in Working Together 2015.
- To identify signs and symptoms of neglect and consider the significance of individual perspectives when identifying neglect.
- To understand the 'start again' approach to neglect cases and consider the implications for practice.
- To understand their role in Norfolk's adoption of the Graded Care Profile as the primary tools to assess the impact of neglect on the child.
- To understand the concept of 'good enough' parenting.
- To apply frameworks for the assessment of parental capacity to change.

Dates

Dereham—23 Apr 18

Kings Lynn—15 Jun 18

Great Yarmouth—01 Oct 18

Swaffham—03 Dec 18

Norwich—11 Jan 19

Swaffham—11 Feb 19

SEXUAL ABUSE INTRODUCTORY LEVEL

Target Staff: is an introductory level course for practitioners who need training around recognising Child Sexual Abuse and understanding the impact of this on children and young people.

Attendees: Maximum number of attendees - 25

Frequency of Course: Four per year

Course Duration: One day

Course Aim: To provide participants with research and practice based information that will enable them to effectively identify and manage cases of likely or actual sexual abuse of children and young people.

Learning Outcomes - By the end of this course participants should:

- Demonstrate an understanding of how sexual abuse of children is viewed by society and within a familial context.
- Recognise and assess the impact of sexual abuse on children's welfare, development and behaviour and how trauma can manifest itself.
- Understand the short and long term impact of sexual abuse on children's well being and development.
- Describe the signs and indicators of children who may be suffering sexual abuse.
- Utilise research to understand more about theoretical models of offender behaviours.
- Recognising the difficulties for children in disclosing that sexual abuse had taken place.
- Know how to respond when such disclosures are made.
- Understand individual and agency responsibilities in responding to known or suspected sexual abuse of children.
- Assess risk within a multi-agency context, understanding how sexual abuse and neglect impact on children becoming vulnerable to Child Sexual Exploitation.
- Understand how current criminal and safeguarding systems impact on our ability to protect children from sexual abuse.
- Reference local and national data relating to child sexual abuse and child sexual exploitation.

Dates

Swaffham—06 Jun 18

Dereham—25 Sep 18

Norwich—01 Nov 18

Kings Lynn—16 Jan 19

MANAGING RISK WHEN WORKING WITH CHILDREN AND YOUNG PEOPLE WHO HAVE EXPERIENCED CHILD SEXUAL ABUSE

Target Staff: Advanced and experienced multi-agency practitioners and supervisors, who work with children and young people, and have particular responsibility for safeguarding and safety planning for children and young people who have experienced CSA.

This programme is designed for practitioners and managers who have already completed the NSCB Child Sexual Abuse Introductory Level course.

Attendees: Maximum number of attendees- 25

Frequency of Courses: Three per year

Course Duration: One day

Aim:

To offer an opportunity for advanced level practitioners to further develop their skills and expertise in working effectively with families where sexual abuse of children has been recognised.

Outcomes: By the end of this course participants should:

- Be able to utilise knowledge about the relationship between theory, research and practice in respect of familial sexual abuse of children and young people.
- Be able to recognise the impact on children and family dynamics when child sexual abuse in the family becomes known.
- Have explored, using Finkelhor's model, how knowledge of offenders behaviours can help to safeguard children.
- Be able to describe the links and differences between risk assessments and safety planning.
- Have practiced creating safety plans which build on the Signs of Safety approach.
- Have practiced skills in talking with children, non-offending parents and known/suspected perpetrators when child sexual abuse in the family occurs.
- Have built on learning from local and national SCRs, identifying any system issues which supports or hinders good practice.
- Have examined the challenges of this work for practitioners and the impact it can have on professional confidence and personal well-being.

Dates

Swaffham—07 Jun 18

Norwich—02 Nov 18

Kings Lynn—17 Jan 19

PHYSICAL HARM

Target Staff: This course is an introduction for practitioners to identifying and working with children and young people who may be experiencing Physical Harm.

Attendees: Maximum number of attendees -25

Frequency of Course: Three per year

Course Duration: One day

Course Aim: To provide practitioners across all agencies with best practice principles for the assessment of children and young people who may have experienced physical harm.

Learning Outcomes - By the end of this course participants should be able:

- To understand that physical injury may occur both as a consequence of intentional harm and of neglect.
- To understand the overarching emotional impact of physical harm.
- To understand that physical evidence of injury is not diagnostic of physical abuse.
- To use current evidence to assist in assessment of the likelihood of physical abuse.
- To understand when it is appropriate to seek medical advice and who is most appropriate to provide a medical opinion.

Dates

Swaffham - 18 Apr 18

Dereham - 18 Sep 18

Norwich - 16 Jan 19

ASSESSMENT SKILLS WITH CHILDREN AND YOUNG PEOPLE DISPLAYING HARMFUL SEXUAL BEHAVIOUR

Target Staff: This is a full day course for professionals who work with children and young people in a role where they may be required as part of their role to make an assessment about a child's behaviour. **Participants on this course should have attended the 90 minutes workshop, 'Identifying Harmful Sexual Behaviour in Children and Young people' or have a good working knowledge of the Brook Traffic Light Tool and the Hackett continuum of harmful sexual behaviour in children and young people.**

Attendees - Maximum number of attendees - 25

Course Duration: One day

Learning Outcomes - By the end of this course participants will be able to:

- Understand some of the reasons why young people might display harmful sexual behaviour.
- Understand the skills and techniques to use when having conversations with children and young people and their parents/carers about harmful sexual behaviour (HSB).
- Understand what information to gather when assessing HSB in children and young people.
- Know how to analyse information gathered about a child or young person's harmful sexual behaviour to support understanding of and begin to think about next steps for managing and addressing the behaviour.

Dates

Norwich—06 Mar 18

Norwich—27 Mar 18

This course is being delivered free of charge by the Harmful Sexual Behaviour Project.

DELIVERING INTERVENTIONS TO CHILDREN AND YOUNG PEOPLE DISPLAYING HARMFUL SEXUAL BEHAVIOUR

Target Staff: This is a full day course for professionals who work with children and young people in a role where they may be required as part of their role to deliver interventions to children and young people with harmful sexual behaviour. **Participants on this course should have attended the one day 'Assessment skills with Children and Young People with Harmful Sexual Behaviour'**

Attendees - Maximum number of attendees - 25

Course Duration: One day

Learning Outcomes - By the end of this course participants should be able to:

- Understand how to use information gathered from assessment to formulate an intervention plan for children and young people with harmful sexual behaviour.
- Explore some of the skills and techniques for engaging children and young people in interventions to address harmful sexual behaviour.
- Understand a range of interventions that can be used to manage and reduce harmful sexual behaviour in children and young people.

Dates

Norwich—07 Mar 18

Norwich—28 Mar 18

This course is being delivered free of charge by the Harmful Sexual Behaviour Project.

EFFECTIVE PARTICIPATION AT CHILD PROTECTION CONFERENCES

Target Staff: This course is aimed at practitioners who are new to attending Child Protection Conferences who would like to understand more about the process or experienced practitioners wishing to refresh their skills.

Attendees: Maximum number of attendees - 25

Frequency of Course: Four per year

Course Duration: One day

Course Aim:

To equip practitioners with the knowledge and analytical skills to promote sound professional judgements when working with the Framework for Assessment and to produce effective conference participants by the child protection staff.

Learning Outcomes - By the end of this course participants should:

- Understand the key features and underlying principles of the Assessment Framework.
- Have considered how to approach assessments which are inclusive of all children.
- Recognise the importance of working with children and families, identifying and taking account of their strengths as well as concerns.
- Understand the importance of keeping the child in focus and be aware of the factors that can inhibit this.
- Have developed confidence in analysing information and making professional judgements.
- Be aware of the purpose and function of the child protection conference.
- Understand how to prepare for child protection conferences.
- Understand how a child protection plan is constructed.
- Have considered the issue of child participation.

Dates

Swaffham—04 May 18

Norwich—18 Jul 18

Kings Lynn—11 Oct 18

Norwich—05 Feb 19

DOMESTIC ABUSE & ITS IMPACT ON FAMILIES

Target Staff: This course provides an introduction to domestic abuse and the impact it can have on children, young people, parents and carers as well as tools that can be used when working in this area.

Attendees: Maximum number of attendees -25

Frequency of Course: Five per year

Course Duration: One day

Course Aim: To raise awareness of the impact of domestic abuse on children and families, and to gain confidence in responding to their needs.

Learning Outcomes - By the end of this course participants should be able to:

- Define Domestic Abuse.
- Understand the Power & Control dynamics of domestic violence/abuse [Duluth model].
- Identify the risks presented by domestic abuse to children's safety, development & education.
- Understand the impact of domestic abuse on the non-abusing parent and how this can affect their ability to care appropriately.
- Identify the additional risk factors associated with domestic abuse, such as mental health, drugs and alcohol use.
- Describe inter-agency roles and responsibilities for providing services to parents and children experiencing violence.

Dates

Norwich - 09 May 18

Swaffham - 07 Jun 18

Great Yarmouth - 08 Nov 18

Kings Lynn - 22 Nov 18

Dereham - 14 Jan 19

SUBSTANCE MISUSE WITHIN THE FAMILY

Target Staff: This course is for practitioners who wish to develop their knowledge around the impact of substance misuse on families and the safeguarding of children and young people who are living in families where this is an issue. It is not designed to provide practitioners with detailed information on specific substances.

Attendees: Maximum number of attendees - 25

Frequency of Course: Three per year

Course Duration: One day

Course Aim:

- To develop an understanding of the harm that both parental drug use and young people's drug use has on the family, taking into account developments, psychological and physical factors within a holistic assessment framework.
- To explore attitudes and values around drug and alcohol misuse and how these impact on practice.
- To explore resources policy and guidance, in order to promote positive interventions in families where substances are misused.
- To focus on the wishes and feelings of children who live in families where substance misuse is an issue.

Learning Outcomes - By the end of the course participants should:

- Understand the key features and underlying principles of the Assessment Framework in relation to substance use/misuse.
- Have a thorough understanding of NSCB Policies 5.11 - Children and Young People who Misuse Substances and 7.3 - Children of Parents who Misuse Substances.
- Have explored personal attitudes and values in relation to families and substance misuse and how these may impact on young people, their parents and carers.
- Have the knowledge of key guidance documents and the competencies to work with this group.

Dates

Kings Lynn - 19 Jun 18

Great Yarmouth - 16 Oct 18

Swaffham - 26 Feb 19

CHILD SEXUAL EXPLOITATION

Target Staff: This course is aimed at practitioners working directly with children, young people and families and also staff whose **specialised roles** bring them into contact with children and young people at risk of sexual exploitation

Attendees: Maximum number of attendees - 25

Frequency of Course: Six per year

Course Duration: One day

Course Aim: To provide practitioners across all agencies with best practice principles for working with children and young people who have been, or are at risk of being, sexually exploited.

Learning Outcomes - By the end of this course participants should:

- Recognise and identify risk factors associated with CSE.
- Be able to outline the different models of CSE, the types of perpetrator(s) and their modus operandi, as identified in the research.
- Recognise and understand ways to effectively identify and engage with children and young people at risk of CSE.
- Understand relevant government guidance, the legislative framework and local protocols.
- Be able to describe different agency roles and responsibilities and your own specific role in safeguarding children from child sexual exploitation.
- Have utilised best practice examples to explore strategies for intervention, including the use of disruption tactics, in cases where CSE is suspected/identified.
- Understand what multi-agency information and actions can be used to support the prosecution of offenders.
- Have considered the impact on self of working within this area and identified how to resource ourselves to ensure safe practice.
- Developed an individual action plan for good practice.
- Identify what services are available for victims and families in order to co-ordinate an appropriate package of support.

Dates:

Kings Lynn—13 Mar 18

Dereham—16 May 18

Swaffham—18 Jul 18

Norwich—20 Sep 18

Great Yarmouth—15 Nov 18

Norwich—22 Jan 19

AWARENESS OF CHALLENGES WHEN WORKING WITH PARENTS

Target Staff: This course will assist practitioners with considering how to effectively work alongside parents and carers.

Attendees: Maximum number of attendees - 25

Frequency of Course: Four per year

Course Duration: One day

Course Aim: To provide practitioners across all agencies with best practice principles for working with parents and to learn how to deal with the challenges parents may present such as dangerous, difficult or evasive behavior.

Learning Outcomes - By the end of this course participants should:

- Know how to put the child at the heart of practice whilst dealing with parents who are difficult to work with.
- Understand the types of challenges present when working with parents where one or more of the following issues is present:
 - ◇ Learning disability
 - ◇ Violence
 - ◇ Substance misuse and/or alcohol
 - ◇ Mental Health
 - ◇ Perpetrators of sexual abuse
- Be able to recognise, understand and learn how to challenge disguised compliance.
- Understand the difference between 'dangerous', 'difficult' and 'evasive' behavior.
- Recognise and understand either their own or a colleague's collusive practice and know how to challenge appropriately.
- Have explored appropriate assessment tools and when to use them.
- Understand the importance of information sharing and the roles of different agencies.

Dates:

Norwich - 14 Jun 18

Kings Lynn - 12 Sep 18

Great Yarmouth—16 Nov 18

Swaffham—11 Jan 19

SAFEGUARDING DISABLED CHILDREN (Non-Specialist Professionals)

Target Staff: This course is aimed at practitioners who are working with children and young people with disabilities and their families and contributing to assessments of risk but are not specialising in this area of work.

Attendees: Maximum number of attendees - 25

Frequency of Course: Three per year

Course Duration: One day

Course Aims: To introduce participants to the interface between disability and safeguarding. To recognise ways in which disabled children can be more vulnerable to harm.

Learning Outcomes - By the end of this course participants should:

- Have an understanding of the perspective of the disabled child/young person.
- Have recognition of the perceived barriers to communicating with disabled children.
- Understand of the concept of created vulnerability.
- Understanding indicators of abuse and neglect, including subtle signs across the diverse range of disabilities.
- Have increased knowledge and confidence in seeking support in your role and an awareness of where to get that support.
- Understand the issues faced by parents of disabled children.
- Be able to improve partnership with parents/carers through understanding of the shared expertise model.

Dates:

Great Yarmouth - 26 Apr 18

Norwich - 04 Jul 18

Kings Lynn - 07 Feb 19

PARENTS WITH MENTAL HEALTH ISSUES

Target Staff: This course is aimed at practitioners who are working with families where a parent has mental health issues but do not specialise in this area of work.

Attendees: Maximum number of attendees - 25

Frequency of Course: Three per year

Course Duration: One day

Aims: to increase understanding of the impact of parental mental health on children and young people. Consider the implications of the recent Mental Health policies and practices and explore ways of supporting families where there is a parent experiencing mental health problems.

Objectives: To Explore:

- Behaviours associated with common mental health disorders.
- How mental health problems can affect parenting.
- Children and young people's experience of having a parent with a mental health problem.
- Safeguarding issues: and exploring risk and resilience in families as a way of shaping interventions.

Learning Outcomes—By the end of this course participants should:

- Have an increased awareness of the impact of adult mental ill health upon the whole family, especially children and young people.
- Understand patterns of service commissioning/provision, so that there is an emphasis on the need for co-ordinated and integrated adult and children services.
- Have an increased understanding of the range/effectiveness of routes through which family members can represent their concerns to the relevant statutory/voluntary agencies.
- Understand how working relationships are developed with key service providers, commissioners, existing user led groups and children/young people.
- Found ways of engaging families in discussion, debate, decision making and action for the whole family mental health.

Dates:

Swaffham - 15 Mar 18

Norwich—07 Nov 18

Kings Lynn—22 Jan 19

UNDERSTANDING THE IMPORTANCE OF ATTACHMENT IN ASSESSMENT

Target Staff: This course is aimed at practitioners who work with children and young people, who have responsibility for early help or permanency planning.

Attendees: Maximum number of attendees - 25

Frequency of Course: Four per year

Course Duration: One day

Aims: To provide participants with an opportunity to increase knowledge, and understanding about the importance of developing secure attachments, and the impact of insecure attachments on children's development.

To provide participants with the necessary knowledge and understanding about child development and attachment, to help them improve skills in supporting children and ultimately improving outcomes for them.

Learning Outcomes—By the end of this course participants should:

- Have increased knowledge and understanding about research on attachment and the neuroscience of attachment.
- Understand why attachment matters.
- Have reflected on how poor attachment impacts upon children in their development.
- Have considered implications for work with children who have not experienced secure attachment.
- Understand how early care giving might have a long lasting impact on children's development and how children might internalise their experiences of attunement with caregivers.
- Have increased knowledge about the risk factors affecting attachment and which groups of children are vulnerable.
- Be able to demonstrate an understanding of different types of secure and insecure attachment.
- Have considered what neuroscience tells us about how trauma can affect emotions and learning.
- Be able to appreciate and demonstrate the importance of considering the attachment of children in critically reflective practice and in undertaking good assessments.
- Consider what is needed to help children recover from trauma.

Dates:

Swaffham—15 Mar 18

Great Yarmouth—26 Jun 18

Kings Lynn—09 Oct 18

Norwich—17 Jan 19

VOICE OF THE CHILD

Target Staff: This course is aimed at all front line practitioners and managers working with children and young people.

Attendees: Maximum number of attendees - 25

Frequency of Course: Three per year

Course Duration: One day

Aims: To enable participants to reflect on representing the voice of the child within practice recordings with children.

Learning Outcomes: By the end of this course participants will have:

- Explored what we mean by 'children's voices' being represented in their practice.
- Considered what children tell us about 'listening to their voices'.
- Understood what we mean by children's rights, participation & advocacy.
- Looked at what Serious Case Reviews tell us about the pitfalls of not representing children's voices.
- Identified good practice principles re 'recording children's voices'.
- Reflected on the diverse needs of children re representing their voices; i.e. non-verbal children.
- Considered good practice to take back to the workplace.

Dates:

Norwich—19 Mar 18

Dereham—13 Jun 18

Swaffham—20 Sep 18

PROFESSIONAL CURIOSITY AND CHALLENGE

Target Staff: This course is aimed at all front line practitioners and managers working with children and young people.

Attendees: Maximum number of attendees - 25

Frequency of Course: Two per year

Course Duration: One day

Aims: This course aims to:

- Provide an understanding of the concept of professional curiosity and its application within a safeguarding children context.
- Provide a communication framework for saying difficult things in a clear assertive and respectful manner.

Learning Outcomes: By the end of this course participants should:

- Understand what is meant by the term professional curiosity in relation to keeping children safe.
- Know the key elements of good communication which lead to effective challenge.
- Have had an opportunity to practice the use of a framework for effectively delivering difficult conversations.
- Be able to make links between collaborative working and defensible decision making.
- Understand the theory of behavioural change and its application to disguised compliance.
- Have an awareness of the serious case review thematic learning framework in relation to professional curiosity and challenge.
- Know how to manage professional disagreements.
- Have developed an understanding of being curious about the 'day in the life of the child and their family' and ensuring the voice of the child is present within the process and a recognition of the disguised compliance as a dynamic.
- Have been enabled to explore emotional competency and its impact of being professionally curious.
- Be able to develop an individual action plan for good practice.

Dates:

Norwich—17 Apr 18

Swaffham—11 Jul 18

SAFEGUARDING CHILDREN AND WORKING WITH EASTERN AND CENTRAL EUROPEAN FAMILIES

Target Staff:

This course is aimed at all front line practitioners and managers working with children, parents or carers.

Attendees: Maximum number of attendees - 25

Course Duration: One day

Course Aim: To increase participants' levels of knowledge, confidence, and ability to engage effectively with migrant families from Eastern Europe.

Learning Outcomes - By the end of this course participants should have:

- Increased knowledge of cultural values and how it affects people's behaviour.
- Greater understanding of the significance of culture in the lives of Eastern European families and the impact on parenting styles and child upbringing.
- Developed a stronger appreciation of the nuances of culture and cultural practices and the impact on child safeguarding.
- Explored strategies to better engage families with an Eastern European background.

Dates:

Swaffham—23 May 18

GRADED CARE PROFILE AND PARENTING CAPACITY

Target Staff: This course is aimed at all front line practitioners and managers working with children and young people who are experiencing neglect.

Attendees: Maximum number of attendees - 50

Course Duration: One day

Aims: To provide attendees with knowledge and skills in using the Graded Care Profile to inform decision making in Neglect cases. To increase knowledge of tools to assess and enable parental capacity to change, and understanding of common elements that impact on behaviour change in adults.

Learning Outcomes: By the end of this course participants should be able to:

- Explain the Graded Care Profile (GCP) and how it can be used to measure and target the quality and level of care given to children by their parents.
- Identify how the GCP tool can be used to effect change in parental behaviours.
- Demonstrate a practical application of the GCP using a case study.
- Describe the multi-agency modes recommended by Norfolk LSCB for assessing parental capacity to change.
- Describe Norfolk LSCB's policy on the use of the GCP and how it will work in practice.
- Demonstrate an understanding of the common elements of behaviour change in adults including resistance ambivalence, motivation and engagement.
- Demonstrate a practical understanding of the professional's role in assessing and enabling parental capacity to change.
- Describe the key elements of motivational interviewing when working with parents.

Dates:

Norwich—02 May 18

Swaffham—18 Jul 18

Norwich—17 Oct 18

SIGNS OF SAFETY TWO DAY COURSE

Target Staff: This course is for practitioners who will be undertaking and contributing to assessments utilising the Signs of Safety approach. **Please note that due to previous funding this training is free to staff from Norfolk Children's Services. There is a charge of £150 for staff from statutory agencies, private, independent and profit making organisations and a charge of £75 for staff from the voluntary sector.**

Attendees: Maximum number of attendees - 30

Frequency of Course: Nine per year

Course Duration: Two days

Aims: This training provides practitioners and managers with the skills and knowledge to be able to use the Signs of Safety approach in their practice.

Learning Outcomes - The course will cover:

- An introduction to Signs of Safety Assessment and Planning framework.
- The history of the creation and evolution of the approach.
- An interactive demonstration of the framework and questioning.
- Practice Mapping in groups.
- Safety planning
- Involving children with the "3 houses" and the "safety house".
- Using Words and Pictures explanations.

Dates:

Great Yarmouth—16 & 17 Apr 18

Kings Lynn—05 & 06 Jun 18

Norwich—18 & 19 Jul 18

Swaffham—11 & 12 Sep 18

Dereham—15 & 16 Oct 18

Great Yarmouth—28 & 29 Nov 18

Norwich—08 & 09 Jan 19

Swaffham—11 & 12 Feb 19

Kings Lynn—27 & 28 Mar 19

REFLECTIVE SUPERVISION

Target Staff: This course is for Supervisors of those who Safeguard Children from Harm .

Attendees: Maximum number of attendees - 20

Frequency of Course: Three per year

Course Duration: This 2 day course, delivered on consecutive days, will offer a mix of learning methods including role play and individual work exercises. It is a two day taught course.

Course Aim: To effectively equip supervisors to deliver a child centered restorative approach and evidenced based safeguarding supervision to others in the children's workforce.

Learning outcomes - By the end of the course participants should be able to:

- Understand the different elements and functions of supervision.
- Use engagement skills to build a facilitating relationship enabling a supervision process.
- Create a supervision atmosphere that can safely be, challenging, exploring, reflective and analytical whilst ensuring the staff members well-being.
- Use knowledge and reflect on the current research of what works in relation to effective supervision.
- Use models of supervision practice to inform their work.
- Describe the impact that child protection work may have on front line workers in all agencies involved in safeguarding children and be able to use their supervision skills to manage this impact.
- Help workers to analyse information and use this analysis to inform decision making in situations where there are concerns regarding the safety of a child.
- Understand the risks and implications surrounding the supervision process and the supervisor's responsibilities including the duality of roles.
- Understand the responsibilities of supervisees and be able to clarify their contribution to making supervision effective.
- Consider the dynamics of integrated teams where line management and professional supervision may be separated.
- Use knowledge of adult learning styles and understand the various methods of supervision that can be used such as team/group supervision.

Dates:

Swaffham—13 & 14 Mar 18

Norwich—27 & 28 Jun 18

Great Yarmouth—15 & 16 Jan 19



Norfolk Safeguarding Children Board

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