

Children's Services

Training Programme 2021 – 2023 1.08 B



Target Audience: Family Support Practitioners, Social Workers, Team Managers & Supervisors, Early Help Practitioners & Managers.

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Introduction to the Workforce Development Team

Louise Bartlett

I'm Lou Bartlett and the Academy Lead for BCP Children's Services. I qualified as a social worker in the early 90's and worked in Wiltshire with children in care for 7 years and then Bournemouth Children's Services for 16 years as a team manager, in a range of teams and roles across the child's journey, but I am best remembered for creating and managing the Family Solutions Team (FaST for short!) and The Lights Project, a Play Therapy Service for children affected by parental addiction. I am an experienced Practice Educator and for the last 20 years have supported, coached and assessed social work students on placements within our service, as well as facilitating our ASYE programme for newly qualified social workers. I am committed to developing evidence-based practice and to supporting practitioner learning, embedding best practice across our services to ensure children and young people are at the front and centre of everything we do. Everybody in BCP should have the opportunity to grow, develop and progress at whatever stage of their career. I am committed to investing in the development of all our staff so they can be the best they can be.

Annie Draper

I'm the Learning and Workforce Development Manager and my role includes post qualifying professional development opportunities for social workers, student placements, the Step Up to Social Work Partnership, Pan Dorset and Wiltshire Social Work Teaching Partnership with BU, Social Work Apprenticeships, general training commissioning, workforce data and recruitment. I'm a registered social worker and Practice Educator and have worked in Children's Services for over 35 years.

Nina Akhter

Hello everyone, I'm a Professional Development Officer and I've been with the team for 5 years. I really enjoy working with the team and our partners. And I love chocolate!

Ashleigh Browning

Hi, I'm Senior Business Support for CSC Workforce Development Team and I joined the team in July 2020. I assist in the commissioning of new training courses and manage the administration for our full training programme, I administer the finances for the training programme, and provide support to the wider team for any admin support they may need. I am also a Microsoft 365 and Team Champion.

Carole Cox

Hi, I'm Senior Business Support for CSC Workforce Development Team and joined the team in November 2021. I have responsibility for ensuring the fantastic Academy Website is kept up to date along with other duties that I am currently finding out about! I am all about going the extra mile and nothing makes me happier than a satisfied customer.

Ann Fallon

Hi, I'm Senior Business Support for CSC Workforce Development Team and I joined the team in November 2021. My key roles within the team are to manage and administer the finances for the team and also I am a main contact for 79 Lansdowne Road.



Thomasin Wills

I'm the Programme Business Support Officer for the Pan-Dorset and Wiltshire Social Work Teaching Partnership and the Step Up to Social Work Programme. I joined the team in November 2018.

Hannah White

I am one of the Consultant Social Workers, undertaking the mentor/assessor role for our newly qualified social workers on our ASYE programme. I joined the Workforce Development team in October 2020, having previously worked as an advanced practitioner in the Children and Families First teams.

Kim Stedman

Hi, I am a Consultant Social Work Practitioner on the Workforce Development Team. I have been with the Workforce Development Team since September 2020, and the main purpose of my role is to support, mentor and assess the Newly Qualified Social Workers through their assessed year in practice (ASYE). I joined BCP in April 2020 as a Social Worker in the Assessment Team, having previously worked in Bournemouth and Kent as a social worker and assistant team manager respectively.

Bryony Crabbe

I am a Consultant Social Worker undertaking the mentor/assessor role for our newly qualified social workers on our Assessed and Supported year in Employment (ASYE) programme and I joined the team in June 2021. I was previously an Assistant Team Manager in one of the Children and Families First teams and have been qualified social worker for five years.

Hayley Heasford

I am a Professional Development Officer and have recently joined the team from an Assistant Team Manager role in the Children and Families Team in June 2021. My role includes Practice Education support to our Social Work Degree Apprentices and supporting student placements and training. I have been a qualified registered social worker in Children's Social Care since 2006, and I am a qualified Practice Educator.

Julie Wright

Hi, I'm a Business Support Officer for CSC Workforce Development Team and I joined the team in September 2021. I have worked in Children's Services for 10 years in one of the front-line social worker teams as a Business Support Officer. My main responsibilities in the Workforce Development team are helping to administer the training programme and supporting the team in diary management and meeting prep.

Marah Chaban

Hi, I'm a Business Support Officer for CSC Workforce Development Team and I joined the team in September 2021. My main responsibilities in the Workforce Development team are helping to administer the training programme and supporting the team in diary management and meeting prep.

Kate Cuthbertson

Hi, I'm the Pan-Dorset Teaching Partnership Co-Ordinator in the team.

Naomi Waters

Hi, I'm the Step-Up to Social Work Co-Ordinator in the team.

Workforce Development Induction Sessions

The CYPSC Workforce Development Team are hosting Staff Induction Sessions to give an important welcome to all new starters to our Service. It has been requested by our Corporate Director that all new starters from the last 6 months must attend one of these sessions. The Induction Sessions occur on the second and fourth Monday of the month, are for 1 hour and are hosted via Microsoft Teams by Lou Bartlett, WFD Team Academy Lead, and Annie Draper, CYPSC Workforce Development Manager.



Who should attend:

All staff who have started with BCP Children's Services within 6 months.

To book on to a session, please visit CPD Online and search for BCP Children's Services Staff Induction Session.

All new starters within Children's Services should be highlighted to the CYPSC WFD Team (c.training@bcpcouncil.gov.uk) and the new staff member's full name, job role, team and line manager should be emailed to the team. The CYPSC WFD Training Admin team will create a CPD Online account for the new starter and send them a welcome email with information on mandatory E-Learning, link to the i-learn homepage, our Practice Fundamentals flyer and the induction sessions guidance.

Method: Microsoft Teams | 1 hour

New managers will be invited for an extra 1 hour at the end of the session to gain extra information relevant to your management role.

DATES

DECEMBER 2021		JANUARY 2022		FEBRUARY 2022		MARCH 2022	
6 th	2pm	4 th	11am	2 nd	1pm	7 th	2pm
		20 th	1pm	21 st	10am	25 th	10am

Introduction to the Practice Fundamentals Programme

As we are all aware, you are all “time poor” professionals working in the context of Covid, so we are going to be offering shorter, bite-sized learning sessions over MS Teams, designed to fit into the working day a little easier (from 1.5-hour workshops up to a maximum of 3-hour workshops). We will be focusing on Practice Fundamentals over the next 6 months as part of our improvement journey. Following your feedback in the recent Training Needs Analysis exercise and from Ofsted’s feedback on core areas we need to work on, the WFD team will be offering these focussed workshops and we encourage you all to book your places via CPD Online; <https://www.bcpworkforcedevelopment.co.uk/cpd/default.asp>

BCP Children’s Services Practice Fundamentals offer is also part of your induction (as a new employee). The aim is to support new staff and remind existing practitioners of best practice standards. We are developing an induction programme of which this Practice Fundamentals section is a key part. All training within this section is mandatory upon induction (within a 4-week timescale) and for all current Family Support Practitioners, Social Workers, Advanced Practitioners, Managers, Service Leads or Heads of Service staff in 2021.

To support children, young people and their families to improve their quality of lives, as a Social Worker, Family Support Worker, Advanced Practitioner, Manager, Service Lead or Head of Service you are a key player in bringing about this positive change. These Practice Fundamentals are built around and focus on what a child or young person would expect from any professional with whom they have contact, as every contact can be a point of change and support. The thought behind these Practice Fundamentals is that all staff understand the models, practice and expected standards from the outset of their career with BCP Children’s Services and will have the information they need to deliver the service appropriate to their role and responsibility.

The training is an integral part of practice development, and discussion is required on a regular basis in supervision and staff appraisals to ensure you are undertaking all relevant training, including multi-agency training, alongside the mandatory Practice Fundamentals training detailed below.

Through our offer we aim to share both national and local best practice through a range of digital and face to face workshops and learning events. This ensures that you are equipped with the knowledge and skills to safeguard children and young people in BCP.

- Refresher session on chronologies, genograms and case recording standards
- Professional Curiosity in our assessments and practice
- SMART plans

- Direct work with children and young people
- A focus on neglect and the neglect toolkit
- Using the DASH in our practice, understanding the MARAC process
- Supervision skills for managers
- Auditing skills for managers and the value of learning from quality assurance activities
- Signs of Safety Mapping, Danger Statements and Safety Goals, Building Safety Networks, Bottom Lines and Contingency Planning



For those of you yet to access our Focus on Permanence sessions, we have more of those coming up too.

There are a range of dates and times to choose from to make them more accessible for more of you. These courses will be an opportunity to step off the “hamster’s wheel” for a couple of hours to reflect on your practice and refresh your knowledge and skills, so we look forward to working with you and your participation in these events.

Please note that all courses will have an evaluation after the course and then an impact evaluation three months after the course. These evaluations are essential to ensure that we are delivering the training that is needed to embed best practice and make a positive difference to the lives of the children and young people we all work with. We take your feedback very seriously and adapt our learning offer based on what you tell us.

These sessions are targeted for BCP Children’s Services frontline teams doing Direct Work with Children, Young People and Families.

Our Practice Fundamentals Programme starts below.

These sessions have clear links to the DfE Knowledge and Skills Statements (KSS) for Child and Family Practitioners, the KSS for Practice Supervisors, the BASW Professional Capabilities Framework (PCF) and the BCP Children’s Services Toolbox.

Professional Curiosity in Assessments and Practice

Facilitator:

Workforce Development Team – In house

Aims and Objectives:

- To define professional curiosity and its role in social work practice.
- Explore barriers and challenges to using a professionally curious approach.
- Consider ways in which different types of bias impact upon decision making.
- To embed professional curiosity in our practice with children, young people and families.

Method: Microsoft Teams | 1.5 hours

DATES

JANUARY 2022		FEBRUARY 2022		MARCH 2022	
19th	2pm	10 th	9.30am	9 th	10am

Links to the following KSS:

1,2,5,6 and 9.

Links to the following PCF:

5,6,7 and 10

Links to the following CS Toolbox sections:

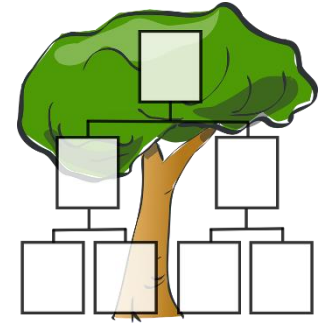
1,2,3,8,9,26, 30 and 34



Book via CPD Online

Please send any queries to
c.training@bcpcouncil.gov.uk

Chronologies, Genograms and Case Recording Standards



Facilitators:

Workforce Development Team – In house

Aims and Objectives:

- Understanding the importance of collaborative working and voice of the child when undertaking chronologies and genograms.
- Understanding the role and value of genograms and chronologies and good quality case records in planning for children, young people and families and analysis of family history, patterns and lived experiences.
- Understanding best practice principles when undertaking chronologies, genograms and case records.

Method: Microsoft Teams | 1.5 hours

DATES

JANUARY 2022		FEBRUARY 2022		MARCH 2022	
12 th	2pm			8th	10am

Links to the following KSS: 1,2,4,6 and 10

Links to the following PCF: 5,6,7 and 8

Links to the following CS Toolbox sections: 2,3,4,8,9,26,33 and 34

Book via CPD Online

Please send any queries to
c.training@bcpcouncil.gov.uk

An Introduction to BCP Child Centred Practice

Facilitator:

Workforce Development Team – In house

Aims:

- What does our Toolbox tell us about Child-Centred Practice?
- What are the basic principles of Signs of Safety?
- Introduction to our BCP hybrid model – part of the Children's Toolbox.
- Link theories to practice
- Gain better understanding of Signs of Safety tools and a range of other tools that capture the lived experience of children.

Objectives:

- Gain a greater understanding of how BCP implements Signs of Safety.
- Develop knowledge of appreciative inquiry questioning approach.
- Consolidate knowledge of theories into practice.
- Provide opportunity to practice writing clear and specific Sign of Safety danger statements and safety goals
- Provide opportunity to practice capturing the voice of the child in our work.

Method: Microsoft Teams | 2 hours

DECEMBER 2021		JANUARY 2022		FEBRUARY 2022		MARCH 2022	
2 nd	10am	20 th	10am	15 th	10am	24 th	10am

Links to the following KSS: 1, 2, 5, 6, 7

Links to the following PCF: 5, 7, 10

Links to the following CS Toolbox sections: 1, 2



Book via CPD Online

Please send any queries to
c.training@bcpcouncil.gov.uk

SMART Plans

Facilitator:

Workforce Development Team – In house

Aims and Objectives

- To understand and identify what a SMART plan looks like.
- To gain knowledge around the importance of collaborative working when developing plans, ensuring these are done jointly with children and families.
- To feel confident in placing the child at the centre of the plan and how this can achieve better outcomes and more timely intervention.



Method: Microsoft Teams | 1.5 hours

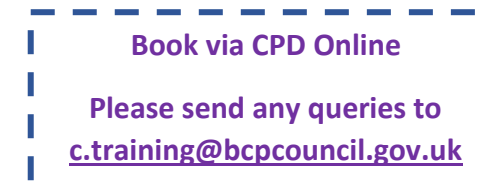
DATES

JANUARY 2022		FEBRUARY 2022		MARCH 2022	
12 th	10am			22nd	10.30am

Links to the following KSS: 1,2,5,7 and 9

Links to the following PCF: 1,5,6,7 and 8

Links to the following CS Toolbox sections: 1,4,11,30 and 32



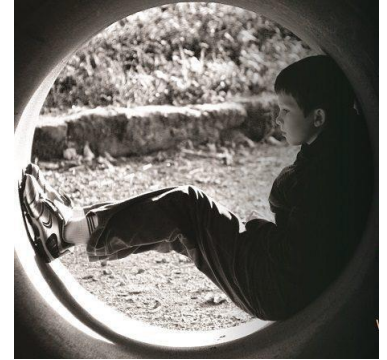
A Focus on Neglect and using the Neglect Toolkit

Facilitator:

Workforce Development Team – In house

Aims and Objectives

- Recognise the signs of neglect and understand the long-term effects of neglect on children and young people.
- Understand the common pitfalls when working with neglect, learning from Serious Case Reviews.
- Understand the feedback from Ofsted and the things we need to do differently to improve our focus on neglect.
- Understand, from a child's lived experience, the impact of neglect.
- Explore the Neglect Toolkit and how it helps us assess risks, have the conversations that count with families to help parents understand the impact of their parenting on their children, to promote and maintain meaningful change.



Method: Microsoft Teams | 3 hours

DATES

JANUARY 2022		FEBRUARY 2022		MARCH 2022	
25th	9.30am	8 th	1.30pm	15 th	9.30am

Links to the following KSS: 1,2,3,4,5,6,7 and 9

Links to the following PCF: 1,2,3,4,5,6,7 and 8

Links to the following CS Toolbox sections: 1,2,3,4,11,26,27 and 32

Book via CPD Online

Please send any queries to
c.training@bcpcouncil.gov.uk

DASH, MARAC and Domestic Abuse Awareness

Facilitator:

Paul Powley (MARAC Chair)

Aims and Objectives

- To encourage professionals to refer high risk victims into the BCP MARAC.
- To highlight the importance of using the DASH as a tool in our practice to assess risks and identify next steps.
- To help practitioners have the conversation that counts with parents or young people experiencing domestic abuse.

Method: Microsoft Teams | 1.5 hours

DATES coming soon in 2022!

Please note; if you have attended the whole day Multi-Agency DASH, MARAC and Domestic Violence training delivered by Rachel Young in 2021 you have already covered this and therefore do not need to book on one of the 4 dates on this programme.

Links to the following KSS: 4,5,6 and 7

Links to the following PCF: 1,2,4,5,6,7 and 8

Links to the following CS Toolbox sections: 1,2,3,11,26,27,32 and 36



Book via CPD Online

Please send any queries to
c.training@bcpcouncil.gov.uk

A Focus on Permanence

Please note; if you have attended A Focus on Permanence workshop delivered by Lou Bartlett in the last 6 months you have already covered this and therefore do not need to book on one of the dates on this programme.

Facilitator:

Workforce Development Team – In house

Aims and Objectives

- Consider the importance of early intervention and planning for children.
- Understand the routes to permanence for all children and the options available.
- Review attachment and child development in permanence planning and the child's timeframe.
- Develop an understanding of the legislative framework and the importance of timescales.
- Reflect on messages from research and the implications for early intervention and permanency planning.
- Reflect on Ofsted findings (our learning partner) from their focused visit on Permanence and understand where we need to improve and develop our practice.



Method: Microsoft Teams | 1.5 hours

DATES

FEBRUARY 2022		MARCH 2022	
2nd	10am	24th	1pm

Links to the following KSS: 1,2,3,4,5,6,7,8 and 9

Links to the following PCF: 1,2,3,4,5,6,7 and 8

Links to the following CS Toolbox sections: 1,2,3,11,14,26,27,32 and 36

Book via CPD Online

Please send any queries to
c.training@bcpcouncil.gov.uk

Direct Work with Children and Young People

Facilitator:

Nina Akhter

Aims and Objectives

- Building knowledge & skills in Direct Work.
- Exploring a range of Direct Work tools.
- Gaining a better understanding of the different perspectives of Direct Work.
- Understanding the child in planning Direct Work.
- Practical tips for delivering and recording Direct Work.



Method: Microsoft Teams | 2 hours

DATES

DECEMBER 2021		JANUARY 2022		FEBRUARY 2022	
8 th	10am	18 th	2pm		
MARCH 2022					
29 th	10am				

Links to the following KSS: 1,2,3,6

Links to the following PCF: 1,5 and 7

Links to the following CS Toolbox sections: 1,2,3,4 and 26

Book via CPD Online
Please send any queries to
c.training@bcpcouncil.gov.uk

Supervision Workshop for Managers

Facilitator:

Nina Akhter

Aims and Objectives

- Putting Supervision Theory into Practice.
- Roles and Responsibilities of Supervision.
- What are the principles of good Supervision?
- Modelling Signs of Safety Group Supervision.
- Professional curiosity in Supervision and recording of Smarter Plans.
- Identifying clear SofS Danger/Worry Statements and Safety Goals in Supervision.



Method: Microsoft Teams | 3 hours

Target Audience: Team Managers, Assistant Team Managers & Practice Educators

Book via CPD Online
Please send any queries to
c.training@bcpcouncil.gov.uk

DATES

DECEMBER 2021		JANUARY 2022		FEBRUARY 2022		MARCH 2022	
				10th	9.30am		

Links to the following Practice Supervisor KSS: 1,2,5,6,7 and 8

Links to the following PCF: 1,2,3,5,6,8 and 9

Links to the following CS Toolbox sections: 1,3,4,5,11,28,29,30,31,32 and 35.

‘Supervision is a pivotal activity as well as a key relationship for the practitioner throughout their career and has an important role to play in staff retention, as developing confident, competent, professional practitioners’.

Supervisor Guide 2011 CWCD

Practice Reviewing for Managers

Facilitator:

Tammy Lawrence, Sophie Skiba



Aims and Objectives:

- The importance of quality assurance.
- Key considerations when quality assuring case files.
- How to develop auditing skills.
- Linking actions to improved outcomes for children and closing the learning loop with practitioners.

Method: Microsoft Teams | 1.5 hours

Target Audience: Team Managers, Independent Reviewing Officers and Assistant Team Managers only.

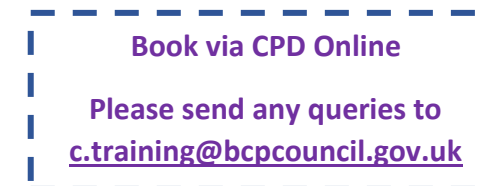
DATES

DECEMBER 2021		JANUARY 2022		FEBRUARY 2022		MARCH 2022	
		11th	3.00pm	9th	3.00pm	11th	3.00pm

Links to the following KSS for Practice Supervisors: 1, 2, 3, 4, 5, 6, 7 and 8

Links to the following PCF: 1, 2, 3, 5, 6, 8 and 9

Links to the following CS Toolbox sections: 1, 3, 4, 5, 28, 29 and 31



Book via CPD Online

Please send any queries to
c.training@bcpcouncil.gov.uk

Complaints Training for Managers

Facilitator:

Teresa Salmon (BCP Children's Services Complaints Manager)



Aims and Objectives:

- To clarify the different stages / processes within the procedure.
- To consider good practice in considering complaints and the responses to complaints.
- To look at resolution and redress issues.
- To clarify the front-line managers' roles.
- To consider how the service learns from complaints.

Method: Microsoft Teams | 1.5 hours

DATES

JANUARY 2022		FEBRUARY 2022		MARCH 2022	
		8 th	10am		
		17 th	10am		

Book via CPD Online

Please send any queries to
c.training@bcpcouncil.gov.uk

Children's Services Toolbox

The Children's Services Toolbox was launched to BCP Council Children's Services in April 2021.

This toolbox aims to support rapid practice improvement and to set out 'what good looks like'. The toolbox describes **'the way we do things around here'**. Existing BCP policies, standards and the Tri.X procedures remain in force apart from the BCP Practice Standards which this Toolbox replaces. The toolbox will be updated quarterly, so it is always up to date.

This guidance was co-produced with staff and sometimes local organisations representing children, young people, parents and carers. This first toolbox concentrates on Children's Social Care. Quarterly updates will progressively feature all Children's Services. In July 2021, we will add the following services to the Toolbox: school improvement, admissions, pupil place planning, educational psychology, NEET's, school finance and capital and safeguarding in schools. As well as this, the next update will include the Youth Offending Service, Aspire (the Regional Adoption Agency), the Pan-Dorset Safeguarding Children Partnership, the Family Contact Centre, the Family Information Directory, Family Hubs, Supporting (previously troubled) families and Workforce Development.

Please see the full Toolbox document and information [here](#).



Signs of Safety

The Signs of Safety Practice Model is being embedded into BCP Council Children's Services, including Early Help. It is a strengths-based and relationship-based model that focuses on finding solutions by working collaboratively with children and families to keep children safe and ensure their well-being.

Signs of Safety at BCP Children's Services:

Within BCP Children's Services we use a hybrid model of Signs of Safety, and in this model, we include the following:

- The Mapping Tool and 7 categories of analysis
- Danger/Worry Statements and Safety Goals
- Voice of the Child tools (e.g., The Three Houses, The Three Islands, Wizards & Fairies, Safety Circles etc)
- Building Safety Networks
- Clear bottom lines, trajectories and contingency plans
- Genograms
- Safety Planning
- Group Supervision



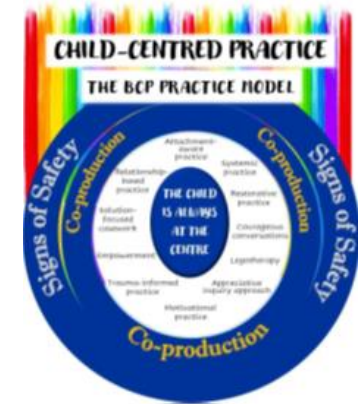
Multi-Agency Child Centred Practice Briefing

Facilitator:

Workforce Development Team – In House

Aims:

To enable practitioners from partner agencies to make effective contributions to casework with children and families by building an understanding of the Signs of Safety (SofS) approach.



Learning Objectives:

- The values that drive the SofS practice within Child Centred Practice
- The principles of what good Children's Services Child Centred Practice within Signs of Safety looks like
- Processes that workers will follow to help families and their networks create and stick to plans that make a real difference for their children / young people
- Practice tools that workers will be using with families, their children / young people, and networks.

DATES

JANUARY 2022		MARCH 2022	
27 th	9.30am	10 th	1.30pm

Book via CPD Online

Please send any queries to
c.training@bcpcouncil.gov.uk



Assessed and Supported Year in Employment (ASYE)

What is the assessed and supported year in employment (ASYE)?

The Assessed and Supported Year in Employment was introduced in September 2012. It aims to support a Newly Qualified Social Worker (NQSW) during their first year in employment to develop practice as a confident and capable social worker. Social work degree students will be able to register with Social Work England as social workers following successful completion of a recognised social work degree. It is a probationary year of employment. Fitness to practice will be assessed by their allocated Practice Assessor and their Line Manager.

The ASYE will be a period when a newly qualified social worker engages fully in a social work role at an appropriate level, receiving tailored support and development and a protected caseload. During the ASYE period, the NQSW will be developing their practice to demonstrate that they can meet the required standards of the [Professional Capabilities Framework](#) (PCF) and the [DfE Knowledge and Skills Statements for Children and Family Practitioners](#). This will involve regular meetings with their mentor/assessor to have dedicated time to reflect on practice and learning; ASYE portfolios will include direct observations of practice, case studies, quality assurance of work products and case files, reflective pieces of writing and feedback from service users and colleagues.

All ASYEs join our Academy for a four-week induction.

The ASYE training days fall on the fourth Wednesday of every month.

The following subject areas form the basis of this programme:

The Practice Fundamentals Programme as part of their induction

Embedding best practice standards

Signs of Safety

Understanding Attachment

Capturing and how to use and reflect on 'feedback' from children, families and professional colleagues

Child Development

Child Exploitation

Court Skills and PLO processes

Children in Care processes

Learning from our children and young people – Participation and Total Respect

Data Protection and Information Security

Domestic Abuse

Emotional Resilience and self-care

Impact of Adult Mental Health on parenting and children
Impact of alcohol and substance misuse on pre-birth and children

Children and young people who self-harm

Child centred practice and purposeful direct work

Life story work and Thera-play techniques

Adolescent Risk/Complex Safeguarding

Trauma Informed practice

Preparing for supervision and the importance of quality assurance

The Children's Services Toolbox

How to build your ASYE portfolio



Achieving Best Evidence 2-Day Training

Who should attend?

For social workers, practitioners and team managers working in Children's Social Care. It is a pre-requisite requirement that attendees have previously completed the 3 day Working with Child Sexual Abuse training.

Course Aims:

This course has been designed to equip police and social workers with the knowledge and skills to plan, prepare and conduct ABE joint interviews of children and young people who have experienced sexual or non-sexual abuse.

Learning Outcomes:

At the end of this course, you will have taken part in discussion and exercises to enable you to:

- Understand Achieving Best Evidence Guidance 2011
- Be able to apply the Achieving Best Evidence interview structure Appreciate the various situations in which to apply the Achieving Best Evidence interview structure How to work jointly with police in criminal investigations Awareness of relevant legislation including the Youth Justice & Criminal Evidence Act 1999
- Understand Special Measures and the legal justice system
- Explore experiences of transferring ABE training into practice
- Appreciate different applications of the model of interview through discussion with other delegates
- Consolidate knowledge and understanding of ABE guidance



DATES

NOVEMBER 2021		JANUARY 2022	
15 th – 16 th	9.30am 2 Days	14 th	9.30am

FACILITATED BY:

Jonathan McKinney

Achieving Best Evidence Refresher Training

Who should attend?

For front-line staff requiring a refresher on previous Achieving Best Evidence training. You must have previously completed the full ABE training to apply to attend this course.

Course Aims:

This course has been designed to equip police and social workers with the knowledge and skills to plan, prepare and conduct ABE joint interviews of children and young people who have experienced sexual or non-sexual abuse.



Learning Outcomes:

At the end of this course, you will have taken part in discussion and exercises to enable you to:

- Refresh understanding of Achieving Best Evidence Guidance 2011
- Be confident in applying the Achieving Best Evidence interview structure and in what circumstances
- Update knowledge of legislation including Youth Justice & Criminal Evidence Act 1999 and use of Special Measures

DATES

DECEMBER 2021	
02 nd	9.30am

FACILITATED BY:

Jonathan McKinney

Achieving Best Evidence Manager Training

Who should attend?

For front-line Managers and Senior Practitioners requiring a refresher on previous Achieving Best Evidence training. You must have previously completed the full ABE training to apply to attend this course.

Course Aims:

This course has been designed to equip police and social workers with the knowledge and skills to plan, prepare and conduct ABE joint interviews of children and young people who have experienced sexual or non-sexual abuse.



Learning Outcomes:

At the end of this course, you will have taken part in discussion and exercises to enable you to:

- Refresh understanding of Achieving Best Evidence Guidance 2011
- Be confident in applying the Achieving Best Evidence interview structure and in what circumstances
- Update knowledge of legislation including Youth Justice & Criminal Evidence Act 1999 and use of Special Measures

DATES

DECEMBER 2021	
02 nd	1.30pm

FACILITATED BY:

Jonathan McKinney

Adolescent Risk: Complex and Contextual Safeguarding

Who should attend?

The course is intended to be for social workers and associated professionals working with young people at risk of exploitation.

Course Information

This course addresses key issues and best practice in responding to children, particularly adolescents, who are being exploited and trafficked.

This course is offered as 8 x 1.45-hour virtual modules. ALL modules must be attended in sequence.

Course Content:

Module	Content	Group 1	Group 2	Group 3
Module A	Definitions, discourses, exploitation, consent. 'Mind your language'.	23 Nov	04 Jan	22 Feb
Module B	Trauma (brain and body response), memory and ABE, special measures, toolkit, Barnahus model	23 Nov	04 Jan	22 Feb
Module C	Trauma bonds vs attachment, breaking trauma bonds, DTD, perpetrators	24 Nov	05 Jan	23 Feb
Module D	'Vulnerability' and victim blaming, failure of 'prevention' programmes	24 Nov	05 Jan	23 Feb
Module E	Contextual safeguarding, peer on peer abuse, safety mapping	30 Nov	11 Jan	01 Mar
Module F	Identity, intersectionality and exploitation	30 Nov	11 Jan	01 Mar
Module G	Risk, Resilience, 'mentalising teams' and Reflective Function	01 Dec	12 Jan	02 Mar
Module H	Adolescent abuse system, 'adol-essence', Innovation and ways forward	01 Dec	12 Jan	02 Mar

FACILITATED BY:

Jaci Quennell

Attachment: Understanding & Working with Attachment

Who should attend:

For practitioners working with Bournemouth, Christchurch and Poole children, young people and their families to improve their outcomes, including Private, Voluntary and Independent sector, Schools, Health and Local Authority.

Course Aims:

To raise awareness and understanding of attachment issues in a practical way, empowering practitioners to engage with children, young people and their families to support them in building positive attachments, self-esteem and resilience.

Learning Outcomes:

At the end of this event, participants will be able to:

- Understand the practical and effective advice about what children & young people need to navigate their way through life
- Have an understanding and awareness around issues of attachment and resilience
- Understand the practical skills to develop and build attachment and resilience in children, young people and their parents
- Understand the brain development and the practical implications
- Understand the interface between 'nature & nurture' and 'attachment & resilience'
- Understand the practical skills about how to build a secure base for a child or young person
- Build knowledge about practice strategies that will encourage self-esteem and resilience.
- Understand what 'Attachment Focused Parenting' involves and how to develop practises in this area
- Build knowledge about practise strategies that will encourage self-esteem and resilience.



DATES

JANUARY 2022	
20 th – 21 st	9.30am – 4.30pm 2 Days

FACILITATED BY:

Joy Osbourne

Autistic Spectrum Disorder Awareness Part 1

Who should attend:

This course is suitable for any professional or carer wanting to understand the Autistic Spectrum and who with children or adults with learning disabilities who demonstrate behaviours often associated with autism, whatever their diagnosis.

Course Aims:

This course will provide you with an insight into the type of behaviours associated with autistic behaviours techniques to support positive interaction.

Learning Outcomes:

At the end of this event, participants will be able to:

- To consider terminology, the causes of Autistic types of behaviours
- To unravel some of the most frequently encountered behaviours
- To provide an explanation for why they might be occurring
- To use this information to suggest ideas to enable development of more effective interaction, participation and behaviour.



Autistic Spectrum Disorder Awareness Part 2

Who should attend:

To attend this course you must have attended **Level 1 Autistic Spectrum Disorder Awareness**. This course is suitable for professional or carer wanting to advance their understanding of the Autistic Spectrum and who with children or adults with learning disabilities who demonstrate behaviours often associated with autism, whatever their diagnosis.

Course Aims:

This course will build on the core theories and knowledge of level 1 and will include further practical applications for maximising communication.

Learning Outcomes:

At the end of this event, participants will be able to:

- Gain a better understanding of how people with ASD learn, store and recall information
- Develop more effective individual communication plans
- Create tailored environments which maximise the person's ability to concentrate and participate
- Understand the role of rigidity and structure and use this knowledge to increase flexibility interaction and independence
- Minimise challenging behaviours.



Child Criminal Exploitation - County Lines Workshops

Who should attend:

We encourage a mix of statutory, voluntary, and independent workers to enable participants to gain an understanding of safeguarding in other services and to form networks for future working.

Course Aims:

To raise awareness and understanding of Child Criminal Exploitation and Human drug trafficking, known as County Lines.

Learning Objectives:

At the end of this event, participants will be able to:

- Use personal story triggering and test every possible professional response and intervention
- Use County Lines indicators, gaps and challenges, as well as best practice approaches
- Understand the relevance of missing episodes, what happens during and after, and how can we improve responses
- Understand the relevance of the National Referral Mechanism under Modern Slavery legislation (County Lines is child criminal exploitation, which is human trafficking)
- Identify types of children targeted in the grooming process, and how, including vulnerabilities and pull factors
- Manage challenges in the secure placement setting (often proposed as a solution to persistent missing)
- Need to treat parents (particularly where protective factors) as partners in child and young people's exploitation and safeguarding.



Child Sexual Abuse Programme

Who should attend:

This course is for front-line practitioners in Children's Social Care and Early Help.

This programme consists of four individual training courses focusing on the different areas of Sexual Abuse.

Delivery:

Face-to-face training

Course 1 – Working with Child Sexual Abuse

Aims:

This course will help participants to gain an understanding of the impact of sexual abuse on child development as well as the potential long-term consequences for them in adulthood.

To enhance knowledge and delivery of practitioner skills by maintaining professional curiosity.

Learning Objectives:

- Identify attitudes and bias within the field of sexual abuse
- Describe the 'normal' stages of child development and sexual behaviours
- List the signs and symptoms of sexual abuse
- Identify trauma related behaviours and responses
- Understand the child's journey of a sexual abuse disclosure
- Adopt a more enquiring approach to child abuse disclosures
- Practise skills to manage these when working directly with children

FACILITATED BY:

Lindsey Dickinson & Jacinta Guilhermino

DATES

OCTOBER 2021	
21 st	9.30am – 4.30pm

Course 2 – Working with Adult Sex Offenders

Aims:

This course aims to explore and understand sexual offending behaviour and how, as practitioners we can address our own attitudes when undertaking work with sex offenders.

Learning Objectives:

- Demonstrate an understanding of some of the theories surrounding sexual offending
- Brief overview of Internet offending
- Understanding female offenders
- To deconstruct the term 'grooming' in relation to sexually inappropriate and offending behaviour
- To examine its role in relation to professionals who are susceptible to grooming
- To understand and contextualise denial / minimisation

DATES

NOVEMBER 2021	
18 th	9.30am – 4.30pm

Course 3 – Working with Children / Adolescents who display Harmful Sexual Behaviour

Aims:

This course is to increase awareness of harmful sexual behaviours, as perpetrated by children or adolescents and the pathways to developing these behaviours.

Learning Objectives:

- To understand the difference between adults who sexually harm and children / young people with sexually harmful behaviours
- Understanding the differences between normative, inappropriate, problematic or abusive sexual behaviours
- Demonstrate an awareness of HSB by children and young people by either online or direct (offline) contact
- Introduce models of risk assessment
- Demonstrate an understanding of how to contextualise risk within various settings, namely education, community and family settings
- Assess levels of need and determine appropriate responses at different levels
- Practice considerations relating to contact issues where there is intra / extra familial abuse.

DATES

JANUARY 2022	
10 th	9.30am – 4.30pm

Course 4 – Working with Parents (of victims), Partners (of offenders) and Families (children / adolescents who sexually harm)

Aims:

This course will help you to gain an understanding of how parents may respond when a child makes a disclosure, addressing issues that may relate to a parents own survivor status (if they have experienced child sexual abuse) as well as to address various techniques of working with parents/partners.

Learning Objectives:

- Describe the dynamics of sexual abuse in families.
- Identify and support adult survivor needs as they relate to parenting.
- Understanding differences in responses regarding intra familial versus extra familial sexual abuse.
- Define programmes of help that are available for all parts of the family.
- Describe the need for and purpose of 'Self Protection' programmes for the whole family.

DATES

MARCH 2022	
01 st	9.30am – 4.30pm



Child Sexual Exploitation Level 3

Who should attend:

For all social workers, family support practitioners and team managers working in Children, Young People and Families Services

Course Aims:

To raise awareness and understanding of Child Sexual Exploitation.

Learning Outcomes:

- Understand the definitions of Child Sexual Exploitation (CSE)
- Recognise the impact that CSE has on young people
- Have identified how to recognise the signs that indicators of (CSE)
- Know what to do if they suspect a child or young person is being sexually exploited
- Improve your response to CSE
- Understand the importance of multi-agency approach



The practical element of this course will allow participants to review a selection of child sexual exploitation case studies and have the opportunity to discuss and analyse these.

Child Sexual Exploitation Level 3 - ADVANCED

Who should attend:

For anyone carrying out direct work with children, young people and families; Delegates should have completed basic awareness CSE training prior to applying.

Course Aims:

To assist those working directly with children, young people and families in identifying possible victims of CSE, and to improve knowledge, skills and confidence in working directly with young people who are at risk of being sexually exploited.

Learning Objectives:

At the end of this event participants will be able to:

- Describe the methods of grooming and routes by which children are sexually exploited
- Know the key risk factors that make a child more vulnerable to sexual exploitation.
- Find more information on what to do and links to key policy, legislation and guidance (inc the impact of the new DfE definition of CSE from Feb 2017, County Lines, Trafficking & Slavery through DfE guidance, NCA Guidance and legislation such as the Serious Crime Act, Slavery Act etc).
- Develop strategies to increase confidence in direct work with children and young people regarding CSE.
- Recognise the importance of information sharing and multi-agency working in responding to children and young people including use of the CSE risk assessment.
- Understand and take account of the lived experience of the young person.
- Understand the importance of building positive relationships with young people on their ability to speak openly.
- Understand how to use the young persons and family strengths to inform and support the protection/risk management plan.

Court Skills and the PLO Process

Who should attend:

For all social workers working in Children's Social Care.

Course Aims:

This course has been designed to help build your knowledge and confidence in a court arena.



Learning Objectives:

This half-day session, looking at the theory behind attending court which will include:

- The PLO process
- Court etiquette and process
- How to achieve the best outcomes for children in the court maze
- How to build evidence in court reports

Followed by a practical session in the form of role plays by giving evidence in court, how to phrase responses, what should and shouldn't be said.

Court Skills: Social Work Evidence Template (SWET)

Who should attend:

For social workers and team managers working in Children's' Social Care

Course Aims & Learning Objectives:

This briefing is to provide you with the knowledge and skills to use the Local Authority Social Work Evidence Template (SWET).

The SWET has been recommended by the President of the Family Division, the Association of Directors of Children Services, Cafcass, HM Courts and Tribunal Service, the Department of Education, the Ministry of Justice and the Chair of Family Justice Board in compliance with the revised Public Law Outline (PLO) 2014.

DATES

JANUARY 2022		MARCH 2022	
19 th	1.30pm	21 st	9.30am

FACILITATED BY:

Helen Youings, Senior Solicitor



Domestic Abuse & MARAC

Who should attend:

For all social workers, family support practitioners and team managers working in Children's Services.

Course Aims:

- Develop an awareness and understanding of Domestic Abuse
- Raise awareness of the impact of domestic abuse on victims and their families
- Provide information on where support and help can be obtained for victims and increase safety
- To explain the MARAC process
- To inform about DASH risk assessment and how to undertake it to learn how to refer to the MARAC.

Learning Outcomes:

At the end of the course participants will:

- Be able to demonstrate knowledge of domestic abuse and its impact on victims and children
- Be able to demonstrate knowledge of the extent of domestic abuse both nationally and in Bournemouth, Poole and Christchurch
- Be aware of the support available to victims including refuges, outreach projects, the police, health services, the criminal justice system
- Understand the Civil Law process in relation to domestic abuse
- Know how to respond to disclosures of domestic abuse
- Understand how to complete safety planning and risk assessment
- Understand the need for effective inter and multi-agency working.



FACILITATED BY:

Rachel Young, Domestic & Sexual Violence Co-Ordinator

Drug & Alcohol Awareness

Who should attend:

For social workers, family support practitioners and team managers working in Children's Services.

Course Aims:

To enable delegates to:

- Increase their understanding of drug and alcohol use and why people use substances
- Understand the signs and symptoms of drug and alcohol misuse
- Understand what's happening locally with drug and alcohol misuse
- Gain a greater understanding of the Bournemouth Recovery Treatment system for drugs and alcohol (including family support provision)
- Learn some of the tools/techniques used to establish possible drug and alcohol problems.

Learning Outcomes:

By the end of this event, participants will be able to:

- Recognise the indications of substance use and refer to specialists
- Carry out screening and referral processes
- Use the Drug Use Screening Tool DUST (when working with young people)
- Understand the Bournemouth Recovery Treatment system (when working with adults)
- Support individuals and their families around drug and alcohol problems
- Assess and act on risk of danger to people misusing substances
- Assist with the transfer of individuals between agencies and services.

FACILITATED BY:

Sarah Sanford, DAAT Commissioning & Service Governance Officer



Emergency First Aid

Who should attend:

For any member of staff who needs to update emergency first aid training.

Course Aims:

Confidence and knowledge to deal with health emergencies.

Learning Outcomes:

By the end of this event, participants will be able to:

- Take charge of emergency situations
- Recognise the aims of first aid
- Carry out resuscitation
- Deal with an unconscious casualty Regulations.
- State the contents of first aid box / RIDDOR Regulations.



Equality, Dignity & Human Rights Issues

Who should attend:

For all social workers, family support practitioners and team managers working in Children, Young People and Families Services.

Course Aims:

To increase the awareness and understanding of participants of the way equality, diversity and human rights should combine to meet the needs of those receiving and delivering Children's Services.

Learning Outcomes:

By the end of the course, participants will be able to:

- Understand and explain the terms equality, diversity, human rights, social and medical models of disability and anti-discriminatory practice
- Have an increased awareness of how our values, prejudices and stereotypes may lead to discrimination
- Understand and explain what gives each individual their sense of identity
- Identify how discrimination can manifest in both the workplace and in working with children, young people and their families
- Demonstrate ways of applying the principles of equality, diversity and anti-discriminatory practice in working with children, young people and colleagues by exploring a range of work-related situations.



Equality, Dignity & Human Rights Issues for Managers

Who should attend:

For practice and team managers in Children, Young People and Families Services.

Course Aims:

To ensure supervisors / managers are up to date with equality and diversity legislation and to explore potential issues arising when managing a team.

Learning Outcomes:

By the end of the course, participants will be able to:

- Demonstrate an understanding of current legislation and the social context of equality and human rights
- Promote equality and human rights in practice
- Use appropriate approaches to address conflicts and dilemmas
- Identify 4 actions to take to further equality and human rights both within their team and the service.



Honour Based Abuse & Forced Marriage Awareness

Who should attend:

This course is intended for practitioners who have little or no knowledge of honour-based abuse and forced marriage.

Accessible for all target audiences

Course Aims:

It is important for all front-line practitioners and professionals to be aware and to have an understanding of the issues surrounding Forced Marriages and Honour-Based Abuse, so that they can respond appropriately.

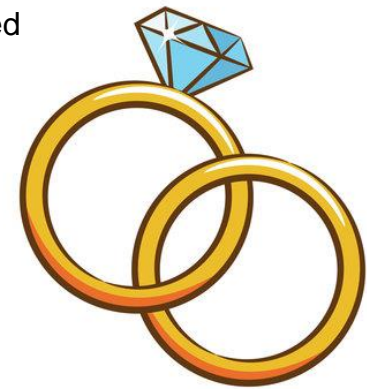
The Community Safety Team in partnership with Karma Nirvana, will be delivering Honour-Based Abuse and Forced Marriage training.

Honour-Based Abuse and Forced Marriage represent a fundamental abuse of human rights. Experience shows the horrific end results of Honour-Based Abuse which – although typically occurring behind closed doors – almost inevitably involves missed opportunities to intervene by professionals, agencies, employers and the voluntary sector.

Learning Outcomes:

At the end of the course, participants will:

- Understand the background to honour-based abuse and forced marriage
- Understand the key barriers to reporting and accessing services faced by victims of honour-based abuse and forced marriage
- Identify the commonly recognised indicators of a potential forced marriage
- Identify and manage an incident of honour-based abuse or forced marriage
- Identify strategies to increase safety for victims of honour-based abuse and forced marriage
- Improve their standard of practice.



Life Story Work

Who should attend:

Social Workers, Pathways Workers, Foster Carers, Residential Workers and Family Support Workers.

Course Aims:

Life Story Work offers deep reflective work with a child or young person (and their carers) so as to develop a coherent and accurate story of their lives and the lives of people closest to them. This is key for their understanding and acceptance of who they are and acknowledge and move forward from their past experiences. Life Story work is also about assimilating past events and the effect that significant people in their lives have had on their self-image, self-esteem, sense of self and common self-states. This effective intervention helps children and young people recover from abuse, trauma or neglect and make sense of a disrupted upbringing in multiple homes or families.

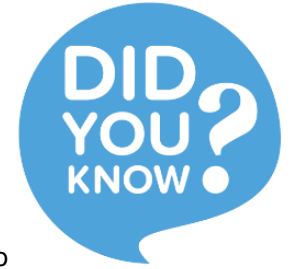
Through the therapeutic story work, children and young people often reflect in the most moving and profound ways on what has happened to them and what is happening to them. As a result, they develop a far better sense of who they are, their history and how they want to live their lives. They go on to 'make it' emotionally, socially and academically. The intervention involves techniques such as family trees, wallpaper work, and eco- and geno-scaling. It covers the concepts of attachment, loss, magical thinking, identity and meaning.

Learning Outcomes:

- Understand the value of comprehensive Life Story Work for Children and Young People
- Understand the value and various models of information collation
- Communication skills with children and work with their emotions
- Know how to interpret and make best use of opportunities in the process
- Improve your skills in working directly with children
- Address sensitive and painful issues of trauma and loss and turn these to acceptance
- Confront trauma and the external, sometimes difficult behaviour which is often an inhibitor for the child
- Create Life Story books which are useful, valuable and represent the child's own story.



Motivational Interviewing - Introduction



Method: Microsoft Teams / Face-to-face training

Course Aims:

This two-day course aims to teach participants the spirit and principals involved in using Motivational Interviewing (MI) to help people make behavioural and attitudinal change. Participants will have learned and practised essential skills in MI. The training will aim to create curiosity to continue learning and develop practice.

Assessment:

Assessment of this course is a continuous process through trainer coaching and observation during whole and small group practice. The following will all be used at appropriate points:

- Evidence based research to be introduced throughout
- Bibliography of relevant published studies to be available and referenced across the two days (MI boasts over 200 randomised controlled trials)
- Throughout the training, participants will be encouraged to envisage ways of assimilating the learning into their practice
- Instant feedback is offered throughout training as this has been shown to be the most effective method of learning
- Trainer models the MI style throughout the teaching

Exposure to MI means participants should leave feeling confident to start using MI in their practice.

FACILITATED BY:
Jackie Webb

Learning Outcomes:

Participants will have been offered the opportunity to:

- Learn and experience the fundamental spirit and processes of MI
- Witness examples of adherent MI through live, audio and video demonstrations
- Learn and strengthen, through practice, empathic counselling skills essential to MI
- Understand and practice the guiding aspects of MI
- Directly experience the MI approach in a protective environment
- Gain an awareness of the extensive literature supporting MI as an evidence base in working with complexity and facilitating change with children and families, as well as other relevant client groups.

Bi-monthly -

Motivational Interviewing Group Supervision (multi-agency) sessions take place as part of the development and embedding of MI techniques in practice.

DATES

DEC 2021		MARCH 2022		JULY 2022	
9 th – 10 th	2 Days	3 rd – 4 th	2 Days	5 th – 6 th	2 Days
		28 th – 29 th	2 Days		

Motivational Interviewing – Intermediate

Who should attend:

For all social workers, family support practitioners, practice / team managers in Children's Services who have attended the Introduction to Motivational Interviewing course.

Course Aims:

To further embed the spirit, principles and technical skills of Motivational Interviewing.

Learning Outcomes:

Participants will have been offered the opportunity to:

- Be reminded of the spirit and principles of Motivational Interviewing
- Become more confident and proficient in the use of reflections, including depth of reflection with direction
- Be able to integrate reflections with other counselling skills (OARS)
- Recognise the benefit of using affirmations to build confidence and enhance motivation
- Recognise signs that indicate readiness to change and help clients move towards activation
- Be able to recover from 'mistakes.'

Method: Microsoft Teams / Face-to-face training

YOU CAN DO IT

FACILITATED BY:

Jackie Webb

DATES

JAN 2022		MARCH 2022		OCTOBER 2022		MARCH 2023	
18 th	9.30am All day	31 st	9.30am All day	20 th	9.30am All day	27 th	9.30am All day

Motivational Interviewing – Intermediate Part 2

Who should attend:

For all social workers, family support practitioners, practice / team managers in Children's Services who have attended the Motivational Interviewing – Intermediate course and who want to go deeper into the training theory.

Course Aims:

To further embed the spirit, principles and technical skills of Motivational Interviewing.

Learning Outcomes:

Participants will have been offered the opportunity to:

- Be able to distinguish key MI techniques and feel able to use them
- Become more confident in the guiding aspects of MI
- Be able to identify service user values and work with these to help build motivation for change
- Practice listening deeply and recognise the significance of this in the helping relationship

Method: Face-to-face training

DATES

APRIL 2022		DECEMBER 2022	
7 th	9.30am All day	19 th	9.30am All day

YOU CAN DO IT

FACILITATED BY:

Jackie Webb

Motivational Interviewing Development Group

Who should attend:

This is for BCP staff who have attended the two-day Introduction to Motivational Interviewing course and who would like to develop their training further.



Course Aims & Learning Outcomes:

- Ongoing development and learning
- A theme for these sessions will be confirmed by the facilitator in advance

Method: Zoom | 1.5 hours

DATES

NOVEMBER 2021		JANUARY 2022		MARCH 2022	
1 ST	9am	6 th	9am	7 th	9am

FACILITATED BY:

Jackie Webb

Managing Allegations – Multi-Agency Training

Who should attend:

This course is a multi-agency opportunity aimed at managers, senior practitioners, experienced front-line workers and aspiring managers to whom allegations will be reported and who are responsible for the operational implementation of Managing Allegations against people who work with children and young people's procedures within their area.

This course is also intended for those officers who carry out investigations in children, young people and families' services and understand the role and responsibilities of the Senior Manager & LADO.

Course Aims:

- Understand the role and responsibilities of the Human Resources Employee Relations service
- Understand the process of managing allegations against staff
- Be clear about how this fits into the wider safeguarding agenda
- Be clear about the roles and responsibilities with regards to investigations
- Be informed about the function of the Independent Safeguarding Authority the police.

FACILITATED BY:

John McLaughlin & Laura Baldwin

Learning Outcomes:

By the end of the course participants will be able to:

- Position of trust training that offers delegates an understanding of when to refer, what our threshold criteria is.
- What support we can offer when matter are at consultative advice and our expectations are of their agency when an allegation first comes to their attention.
- We will also talk about legislation and policy that underpins practice and transference of risk, private life matters where the threshold applies.

DATES

JANUARY 2022		FEBRUARY 2022		MARCH 2022	
12 th	9.30am	16 th	9.30am	09 th	9.30am

Mental Capacity Act Legislation – Introduction

Who should attend?

This is an introduction for all social workers, practitioners and team managers working with children 16+ years of age in Children's Services.

Course Aims:

To provide an overview of the legislation

Learning Outcomes:

By the end of the half-day session, participants will have an understanding of:

- The principles of the Act
- The definition of Capacity
- Best Interests Decisions
- The role of the Independent Mental Capacity Advocate
- The roles of the Lasting Power of Attorney, Deputies, Visitors and the Court of Protection
- Advanced Statement Decisions
- Deprivation of Liberty
- The participant's role and responsibilities within the Act.



Mental Capacity Act Update/ Practice Issues

Who should attend:

For all social workers, practitioners and team managers working with children 16+ years of age in Children's Services. This is an introduction

Course Aims:

To further inform and assist practitioners who have attended the basic training session. This may be necessary for most practitioner's due to the complexity of the legislation.

Learning Outcomes:

By the end of the session participants will have been able to:

- Revisit the basics of the legislation
- Discuss their own role and responsibilities more fully creating better understanding
- Discuss a complex situation they have experienced
- Understand the issues surround all aspects of Deprivation of Liberty in line with recent case law
- Be clearer with regard to the way they are recording assessments and best interest decisions
- Feel more confident in their working practice
- Use of the Code of Practice as a working tool.



Mental Capacity Act 2005 & Deprivation of Liberty Legislation - Advanced

Who should attend:

For all social workers, practitioners and team managers working with children aged 16+ in Children's Services. To attend this course, **you must have a good understanding of the legislation before attending.**

Course Aims:

To update and consolidate knowledge and practice issues.

Learning Outcomes:

By the end of this half-day session

- Ability to use the Code of Practice as a working tool
- Revisiting the legislation both MCA and DoL
- Use of the underlying Principles in Practice issues
- Assessing Capacity and making Best Interests Decisions
- Recording methods and structures as required within the legislation
- Confirming own role and responsibilities within the ACT
- Rote learning of parts of the Act.
- Interactive quiz



Level 3 Neglect

Who should attend?

For social workers, family support practitioners and team managers working in Children's Services.

Course Aims:

To equip practitioners to identify and respond effectively to neglect of children and young people.

Learning Outcomes:

By the end of the event, participants will be able to:

- Describe the signs, symptoms and long-term effects of neglect
- State research findings relevant to understanding neglect
- Define levels of neglect and appropriate levels of response by agencies
- Access and use the BCP neglect toolkit and tools within it
- Promote and maintain meaningful change in families.



Resilience and the value of self-care

Who should attend?

For all practitioners working in Children's Services.

Course Aims:

To develop the emotional resilience of social workers and others working with children, young people and families

Learning Outcomes:

- Identify what resilience is and how you can weave it into your life
- Learn what happens when we are under pressure and how this affects you and your practice
- Practice a variety of techniques to find what works for you
- Develop an action plan/self-care toolkit for what you can do differently to build and maintain resilience.

ME DURING THE DAY: I can barely keep my eyes open

ME AT NIGHT: lying awake questioning every social work decision I've ever made



Level 3 Safeguarding Children

Who should attend?

Anyone working with children and young people are required to attend this course as part of your induction programme. **This is now a 1-day course.**

Course Aims:

To provide anyone working with children with the roles and responsibilities for the safeguarding and welfare of children and young people.

Learning Outcomes:

- Context of Safeguarding the wellbeing of children and maintaining a child focus
- What is child abuse and neglect? (Definitions of Abuse)
- Indicator of abuse and neglect
- Normal child development
- Risks and resilience factors and the impact of these on parenting capacity including the “Toxic Trio” which includes domestic abuse, substance misuse, mental health and learning disabilities
- What to do in response to concerns?
- Documentation and sharing of information regarding concerns
- Safeguarding legal perspective, including Section 47 enquires, roles and responsibilities and collaborative practice and taking emergency action
- Impact of abuse and neglect on child victims and their families
- Sexually harmful behaviour
- Importance of maintain accurate records and evidence based robust assessment reports
- Safer working practices

Level 3 Safeguarding Children (continued)

- “Working Together”, multi-agency professional working to identify, assess and meet the needs of children where there are safeguarding concerns
- Implications of lessons from Serious Care Review findings and recommendations
- Exploring the impact of “Sexual Grooming” and “Sexually Harmful Behaviour” including Child Sexual Exploitation (CSE)
- Exploring the impact of diversity on Safeguarding, including race, culture, faith and religious factors on assessment and interventions
- Impact of abuse of the child victim, the family and the professional both immediately and in the long term
- Recognising the importance of the context in which the abuse takes place including use of family history and functioning
- Working with children and family members including addressing lack of co-operation and superficial compliance within the context of the role
- Using professional judgements to make decisions as to whether a child is suffering or is likely to suffer significant harm
- The Child Protection Conference process
- Implementing safer working practices.



Level 3 Safeguarding Children Refresher/ Update

Who should attend?

Anyone working with children and young people and who have attended the Level 3 Safeguarding Children course within the last 3 years.

Course Aims:

You will refresh your knowledge and understanding of safeguarding children, with relevant updates in changes in law, government and local guidance and practice in safeguarding.

Learning Outcomes:

- Explore changes in law, government guidance, local policy and procedures that have taken place since their last safeguarding course
- Explore definitions, legal and practice threshold criteria and develop skill and knowledge necessary in professional decision making
- Consider different agency roles and responsibilities and how they effectively work together safeguarding children
- Understand the legal requirements and restrictions in multi-agency communication
- Explore the different assessment frameworks used in identifying need, effective planning, managing and reducing risk
- Consider necessary changes and agency guidance in safer working, safer recruitment, and selection of staff and volunteers
- Consider the importance of using current research in evidence informed professional practice and recording.

Safeguarding Disabled Children

Who should attend:

For any practitioner working in BCP to improve outcomes for children, young people and their families.

Course Aims:

The aim of this course is to increase participant's awareness of the particular vulnerabilities of disabled children and to provide them with an opportunity to explore ways in which we can effectively safeguard disabled children from harm.



Learning Outcomes:

At the end of this event, participants will be able to:

- Explore the current legislation, guidance and context relating to disability and safeguarding work.
- Understand the social model of disability.
- Review lessons learnt from serious case reviews involving disabled children.
- Understand the particular circumstances which make disabled children more vulnerable to abuse, including the concept of created vulnerability.
- Assess the signs and indicators presented by disabled children who may have been subjected to abuse including any potential for confusion in interpretation.
- Understand the factors which may influence the threshold for intervention for disabled children.
- Understand attachment theory and how this may be applied to disabled children.
- Form productive working relationships with other professionals in which healthy challenge is welcome to ensure the focus is on the child at all times.
- Plan work with disabled children taking into account their particular communication needs.
- Work in partnership with parents of disabled children to ensure the child is safeguarded from harm, including addressing concerns with a parent and challenging them when there is insufficient positive change in parenting.
- Ensure that interventions remain focused on the best interests of the child whilst working in complex situations where there are many competing priorities.
- Understand the factors that promote resilience.

Safeguarding Children & Young People with SEND – Multi-Agency

This new, high quality 'blended learning' offer is aimed at practitioners with safeguarding responsibilities within any agency who may be working with children and / or young people with a wide range of SEND needs.

Part One is a structured online learning programme provided via the NSPCC, which will provide the foundation elements of safeguarding children with SEND needs. This is completed individually by the member of staff joining the Part Two of the programme, which is a training session where the learning from Part One is contextualised to the participants' own agency or setting and applied to local learning from case audits and Serious Case Reviews.

Part Two of the course will enable participants to learn alongside other multi-agency colleagues and consider learning to improve multi-agency practice.

Who should attend:

This course is aimed at practitioners with safeguarding responsibilities within any agency who may be working with children and / or young people with a wide range of SEND needs.

Learning Outcomes:

This course will give participants an awareness and understanding of offender behaviour. By the end of the course participants will be able to:

- Understand the meaning of safeguarding and child protection.
- Explore significant harm and other thresholds outlined in the Partnership.
- Be aware of other harms which can impact on children, for example domestic abuse, female genital mutilation, grooming and criminal exploitation.
- State the meaning of contextual safeguarding and adverse childhood experiences.
- Understand the various duties outlined in the child protection process.
- Ability to list the barriers to disclosure.
- Be aware of the Child Safeguarding Practice Review process and where to find recommendations.
- Know how to challenge via the escalation process and whistleblowing.

FACILITATED BY:
Sue Jones

DATES

JANUARY 2022		MARCH 2022	
25 th	9.30am	17 th	9.30am

Safer Recruitment

Who should attend:

This is for anyone who is involved in the recruitment of staff who will be working with children, young people and their families and anyone who is involved in the creation of review of policies and / or procedures around the recruitment / reporting processes.



Course Aims:

The aim of this course is to give participants an awareness and understanding of offender behaviour, identify the key features of staff recruitment that help deter or prevent the appointment of unsuitable people and consider their own policies and practices.

Learning Outcomes:

This course will give participants an awareness and understanding of offender behaviour. By the end of the course participants will be able to:

- Identify the key features of staff recruitment that help deter or prevent the appointment of unsuitable people
- Consider policies and practices that minimise opportunities for abuse or ensure its prompt reporting
- Review their own policies and practices with a view to make them safer
- Consider policies and practices that minimise opportunities for abuse or ensure its prompt reporting help participants began to review their own policies and practices in recruitment with a view to making them safer.

Safer Recruitment Refresher

Who should attend:

This course is for anyone who is involved in the recruitment of staff who will be working with children, young people and their families and anyone who is involved in the creation or review of policies and / or procedures around the recruitment / reporting processes and who has attended the full day Safer Recruitment course in the last 3 years.

Course Aims:

The aim of this course is to refresh participant's awareness and understanding of offender behaviour, identify the key features of staff recruitment that help deter or prevent the appointment of unsuitable people and consider their own policies and practices.

Learning Outcomes:

- By the end of the course participants will have:
- Shared their knowledge of conducting interviews
- Had the opportunity to share their safeguarding concerns relating to recruitment
- Recapped on sexually abusive behaviour and grooming
- Explored what makes a good safeguarding culture in the workplace
- Refreshed their knowledge of safer working practices
- Refreshed their knowledge of HR legislation relating to Safer Recruitment.



Self-Harm: An Introduction to Working with Children and Young People Who Self-Harm

Who should attend:

For social workers, family support practitioners and team managers working in Children's Services.

Course Aims:

To increase knowledge and understanding of self-harming behaviour and to build your confidence working with people who self-harm.

Learning Outcomes:

At the end of this course, you will have taken part in discussion and exercises to enable you to:

- Understand why people self-harm
- Begin to develop methods and strategies for working with young people who self-harm
- Overview of suicide risk factors / warning signs
- Understand why support systems / supervision is essential for professionals working with those who self-harm.

FACILITATED BY:

Laila Jamil



Sexual Orientation & Gender Identity

Who should attend:

This event is available to all BCP Council Children's Services staff.

Course Aims:

- The development of our sexual orientation and gender identity can be a confusing time as we discover who we are. Some of our development is the same no matter who we are. Other parts of our development are part of our individuality.
- Stonewall estimate that between 5% and 7% of the population identified themselves as lesbian, gay or bi.
- Stonewall estimate that 1% of the population might identify as trans.
- What is the impact of sexual orientation and gender identity on children and young people?
- How do they define their sexual orientation and gender identity and how can you support?

Learning Outcomes:

- Understanding biological sex, sexual orientation, gender expression and gender identity.
- How can you talk to a young person about their sexual orientation?
- What emotional issues face LGBT+ people?
- How to respond and support people who come out.

Method: Microsoft Teams | 3 hours

JANUARY 2022		MARCH 2022	
11 th	1pm	3 rd	10am



FACILITATED BY:

Charlotte Hudson

Trauma Informed Practice Seminar – Research in Practice

This Seminar is brought to you by Research in Practice, focusing on your practice, barriers to responding and managing the impact of trauma. All BCP Children's Services permanent members of staff have a licence for RIP automatically, please contact c.training@bcpcouncil.gov.uk for assistance.

This seminar is part of an online learning package which includes watching four pre-recorded films. Please ensure you have set aside at least two hours to complete this before attending the live seminar.

You must have a registered Research in Practice account to attend this training.

Who should attend:

This event is available to all team leaders, social workers, and family support workers in BCP Children's Services.

Learning Outcomes:

To build confidence in understanding how trauma affects individuals and families, using a trauma-informed approach in conversations and interactions.

Method: Microsoft Teams | 3 hours

DATES

JANUARY 2022	
Seminar 1	10am – 11.30am
Seminar 2	1pm – 2.30pm
Seminar 3	3pm – 4.30pm

FACILITATED BY:

Sue Hey

Learning from Serious Case Reviews / Practice Reviews

Who should attend:

Practitioners from BCP Children's Services and from Pan Dorset multi-agencies and LSCP agencies, specifically Managers and Practitioners working with children, young people and their families and carers.

To understand serious case review and practice review learning and be able to relate this to their work.

The Local Safeguarding Children's Partnerships are providing multi-agency half day workshops to enable practitioners working with children and young people to learn from the outcomes of national and local serious case reviews, practice reviews and case audits. All participants will receive the findings of local case reviews and be allowed time to reflect on both the learning and inter- and intra-agency working during the workshops.

Course Aims and Learning Objectives:

- State the key messages from recent local serious case reviews and audits
- Apply this learning to their team's own work to improve practice
- All participants will have knowledge about the purpose, process and outcomes of serious case reviews
- Practice across all agencies will reflect the learning of these case



Understanding Child Development

Who should attend:

For all social workers, family support practitioners and team managers working in Children's Services.

Course Aims:

To increase knowledge and understanding of child development.

Learning Objectives:

By the end of the session participants will have had the opportunity to explore and refresh their knowledge of:

- Social, emotional and behavioural development (developmental milestones and norms)
- Assessing the quality of child and parent interaction and the influence of cultural and social factors on child development and the effects of different parenting styles and responses
- Patterns of development for a child and awareness of signs that may indicate that the child is not meeting key developmental milestones, has been harmed or is at risk of harm
- Explore the extent to which behavioural and emotional development may be a result of health or disability
- How we can observe and communicate age appropriately with children to understand the physical and emotional world in which they live.



Understanding and Working with Psychological Trauma

Who should attend:

For social workers, family support practitioners, practice and team managers in BCP Council Children's Services.

Course Aims:

To increase awareness and understanding of how trauma impacts upon survivors of domestic and sexual violence and how the human brain responds to threats.

Learning Outcomes:

At the end of the course participants will:

- Develop and understanding of the neurobiology of threat
- Understand why people do not usually react in 'logical' or 'active' ways when faced with intimate interpersonal threat and how and why, people become vulnerable to repeated victimisation
- Develop an awareness of the psychology of the offender and how, and why, offenders target certain people
- What the psychology of the offender does to the psychology of the victim
- Suggestions for utilising the above to inform how we structure our therapeutic work and especially how they can support disclosure
- Understand strategies to work with guilt and shame
- Understand the psychological underpinnings of guilt
- Learn the importance of recognising that reassurance rarely reassures
- Learn how to hear the guilt and challenge it....
- Develop an understanding of the neurobiological underpinnings of trauma symptoms and suggestions for minimising such during disclosure
- Learn how to look after oneself, and colleagues, whilst being repeatedly exposed to traumatic events
- Understand how basic concepts of attachment theory can be used to explain the traumatic bonding often observed in 'victims' of intimate interpersonal violence/abuse
- Develop an awareness of Dissociative symptomatology and continuum of dissociation.

FACILITATED BY:

**Zoe Lodrick, Sexualised Trauma
Specialist**



Working with Child Sexual Abuse (3 day)

Who should attend:

Statutory, voluntary and independent staff and volunteers who work with families where Child Sexual Abuse is a concern

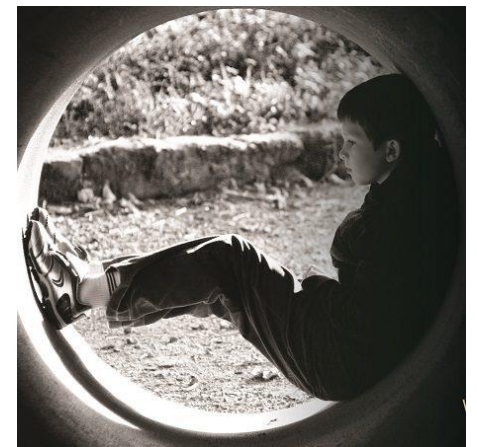
Course Aims:

To enable delegates to gain a greater understanding of the complexity of child sexual abuse and how abuse affects children, young people and the family, and to develop the knowledge and skills necessary to intervene effectively

Learning Objectives:

By the end of the event, delegates will have had opportunity to consider, explore and examine:

- The prevalence of Child Sexual Abuse
- Definitions and potential indicators of sexual abuse, what could be considered 'normal' child development, and what might possibly indicate concerning, inappropriate or abusive sexual behaviour
- Theoretical models to explain perpetrator offending behaviour
- The Legal and procedural framework working with cases involving child sexual abuse (investigation ABE/criminal/civil court action)
- The impact of sexual abuse on the child victim and their non-abusing carers
- Appropriate responses to sexual abuse, which meet the immediate safety needs of the child, action that will need to be taken to promote their long-term well-being and recovery
- Intervention programmes for the victim, perpetrators, protectors and the family
- Factors to be considered when assessing whether reunification of the family is ever possible
- The emotional impact on professionals of working with cases involving child sexual abuse, attitudes and emotions which could inhibit and/or impact on the assessment and intervention process
- National 'Safer working' and 'Safer recruitment' of staff guidance
- Developing professional-personal impact management strategies



Workshop to Raise Awareness of Prevent

Who should attend:

For all social workers, family support practitioners and team managers working in Children's Services.

Course Aims:

With the introduction of the Prevent Duty and an increased threat from terrorism there has never been a more important time for all of our services to be able to identify signs of radicalisation and know how to access support.

This short course is intended for practitioners who have little or no knowledge of the prevent agenda, work in communities and/or work with vulnerable adults or young people.

Learning Objectives:

By the end of the workshop, you will have an understanding of the following:

- Prevent agenda
- Identify your role within the agenda
- Provide attendees with the ability to use your existing expertise and professional judgement to recognise potentially vulnerable individuals.

Up2U Family Practice Model – Multi-Agency

The Up2U Family Practice intervention programme is for direct work with parents/carers/children/young people and families who use unhealthy/abusive behaviours within relationships. There are 5 confirmed dates for this course, each consisting of 5 individual training days. This course has been funded by the Dorset Police and Crime Commissioner.

Who should attend:

This course is targeted to all Children's Services staff and our multi-agency partners such as schools, police and Dorset healthcare.

FACILITATED BY:

Amy Ford

Course Aims:

The training will help practitioners plan purposeful interventions focussing on managing emotions and making and sustaining healthy relationships. It is strengths based and informed by motivational interviewing, restorative and trauma informed practice. The training is targeted for all practitioners working with children, young people and families from social workers, family support workers, Pastoral Leads in schools to name a few. The training will be experiential and interactive and there will be follow up and ongoing development support groups, drop ins and webinars to help people embed the tools and skills needed for this type of therapeutic work and support the delivery to families. A great learning opportunity that is free to multi agency BCP practitioners.

Learning Objectives:

- A3 Recognising and Managing Thoughts and Feelings
- A4 Making my Relationships Healthy

All delegates **must** commit to attending **all 5 sessions** from each course date group. Each date of the training are full days between 9.30am – 4.30pm.

DATES

Course A	Course B	Course C	Course D	Course E	Course F
10th Jan 2022	31st Jan 2022	16th Feb 2022	23rd Feb 2022	15th Mar 2022	28th Mar 2022
11th Jan 2022	01st Feb 2022	17th Feb 2022	24th Feb 2022	16th Mar 2022	29th Mar 2022
12th Jan 2022	02nd Feb 2022	18th Feb 2022	25th Feb 2022	17th Mar 2022	30th Mar 2022
16th Feb 2022	28th Feb 2022	15th Mar 2022	22nd Mar 2022	07th Apr 2022	25th Apr 2022
17th Feb 2022	01st March 2022	16th Mar 2022	23rd Mar 2022	08th Apr 2022	26th Apr 2022

Aspiring Managers Core Training Programme

Target audience:

Experienced Social Workers aspiring to lead a team – 3+ years' experience. New Assistant Team Manager's (ATM) may also be invited.

Aim:

- The aim of this Aspiring Manager Programme is to prepare non-managerial staff for team management roles. The programme supports both continued professional development and progression within the organisation through an introduction to team building, supervision and managerial skills for those who aspire to become an Assistant Team Manager/Team Manager.
- The programme offers a mixture of formal and informal training and self-learning opportunities. The programme is also applicable, as a priority, to team managers who have had no formal team manager training. The programme constitutes delivered sessions specific to service requirements and e-learning modules which support Children's Social Care on [DfE Post Qualifying Standards \(KSS\) for Child and Family Practice Supervisors](#) and core people management skills for leaders and managers.
- To support ongoing learning and development, 1- 1 coaching and mentoring, and group Action Learning Sets will be offered to those who complete the programme and move into a management role.
- The programme is a combination of social work focussed management responsibilities led by the Children's Services Partnership Academy and core leadership and management skills led by our BCP Corporate HR Learning and Development Team.

Key resources will include the HR Corporate Leadership Essential online learning, and materials from Research in Practice- Practice Supervisor Development Programme - Resources and Tools: Being a practice supervisor in child and family social work, as well as Community Care Inform KSS Standards and Management. See links at the end of this document.

Maximum numbers - 8-10 by nomination from Service Manager

Delivery: 12 sessions - 4 half day sessions per month.



Course Title/Event	Objectives / Learning Outcomes	Delivery Method / Duration	Training Provider	PCF	K&S
Session 1 Aspiring Manager's Programme - Introduction	<ul style="list-style-type: none"> • Welcome from Senior Management team representative • Introduction to Programme • KSS for C&F Practice Supervisors and PCF for Advanced Social Workers • What does good social work management look like? • Challenges and key improvement priorities • Self – Assessment and personal goal setting development plan 	Online via MS Teams 4 hours	Lou Bartlett, WFD Academy Lead Annie Draper WFD	1,9	1-10
Session 2 Welcome to Leadership	The course explores: <ul style="list-style-type: none"> • The roles & responsibilities of Leaders and Management • Balancing the business with team and individual performance • Prioritising workloads & time management • Avoiding or managing stress • The main policies and procedures you will need to know in BCP Council 	Online via MS Teams and i-learn 4 hours	Jo Pavitt, HR Learning and Development	9	9
Session 3 Situational Leadership and Coaching Skills	This session will discuss: <ul style="list-style-type: none"> • Different leadership styles • When to use the different styles most effectively • When to be supportive or directive • The benefits of using a Coaching style • Understanding the 'GROW' coaching model 	Online via MS Teams and i-learn 4 hours	Jo Pavitt, HR Learning and Development	7, 9	1,2,3,7 & 9

Session 4 Supervision Skills – Part 1 What does Good Supervision look like?	Revisiting BCP Supervision Policy <ul style="list-style-type: none"> • What are the challenges and expectations– sharing experience • Tools to aid a more Reflective Supervision • Signs of Safety Assessment Tools • Developing Appreciative Enquiry Questions • Recording – what are we recording and what we should be recording 	Online via MS Teams 2 hours	Lou Bartlett Nina Akhter	8, 9	1,2, 7,9
Session 4 Supervision Skills – Part 2 Critiquing Practice and looking at Safety Planning	<ul style="list-style-type: none"> • Using examples of case recording and signs of safety harm matrix to critique practice • Building and developing on existing good practice • Sharing of experiences • Signs of Safety next step planning road map to develop analysis • Unpicking recording to capture the voice of the child/young person • Developing safety goals that measures impact on the lived journey of the child/young person • Looking at SMARTer Objectives in Safety Planning 	Online via MS Teams 2 hours	Lou Bartlett Nina Akhter	7,8,9	1-10
Session 5 Communicating Effectively	This session will include: <ul style="list-style-type: none"> • Your current communication style • Different barriers to communication & how to overcome them • Body language and the 3 V's 	Online via MS Teams and i-learn 4 hours	Jo Pavitt, HR Learning and Development	9	4,8

	<ul style="list-style-type: none"> Managing difficult conversations Written communication (light touch) 				
Session 6 Performance Management	This session will cover: <ul style="list-style-type: none"> How teams form and evolve Your current team style Setting clear & achievable objectives Preparing & conducting an effective appraisal conversation Policy for appraisals / performance management & issues 	Online via MS Teams and i-learn	Jo Pavitt, HR Learning and Development	8,9	1 -10
Session 7 Leading through Change	<ul style="list-style-type: none"> This session will include: - Understanding people's different emotional reactions to change - Planning activity and support tools during change Preparing for restructures - Different 'survivor syndromes' 	Online via MS Teams and i-learn	Jo Pavitt, HR Learning and Development	8,9	1-10
Session 8 Supervision Skills Part 3 and Analysis and Decision Making	<ul style="list-style-type: none"> Principles of group supervision Practice modelling group supervision Practicing asking appreciative enquiry questions Writing Danger Statements that will support social workers to reflect Risks and Impacts on the child/young person Writing Safety Goals that social workers can measure the impact on the child/young person Safety Planning Keeping the child in the centre of analysis and decision making 	Online via MS Teams 2 hours 2 hours	Lou Bartlett & Nina Akhter Lou Bartlett	5,6,7,8,9	1-10
Session 9	<ul style="list-style-type: none"> CS performance data Role of managers in monitoring data What is the data telling us? 	2x 2 hours	Vikki Whild, Head of Children's Performance	8,9	1, 3,9

Quality Assurance and Data Management	<ul style="list-style-type: none"> • Preparing for Ofsted • Good practice in Quality Assurance and auditing cases 		Lou Bartlett Tammy Lawrence Quality Assurance Manager		
Session 10 Managing self and staff well being Equality and Diversity for managers	<ul style="list-style-type: none"> • Developing a Self-Care Toolkit • Emotional Resilience and Emotional Intelligence • LGA Employer Standards for Social Workers • Equality and Diversity Policy • Supporting staff with additional needs 	4 hours	Lou Bartlett Melanie Jardine HR	1,2,9	1,2,7,8
Session 11 Next steps and Professional Development	Reflection on learning My Professional Development Plan SWE Professional Standards KSS Final Self-Assessment Next steps Interview techniques	4 hours	Assistant Director Lou Bartlett WFD Academy Lead Annie Draper, WFD	9,10	1-10

Professional Qualifications – Bournemouth University



**Bournemouth
University**



Graduate Certificate in Professional Practice

Training Provider

Bournemouth University

Who should attend:

Social workers who possess a CQSW, CSS, DipSW or SW degree or Masters

Course Aims:

To enable social work qualified staff to demonstrate skills, knowledge and competence development of Critical Thinking and Professional Judgement for Social Work.

The Consolidation Unit is a pre-requisite for the specialist Post Qualifying Awards e.g. Child Care, AMHP and Vulnerable Adults.

Assessment:

Candidates to provide a portfolio of evidence to include

Part A

- Curriculum Vitae
- Continuing Professional Development Review

Part B

- Practice Analysis
- Third Party Testimony

Entry:

By application form and prioritisation by Service Managers.

For more information click on the following link [Graduate Certificate in Professional Practice](#) to be redirected to the Bournemouth University.

Graduate Certificate in Practice Education



Training Provider:

Bournemouth University

Who should attend:

This programme is intended for qualified, experienced social workers with an interest in providing social work degree students, NQSWs or colleagues with excellent learning opportunities.

Candidates have to have had experience of being a work-based supervisor prior to doing Unit 2 and completing the supervisors' programme run by Bournemouth University and/or assessing a NQSWs ASYE

Candidates on Unit 2 will have a Degree student on placement at the same time. This unit can be taken at Honours or Masters Level.

Course Aims:

To enable social workers to develop the skills and knowledge required to play an active role in all forms of work based learning and assessment, including preparing them to take full responsibility for teaching and assessing social work students and Newly Qualified Social Workers (NQSWs) undertaking their Assessed and Supported Year in Employment (ASYE)

Unit 1 | Enabling Work-based Learning

This unit provides an introduction to work-based learning and meets the requirements of the PEPS for Level 1, including introduction to basic skills and knowledge to teach and assess social work students/NQSWs. The Unit is assessed via a portfolio containing:

- A Record of Practice Requirements
- 2500-word reflective assignment based on experiences of supporting, assessing a learning in practice

Unit 2 | Supervising a Learner in Practice

This Unit provides the candidates with the specific knowledge and skills required to take full responsibility for the supervision and assessment of social work students/NQSWs

The unit is assessed via a portfolio containing

- A Practice Assessor's Report
- A reflective report on a self-evaluation of one of the observations completed by the Practice Assessor

Unit 2 | Supervising a Learner in Practice

For those with EWBL

Preparing for Your Service Improvement Project (PSIP)

Training Provider

Bournemouth University

What is SIP

A SIP aims to bring about a measurable benefit to a service or service against a stated aim.

Aims

This unit aims to provide an opportunity to develop a SIP proposal. It will explore a range of relevant knowledge, skills and attributes to enable the student to prepare for a SIP. PSIP will enable the student to:

- To gain sufficient knowledge regarding an appropriate, systematic and justified methodology in a complex professional area;
- To acquire well-grounded problem identification, critical literature review, evaluation, change management, research, practice and/or service development skills;
- To design an original, intellectually challenging and in-depth SIP action plan relevant to their professional context.

Intended Learning Outcomes

Having completed this unit, the student is expected to:

1. Demonstrate the capacity for the design of an original, feasible and coherent SIP proposal that addresses the limitations of knowledge claims and the difficulties and dilemmas associated with intervening in complex workplace / professional situations (accounts for 20% assessment criteria)
2. Devise and apply an appropriate literature review strategy demonstrating critical evaluation skills (accounts for 40% of assessment criteria)
3. Critically identify and formulate the SIP problem and produce relevant, clear and focused aims and objectives (accounts for 15% of assessment criteria)
4. Producing a robust action plan / strategy for the development of the proposed SIP activity, incorporating appropriate methodological, ethical and design issues and decisions (accounts for 25% of assessment criteria)

Learning and Teaching Methods

Students will be introduced to the likely elements of SIP activity. A range of teaching methods will be used including seminars, lectures and other resources. Students will be expected to discuss their developing area of study with an appropriate work based “third party”.

Assessment:

Summative Assessment

ILO's 1 to 4 will be assessed by 100% coursework equivalent to 5,000 words.

Indicative Assessment Information

The completion of a SIP proposal, using a provided report style proforma, will form the coursework for this unit. The proforma will require the completion of five related sections:

Section 1: Context, rationale and personal approach to the SIP proposal (1000-word equivalent)

Section 2: Literature review, critical appraisal and problem identification (3000-word equivalent)

Section 3: Action plan / strategy summary (1000-word equivalent) including:

Aims and objectives

- Proposed methods
- Justification
- Ethical issues
- Process strategy (enquiry-led or intervention-led)
- Expected impact

Section 4: Appendices to include detailed literature search strategy. Search results and an example of critical appraisal process.

Section 5: Verification from work based "third party".

Therefore, the proposal will require verification from work-based "third party" e.g. line manager. To demonstrate the viability and likely effective conduct of the proposed SIP activity.

Indicative Content

This is an introductory unit in which issues around service development, change management, evaluation, research methods, critical literature review, analysis and ethical-political issues will be introduced and debated in lectures, seminars and appropriate electronic resources. These lectures will be complemented by a unit guide and report style proforma that will guide students in developing a proposal to further advance and apply when undertaking the SIP.

For more information click on the following link [Preparing for your Service Improvement Project \(PSIP\)](#) to be redirected to the Bournemouth University.

Service Improvement Project (SIP)

Training Provider

Bournemouth University

Pre-Requisites and Co-requisites

Preparing for your Service Improvement Project (PSIP)

What is SIP

A SIP aims to bring about a measurable benefit to a service or service against a stated aim.

Aims

The project embraces both traditional and non-traditional forms of intellectual inquiry and relevant and effective practical management. It demonstrates the student's autonomous and independent ability, within a complex professional context, to create knowledge which expands or redefines existing knowledge and / or develops new approaches to service improvement. Thus, the SIP provides an opportunity:

To implement the PSIP action plan / strategy and undertake an intellectually challenging and in-depth SIP relevant to the student's complex professional context;

To apply well-grounded research and evaluation methods, change management, practice and / or service development skills and evaluate any subsequent change or improvement;

To critically reflect on and evaluate the impact of the SIP activity. The SIP is expected to be completed within 6 months.



Intended Learning Outcomes

Having completed this unit, the student is expected to:

1. Demonstrate the capacity of the effective, autonomous and independent management of a SIP (accounts for 50% of assessment criteria)
1. Rigorously apply a suitable approach to a SIP that integrates procedures or research, enquiry, analysis and evaluation to address the limitations of knowledge claims and the difficulties and dilemmas associated with intervening in complex workplace / professional situations (accounts for 25% of assessment criteria)
2. Structure and present a clear, critical and reflective discussion of the SIP activity, and evaluate its impact on, and the implications of understanding and knowledge for individual, local and wider contexts (accounts for 25% of assessment criteria).

Learning and Teaching Methods

In this unit students will be supported by a university tutor and group-based methods. Each student will receive support and guidance from a university-based tutor. SIP tutors will normally provide the equivalent of a total of four hours contact over the duration of the unit. How this time is utilised is negotiable between

tutor and student and includes formative feedback on an interim progress report as well as possible range of activities such as phone calls, emails and face to face meetings etc.

SIP tutors will normally be responsible for directing students towards appropriate resources that are most

closely linked to their SIP activity that may include electronic resources, workshops, seminars and master classes to support their learning.

Methods of group support will include face to face and electronic techniques. A total of the equivalent of four hours face to face, group sessions will be co-ordinated by the Programme Leader or their representative over duration of the unit. How thus time is utilised is negotiable between the Programme Leader or their representative and the students and may include a range of activities. E-group support could be facilitated by Posterous Space TM or TumblrTM and organised by the Programme Leader or their representative over the duration of the unit. Students will autonomously manage this problem-solving e-group process in dialogue with their peers

For more information click on the following link [Service Improvement Project \(SIP\)](#) to be redirected to the Bournemouth University website.

Assessment:

Summative Assessment ILOs 1 to 3 will be assessed by the completion of a SIP and coursework equivalent to 10,000 words. Indicative assessment information the completion of a SIP report, using a provided proforma, will form the coursework for this unit. The proforma will require the completion of four related sections:

Section 1: A SIP output / outcome summary report (500-word equivalent) verified by a work based 'third party', to include:

- Context and rationale
- Identified Problems
- Aims and Objectives Methods
- Service Improvement / Changes
- Critical reflection and future plans

Section 2: Implementation of action plan / strategy (Enquiry-led or Intervention-led 2500-word equivalent)

Section 3: Reflective discussion on SIP activity (2500-word equivalent)

Section 4: Appendices to include the PSIP action plan / strategy.

Indicative Content

This is a student-led enquiry unit. The specific content / subject matter related to the area of investigation will be justified by the student and negotiated with their SIP tutor and employer. Further, subject-specific content, related to ILOs2-3 will be offered via a unit guide, report style proforma and appropriate electronic resources.

Evidencing Professional Learning (EPL)



Training Provider

Bournemouth University

What is EPL?

The Evidencing Professional Learning (EPL) unit is a standalone unit that enables practitioners to gain academic accreditation for applying and evaluating new knowledge within their practice.

This unit may be undertaken at either level 6 (H) or level 7 (M) and each unit provides 20 credits towards further H or M level awards available through our CPD framework.

Aims:

This unit aims to:

1. Understand a body of knowledge gained as a result of a learning event
2. Critically analyse the impact of the learning on yourself as a professional social worker
3. Apply the new knowledge gained from the learning in a workplace setting
4. Reflect on and critically evaluate the change the learning has made to professional practice
5. Critically review how the results of your new learning can be disseminated

Learning and Teaching Methods

It is expected that the learning undertaken in preparation for the assignment will be of at least 12 hours duration. This learning can include masterclasses, conferences, study days, unit workshops, and self-led independent study that will support a critical evaluation of application to practice. The assignment requires an in-depth focus, in which the practitioner can show an enhanced understanding of the impact of the learning within their practice context. Therefore, the length of the initial learning event is of less significance than the quality and relevance of the new knowledge.

The flexible nature of this unit allows for a true partnership process between the University and employing agencies, enabling them to optimise CPD experiences for their practitioners.

More information can be found via our website: www.bournemouth.ac.uk/professional-practice

Other Post-Graduate Qualifications offered in partnership with Bournemouth University

There are several post-graduate qualifications offered in partnership with Bournemouth University. These include:

Diploma in Advanced Practice – watch this space for more information!

[MA in Advanced Practice](#)

[MA in Leading and Developing Services](#)

For more information, click on the qualification and you will be directed to the Bournemouth University website.

If you would like to have an informal discussion about any the professional qualifications offered in partnership with Bournemouth University, please contact:

Louise Bartlett – louise.bartlett@bcpcouncil.gov.uk or

Annie Draper – annie.draper@bcpcouncil.gov.uk

Social Work Qualifying Programmes

Bournemouth University are currently offering opportunities via the Step Up to Social Work programme, the MA in Social Work programme and the BA Social Work programme.

We also offer the Social Work Apprenticeship as a “grow your own” and CPD offer for our family support practitioners and other non-social work qualified colleagues through our partnership with the Open University.

Partnership Academy Website

As part of our ambition to be a leading authority in delivering high quality practice and encouraging a learning culture across our Children's Services, we have launched the BCP Partnership Academy Website. The website aims to support professionals within our service to deliver excellent practice, drive up standards and enable them to access a range of resources, support, and training opportunities.

Please take some time to explore the site which will be regularly updated with new features, latest news including latest training and development opportunities, as well as information about children's services teams, faculties and recruitment.

The website also features the 'Learning Zone', for BCP Children's Services staff, which replaces the existing SharePoint Hub. To access the Learning Zone, simply click on register in the top right-hand corner of the website home page and complete your details. Please ensure you use your BCP email address. You'll receive an email and be asked to verify your user account and set a password. Once registered you'll be able to login to the Learning Zone to access the latest training resources, templates, events, development updates and information exclusive to BCP Council staff.



Here is your Partnership Academy link: www.bcppartnershipacademy.co.uk

For Partnership Academy Website enquiries, please email the team at BCPPartnershipAcademy@bcpcouncil.gov.uk

Online Resources: [Signs of Safety Knowledge Bank](#)



The Signs of Safety Knowledge Bank is an online library of the best examples and learning resources for child protection workers and leaders.

BCP Council has renewed its subscription to the Knowledge Bank for our whole workforce, however it is not free! So, we are pushing us all to utilise this resource as much as we can!

Resource topics include:

- Introduction to Signs of Safety
- Implementation
- Core Signs of Safety Tools and Techniques
- Whole Case Examples
- Articles Library
- Presentation Library
- Signs of Safety Research
- Signs of Safety Information System
- Information & Support
- Languages other than English



Online Resources: Community Care Inform



What is Community Care Inform?

Community Care Inform is an online comprehensive data source that contains a wealth of expert-written, practice-related information, including:

- Guidance on key pieces of legislation and social policy updates
- Expert articles on specialist areas
- Best Practice guides
- Current research
- Webinars

Why do I need it?

Community Care Inform will provide you with an easy to use, reliable and up-to-date practice related information resources that helps professionals working with vulnerable children and families make and evidence decisions and assessments as well as inform practice and direct work.

You can also use it to maintain your CPD log.

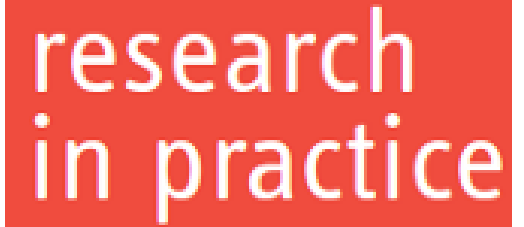
There is a CC Inform “Champions” group that meet quarterly, and we are developing lunch time seminars on key topics.

How do I access Community Care Inform Children?

To access your Community Care Inform Children account please contact – c.training@bcpcouncil.gov.uk

Website Home Page - <https://www.ccinform.co.uk/>

Online Resources: Research in Practice



What is Research in Practice?

“Since 1996 our mission has been to champion evidence-informed practice in children’s services.”

Research in Practice aim to bridge the gaps between current research, front line practice and service users lived experiences to improve practice and ultimately outcomes for children and families.

They offer a range of high-quality training resources, practice guides and learning events and provide opportunities for professionals across the sector to share expertise, experience and learning to improve practice and develop the effectiveness of services. Resources are tailored to specific audiences from frontline social work practitioners to lead members and trustees. The aim is to embed research-mindedness in our practice.

With your BCP email address you can create your accounts here – www.rip.org.uk

Your Research in Practice Link Officers are Lou Bartlett and Annie Draper.



How to apply for training courses?

The Workforce Development Team will create a CPD Online Account for you in the correct area of the system when you join BCP. This will be your main method of booking training and all of your requests will automatically go to your Line Manager for their approval. To book via this system please visit : www.bcpworkforcedevelopment.co.uk/cpd but please do not do this until we have confirmed your account has been opened.

Mandatory training for all new BCP Staff can be found below, this should be completed within your first 6 months of employment wherever possible.

You can access BCP Mandatory E-Learning by visiting: <https://i-learnSS.learningpool.com> and creating an account for yourself.

E-Learning – ALL BCP Staff

- Corporate Induction
- Data Protection:
- Information Governance
- Information Management
- Freedom of Information
- Equality in the Workplace
- Fraud Awareness & Prevention
- Introduction to Health & Safety
- Information Security
- PREVENT: Counter Terrorism
- Child Sexual Exploitation Awareness (see further details below)
- Safeguarding Adults for Non-Adult Workers



We also recommend that you complete the “Overview of how Local Government Works” E-Learning Course which is under recommended training.

All training opportunities both mandatory and otherwise will be sent to you by email as and when they become available. If you have any other training requirements, please discuss this with your Line Manager or during Supervision.

Children's Services Mandatory Training

Multi Agency Working Together in Safeguarding (Level 3) – If you have completed this training elsewhere within the last 3 years please send us the date completed and the provider with certificate. If you have not completed this training, please complete the form that advertises this training.

HR Corporate – Adult Safeguarding Basic Awareness (Level 2) – please book via CPD Online.

Child Sexual Exploitation – The Level 2 course is not currently running, please ensure that you complete the mandatory Level 1 E-Learning in the interim.

Dates for Level 2 will follow as soon as they are available.

Domestic Abuse / MARAC – Dates are available to book on CPD Online.

Although not mandatory, we would recommend attending an Introduction to Motivational Interviewing course. These courses are also available to book via CPD Online.

All training opportunities both mandatory and otherwise will be sent to you by email as and when they become available.

If you have any other specific training requirements, please discuss this with your Line Manager or during Supervision and they will contact us with bespoke requests for consideration.

[DfE Post Qualifying Standards \(KSS\) for Child and Family Practice Supervisors](#)

[SWE Professional Standards](#)

[Children's Services Toolbox](#)

[TriX Policies and Procedures](#)

[LSCP Pan-Dorset Safeguarding Policies](#)

