

# **SUTTON LSCP**

# **LEARNING & DEVELOPMENT PROGRAMME**

## **1 APRIL 2022 - 31 MARCH 2023**

**Owner: LBS Business & Development Team**

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**Sutton LSCP**  
Local Safeguarding  
Children Partnership

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## 1. INTRODUCTION

Welcome to Sutton Local Safeguarding Children Board (LSCP) Learning and Development (L&D) programme which has been designed to support statutory and voluntary organisations and schools to comply with the training requirements in [Working Together to Safeguard Children \(2018 page 13\)](#).

- Multi-agency training will be important in supporting the collective understanding of local need;
- Practitioners working in both universal services and specialist services have a responsibility to identify the symptoms and triggers of abuse and neglect, to share that information and provide children with the help they need;
- To be effective, practitioners need to continue to develop their knowledge and skills in this area and be aware of the new and emerging threats, including online abuse, grooming, sexual exploitation and radicalisation.”

### 1.1 Our mission

Our mission is to raise awareness about **safeguarding children being everyone’s business**. We want everyone who comes into contact with children to be able to apply the [LSCP threshold guidance](#) if they have a concern about a child or young person. The child safeguarding training is **available for free** all those who have a role to promote and safeguard the welfare of children in the London Borough of Sutton

### 1.2 L&D Programme

The safeguarding awareness training is available for those who may come into contact with children to help identify risks and refer concerns to keep children in the local community safe.

The training for those in direct contact with children is delivered in a multi-agency setting to strengthen partnership working. For those

involved in assessments, child care planning and multi-agency safeguarding meetings the training is based on statutory guidance, multi-agency safeguarding protocols and learning from serious child safeguarding incidents.

The LSCP also arrange themed conferences and seminars that are targeted to the strategic leadership and management, safeguarding specialists and a variety of frontline roles across the partnership

### 1.3 Safeguarding competency framework

Sutton LSCP are committed to follow the [London Child Protection procedures Safeguarding Competency Framework](#).

It provides a framework for single and multi-agency training to enable professionals, volunteers, agencies, organisations and services to acquire the skills and knowledge to work effectively within existing guidance and procedures for safeguarding children. Sutton LSCP regularly seeks assurance about completion of child safeguarding training under the S.11 of the Children Act 2004, and school health checks under the requirement set out in the Education Act 2002, and the Independent School Regulations 2003 convey the same responsibilities in all other non-maintained settings.

### 1.4 Additional training needs

We are always keen to hear about any additional training needs that we need to support to help keep children safe from neglect and abuse.

Please keep an eye on the courses listed on the online booking system as new courses are uploaded throughout the year.

## 2. HOW TO BOOK ON TO TRAINING

To book training please use the following link to access the online booking system: [suttontraining.event-booking.org](https://suttontraining.event-booking.org) you will require an account to book training. If you have any difficulties creating an account or logging in please contact the team.

### Contact details

- Email: [childrenstraining@sutton.gov.uk](mailto:childrenstraining@sutton.gov.uk)
- Tel: 07762 409 302

The team aims to respond to all email enquiries within 48 hours, or if urgent contacts us by phone.

### 2.1 Online booking instructions

#### STEP 1 – ACCESSING THE ONLINE BOOKING SYSTEM

Copy and paste this internet link: [suttontraining.event-booking.org](https://suttontraining.event-booking.org) into your browser window or use the google search engine.

#### STEP 2 – REGISTERING FOR AN ACCOUNT

Click 'Register' (top right side of the screen) and you will be prompted to enter personal details and your email address on the registration form.

To create a user name:

- Enter your work email address;
- Create a password unique to your account.

#### Write down your registration details in a safe place.

Check your email inbox for a link sent to you automatically. Click the link to activate the account and consent to the terms and conditions.

You are now ready to book on to courses.

#### If you already have registered for an account:

Click 'Login' (top right side of the screen).

Enter your Username and Password to access your account.

#### STEP 3 - MAKING A BOOKING

1. Sign into your account.
2. From the toolbar, select 'Events'.
3. On the right hand side, select the 'Category' type (Children's or Adults Safeguarding, Fostering, Health and Social Care or LBS Council - People).
4. You will now see a selection of courses in the chosen category. Select 'More Information & Booking' to view details of your course of interest.
5. You will be directed to a new page with full event details. On the right hand side, you will see a box showing future occurrences of this course.
6. To book on to a course, scroll down the page, agree to the Terms and Conditions and click 'Book now'.
7. If there is a pre-booking evaluation then you are required to fill this out before booking onto the event. This will appear automatically upon pressing 'Book Now' as above.
8. Upon booking, you will receive a confirmation email as well as a reminder email seven working days before the event and another reminder three working days before the event.

**If you can no longer attend the event** after booking on, please go to 'Your History & Bookings' at the top of the home page and select the 'cancel' option alongside the relevant event in the 'Active Bookings'

table. As per the terms and conditions all cancellations must be made at least two working days in advance of any course.

If you have any difficulties, please contact [childrenstraining@sutton.gov.uk](mailto:childrenstraining@sutton.gov.uk).

## 2.2 E-learning

### STEP 1 – ACCESSING THE E-LEARNING SYSTEM

Copy and paste this link [suttonscp.vc-enable.co.uk/login](https://suttonscp.vc-enable.co.uk/login) into your browser window or use the google search engine. E-learning can also be accessed from our online booking site: [suttontraining.event-booking.org](https://suttontraining.event-booking.org).

### STEP 2 – REGISTERING FOR AN ACCOUNT

Select the following link to register: [suttonscp.vc-enable.co.uk/register](https://suttonscp.vc-enable.co.uk/register).

Complete the registration form adding your job title and organisation group.

Check your email inbox for a link sent to you automatically. Click the link to activate the account.

#### **Write down your registration details in a safe place.**

You are now ready to undertake e-learning courses.

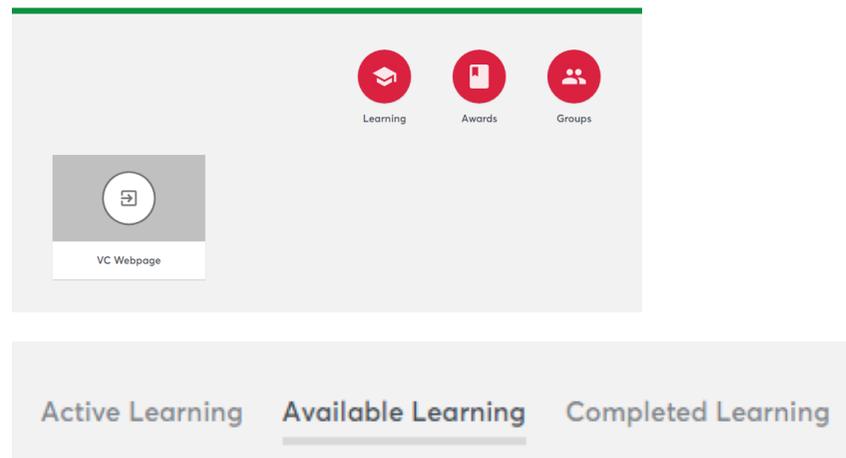
#### **If you already have registered for an account:**

If you already have a username and password, please select the ‘Login’ button to log in or to request a password reminder.

Enter your Username and Password to access your account.

### STEP 3 - UNDERTAKING E-LEARNING

You will be able to find a course by clicking on **Learning**, and then **Available Learning**.



Please only request **one** of the modules to fully complete before registering for further courses.

Sutton Council is charged for each module whether completed or not and we reserve the right to **charge £30 for modules that are not completed.**

### HELP AND SUPPORT

For learning support enquiries please contact Virtual College directly on 01943 885095.

For any password issues or other support, contact [childrenstraining@sutton.gov.uk](mailto:childrenstraining@sutton.gov.uk) or 020 8770 4480.

### 3. COURSES

1. ADVERSE CHILDHOOD EXPERIENCES	
<b>TRAINER</b>	<b>TARGET GROUP</b>
Social Care Training Solutions	<p>This training is targeted at:</p> <ul style="list-style-type: none"> <li>• Professionals in direct contact with children who undertake or contribute to risk assessments and multi-agency meetings including social workers, family support workers, foster carers, health professionals, schools, police and others who work with children at risk of abuse, neglect and exploitation</li> <li>• Group Level 2 (regular contact with children, young people and/or parent/carer) or Level 3 (predominantly working with children) or above (including strategic leads) as set out in the Safeguarding Competency framework in London Safeguarding Child Procedures. NHS Inter-Collegiate Standards 2 and above for health professionals.</li> </ul>
<b>VENUE</b>	<b>AIMS</b>
Virtual	<p>The aims of this session are:</p> <ul style="list-style-type: none"> <li>• To identify the proportion of people in the United Kingdom affected by ACE</li> <li>• To identify what ACE are and how they are formed.</li> </ul>
<b>DATES</b>	<b>LEARNING OUTCOMES</b>
<p>09/06/2022 12:00 - 14:00</p> <p>07/09/2022 09:30 - 11:30</p> <p>09/02/2023 09:30 - 11:30</p>	<p>In attending this course, participants will:</p> <ul style="list-style-type: none"> <li>• Discover how we can facilitate the right therapeutic relationship.</li> <li>• Gain support strategies to help support children and young people with ACE challenges.</li> </ul>

## 2. ASSESSING THE PROTECTIVE SKILLS OF MOTHERS, PARTNERS AND ADULT CARERS

<p><b>DATES</b></p> <p>01/02/2023 10:00 - 13:00</p> <p>02/02/2023 10:00 - 13:00</p>	<p><b>TARGET GROUP</b></p> <p>This training is targeted at:</p> <ul style="list-style-type: none"> <li>● Professionals in direct contact with children who undertake or contribute to risk assessments and multi-agency meetings including social workers, family support workers, health professionals, schools, police and others who work with children at risk of abuse, neglect and exploitation</li> <li>● Group Level 2 (regular contact with children, young people and/or parent/carer) or Level 3 (predominantly working with children) or above (including strategic leads), and NHS Inter-Collegiate Standards 2 and above for health professionals.</li> </ul> <p><b>Please note:</b> this course is for practitioners who have already attended the child sexual abuse awareness course, or already have prior knowledge and experience at the practitioner level.</p>
<p><b>VENUE</b></p> <p>Virtual</p>	<p><b>AIMS</b></p> <p>This aim of this course is to equip practitioners with the knowledge, skills and confidence to engage with non-offending partners to assess their capacity to keep a child safe within the context of suspected or actual significant harm under the category of child sexual abuse in pan-London child protection procedures.</p> <p>The course will include a mix of knowledge based content, videos and skills based interactive exercises.</p>
<p><b>TRAINER</b></p> <p>Tom Squire, The Lucy Faithfull Foundation</p>	<p><b>LEARNING OUTCOMES</b></p> <p>By attending this course, participants will:</p> <ul style="list-style-type: none"> <li>● Improve their knowledge and understanding about the different patterns and styles of male sexual offending against children, including those who abuse online and via the internet;</li> <li>● Examine the models currently used to understand sexually abusive behaviour;</li> <li>● Improve their knowledge and understanding about the attitudes, beliefs and impact on the child and young person;</li> <li>● Examine the patterns and behaviour of the abuser's relationship with the parent or carer and other relationships within the family and the wider community;</li> <li>● Develop an understanding about a parent's or carer's responses to the abuse and its aftermath, in this context;</li> <li>● Develop strategies and techniques to engage a non-offending partners in assessment and care planning;</li> <li>● Develop knowledge, skills and confidence to assess a parent/carer's capacity to keep children safe from sexual abuse.</li> </ul>

### 3. CARING FOR ASYLUM SEEKING REFUGEES AND UNACCOMPANIED CHILDREN

<b>TRAINER</b>	<b>TARGET GROUP</b>
Social Care Training Solutions	<p>This training is targeted at:</p> <ul style="list-style-type: none"><li>● Professionals in direct contact with children who undertake or contribute to risk assessments and multi-agency meetings including social workers, family support workers, foster carers, health professionals, schools, police and others who work with children at risk of abuse, neglect and exploitation</li><li>● Group Level 2 (regular contact with children, young people and/or parent/carer) or Level 3 (predominantly working with children) or above (including strategic leads), and NHS Inter-Collegiate Standards 2 and above for health professionals.</li></ul>
<b>VENUE</b>	<b>AIMS</b>
Virtual	<p>The aims of this session are to explore:</p> <ul style="list-style-type: none"><li>● How to meet the needs of unaccompanied asylum seeking and refugee children more effectively;</li><li>● Clarity around your own values and beliefs about this client group.</li></ul>
<b>DATES</b>	<b>LEARNING OUTCOMES</b>
15/06/2022 12:00 - 14:00	<p>By attending this course, participants will:</p> <ul style="list-style-type: none"><li>● Gain an in-depth understanding of the experience of being an unaccompanied asylum seeking or refugee child;</li><li>● Improve their awareness of the UK asylum seeking process and legal framework;</li><li>● Better understand the needs of asylum seeking and refugee children.</li></ul>

#### 4a. CHILD EXPLOITATION (PART 1 OF 2) CRIMINAL & SEXUAL

<p><b>TRAINER</b></p> <p>Mandy Jallow &amp; Hanna Wedgwood, Specialist Safeguarding Leads</p>	<p><b>TARGET GROUP</b></p> <p>This training is targeted at:</p> <ul style="list-style-type: none"> <li>Professionals in direct contact with children who undertake or contribute to risk assessments and multi-agency meetings including social workers, family support workers, health professionals, schools, police and others who work with children at risk of abuse, neglect and exploitation</li> <li>Group Level 2 (regular contact with children, young people and/or parent/carer) or Level 3 (predominantly working with children) or above (including strategic leads), and NHS Inter-Collegiate Standards 2 and above for health professionals.</li> </ul> <p><b>Please note:</b> participants will be required to attend both Part 1 and Part 2 of this course to develop a comprehensive understanding of different forms of child exploitation (see 4b). Participants must attend both parts.</p>
<p><b>VENUE</b></p> <p>Virtual</p>	<p><b>AIMS</b></p> <p>This session aims to clarify definitions and legislation related to child exploitation, and equip professionals with tools to assess risk and intervene appropriately if there are concerns a child is being criminally or sexually exploited.</p>
<p><b>DATES</b></p> <p>Cohort 1: 14/06/2022 09:30 - 15:30</p> <p>Cohort 2: 25/10/2022 09:30 - 15:30</p>	<p><b>LEARNING OUTCOMES</b></p> <p>By the end of the training participants will:</p> <ul style="list-style-type: none"> <li>Understand the definition and types of criminal and sexual child exploitation;</li> <li>Be able to apply the relevant law and legislation relating to child exploitation;</li> <li>Be able to recognise the signs and vulnerabilities to child exploitation;</li> <li>Understand and be able to complete the risk screening tool, or contribute to the social worker's completion of the tool by asking a child the right questions;</li> <li>Be able to apply contextual thinking to extra-familial risk, and use direct work tools to explore this with children;</li> <li>Understand the local services and support available for exploited children;</li> <li>Be able to recognise and challenge inappropriate use of language when referring to exploited children.</li> </ul>

## 4b. CHILD EXPLOITATION (PART 2 OF 2) CHILD TRAFFICKING & SAFEGUARDING CHILDREN BEING MOVED ACROSS INTERNATIONAL BORDERS

<p><b>TRAINER</b></p> <p>Mandy Jallow &amp; Hannah Wedgwood, Specialist Safeguarding Leads</p>	<p><b>TARGET GROUP</b></p> <p>This training is targeted at:</p> <ul style="list-style-type: none"> <li>● Professionals in direct contact with children who undertake or contribute to risk assessments and multi-agency meetings including social workers, family support workers, health professionals, schools, police and others who work with children at risk of abuse, neglect and exploitation</li> <li>● Group Level 2 (regular contact with children, young people and/or parent/carer) or Level 3 (predominantly working with children) or above (including strategic leads), and NHS Inter-Collegiate Standards 2 and above for health professionals.</li> </ul> <p><b>Please note:</b> participants will be required to attend both Part 1 and Part 2 of this course to develop a comprehensive understanding of different forms of child exploitation (see 4a). Participants must attend both parts.</p>
<p><b>VENUE</b></p> <p>Virtual</p>	<p><b>AIMS</b></p> <p>This course aims to:</p> <ul style="list-style-type: none"> <li>● Provide participants with the knowledge required to undertake or contribute to risk assessments, strategy meetings and multi-agency planning to safeguard children from exploitation.</li> <li>● This course will explore the different ways children can be exploited, identifying what makes children vulnerable to being trafficked across international borders and provide participants with tools to assist with assessments. The course will also provide an overview of the statutory requirements, legislation and procedures for the National Referral Mechanism.</li> </ul>
<p><b>DATES</b></p> <p>Cohort 1: 15/06/2022 09:30 - 15:30</p> <p>Cohort 2: 26/10/2022 09:30 - 15:30</p>	<p><b>LEARNING OUTCOMES</b></p> <p>By attending this course, participants will:</p> <ul style="list-style-type: none"> <li>● Increase their awareness of the different ways children can be trafficked.</li> <li>● Gain an improved understanding of what makes children vulnerable to being abused for trafficking.</li> <li>● Develop skills in undertaking assessments and be better able to identify key agencies to work with.</li> <li>● Share best practice in the prevention and disruption of child trafficking and better understand their role in sharing intelligence with partners.</li> <li>● Improve knowledge about relevant legislation, local protocols/procedures and the National Referral Mechanism.</li> </ul>

## 5. CHILD PROTECTION AWARENESS COURSE

<b>TRAINER</b>  Carla Thomas, Refocus on Practice	<b>TARGET GROUP</b>  This training is targeted at: <ul style="list-style-type: none"> <li>● Professionals in direct contact with children who undertake or contribute to risk assessments and multi-agency meetings including social workers, family support workers, health professionals, schools, police and others who work with children at risk of abuse, neglect and exploitation</li> <li>● Group Level 2 (regular contact with children, young people and/or parent/carer) or Level 3 (predominantly working with children) or above (including strategic leads), and NHS Inter-Collegiate Standards 2 and above for health professionals.</li> </ul>
<b>VENUE</b>  Virtual	<b>AIMS</b>  The aims of this course are: <ul style="list-style-type: none"> <li>● For participants to gain a better understanding about their duties under Working together to Safeguard Children (HM Government 2018), Information Sharing Advice for Safeguarding Practitioners (2018), London Child Protection Procedures, and messages from Serious Case Reviews (SCRs) and other learning reviews;</li> <li>● To focus on awareness raising in respect of safeguarding responsibilities across the multi-agency partnership, including contributing to strategy meetings, reporting to and attending child protection conferences.</li> </ul>
<b>DATES</b>  25/04/2022 09:30 - 12:30  20/09/2022 09:30 - 12:30  06/03/2023 09:30 - 12:30	<b>LEARNING OUTCOMES</b>  At the end of the course, participants will: <ul style="list-style-type: none"> <li>● Be able to identify indicators of risks of harm to respond in accordance with current legislation, statutory guidance and procedures; including specific issues for disabled children and other related groups of children;</li> <li>● Be able to apply LSCP threshold criteria at the different levels of intervention and within their professional context;</li> <li>● Understand the reasons for sharing information about children at risk of actual or likely significant harm and the consequences of not doing so based on learning from SCRs;</li> <li>● Appreciate the importance of taking into account the voice of the child in all aspects of safeguarding processes;</li> <li>● Understand the importance of partnership working to safeguard children, including requirements around referrals, different types of assessments, contribution to strategy meetings, child protection conferences and other multi-agency meetings;</li> <li>● Understand the use of key messages from SCRs to safeguard children and how to access learning from these in the future;</li> <li>● Recognise the importance of the voice of the child in all aspects of safeguarding practice and record keeping.</li> </ul>

## 6. CHILD PROTECTION REFRESHER

<p><b>TRAINER</b></p> <p>Carla Thomas, Refocus on Practice</p>	<p><b>TARGET GROUP</b></p> <p>This training is targeted at:</p> <ul style="list-style-type: none"> <li>● Professionals in direct contact with children who undertake or contribute to risk assessments and multi-agency meetings including social workers, family support workers, health professionals, schools, police and others who work with children at risk of abuse, neglect and exploitation</li> <li>● Group Level 2 (regular contact with children, young people and/or parent/carer) or Level 3 (predominantly working with children) or above (including strategic leads), and NHS Inter-Collegiate Standards 2 and above for health professionals.</li> </ul> <p><b>Please note:</b> this is a refresher course, not an awareness course. Participants should already be familiar with Child Protection e.g. have previously attended Child Protection Awareness (see 5)</p>
<p><b>VENUE</b></p> <p>Virtual</p>	<p><b>AIMS</b></p> <p>This course aims to:</p> <ul style="list-style-type: none"> <li>● Provide an opportunity for those who have already attended Child Protection training to update their working knowledge of child protection issues.</li> <li>● Bring participants up-to-date on any developments in approaches to assess children/changes to statutory guidance and legislation, and the impact on practice</li> <li>● Explore safeguarding responsibilities across the multi-agency partnership and the importance of taking into account the voice of the child at all stages of the child protection process.</li> </ul>
<p><b>DATES</b></p> <p>21/06/2022 09:30 - 12:30</p> <p>16/09/2022 09:30 - 12:30</p> <p>09/03/2023 09:30 - 12:30</p>	<p><b>LEARNING OUTCOMES</b></p> <p>By the end of the course participants will:</p> <ul style="list-style-type: none"> <li>● Be able to identify signs of harm and risk factors in respect to current definitions of child abuse and neglect, including specific issues for disabled children and other related groups of children;</li> <li>● Apply latest definitions of abuse and neglect according to their role and function;</li> <li>● Be knowledgeable about recent changes to definitions, statutory guidance and legislation and how to access further information;</li> <li>● Gain learning from Serious Case Reviews and the explore the application of this learning to practice;</li> <li>● Better understand information sharing duties and their importance within the partnership;</li> <li>● Recognise the importance of the voice of the child in all aspects of safeguarding practice and record keeping.</li> </ul>

## 7. CHILD PROTECTION CONFERENCE SURGERY

<b>TRAINER</b>  Denise Walford, Child Protection Chair	<b>TARGET GROUP</b>  This is targeted to anyone who attends child protection conferences in Sutton, social workers and representatives from any other agencies. This would be particularly helpful to those new in role or who have not experienced the way conferences are organised in Sutton.
<b>VENUE</b>  Virtual	<b>AIMS</b>  The aim of the surgery is to: <ul style="list-style-type: none"> <li>● Raise awareness of the context of child protection work in Sutton and to understand the key processes involved in setting up a child protection conference and participating in the process.</li> </ul>
<b>DATES</b>  02/06/2022 10:00 - 11:30  15/09/2022 10:00 - 11:30  14/12/2022 10:00 - 11:30  09/03/2023 10:00 - 11:30	<b>LEARNING OUTCOMES</b>  After the completion of this session participants will: <ul style="list-style-type: none"> <li>● Have an understanding of the context and challenges involved in child protection work in Sutton.</li> <li>● Be able to set up a conference and complete reports within statutory timescales.</li> <li>● Be able to promote good partnership practice both with children, families and with professionals.</li> <li>● Be able to apply thresholds of significant harm within child protection conferences.</li> <li>● Have a good understanding of the role and responsibility of the child protection conference chair.</li> </ul>

## 8. CHILDREN'S EMOTIONAL AND MENTAL HEALTH NEEDS

<b>TRAINER</b>	<b>TARGET GROUP</b>
Cognus Educational Psychology Service	This course is targeted to professionals who have organisational responsibilities for SEND at all levels which includes: children's social care staff, foster carers, residential care staff, staff in educational settings (early years providers, schools, academies, free schools, colleges), nurses, GPs and other doctors, allied health professionals, therapeutic roles, practice leads, commissioned providers and private and voluntary organisations.
<b>VENUE</b>	<b>AIMS</b>
Virtual	<p>The aim of this course is to provide:</p> <ul style="list-style-type: none"><li>● An introduction to emotional and mental health needs in children and young people including worries, low mood and separation difficulties;</li><li>● An overview of some of the main areas of difficulty faced by children and young people in relation to their emotional well-being;</li><li>● Common signs and behaviours which may be indicative of emotional well-being needs</li><li>● Strategies and approaches which schools and families can use to support emotional well-being.</li></ul>
<b>DATES</b>	<b>LEARNING OUTCOMES</b>
20/09/2022 10:00 - 12:00	<p>By the end of this session participants will have:</p> <ul style="list-style-type: none"><li>● Increased confidence in recognising and supporting emotional needs in children and young people;</li><li>● A greater understanding of common mental health and emotional well-being needs;</li><li>● A greater understanding of the prevalence of mental health and emotional well-being needs in children and young people;</li><li>● A chance to reflect on the current strategies you use and an introduction to additional approaches and tools you can start using with children and young people.</li></ul>

## 9. COUNTERING FAR RIGHT EXTREMISM

<b>TRAINER</b>	<b>TARGET GROUP</b>
EXIT UK	<p>This training is targeted at professionals in direct contact with children who undertake or contribute to risk assessments and multi-agency meetings including social workers, family support workers, health professionals, schools, police and others who work with children at risk of abuse, neglect and exploitation.</p> <p>Group Level 2 (regular contact with children, young people and/or parent/carer) or Level 3 (predominantly working with children) or above (including strategic leads) as set out in the Safeguarding Competency framework in London Safeguarding Child Procedures. Inter-Collegiate Standards 2 for health professionals.</p>
<b>VENUE</b>	<b>AIMS</b>
Virtual	<p>The aim of this training is to understand:</p> <ul style="list-style-type: none"><li>● Far-right involvement and issues they recruit on;</li><li>● How to have a 121 conversation with people and what people should do before, during and after the conversation;</li><li>● Counter-narratives and engagement techniques</li><li>● Exit UK engagement tools.</li></ul>
<b>DATES</b>	<b>LEARNING OUTCOMES</b>
28/02/2023 10:00 - 11:30	<p>By the end of this training, participants will be able to:</p> <ul style="list-style-type: none"><li>● Upskill key individuals to counter the far-right through education;</li><li>● Train people to engage locally and provide support to people in need;</li><li>● Assist people to mentor individuals at a low level away from supporting far-right extremism.</li></ul>

## 10. DOMESTIC ABUSE: IMPACT ON CHILDREN AND YOUNG PEOPLE

<b>TRAINER</b>  Leila Belghazouani & Ross Thompson	<b>TARGET GROUP</b>  This training is targeted at: <ul style="list-style-type: none"> <li>● Professionals in direct contact with children who undertake or contribute to risk assessments and multi-agency meetings including social workers, family support workers, health professionals, schools, police and others who work with children at risk of abuse, neglect and exploitation.</li> <li>● Group Level 2 (regular contact with children, young people and/or parent/carer) or Level 3 (predominantly working with children) or above (including strategic leads), and NHS Inter-Collegiate Standards 2 and above for health professionals.</li> </ul> <p><b>Please note:</b> participants are expected to have completed the Domestic Abuse awareness course or already have an understanding about what domestic abuse is and its prevalence before attending this session.</p>
<b>VENUE</b>  Virtual	<b>AIMS</b>  We know that the children and young people’s experience of domestic abuse is different to that of adults, this session will explore: <ul style="list-style-type: none"> <li>● The dynamics of domestic abuse and how it is different for children and young people;</li> <li>● The impact on emotional wellbeing and capacity to form healthy relationships;</li> <li>● How to recognise and respond to coercive control and violence in young people’s relationships;</li> <li>● The key risk factors for actual or likely significant harm and what to consider in the multi-agency safety planning process;</li> <li>● Trauma informed responses and approaches to engage young people with diverse needs and backgrounds, including those with special education needs and disabilities, asylum seeking refugees and specific BAME considerations.</li> </ul>
<b>DATES</b>  01/07/2022 10:00 - 13:00  10/11/2022 10:00 - 13:00	<b>LEARNING OUTCOMES</b>  By the end of the course participants will: <ul style="list-style-type: none"> <li>● Have an increased knowledge, understanding and confidence to identify and respond to children and young people in the context of concerns about coercive control and abuse;</li> <li>● Be able to recognise the risk factors that are specific for intimate relationships in young people’s relationships, and how to engage them in safety planning when there is risk of likely or actual significant harm;</li> <li>● Have an improved awareness of trauma informed responses and how professionals can best support children and young people that have been affected by domestic abuse in the family environment;</li> <li>● Have explored children/ young people’s resilience and coping strategies, and support programmes available.</li> </ul>

## 11. DOMESTIC ABUSE AWARENESS

<b>TRAINER</b>  Maria Cripps & Philippa Davies	<b>TARGET GROUP</b>  This training is targeted at: <ul style="list-style-type: none"> <li>● Professionals in direct contact with children who undertake or contribute to risk assessments and multi-agency meetings including social workers, family support workers, health professionals, schools, police and others who work with children at risk of abuse, neglect and exploitation.</li> <li>● Group Level 2 (regular contact with children, young people and/or parent/carer) or Level 3 (predominantly working with children) or above (including strategic leads), and NHS Inter-Collegiate Standards 2 and above for health professionals.</li> </ul>
<b>VENUE</b>  Virtual	<b>AIMS</b>  This course will help participants to: <ul style="list-style-type: none"> <li>● Understand what domestic abuse is, how it begins, who perpetrates abuse, and how to identify when it may be happening.</li> <li>● The course outlines the impact that domestic violence and abuse has on victims and assists learners to understand how to respond appropriately to their concerns.</li> </ul>
<b>DATES</b>  17/06/2022 10:00 - 13:00  20/10/2022 10:00 - 13:00  17/02/2023 10:00 - 13:00	<b>LEARNING OUTCOMES</b>  By the end of this course participants will be able to: <ul style="list-style-type: none"> <li>● Explain what domestic violence and abuse is and identify who is at risk;</li> <li>● Gain a greater understanding of the prevalence of the problem;</li> <li>● Understand the myths and realities regarding domestic abuse;</li> <li>● Have an understanding of diversity issues within domestic abuse cases;</li> <li>● Classify the behaviours displayed by an abusive person;</li> <li>● Describe indicators of abuse and recognise them in practice;</li> <li>● Outline the Multi Agency Risk Assessment Conference (MARAC) process;</li> <li>● Describe the physical and psychological effects of violence and abuse;</li> <li>● Have the confidence to routinely ask about violence and abuse as part of assessments;</li> <li>● Respond appropriately to disclosures;</li> <li>● Describe best practices for supporting those experiencing domestic violence;</li> <li>● Respond with appropriate care to victims and provide safety planning;</li> <li>● Refer people experiencing or at risk of domestic and family violence to appropriate support services both local and national.</li> </ul>

## 12. DUAL DIAGNOSIS

<b>TRAINER</b>	<b>TARGET GROUP</b>
St Thomas Training	<p>This training is targeted at:</p> <ul style="list-style-type: none"><li>● Professionals in direct contact with children who undertake or contribute to risk assessments and multi-agency meetings including social workers, family support workers, foster carers, health professionals, schools, police and others who work with children at risk of abuse, neglect and exploitation.</li><li>● Group Level 2 (regular contact with children, young people and/or parent/carer) or Level 3 (predominantly working with children) or above (including strategic leads), and NHS Inter-Collegiate Standards 2 and above for health professionals.</li></ul>
<b>VENUE</b>	<b>AIMS</b>
Virtual	The aim of this session is to give participants an overall understanding of various issues relating to dual diagnosis – meaning individuals who have simultaneous alcohol/drug issues AND mental health issues
<b>DATES</b>	<b>LEARNING OUTCOMES</b>
27/09/2022 09:30 - 12:30	<p>By the end of this course, participants will:</p> <ul style="list-style-type: none"><li>● Understand how substance misuse can affect an individual's mental health and how mental health issues can affect an individual's substance misuse;</li><li>● Appreciate the difficulties with accessing mental health or substance misuse services for those with a dual diagnosis, and what you can do to help someone access those services;</li><li>● Be able to implement risk assessment and risk management strategies;</li><li>● Appreciate why many individuals with dual diagnosis are resistant to change;</li><li>● Understand the cycle of change approach to reducing substance misuse;</li><li>● Have a basic understanding of various other techniques which might be helpful, e.g. motivational interviewing, cognitive behavioural therapy and solution focused therapy.</li></ul>

### 13. EFFECTIVE COMMUNICATION WITH CHILDREN

<b>TRAINER</b>  Social Care Training Solutions	<b>TARGET GROUP</b>  This training is targeted at: <ul style="list-style-type: none"> <li>● Professionals in direct contact with children who undertake or contribute to risk assessments and multi-agency meetings including social workers, family support workers, foster carers, health professionals, schools, police and others who work with children at risk of abuse, neglect and exploitation.</li> <li>● Group Level 2 (regular contact with children, young people and/or parent/carer) or Level 3 (predominantly working with children) or above (including strategic leads), and NHS Inter-Collegiate Standards 2 and above for health professionals.</li> </ul>
<b>VENUE</b>  Virtual	<b>AIMS</b>  The aims of this virtual session are to: <ul style="list-style-type: none"> <li>● Understand some common difficulties in communication with children and young people;</li> <li>● Understand the importance of working within an anti-racist/anti-discriminatory way when engaging people who use services and their families.</li> </ul>
<b>DATES</b>  06/10/2022 09:30 - 11:30  09/02/2023 09:30 - 11:30	<b>LEARNING OUTCOMES</b>  By the end of this course participants will be able to: <ul style="list-style-type: none"> <li>● Explain the importance of effective communication;</li> <li>● List key skills, knowledge and characteristics of an effective communicator;</li> <li>● Identify effective ways of communicating with children, young people and their families;</li> <li>● Identify the main barriers to communicating with children, young people and their families.</li> </ul>

## 14. FOETAL ALCOHOL SPECTRUM DISORDER AND NEONATAL ABSTINENCE SYNDROME

<b>TRAINER</b>	<b>TARGET GROUP</b>
Social Care Training Solutions	<p>This training is targeted at:</p> <ul style="list-style-type: none"><li>● Professionals in direct contact with children who undertake or contribute to risk assessments and multi-agency meetings including social workers, family support workers, foster carers, health professionals, schools, police and others who work with children at risk of abuse, neglect and exploitation.</li><li>● Group Level 2 (regular contact with children, young people and/or parent/carer) or Level 3 (predominantly working with children) or above (including strategic leads), and NHS Inter-Collegiate Standards 2 and above for health professionals.</li></ul>
<b>VENUE</b>	<b>AIMS</b>
Virtual	<p>The aims of this virtual session are:</p> <ul style="list-style-type: none"><li>● To understand the effects of prenatal exposure to other drugs;</li><li>● To consider the impact of FASD and NAS on health and social development for the child.</li></ul>
<b>DATES</b>	<b>LEARNING OUTCOMES</b>
06/07/2022 09:30 - 11:30	<p>By the end of this course participants will be able to:</p> <ul style="list-style-type: none"><li>● To understand the health and medical impacts of Foetal Alcohol Spectrum Disorder and Neonatal Abstinence Syndrome;</li><li>● To understand the medical interventions after birth;</li><li>● To identify the common signs of FASD and NAS.</li></ul>

## 15. FORCED MARRIAGE AND HONOUR BASED VIOLENCE

<b>TRAINER</b>  Iranian and Kurdish Women's Rights Organisation (IKWRO)	<b>TARGET GROUP</b>  This training is targeted at: <ul style="list-style-type: none"> <li>● Professionals in direct contact with children who undertake or contribute to risk assessments and multi-agency meetings including social workers, family support workers, health professionals, schools, police and others who work with children at risk of abuse, neglect and exploitation.</li> <li>● Group Level 2 (regular contact with children, young people and/or parent/carer) or Level 3 (predominantly working with children) or above (including strategic leads), and NHS Inter-Collegiate Standards 2 and above for health professionals.</li> </ul>
<b>VENUE</b>  Virtual	<b>AIMS</b>  The aim of this course is to: <ul style="list-style-type: none"> <li>● Help professionals and volunteers to develop a good working knowledge of “honour” based violence and forced marriage, and how to safely respond to child safeguarding concerns in this area.</li> </ul>
<b>DATES</b>  30/06/2022 11:00 - 12:30  14/09/2022 11:00 - 12:30	<b>LEARNING OUTCOMES</b>  By the end of the workshop participants will have: <ul style="list-style-type: none"> <li>● Developed a deeper understanding of “honour” based violence and forced marriage</li> <li>● Improved confidence in identifying/recognising the risk factors that can make women and girls vulnerable to harmful practices</li> <li>● Improved confidence in identifying the signs that a woman or girl is at risk of, or experiencing, harmful practices</li> <li>● An improved understanding in the key ‘dos’ and ‘don’ts’ in relation to intervention</li> <li>● An improved awareness of relevant legislation around harmful practices</li> <li>● Improved knowledge of the role of various specialist organisations that can support women and girls.</li> <li>● This will be achieved by covering the definitions and the different forms of violence within this. It will involve looking at case studies, statistics, and barriers to seeking protection, legislation, best practice and effective referral.</li> </ul>

## 16. HATE CRIME AWARENESS

<b>TRAINER</b>	<b>TARGET GROUP</b>
Stop Hate UK	All Social Care staff within the London Borough of Sutton and staff within the Private, Independent and Voluntary (PVI) sector supporting Sutton residents.
<b>VENUE</b>	<b>AIMS</b>
Virtual	This training session aims at giving participants the ability to recognise Hate Crime and the confidence to report Incidents through the correct channels.
<b>DATES</b>	<b>LEARNING OUTCOMES</b>
19/05/2022 14:00 - 17:00  09/09/2022 14:00 - 17:00  26/01/2023 14:00 - 17:00	<p>By the end of this course participants will have gained:</p> <ul style="list-style-type: none"><li>● Increased knowledge of what is a Hate Crime/Incident;</li><li>● Increased understanding of online Hate Crime;</li><li>● A greater understanding of what to do if you are a victim of Hate Crime;</li><li>● Knowledge and confidence on how to report a Hate Crime/Incident;</li><li>● Understanding on why Hate Crimes impact victims and communities;</li><li>● Skills and confidence on how to be an upstander against Hate;</li><li>● Understanding of the difference between Free Speech and Hate Speech;</li><li>● Knowledge about current position locally/nationally including impact of Brexit;</li><li>● Better understanding of links with PREVENT and Safeguarding;</li><li>● Increased knowledge about services available in Sutton;</li><li>● Knowledge and confidence of how to make use of Stop Hate UK.</li></ul>

## 17. INFANT MENTAL HEALTH (IMH) TRAINING FOR PRACTITIONERS

<b>TRAINER</b>  Jane Dagnell	<b>TARGET GROUP</b>  This training is targeted at professionals in direct contact with children and those who undertake or contribute to risk assessments and multi-agency meetings including social workers, family support workers, foster carers, health professionals, schools, police and others who work with children at risk of abuse, neglect and exploitation. Level 3 (predominantly working with children) or above (including strategic leads), and NHS Inter-Collegiate Standards 2 and above for health professionals. <b>Please note:</b> participants are expected to have read the <a href="#">Multi-agency Perinatal IMH Protocol</a> prior to attending the training.
<b>VENUE</b>  Virtual	<b>AIMS</b>  The aim of this course is to provide practitioners with the tools to: <ul style="list-style-type: none"> <li>● Understand the concept of IMH and the importance of good IMH for the individual, family and society</li> <li>● Appreciate the importance of the parent-infant relationship</li> <li>● Improve skills and knowledge to aid assessment of the parent-infant relationship</li> </ul> The training will provide a mix of knowledge-based content and interactive exercises, including case studies to understand the range of interventions and help available (locally and nationally) and <i>when</i> and <i>how</i> to access these most effectively.
<b>DATES</b>  27/09/2022 09:15 - 13:00  15/03/2023 09:15 - 13:00	<b>LEARNING OUTCOMES</b>  By attending this course, participants will: <ul style="list-style-type: none"> <li>● Improve knowledge about infant brain development</li> <li>● Understand the impact of the parent-infant relationship and effect on the individual, child and society across the life course</li> <li>● Increase knowledge of local and national policy and research in regard to IMH</li> <li>● Increase knowledge and understanding of key concepts in infant mental health</li> <li>● Be able to apply some of these key concepts in practice when observing mother/father and baby interactions</li> <li>● Understand the basics of attachment theory</li> <li>● Increase knowledge and understanding of the importance of effective communication and relationships with parents</li> <li>● Improve knowledge of local referral and care pathways, interventions and help available and how to access support services as set out in the multi-agency PIMH Protocol</li> <li>● Learn about the Sutton PIMH Early Help Network and how this enhances services and collaborative working in Sutton.</li> </ul>

## 18. INTRODUCTION TO CONTEXTUAL SAFEGUARDING

<b>TRAINER</b>  Hanna Wedgwood & Denise Walford	<p>This training is targeted at professionals in direct contact with children who contribute to assessments and multi-agency meetings including social workers, family support workers, police and others that work with children at risk of or who have been exploited.</p> <p>Group Level 2 (regular contact with children, young people and/or parent/carer) or Level 3 (predominantly working with children) or above (including strategic leads) as set out in the Safeguarding Competency framework in London Safeguarding Child Procedures. NHS Inter-Collegiate Standards 2 and above for health professionals.</p>
<b>VENUE</b>  Virtual	<p>This session aims to introduce the idea of Contextual Safeguarding, and equip professionals with the tools to consider and respond to extra-familial harm using a Contextual Safeguarding approach.</p>
<b>DATES</b>  14/06/2022 09:30 - 12:30  21/09/2022 09:30 - 12:30  15/12/2022 09:30 - 12:30  16/03/2022 09:30 - 12:30	<p>By the end of the training participants will:</p> <ul style="list-style-type: none"> <li>● Understand the definition and types of extra-familial harm;</li> <li>● Understand what contextual safeguarding is, and be able to apply the approach in their daily work when safeguarding children;</li> <li>● Be able to apply contextual thinking to extra-familial risk;</li> <li>● Recognise the importance of different contexts, particularly when safeguarding adolescents;</li> <li>● Understand the theoretical underpinning of the approach;</li> <li>● Recognise and apply the idea of context weighting to recognise, and where able, intervene in that context to keep the child safe;</li> <li>● Be confident in considering safeguarding partners that go beyond the traditional partners when safeguarding children at risk of extra familial harm;</li> <li>● Have knowledge of recent serious case reviews that call for a contextual safeguarding approach;</li> <li>● Understand where Sutton’s current threshold guidance can be used in cases of extra-familial harm, as well as apply the working together guidance (2018) sections on contextual safeguarding in their work.</li> </ul>

## 19. INTRODUCTION TO RESTORATIVE PRACTICE

<b>TRAINER</b>	<b>TARGET GROUP</b>
Melissa Garner & Caroline Hartley	This training is targeted at: <ul style="list-style-type: none"><li>● Professionals in direct contact with children who undertake or contribute to risk assessments and multi-agency meetings including social workers, family support workers, foster carers, health professionals, schools, police and others who work with children at risk of abuse, neglect and exploitation.</li><li>● Group Level 2 (regular contact with children, young people and/or parent/carer) or Level 3 (predominantly working with children) or above (including strategic leads), and NHS Inter-Collegiate Standards 2 and above for health professionals.</li></ul>
<b>VENUE</b>	<b>AIMS</b>
Sutton Civic Offices	To provide participants with an overview of the theory and evidence-base of restorative practice and how restorative practice can be implemented in different settings to resolve conflict, restore relationships and repair harm.
<b>DATES</b>	<b>LEARNING OUTCOMES</b>
14/06/2022 09:15 - 17:00  06/09/2022 09:00 - 17:00  10/01/2023 09:00 - 17:00  21/03/2023 09:00 - 17:00	The course will enable participants to have a thorough understanding of: <ul style="list-style-type: none"><li>● What is restorative practice and how is it different from restorative justice?</li><li>● The history, theories and evidence-base underlying restorative practice.</li><li>● The principles of restorative practice and RJC Practitioner competency framework.</li><li>● The different models of restorative practice and settings in which restorative practice can be used.</li><li>● The use of restorative questions.</li><li>● Using informal restorative processes to resolve conflict, restore relationships and repair harm.</li></ul>

## 20. KEY PRINCIPLES IN RESPONDING TO SEXUAL VIOLENCE

<b>TRAINER</b>	<b>TARGET GROUP</b>
Rape Crisis	<p>This training is targeted at:</p> <ul style="list-style-type: none"> <li>● Group Level 2 (regular contact with children, young people and/or parent/carer) or Level 3 (predominantly working with children) or above (including strategic leads) as set out in the Safeguarding Competency framework in London Safeguarding Child Procedures. Inter-Collegiate Standards 2 for health professionals.</li> <li>● Adult Social Care staff within the London Borough of Sutton.</li> <li>● Staff Groups A, B, C, D, E and F as per the Bournemouth University National Mental Capacity Act Competency Framework.</li> <li>● Level 2 staff and above (ref: NHS Intercollegiate document 2018 - Adult Safeguarding: Roles and Competencies For Healthcare Staff): all practitioners who have regular contact with patients, their families or carers, or the public.</li> </ul>
<b>VENUE</b>	<b>AIMS</b>
Virtual	<ul style="list-style-type: none"> <li>● This course examines the myths and realities of sexual violence within a framework of violence against women and girls.</li> <li>● Participants will develop an understanding on the law surrounding rape and sexual assault – with a focus on consent.</li> <li>● Participants will be introduced to a model of best practice in working with sexual violence and will identify key principles in responding to disclosures of sexual violence sensitively and appropriately.</li> </ul>
<b>DATES</b>	<b>LEARNING OUTCOMES</b>
<p>19/07/2022 10:00 - 13:00</p> <p>06/10/2022 10:00 - 13:00</p>	<p>By attending this course, participants will:</p> <ul style="list-style-type: none"> <li>● Explore the impact of societal attitudes and myths around sexual violence on survivors</li> <li>● Gain awareness of how societal attitudes towards sexual violence can either inhibit or encourage disclosures</li> <li>● Learn definitions of rape and sexual assault</li> <li>● Learn how to define consent in law and ethical practice</li> <li>● Be introduced to the empowerment model as best practice in supporting survivors of sexual violence</li> <li>● Be able to name and understand key principles in responding to disclosures of sexual violence</li> <li>● Increase their awareness of specialist external sexual violence support services.</li> </ul>

## 21. MENTAL CAPACITY ACT TRAINING FOR PROFESSIONALS WORKING WITH CHILDREN, YOUNG PEOPLE AND THEIR FAMILIES

<b>TRAINER</b>	<b>TARGET GROUP</b>
St Thomas Training	<p>This training is targeted at Group Level 2 (in regular contact with children, young people and/or parent/carer) or Level 3 (predominantly working with children) as set out in the Safeguarding Competency framework in London Safeguarding Child Procedures. NHS Inter-Collegiate Standards 2 and 3 for health professionals.</p> <p><b>Please note:</b> this is a two half-day course and participants must attend both days.</p>
<b>VENUE</b>	<b>AIMS</b>
Virtual	<p>The aim of this course is to:</p> <ul style="list-style-type: none"> <li>● Give participants an overall understanding of how the MCA applies to their day-to-day work settings.</li> <li>● The focus is on the ability (i.e. “mental capacity”) of adults to make informed decisions in relation to their children and how the MCA relates to young people aged 16 and 17.</li> </ul>
<b>DATES</b>	<b>LEARNING OUTCOMES</b>
<p>31/05/2022 09:30 - 12:30 01/06/2022 09:30 - 12:30</p> <p>12/01/2023 13:30 - 16:30 13/01/2023 13:30 - 16:30</p>	<p>By the end of the course, attendees will have an:</p> <ul style="list-style-type: none"> <li>● Improved awareness of the Mental Capacity Act, and be able to explain why and how it was introduced;</li> <li>● Improved knowledge about the five principles of the Act’s Code of Practice and understand what is meant by “capacity”;</li> <li>● Understanding about how to assess whether someone does or does not have capacity;</li> <li>● Awareness about the new criminal offence of “ill-treatment or wilful neglect”;</li> <li>● Awareness of how the Act protects workers from being prosecuted, and service users from being abused;</li> <li>● Awareness of the purpose of an Advance Decision and Lasting Power of Attorney and be able to apply to practice;</li> <li>● Awareness of the powers of the Court of Protection and the Office of the Public Guardian and be able to list the functions;</li> <li>● Awareness about the role of the Independent Mental Capacity Advocate (IMCA) and how it applies in practice;</li> <li>● Improved understanding about the importance of record keeping to support all decisions;</li> <li>● Improved understanding of case law through exploring examples that have been heard in the Court of Protection, particularly ones relating to anyone aged 16+ who lacks the capacity to consent to sex, or have a child, or care for a child;</li> <li>● Improved understanding about how issues of capacity to consent affect young people aged 16 and 17.</li> </ul>

## 22. MENTAL HEALTH AWARENESS

<b>TRAINER</b>	<b>TARGET GROUP</b>
St Thomas Training	<p>This two-day course is targeted to those who need to develop awareness about adult mental health to carry out their roles and responsibilities such as social care workers, carers, health professionals, schools, police, public health and others that are part of the adults and children safeguarding partnership in the London Borough of Sutton.</p> <p><b>Please note:</b> this is a two half-day course and both part one and part two must be attended.</p>
<b>VENUE</b>	<b>AIMS</b>
Virtual	<p>The aim of this session is to give participants an overall understanding of what mental health is, how mental health problems affect the people who have them, how mental health problems affect the people who care for the people that have them, and how they can best be managed.</p>
<b>DATES</b>	<b>LEARNING OUTCOMES</b>
05/04/2022- 06/04/2022 09:30 - 12:30	<p>By the end of this course participants will have:</p> <ul style="list-style-type: none"><li>● Improved understanding of the differentiation between mental wellbeing and mental disorder;</li><li>● Sufficient knowledge to explain how a mental disorder does or does not constitute a mental health problem;</li><li>● Gained understanding of the thresholds for accessing secondary/specialist mental health services;</li><li>● Gained knowledge of some of the common signs and symptoms of different mental disorders;</li><li>● Explored some approaches to treating, responding to and helping someone who experiences symptoms of mental illness;</li><li>● Gained knowledge of resources in the local community which may be helpful to people with mental health problems;</li><li>● Improved understanding of the risks some people with mental health problems can pose to themselves and to others;</li><li>● Appreciation of how the Mental Health Act 1983 (2007) and other relevant legislation applies to their working lives.</li></ul>

## 23. MISSING AND ABSENT CHILDREN

<b>TRAINER</b>  Mandy Jallow, Specialist Safeguarding Lead & Sharon McCann, JIGSAW4U	<b>TARGET GROUP</b>  This training is targeted at: <ul style="list-style-type: none"> <li>● Professionals in direct contact with children who undertake or contribute to risk assessments and multi-agency meetings including social workers, family support workers, health professionals, schools, police and others who work with children at risk of abuse, neglect and exploitation.</li> <li>● Group Level 2 (regular contact with children, young people and/or parent/carer) or Level 3 (predominantly working with children) or above (including strategic leads), and NHS Inter-Collegiate Standards 2 and above for health professionals.</li> </ul>
<b>VENUE</b>  Virtual	<b>AIMS</b>  This session aims to: <ul style="list-style-type: none"> <li>● Review definitions of missing and absent, the legislation, protocols and procedures related to missing children and equip professionals with tools to assess risk and intervene appropriately when a child is at risk of or has been missing.</li> <li>● The training will be a combination of information sharing and activity-based learning to promote a child-centred approach to multi-agency safeguarding of missing children.</li> </ul>
<b>DATES</b>  22/06/2022 09:30 - 12:30  19/10/2022 09:30 - 12:30	<b>LEARNING OUTCOMES</b>  By the end of the training participants should: <ul style="list-style-type: none"> <li>● Be able to distinguish between children who are missing and those who are considered absent from home/care.</li> <li>● Understand legislation and procedures related to missing and absent.</li> <li>● Understand roles and responsibilities of different agencies in relation to missing and absent, as set out in the LSCP Missing and Safeguarding Adolescents protocols.</li> <li>● Be able to recognise the signs and vulnerabilities of children at risk of missing.</li> <li>● Increased confidence in risk management &amp; safety planning.</li> <li>● Improved understanding of parents/carers' role in reducing missing episodes.</li> <li>● Be able to effectively engage children to explore concerns around missing.</li> <li>● Knowledge of and increased skills in completing the preparatory tools, such as the grab pack.</li> <li>● Understand the purpose of and how to use Return Home Interviews as a tool.</li> <li>● Increased understanding of learning from Serious Case Reviews.</li> <li>● Understand the local services and support available for missing children.</li> </ul>

## 24. MULTI-AGENCY PERINATAL AND INFANT MENTAL HEALTH (PIMH) AWARENESS TRAINING FOR PRACTITIONERS

<b>TRAINER</b>  Jane Dagnell	<b>TARGET GROUP</b>  This training is targeted at professionals in direct contact with children who undertake or contribute to risk assessments and multi-agency meetings including social workers, family support workers, foster carers, health professionals, schools, police and others who work with children at risk of abuse, neglect and exploitation. Level 3 (predominantly working with children) or above (including strategic leads), and NHS Inter-Collegiate Standards 2 and above for health professionals. <b>Please note:</b> participants are expected to have read the <a href="#">Multi-agency PIMH Protocol</a> prior to attending the training.
<b>VENUE</b>  Virtual	<b>AIMS</b>  The aim of this course is to provide practitioners with the knowledge, skills and abilities: <ul style="list-style-type: none"> <li>● To recognise the most common perinatal mental disorders (CPMDs) including anxiety and depression</li> <li>● To apply best practice approaches to assess, refer and manage CPMDs as effectively as possible.</li> <li>● To identify and respond to early help or safeguarding concerns that relate to mental health pre- and post-partum</li> <li>● To understand the impact of perinatal and infant mental health and how it can affect the individual, child, and society</li> <li>● To recognise the mental health stigma, how it differs within the local community, and the barriers to access support</li> </ul> The training will provide a mix of knowledge-based content and interactive exercises, including case studies to understand the range of interventions and help available (locally and nationally) and <i>when</i> and <i>how</i> to access these most effectively.
<b>DATES</b>  28/06/2022 09:15 - 14:30  06/12/2022 09:15 - 14:30	<b>LEARNING OUTCOMES</b>  By attending this course, participants will: <ul style="list-style-type: none"> <li>● Update knowledge about common clinical features of perinatal mental health illness to aid early recognition and help.</li> <li>● Improve knowledge about the risk factors for developing perinatal mental health illness</li> <li>● Improve knowledge of Postpartum Psychosis, including risks for developing and interventions</li> <li>● Improve understanding about the impact of stigma for the individual in relation to perinatal mental health, including the specific issues relating to diverse ethnic cultural, and religious backgrounds within the wider community.</li> <li>● Increase understanding of fathers/partners and perinatal mental health.</li> <li>● Increase understanding about the suicide risks associated with perinatal mental illness</li> <li>● Increase understanding about the child and infant safeguarding risks associated with perinatal mental illness</li> <li>● Improve knowledge of local referral/care pathways and how to access support services as in the M-A PIMH Protocol</li> <li>● Learn about the Sutton PIMH Early Help Network and how this enhances services and collaborative working in Sutton.</li> </ul>

## 25. NEGLECT AND AN INTRODUCTION TO ASSESSMENT TOOLS

<b>TRAINER</b>  Carla Thomas, Refocus on Practice	<b>TARGET GROUP</b>  This training is targeted at: <ul style="list-style-type: none"> <li>● Professionals in direct contact with children who undertake or contribute to risk assessments and multi-agency meetings including social workers, family support workers, health professionals, schools, police and others who work with children at risk of abuse, neglect and exploitation.</li> <li>● Group Level 2 (regular contact with children, young people and/or parent/carer) or Level 3 (predominantly working with children) or above (including strategic leads), and NHS Inter-Collegiate Standards 2 and above for health professionals.</li> </ul>
<b>VENUE</b>  Virtual	<b>AIMS</b>  The course will support participants to recognise, assess and manage neglect cases through child focused interventions.
<b>DATES</b>  24/06/2022 09:30 - 12:30  22/09/2022 09:30 - 12:30  28/02/2023 09:30 - 12:30	<b>LEARNING OUTCOMES</b>  By the end of the course participants will: <ul style="list-style-type: none"> <li>● Be familiar with key up-to-date research in relation to childhood neglect, including messages from local and national Serious Case Reviews, and have considered the implication for practice;</li> <li>● Appreciate the complexity of the multi-faceted definition of neglect and the concept of cumulative harm;</li> <li>● Be able to distinguish between indicators of neglect, across different stages of child development, and risk or protective factors;</li> <li>● Have considered barriers to recognition of neglect and know how to effectively challenge parents or carers to achieve better outcomes for the child or young person;</li> <li>● Be able to use a range of evidence based assessment tools to assess neglect and know how to analyse the impact of neglect on individual children/young people;</li> <li>● Identify measurable child focused interventions to support children, young people and their families;</li> <li>● Understand the requirements to capture the voice of the child in all stages of the referral, assessment and planning stage, and prepare reports for multi-agency child protection conferences and other meetings.</li> </ul>

## 26. PERSONALITY DISORDER

<b>TRAINER</b>	<b>TARGET GROUP</b>
St Thomas Training	This two-day course is targeted to those who need to develop awareness about adult mental health to carry out their roles and responsibilities such as social care workers, carers, health professionals, schools, police, public health and others that are part of the adults and children safeguarding partnership in the London Borough of Sutton. <b>Please note:</b> this is a two half-day course and both part one and part two must be attended.
<b>VENUE</b>	<b>AIMS</b>
Virtual	The aim of this session is to give participants an overall understanding of what personality disorders are, and how to deal with someone who has one.
<b>DATES</b>	<b>LEARNING OUTCOMES</b>
05/09/2022- 06/09/2022 09:30 - 12:30	By the end of this course participants will: <ul style="list-style-type: none"><li>● Be able to describe how a personality disorder differs from a “normal” personality and the difficulties with diagnosing a personality disorder;</li><li>● Appreciate the difference between a personality disorder and a neurotic or psychotic mental disorder;</li><li>● Be able to identify the common signs and symptoms of the 10 types of personality disorder;</li><li>● Have explored good and poor practice in dealing with people who have personality disorders;</li><li>● Understand how the Mental Health Act applies to people who have personality disorders;</li><li>● Know about some of the treatment options and resources which may be available to help support people with personality disorders, and to support the professionals and family members who deal with them;</li><li>● Appreciate some of the emotional effects on professionals, and family members, of working with (or living with) someone who has a personality disorder.</li></ul>

## 27. PERSPECTIVES ON CHILD/ADOLESCENT TO PARENT/CARER VIOLENCE

<b>TRAINER</b>  Hannah Sansom, Ava Project	<b>TARGET GROUP</b>  This training is targeted to: <ul style="list-style-type: none"> <li>• Social workers, family support workers, adolescent and adult health and social care practitioners, health professionals from a broad range of universal and specialist backgrounds, child care, early years, schools and education providers, volunteers and those in the private and independent sector.</li> <li>• The training is designed to meet the competency requirements at Group Level 2 (regular contact with children, young people and/or parent/carer) or Level 3 (predominantly working with children) or above (including strategic leads) as set out in the Safeguarding Competency framework in London Safeguarding Child Procedures. NHS Inter-Collegiate guidance for health professionals.</li> </ul>
<b>VENUE</b>  Virtual	<b>AIMS</b> <ul style="list-style-type: none"> <li>• An interactive, practical session on adolescent to parent (carer) violence (APV), designed to raise awareness of the topic and provide participants with an opportunity to explore the dynamics of the issue as a profile of domestic abuse.</li> <li>• Information will be provided on definitions, background theories, prevalence, risk factors, case studies and behaviour patterns.</li> <li>• Consideration will be given of the problems of engaging with families around this issue and an overview of current service provision (models of work) will be provided.</li> <li>• The day aims to increase knowledge of this issue and ways to respond, although it is not a training to deliver a specific intervention model, some useful activities for both parents and young people will be provided.</li> </ul>
<b>DATES</b>  01/07/2022 10:00 - 13:00  05/10/2022 10:00 - 13:00  03/03/2023 10:00 - 13:00	<b>LEARNING OUTCOMES</b>  At the end of the course participants will be able to: <ul style="list-style-type: none"> <li>• To gain an understanding of the dynamics and contexts of APV;</li> <li>• To explore patterns of abusive behaviour and family case studies;</li> <li>• To gain an overview of background theory, sector statistics and risk factors;</li> <li>• To learn about the barriers and approaches to engage with young people and parents in relation to this issue;</li> <li>• To increase knowledge about current service provision and developing practice.</li> </ul>

## 28. PREPARATION FOR IMPLEMENTING LIBERTY PROTECTION SAFEGUARDS (LPS) FOR THOSE WORKING WITH YOUNG PEOPLE AGED 16-25 YEARS

<b>TRAINER</b>	<b>TARGET GROUP</b>
St Thomas Training	<p>This two-day course is targeted to those who need to develop awareness about adult mental health to carry out their roles and responsibilities such as social care workers, carers, health professionals, schools, police, public health and others that are part of the adults and children safeguarding partnership in the London Borough of Sutton.</p> <p><b>Please note:</b> this is a two half-day course and both part one and part two must be attended.</p>
<b>VENUE</b>	<b>AIMS</b>
Virtual	<p>The aim of this session is to improve the understanding of the LPS, and to examine what changes they need to make in order to accommodate the transition from Deprivation of Liberty Safeguards to the new statutory requirements that under LPS.</p> <p>NB: At the time of writing this outline the Code of Practice, and various regulations, are still to be finalised. We will of course incorporate these into the training as soon as they are available.</p>
<b>DATES</b>	<b>LEARNING OUTCOMES</b>
<p>25/10/2022-13:30-16:30</p> <p>26/10/2022-13:30-16:30</p>	<p>By the end of this course participants should:</p> <ul style="list-style-type: none"> <li>● Know the definition of “deprivation of liberty” as set out in the Mental Capacity (Amendment) Act 2019, and understand how that concept applies to under 11s, 12-15 year-olds and 16-25 year-olds</li> <li>● Identify who is their Responsible Body, and appreciate how it can authorise the arrangements for the care or treatment of their service users aged 16+ which give rise to a deprivation of liberty</li> <li>● Know how to make a referral to the Responsible Body re a deprivation of liberty for someone aged 16+</li> <li>● Be able to explain the purpose of the 3 assessments (the “Mental Capacity Assessment”, the “Medical Assessment” and the “Necessary and Proportionate Assessment”), and who can undertake these</li> <li>● Be able to explain the purpose and roles of the Approved Mental Capacity Professional, the Independent Mental Capacity Advocate, the Pre-Authorisation Reviewer, the Authoriser and the Appropriate Person</li> <li>● Understand the safeguards that are put in place by the authorisation, and be able to explain how the person aged 16+ can challenge an authorisation.</li> <li>● Be able to explain how the LPS interfaces with the Mental Health Act 1983</li> <li>● Have examined and discussed various case studies and examples relevant to their work settings</li> <li>● Know what parts (if any) of their existing DoLS policies/procedures they can use in relation to the LPS</li> </ul>

- Have explored what actions they need to take now, and over the coming months, to accommodate the transition in their own work settings from the old DoLS to the new LPS.

## 29. PREVENT (WRAP) AWARENESS TRAINING: SAFEGUARDING AGAINST RADICALISATION AND EXTREMISM

<b>TRAINER</b>  Stephen Welding, Cognus	<b>TARGET GROUP</b>  <ul style="list-style-type: none"> <li>• Children and Adult Social Care staff within the London Borough of Sutton and the Private, Independent and voluntary (PVI) sector supporting Sutton residents.</li> <li>• Group Level 2 (regular contact with children, young people and/or parent/carer) or Level 3 (predominantly working with children) or above (including strategic leads) as set out in the Safeguarding Competency framework in London Safeguarding Child Procedures. NHS Inter-Collegiate Standards 2 and above for health professionals.</li> <li>• Level 2 staff and above (ref: NHS Intercollegiate document 2018 - Adult Safeguarding: Roles and Competencies For Healthcare Staff): All practitioners who have regular contact with patients, their families or carers, or the public.</li> </ul>
<b>VENUE</b>  Virtual	<b>AIMS</b>  This course covers the Statutory Prevent Duty – 1 July 2015, Section 26 of the Counter-Terrorism and Security Act 2015 places a duty on certain bodies to have “due regard to the need to prevent people from being drawn into terrorism”. The Prevent Duty applies to all forms of Extremism. It is designed to embed compliance to the Statutory Prevent duty in everyday business, providing staff training to implement the duty effectively. Preventing Extremism and Radicalisation Training Schedule for the day: <ul style="list-style-type: none"> <li>• Statutory Prevent Duty Awareness;</li> <li>• Recognising Extremism, Radicalisation Processes, Terrorism, How to Safeguard individuals who may be vulnerable to being groomed into extremism and potentially terrorism;</li> <li>• Channel Referrals – Multi-Agency Support.</li> </ul>
<b>DATES</b>  08/07/2022 15:00 - 16:30  23/02/2023 15:00 - 16:30	<b>LEARNING OUTCOMES</b>  At the end of the course participants will be able to: <ul style="list-style-type: none"> <li>• Understand the requirements and responsibilities of the Statutory Prevent Duty;</li> <li>• Understand the factors that can make people vulnerable to being drawn into terrorism and to challenge extremist ideas which are used by terrorist groups and can purport to legitimise terrorism;</li> <li>• Understand how and where early intervention opportunities can be maximised.</li> </ul>

### 30. PROMOTING POSITIVE PATHWAYS FOR YOUNG PEOPLE WHO HAVE EXHIBITED HARMFUL SEXUAL BEHAVIOUR

<b>TRAINER</b>  Sian Meader, The Lucy Faithfull Foundation	<b>TARGET GROUP</b>  This training is targeted at: <ul style="list-style-type: none"> <li>● Professionals in direct contact with children who undertake or contribute to risk assessments and multi-agency meetings including social workers, family support workers, health professionals, schools, police and others who work with children at risk of abuse, neglect and exploitation.</li> <li>● Group Level 2 (regular contact with children, young people and/or parent/carer) or Level 3 (predominantly working with children) or above (including strategic leads), and NHS Inter-Collegiate Standards 2 and above for health professionals.</li> </ul>
<b>VENUE</b>  Virtual	<b>AIMS</b>  The aim of this course is to: <ul style="list-style-type: none"> <li>● Raise awareness to help professionals, carers and volunteers understand healthy sexual development and how to distinguish it from Harmful Sexual Behaviour (HSB) in children and young people, and when to refer concerns for a risk assessment and interventions.</li> </ul>
<b>DATES</b>  06/07/2022 10:00 - 13:00  07/07/2022 10:00 - 13:00	<b>LEARNING OUTCOMES</b>  By attending this course, participants will have: <ul style="list-style-type: none"> <li>● An improved understanding about what is HSB, and what is normal as part of healthy sexual development and how to respond appropriately to address and refer concerns;</li> <li>● Developed an understanding about the common factors which may contribute to HSB and what to consider when identifying HSB;</li> <li>● Developed an understanding about the issues related to stigma of children who have displayed harmful sexual behaviour;</li> <li>● Examined the impact on workers or carers and how to look after your own needs;</li> <li>● Explored the use of tools to identify and respond to HSB and resources Developed an understanding about the mechanisms of denial and how to effectively manage barriers to identifying and responding to needs;</li> <li>● Developed the knowledge and understanding about how to manage and respond to different types of concerns, risk and immediate risks and the safety planning process;</li> <li>● The course will have a mix of knowledge based content, videos and use case studies in small group exercises.</li> </ul>

## 31. SAFE & TOGETHER OVERVIEW TRAINING

<b>TRAINER</b>  Raanaa Javaid- Respect	<b>TARGET GROUP</b>  This training is targeted at: <ul style="list-style-type: none"> <li>● Professionals in direct contact with children who undertake or contribute to risk assessments and multi-agency meetings including social workers, family support workers, health professionals, schools, police and others who work with children at risk of abuse, neglect and exploitation.</li> <li>● Group Level 2 (regular contact with children, young people and/or parent/carer) or Level 3 (predominantly working with children) or above (including strategic leads), and NHS Inter-Collegiate Standards 2 and above for health professionals.</li> </ul>
<b>VENUE</b>  Virtual	<b>AIMS</b>  The aim of this session is to provide an introduction to the Safe & Together Model and the principles that underpin it.
<b>DATES</b>  29/06/2022 – 13:00-16:00  30/06/2022 – 13:00-16:00	<b>LEARNING OUTCOMES</b>  After attending this course you will: <ul style="list-style-type: none"> <li>● Have an understanding of the components of a perpetrator pattern framework</li> <li>● Have greater knowledge about the Safe &amp; Together Model principles and components and how those guide practice in various roles</li> <li>● Have a better understanding of how to use the Safe &amp; Together Model as a way to enhance good practice in various roles, reduce risk effectively and achieve better outcomes</li> </ul>

## 32. SAFEGUARDING CHILDREN WITH DISABILITIES

<b>TRAINER</b>  Mary Webb, Refocus on Practice	<b>TARGET GROUP</b>  This training is targeted at: <ul style="list-style-type: none"> <li>● Professionals in direct contact with children who undertake or contribute to risk assessments and multi-agency meetings including social workers, family support workers, health professionals, schools, police and others who work with children at risk of abuse, neglect and exploitation.</li> <li>● Group Level 2 (regular contact with children, young people and/or parent/carer) or Level 3 (predominantly working with children) or above (including strategic leads), and NHS Inter-Collegiate Standards 2 and above for health professionals.</li> </ul>
<b>VENUE</b>  Virtual	<b>AIMS</b>  The aim of this course is to: <ul style="list-style-type: none"> <li>● Improve practitioner’s knowledge and skills as they relate to safeguarding and supporting children with disabilities.</li> <li>● The course will explore the legal framework for safeguarding disabled children, how professional attitudes, assumptions and barriers can increase risk and lessen protection for disabled children and related groups of children, as well as the impact specific impairments/disabilities might have on a child’s exposure to risk.</li> </ul>
<b>DATES</b>  06/04/2022 09:30 - 12:30  04/10/2022 09:30 - 12:30  08/02/2023 09:30 - 12:30	<b>LEARNING OUTCOMES</b>  By attending this course, participants will have: <ul style="list-style-type: none"> <li>● Understood the statutory basis for referral, assessment and intervention and application of the LSCP threshold criteria;</li> <li>● Understood the key messages from research and Serious Case Reviews (SCR) and the importance to capture the voice of the child in all stages of the child protection process;</li> <li>● Explored different models of disability and how they might impact on the process of assessing risk;</li> <li>● Examine how societal beliefs and attitudes can impact on the protection of disabled children;</li> <li>● Identified additional vulnerabilities of disabled children to the different categories of abuse;</li> <li>● Identified indicators of neglect and abuse, undertaken risk assessments, and preparing reports for safeguarding meetings;</li> <li>● Considered the communication skills necessary when working with disabled children in order to ascertain their experiences;</li> <li>● Considered personal safety skills activities in direct work with disabled children and their parents/carers;</li> <li>● Considered how to ensure that child protection systems are used effectively to safeguard disabled children;</li> <li>● Understand the impact on parents when caring for a disabled child and what types of support they may need;</li> <li>● Considered how multi-agency responses can contribute to promoting the safety and welfare of disabled children;</li> <li>● Considered how transitional safeguarding can support a positive transition to adulthood.</li> </ul>

### 33. SAFEGUARDING FIRE AWARENESS WITH THE LONDON FIRE BRIGADE

<b>TRAINER</b>  Local Station Commander and Community Safety Officer, London Fire Brigade	<b>TARGET GROUP</b>  This training is targeted at: <ul style="list-style-type: none"> <li>● Professionals in direct contact with children who undertake or contribute to risk assessments and multi-agency meetings including social workers, family support workers, health professionals, schools, police and others who work with children at risk of abuse, neglect and exploitation.</li> <li>● Group Level 2 (regular contact with children, young people and/or parent/carer) or Level 3 (predominantly working with children) or above (including strategic leads), and NHS Inter-Collegiate Standards 2 and above for health professionals.</li> </ul>
<b>VENUE</b>  Virtual	<b>AIMS</b>  The aims of this session are: <ul style="list-style-type: none"> <li>● To provide participants with the fire service’s role in community safety and Sutton Multi-Agency partnerships;</li> <li>● To raise awareness of the characteristics and behaviours that increase fire risk for vulnerable people, and the actions carers can take to reduce that risk.</li> </ul>
<b>DATES</b>  23/06/2022 10:00 - 12:00	<b>LEARNING OUTCOMES</b>  By the end of the course participants will be able to: <ul style="list-style-type: none"> <li>● Know the fire service’s role in community safety;</li> <li>● Be familiar with the Sutton Multi-Agency partnership and their role within it;</li> <li>● Provide fire safety awareness to those with caring responsibilities;</li> <li>● Recognise individuals who are at high risk of having a fire;</li> <li>● Describe what to do in the event of a fire;</li> <li>● Identify the key high risk factors;</li> <li>● Know what actions to take and control measures that can be applied to reduce fire risks;</li> <li>● Know how to apply the London Fire Brigade (LFB)’s risk referral matrix;</li> <li>● Know the significant risks associated with hoarding in the home;</li> <li>● What LFB advice and guidance is available via the LFB’s website.</li> </ul>

### 34. SAFELIVES DASH RISK CHECKLIST FOR THE IDENTIFICATION OF HIGH RISK CASES OF DOMESTIC ABUSE, STALKING AND 'HONOUR'-BASED VIOLENCE

<p><b>TRAINER</b></p> <p>Zoe Gallen, Refocus on Practice</p>	<p><b>TARGET GROUP</b></p> <p>This training is targeted at:</p> <ul style="list-style-type: none"> <li>● Professionals in direct contact with children who undertake or contribute to risk assessments and multi-agency meetings including social workers, family support workers, health professionals, schools, police and others who work with children at risk of abuse, neglect and exploitation.</li> <li>● Group Level 2 (regular contact with children, young people and/or parent/carer) or Level 3 (predominantly working with children) or above (including strategic leads), and NHS Inter-Collegiate Standards 2 and above for health professionals.</li> </ul>
<p><b>VENUE</b></p> <p>Virtual</p>	<p><b>AIMS</b></p> <p>The aim of this course is to:</p> <ul style="list-style-type: none"> <li>● Equip participants with the knowledge, skills and confidence required to apply the SafeLives risk assessment model in practice and how it fits into a wider public protection framework. It will also cover the profile of the domestic violence perpetrator and nature of serial offending and lessons learned from homicide reviews using case studies.</li> <li>● Further details about the SafeLives risk assessment tool is available <a href="#">here</a>.</li> </ul>
<p><b>DATES</b></p> <p>12/05/2022 09:30 - 12:30</p> <p>15/09/2022 09:30 - 12:30</p> <p>19/01/2023 09:30 - 12:30</p>	<p><b>LEARNING OUTCOMES</b></p> <p>By the end of the course participants will have:</p> <ul style="list-style-type: none"> <li>● An improved understanding about agency responsibility in relation to risk identification, assessment and management;</li> <li>● Developed knowledge about the evidence base that underpin the SaveLives risk model and how it fits into the risk management process;</li> <li>● An improved understanding about the risk identification process and the high risk factors for serious harm and homicide;</li> <li>● An increased understanding about the profile of the domestic violence perpetrator and nature of serial offending;</li> <li>● An increased confidence to apply the model;</li> <li>● Developed an understanding about how the model fits into partnership working and the risk management panels including the Multi-Agency Risk Assessment Conferences (MARACs) and Multi-Agency Public Protection Arrangements (MAPPA).</li> </ul>

## 35. SCHIZOPHRENIA AND BIPOLAR

<b>TRAINER</b>  St Thomas Training	<b>TARGET GROUP</b>  This training is targeted at: <ul style="list-style-type: none"> <li>● Professionals in direct contact with children who undertake or contribute to risk assessments and multi-agency meetings including social workers, family support workers, health professionals, schools, police and others who work with children at risk of abuse, neglect and exploitation.</li> <li>● Group Level 2 (regular contact with children, young people and/or parent/carer) or Level 3 (predominantly working with children) or above (including strategic leads), and NHS Inter-Collegiate Standards 2 and above for health professionals.</li> </ul>
<b>VENUE</b>  Virtual	<b>AIMS</b>  The aim of this session is to give participants an overall understanding of what it might be like to live with schizophrenia or bi-polar disorder (manic depression), and to give some practical suggestions for supporting someone who has either of these conditions.
<b>DATES</b>  29/06/2022-30/06/2022 09:30 - 12:30	<b>LEARNING OUTCOMES</b>  By the end of this course participants will: <ul style="list-style-type: none"> <li>● Have explored some facts and figures relating to schizophrenia and bi-polar disorder;</li> <li>● Be able to list the main positive and negative symptoms of schizophrenia and bi-polar disorder;</li> <li>● Be able to describe the characteristics of the five main types of schizophrenia and the two main types of bi-polar disorder;</li> <li>● Have experienced what it might be like to have hallucinations, and also have practised ways of communicating with a person who has hallucinations;</li> <li>● Be aware of some of the different types of medication, other treatments and sources of support that can be offered to people who have either schizophrenia or bi-polar disorder;</li> <li>● Have explored issues relating to self-harm and suicide for people who have schizophrenia or bi-polar disorder;</li> <li>● Have explored issues relating to risks to others that some people who have schizophrenia or bi-polar disorder may present;</li> <li>● Be able to list resources in the local community which may be helpful to people who have schizophrenia or bi-polar disorder.</li> </ul>

## 36. SELF-HARM MANAGEMENT (FULL DAY)

<b>TRAINER</b>  Megan Kent, Sutton CAMHS	<b>TARGET GROUP</b>  This training is targeted at: <ul style="list-style-type: none"> <li>● Professionals in direct contact with children who undertake or contribute to risk assessments and multi-agency meetings including social workers, family support workers, health professionals, schools, police and others who work with children at risk of abuse, neglect and exploitation.</li> <li>● Group Level 2 (regular contact with children, young people and/or parent/carer) or Level 3 (predominantly working with children) or above (including strategic leads), and NHS Inter-Collegiate Standards 2 and above for health professionals.</li> </ul>
<b>VENUE</b>  Virtual	<b>AIMS</b>  This course aims to: <ul style="list-style-type: none"> <li>● Provide participants with the knowledge required to identify, assess and support children and young people who self-harm.</li> <li>● It also covers statutory requirements, pan-London child protection procedures and local area practice and the application of the LSCP management of self-harm and suicidal ideation protocol.</li> <li>● The session will include exercises based on case studies.</li> </ul>
<b>DATES</b>  23/06/2022 09:30 - 16:30  21/10/2022 09:30 - 16:30  28/02/2023 09:30 - 16:30	<b>LEARNING OUTCOMES</b>  By attending this course, participants will have: <ul style="list-style-type: none"> <li>● An improved awareness of identification of self-harm and assessment of risk levels in line with the LSCP threshold guidance;</li> <li>● An increased understanding and knowledge of how to manage conversations about self-harm;</li> <li>● Developed an understanding of coping/distraction strategies and distress tolerance;</li> <li>● Developed skills and knowledge to complete safety plans/What If Plan for self-harm and how to involve the parent/carer;</li> <li>● Developed an understanding of what best practice in managing self-harm looks like by sharing case examples;</li> <li>● To consider the differences in suicidal ideation and self-harm and how they relate to each other.</li> </ul>

## 37. SUBSTANCE MISUSE AND YOUNG PEOPLE

<b>TRAINER</b>  Darren Nicholas & Jess Kelly, Inspire Partnership	<b>TARGET GROUP</b>  This training is targeted at: <ul style="list-style-type: none"> <li>● Professionals in direct contact with children who undertake or contribute to risk assessments and multi-agency meetings including social workers, family support workers, health professionals, schools, police and others who work with children at risk of abuse, neglect and exploitation.</li> <li>● Group Level 2 (regular contact with children, young people and/or parent/carer) or Level 3 (predominantly working with children) or above (including strategic leads), and NHS Inter-Collegiate Standards 2 and above for health professionals.</li> </ul>
<b>VENUE</b>  Virtual	<b>AIMS</b>  <ul style="list-style-type: none"> <li>● This course will help workers understand the types of drugs and alcohol young people use, why they use them and how things are changing.</li> <li>● There is increasing evidence of young people using substances, such as ketamine, MDMA, Cannabis and a range of legal highs including alcohol.</li> <li>● The course will help people recognise drug/alcohol issues among young people and respond appropriately. The course will also look at when you should refer the person to a specialist for further help.</li> </ul>
<b>DATES</b>  21/09/2022 09:30 - 16:30  02/03/2023 09:30 - 16:30	<b>LEARNING OUTCOMES</b>  By the end of the course participants will: <ul style="list-style-type: none"> <li>● Describe the nature and extent of substance use amongst young children;</li> <li>● Provide some substance related advice and information to young children;</li> <li>● Clarify their role in supporting a young person's substance misuse;</li> <li>● Understand when to involve other agencies;</li> <li>● Understand Hidden Harm/Parental Drug Use.</li> </ul>

## 38. THRESHOLD GUIDANCE TRAINING

<b>TRAINER</b>  Carla Thomas, Refocus on Practice	<b>TARGET GROUP</b>  This training is targeted at: <ul style="list-style-type: none"> <li>● Professionals in direct contact with children who undertake or contribute to risk assessments and multi-agency meetings including social workers, family support workers, health professionals, schools, police and others who work with children at risk of abuse, neglect and exploitation.</li> <li>● Group Level 2 (regular contact with children, young people and/or parent/carer) or Level 3 (predominantly working with children) or above (including strategic leads), and NHS Inter-Collegiate Standards 2 and above for health professionals.</li> </ul>
<b>VENUE</b>  Virtual	<b>AIMS</b>  The aim of this session is to achieve consistency in the application of thresholds for referral and assessments. This will be achieved by examining the levels of needs, indicators of concern and pathways for support for children and families in Sutton. It covers: <ul style="list-style-type: none"> <li>● The criteria for undertaking an early help assessment and the type and level of early help services to be provided;</li> <li>● The criteria, including the level of need, for making decisions about whether the threshold for statutory interventions has been met and what type of services should be provided;</li> <li>● The concept of contextual safeguarding and risk factors relating to extra-familial harm;</li> <li>● Adolescent referral and assessment pathways;</li> <li>● Children with disabilities thresholds and pathways.</li> </ul>
<b>DATES</b>  22/06/2022 09:30 - 12:30  06/12/2022 09:30 - 12:30	<b>LEARNING OUTCOMES</b>  At the end of this session, participants will have: <ul style="list-style-type: none"> <li>● An improved understanding about how the changes to the multi-agency threshold guidance relate to their professional role;</li> <li>● An increased understanding about how to interpret indicators of concerns and apply needs levels consistently;</li> <li>● Increased knowledge about the new assessment framework triangles (school, neighbourhoods, and peer assessments);</li> <li>● An improved understanding about referral and assessment pathways for support in Sutton.</li> </ul>

## 39. TRAUMA INFORMED PRACTICE

<b>TRAINER</b>	<b>TARGET GROUP</b>
Hayley Tuffin	<p>This course is targeted to:</p> <ul style="list-style-type: none"><li>• All professionals and volunteers in early help, children’s social care, adolescent services, schools and health settings to help identify needs, assess and contribute to multi-agency meetings.</li><li>• Group Level 2 (regular contact with children, young people and/or parent/carer) or Level 3 (predominantly working with children) or above (including strategic leads) as set out in the Competence Still Matters training framework published by the London Safeguarding Children Board. Inter-Collegiate Standards 2 and above for health professionals.</li></ul>
<b>VENUE</b>	<b>AIMS</b>
Virtual	<p>The aim of this course is to:</p> <ul style="list-style-type: none"><li>• Understand the impact of developmental trauma and how this differs from Post-Traumatic Stress Disorder (PTSD) and to reflect on current practice and think about what practitioners might need to do to implement a trauma-informed approach in their work to support children and families.</li></ul>
<b>DATES</b>	<b>LEARNING OUTCOMES</b>
20/06/2022 09:30 - 16:30  23/11/2022 09:30 - 16:30  22/02/2023 09:30 - 16:30	<p>By attending this course, participants will have:</p> <ul style="list-style-type: none"><li>• Improved their knowledge about the causes of developmental trauma and links with attachment relationships;</li><li>• Developed knowledge and understanding about the links with early developmental trauma and presentations of emotional distress, mental health diagnoses, self-harm and suicide;</li><li>• An improved understanding about the benefits of therapeutic parenting approaches for young people who have experienced developmental trauma;</li><li>• Developed knowledge and understanding about trauma informed approaches by the wider system / network and how this influences positive outcomes;</li><li>• Explored the impact on professionals working with people affected by trauma (i.e. secondary trauma) and to explore strategies for self-care;</li><li>• Developed knowledge and skills to apply tools/resources;</li><li>• Explored strategies that are helpful when working with children and families in a trauma-informed approach.</li></ul>

## 40. UNCONSCIOUS BIAS

<b>TRAINER</b>  Karen Budd	<b>TARGET GROUP</b>  This training is targeted to the adults and children workforce in the London Borough of Sutton. It includes those in: <ul style="list-style-type: none"> <li>● Direct contact with children who undertake or contribute to risk assessments and multi-agency meetings including social workers, family support workers, health professionals, schools, police and others who work with children at risk of abuse, neglect and exploitation.</li> <li>● Adult Social Care staff and Private, Independent and voluntary (PVI) sector professionals supporting Sutton residents in residential care, nursing care, home care, personal assistants, and supported living.</li> </ul>
<b>VENUE</b>  Virtual	<b>AIMS</b>  This course aims to: <ul style="list-style-type: none"> <li>● Raise awareness and improve the understanding about the layers of unconscious bias that may negatively affect those with protective characteristics under the Equality Act.</li> <li>● Provide an opportunity to critically reflect on our own bias, how such biases potentially affect behaviour negatively and influence decision making in the professional social care context.</li> <li>● Values and ethics are the underpinning ethos of the session to consider how we each are part of, and influencers in, the systems in which we live and work and how our own biases impact on the professional role.</li> <li>● Provide a safe, reflective space for discussion and shared learning across disciplines and includes group exercises.</li> </ul>
<b>DATES</b>  04/05/2022 09:30 - 16:30  06/09/2022 09:30 - 16:30  31/01/2023 09:30 - 16:30	<b>LEARNING OUTCOMES</b>  After attending this course participants will have: <ul style="list-style-type: none"> <li>● An improved awareness about the theory behind implicit bias, and how such biases might potentially affect behaviour negatively towards those with protective characteristics under the Equality Act;</li> <li>● An increased knowledge and understanding about the importance of being open to challenge bias;</li> <li>● An improved ability to identify and critically reflect on your own as well as group biases, and be able to recognise how these impact on the accessibility and experience of individuals and their help-seeking behaviour;</li> <li>● An improved ability to develop strategies to recognise and address implicit/unconscious bias;</li> <li>● An increased knowledge and understanding about the influence of our biases on decision making.</li> </ul>

## 41. UNDERSTANDING CHILD SEXUAL ABUSERS

<b>TRAINER</b>  Holly Burgin, The Lucy Faithfull Foundation	<b>TARGET GROUP</b>  This training is targeted at: <ul style="list-style-type: none"> <li>● Professionals in direct contact with children who undertake or contribute to risk assessments and multi-agency meetings including social workers, family support workers, health professionals, schools, police and others who work with children at risk of abuse, neglect and exploitation.</li> <li>● Group Level 2 (regular contact with children, young people and/or parent/carer) or Level 3 (predominantly working with children) or above (including strategic leads), and NHS Inter-Collegiate Standards 2 and above for health professionals.</li> </ul> <p><b>Please note:</b> this course is two half-days. Participants must attend both days.</p>
<b>VENUE</b>  Virtual	<b>AIMS</b>  The training aims to: <ul style="list-style-type: none"> <li>● Raise awareness about the risks that child sexual abusers pose to children and when to refer concerns for a risk assessment. The focus is on recognising signs, patterns and behaviour that cause concerns and referral pathways to children’s social care.</li> </ul>
<b>DATES</b>  13/10/2022 10:00 - 13:00 14/10/2022 10:00 - 13:00	<b>LEARNING OUTCOMES</b>  By attending this course, participants will have: <ul style="list-style-type: none"> <li>● Increased their knowledge and understanding about the different types of adult sex offenders and their different patterns of offending, including those who groom and abuse online;</li> <li>● Developed an understanding about models currently used to understand sexually abusive behaviour;</li> <li>● Developed the ability to recognise signs of concerns and when to refer concerns for a risk assessment;</li> <li>● Examined the interaction between a sex offender and the strategies they use to groom and target victims and their families;</li> <li>● Improved their understanding about the impact of offender attitudes and beliefs, as well as behaviour, on the children and young people they abuse.</li> </ul>

## 42. WORKING WITH CONFLICT AND HOSTILITY

<b>TRAINER</b>	<b>TARGET GROUP</b>
Carla Thomas, Refocus on Practice	This course is aimed at Group Level 2 (regular contact with children, young people and/or parent/carer) or Level 3 (predominantly working with children) or above (including strategic leads) as set out in the Safeguarding Competency framework in London Safeguarding Child Procedures. NHS Inter-Collegiate Standards 2 and above for health professionals.
<b>VENUE</b>	<b>AIMS</b>
Virtual	<p>This course is designed to:</p> <ul style="list-style-type: none"> <li>● Enable professionals to work effectively with resistant and hostile families and know how to mobilise the partnership in the event of an escalation of threats and violence towards professionals.</li> <li>● It considers the dynamic between professionals, parents and the wider relationships with family members by exploring issues of power and control, and other deep rooted psychological factors.</li> <li>● It provides effective approaches to conflict management, and strategies for confident, multi-agency working with families.</li> </ul>
<b>DATES</b>	<b>LEARNING OUTCOMES</b>
<p>12/09/2022 09:30 - 12:30</p> <p>23/02/2023 09:30 - 12:30</p>	<p>By the end of the course, participants will be able to:</p> <ul style="list-style-type: none"> <li>● Understand the paramountcy principle and the importance of the voice of the child in all stages of the CP process;</li> <li>● Describe how to engage with families to lessen the likelihood of resistance or aggression;</li> <li>● Recognise signs of disguised compliance, coercive control and other strategies used to deter professionals, and its implications for risk assessment;</li> <li>● Use messages from serious case reviews to inform their professional practice;</li> <li>● Examine own and other professional's response to resistant/hostile families and impact on worker/professional networks;</li> <li>● Describe a model for the assessment of parental motivation and capacity to change;</li> <li>● Describe what leads some families to be reluctant, resistant and hostile towards intervention by agencies;</li> <li>● Employ effective responses in engaging families which take into account the principles of anti-discriminatory practice;</li> <li>● Understand conflict theory and how the use of power is exercised in the professional relationship;</li> <li>● Develop strategies to ensure that they implement safe working practices by clearly assessing any risks to personal safety;</li> <li>● Use supervision and support effectively to identify and manage cases where parents display these characteristics;</li> <li>● Develop action plans to work more effectively with families who are aggressive, resistant or reluctant to engage;</li> <li>● To recognise the importance of record keeping and the impact if records are used within a legal process.</li> </ul>

### 43. WORKING WITH PERPETRATORS OF DOMESTIC ABUSE AND VIOLENCE

<b>TRAINER</b>	<b>TARGET GROUP</b>
Phillip Price & Lauren Charles-Spen celey	This training is targeted at: <ul style="list-style-type: none"><li>● Professionals in direct contact with children who undertake or contribute to risk assessments and multi-agency meetings including social workers, family support workers, health professionals, schools, police and others who work with children at risk of abuse, neglect and exploitation.</li><li>● Group Level 2 (regular contact with children, young people and/or parent/carer) or Level 3 (predominantly working with children) or above (including strategic leads), and NHS Inter-Collegiate Standards 2 and above for health professionals.</li></ul>
<b>VENUE</b>	<b>AIMS</b>
Virtual	The aim of this session is: <ul style="list-style-type: none"><li>● To encourage greater consideration of assessing risk factors associated with perpetrators within assessments and planning whereby risk assessments and planning for intervention will be improved.</li></ul>
<b>DATES</b>	<b>LEARNING OUTCOMES</b>
09/12/2022 10:00 - 13:00  24/03/2022 10:00 - 13:00	By attending this session, participants will: <ul style="list-style-type: none"><li>● Develop their understanding of the risk indicators relating to perpetrators of domestic abuse.</li><li>● Have a clearer understanding of the importance to consider and include perpetrators of domestic abuse fully within their assessments.</li><li>● Be able to consider the risks of perpetrators even when there is no engagement or they are absent.</li></ul>

## 44. WORKING WITH VICTIMS AND SURVIVORS OF DOMESTIC ABUSE

<b>TRAINER</b>  Charlotte Lunn & Sharon Tucker	<b>TARGET GROUP</b>  This training is targeted at: <ul style="list-style-type: none"> <li>● Professionals in direct contact with children who undertake or contribute to risk assessments and multi-agency meetings including social workers, family support workers, health professionals, schools, police and others who work with children at risk of abuse, neglect and exploitation.</li> <li>● Group Level 2 (regular contact with children, young people and/or parent/carer) or Level 3 (predominantly working with children) or above (including strategic leads), and NHS Inter-Collegiate Standards 2 and above for health professionals.</li> </ul>
<b>VENUE</b>  Virtual	<b>AIMS</b>  <ul style="list-style-type: none"> <li>● This virtual training / workshop explores working with domestic abuse Victims/Survivors and its impacts.</li> <li>● The course will widen the participants' understanding of Transform, the local commissioned provider, and educate on the wide range of intervention on offer.</li> <li>● The course will educate participants with the knowledge of how a comprehensive risk assessment is completed with a victim of domestic abuse, and how this is used to work with the victim/survivor to support them through their journey.</li> </ul>
<b>DATES</b>  09/09/2022 10:00 - 13:00  24/01/2023 10:00 - 13:00	<b>LEARNING OUTCOMES</b>  By the end of this course participants will have a better understanding of: <ul style="list-style-type: none"> <li>● The role of an IDVA and the Transform Partnership;</li> <li>● Domestic abuse in all of its forms and the power and control model;</li> <li>● Agency responsibility in relation to risk identification, assessment and management;</li> <li>● Safeguarding at a local level and how an IDVA will look to produce a detailed and effective safety plan;</li> <li>● The ways in which an IDVA will work with Service Users including trauma informed approaches;</li> <li>● The confidence to 'ask' questions and the right questions;</li> <li>● Why women stay in a domestic abuse situation;</li> <li>● The correct referral pathways;</li> <li>● Referring to appropriate interventions.</li> </ul>

## E-LEARNING PROGRAMME

1. An Introduction to FGM, Forced Marriage, Spirit Possession and Honour-Based Violence	16. LGBTQ+ Awareness
2. Awareness of Domestic Violence and Abuse Training	17. Mental Capacity Act and Liberty Protection Safeguards
3. Awareness of Forced Marriages	18. Modern Slavery and Trafficking
4. Child and Adult Sexual Exploitation	19. Radicalisation and Extremism
5. Confidentiality	20. Safeguarding Children Refresher
6. Consent	21. Safeguarding in the Children's Workforce
7. E-Safety	22. Safer Recruitment
8. Fabricated Illness	23. Safer Sleeping for Babies
9. FGM (Abuse Linked to Faith or Belief)	24. SEND (Special Education Needs and Disabilities)
10. Gang Related Issues and County Lines	25. Suicidal Thoughts
11. Keep Them Safe - Protecting Children from Child Sexual Exploitation	26. Supporting Teenagers and Young People
12. Learning from Serious Case Reviews	27. Toxic Trio
13. Level 1 Safeguarding Children	28. Understanding the Impacts of Hate Crime
14. Level 2 Safeguarding Children	29. Understanding Young Minds
15. Level 3 Safeguarding Children	30. Working with Children with Learning Difficulties and Disabilities