

**Solihull Safeguarding Childrens Board**  
**Multi-Agency Safeguarding Training 2015-2016**

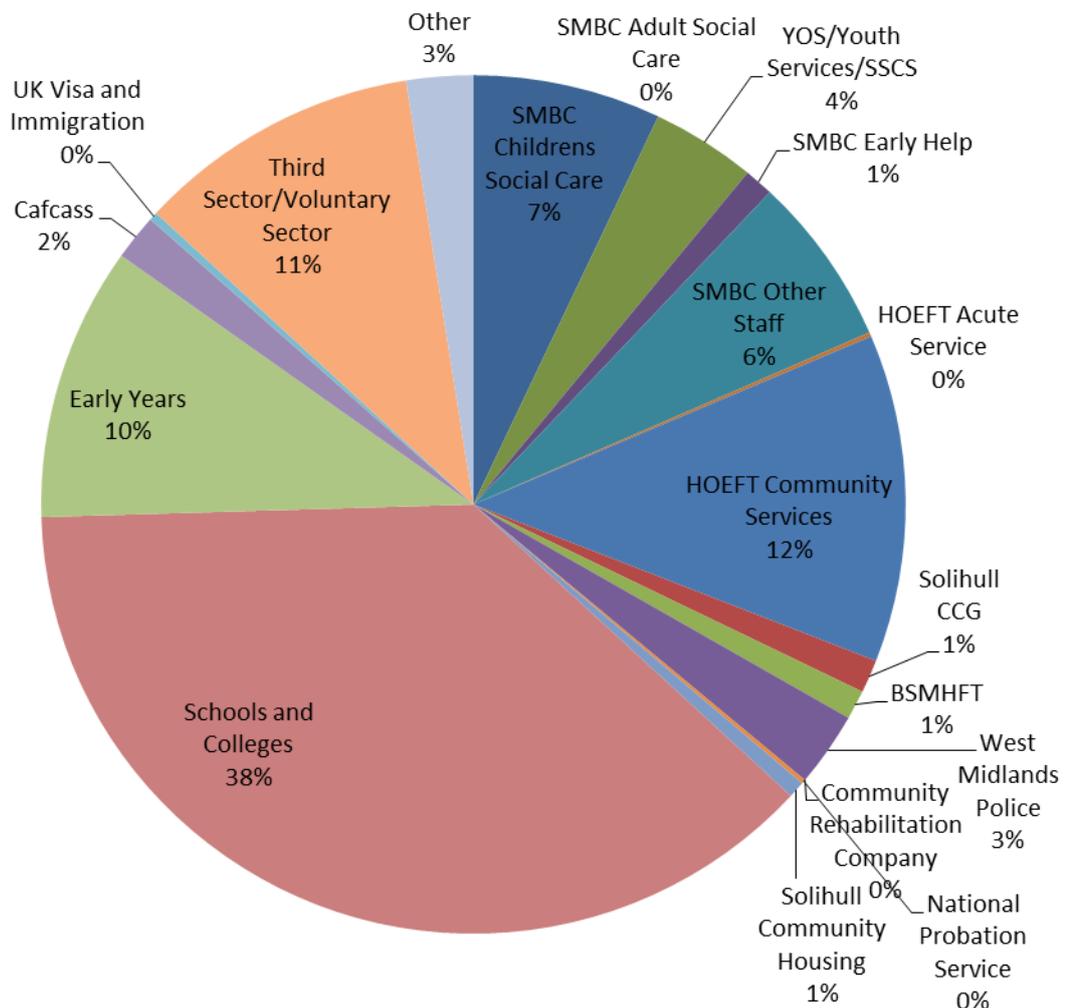
**Introduction**

This section of the annual reports provides an account of the LSCB multi-agency training developments in the period March 2015-March 2016. The LSCB training strategy covers the period from April 2016-March 2017. The training is now provided in 9 connecting modules. This report provides a summary of progress in each Module and provides an overall summary at the end.

In January 2015 Solihull LSCB commissioned a review of its approach to multi-agency learning and development to produce an evidenced informed rationale for a safeguarding learning curriculum for 2015-2017. This means that 2015-16 has been a transitional year with a change from the original level 2 & 3 training courses to the new modular approach. The review also identified the resources needed to deliver, and plan the training. The LSCB training officer was appointed and started in post on 22 June 2015. Her task was to develop and deliver the new modular programme and introduce plans for impact evaluation. The new training strategy is made up of nine modules with specific associated competencies. These are listed in the table at appendix one.

**Attendance on LSCB multi-agency training**

A total of 640 people participated in the LSCB multi-agency training between April 2015 and March 2016. The chart below demonstrates the agencies represented in the delegates that attended:



## Evaluation of LSCB training

The LSCB undertakes evaluation of all training. Overall satisfaction scores are subjective and rated a maximum of 10, with 0 being the lowest score and 10 the highest. Impact on skills acquisition, knowledge and confidence is measured by assessing the variance between a pre course pitching questionnaire and post course evaluation. This incorporates consideration of what has been learned and what actions now need to be taken to embed the learning. The tables below show there has been a positive learning variance for the courses offered.

### April- September Level 2 & 3 courses

Date	Course Title	Attendees	No. Completed evaluation forms	Average overall satisfaction	Stage 1 Knowledge Average	Stage 1 Skill Average	Stage 1 Confidence Average	Stage 2 Knowledge average	Stage 2 Skill average	Stage 2 Confidence Average	Stage 1 & 2 Knowledge variance	Stage 1 & 2 Skill variance	Stage 1 & 2 Confidence
20-21 April 2015	L2 – Working Together	23	23	8.19	5.22	4.91	4.65	7.18	6.86	6.50	1.96	1.95	1.85
19-20 May 2015	L2 – Working Together	25	23	8.04	5.24	5.20	5.24	7.61	7.26	7.57	2.37	2.06	2.33
22-23 June 2015	L2 – Working Together	24	20	8.78	4.33	4.62	4.05	7.20	7.05	7.10	2.87	2.43	3.05
14-15 July 2015	L2 – Working Together	22	20	8.00	5.42	5.26	5.42	7.45	7.35	7.35	2.03	2.09	1.93
23-24 Sept 2015	L2 – Working Together	17	16	9.15	4.71	3.94	4.29	7.81	7.50	7.31	3.11	3.56	3.02
10 June 2015	L2 – Working Together Refresher	16	12	8.80	6.20	6.40	6.40	8.07	7.93	8.13	1.87	1.53	1.73
11 June 2015	L3 – CSE Awareness	29	27	8.25	5.15	4.31	4.31	7.33	6.70	6.89	2.18	2.40	2.58
27 April 2015	L3 – Understanding & Responding to CSE	18	18	7.87	5.22	4.44	4.83	6.82	6.59	6.71	1.60	2.14	1.87
2 July 2015	L3 – Understanding & Responding to CSE	22	21	9.00	4.70	4.15	4.45	7.62	6.95	7.19	2.92	2.80	2.74
9 July 2015	L3 – CSE Skills	13	13	8.67	5.17	4.92	4.92	7.77	7.08	7.31	2.60	2.16	2.39

The LSCB has also undertaken a deeper post-course evaluation for three separate courses three months after training with a view to exploring how well knowledge was embedded, skills were improved and confidence was enhanced for delegates in particular areas of practice. Post course evaluation questionnaires were sent to both the delegates and their managers/supervisors who are responsible for both allocating and overseeing the work and practice of the delegates and the table below shows the results from these:

### Immediate post course evaluation scores

Date	Course Title	Attendees	Stage 3 Delegate			Stage 3 Manager			Variance		
			Stage 3 Knowledge Average	Stage 3 Skill Average	Stage 3 Confidence Average	Stage 3 Knowledge average	Stage 3 Skill average	Stage 3 Confidence Average	Stage 1 & 3 Knowledge variance	Stage 1 & 3 Skill variance	Stage 1 & 3 Confidence
23-24 Sept 2015	L2 – Working Together	17	6.73	6.73	7	7.33	8.00	7.67	2.02	2.79	2.7
2 July 2015	L3 – Understanding & Responding to CSE	22	6.4	6.6	6.4	7	7.5	8	1.7	2.45	1.9
9 July 2015	L3 – CSE Skills	13	7	7	7	6	7.5	8	1.83	2.08	2

Retrospective evaluations were sent to all course participants and their managers for the 3 identified courses and the following responses were received:

Course	Participant	Manager
Working Together 23 & 24 Sept	11	3
Understanding and responding to CSE 2 July	5	2
CSE Skills 9 July	1	2

For the Module 2 course, all of the participants who responded said they had discussed the impact on practice of what was covered in the training and how the content applies to their work with their manager and had agreed that there was positive impact on knowledge, skills and confidence. For the Understanding and responding to CSE 50% of participants had discussed what was covered in the training and how the content applies to their work with their line managers, and the 2 line managers had spoken to their staff about this. However neither the response from the participant and managers for the Skills for CSE course indicated they had discussed the training and how it applies to their work. The future arrangements for the LSCB will ensure that these discussions take place as certificates will not be issued without them.

## Managing Allegations

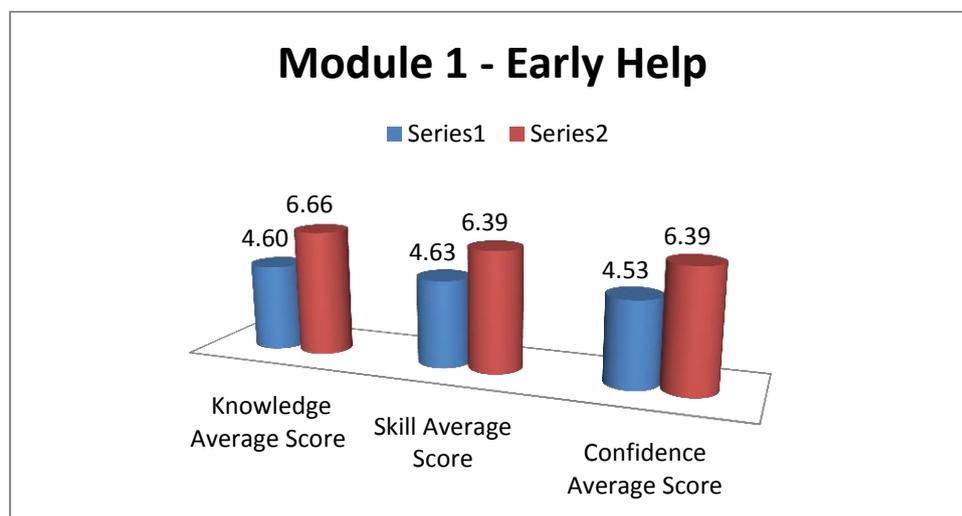
The LSCB has continued to offer the managing allegations course with the support of the local authority Children's Services and HRE departments to deliver. The table below demonstrates the learning achieved from the courses that ran in 2015-16:

Date	Course Title	Attendees	No. Completed evaluation forms	Average overall satisfaction	Stage 1 Knowledge Average	Stage 1 Skill Average	Stage 1 Confidence Average	Stage 2 Knowledge average	Stage 2 Skill average	Stage 2 Confidence Average	Stage 1 & 2 Knowledge variance	Stage 1 & 2 Skill variance	Stage 1 & 2 Confidence
24 June 2015	Managing Allegations	19	18	8.65	5.33	4.89	5.22	7.61	7.22	7.76	2.28	2.33	2.54
13 Oct. 2015	Managing Allegations	12	12	8.58	4.60	4.10	3.80	7.67	7.42	7.25	3.07	3.32	3.45
11 Feb 2016	Managing Allegations	14	14	8.23	5.00	3.71	4.36	7.14	7.07	6.71	2.14	3.36	2.36

## Modular training October 2015- March 2016

### Module 1- Early Help

The LSCB ran 3 Early Help courses for 62 participants focused on how to apply Solihull local thresholds, responding appropriately to concerns about children with additional needs by effectively interacting with partner professionals, and carrying out early help assessments. The table below shows the average learning by participants who attended these courses following completion of a pre-course and end of course evaluation form:



## Module 2- Child Protection- An introduction to multi-agency working

This module focuses on making sound, evidence informed communications, child protection referrals and contributions to child protection conferences and core groups. It helps practitioners to identify and challenge drift and delay with specific reference to the complexities of the child's experience when living with domestic violence, substance misuse and/or parental mental health problems, and using dispute resolution procedures.

When designing this module young people from the youth council and children in care council were asked what messages they would like to give to professionals being trained to keep them safe. These messages are included in the training.

The table below shows the number of courses offered and the positive learning variance from pre and post course evaluations:

Date	Course Title	Attendees	No. Completed evaluation forms	Average overall satisfaction	Stage 1 Knowledge Average	Stage 1 Skill Average	Stage 1 Confidence Average	Stage 2 Knowledge average	Stage 2 Skill average	Stage 2 Confidence Average	Stage 1 & 2 Knowledge variance	Stage 1 & 2 Skill variance	Stage 1 & 2 Confidence
19 Oct 2015	Module 2	23	23	8.55	5.14	4.71	4.76	7.48	7.39	6.91	2.34	2.86	
10 Nov 2015	Module 2	17	17	8.41	4.75	4.56	4.50	7.65	7.12	7.06	2.90	2.56	2.56
19 Nov 2015	Module 2	23	22	8.68	5.52	5.15	5.42	7.36	7	7.18	1.84	1.85	1.76
20 Jan 2015	Module 2	23	21	8.67	5.14	4.91	4.73	8.05	7.86	7.50	2.91	2.95	2.77
9 Feb 2016	Module 2	18	17	9	5.94	5.72	5.72	8	7.53	7.59	2.06	1.81	1.87
9 March 2016	Module 2	26	25	8.68	5.69	5.52	5.19	7.71	7.42	7.71	2.02	1.90	2.52

## Retrospective evaluation

At the end of the financial year 2015-2016 a survey monkey request was sent, asking two questions, to all participants and 36 responses were received out of a total of xxx sent. Below is a sample of some of the responses:

1. What difference do you think this training has made to your practice and work with children, young people and their families?
  - 8 individuals said they felt more confident about their safeguarding role.
  - 11 said they had a better understanding of multi-agency work and the range of agencies available to support children, young people and families.
  - 10 said they had improved knowledge and awareness about their safeguarding role.

In addition the following are examples of the comments made:

*“Threshold levels revisited which enables my setting to plan for those children who need additional support but do not meet the threshold for child protection.” (Schools & College)*

*“I have a more focused approach when evaluating the suitability of inter-agency referrals and understand that relevant information needs to be passed on to partner agencies to contribute towards ‘the whole picture’ ” (National Probation Service)*

*“Better awareness and understanding of the current referral process.”(HoEFT-Community Services)*

*“It was helpful to discuss safeguarding with multi-agency professionals, and explore thresholds of harm” (SMBC- Children’s Social Care)*

*“We have reviewed and updated our policies and procedures as a result of the course” (Early Years)*

*“Greater awareness of multi-agency involvement and able to offer greater support to families and children” (Schools & Colleges)*

*“The training has informed me of issues disclosed by parents which might need attention and further exploration to see if any action is needed to safeguard children” (Third Sector/ Voluntary Sector)*

*“More robust and evidenced child protection referrals and challenge decisions using the escalation procedures” (Schools & Colleges)*

## ***Retrospective evaluation cont'd***

How has your attendance at this training benefitted your colleagues, team or service?

19 agencies said they had the opportunity to share information and update the knowledge in their respective services areas. In addition the following are examples of the comments made

*"I know how to deal with safeguarding concerns"*

*"Helped me work as part of a DMS team"*

*"Improved my understanding of next steps when a situation occurs" (School & Colleges)*

*"It has encouraged me to emphasise the importance of everybody being a good positive member/ role model and it highlighted the importance of making sure we are all approachable." (Early Years)*

*"I feel the training has benefited the team and widened our knowledge to the different services available."(Schools and Colleges)*

*"Better equipped to make effective referrals" (HoEFT- Community Services)*

*"Meet with other services and network" (SMBC- Other)*

*"Helped maintain a confident and positive service "(Schools & Colleges)*

*"Yes it has enhanced my awareness and hence communication with colleagues became more effective and efficient" (Third Sector/ Voluntary Sector)*

*"Better insight into thresholds and what will be considered for children's services involvement"(Schools & Colleges)*

*"We now have a weekly pastoral meeting where we can better identify young adults at risk" (Other- Training provider)*

*"I have been able to intervene on safeguarding issues" (UK Visa and Immigration)*

*"Provide information that can be used as part of volunteers' inductions" (Third Sector/ Voluntary Sector)*

### **Module 3 Child protection; the challenges of multi-agency working**

This module is currently under development with contributions from Childrens social care and CAFCAS and will cover the following points:

- Identify and manage common impediments to partnership working
- Understand and respect multi agency difference and manage conflict.
- Understand the multi-dimensional nature of risk, including issues impacting on parenting, such as substance misuse, Domestic Violence and adult mental health.
- Recognise and respond to drift and delay and non-compliance and develop professional alertness to risk while working in partnership with parents.
- Recognise how you interact with these elements and use supervision effectively.
- Seek and provide challenge with partners.
- Support staff to use the LSCB escalation procedures
- Engage partners to enable sound judgement based on all evidence, including recent evidence and challenge inability to consider new evidence

Delivery will start in the autumn of 2016.

### **Module 4 Child Protection; Analysis, judgement and leadership in partnership working**

This module is currently under development with contributions from Childrens social care and CFCAS and will cover the following:

- Provide professional support and supervision to practitioners and colleagues leading or contributing to multi-agency risk assessment.
- Work with partners to analyse risks, review child protection plans and challenge drift and delay and manage conflict.
- Lead and deliver on the escalation procedures
- With partners, set standards for multi-agency audit and audit against them.

Delivery will start in the autumn of 2016.

## **Module 5- Protecting children & young people at risk of sexual exploitation**

This module consists of 2 parts. Module 5A is an awareness raising half day course, a video clip produced by young people in the London Boroughs is included in this training to ensure the voice of the child is heard. Module 5b is a CSE course for those working with vulnerable young people, some young people from Solihull provided thoughts and comments for professionals working with them and these are included within the training. The table below shows the positive variance in learning from pre and post course evaluations for these courses:

Date	Course Title	Attendees	No. Completed evaluation forms	Average overall satisfaction	Stage 1 Knowledge Average	Stage 1 Skill Average	Stage 1 Confidence Average	Stage 2 Knowledge average	Stage 2 Skill average	Stage 2 Confidence Average	Stage 1 & 2 Knowledge variance	Stage 1 & 2 Skill variance	Stage 1 & 2 Confidence
26 Nov 2015	Module 5A	27	27	8.60	4.93	4.04	3.89	7.30	6.78	8.60	2.37	2.74	4.71
25 Feb 2016	Module 5A	27	26	8.48	4.40	3.85	3.81	7.46	6.84	6.69	3.06	2.99	2.88
25 Jan 2016	Module 5B	18	17	8.3`	5.13	4.40	4.40	7	6.35	6.47	1.87	1.95	2.07

At the end of a financial year a survey monkey request was sent to all participants and 18 responses were received:

What difference do you think this training has made to your practice and work with children, young people and their families?

Over half of the respondents said they had gained a greater awareness of CSE warning signs and what to do.

- *“Review of record keeping for all pupils and working collaboratively with a local school” (Schools & Colleges)*
- *“I found the training to be invaluable, I do specific work with some of our more vulnerable students about consent, and healthy relationships and am more mindful about assessing risk, I am also more vigilant in ‘sharing information’ with other professionals like our local CPSO, the CPU and DSL’s at other schools and using the screening toolkit and revise new information as a matter of practice” (Schools and Colleges)*
- *“I have gained a greater understanding of CSE and have started to apply this knowledge when speaking with the foster carers I supervise, I have recommended several of them attend the course and at least one has already*

*booked to attend. "Improved knowledge of who to contact with concerns enabling earlier intervention"(HoEFT-Community Services)*

- *"Notifying the Police with intelligence" (Schools and Colleges)*
- *"Think the unthinkable and if in doubt seek support" (Schools and Colleges)*
- *"Understanding of extent and forms of CSE" (Other- West Midlands Fire Service)*
- *"Recognising some of the more subtle signs of CSE and having some of the tools to address the issue with young people who are at risk as well as educate young people of the potential risks" (Schools and Colleges)*
- *"I have more of an understanding of the screening tool and have been able to download them and send them to agencies to discuss their concerns (when on duty for example)" (SMBC- Engage)*

How has your attendance at this training benefitted your colleagues, team or service?

Nearly every respondent said they were able to share information with their colleagues and teams, some comments included:

- *" am better equipped to deal with staff members concerns" (Schools & Colleges)*
- *"I have shared the information with the team and this in turn allows our team to work more pro-actively around CSE concerns" (Schools & Colleges)*
- *"I have produced a flow chart re screening levels for colleagues" ( SMBC- Engage)*
- *"I feel more confident to share my knowledge and resources and have recommended that colleagues attend as we work with exceptionally vulnerable young people who would be at greater risk of CSE" (SMBC- Children's Social Care)*

### Module 6 Neglect; Impact on child development

This course is largely influenced by the learning from Serious Case Review in to Child S and incorporates case studies that involve domestic abuse, adult mental health issues and parental mental health in order to apply the strategy of embedding these issues in all training. This course starts with a Department of Education recording of a now young mother who experienced Neglect in her childhood. It is aimed at those who carry out or contribute to assessments of children where neglect is suspected. It enables practitioners to use national research and practice experience to help them understand the impact of what they are seeing on the child's development, using evidence informed assessment tools and contributions from partner agencies to inform assessments. The table below shows the positive variance in learning from pre and post course evaluation for this course:

Date	Attendees	No. Completed evaluation forms	Average overall satisfaction	Stage 1 Knowledge Average	Stage 1 Skill Average	Stage 1 Confidence Average	Stage 2 Knowledge average	Stage 2 Skill average	Stage 2 Confidence Average	Stage 1 & 2 Knowledge variance	Stage 1 & 2 Skill variance	Stage 1 & 2 Confidence
20 <sup>th</sup> Oct. 2015	16	16	8.56	5.00	4.67	4.67	7.94	7.38	7.44	2.94	2.71	2.77
11 <sup>th</sup> Nov. 2015	19	18	7.89	5.20	5.27	5.27	7.17	7.06	7.17	1.97	1.79	1.90
10 <sup>th</sup> Feb. 2016	17	17	8.27	5.81	5.50	5.19	7.65	7.47	7.35	1.83	1.97	2.17
10 <sup>th</sup> March 2016	17	17	8.44	5.00	5.00	5.15	7.88	7.35	7.41	2.88	2.35	2.26

At the end of a financial year a survey monkey request was sent to all participants and 15 responses were received:

What difference do you think this training has made to your practice and work with children, young people and their families?

- *“Better understanding of the effects of neglect, good links with other professionals and a better understanding of how different professionals can work together to support the child and family” (HoEFT- Community Service)*
- *“Helps to focus the mind when considering the long term impact on the child and an opportunity to hear how the process is experienced by other disciplines” (HoEFT- Community Services)*
- *“I am more aware of the issue of neglect and better equipped to deal with issues that arise” (Schools & Colleges)*

- *“Increased awareness and better multi-agency co-ordination, including liaising with the school nurse more” (Schools & Colleges)*
- *“It helped me understand what my role is and how to help people in my setting” (Schools & Colleges)*
- *“It has made me more aware of the whole family needs” (Schools & Colleges)*

How has your attendance at this training benefitted your colleagues, team or service? The majority of the respondents said they had the opportunity to share the information with their colleagues and teams. Some comments included:

- *“I cascade the information to my team giving them more confidence and knowledge that benefits the service we offer to children and families” (Early Years)*
- *“I feel more confident in my safeguarding role and feel I can advise other members of staff” (Schools & Colleges)*
- *“I can offer triggers and warning signs to others as well as suggest strategies”(Schools & Colleges)*
- *“Increased sharing information & vigilance within school” (Schools & Colleges)*
- *“We have reviewed and improved our recording processes” (Early Years)*

### **Graded Care Profile 2 Phase 2 Pilot**

In February 2016 Denise Lewis (LSCB Training Officer) and Deborah Hadwin (SMBC Work Force Development) were trained as trainers for the NSPCC phase 2 pilot of the Graded Care Profile 2 (GCP2). A small multi-agency group of practitioners have volunteered to be part of an initial implementation group that will be trained to use the tool and then inform a wider multi-agency role out. The training of this group will take place in June to inform the wider role out for the autumn 2016. This course will then run as module 6B.

### **Coercion and control and domestic abuse screening tools**

As mentioned in module 6, a case study has been developed with multi-agency input to be used through modules 1, 2 & 6, it helps ensure that the learning from SCR1 is intrinsic in people’s thinking through all of the modules, and it includes the presence of possible domestic abuse, adult mental health issues and adult substance misuse. During training sessions it has become evident that several practitioners struggle to know how to approach this subject or domestic abuse with a possible victim. Therefore, work is currently being developed with Women’s Aid, SMBC Domestic Abuse Co-ordinator and the Safeguarding Adults Board to develop a course to cover the new legislation around coercion and control and how best to engage victims of domestic abuse. Consideration will be given to how the DASH and DVRIM can help inform the work undertaken with victims and their families. This course will run as module 6C.

### **Module 7 Physical abuse: Impact on child development**

This half day module will be for those who carry out or contribute to assessments where physical abuse is suspected, they will be able to use national research and practice experience to refer to the impact on the child's development, use evidence informed assessment tools and use contributions from partner agencies to inform assessment. Dr Alan Stanton will design and deliver this course and dates are available through 2016-17.

### **Module 8 Emotional abuse: Impact on child development**

This course has been designed and developed with contribution from SOLAR (Solihull Commissioned Child & Adolescent Mental Health Services and Support). A clip provided by the NSPCC will ensure the voice of the child is heard. It is for those who carry out or contribute to assessments where emotional abuse is suspected and they will be able to use national research and practice experience to refer to the impact on the child's development, use evidence informed assessment tools and use contributions from partner agencies to inform assessment. Dates are available through 2016-17.

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

This module is being designed and developed with contribution from Probation. It is for those who carry out or contribute to assessments where emotional abuse is suspected and they will be able to use national research and practice experience to refer to the impact on the child's development, use evidence informed assessment tools and use contributions from partner agencies to inform assessment. The course will be available in the autumn 2016.

### **LSCB Multi-Agency Training Pool**

In December and January the LSCB commissioned the NSPCC to run a train the trainer course for 16 multi-agency participants. This was funded by the Local Authority. Those trained have joined the LSCB trainers' pool to support the delivery of early help training and the following trainers are contributing to the LSCB multi-agency training pool to deliver the modules above:

Deborah Adams (SMBC Children's Services)  
Adam Birchall (SMBC-Children's Services)  
Phillipa Brookes (Education- Smiths Wood Sports College)  
Gina Godwin (Early Years- Wise Owl Nursery)  
Deborah Hadwin (SMBC- Work Force Development)  
Ann Jones (West Midlands Police- PPU)  
Lorraine McCatty (HEFT- Health Visitor)  
Melanie Mills (Birmingham & Solihull Mental Health NHS Foundation Trust- Work Force Development)  
Ceri-Lisa Murland (Probation)  
Dr Alan Stanton (CCG- Designated Doctor & HEFT- Consultant community Paediatrician)  
Paul Walker (CAFCASS).

## **Learning Faculty**

The LSCB training strategy involves the active engagement of practitioners in training design. The purpose of the faculty is to provide an open consultative forum to enable multi-agency practitioners and managers who access LSCB/SSAB training programmes to review previous training, monitor existing training and engage in the planning and design of future training provision in order to meet front-line needs as well as national and local drivers including legislation, policy and practice development. The faculty is an opportunity for practitioners to influence training. It is not a committee. 46 practitioners have now taken part and joined the distribution list for the faculty. There have been 3 meetings through 2015-16 and there are a further 3 planned for 2016-17. Information is available on the website <http://www.solihullscb.co.uk/practitioner-volunteers/learning-faculty-80.php> and practitioners are encouraged to submit thoughts and information related to topics of discussion even if they are unable to attend the meetings.

*"I feel that the forum has helped me consider adults, as information from the adults board would not have reached me before, and this has helped me in making better links for families in school."* (School DSL).

## **Conclusion**

The LSCB multi-agency safeguarding workforce development strategy set out to achieve enhanced multi-agency competencies by March 2017. There is evidence in the feedback from practitioners that training is helping with the application of thresholds, information sharing and record keeping and is enhancing multi-agency understanding:

*"I thought the training was very informative and the ability to speak to people from a very wide professional field was extremely helpful. I came away with information to help me in a situation at work from two different people also attending the training course, and gathered details for further multi-agency support."* (Survey Monkey additional information- Schools & Colleges)

*"It was a very positive day meeting other agencies and sharing experiences helped; there were some agencies that people never knew existed."* (Survey Monkey additional information- Early Years)

*"Well organised day, I benefited from the range of other professionals experience"* (Survey Monkey additional information- HoEFT)

*"Lots of time to work with colleagues from other agencies who may see things differently or have different protocols in place"* (Survey Monkey additional information- Schools & Colleges)

*"Lots of group work which enabled insight into others roles and exchange of knowledge and skills"* (Survey Monkey additional information-Solihull Clinical Commissioning Group)

## **Next steps**

All of the 9 modules introduced in the 2015-2017 LSCB multi-agency safeguarding workforce development strategy will be fully developed and being delivered in the following financial year, with additional courses mentioned being introduced to help meet the strategies objectives. The LSCB will soon be launching a new web- based training portal where practitioners will be able to log on and create their own account from which they will be able to book and track their LSCB multi-agency training. Practitioners will complete a pre-course evaluation form when booking onto a course, and practitioners and managers will received an evaluation 3 month after participating in a course, an official certificate will only be issued upon completion of both of these, to enable us to routinely evaluate the impact of training in the workplace.

**Training element of annual report; Appendix one CORE MULTI-AGENCY COMPETENCIES in 9 modules**

<b>Module</b>	<b>Who does this training?</b>	<b>When you have done this training, you will be able to;</b>
<i>Foundation (Agency Specific, In-house)</i>	<i>Every one</i>	<i>Recognise and respond if you are worried about a child, using your organisations procedures.</i>
<b>Module 1:</b> Early Help	Those who identify additional needs and carry out early help assessments.	<ul style="list-style-type: none"> <li>• Apply Solihull local thresholds,</li> <li>• Respond appropriately to concerns about children with additional needs by effectively interacting with partner professionals,</li> <li>• Carry out early help assessments.</li> </ul>
<b>Module 2:</b> Child protection: An introduction to multi-agency working.	Those who identify child protection concerns and make child protection referrals.	<ul style="list-style-type: none"> <li>• Make sound, evidence informed communications and child protection referral</li> <li>• Make sound evidence informed contributions to child protection conferences and core groups.</li> <li>• Identify and challenge drift and delay with specific reference to the complexities of the child's experience when living with Domestic violence, substance misuse and/or parental mental health problems.</li> <li>• Use escalation procedures</li> </ul>
<b>Module 3:</b> Child protection; The challenges of multi-agency working.	Those above who also regularly attend child protection conferences and core groups and/or supervise or manage those who do, or lead organisations that do.	<ul style="list-style-type: none"> <li>• Identify and manage common impediments to partnership working</li> <li>• Understand and respect multi agency difference and manage conflict.</li> <li>• Understand the multi-dimensional nature of risk, including issues impacting on parenting, such as substance misuse, Domestic Violence and adult mental health.</li> <li>• Recognise and respond to drift and delay and non-compliance and develop professional alertness to risk while working in partnership with parents.</li> <li>• Recognise how you interact with these elements and use supervision effectively.</li> <li>• Seek and provide challenge with partners.</li> <li>• Support staff to use the LSCB escalation procedures</li> <li>• Engage partners to enable sound judgement based on all evidence, including recent evidence and challenge inability to consider new evidence</li> </ul>

**Training element of annual report; Appendix one CORE MULTI-AGENCY COMPETENCIES in 9 modules**

<b>Module</b>	<b>Who does this training?</b>	<b>When you have done this training, you will be able to;</b>
<p><b>Module 4:</b> Child Protection; Analysis, judgement and leadership in partnership working.</p>	<p>Those above who also may provide evidence in criminal and civil proceedings and those who lead or contribute to serious case reviews and those involved in the LSCB including sub-groups.</p>	<ul style="list-style-type: none"> <li>• Provide professional support and supervision to practitioners and colleagues leading or contributing to multi-agency risk assessment.</li> <li>• Work with partners to analyse risks, review child protection plans and challenge drift and delay and manage conflict.</li> <li>• Lead and deliver on the escalation procedures</li> <li>• With partners, set standards for multi-agency audit and audit against them.</li> </ul>
<p><b>Module 5:</b> Protecting children and young people at risk of sexual exploitation.</p>	<p>Those who work with young people and who are responsible to identify and respond to child sexual exploitation.</p>	<ul style="list-style-type: none"> <li>• Apply Government guidance and legislation relevant to CSE to inform work with young people</li> <li>• Identify and respond appropriately to children and young people who are at risk of CSE,</li> <li>• Apply local and national risk assessment tools</li> <li>• Engage with partners appropriately, communicating effectively</li> <li>• Use local resources and national support agencies to help children and young people at risk of CSE</li> </ul>
<p><b>Module 6:</b> Neglect; Impact on child development.</p>	<p>Those who identify and assess child protection concerns and regularly attend and report to child protection conferences and core groups and/or supervise or manage those who do.</p>	<p>Carry out or contribute to assessments of children where <b>neglect</b> is suspected;</p> <ul style="list-style-type: none"> <li>• using national research and practice experience</li> <li>• refer to the impact on the child's development</li> <li>• use evidence informed assessment tools</li> <li>• use contributions from partner agencies to inform assessment</li> </ul>
<p><b>Module 7:</b> Physical abuse: Impact on child development</p>	<p>Those who identify and assess child protection concerns and regularly attend and report to child protection conferences and core groups and/or supervise or manage those who do.</p>	<p>Carry out or contribute to assessments where <b>physical abuse</b> is suspected</p> <ul style="list-style-type: none"> <li>• using national research and practice experience</li> <li>• refer to the impact on the child's development</li> <li>• use evidence informed assessment tools</li> <li>• use contributions from partner agencies to inform assessment</li> </ul>

**Training element of annual report; Appendix one CORE MULTI-AGENCY COMPETENCIES in 9 modules**

<b>Module</b>	<b>Who does this training?</b>	<b>When you have done this training, you will be able to;</b>
<b>Module 8:</b> Emotional Abuse; Impact on child development	Those who identify and assess child protection concerns and regularly attend and report to child protection conferences and core groups and/or supervise or manage those who do.	Carry out or contribute to assessments where <b>emotional abuse</b> is suspected <ul style="list-style-type: none"> <li>• using national research and practice experience</li> <li>• refer to the impact on the child's development</li> <li>• use evidence informed assessment tools</li> <li>• use contributions from partner agencies to inform assessment</li> </ul>
<b>Module 9:</b> Sexual Abuse; impact on child development	Those who identify and assess child protection concerns and regularly attend and report to child protection conferences and core groups and/or supervise or manage those who do.	Carry out or contribute to assessments of children where sexual abuse is suspected; <ul style="list-style-type: none"> <li>• using national research and practice experience</li> <li>• referring to the impact on the child's development</li> <li>• using evidence informed assessment tools</li> <li>• using contributions from partner agencies to inform assessment.</li> </ul>