Children and Young People’s Workforce
Learning and Development Programme

April – September 2017
Welcome to Calderdale MBC’s new 2017 Learning and Development Programme for April - September 2017. This programme continues to provide the high quality fully funded learning opportunities offered by the Council.

The programme aims to cover the wide range of knowledge underpinning the key skills relevant to all those working with children, young people and families across the Continuum of Need.

Staff who work across all levels of Continuum of Need will require underpinning knowledge and skills at all levels dependent on their role and the requirements of the organisation. Details of these can be found in the CSCB Multi-Agency Safeguarding Training and Development programme.
Early Intervention Learning Development Programme
April - September 2017

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How to Book

For Non-Calderdale MBC staff to request a place on courses
Please indicate in the right hand column which events you would like to attend and email the form to workforcedevelopment@calderdale.gov.uk. By submitting an emailed booking form or emailed request you are agreeing to the bookings and our terms and conditions on behalf of your employer.

Submission of an application form does not guarantee a place on an event. Course places are offered on a first come first served basis.

All bookings received are confirmed by email. If you do not think you have received confirmation, please check your junk mailbox, then contact us before your first requested course, or you will be charged for all training not attended.

For Foster Carers
Please contact your Supporting Social Worker for details of the foster care programme. The foster care programme details the courses which have been identified as suitable from all other programmes of training in addition to courses just for foster carers. There is a specific booking form you will need to complete and submit via your Supporting Social Worker and we are unable to accept bookings via any other method.

For Calderdale MBC staff (DO NOT RETURN THIS FORM)
Council staff have to book training via Self Service on the iTrent HR system
1. Log on to iTrent Employee Self Service
2. Select ‘Career & Development’
3. Search for a course by clicking the looking glass
4. Select the course and date you wish to attend and click ‘Save’. This will go for approval by your line manager
5. Please let your line manager know that you have submitted a request as they will have to approve your request before it reaches Workforce Development
6. Once approved by your line manager on iTrent, you will receive confirmation of whether your booking has been successful.

If you have any problems accessing self-service please call the iTrent helpdesk on ext. 8314 or contact itrent2@calderdale.gov.uk

Cancelling a place on a course or event

For Non-Calderdale MBC Staff:
If you need to cancel a booking contact workforcedevelopment@calderdale.gov.uk with the following information:
- Course Title
- Date
- Reason for cancelling

Calderdale MBC Staff will need to cancel their own bookings through self-service.
Cancellation and Non-Attendance Fees
If you do not attend a booked event, or you cancel without good reason within 3 working days before the event, a fee of £50.00 will be charged.

If you are employed by Calderdale, it is yours or your line manager's responsibility to ensure that your place is cancelled. Any non-attendance fee will be charged to your service.

If you are a volunteer or carer not employed by Calderdale, it is your responsibility to cancel your place. Any non-attendance fee will be charged directly to you.

If you work for another organisation, it is yours or your manager's responsibility to cancel your place. Any non-attendance fee will be charged to your organisation.

If you have any queries regarding any of the programme please contact Workforce Development Team on 01422 288420.

Venues and Training Times
Candidates must ensure they arrive promptly for training as many of the venues will not be accessible once the training has started. Registration for all training is 15 minutes before the stated start time. All times listed are the times the training delivery will commence and not the time you should arrive. If you are late for a session and the venue is not accessible your training record will be marked as not attended and non-attendance charges are applicable.

Please see below for venue addresses and emergency contact details. You must contact Workforce Development if you wish to cancel and not the venue as you will still be charged.

MBi Shay Stadium, Shaw Hill, Halifax, HX1 2YS. Telephone: 01422 264747. Please see the blue board inside the main entrance for the room your training is being held in.

Central Library, Northgate, Halifax, West Yorkshire HX1 1UN. Telephone: 01422 392630 Please note the Library is closed on a Wednesday, so attendees must use the side entrance.

Orangebox, 1 Blackledge, Halifax, HX1 1AF. Telephone: 01422 433200

Halifax Town Hall, Crossley Street, Halifax, HX1 1UJ, Telephone: 01422 393037

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Code of Conduct for Delegates

Our four values and eight behaviours underpin an extensive programme of development to bring the best out of our people all designed to reward and encourage the type of behaviour and action required to meet our ambition.

We want to make the learning experience enjoyable and beneficial for all. Please treat others with respect, arrive on time and be prepared to participate for the duration of the event.

Care
- Turn off your phone or switch to silent. If absolutely necessary, please take any calls outside the training room
- Respect confidentiality; do not name colleagues or people who use your service and do not repeat sensitive information outside the training room
- Respectfully challenge discriminatory attitudes and behaviour. British values are defined as "democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs"; delegates are encouraged to respect other people with particular regard to the protected characteristics set out in the Equality Act 2010

Create
- Actively listen and respect other people’s views
- Contribute to discussions

Improve
- Complete a feedback form and tell us how we can improve the course content.
- Take the initiative to achieve positive outcomes by implementing the training and contributing to additional evaluations on impact

Invest
- Ask questions
- Request an explanation of any acronyms or language you do not understand.
- Tell us if you have any special requirements before the session or as soon as possible so that we can try our best to meet your needs

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Alcohol Brief Interventions Training (ABI)

Target Group/Audience
Suitable for anyone who works with individuals or families e.g. Social Workers, Teachers, Early Intervention Team, Foster Carers, Adult Health and Social Care staff.

Aims
Talking to our clients, citizens, service users or the families in our care about alcohol can be difficult. Boost your skills and confidence with the new interactive specialist training.

Screening and Alcohol Brief Interventions (ABI) have been proven to be both effective and cost-effective in reducing alcohol misuse. A brief intervention is a short evidence-based, structured conversation about alcohol consumption to motivate individuals to reduce their drinking to safer levels.

The aim of the ABI training is to understand the impact on health and on wider society of alcohol misuse, upskill your knowledge of current government guidance on units, effectively use an evidence based-screening tool, and increase your confidence to deliver a brief intervention in your role.

Intended Learning Outcomes
- An understanding of brief interventions and how to apply in your role
- The new Government guidance on units introduce from April 2016 and safe drinking levels
- Increased knowledge of the effects of alcohol use on health and the wider determinants
- Use of AUDIT-C as a screening tool for identifying and reducing alcohol levels to safer consumption
- The knowledge of referral pathways and where and who to signpost on to for support services

This training is recognised by the CPD Certification Service as meeting the principles of Continuous Professional Development.

Trainer
Calderdale Council – Public Health Team

Dates and Venues:
Training can be tailored and arranged to suit specific teams. There is a minimum of 10 attendees required to run a training session.

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Anxiety in Young People

Target Group/Audience
Suitable for anyone who works with young people.

Aims
This one day course provides an overview of the signs and symptoms of anxiety in young people and ways to best support and respond to their behaviours and needs.

Intended Learning Outcomes
- Be able to identify the key features of anxiety in children and young people
- Explore the differing types of anxiety and understand potential causes
- Have learnt practical strategies that can be applied to their practice
- Have a basic understanding of cognitive behavioural therapy and its use with anxious children and young people
- Feel more confident when working with young people who experience anxiety
- Know where to source useful material to support direct work with children and young people experiencing anxiety
- Recognise when and how to consult or refer to child mental health services

Trainer
Northpoint Wellbeing - Tier 2 CAMHS

Dates and Venues:

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<tr>
<td>Wednesday 24th May 2017</td>
<td>9.30am – 4.30pm</td>
<td>MBi Shay Stadium</td>
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<td>Wednesday 16th August 2017</td>
<td>9.30am – 4.30pm</td>
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Attachment and Child Development

Target Group/Audience
Anyone involved in planning for permanence and supporting children looked after.

Aims
To increase the understanding of attachment and developmental trauma and how this impacts upon a child's development.

Intended Learning Outcomes
- Have knowledge of attachment theory
- Understand how attachment patterns are formed and how they impact on development
- Be able to assist a child to regulate their emotions
- Be able to provide a child with a secure base to form more helpful attachment patterns
- Be able to use ‘attachment informed parenting’ models, approaches and techniques to provide aspects of therapeutic care

Trainer
Calderdale Therapeutic Services

Dates and Venues:

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<td>Monday 4th September 2017</td>
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<td>Halifax Town Hall</td>
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Autism Spectrum – An Introduction E-Learning

Target Group/Audience
Suitable for anyone who works with children and young people.

Aims
With 1 in 100 children on the total autism spectrum, it is important that anyone who may encounter someone on the autism spectrum has an understanding of the condition.

This e-learning module aims to provide learners with a basic awareness of the autism spectrum and help to dispel many of the myths associated with the condition.

You work at your own pace, but as a guide it should take you approximately 1-2 hours to complete. Each E-Learning licence expires 6 weeks from issue.

For more in depth knowledge please also see Understand How to Support Individuals with Autism Spectrum Conditions

Intended Learning Outcomes
- An increased awareness of the main characteristics of behaviour for people on the autism spectrum
- Knowledge of the Triad of Impairment
- An understanding of the range of the spectrum

Cost
This course is fully funded through DCATCH. Licences are subject to availability so failure to complete will result in your setting being billed £15.00 for the full cost of the course.

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Autism Spectrum Conditions – Understand How to Support Individuals E-Learning

Target Group/Audience
Suitable for anyone who works with children and young people. **N.B Candidates must have completed An Introduction to the Autism Spectrum or have a working knowledge.**

Aims
Building on the knowledge gained in the Introduction this e-learning module aims to provide learners with an increased understanding of the autistic spectrum and offer strategies to support those on it.

You work at your own pace, but as a guide it should take you approximately 1 - 2 hours to complete. Each e-Learning licence expires 6 weeks from issue.

Intended Learning Outcomes
- Recognise the main characteristics of behaviour for people on the autistic spectrum
- Understand the triad of impairment
- Understand the range of the spectrum
- Appreciate the particular differences of understanding language with people on the autistic spectrum
- Understand the need to backup spoken language visually to help understanding
- Appreciate the importance of routine and predictability for people on the autistic spectrum
- Understand the complexity of social interaction
- Appreciate the sensory differences of people on the autistic spectrum

Cost
This course is fully funded through DCATCH. Licences are subject to availability so failure to complete will result in your setting being billed £15.00 for the full cost of the course.

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Babies Brains: Neurological Development in the Early Years - Foundation

Target Group/Audience
Multi-agency practitioners working with children, young people and families.

Aims
The first 3 years of life are the most important in brain development! This interactive course aims to provide participants with a basic understanding of how the brain develops.

Intended Learning Outcomes
- Have an awareness of ‘critical/sensitive’ periods during this development
- Recognise the importance for a parent and child to be emotionally in tune with each other
- Have an awareness of the impact of external influences on the developing brain
- Explore how parent/carer and early intervention services are essential in a child's early brain development

Trainer
Family Intervention Team

Dates and Venues:

| Thursday 6th July 2017 | 9.30am – 12.30pm | Halifax Town Hall |

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Babies Brains: Neonatal Development and Infant Observation - Advanced

Target Group/Audience
Social Workers, Contact Supervisors, Foster Carers, and Supervising Social Workers.

Aims
To support participants with developing a greater understanding of the current research base around neonatal development, provide ideas around the process of infant observation, and use the knowledge base to support our thinking around risk, assessment, and intervention with families.

Intended Learning Outcomes
- To be aware of current research around neonatal development
- Be clear about the brain infrastructure
- Be familiar with the process of infant observation, and develop some awareness of appropriate models
- Be able to consider the relationship between infant observations and attachment

How the Learning is delivered
We will deliver a day’s training, split into areas around infant observation and neonatal development. We will present slides and video evidence, encourage reflective discussion, alongside the provision of a clear evidence base. We will also encourage experiential learning through a range of techniques and exercises.

Trainer
Calderdale Therapeutic Services

Dates and Venues:

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<td>Tuesday 5th Sept</td>
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Best Practice in Section 47 Enquiries

Target Group/Audience
Calderdale MBC Newly Qualified Social Workers (need minimum 6 months experience), Social Workers Level 2/3, Advanced Practitioners, Practice Supervisors, Team Managers and Independent Reviewing Officers.

Intended Learning Outcomes
- Understand the processes involved in undertaking a Section 47 enquiry
- Understand how the ‘Best Evidence’ Guidance should be applied during child protection enquiries
- Be clear about the roles, responsibilities and expectations between the police and social workers in this process
- Have an understanding of the range of criminal offences which may be considered during a Section 47 enquiry
- Review the civil law in relation to protecting children
- Understand differing thresholds in relation to criminal and civil law when protecting children
- Understand how to have effective strategy discussions
- Understand what is meant by “authoritative practice” and begin to reflect on this in relation to their own practice
- Further develop skills in risk assessment and analysis

Trainer
Julie Archer, Child Protection Trainer and Consultant

Dates and Venues:
Monday 2nd – Wednesday 4th October 2017 9.30am – 4.30pm Halifax Town Hall
Candidates must attend all 3 days

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Bitesize Briefings
CMBC Staff Only

As time becomes more precious and workloads increase, Calderdale still needs practitioners that have the knowledge and skills to meet the demands of supporting complex families. Therefore we are offering Bitesize Briefings which will be offered by internal members of Calderdale’s Social Care workforce and will cover one topic in one hour, with signposting for where more information can be obtained.

To express your interest in one of these briefings, please do so via the iTrent Employee Self-Service.

Once we have received sufficient interest, we will contact you to invite you to a session.

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<tr>
<th>Topic</th>
<th>Delivery</th>
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<tr>
<td>Sibling Assessments</td>
<td>Katy Hamer &amp; Valerie Edwards</td>
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<tr>
<td>Permanence Planning</td>
<td>Kate Duffy &amp; David Chambers</td>
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<td>Risk and the Continuum of Need</td>
<td>Selina Hare &amp; Claire Priestley</td>
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<td>Low Level Neglect</td>
<td>Frances Armstrong &amp; Ami Brittain</td>
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<tr>
<td>Assessment and Analysis</td>
<td>Craig Liversage</td>
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<td>The Purpose of Contact</td>
<td>Katrina Gorringe</td>
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<tr>
<td>Assessing Capacity to Change</td>
<td>Bernadette Johansen</td>
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<td>Assessment Tools and the Calderdale Toolkit</td>
<td>Leoni Craigie</td>
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<tr>
<td>Corporate Parenting &amp; Grand-parenting – What does it mean?</td>
<td>Simon Goulding</td>
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<tr>
<td>Direct Observation</td>
<td>Ann Roli &amp; Ruth Penman</td>
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<tr>
<td>Supervision Refresher</td>
<td>Laura Knights</td>
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</table>
Capturing the Voice of the Child in the Early Years

Target Group/Audience
Suitable for anyone who works with children 0-5 years.

Aims
“Asking children what they think, but taking it no further will send a message that there is little real interest in their view” (Mooney and Blackburn, 2002).

There has been increasing attention to the importance of listening to children’s voices and perspectives. This has been influenced by several agendas, notably the United Nations Convention on the Rights of the Child (United Nations, 1989), which recognises children’s rights to be consulted and heard on matters that affect them. This course aims to support and empower the input from the child, young persons and the family. Explore communication support tools and provide opportunities for practitioners to reflect on their own communication styles when working with families and children.

Intended Learning Outcomes
- Describe their legal duty to consult with children
- Provide opportunities for children to participate by recognising a child’s many visual and verbal languages
- Create an accessible environment that enables children to express their views, choices, concerns, experiences and aspirations and to take these seriously
- Identify socially inclusive adult - child relationships where young children know they will be heard

Trainer
Nicky Everett – People Development Advisor

Dates and Venues:

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<td>Wednesday 12th July 2017</td>
<td>6.30pm – 8.30pm</td>
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CASS Top Tips for Saving Time

Target Group/Audience
Suitable for all CASS users who just want to use CASS more effectively and find new ways of working that will save you time!

Aims
CASS has lots of functions, many of which are either unknown or under used by practitioners. Attend this Bitesize session and get the latest functions, short cuts and time saving tips from the “expert”.

Training will be delivered by Fiona Brosowski IT trainer CMBC on:
- Addressing awkward problems
- Navigation and short cuts
- New functionality
- Check list and user guides
- Access and support materials
- Logging calls

Intended Learning Outcomes
By attending this 2 hour session leaners will be able to:
- Identify new ways of working that will make best use of time
- Link up the different processes and activities
- Recognise opportunities for using CASS more effectively
- Access support materials, checklists and guides
- Offer support colleagues

Trainer
Fiona Brosowski – CMBC IT Strategy and Commissioning

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Court Skills in Care Proceedings

Target Group/Audience
This is a two-day course for the benefit of any Social Worker, newly qualified or experienced, faced with the worrying prospect of a court appearance.

Aims
The course is specifically designed to dispel the fears often felt by those encountering the legal system for the first time and recognises the increasing demands upon Social Workers to give persuasive and cognitive evidence in court. It does so by providing an accessible, straightforward explanation of the process, together with guidance as to how to give effective evidence, including how to handle cross examination and avoid common pitfalls.

Intended Learning Outcomes
- Be familiar with structure of civil courts.
- Know how to address Judges, Magistrates and other legal parties
- Be familiar with the roles of different personnel within civil proceedings
- Understand both formal and informal codes of conduct for attending court
- Know the rules for giving evidence
- Understand the different types of hearings
- Be familiar with taking an oath or affirmation
- Develop strategies for giving evidence effectively.

Trainer
Lesley Warnes, Case Management Officer

Dates and Venues:

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<th>Date</th>
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<tr>
<td>Thursday 28th Sep</td>
<td>1.30pm – 16.30pm</td>
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<td>Friday 29th Sep</td>
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Depression in Young People

Target Group/Audience
Suitable for anyone who works with young people.

Aims
This one day course aims to increase participants’ knowledge and understanding of low mood and depression in young people and enable them to be more confident in their role.

Intended Learning Outcomes
- Be able to identify the key features of low mood and depression and how they manifest in children and young people
- Be equipped to carry out an initial assessment of children and young people who may be depressed
- Know which factors to consider when assessing and managing potential risk
- Be able to plan interventions to support young people experiencing low mood and depression including a basic understanding of cognitive behavioural therapy and its use with depressed children and young people
- Explore the value of inter-agency and inter-disciplinary working in providing for the mental health needs of young people
- Know when and how to consult and refer to child mental health services

Trainer
Northpoint Wellbeing - Tier 2 CAMHS

Dates and Venues:

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<td>Wednesday 13th July 2017</td>
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Disguised Compliance

Aims
A training course on disguised compliance is currently being developed and will be available to book through the Calderdale Safeguarding Children Board in the Autumn.

Intended Learning Outcomes
- Develop increased understanding of why families may not want to co-operate with services
- Increase awareness of ways in which practitioners may be deceived
- Develop techniques and strategies to work more effectively with reluctant families

Trainer
Calderdale Safeguarding Children Board

Dates and Venues:

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<td>Wednesday 7th June 2017</td>
<td>9.30am – 3.00pm</td>
<td>Venue TBC</td>
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Early Intervention and Single Assessment

Target Group/Audience
This course is aimed at those who may have to undertake a Continuum of Need Tier 3 assessment and become the Lead Professional of a Team Around the Child (TAC) and/or those who will be a member of a TAC group.

Aims
The 1 day course covers support and information on promoting the benefits of the Single Assessment and how to promote these to parents. There are also practical activities on completing the Single Assessment documentation and developing SMART action plans. The course addresses the role of the Lead Professional and a review of the requirement for successful TAC meetings and provides a checklist for delegates. The course looks at the attributes of an effective chair and how to handle difficult situations in TAC meetings.

Intended Learning Outcomes
- Identify when it is appropriate to use the Single Assessment
- Apply strategies to engage parents in the Single Assessment process
- Complete the Single Assessment form
- Have the confidence to adopt the role of lead professional
- Identify the key requirements of successful TAC meetings
- Consider the different requirements for child focused TAC meetings
- Define the role and attributes of an effective TAC Chair
- Increase personal confidence to respond constructively to difficult situations in TAC meetings

Trainer:
Nicky Everett – People Development Advisor

Dates and Venues:

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<td>Thursday 25\textsuperscript{th} May 2017 &amp; Wednesday 7\textsuperscript{th} June 2017</td>
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<td><strong>This is two ½ sessions - Candidates must attend both dates</strong></td>
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<td>Wednesday 11\textsuperscript{th} October 2017</td>
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Early Intervention System

Target Group/Audience
This course is aimed at those who may have to undertake a Continuum of Need Tier 3 assessment and become the Lead Professional of a Team Around the Child (TAC) and/or those who will be a member of a TAC group.

Aims
The new Early Intervention e-System will enable authorised, trained practitioners from across the children’s workforce to electronically store and share Single Assessment information quickly and securely, and to work together to build a holistic picture of a child or young person’s needs. The system reduces the need for children, young people and families to repeat their story for different services.

Practitioners who use the Early Intervention e-System can be located in any part of the borough and within any accredited organisation, working together across agencies, improving the service experience and continuity of care for children, young people and families who move locations or use multiple services across the area.

Intended Learning Outcomes
- Access the Early Intervention e-System
- Search for information about current holistic assessments and identify the Lead Professional
- Input and share Single Assessment information with members of the TAC
- Securely share and update TAC information including Early Intervention Plan documents

Trainer:
Nicky Everett – People Development Advisor

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Equality, Diversity and Inclusion

Target Group/Audience
Applications are welcomed from all people who work with or care for adults and children including carers, independent and voluntary providers and Adult Health and Social Care Staff.

Aims
To provide an intermediate session in relation to equality, diversity and inclusion issues and to help participants identify how these need to be acknowledged in the workplace. This session should build on knowledge acquired through either e-learning or an introductory workshop.

During the session participants will explore and understand individual perceptions of equality. It will allow participants to explore their own feelings and behaviours. We will also look at appropriate and sensitive strategies that support equality, diversity and inclusion in the workplace.

Intended Learning Outcomes
- How to challenge and reflect on our own feelings, beliefs and how these affect practice
- How discrimination and prejudice can have an impact on practice.
- How discrimination affects other groups and people.
- Our individual behaviours in context of larger social systems

Trainer
CMBC Workforce Development Team

Dates and Venues:

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<tr>
<td>Wednesday 26th Apr</td>
<td>9.30am – 12.30pm</td>
<td>Halifax Town Hall</td>
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<td>Wednesday 12th Jul</td>
<td>1.00pm – 4.00pm</td>
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Hidden Sentence Support for Prisoners Families

Target Group/Audience
Multi-agency practitioners working with children, young people and families.

Aims
This course gives a clear overview of the issues that face prisoners’ families and provides a range of strategies to help support them. Participants will be aware of the context of the current criminal justice system and the offender’s journey.

Intended Learning Outcomes
- Explore the impact of imprisonment on prisoners’ families
- Explore the current prison system
- Discuss the support needs of prisoners’ families
- Evaluate the use and importance of knowledge about the needs and wishes of prisoners’ families
- Discuss how to improve the coordination of services to provide more effective support for those affected by the imprisonment of a family member
- Reflect on how to improve your own practice in supporting prisoners’ families

Trainer
Calderdale Safeguarding Children’s Board

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Introduction to Child Mental Health

Target Group/Audience
Suitable for anyone who works with young people.

Aims
This course aims to increase awareness of child mental health and explore factors which can affect children’s mental health and wellbeing.

Intended Learning Outcomes
- Be able to identify factors which contribute to healthy psychological wellbeing
- Be able to describe factors which have a detrimental effect upon the mental health of children and young people
- Have an awareness of common mental health difficulties
- Know how to respond to initial concerns
- Know when and how to consult or refer on to child mental health services

Trainer
Northpoint Wellbeing - Tier 2 CAMHS

Dates and Venues:

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<tr>
<td>Wednesday 12th April 2017</td>
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<td>MBi Shay Stadium</td>
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<td>Tuesday 20th June 2017</td>
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Introduction to Developing Therapeutic Relationships with Children and Young People

Target Group/Audience
This is a foundation course which is particularly relevant for staff who work directly with children and young people.

Aims
This half day course aims to provide and opportunity for participants to gain knowledge, understanding and skills to assist the development of therapeutic relationships with children and young people who experience difficulties in their lives which are impacting on their wellbeing.

Intended Learning Outcomes
Participants will;
- Have learnt practical strategies they can apply to their practice to strengthen relationships and improve communication with children and young people
- Reflected on their own practice and be able to recognise own strengths, limitations and support needs
- Be aware of safe working practices
- Know when and how to consult or refer on to specialist therapeutic services
- Feel more competent and confident in their role

Trainer
Northpoint Wellbeing - Tier 2 CAMHS

Dates and Venues:

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Introduction to Restorative Approaches

Target Group/Audience
This training is available to staff across services and all key stages including, teachers, seniors leaders and support staff.

Aims
These approaches give those harmed an opportunity to be heard, whilst allowing those responsible for causing the harm an opportunity to understand how their behaviour affects others and away to put things right in agreement with those affected.

They can help to reduce the need for exclusion and can be used to address a wide range of issues from truancy right through to disruptive and anti-social behaviour.

It helps the participants...
- Be responsible for one’s own actions and their impact on others
- Respect other people, their views and feelings
- Be fair
- Be committed to equitable processes
- Help everyone to be actively involved in decisions about their own lives
- Be willing to create opportunities for reflective change

Intended Learning Outcomes
- The theoretical knowledge and practical skills required to underpin this approach in a wide range of environments
- An understanding of how the different restorative approaches can be used to create an ethos where everyone takes responsibility and accountability for maintaining a harmonious environment
- An understanding of the possible resistance and barriers to participating in Restorative approaches
- Within the education environments systematic consistent approaches responding to Ofsted’s emphasis on “pupils’ behaviour around the school and in lessons, including the extent of low-level disruption” as well as “pupils’ behaviour towards, and respect for, other young people and adults

Trainer
Youth Offending Team

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Life Story Forums

Calderdale Therapeutic Services will be holding Monthly Life Story Forums in Northgate House on the following dates:

- 7\textsuperscript{th} April at 1.00pm – 2.30pm
- 12\textsuperscript{th} May at 1.00pm – 2.30pm
- 9\textsuperscript{th} June at 1.00pm – 2.30pm
- 14\textsuperscript{th} July at 1.00pm – 2.30pm
- 11\textsuperscript{th} August at 1.00pm – 2.30pm

The aim of the Monthly Life Story Forum is to discuss:

- Sharing good practice examples
- Difficulties and dilemmas
- Experiences of completing Life Story work
- Research
- Individual cases
- Consistent approaches
- Resources

If you have worked on a Life Story Book which you feel is a good example, please bring it along. To book a place or if you have any queries please contact Diane Bates on 01422 39 2367 / 01422 39 6077

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Strengths and Difficulties Questionnaires (SDQS) for Practitioners

Target Group/Audience
All professionals working with children and young people from 2 years to 16 wishing to ensure the Voice of the Child is at the heart of its service delivery.

Aims
To raise awareness of the Calderdale commissioned on-line Strengths and Difficulties Questionnaire (SDQ) is a brief behavioural screening questionnaire for 2-16 year olds. The SDQ is a tried and tested system which enables professional to quickly assess the needs of the child/young person through triangulating completed questionnaires, which provides evidence of the Voice of the Child for Ofsted inspections.

Intended Learning Outcomes
The session will run in two parts:

The first part will be to provide online training:
- Accessing the system and navigating the site
- Creating accounts and monitoring
- Effectively using the SDQ’s to plan and monitor progress
- Sharing SDQ’s with other professionals

The second part will be used to advice on:
- Why Calderdale commissioned this online tool
- How services can use the tool effectively – efficiency and monitoring
- Evidence based planning and monitoring

Trainer
Multi Agency - (ReSURV Ltd, Early Intervention Service Manager – Jeff Rafter, Family Intervention Team and Workforce Development)

Dates and Venues:

- **Tuesday 25th April 2017**  
  10.00am – 11.30am  
  Customer First, Horton Street

- **Tuesday 13th June 2017**  
  10.00am – 11.30am  
  Customer First, Horton Street

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Supervision Skills in Social Work

Target Group/Audience
All staff responsible for the supervision and appraisal of others

Aims
This course supports colleagues with line management responsibility to develop their skills in relation to carrying out supervision and annual staff appraisals.

Intended Learning Outcomes
By the end of the course participants will have understanding of:

- Supervision and appraisal can motivate employees within the workplace
- Developing techniques that will improve practice and enhance organisational performance
- How to explore and utilise positive practice within supervision and appraisal
- How to recognise the technical skills and attitudes needed to provide good quality supervision
- How to support individuals and colleagues through supervision
- Building trust, clarity and honesty in a shared process
- Communicating objectives and sharing responsibilities

Trainer
Julie Archer, Child Protection Trainer and Consultant

Dates and Venues:

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Candidates must attend both dates

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Supporting Parents through Change and Building Resilience

Target Group/Audience
Suitable for anyone who works with young people and families.

Aims
To raise awareness of change models, indicative behaviours associated with change, and strategies to support and boost resilience in families and individuals.

Intended Learning Outcomes
- Explore Prochaska and DiClemente’s change model identifying key behavioural indicators
- Review effective strategies to support families at different stages of the model
- Define the term resilience and identify factors preventing and promoting resilience
- Recognise the skills and qualities that boost resilience and consider strategies to support families in building these skills and qualities

Trainer
Nicky Everett – People Development Advisor

Dates and Venues:
Thursday 14th September 2017
9.30am – 12.00pm
Halifax Town Hall

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Report Writing and Analysis

Target Group/Audience
Suitable for anyone who writes and records information.

Aims
To improve the quality of report writing and recording of case notes, enabling you to spend less time writing and more time talking to clients.

Intended Learning Outcomes

- Improve the quality of your recording
- Help you make your reports more simple and concise by understanding the importance of:
  - defining your purpose;
  - organising your evidence;
  - thinking and structure;
  - writing analytically; and
  - presentation

Trainer
Leoni Craigie / Lesley Warnes

Dates and Venues:

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Understanding and Responding to Anger in Children and Young People

Target Group/Audience
Any frontline professional who works with children and young people who express anger.

Aims
This half day course aims to increase participant's knowledge and understanding of anger in children and young people and enable them to be more competent and confident in their role.

Intended Learning Outcomes
- Have a general understanding of the relationship between anger and emotional and physical health
- Be able to recognise the differences between healthy and destructive anger
- Be able to plan interventions to support young people who express anger
- Have an increased awareness of one's own emotional and behavioural responses when exposed to a young person's anger
- Know where to access support and resources to aid practice

Trainer
Northpoint Wellbeing - Tier 2 CAMHS

Dates and Venues:

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Young People and Self-Harm

Target Group/Audience
Suitable for anyone who works with young people.

Aims
This one day course will provide an opportunity for participants to increase their knowledge and skills in relation to working with and supporting young people who self-harm.

Intended Learning Outcomes
- Understand what constitutes self-harm
- Be equipped to carry out an initial assessment of young people who self-harm
- Have explored the key areas to be considered when assessing potential risk
- Be able to apply strategies for engaging and supporting young people who self-harm
- Feel more confident when working with young people who harm themselves
- Know where to access support and guidance

Trainer
Northpoint Wellbeing - Tier 2 CAMHS

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