

Wandsworth Safeguarding Children Board



# **Multi Agency Training Programme**

April 2010 - March 2011

# MULTI-AGENCY TRAINING PROGRAMME 2010-2011

## SUMMER 2010 (April – July)

### APRIL

#### **Child Protection Awareness, Recognition and Referral**

Designed for Groups A & B  
 Trainer: Members of the Multi-Agency Training Group  
 21<sup>st</sup> April – *THIS COURSE IS FULL*

#### **Safeguarding Sessions for Volunteers**

Trainer: Members of the Multi-Agency Training Group  
 27<sup>th</sup> April – *evening session*

#### **Supervision Skills for Safeguarding Supervisors**

Designed for Groups B & C Managers  
 Trainer: Janet Lee  
 28<sup>th</sup> April

### MAY

*\*NEW\**

#### **Assessment Practice Skills**

Designed for Group B  
 Trainer: Janet Lee  
 4<sup>th</sup> May

*\*NEW\**

#### **Child Protection – REFRESHER**

Designed for Groups A & B  
 Trainer: Members of the Multi-Agency Training Group  
 11<sup>th</sup> May – *morning session*

#### **Planning and Decision Making in Child Protection**

Designed for Groups B & C  
 Trainer: Members of the Multi-Agency Training Group  
 12<sup>th</sup> & 13<sup>th</sup> May

#### **E-Safety**

Designed for Groups B & C  
 Trainers: John Wheeler & James Stewart  
 14<sup>th</sup> May – *morning session*

#### **Impact of Parental Learning Disability on Parenting**

Designed for Groups B & C  
 Trainer: Jane Wiffin  
 14<sup>th</sup> May

#### **Safeguarding Children at Risk of Significant Harm**

Designed for Groups B & C  
 Trainer: Members of the Multi-Agency Training Group  
 21<sup>st</sup> May

#### **Child Protection Awareness, Recognition and Referral**

Designed for Groups A & B  
 Trainer: Members of the Multi-Agency Training Group  
 27<sup>th</sup> May

### JUNE

#### **Safeguarding Disabled Children**

Designed for Groups B & C  
 Trainer: Lorraine Tavares  
 8<sup>th</sup> June

*\*NEW\**

#### **Child Development and the Factors that Influence it**

Designed for Groups B & C  
 Trainer: a CAMHS Child Clinical Psychologist  
 10<sup>th</sup> June

#### **Attachment Theory, Young People, Research and Practice**

Designed for Groups B & C  
 Trainers: Matt Comins & Vivian Hill  
 11<sup>th</sup> June

#### **Impact of Parental Drug Use on Parenting**

Designed for Groups B & C  
 Trainer: Nina Job  
 15<sup>th</sup> June

#### **Child Protection Awareness, Recognition and Referral**

Designed for Groups A & B  
 Trainer: Members of the Multi-Agency Training Group  
 23<sup>rd</sup> June

#### **The Impact of Domestic Violence on Children and their Families**

Designed for Groups B & C  
 Trainer: Jo Norman  
 24<sup>th</sup> June

#### **E-Safety**

Designed for Groups B & C  
 Trainers: John Wheeler & James Stewart  
 25<sup>th</sup> June – *morning session*

#### **Using Family Group Meetings to Build Resilience with Families to Safeguard Children**

Designed for Groups B & C  
 28<sup>th</sup> & 29<sup>th</sup> June

### JULY

#### **Managing Safeguarding Concerns for Children and Young People: Managing Risk Through the Team Around the Child**

Designed for Group B & C Managers  
 Trainer: Janet Lee  
 7<sup>th</sup> July

*\*NEW\**

#### **Working in the Team Around the Child to Safeguard Children at Risk**

Designed for Groups B & C  
 Trainer: Janet Lee  
 8<sup>th</sup> July

*\*NEW\**

#### **Child Protection – REFRESHER**

Designed for Groups A & B  
 Trainer: Members of the Multi-Agency Training Group  
 15<sup>th</sup> July – *afternoon session*

#### **Child Protection Awareness, Recognition and Referral**

Designed for Groups A & B  
 Trainer: Members of the Multi-Agency Training Group  
 20<sup>th</sup> July

# MULTI-AGENCY TRAINING PROGRAMME 2010-2011

## AUTUMN 2010 (September to December)

### SEPTEMBER

#### **Child Protection Awareness, Recognition and Referral**

Designed for Groups A & B  
Trainer: Members of the Multi-Agency Training Group  
*22<sup>nd</sup> September*

#### **Impact of Parental Learning Disability on Parenting**

Designed for Groups B & C  
Trainer: Jane Wiffin  
*23<sup>rd</sup> September*

#### **Planning & Decision Making in Child Protection**

Designed for Groups B & C  
Trainer: Members of the Multi-Agency Training Group  
*29<sup>th</sup> & 30<sup>th</sup> September*

### OCTOBER

#### **E-Safety**

Designed for Groups B & C  
Trainers: John Wheeler & James Stewart  
*1<sup>st</sup> October – morning session*

#### **The Impact of Domestic Violence on Children and their Families**

Designed for Groups B & C  
Trainer: Jo Norman  
*12<sup>th</sup> October*

*\*NEW\**

#### **Assessment Practice Skills**

Designed for Group B  
Trainer: Janet Lee  
*14<sup>th</sup> October*

#### **Safeguarding Sessions for Volunteers**

Trainer: Members of the Multi-Agency Training Group  
*19<sup>th</sup> October – evening session*

#### **Impact of Parental Drug Use on Parenting**

Designed for Groups B & C  
Trainer: Nina Job  
*20<sup>th</sup> October*

#### **Child Protection Awareness, Recognition and Referral**

Designed for Groups A & B  
Trainer: Members of the Multi-Agency Training Group  
*21<sup>st</sup> October*

### NOVEMBER

#### **Young People's Sexual Health**

Designed for Groups B & C  
Trainer: Nina Job  
*3<sup>rd</sup> November*

#### **Think Young Carer.....**

Designed for Group B & C  
Trainer(s): Michelle Lineros and Jenny Hine  
*9<sup>th</sup> November*

#### **Managing Safeguarding Concerns for Children and Young People: Managing Risk Through the Team Around the Child**

Designed for Group B & C Managers  
Trainer: Janet Lee  
*11<sup>th</sup> November*

#### **Adolescent Domestic Violence**

Designed for Groups B & C  
Trainer: Greater London Domestic Violence Project  
*12<sup>th</sup> November*

#### **E-Safety**

Designed for Groups B & C  
Trainers: John Wheeler & James Stewart  
*12<sup>th</sup> November – morning session*

*\*NEW\**

#### **Working in the Team Around the Child to Safeguard Children at Risk**

Designed for Group B & C  
Trainer: Janet Lee  
*15<sup>th</sup> November*

#### **Understanding the Impact and Risk Assessment for Families Experiencing Domestic Violence**

Designed for Group C  
Trainer: Greater London Domestic Violence Project  
*17<sup>th</sup> & 18<sup>th</sup> November*

*\*NEW\**

#### **Child Development and the Factors that Influence it**

Designed for Groups B & C  
Trainer: a CAMHS Child Clinical Psychologist  
*19<sup>th</sup> November*

#### **Sexual Exploitation of Children**

Designed for Groups B & C  
Trainer: Barnardos Young Women's Project  
*23<sup>rd</sup> November*

#### **Child Protection Awareness, Recognition and Referral**

Designed for Groups A & B  
Trainer: Members of the Multi-Agency Training Group  
*25<sup>th</sup> November*

#### **Supervision Skills for Safeguarding Supervisors**

Designed for Group B & C Managers  
Trainer: Janet Lee  
*29<sup>th</sup> November*

### DECEMBER

#### **Safeguarding Children at Risk of Significant Harm**

Designed for Groups B & C  
Trainer: Members of the Multi-Agency Training Group  
*2<sup>nd</sup> December*

#### **Working with Parents with Mental Health Difficulties**

Designed for Groups B & C  
Trainer Al Williamson  
*14<sup>th</sup> & 15<sup>th</sup> December*

*\*NEW\**

#### **Child Protection – REFRESHER**

Designed for Groups A & B  
Trainer: Members of the Multi-Agency Training Group  
*17<sup>th</sup> December – morning session*

# MULTI-AGENCY TRAINING PROGRAMME 2010-2011

SPRING 2011 (January – March)

## JANUARY

### **Child Protection Awareness, Recognition and Referral**

Designed for Groups A & B  
Trainer: Members of the Multi-Agency Training Group  
*11th January*

### **Safeguarding Disabled Children**

Designed for Groups B & C  
Trainer: Lorraine Tavares  
*18th January*

### **Safeguarding Sessions for Volunteers**

Trainer: Members of the Multi-Agency Training Group  
*19th January – evening session*

### **Impact of Domestic Violence on Children and their Families**

Designed for Groups B & C  
Trainer: Jo Norman  
*20th January*

### **Impact of Parental Learning Disability on Parenting**

Designed for Groups B & C  
Trainer: Jane Wiffin  
*25th January*

## FEBRUARY

### **Planning & Decision Making in Child Protection**

Designed for Groups B & C  
Trainer: Members of the Multi-Agency Training Group  
*2nd & 3rd February*

### **E-Safety**

Designed for Groups B & C  
Trainers: John Wheeler & James Stewart  
*4th February morning session*

### **Managing Safeguarding Concerns for Children and Young People: Managing Risk Through the Team Around the Child**

Designed for Group B & C Managers  
Trainer: Janet Lee  
*7th February*

### **Child Protection Awareness, Recognition and Referral**

Designed for Groups A & B  
Trainer: Members of the Multi-Agency Training Group  
*10th February*

### **Impact of Parental Drug Use on Parenting**

Designed for Groups B & C  
Trainer: Nina Job  
*15th February*

*\*NEW\**

### **Working in the Team Around the Child to Safeguard Children at Risk**

Designed for Group B & C  
Trainer: Janet Lee  
*17th February*

## MARCH

### **Assessment Practice Skills**

Designed for Group B  
Trainer: Janet Lee  
*1st March*

### **Safeguarding Children & Risk of Significant Harm**

Designed for Groups B & C  
Trainer: Members of the Multi-Agency Training Group  
*3rd March*

### **Young People's Sexual Health**

Designed for Groups B & C  
Trainer: Nina Job  
*8th March*

*\*NEW\**

### **Child Development and the Factors that Influence it**

Designed for Groups B & C  
Trainer: a CAMHS Child Clinical Psychologist  
*9th March*

*\*NEW\**

### **Child Protection – REFRESHER**

Designed for Groups A & B  
Trainer: Members of the Multi-Agency Training Group  
*10th March – afternoon session*

### **Attachment Theory, Young People, Research and Practice**

Designed for Groups B & C  
Trainers: Matt Comins & Vivian Hill  
*11th March*

### **Emotional Abuse & Neglect**

Designed for Group C  
Trainer: Janet Lee  
*14th & 15th March*

### **Child Protection Awareness, Recognition and Referral**

Designed for Groups A & B  
Trainer: Members of the Multi-Agency Training Group  
*17th March*

### **E-Safety**

Designed for Groups B & C  
Trainers: John Wheeler & James Stewart  
*18th March morning session*

### **Drugs and Young People (TBA)**

Designed for Group B & C

# Welcome to the Multi-Agency Safeguarding Training Programme

**April 2010 - March 2011**

Whilst we have a new look to this year's programme, the aims of the programme remains the same: to build a skilled and knowledgeable children's workforce who can work together to safeguard and promote the welfare of children.

The Training Sub-Group plans, commissions and delivers a wide range of training on behalf of the Wandsworth Safeguarding Children Board (WSCB).

Training delivered on an inter-agency basis is a highly effective way of promoting a shared understanding of the respective roles and responsibilities of different professionals and contributes to effective working relationships.

The principle that all staff who come into contact with children and young people need to have a basic awareness of safeguarding child protection issues and how to act on worries they might have about children's well being, is fundamental to current policy and guidance across all agencies. This includes members of the workforce who primarily work with adults, some of whom are parents. Establishing a common language and shared understanding between professionals and agencies working across professional boundaries is a key aim of multi-agency training.

This introduction is intended to highlight the training courses which are most relevant to different groups of staff working with children and young people.

*Two key elements contributing to effective safeguarding and promoting of children's welfare are that all staff should:*

- Have a clear understanding of their individual role and their agency's roles and responsibilities and are competent to undertake these in an effective manner;
- Have a clear understanding of the roles and responsibilities of other professionals and agencies they need to work collaboratively with;
- Be competent to engage effectively in this process.

Multi-agency training supports the improved understanding of each others' roles.

*The London Safeguarding Board Review of Serious Case Reviews (2007) recommended that all LSCB agencies ensure their staff receive single and multi-agency training in:*

- Recording;
- Common induction training for staff regarding children in need and safeguarding children;
- Awareness of drug misuse and the impact on children of parental drug and alcohol misuse;
- Child protection training in line with the Working Together London Child Protection Procedures;
- Working with families where there is neglect (understanding neglect, gathering evidence on individual children, assessing risk of harm, strategies for intervention, using specialist assessments);

- Working with families where there is domestic violence including working in situations where there is collusion or denial of violence;
- Addressing black and minority ethnic (BME) issues in every stage of their work with children and families;
- Assessment using the *Framework for the Assessment of Children in Need and their Families*;
- Assessing risk of harm to children, emphasising the importance of a thorough analysis of collated information with a clear action plan and a system in place for reviews.

The courses we run address the multi agency training needs stated above.

**The Children's Workforce Development Council (CWDC)** has developed the **Common Core of Skills and knowledge for the Children's Workforce** with the aim of ensuring the people working with children play a full part in assisting every child "to learn and develop to its' full potential". It sets out six areas of expertise that everyone working with children, young people and families, including those who work as volunteers, should be able to demonstrate. These are:

- Child development (physical and psychological);
- Safeguarding and promoting the welfare of children, including risk of harm and protection factors;
- Effective communication and engagement (listening to and involving children and working with parents and families);
- Supporting transitions (maximising children's achievements, opportunities and understanding their rights and responsibilities);
- Multi-agency working (working across professional and agency boundaries);
- Information Sharing.

## Which Training Group Am I In?

### **Group A**

Safeguarding Group A workers have limited contact with children, young people and with their parents/carers; they have a responsibility to contribute to safeguarding and promoting the welfare of children in the community but do not necessarily have specific organisational responsibility to intervene in the lives of children and their families.

Group A corresponds to DoH Level 1 (Safeguarding Children & Young People: Roles and Competences for Health Care Staff – Intercollegiate Document, Royal College of Paediatrics & Child Health, April 2006)

### **Group B**

Safeguarding Group B (Safeguarding Professionals) consists of people who work regularly with children and young people and adults who are parents/carers.

Group B has considerable professional and organisational responsibility for safeguarding and promoting children's welfare and has to be able to act on welfare concerns and to contribute appropriately to safeguarding processes.

Group B needs the skills and knowledge to manage effectively the interface between themselves and those from Group A, who may approach them with concerns about a child's welfare, and Group C to whom referrals will be addressed.

These are staff who perform Regulated Activities and come into contact with children in the course of their work.

Group B corresponds to DoH Level 2 (Safeguarding Children & Young People: Roles and Competences for Health Care Staff – Intercollegiate Document, Royal College of Paediatrics & Child Health, April 2006)

### **Group C**

Safeguarding Group C (Protecting Professionals) has particular responsibilities for safeguarding and child protection. They hold professional or organisational authority and a substantial degree of personal responsibility and autonomy to act on child welfare concerns. They work extensively within a multi-agency context and often have responsibility for the work of others.

These are staff who perform Regulated Activities and come into contact with children in the course of their work.

Supervisors and managers of the above.

There is work currently underway to match training for this level with the DOH levels 3 to 6.

## ADDITIONAL TRAINING

Following the Serious Case Review into the death of baby Peter and the subsequent report by Lord Laming “**The Protection of Children in England: A Progress Report**” the government has now published an updated version of “**Working Together**” This is now available on line [www.wscb.org.uk](http://www.wscb.org.uk) . The new document has identified a number of areas where we need to provide multi agency training. Additional training will be commissioned during the year and will be advertised separately from this brochure.

### **Learning from Experience**

During 2009 we held very successful seminars looking at the implications of the death of Baby Peter for our practice in Wandsworth. We also held seminars on “working effectively throughout childhood”, which explored four cases of young people in Wandsworth who had either been victims or perpetrators of murder. We held a further seminar looking at the importance of family history in assessments of children.

We will be planning further seminars over the next year which will be advertised separately.

We are in the early stages of planning some joint training for Adult Social Services and Children’s Services on effective joint working. This training should support the “Think Family Model”. It is hoped to run this training during the summer term. This will be advertised separately.

### **Integrated working and ‘the change team’**

In order to facilitate and support the changes to working practice needed, each relevant sector or service across the Children’s Trust has identified a “Change Manager” to work on a time limited basis to support the development of integrated processes and report to the Children’s Trust Officers Group .

Those identified are staff that are senior enough to ensure the necessary change is embedded, but also sufficiently in touch with operational services to see through the implementation of agreed changes.

### **The Change Team comprises:**

#### ***Fiona Wallace, Head of Service Development and Training Unit :***

Leadership, management and co-ordination of the Change Team as part of Workforce Development.

#### ***Lucy Davies, Children’s Services Development Officer***

Work with individual services, in particular their Change Managers, to identify action required.

#### ***Karen Bliss, Integrated Processes Manager***

Work directly with agencies on using the e-CAF and resolving technical problems.

Their role is to work with the Change Managers to agree the exact nature of changes necessary and to support change managers in developing this work.

### **The focus of the work**

- Identify and address the blocks to progress;
- Within each service, identify which types of staff and at which levels are likely to undertake the Lead Professional role;
- Identify how, within that service, those staff can receive the necessary support.
- Within each service identify what those staff need to do differently;
- Consider implications for case loads/work loads/remuneration arrangements;
- Add to/amend job descriptions and person specifications for the relevant professional groups;
- Add to/amend relevant practice standards for the service;
- Adapt single and multi-agency training to reflect the role;
- Identify practice models/champions within each part of the service who can support others and respond to queries;
- Revise/redraft Lead Professional guidance in the light of this work.

### **Common Assessment Framework Training**

You will find dates for CAF training at the back of this programme along with an application form (**blue**). These dates go up to June 2010. After this agencies will be expected to provide an induction into CAF and ECAF processes for new staff. Karen Bliss will be available to support agencies with this.

Workers who are completing Common Assessments and working in Team's Around Children should consider attending "**Assessment Practice Skills**" and "**Working in the Team Around the Child to Safeguard Children at Risk**".

Managers should attend "**Managing Safeguarding Concerns for Children and Young People: Managing Risk Through the Team Around the Child**".

# YOUNG LONDON MATTERS

In 2009 The Government Office for London produced a series of documents under the title **Young London Matters**. [www.younglondonmatters.org.uk](http://www.younglondonmatters.org.uk)  
 Among other things they have produced charts setting out the continuum of need from Universal services right through to Specialist services. Below are the thresholds for services in Wandsworth. These documents support the principles of early intervention in order to prevent problems escalating.

## London Continuum Charts - Level 1

### No additional needs, only requiring universal service support

Features	Universal Example Indicators	Assessment Process
<p><b>Children with no additional needs</b>            Children whose developmental needs are met by universal services</p>	<p style="text-align: center;"><b><i>Developmental Needs</i></b></p> <p><b>Learning / Education</b></p> <ul style="list-style-type: none"> <li>• Achieving key stages</li> <li>• Good attendance at school/college/training</li> <li>• No barriers to learning</li> <li>• Planned progression beyond statutory school age</li> </ul> <p><b>Health</b></p> <ul style="list-style-type: none"> <li>• Good physical health with age appropriate developmental milestones including speech and language</li> </ul> <p><b>Social, Emotional, Behavioural, Identity</b></p> <ul style="list-style-type: none"> <li>• Good mental health and psychological well-being</li> <li>• Good quality early attachments, confident in social situations</li> <li>• Knowledgeable about the effects of crime and antisocial behaviour</li> <li>• Knowledgeable about sex and relationships and consistent use of contraception if sexually active</li> </ul> <p><b>Family and Social Relationships</b></p> <ul style="list-style-type: none"> <li>• Stable families where parents are able to meet the child's needs</li> </ul> <p><b>Self-Care and Independence</b></p> <ul style="list-style-type: none"> <li>• Age appropriate independent living skills</li> </ul> <p style="text-align: center;"><b><i>Family &amp; Environmental Factors</i></b></p> <p><b>Family History and Well-Being</b></p> <ul style="list-style-type: none"> <li>• Supportive family relationships</li> </ul> <p><b>Housing, Employment and Finance</b></p> <ul style="list-style-type: none"> <li>• Child fully supported financially</li> <li>• Good quality stable housing</li> </ul> <p><b>Social and Community Resources</b></p> <ul style="list-style-type: none"> <li>• Good social and friendship networks exist</li> <li>• Safe and secure environment</li> <li>• Access to consistent and positive activities</li> </ul> <p style="text-align: center;"><b><i>Parents and Carers</i></b></p> <p><b>Basic Care, Safety and Protection</b></p> <ul style="list-style-type: none"> <li>• Parents able to provide care for child's needs</li> </ul> <p><b>Emotional Warmth and Stability</b></p> <ul style="list-style-type: none"> <li>• Parents provide secure and caring parenting</li> </ul> <p><b>Guidance Boundaries and Stimulation</b></p> <ul style="list-style-type: none"> <li>• Parents provide appropriate guidance and boundaries to help child develop appropriate values</li> </ul>	<p><b>No common assessment is required</b>            Children should access universal services in a normal way  <b>Key universal services that may provide support at this level:</b>            Education            Children's Centres &amp;            Early Years Health visiting service            School nursing            GP            Play Services            Integrated Youth Support Services            Police            Housing            Voluntary &amp; Community Sector</p>

## Level 2 - Low to Vulnerable

### Targeted support

Features	Low to Vulnerable - Example Indicators	Assessment Process
<p><b>2a Vulnerable</b> These children have low level additional needs that are likely to be short-term and that maybe known but are not being met</p> <p><b>2b Vulnerable</b> Child's needs are not clear, not known or not being met Child with additional needs – requiring multi-agency intervention Lead professional and Team around child</p>	<p style="text-align: center;"><b><i>Developmental Needs</i></b></p> <p><b>Learning / Education</b></p> <ul style="list-style-type: none"> <li>• Occasional truanting or non attendance</li> <li>• School action or school action plus</li> <li>• Identifies language and communication difficulties</li> <li>• Reduced access to books, toys or educational materials</li> <li>• Few or no qualifications</li> <li>• NEET</li> </ul> <p><b>Health</b></p> <ul style="list-style-type: none"> <li>• Slow in reaching developmental milestones</li> <li>• Missing immunizations or checks</li> <li>• Minor health problems which can be maintained in a mainstream school</li> </ul> <p><b>Social, Emotional, Behavioural, Identity</b></p> <ul style="list-style-type: none"> <li>• Low level mental health or emotional issues requiring intervention</li> <li>• Pro offending behaviour and attitudes</li> <li>• Early onset of offending behaviour or activity (10-14)</li> <li>• Coming to notice of police through low level offending</li> <li>• Expressing wish to become pregnant at young age</li> <li>• Early onset of sexual activity (13-14)</li> <li>• Sexual active (15+) with inconsistent use of contraception</li> <li>• Low level substance misuse (current or historical)</li> <li>• Poor self esteem</li> </ul> <p><b>Self-Care and Independence</b></p> <ul style="list-style-type: none"> <li>• Lack of age appropriate behaviour and independent living skills that increase vulnerability to social exclusion</li> </ul> <p><b>Family and Environmental Factors</b> Family and Social Relationships and Family Well-Being</p> <ul style="list-style-type: none"> <li>• Parents/carers have relationship difficulties which may affect the child</li> <li>• Parents request advice to manage their child's behaviour</li> <li>• Children affected by difficult family relationships or bullying</li> </ul> <p><b>Housing, Employment and Finance</b></p> <ul style="list-style-type: none"> <li>• Overcrowding</li> <li>• Families affected by low income or unemployment</li> </ul> <p><b>Social and Community Resources</b></p> <ul style="list-style-type: none"> <li>• Insufficient facilities to meet needs e.g. transport or access issues</li> <li>• Family require advice regarding social exclusion e.g. hate crimes</li> <li>• Associating with anti social or criminally active peers</li> <li>• Limited access to contraceptive and sexual health advice, information and services</li> </ul> <p style="text-align: center;"><b><i>Parents and Carers</i></b></p> <p><b>Basic Care, Safety and Protection</b></p> <ul style="list-style-type: none"> <li>• Inconsistent care e.g. inappropriate child care arrangements or young inexperienced parent</li> </ul> <p><b>Emotional Warmth and Stability</b></p> <ul style="list-style-type: none"> <li>• Inconsistent parenting, but development not significantly impaired</li> </ul> <p><b>Guidance Boundaries and Stimulation</b></p> <ul style="list-style-type: none"> <li>• Lack of response to concerns raised regarding child</li> </ul>	<p><b>Additional services:</b> The common assessment can be used as supporting evidence to gain specialist / targeted support Statutory or specialist services assessment (NB a common assessment must NOT replace a specialist assessment) <b>Key agencies that may provide support at this level:</b> Specialist health or disability services Youth Offending Team CAMHS Family support services Voluntary &amp; community services Services at universal level comprehensive assessment and formulation of substance specific care plan <b>Reference sector specific charts</b></p>

## Level 3 - High or Complex

Additional needs requiring integrated targeted support OR child in need (section 17)

Features	Medium Risk - Example Indicators	Assessment Process
<p><b>Children with high level additional unmet needs</b> Complex needs likely to require longer term intervention from statutory and/or specialist services</p> <p><b>Child in need:</b> These children may be eligible for a child in need service from children's social care and are at risk of moving to a high level of risk if they do not receive early intervention. These may include children who have been assessed as "high risk" in the recent past, or children who have been adopted and now require additional support. If a social worker is allocated they will act as the Lead Professional</p>	<p style="text-align: center;"><b><i>Developmental Needs</i></b></p> <p><b>Learning / Education</b></p> <ul style="list-style-type: none"> <li>• Short term exclusions or at risk of permanent exclusion, persistent truanting</li> <li>• Statement of special educational needs</li> <li>• No access to books, toys or educational materials</li> </ul> <p><b>Health</b></p> <ul style="list-style-type: none"> <li>• Disability requiring specialist support to be maintained in mainstream setting</li> <li>• Physical and emotional development raising significant concerns</li> <li>• Chronic/recurring health problems</li> <li>• Missed appointments - routine and non-routine</li> </ul> <p><b>Social, Emotional, Behavioural, Identity</b></p> <ul style="list-style-type: none"> <li>• Under 16 and has had (or caused) a previous pregnancy ending in still birth, abortion or miscarriage</li> <li>• 16+ and has had (or caused) 2 or more previous pregnancies or is a teenage parent</li> <li>• Under 18 and pregnant</li> <li>• Coming to notice of police on a regular basis but not progressed</li> <li>• Received fixed penalty notice, reprimand, final warning or triage of diversionary intervention</li> <li>• Evidence of regular/frequent drug use which may be combined with other risk factors</li> <li>• Evidence of escalation of substance use</li> <li>• Evidence of changing attitudes and more disregard to risk</li> <li>• Mental health issues requiring specialist intervention in the community</li> <li>• Significant low self esteem</li> <li>• Victim of crime including discrimination</li> </ul> <p><b>Self-Care and Independence</b></p> <ul style="list-style-type: none"> <li>• Lack of age appropriate behaviour and independent living skills, likely to impair development</li> </ul> <p style="text-align: center;"><b><i>Family and Environmental Factors</i></b></p> <p><b>Family and Social Relationships and Family Well-Being</b></p> <ul style="list-style-type: none"> <li>• History of domestic violence</li> <li>• Risk of relationship breakdown with parent or carer and the child</li> <li>• Young carers, Privately fostered, children of prisoners, periods of LAC</li> <li>• Child appears to have undifferentiated attachments</li> </ul> <p><b>Housing, Employment and Finance</b></p> <ul style="list-style-type: none"> <li>• Severe overcrowding, temporary accommodation, homeless, unemployment</li> </ul> <p><b>Social and Community Resources</b></p> <ul style="list-style-type: none"> <li>• Family require support services as a result of social exclusion</li> <li>• Parents socially excluded, no access to local facilities</li> </ul>	<p>The common assessment can be used as supporting evidence to gain specialist / targeted support</p> <p>The common assessment may also be completed to support child moving out of complex needs</p> <p>Statutory or specialist services assessment (NB a common assessment must NOT replace a specialist assessment)</p> <p><b>Key agencies that may provide support at this level:</b></p> <p>LA children's social care</p> <p>Other statutory service e.g. SEN services. Specialist health or disability services</p> <p>YISP</p> <p>Youth Offending Team</p> <p>Targeted drug and alcohol CAMHS</p> <p>Family support services</p> <p>Voluntary &amp; community services</p> <p>Services at universal level</p> <p><b>Reference sector specific charts</b></p>

	<b>Parents and Carers</b>	
	<p><b>Basic Care, Safety and Protection</b></p> <ul style="list-style-type: none"> <li>Physical care or supervision of child is inadequate</li> <li>Parental learning disability, parental substance misuse or mental health impacting on parent's ability to meet the needs of the child</li> <li>Parental non compliance</li> </ul> <p><b>Emotional Warmth and Stability</b></p> <ul style="list-style-type: none"> <li>Inconsistent parenting impairing emotional or behavioural development</li> </ul> <p><b>Guidance Boundaries and Stimulation</b></p> <ul style="list-style-type: none"> <li>Parent provides inconsistent boundaries or responses</li> </ul>	

## Level 4 - Complex or Acute

**Additional needs requiring specialist or statutory integrated response OR child protection (section 47)**

Features	High Risk - Example Indicators	Assessment Process
<p><b>Complex additional unmet needs</b> These children require specialist/statutory integrated support</p> <p><b>Child Protection</b> Children experiencing significant harm that require statutory intervention such as child protection or legal intervention. These children may also need to be accommodated by the local authority either on a voluntary basis or by way of Court Order. Agencies should make a <b>verbal</b> referral to children's social care accompanied by a <b>written</b> referral</p>	<p><b>Developmental Needs</b></p> <p><b>Learning / Education</b></p> <ul style="list-style-type: none"> <li>Chronic non-attendance, truanting</li> <li>Permanently excluded, frequent exclusions or no education. Provision</li> <li>No parental support for education</li> </ul> <p><b>Health</b></p> <ul style="list-style-type: none"> <li>High level disability which cannot be maintained in a mainstream setting</li> <li>Serious physical and emotional health problems</li> </ul> <p><b>Social, Emotional, Behavioural, Identity</b></p> <ul style="list-style-type: none"> <li>Challenging behaviour resulting in serious risk to the child and others</li> <li>Failure or rejection to address serious (re)offending behaviour. Likely to be in Deter cohort of youth offending management</li> <li>Known to be part of gang or post code derived collective</li> <li>Complex mental health issues requiring specialist interventions</li> <li>In sexually exploitative relationship</li> <li>Teenage parent under 16</li> <li>Under 13 engaged in sexual activity</li> <li>Frequently go missing from home for long periods</li> <li>Distorted self image</li> <li>Young people experiencing current harm through their use of substances</li> <li>Young people with complicated substance problems requiring specific interventions and/or child protection</li> <li>Young people with complex needs whose issues are exacerbated by substance use</li> </ul> <p><b>Self-Care and Independence</b></p> <ul style="list-style-type: none"> <li>Severe lack of age appropriate behaviour and independent living skills likely to result in significant harm e.g. bullying, isolation</li> </ul>	<p><b>Additional services:</b> The common assessment can be used as supporting evidence to gain specialist / targeted support</p> <p>Statutory or specialist services assessment (NB a common assessment must NOT replace a specialist assessment)</p> <p><b>Key agencies that may provide support at this level:</b> Specialist health or disability services Youth Offending Team CAMHS Family support services Voluntary &amp; community services Services at universal level comprehensive assessment and formulation of substance specific care plan</p> <p><b>Reference sector specific charts</b></p>

	<p style="text-align: center;"><b><i>Family and Environmental Factors</i></b></p> <p><b>Family and Social Relationships and Family Well-Being</b></p> <ul style="list-style-type: none"> <li>• Suspicion of physical, emotional, sexual abuse or neglect</li> <li>• High levels of domestic violence that put the child at risk</li> <li>• Parents are unable to care for the child</li> <li>• Children who need to be looked after outside of their own family</li> </ul> <p><b>Housing, Employment and Finance</b></p> <ul style="list-style-type: none"> <li>• No fixed abode or homeless.</li> <li>• Family unable to gain employment or extreme poverty</li> </ul> <p><b>Social and Community Resources</b></p> <ul style="list-style-type: none"> <li>• Child or family need immediate support and protection due to harassment /discrimination and No access to community resources</li> </ul> <p style="text-align: center;"><b><i>Parents and Carers</i></b></p> <p><b>Basic Care, Safety and Protection</b></p> <ul style="list-style-type: none"> <li>• Parent is unable to meet child's needs without support</li> </ul> <p><b>Emotional Warmth and Stability</b></p> <ul style="list-style-type: none"> <li>• Parents unable to manage and risk of family breakdown</li> </ul> <p><b>Guidance Boundaries and Stimulation</b></p> <ul style="list-style-type: none"> <li>• Parent does not offer good role model e.g. condones antisocial behaviour</li> </ul>	
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## WSCB Membership & Multi-agency Sub-groups

### WSCB Membership

WSCB partner agencies are the following:

#### Statutory partners:

##### **London Borough of Wandsworth**

##### **Children's Services**

Director of Children's Services

Assistant Director, Children's Specialist Services Division

Deputy Director, Policy & Development Division

Assistant Director, Young People & Learning Division

Sector Manager, Children's Specialist Services Division

Manager, Safeguarding Standards Unit, Policy & Development Division

Principal, Education Welfare Service, Standards & Educational settings Division

Deputy Principal, Education Welfare Service, Standards & Educational settings Division

Head of Integrated Youth Service, Young People & Learning Division

Manager, Youth Offending Team, Young People & Learning Division

Manager, Connexions, Young People & Learning Division

Teenage Pregnancy Co-ordinator, Sexual Health Services, Young People & Learning Division

Head – Inclusion Services

##### **Adult Services**

Safeguarding Vulnerable Adults Partnership Board Development Manager

##### **Metropolitan Police**

Chief Inspector, Wandsworth Borough Police

Detective Inspector, Wandsworth Child Abuse Investigation Team

Inspector, Wandsworth Borough Police

##### **Probation Service**

Assistant Chief Officer (Wandsworth)

##### ***The NHS Strategic Health Authority***

(Currently vacant)

##### **NHS Wandsworth**

Associate Director for Children & Families

Designated Doctor for Safeguarding & Child Protection

Designated Nurse for Safeguarding & Child Protection

##### **South West London and St George's Hospital Mental Health NHS Trust (child and adult services)**

Wandsworth Borough Director (Adult & Child and Adolescent Mental

### **Potential/Future Members and Partners:**

Health Services  
Manager, CAMHS  
Consultant Child & Adolescent Psychological Services (CAMHS)  
Named Nurse for Safeguarding & Child Protection

#### **St George's Hospital NHS Trust**

Assistant Director of Nursing & Executive Board lead member CP (Child and Adult Services)  
Consultant Paediatrician

#### **Children and Family Courts Advisory and Support Service (CAFCASS)**

Corporate Strategist

### **Other non-statutory members and partners**

#### **Educational settings**

Representatives from Secondary and Primary School Sectors

#### **Further Education Colleges**

Head of Pastoral Support Services, South Thames College

#### **General Practitioners**

Medical Director, Wandsworth Primary Care Trust

#### **Children Community Voluntary Network**

Welcare  
WPPA

#### **Domestic Violence Forum**

Chair of the Forum

#### **Wandsworth Housing Services**

Head of Strategy & Development

#### **Multi-Agency Public Protection Arrangements (MAPPA)**

Represented by various members who also sit on the MAPPA  
Adults Leisure and Amenity Services  
Wandsworth Voluntary Sector Development Agency

#### **Drug and Alcohol Services**

Representative from DAT

#### **Faith Groups**

Currently WSCB is part of LSP Multi-Faith Sub-group

#### **Fire Brigade**

Station Commander

#### **Ambulance Services**

Ambulance Operations Manager

## WSCB Sub-groups

WSCB has 9 multi-agency sub-groups that carry out the work of the WSCB. They are:

- Anti-bullying sub-group
- Child Death Overview Panel
- Monitoring sub-group
- Personnel sub-group
- Prevention sub-group
- Private Fostering sub-group
- Publicity and Communications sub-group
- Serious Case Review Panel
- Training

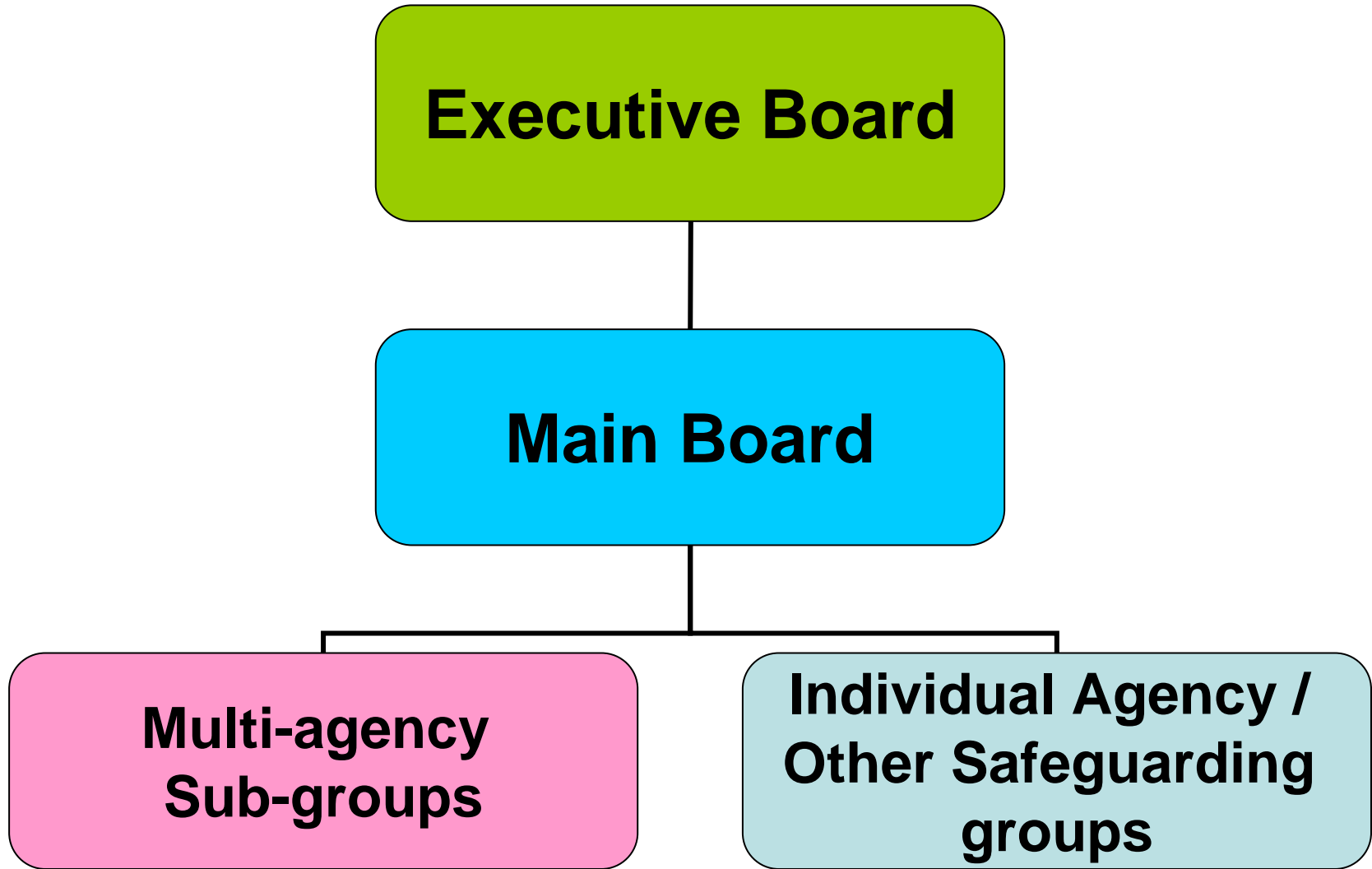
There are also 3 Working Groups, which reports back to the WSCB through a multi-agency sub-group:

- e-Safety Working Group (Prevention sub-group)
- Safeguarding Sexually Active Young People Working Group
- Challenging Homophobic Bullying in Schools Working Group (Anti-bullying sub-group)

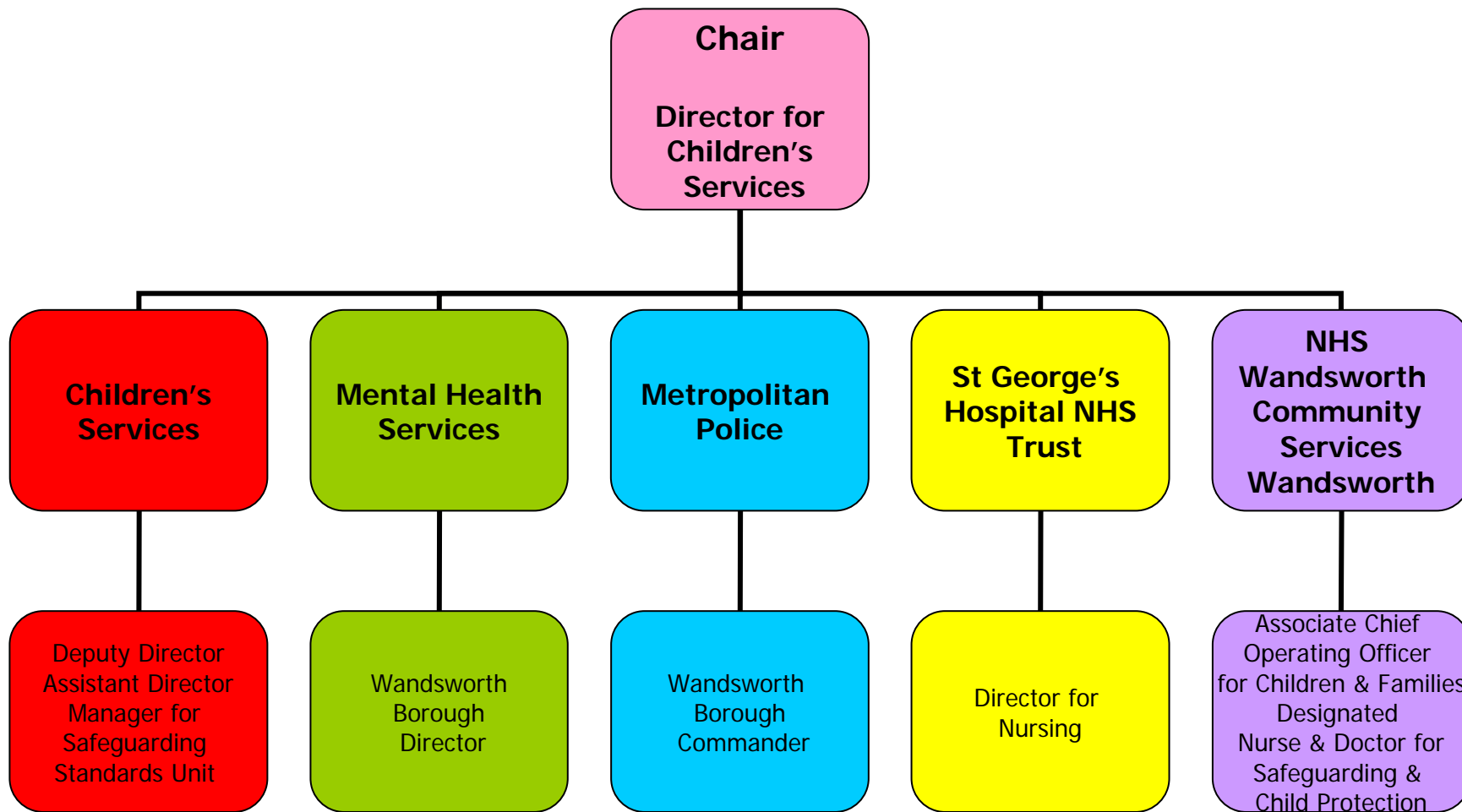
Some WSCB partner agencies have also formed safeguarding groups. Some of these groups include:

- Safeguarding Children and Young People with Disabilities and Special Educational Needs (SEN)
- Domestic Violence Forum – Children and Young People sub-group
- Health Safeguarding sub-group (NHS Wandsworth)

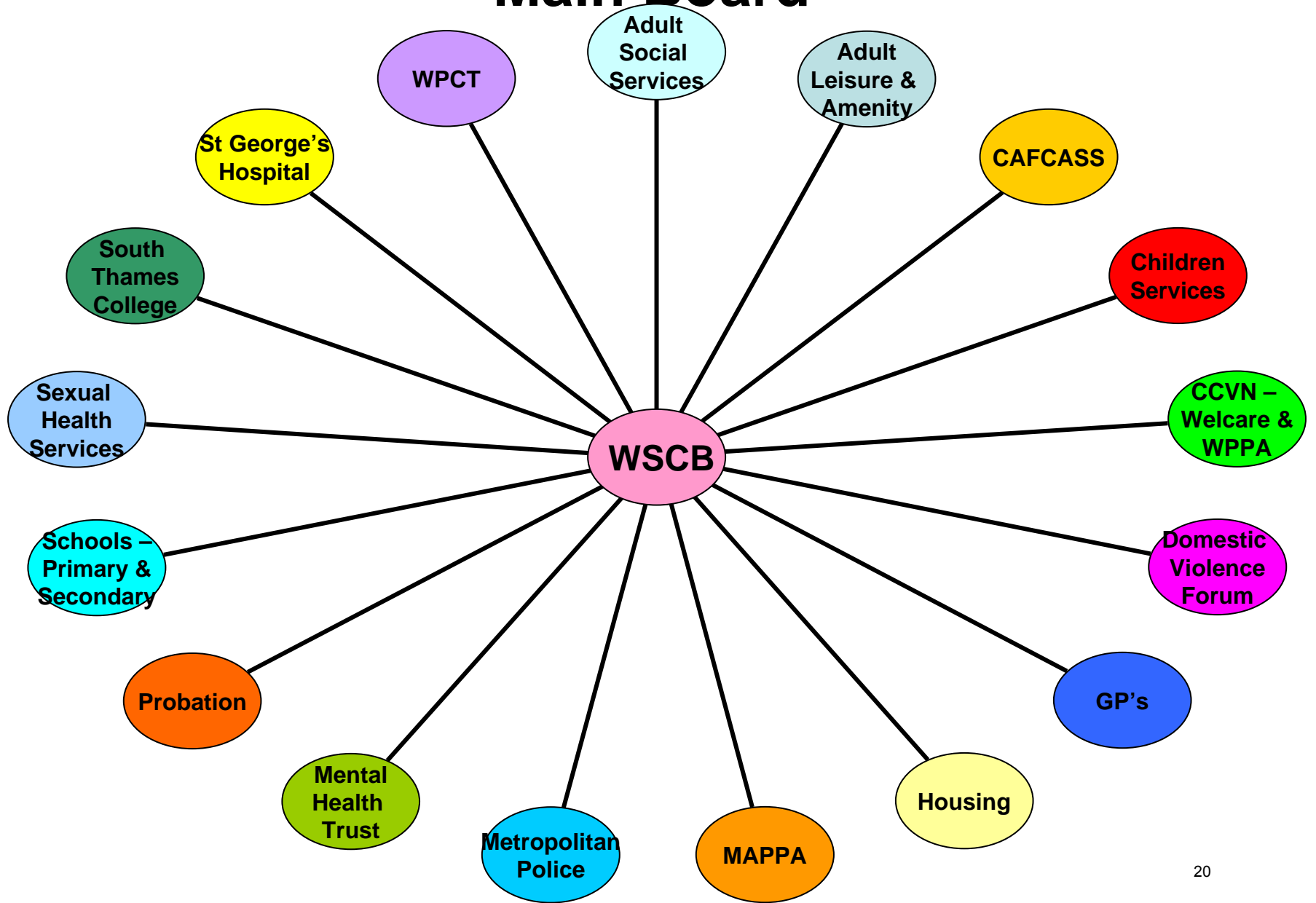
# Wandsworth Safeguarding Children Board



# Wandsworth Safeguarding Children Board Executive Board



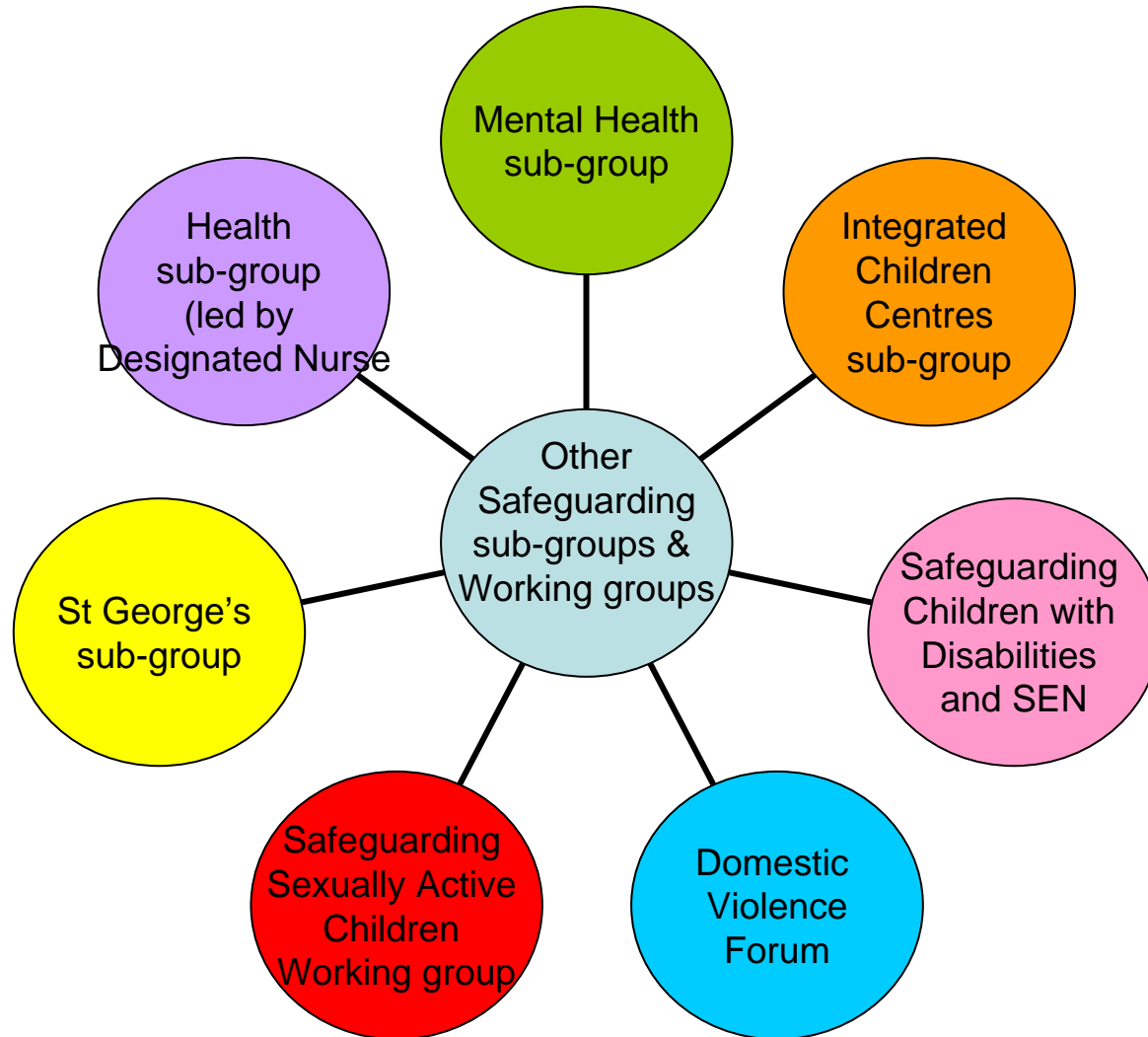
# Wandsworth Safeguarding Child Board Main Board



# Wandsworth Safeguarding Children Board Multi-agency Sub-groups



# Other Safeguarding groups or Working Groups



# COURSE ADMINISTRATION

**\*Please see Competence Matters note in the introduction of the programme for information on levels of courses.**

## **How do I apply for courses?**

At the back of this programme there is an **application form** to be used for all Multi-Agency courses. Please photocopy this for your own application and leave the original for other users of the programme.

You need to complete a **separate application form** for each course you wish to apply for. **This form must be signed by a manager within your agency to give approval of your possible attendance on that course.** The manager who signs the form will vary from agency to agency. It is also possible that within your own agency you have other internal training approval procedures to follow.

Send the completed application form to **Children's Specialist Services, (Training Section) Wandsworth Borough Council, 2<sup>nd</sup> Floor, Welbeck House, Wandsworth High Street, London SW18 2PS or Fax to 020 8871 7238.** Applications need to be sent in as soon as possible as places fill up quickly.

## **How much will it cost me?**

A place on any course in this programme will cost you nothing, however, it is important to remember that all agencies have contributed money to the training budget to make these courses possible. It is a waste of resources if you are unable to attend a course and the place can not be offered to someone else instead, because you have not informed us. If you are unable to attend for any reason, please inform your manager and also the Training Unit mailto: [amorse@wandsworth.gov.uk](mailto:amorse@wandsworth.gov.uk) or 020 8871 7787. Please note that courses will start promptly, you may be turned away if you are late. Also, certificates will not be issued to participants who have left before the end of the training day. Managers/supervisors will be informed of staff non-attendance/lateness on courses.

## **How and when will I know whether I have a place on a course?**

Applications will be collected for each course and at that time the co-ordinating trainer will select who is going to have a place on the course. You will be notified shortly after the closing date whether you have a place or not. Details of the dates, times and venues will be confirmed.

## **How do you decide which people will get a place on each course?**

In order to plan for the courses and secure a place, early application is advised. If courses are under-subscribed it is likely that the course will be cancelled. If a course has under the maximum stated number of participants, applicants will then be offered a place regardless of agency for most courses. For some courses which are for experienced workers the training co-ordinator will decide in conjunction with applicants and their manager whether the course is appropriate. If a course is over subscribed we will endeavour to ensure that a good balance of participants from different agencies is maintained. Unsuccessful applicants will be offered places on future courses whenever possible.

# Multi-Agency Training Courses

Foundation level courses for those new to safeguarding and child protection or new to Wandsworth. Including those who work directly with children or those who work with adults who are parents or carers for children.

One day course: “**Child Protection Awareness, Recognition and Referral**”. This course gives participants information about how to recognise the signs and symptoms of abuse and what to do when workers are worried about a child, including dealing with disclosures and making referrals to Specialist Services.

Half day “**Child Protection Refresher**”. For those who have completed the above course but need to update and review their knowledge.

Evening course: “**Safeguarding Children for Volunteers**”. This is an introductory course for people volunteering with children and families.

Foundation Level Courses

# CHILD PROTECTION AWARENESS, RECOGNITION & REFERRAL

## A One Day Course

<b>Dates:</b>	21 <sup>st</sup> April	27 <sup>th</sup> May	23 <sup>rd</sup> June	20 <sup>th</sup> July
	22 <sup>nd</sup> September	21 <sup>st</sup> October	25 <sup>th</sup> November	11 <sup>th</sup> January
	10th February	17th March		

**Times:** 9.15am - 4.30pm

**Course designed for: Groups A & B** (see introduction *page 7* for an explanation of the groups). This is an introductory and core child protection course recommended for workers of all levels within agencies involved in work with children and families.

**Course Aims:** To increase awareness of child protection and safeguarding children within a multi-agency group and provide information about how to act on concerns about children.

**Learning Outcomes:** *by the end of this course participants will:*

- Have increased ability to recognise abuse/potential abuse
- Be able to work in an anti discriminatory way
- Have an understanding of child protection procedures and work within a statutory framework, including guidance on reporting underage sexual activity.
- Have an appreciation of the skills, roles and tasks of other professionals involved in working with children and their families

**Trainer(s):** The trainers are members of the Multi-Agency Training Group. Membership of this group is as follows:

**Children's Specialist Services –**

*Judith Paterson; Louise Jones;  
Iro Orobator; Melinda Cassel;  
Methlyn Reid; Anji Reynolds*

**Health -  
Education –**

*Maria Hogan  
Stella Macaulay; Heather Tortelli;  
Andy Hunter*

**Training Co-ordinator:** Judith Paterson

**Number of participants:** Maximum: 20 Minimum: 10

***Closing dates are 4 weeks prior to all course dates***

## CHILD PROTECTION REFRESHER Half Day Course

<b>Dates:</b>	11 <sup>th</sup> May	Morning session	09:15 to 12.30
	15 <sup>th</sup> July	Afternoon session	13.15 to 16.30
	17 <sup>th</sup> December	Morning session	09.15 to 12.30
	10 <sup>th</sup> March	Afternoon session	13.15 to 16.30

**Course designed for:** **Groups A & B** (see introduction page 7 for an explanation of the groups). This is a course for workers who have completed Child Protection Awareness course within the last three years who need to refresh and update their knowledge.

**Course Aims:** To refresh participants' knowledge and understanding of safeguarding and child protection in a multi agency context.

**Learning Outcomes:** *by the end of this course participants will:*

- Have revised their knowledge of the signs and symptoms of abuse.
- Have an up to date understanding of child protection procedures and knowledge of how and when to refer cases to Children's Specialist Services.
- Have an appreciation of the skills, roles and tasks of other professionals involved in working with children and their families.
- Be able to analyse information about children and families and make appropriate decisions about referrals.

**Trainer(s):** The trainers are members of the Multi-Agency Training Group. Membership of this group is as follows:

**Children's Specialist Services –**

*Judith Paterson; Louise Jones;  
Iro Orobator; Melinda Cassel;  
Methlyn Reid; Anji Reynolds*

**Health -  
Education –**

*Maria Hogan  
Stella Macaulay; Heather Tortelli;  
Andy Hunter*

**Training Co-ordinator:** Judith Paterson

**Number of participants:** Maximum: 20 Minimum: 12

***Closing dates are 4 weeks prior to all course dates***

## SAFEGUARDING SESSIONS FOR VOLUNTEERS Evening Session

**Dates:** 27<sup>th</sup> April | 19<sup>th</sup> October | 19<sup>th</sup> January

**Times:** 6.30pm – 9.30pm

**Course designed for:** Volunteers in agencies and groups who are working with children and their families. This includes those in faith groups.

**Course Aims:** To inform volunteers working with children and families of their responsibilities to safeguard and promote the welfare of the children they are working with and to look at procedures for reporting concerns about children.

**Learning Outcomes:** *by the end of this course participants will:*

- Understand their responsibility to safeguard and promote the welfare of children
- Know the basic signs and symptoms of child abuse
- Know how to respond and what action to take when concerned about a child's welfare

**Trainer(s):** The trainers are members of the Multi-Agency Training Group. Membership of this group is as follows:

<b>Children's Specialist Services –</b>	<i>Judith Paterson; Louise Jones; Iro Orobator; Melinda Cassel; Methlyn Reid; Anji Reynolds</i>
<b>Health - Education –</b>	<i>Maria Hogan Stella Macaulay; Heather Tortelli; Andy Hunter</i>

**Training Co-ordinator:** Judith Paterson

**Number of participants:** Maximum: 25 Minimum: 12

***Closing dates are 4 weeks prior to all course dates***

# Multi-Agency Training Courses

## Targeted Level Courses

**Targeted level courses for multi agency workers who are involved in assessment and planning for children and may be working in or leading a Team Around the Child.**

One day course: **“Working in the Team Around the Child to Safeguard Children at Risk”**. This course is for workers who are working with children at risk who may not meet the threshold for Specialist Services.

One day course: **“Assessment Practice Skills”**. This course is designed to promote good practice in assessments including workers who are involved in CAF and workers who are contributing to multi agency assessments led by Children’s social workers.

## **ASSESSMENT PRACTICE SKILLS A One Day Course**

**Dates:** 4<sup>th</sup> May | 14<sup>th</sup> October | 1<sup>st</sup> March

**Times:** 9.15am – 4.30pm

**Course designed for:** **Group B** (see introduction *page 7* for an explanation of the groups). All workers working with children and families who are involved in assessment using the **Assessment Framework** and **Common Assessment Framework**.

**Course Aims:** To give staff from all agencies the opportunity to learn about the assessment framework and how this fits together with the Every Child Matters agenda. This course is particularly relevant now as it will take account of the changing context of working with children and their families; the introduction of the Common Assessment Framework, the Integrated Children's System and the Children Act 2004.

**Learning Outcomes:** *by the end of this course participants will:*

- Be familiar with legislation, guidance and the process of assessment
- Have discussed ownership and commitment from staff in all agencies to a multi-agency approach to assessment
- Have received information on the principles underpinning the framework
- Be familiar with the framework that will be used in assessment
- Have clarified roles and responsibilities of all those involved at each stage of the assessment continuum
- Have made the link between the Assessment Framework, Working Together to Safeguard Children 1999, Every Child Matters 2003 and the Common Assessment Framework.

**Trainers:** **Janet Lee** has worked as a team leader in a London Borough. She is also an experienced trainer/consultant. She has extensive experience in social work practice, supervision and management especially in the child protection field.

**Training Co-ordinator:** Judith Paterson

**Number of participants:** Maximum: 16 Minimum: 8

***Closing dates are 4 weeks prior to all course dates***

# WORKING IN THE TEAM AROUND THE CHILD TO SAFEGUARD CHILDREN AT RISK

## A One Day Course

**Dates:** 8<sup>th</sup> July | 15th November | 17<sup>th</sup> February

**Times:** 9.15am – 4.30pm

**Course designed for:** **Group B & C** (see introduction page 7 for an explanation of the groups). Practitioners who are involved in working with safeguarding concerns and are managing risks to children and young people. It is particularly aimed at safeguarding professionals who are working with these risks without having children's specialist services involved because the concerns haven't reached their thresholds. This course has been designed to address issues that are raised in serious case reviews about professionals working together with children, young people and their families when they are not known to children's specialist services.

**Course Aims:** The overall aim of this day is to bring professionals together to develop skills and confidence in managing risk of harm to children and young people when the thresholds are not reached and to give a framework for decision making.

**Learning Outcomes:** *by the end of this course participants will:*

- understand thresholds set out in guidance, procedures, legislation and local agreement
- Identify criteria and risk factors that raise concerns and think through different responses
- Consider what 'Team Around the Child' (TAC) working looks like
- Have a tool for mapping out risk of harm and resilience of the child / young person
- Have thought about how to talk to families about these concerns and multi-agency working together

**Trainer: Janet Lee** has worked as a team manager in a London Borough. She is also an experienced trainer/consultant. She has extensive experience in social work practice, supervision and management especially in the child protection field.

**Training Co-ordinator:** Judith Paterson

**Number of participants:** Maximum: 18 Minimum: 10

***Closing dates are 4 weeks prior to all course dates***

# Multi-Agency Training Courses

**Specialist level courses for workers who are likely to be involved in working with children who have a child protection plan and a multi agency Team Around the Child. This includes working in partnership with parents and children.**

One day course: “**Safeguarding Children at Risk of Significant Harm**”. This course is for workers who have already completed the Child Protection Awareness course and want to look in more detail at thresholds for child protection, definitions of significant harm and working together in an evidence based way to safeguard children.

Two day course: “**Planning and Decision Making in Child Protection**”. This course covers the process of child protection work from start to finish: Section 47 inquiries, assessment and planning, child protection conferences, planning and intervention through multi agency Teams Around Children, and reviewing plans.

Specialist Level Courses

# SAFEGUARDING CHILDREN AT RISK OF SIGNIFICANT HARM A One Day Course

**Dates:** 21<sup>st</sup> May | 2<sup>nd</sup> December | 3<sup>rd</sup> March

**Times:** 9.15am – 4.30pm

**Course designed for: Groups B & C** (see introduction *page 7* for an explanation of the groups). This course is for more experienced workers who are undertaking the task of assessing and protecting children at risk of harm.

**Course Aims:** to provide workers regularly involved in child protection work with tools to assess risks to children and to work together with colleagues to safeguard and protect children suffering or likely to suffer significant harm.

**Learning Outcomes:** *by the end of this course participants will:*

- Know about local procedures for protecting children
- Understand the multi-agency framework for assessment, investigation and support for children and young people suffering abuse and neglect
- Explore how children, young people and their carers can participate in the decision making process
- Gain an understanding of significant harm and how to work towards successful outcomes for those suffering harm or likely harm
- Understand thresholds in relation to professional intervention

**Trainer(s):** The trainers are members of the Multi-Agency Training Group. Membership of this group is as follows:

<b>Children's Specialist Services –</b>	<i>Judith Paterson; Louise Jones; Iro Orobator; Melinda Cassel; Methlyn Reid; Anji Reynolds</i>
<b>Health - Education –</b>	<i>Maria Hogan Stella Macaulay; Heather Tortelli; Andy Hunter</i>

**Training Co-ordinator:** Judith Paterson

**Number of participants:** Maximum: 18 Minimum: 10

***Closing dates are 4 weeks prior to all course dates***

# PLANNING & DECISION MAKING IN CHILD PROTECTION

## A Two Day Course

**Dates:** 12<sup>th</sup> & 13<sup>th</sup> May | 29<sup>th</sup> & 30<sup>th</sup> September | 2<sup>nd</sup> & 3<sup>rd</sup> February

**Times:** 9.15am – 4.30pm

**Course designed for:** Groups B & C (see introduction page 7 for an explanation of the groups). Any worker involved with a family where children may need a child protection plan. Participants will be more likely to benefit from this course if they already have a basic knowledge of the recognition and referral of child protection concerns. Participants should have already attended Child Protection Awareness training.

**Course Aims:** Participants to develop an understanding of the child protection process from the decision to hold a conference through to when a child no longer needs a child protection plan. To look particularly at the work of the “team around the child” before, during and after the child protection process and the roles, responsibilities and contribution required by agencies.

**Learning Outcomes:** *by the end of the course participants will:*

- Understand the threshold of significant harm.
- Explore concept of the “team around the child” and inter-professional working
- Understand the function of core group meetings, child protection conferences and child protections plans
- Feel confident to participate and share relevant information in core group meetings and conferences
- Be confident in participating in the decision making in core group meetings and conferences.
- Know how to constructively challenge views of other workers and how to manage professional differences when they occur.

**Trainer(s):** The trainers are members of the Multi-Agency Training Group. Membership of this group is as follows:

**Children’s Specialist Services –**

*Judith Paterson; Louise Jones;  
Iro Orobator; Melinda Cassel; Methlyn  
Reid; Anji Reynolds*

**Health -  
Education –**

*Maria Hogan  
Stella Macaulay; Heather Tortelli;  
Andy Hunter*

**Training Co-ordinator:** Judith Paterson

**Number of Participants:** Maximum: 18 Minimum: 10

***Closing dates are 4 weeks prior to all course dates***

# Multi-Agency Training Courses

## Courses covering particular issues for children and their parents.

One day course: **“The Impact of Parental Learning Disability on Parenting”**. This course is for workers involved in assessing and supporting parents with learning disabilities.

One day course: **“Safeguarding Disabled Children”**. This course looks specifically at how to safeguard and protect children with a range of disabilities.

One day course: **“The Impact of Parental Drug Use on Children”**. This course explores the effects on children of parental drug use and ways of working effectively with the children of drug using parents.

One day course: **“The Impact of Domestic Violence on Children and their Families”**. This course aims to raise awareness of and reflect on service provision for families experiencing domestic violence.

Two day course: **“Working with Parents with Mental Health Difficulties”**. This course aims to develop participants’ awareness of good practice in mental health and to consider the impact on parenting of common mental health problems. Participants will consider how to build on parental strengths and children’s resilience.

One day course: **“Think Young Carer: Think Family”** - A Multi-Agency Approach to Providing Support for Young Carers and their Families”. This course will inform and raise awareness about the needs of young carers and their families. Participants will explore how whole family working and joint working improves support for young carers and their families.

One day course: **“Child Development and the Factors that Influence it”**. This is a new course for workers in targeted and specialist services who will be assessing the needs of children and young people and or providing services to meet those needs.

One day course: **“Attachment Theory, Young People, Research and Practice”**. This course uses attachment theory as a model for understanding children’s behaviour and relationships. Participants will explore how multi agency networks can work together creatively when children have markedly anxious attachments.

Two day course: **“Using Family Group Meetings to Build Resilience with Families to Safeguard Children”**. This course explores positive approaches to helping the wider family unit decide on how to address the difficulties facing them and to safeguard their children in partnership with professionals.

Covering Particular Issues for Children and Their Parents

# IMPACT OF PARENTAL DRUG USE ON PARENTING

## A One Day Course

**Dates:** 15<sup>th</sup> June | 20<sup>th</sup> October | 15<sup>th</sup> February

**Times:** 9.15am – 4.30pm

**Course designed for:** **Groups B & C** (see introduction *page 7* for an explanation of the groups). All workers and managers with a basic level of drugs awareness wanting to learn more about how parental drug use can negatively impact on the welfare of children and to look at strategies for working with them to improve outcomes.

**Course Aims:** To improve practitioners and managers understanding of parental drug use and its potential impact on children and young people. The training will incorporate the messages from “Hidden Harm” the report of an inquiry by the Advisory Council on the Misuse of Drugs and the Government’s formal response to its findings and recommendations.

**Learning Outcomes:** *by the end of this course participants will:*

- Have developed or updated their understanding of the nature and extent of drug abuse by parents
- Have explored their personal attitudes and values in relation to drug use by parents
- Be able to assess the risk that problematic parental drug use can pose to children and consider relevant legal and child protection issues
- Have identified practical ways of working effectively with the children of drug using parents.

**Trainer:** **Nina Job** has worked as health co-ordinator to Shaftesbury Homes and Arethusa and as Specialist Health Promotion Advisor for Merton, Sutton and Wandsworth Health Authority. She has extensive experience of training in the fields of drugs, education and sexual health.

**Training Co-ordinator:** Judith Paterson

**Number of participants:** Maximum: 16 Minimum: 10

***Closing dates are 4 weeks prior to all course dates***

# IMPACT OF PARENTAL LEARNING DISABILITY ON PARENTING

## A One Day Course

**Dates:** 14<sup>th</sup> May | 23<sup>rd</sup> September | 25<sup>th</sup> January

**Times:** 9.15am – 4.30pm

**Course designed for:** **Groups B & C** (see introduction *page 7* for an explanation of the groups). All professionals working with children and families and with adults with learning disabilities who have children.

**Course Aims:** To look at assessments and interventions specifically where parents have learning disabilities and to consider the needs of the children in these families.

**Learning Outcomes:** *by the end of this course participants will:*

- Have explored the knowledge base underpinning this area of practice
- Understand the impact of having a learning disability on the capacity to parent
- Have explored appropriate assessment processes using the assessment framework
- Understand the roles and responsibilities of staff from different agencies and disciplines
- Have explored the impact and outcomes for children and how to plan effectively
- Have placed an understanding of these families within an anti-oppressive framework
- Have explored effective interventions for families where a parent has a learning disability
- Have considered and addressed issues of risk for children with a parent with a learning disability.

**Trainer: Jane Wiffin** is senior lecturer at Luton University and has developed policy and practice in childcare social work in particular in service user involvement and family group conferences in the UK. She is an experienced trainer and consultant to social care organisations.

**Training Co-ordinator:** Judith Paterson

**Number of participants:** Maximum: 20 Minimum: 10

***Closing dates are 4 weeks prior to all course dates***

# IMPACT OF DOMESTIC VIOLENCE ON CHILDREN AND THEIR FAMILIES

## A One Day Course

**Dates:** 24<sup>th</sup> June | 12<sup>th</sup> October | 20<sup>th</sup> January

**Times:** 9.15am – 4.30pm

**Course designed for:** **Groups B & C** (see introduction *page 7* for an explanation of the groups). All workers and carers working with children, carers and families.

**Course Aims:** To raise awareness of and reflect on service provision for families living with domestic violence.

**Learning Outcomes:** *by the end of this course participants will:*

- Identify what constitutes domestic violence
- Have an understanding of the Family Law Act
- Identify good practice in inter-agency working
- Explore the impact of domestic violence on children
- Be able to discuss strategies for protection of children where there is domestic violence.

**Trainer:** **Jo Norman** is an associate trainer for The Learning Agency. She is a Multi Agency co-ordinator and trainer for a Safeguarding Children Board. She has designed and delivered various courses for adults in the field of Child Protection.

A member of Wandsworth's Domestic Violence Forum will attend for part of the day to give information about the Wandsworth context.

**Training Co-ordinator:** Judith Paterson

**Number of participants:** Maximum: 18 Minimum: 10

***Closing dates are 4 weeks prior to all course dates***

# SAFEGUARDING DISABLED CHILDREN

## A One Day Course

**Dates:** 8<sup>th</sup> June | 18<sup>th</sup> January

**Times:** 9.15am – 4.30pm

**Course designed for:** **Groups B & C** (see introduction *page 7* for an explanation of the groups). All workers involved with children & families in both specialist and non-specialist settings.

**Course Aims:** To give participants an understanding of the particular issues around the protection and safeguarding of disabled children.

**Learning Outcomes:** *by the end of this course participants will:*

- Have reflected on models of disability and the implications for child protection
- Identify the blocks to protecting disabled children specifically including children with communication difficulties
- Develop confidence and skills in safeguarding disabled children
- Have explored ways of influencing policy and practice developments in this area.
- Have developed skills in working in partnership with parents and carers while remaining child centred

**Trainer:** **Lorraine Tavares** is a Principal Social Worker in The Disabled Children's Team in Wandsworth. She has extensive experience of working in the field of disability both as a nurse and a social worker.

**Training Co-ordinator:** Judith Paterson

**Number of participants:** Maximum: 16 Minimum: 10

***Closing dates are 4 weeks prior to all course dates***

# USING FAMILY GROUP MEETINGS TO BUILD RESILIENCE WITH FAMILIES TO SAFEGUARD CHILDREN A Two Day Course

**Dates:** 28<sup>th</sup> & 29<sup>th</sup> June

**Times:** 9.15am – 4.30pm

**Course designed for:** **Groups B & C** (see introduction *page 7* for an explanation of the groups). All staff working with children and families in social services and the multi-agency group.

**Course Aims:** To develop practice that mobilises children's social networks as the majority of children that come to the notice of childcare professionals remain living with their own families, often in difficult circumstances. This course will explore positive approaches to helping the wider family unit decide how best to address the difficulties facing them and to safeguard their children in partnership with professionals.

**Learning Outcomes:** *by the end of this course participants will:*

- Have information about the Family Group Meeting model and practice
- Be able to locate Family Group Meetings within a wider framework of family decision making
- Have considered ways in which ideas about resilience contribute towards the importance of family decision making to safeguarding children
- Have an understanding of the “exchange model” of working with families and the skills required to use this model
- Have considered the issues of advocacy and service user involvement as an integral part of the exchange model of working.

**Trainer:** **Jane Wiffin** is senior lecturer at Luton University and has developed policy and practice in childcare social work in particular in service user involvement and family group conferences in the UK. She is an experienced trainer and consultant to social care organisations.

**Training Co-ordinator:** Fiona Wallace

**Number of participants:** Maximum: 18 Minimum: 10

***Closing dates will be 4 weeks prior to all course dates***

# CHILD DEVELOPMENT AND THE FACTORS THAT INFLUENCE IT

## A One Day Course

**Dates:** 10<sup>th</sup> June | 19<sup>th</sup> November | 9<sup>th</sup> March

**Times:** 9.15am – 4.30pm

**Course designed for:** Groups B & C (see introduction *page 7* for an explanation of the groups). Workers who are working in Teams Around Children (TACs) at a targeted or specialist level and involved in assessing the needs and/or providing services to meet the identified needs of children and young people.

**Course Aims:** This course aims to help professionals understand child development, particularly how children develop emotionally, socially and cognitively. It also aims to identify those factors which promote or inhibit the development of the child. Development is looked at as a pathway that is fluid and changeable according to the influence of adult figures in the child's life.

**Learning Outcome:** *by the end of the course participants will:*

- Have an understanding of children and young people's developmental tasks from infancy through to adolescence
- Have an understanding of emotional, social and cognitive development and how these link together
- Understand what influences child development and the concept of developmental pathways
- Know how to contribute to the development of children and young people and how one may be able to influence a child's developmental pathway

**Trainers:** A CAMHS Child Clinical Psychologist: To be confirmed

**Training Co-ordinator:** Grace Wallace

**Number of participants:** Minimum: 8 Maximum: 16

***Closing dates are 4 weeks prior to all course dates***

# ATTACHMENT THEORY YOUNG PEOPLE, RESEARCH AND PRACTICE A One Day Course

**Dates:** 11<sup>th</sup> June | 11<sup>th</sup> March

**Times:** 9.15am – 4.30pm

**Course designed for: Groups B & C** (see introduction page 7 for an explanation of the groups). All workers who work with children and young people in care or have complex social emotional needs or challenging behaviour e.g. social workers, teachers, foster carers, child and adolescent mental health service workers, youth workers, SENCO's and Learning Mentors.

**Course Aims:** The course will use attachment theory as a model for understanding children and young people's behaviour and relationships. By bringing together the multi-agency network we will give participants the opportunity to apply theory to practice in a direct way by exploring how we can work creatively together when children present with markedly anxious attachments.

**Learning Outcomes:** *by the end of this course participants will:*

- Have developed an understanding of attachment theory and the implications of recent research, brain development and the child's inner working model
- Have considered the challenge that children with insecure attachments can pose to multi-professional networks
- Have explored approaches that can help to support the needs of children and develop resilience
- Have identified models for working together, that promote stability and introduce the 'Therapeutic Network'.

**Trainer(s): Vivian Hill** is an Educational Psychologist and Course Director of the Doctorate in Professional Educational, Child and Adolescent Psychology at the Institute of Education.

**Matt Comins** is an experienced social work practitioner and is Programme Manager of the Wandsworth Placement Support Team.

**Training Co-ordinator:** Judith Paterson

**Number of participants:** Maximum: 16 Minimum: 10

**Closing dates are 4 weeks prior to all course dates**

# THINK YOUNG CARER: THINK FAMILY MULTI-AGENCY APPROACH TO PROVIDING SUPPORT FOR YOUNG CARERS AND THEIR FAMILIES

## A One Day Course

**Date:** 9<sup>th</sup> November

**Times:** 9.30 registration and coffee    10am start    3.30pm end

**Course designed for:** **Group B & C** (see introduction *page 7* for an explanation of the groups). A Multi agency audience: those working with children and adults who are parents.

**Course Aims:** To inform/raise awareness of the delegates about the needs of young carers and their families in order to prevent young carers taking inappropriate care responsibilities, which can lead to safeguarding issues, and discuss appropriate support provision.

**Learning Outcomes:** *by the end of this course participants will:*

- Have a greater knowledge and understanding of the Key Principles of Practice designed to support the delivery of Every Child Matters
- Have a deeper understanding of issues for young carers and their families and provide effective support accordingly
- Understand how whole family working and joint working improves support for young carers and their families
- Learn about range of tools
- Be able to provide support for the whole family and ensure that young carers do not take inappropriate care responsibilities which can lead to safeguarding issues

**Trainer(s):** **Michelle Lineros**, National Development Worker, The Children's Society Include Project

**Jenny Hine**, Senior Project Worker – Hampshire, The Children's Society Include Project.

**Training Coordinator:** Judith Paterson

**Number of participants:** Maximum: 18    Minimum: 10

***Closing dates are 4 weeks prior to all course dates***

# WORKING WITH PARENTS WITH MENTAL HEALTH DIFFICULTIES

## A Two Day Course

**Dates:** 14<sup>th</sup> & 15<sup>th</sup> December

**Times:** 9.15am – 4.30pm

**Course designed for:** **Groups B & C** (see introduction *page 7* for an explanation of the groups). All those who work directly with children and their carers.

**Course Aims:** This two-day course provides the opportunity through discussion and experiential learning for participants to develop their awareness of good practice in mental health within the context of community care and to apply this awareness to their own practice in a range of settings.

**Learning Outcomes:** *by the end of this course participants will:*

- Develop a critical awareness of the myths and prejudices associated with mental health problems and address attitudes to different approaches to mental health
- Understand the range of contributing factors which can lead to a deterioration in mental health, and explore the relationship between mental health and mental ill health/mental illness
- Have increased understanding of the impact of racism and other forms of discrimination upon service users and carers, both as a stress factor in the development of poor mental health and in relation to service provision
- Have considered the impact on parenting of common mental health problems and how to build upon parental strengths and childhood resilience
- Have gained basic knowledge of statutory mental health work and the role and responsibilities of Approved Mental Health Professionals

**Trainers:** Al Williamson's background is in law and mental health social work. He is currently an Area Commissioner for the Mental Health Act Commission. Al has extensive experience in training and consultancy for trusts and social services departments.

**Training Co-ordinator:** Judith Paterson

**Number of participants:** Maximum: 16 Minimum: 10

***Closing dates are 4 weeks prior to all course dates***

# Multi-Agency Training Courses

## COURSES FOR SAFEGUARDING YOUNG PEOPLE

One day course: **“Young People's Sexual Health”**. This course will explore the sexual health needs of young people and will look at practical ways of working with young people around issues of sexual health.

One day course: **“Sexual Exploitation of Children”**. This course is for all professionals working with children and families who may be sexually exploited or vulnerable to exploitation. The course is provided by workers from Barnardo's Young Women's Project who work with young people at risk of, or being abused through, sexual exploitation.

One day course: **“Adolescent Domestic Violence”**. This course is designed for those who have had previous training in domestic violence. Participants will explore the specific ways teenagers can be affected by domestic violence and the links with other key issues for young people. The course will also look at how to undertake safety planning and risk assessment with teenagers.

One day course: **“Drugs and Young People”**. This course aims to raise awareness around young people's use of drugs and to explore ways of working in this field.

Half day course: **“E Safety workshop”**. This course is for those working with children and young people that use computers and mobile phones; including youth workers, foster carers and social workers. The aim is to raise awareness of how young people use technology and to explore how to keep children safe. The course is run in a computer suite.

## YOUNG PEOPLE'S SEXUAL HEALTH A One Day Course

**Dates:** 3<sup>rd</sup> November | 8<sup>th</sup> March

**Times:** 9.15am – 4.30pm

**Course designed for:** Group B & C (see introduction *page 7* for an explanation of the groups). All professionals working with children over the age of eleven.

**Course Aims:** to consider sexual health needs of young people. To identify some of the causes of early sex and pregnancy. To gain information about safer sex, contraception and sexually transmitted diseases. To look specifically at guidance and procedures around underage sexual activity.

**Learning Outcomes:** *by the end of this course participants will:*

- Have explored the sexual health needs of young people
- Understand causes and effects of early sex and pregnancy
- Have knowledge of local services in relation to young people's sexual health
- Have explored a range of practical ways to work with young people around issues of sexual health
- Understand guidance and procedures around sexual activity for young people under thirteen and young people between thirteen and sixteen.

**Trainers:** **Nina Job** has worked as Health co-ordinator to Shaftesbury Homes and Arethusa and as Specialist Health Promotion Advisor for Merton, Sutton and Wandsworth Health Authority. She has extensive experience of training in the fields of drugs use, education and sexual health.

**Training Co-ordinator:** Judith Paterson

**Number of participants:** Maximum: 18 Minimum: 10

***Closing dates are 4 weeks prior to all course dates***

## SEXUAL EXPLOITATION A One Day Course

**Dates:** 23<sup>rd</sup> November

**Times:** 9.15am – 4.30pm

**Course designed for:** Groups B & C (see introduction *page 7* for an explanation of the groups). All professionals working with children and families who may be sexually exploited or vulnerable to exploitation.

**Course Aims:** To raise awareness about the issue of child sexual exploitation, how to recognise this and how to develop effective intervention strategies to reduce risk and harm.

**Learning Outcomes:** *by the end of this course participants will:*

- Have a clear definition of sexual exploitation
- Understand the Grooming Process / Process of Control
- Gain insight on the impact on the child of being sexually exploited and the benefits to young people of successful intervention
- Have the ability to identify the key risk indicators and vulnerability factors
- Gain a better understanding of Local Authority Guidance
- Have the knowledge of the responses and direct work methods with young people including issues around confidentiality

**Trainer:** Two staff from Barnardo's Young Women's Project who work with young people at risk of, or being abused through, sexual exploitation.

**Training Co-ordinator:** Judith Paterson

**Number of participants:** Maximum: 20 Minimum: 10

***Closing dates are 4 weeks prior to all course dates***

## **ADOLESCENT DOMESTIC VIOLENCE A One Day Course**

**Dates:** 12<sup>th</sup> November

**Times:** 9.15am – 4.30pm

**Course designed for: Groups B & C** (see introduction *page 7* for an explanation of the groups). Anyone who works with adolescents where the issue of domestic violence may be a factor. The course is designed for professionals and practitioners who have had previous training in domestic violence and the related issues.

**Course Aims:** This course will expand on previous knowledge about domestic violence and will focus particularly on the experience of teenagers. Related issues such as teenage pregnancy, specific issues faced by boys, barriers to accessing services, sexual violence and gangs will be covered. The course also explores the issue of young people as perpetrators of abuse towards dating partners and/or family members. The course will explain how to ask teenagers about violence in intimate relationships, how to give advice and how to risk assess and safety plan. There will be networking opportunities to discuss your own practice and meet other professionals working in similar fields.

**Learning Outcomes:** *by the end of this course participants will:*

- Understand the specific ways teenagers can be affected by domestic violence
- Make links between domestic violence and other key issues for teenagers
- Learn how to challenge myths and stereotypes
- Learn how to undertake safety planning and risk assessment with teenagers

**Trainer(s):** This training will be provided by the **Greater London Domestic Violence Project** a second tier service for the domestic violence sector which was set up in 1997. It is a project of London Action Trust. Working to strengthen the sector by identifying common goals, promoting joint planning and minimum standards between agencies, ensuring that good practice in domestic violence work is transferred across London and further afield. We bring together key agencies to develop regional-wide policies, raising awareness about domestic violence and increasing the effectiveness of inter-agency work.

**Training Co-ordinator:** Judith Paterson

**Number of participants:** Maximum: 16 Minimum: 10

***Closing dates are 4 weeks prior to all course dates***

Wandsworth Borough Council  
Children's Specialist Services, Training Section, 2nd Floor, Welbeck House,  
Wandsworth High Street, SW18 2PS  
Tel: 020 8871 7787 Fax: 020 8871 7238

## **E-SAFETY** **A ½ Day Course**

<b>Dates:</b>	14 <sup>th</sup> May	25 <sup>th</sup> June	1 <sup>st</sup> October
	12 <sup>th</sup> November	4 <sup>th</sup> February	18 <sup>th</sup> March

**Times:** 10am – 1pm

**Course designed for:** **Group B & C** (see introduction *page 7* for an explanation of the groups). Those working with children and young people who are using computers and mobile phones; including youth workers, foster carers, social workers, connexions.

**Course Aims:** To give a basic understanding of how young people use technology to communicate with each other and to raise awareness of the safety issues and rules for children and young people.

**Learning Outcomes:** *by the end of this course participants will:*

- Understand some of the issues around children growing up in a connected society, and how to keep them safe.
- Have awareness of the CEOP safety materials and how they can be used with young people.

**Trainer(s):** **John Wheeler / James Stewart**

John and James are ICT consultants working within Children's Services. They have both trained at CEOP (The Child Exploitation and Online Protection Agency) and run courses on e-safety for teachers and school leaders.

**Training Co-ordinator:** Judith Paterson

**Number of participants:** Maximum: 15 Minimum: 8

***Closing dates are 4 weeks prior to all course dates***

## **DRUGS AND YOUNG PEOPLE A One Day Course**

**Dates:** TBA

**Times:** 9.15am – 4.30pm

**Course designed for:** Groups B & C (see introduction *page 7* for an explanation of the groups). All workers and carers that work with young people and their families.

**Course Aims:** To raise awareness of issues around young people's use of drugs and to look at ways of working in this field.

**Learning Outcomes:** *by the end of this course participants will:*

- Have an understanding of the terminology of addiction and dependency.
- Have explores attitudes towards addiction and why young people may use and/or misuse drugs.
- Have an increased awareness of the different drugs legal status, street names, their effects and how they are used.
- Have considered ways of dealing with and supporting young people who misuse drugs with an emphasis on alcohol and cannabis.
- Gain knowledge of the local drug service and support for young people within Wandsworth.

**Trainer:** To be confirmed

**Training Co-ordinator:** Judith Paterson

**Number of participants:** Maximum: 16 Minimum: 10

***Closing dates are 4 weeks prior to all course dates***

# Multi-Agency Training Courses

## ADVANCED COURSES

**Advanced courses for workers with previous experience or working with families with specific issues.**

Two day course: ***“Assessing Emotional Abuse and Neglect”***. This course will deliver an understanding of what emotional abuse and neglect look like in practice and provide ideas for assessment and decision making. Participants will also look at the significance of attachment for children who experience neglect and emotional abuse. The course will look at how to promote a multi agency response to work with children who are emotionally abused and neglected.

Two day course: ***“Understanding the impact and Risk Assessment for families experiencing Domestic Violence”***. This course is for front line workers involved directly with children affected by domestic violence and contributing to decision making around the children. Participants should already have attended basic training on domestic violence. Participants will gain confidence in assessing domestic violence and the risks to children and young people and strategies to assist them in decision making and working with family members.

# **UNDERSTANDING THE IMPACT AND RISK ASSESSMENT FOR FAMILIES EXPERIENCING DOMESTIC VIOLENCE A Two Day Course**

**Dates:** 17<sup>th</sup> & 18<sup>th</sup> November 2010

**Times:** 9.15am – 4.30pm

**Course designed for: Group C** (see introduction *page 7* for an explanation of the groups) This is an advanced course for front line workers involved directly with children affected by domestic violence and contributing to decision making around the children. Participants should already have basic awareness of the issues around domestic violence.

**Course Aims:** Participants to gain confidence in assessing domestic violence and the risks to children and young people and strategies to assist them in decision making and working with the family members.

**Learning Outcomes:** *by the end of this course participants will:*

- Have information about the law and how far it can protect victims.
- Have possible solutions for victims and their children.
- Explore cultural aspects of domestic violence
- Understand the effects of domestic violence on victims and their children – are children also victims?
- Know how to use risk assessments for domestic violence, particularly the CAADA-DASH MARAC risk identification checklist.
- Understand how the MARAC (Multi Agency Risk Assessment Conference) works.
- Have strategies for safeguarding children without adding to the victim's stress levels.
- Gain an understanding of the effects, through the direct input of victims of domestic violence

**Trainer:** This training will be provided by the **Greater London Domestic Violence Project** a second tier service for the domestic violence sector which was set up in 1997. It is a project of London Action Trust. Working to strengthen the sector by identifying common goals, promoting joint planning and minimum standards between agencies, ensuring that good practice in domestic violence work is transferred across London and further afield. We bring together key agencies to develop regional-wide policies, raising awareness about domestic violence and increasing the effectiveness of inter-agency work.

**Training Co-ordinator:** Judith Paterson

**Number of participants:** Maximum: 16 Minimum: 10

***Closing dates are 4 weeks prior to all course dates***

## EMOTIONAL ABUSE & NEGLECT A Two Day Course

**Dates:** 14<sup>th</sup> & 15<sup>th</sup> March 2011

**Times:** 9.15am – 4.30pm

**Course designed for:** Groups B & C (see introduction *page 7* for an explanation of the groups). All workers working with children in need and their families who may be assessing neglect or emotional abuse.

**Course Aims:** To deliver an understanding of what emotional abuse and neglect looks like in practice and to provide ideas for assessment and decision making. Also, to look at the role of attachment and the significance of attachment for children and young people who are emotionally abused and neglected.

**Learning Outcomes:** *by the end of this course participants will:*

- Identify and define emotional abuse and neglect
- Have an understanding of research and theory to inform the assessment task and intervention to children and families
- Be clear about promoting fair and equal practice
- Have an understanding of the impact of emotional abuse and neglect on the child
- Understand the role of attachment theory in working with emotional abuse and neglect
- Have developed ideas for a multi-agency response to working with children who are emotionally abused and neglected.

**Trainer: Janet Lee** has worked as a team leader in a London borough. She is also an experienced trainer/consultant. She has extensive experience in social work practice supervision and management especially in the child protection field.

**Training Co-ordinator:** Fiona Wallace

**Number of participants:** Maximum: 16 Minimum: 10

***Closing dates are 4 weeks prior to all course dates***

# Multi-Agency Training Courses

## COURSES FOR MANAGERS

**Courses for managers and those supervising workers involved in safeguarding children.**

One day course: ***“Supervision Skills for Safeguarding Supervisors”*** This course is for supervisors of child care practice who have responsibilities for delivering supervision to child care practitioners.

One day course: ***“Managing Safeguarding Concerns for Children and Young People: Managing Risk Through the Team Around the Child”***

Courses for Managers

# SUPERVISION SKILLS FOR SAFEGUARDING SUPERVISORS A One Day Course

**Dates:** 28<sup>th</sup> April | 29<sup>th</sup> November

**Times:** 9.15am – 4.30pm

**Course designed for: Group C Managers.** (see introduction *page 7* for an explanation of the groups). All supervisors of child care practice who have responsibilities for delivering supervision to child care practitioners.

**Course Aims:** The overall aim of the training is to establish good practice in supervision and give clarity and understanding to the requirement of delivering effective and competent supervision.

**Learning Outcomes:** *by the end of this course participants will:*

- Have developed a structure for effective supervision and tools for managing the work, including the use of supervision agreements.
- Be given the opportunity to promote the reflective and analytic process of supervision and to develop these skills in the supervisee.
- Be given the opportunity to think through anti-oppressive practice in supervision and consider how equality issues affect the supervision process and impact on relationships in supervision.
- Reflect on managing practice and to use the supervision process to inform safe decision making.
- Be given the opportunity to use live material and participants own experiences as a supervisor to facilitate learning.

**Trainer: Janet Lee** has worked as a team leader in a London Borough. She is also an experienced trainer/consultant. She has extensive experience in social work practice, supervision and management especially in the child protection field.

**Training Co-ordinator:** Judith Paterson

**Number of participants:** Maximum: 16 Minimum: 8

***Closing dates are 4 weeks prior to all course dates***

**MANAGING SAFEGUARDING CONCERNS FOR  
CHILDREN AND YOUNG PEOPLE:  
Managing Risk Through the Team Around the Child  
A One Day Course**

**Dates:**

7 <sup>th</sup> July	11 <sup>th</sup> November	7 <sup>th</sup> February
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**Times:** 9.15am – 4.30pm

**Course designed for: Group B & C Managers.** (see introduction *page 7* for an explanation of the groups) All front line managers responsible for safeguarding children and young people considered to be 'at risk of significant harm'. The course is also designed to facilitate the development of networks amongst managers.

**Course Aims:** This training is for managers who support staff working with children and young people where there are concerns about a child's welfare and the concerns may sit below the specialist services threshold. The course will help managers identify constructive ways of working collaboratively with practitioners and managers from other agencies using a '*Team around the Child*' approach to ensure effective decision making and planning.

**Learning Outcomes:** *by the end of this course participants will:*

- Explore the decision making process for children, young people and their families where there are concerns for the child's welfare
- Have the tools to identify and analyse information and to offer support in making professional judgements in supervision to support decision making
- Use feedback from serious case reviews to inform decision making in practice
- Be able to support staff to use 'the team around the child' process to share information and concerns, to assess the situation and make informed plans for the child and young person

**Trainer: Janet Lee** has worked as a team manager in a London Borough. She is also an experienced trainer/consultant. She has extensive experience in social work practice, supervision and management especially in the child protection field.

**Training Co-ordinator:** Judith Paterson

**Number of participants:** Maximum: 18 Minimum: 10

***Closing dates are 4 weeks prior to all course dates***

# Multi-Agency Training Courses

## COMMON ASSESSMENT COURSES

“**CAF training (Level 2)**”. This is detailed training for those likely to be completing common assessments or working with children who may have a common assessment. Training is also open to services likely to receive common assessments in order to gain understanding of the common assessment process. Opportunity to discuss issues that arise from undertaking CAF will also be offered.

The training is given over 1 full day and one ½ day. The use of the CAF IT package (eCAF) is covered during the ½ day session. As long as you complete the training in the correct order you can choose the best days to suit you, although most trainees choose dates that follow closely.

Please select suitable dates from the training schedule on the next page and complete an application (also on the next page) for a place on the CAF training course. The application must be made on the application form which needs to be completed and returned to the **CAF Team, 3rd Floor, Town Hall Extension, Wandsworth High Street, London, SW18 2PU**, or faxed to 020 8871 8011, as soon as possible.

These courses will run until the end of June 2010, after this date agencies will be expected to provide induction for new staff into CAF and ECAF with assistance from The Change Team.

## Common Assessment Framework (CAF) training

As you are aware the Government expects all practitioners working with children, young people and their parents/carers to use the Common Assessment Framework (CAF), as an assessment tool to understand the needs of a child, so they can be met more effectively. CAF is an important tool for early intervention designed specially to help practitioners to work with families alongside other practitioners and agencies at an early stage to address unmet needs of children so that they might achieve the five Every Child Matters outcomes (being healthy; staying safe; enjoying and achieving; making a positive contribution and achieving economic well-being). In Wandsworth, it has been agreed that the Common Assessment Framework should be the means of assessing needs and for accessing additional services. The aim is for the common assessment form to replace the need to complete all referral forms. It is essential therefore that all staff receives CAF training. Child Protection referrals will continue to be made in line with the Local Safeguarding Children Board procedures.

The IT package that enables CAF in Wandsworth is called eCAF and allows practitioners to create, review and close CAF episodes. It is a user-friendly system and the training does not require participants to be computer experts, attendees need to have some experience of using a computer, e.g. email, internet.

We would like to offer you **CAF training (Level 2)**. This is detailed training for those likely to be completing common assessments or working with children who may have a common assessment. Training is also open to services likely to receive common assessments in order to gain understanding of the common assessment process. Opportunity to discuss issues that arise from undertaking CAF will also be offered.

The training is given over 1 full day and one ½ day. The use of the CAF IT package (eCAF) is covered during the ½ day session. As long as you complete the training in the correct order you can chose the best days to suit you, although most trainees chose dates that follow closely.

Please select suitable dates from the training schedule below and complete an application for a place on the CAF training course. The application must be made on the attached application form which needs to be completed and returned to the CAF Team, 3<sup>rd</sup> Floor, Town Hall Extension, Wandsworth High Street, London, SW18 2PU, or faxed to 020 8871 8011, as soon as possible.

### Cancellations / alterations

All cancellations must be emailed to [cafteam@wandsworth.gov.uk](mailto:cafteam@wandsworth.gov.uk) no less than three working days before the date of the course.

You / your workplace **will be charged** the non-attendance fees if cancellations are received with less than three days notice or if staff fail to attend, unless:

- You inform us of a suitable replacement person by sending us fax or e-mail with your name, the name of your workplace/agency, the name of the replacement staff member, and the course date and title.
- If you are unwell and are unable to provide more than 3 days notice then you must let us know as soon as possible and you must provide a doctor's certificate or similar, or find a suitable replacement

On the application form Council employees will need to enter an expenditure code. This will only be charged if the non-attendance fee is applicable. Non-council employees will receive an invoice for the non-attendance fee shortly after the course date.

The fees are:

£75 for the full day of CAF training

£37.50 for the half day eCAF training

If you require any further information or need to reschedule your confirmed training please email [cafteam@wandsworth.gov.uk](mailto:cafteam@wandsworth.gov.uk) with your full contact details and we will aim to allocate you the next available date.

Alternatively please call CAF training on 020 8871 8315 or fax 020 8871 8011

Helen Miriam  
**CAF Coordinator**

## CAF Training Schedule

# 2010

**Unless you have already completed part of the training please chose two dates, day 1 (full day), day 2 (half day)**

You do not need to be an IT expert to be able to use eCAF – it is a user friendly system and you only need to be able to use a keyboard and a mouse and have some experience of using a computer (e.g. Email and internet). However, if you feel that you are not confident using IT and would like more support during training please chose the first day 2 choice that is given in each table (e.g. in the first box you would chose Wednesday 13<sup>th</sup> January 2010).

### APRIL 2010

Day	Date	Time	Location
Day 1	Tues 27 <sup>th</sup> April	09:30-16:30	Professional Centre
Day 2 (eCAF)	Wed 28 <sup>th</sup> April	09:30-12:30 <b>Or</b>	Professional Centre
Day 2 (eCAF)	Wed 28 <sup>th</sup> April	13:30-16:30	Professional Centre

### MAY 2010

Day	Date	Time	Location
Day 1	Mon 17 <sup>th</sup> May	09:30-16:30	Professional Centre
Day 2 (eCAF)	Tues 18 <sup>th</sup> May	09:30-12:30 <b>Or</b>	Professional Centre
Day 2 (eCAF)	Wed 19 <sup>th</sup> May	13:30-16:30	Professional Centre

### JUNE 2010

Day	Date	Time	Location
Day 1	Tues 22 <sup>nd</sup> June	09:30-16:30	Professional Centre
Day 2 (eCAF)	Thurs 24 <sup>th</sup> June	13:30-16:30 <b>Or</b>	Professional Centre

Day 2 (eCAF)	Fri 25 <sup>th</sup> June	09:30-12:30	Professional Centre
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Please find attached a training application form which needs to be completed and returned to: **CAF Team, 3<sup>rd</sup> Floor, Town Hall Extension, Wandsworth High Street, SW18 2PU**, as soon as possible.

If you have require any further information or need to reschedule your confirmed training please email [cafteam@wandsworth.gov.uk](mailto:cafteam@wandsworth.gov.uk) with your full contact details and we will aim to allocate you on the next block of available dates.

**Alternatively please call CAF training on 020 8871 8315 or fax 020 8871 8011**

**CAF TRAINING APPLICATION FORM**

CAF day 1 date (full day): .....

CAF day 2 (eCAF) date (1/2 day): .....

Level 3 training (1/2 day): .....

*Part A should be completed by all applicants      Part B should be completed by applicants Line Manager/Supervisor*  
Part A

1. Surname.....First Name:.....

2. Job Title:.....

3. Workplace Name:.....Workplace Address.....

Workplace e-mail ..... Tel. No.....

4. Do you have a disability? Yes  No  (Please tick appropriate box)  
If YES please indicate any practical arrangement that could be made to make your participation on the course as full as possible.

We need the following information in order to help trainers select and prepare for some courses. The selection criteria for courses can be found in the front pages of the Multi-Agency Training Programme.

5. Please state whether you are: Female  Male  (please tick appropriate box)

6. Please specify your ethnic background .....

7. Please describe yourself as: Black  White  Other. ....  
(Please tick appropriate box) (Please describe)

I wish to apply for a place on the course described above. I understand that, if accepted, I will be required to attend the whole course.

Signed:.....Date:.....

*This application does not automatically entitle you to a place on the course, although it is helpful for you to reserve the dates until you are formally notified, which will be done as soon as possible..*

Part B      *To be filled in by Line Manager/Supervisor*

I support this application and, as Line Manager/Supervisor, will ensure that, if accepted, this member of staff will be released to attend the whole course. I understand that a non-attendance fee of £75 for a full day and £37.50 for each half day will be charged if the member of staff does not attend the course, does not cancel 3 days before the start, or does not provide a doctors certificate or similar.

Name:(please PRINT).....

Signed:.....Tel.No:.....

Expenditure Code for non-attendance fee: ..... (Non-council employees will be invoiced)

MULTI-AGENCY TRAINING APPLICATION FORM

Course Title:.....

Date/s:.....

*Part A should be completed by all applicants      Part B should be completed by applicants Line Manager/Supervisor*

**Part A**

1. Surname..... First Name:.....

2. Job Title:.....

3. Who is your employer:.....

4. Workplace Name:..... Workplace Address.....

Workplace e-mail ..... Tel. No.....

4. Do you have a disability?      Yes       No       (Please tick (4) appropriate box)  
If YES please indicate any practical arrangement that could be made to make your participation on the course as full as possible.

We need the following information in order to help trainers select and prepare for some courses. The selection criteria for courses can be found in the front pages of the Multi-Agency Training Programme.

5. Please state whether you are:      Female       Male       (please tick (4) appropriate box)

6. Please specify your ethnic background .....

7. Please describe yourself as:      Black       White       Other. ....  
(Please tick (4) appropriate box)      (Please describe)

I wish to apply for a place on the course described above. I understand that, if accepted, I will be required to attend the whole course.

Signed:.....Date:.....

*This application does not automatically entitle you to a place on the course, although it is helpful for you to reserve the dates until you are formally notified. After the closing date selection from the total number of applications will take place, and you will be notified of the outcome of your application as soon as possible.*

Cancellations: Please notify cancellations as soon as possible by telephone 020 8871 7787 or by email to the Training Unit : [amorse@wandsworth.gov.uk](mailto:amorse@wandsworth.gov.uk) and also with a copy to your manager/supervisor. Your manager will be informed of non-attendance or cancellation.

**Part B**      *To be filled in by Line Manager/Supervisor*

I support this application and, as Line Manager/Supervisor, will ensure that, if accepted, this member of staff will be released to attend the whole course.

Name:(please PRINT)..... Signed:.....

Workplace email:..... Tel.No:.....