Solihull Safeguarding Children Partnership multi-agency training Modules

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| **Module number and who for** | **When you have completed this learning, you will be able to** | **Duration** |
| **Module 1 Early Help**  Those who identify additional needs and carry out early help assessments | * Apply Solihull local thresholds, * Respond appropriately to concerns about children with additional needs by effectively interacting with partner professionals, * Carry out early help assessments | ½ day  Virtual |
| **Module 1b Recognising and supporting parents in parental conflict**  Those who identify additional needs and carry out early help assessments | * Recognise the key differences between destructive and constructive conflict and the impact this has on child outcomes. * Understand whether the formation of families changes the quality of those relationships and the warning signs that a relationship is in distress. * Know why active listening and empathy are as important as how you ask the right questions. * Have confidence in practice in working with parents in conflict situations and using the tools available to support this work. | Full day  Face to face  This is a course developed with initial funding from DWP |
| **Module 2 Child Protection: An introduction to multi-agency working**  Those who identify child protection concerns and make child protection referrals | * At the appropriate threshold make sound, evidence informed communications and good quality child protection referrals, * Make sound evidence informed contributions when participating in child protection conferences and core groups. * Identify and challenge drift and delay in multi-agency work to safeguard children and young people; and be specifically alert to the complexities of the child’s experience when living with Domestic violence, substance misuse and/or parental mental health problems. * Effectively use escalation procedures when conflicts occur in multi-agency safeguarding work and resolution cannot be sought | Full day  Face to face |
| **Module 3 Child Protection: The challenges of multi-agency working**  Those who also regularly attend child protection conferences and core groups and/or supervise or manage those who do, or lead organisations that do | * Accurately identify and manage common impediments to partnership working to safeguard children & young people * Understand and respect multi agency difference and manage conflict with humility. * Sensitively understand the multi-dimensional nature of risk in safeguarding work; including issues impacting on parenting, such as substance misuse, Domestic Violence and adult mental health. * Promptly recognise and respond to drift and delay and non-compliance and develop professional alertness to risk while working in partnership with parents. * Recognise how you interact with these elements and use supervision effectively to safeguard children and protect your wellbeing. * Actively seek and provide challenge with partners in safeguarding work. * Effectively support staff to use the LSCP escalation procedures when resolution cannot be reached in * safeguarding work. * Effectively engage partners to enable sound judgement based on all evidence, including recent evidence and challenge inability to consider new evidence to safeguard children. | Full day  Face to face |
| **Module 4 Child Protection: Analysis, judgement and leadership in partnership working**  Those who may provide evidence in criminal and civil proceedings and those who lead or contribute to Child Safeguarding Practice Reviews and those involved in LSCP partnership meetings | * Effectively provide professional support and supervision to practitioners and colleagues leading or contributing to multi-agency risk assessment in safeguarding work. * Effectively work with partners to analyse risks, review child protection plans and challenge drift and delay and manage conflict to safeguard children & young people. * Effectively lead and deliver on the escalation procedures * Set standards for multi-agency audit and audit against them to ensure the quality and continual improvement in work to safeguard children & young people. | Full day  Face to face |
| **Module 5 all age Exploitation Awareness**  Those who work with children and young people and who are responsible to identify and respond to child exploitation. | * Recognise the West Midlands (Metropolitan) Area Definition for Exploitation (all Age) and how this applies in Solihull. * Apply the local screening tool to identify and respond appropriately to children who are at risk or involved in exploitation. * Engage with partners appropriately, communicating effectively * Use local resources and national guidance and support agencies to help children and young people at risk or involved in Exploitation | ½ day  Virtual |
| **Module 5.1 Introduction to contextual safeguarding**  Those who work with children, young people and adults and who are responsible to identify and respond to child exploitation. | * Develop an understanding of what is meant by a trauma informed response and why it’s needed * Know what contextual safeguarding means * Know how and where to access tools and resources to support your work in Contextual safeguarding | ½ day  Virtual |
| **Module 5.2 Working with parents as partners**  Those who work with children and young people and who are responsible to identify and respond to child exploitation. | * Recognise the importance in identifying and assessing the different relationships that children/young people form in their peer groups, schools, neighbourhoods and online * Understand that children/young people’s experiences of extra-familial abuse can undermine parent-child relationships and consider working with parents as partners | ½ day  Virtual |
| **Module 5.3 Including Contextual Safeguarding In Individual Assessments**  Those who undertake assessments which are holistic in mature- taking into account both context of children’s experience within their family home and in other social spaces. | 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:   * Assess the risks of extra familial harm to a child/ young person * Consider the needs of a child/ young person subject to extra familial harm * Make recommendations/ plan for on-going work that addresses extra familial harm | Half day face to face |
| **Module 6 Neglect: Impact on child development**  Those who identify and assess early help or child protection concerns and regularly follow a multi-agency approach and/or attend and report to child protection conferences and core groups and/or supervise or manage those who do | * Carry out or contribute to thorough assessments of children where neglect is suspected; * appropriately using national research and practice experience * accurately recognising and referring to the impact on the child’s development * effectively using evidence informed assessment tools * effectively utilising contributions from partner agencies to inform assessment | Full day  Face to face |
| **Module 6b Neglect- Domestic Abuse**  Those who identify and assess early help or child protection concerns and regularly follow a multi-agency approach and/or attend and report to child protection conferences and core groups and/or supervise or manage those who do | |  |  | | --- | --- | |  | * Carry out or contribute to thorough assessments of children where domestic abuse is suspected by: * Identifying behaviours which constitute domestic abuse including coercion and control and understanding their impact on child development. * Identifying barriers to engagement for victims of domestic abuse and constructing ways to overcome these. * Utilise methods of safety planning which is vital to any intervention where DA is present. * Effectively recognise how DASH/DVRIM can assist assessments, safety planning and multi-agency working | | Full day  Face to face |
| **Module 6c Neglect- Graded Care Profile** 2  Those who identify and assess early help or child protection concerns and regularly follow a multi-agency approach and/or attend and report to child protection conferences and core groups and/or supervise or manage those who do | * Become licensed to use the Graded Care Profile 2. * Consolidate knowledge in relation to neglect. * Know where to go locally for support | Full day  Face to face |
| **Module 6.4 Understanding And Responding to Perpetrators of Domestic Abuse** For multi-agency professionals  who work with individuals on an ongoing basis who are or may be perpetrating domestic abuse | 1. Develop ways of identifying who is doing what to whom and with what consequences (typologies of violence)  2. Enhance understanding of the challenges posed by perpetrators when assessing domestic abuse  3. Identify the themes of abusive behaviour and their possible motivation  4. Consider perpetrator tactics in relation to the risk of colluding with the perpetrator  5. Develop confidence regarding the most effective working practices when seeking to engage perpetrators of domestic abuse  6. Highlight the need to work within a context of monitoring risk and keeping safety at the focus of all practice  7. Provide information re local/national local services for victims and perpetrators | Full day Face to face |
| **Module 7 Physical Abuse**  Those who identify and assess early help or child protection concerns and regularly follow a multi-agency approach and/or attend and report to child protection conferences and core groups and/or supervise or manage those who do | * Carry out or contribute to thorough assessments where physical abuse is suspected * appropriately using national research and practice experience * accurately recognising the continued aspects of physical abuse and its impact on the child’s development * effectively using evidence informed assessment tools * effectively utilising contributions from partner agencies to inform assessment | ½ day  Face to face |
| **Module 8 Emotional Abuse**  Those who identify and assess early help or child protection concerns and regularly follow a multi-agency approach and/or attend and report to child protection conferences and core groups and/or supervise or manage those who do | * Carry out or contribute to thorough assessments where emotional abuse is suspected * appropriately using national research and practice experience * accurately recognising and referring to the impact on the child’s development * effectively using evidence informed assessment tools * effectively utilising contributions from partner agencies to inform assessment | ½ day  Face to face |
| **Module 9 Sexual Abuse**  Those who identify and assess early help or child protection concerns and regularly follow a multi-agency approach and/or attend and report to child protection conferences and core groups and/or supervise or manage those who do | * Carry out or contribute to thorough assessments of children where sexual abuse is suspected; * appropriately using national research and practice experience * accurately recognising and referring to the impact on the child’s development * effectively using evidence informed assessment tools * effectively using contributions from partner agencies to inform assessment. | Full day  Face to face |
| **Managing Allegations Against Staff**  For those with supervisory responsibilities for staff undertaking safeguarding work; managers and strategic leads in multi-agency organisations | |  |  | | --- | --- | |  | * This training 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 a child/children in a way that indicates s/he is unsuitable to work with children | | ½ day  Face to face |