Ealing Safeguarding Children Board

Multi-Agency Child Protection Training Programme

Version 2 2015-16
Welcome & Introduction

Welcome to the Ealing Safeguarding Children Board (ESCB) training programme for 2015-16. The current programme consists of thirty-six distinct courses over 106 sessions to support all the different requirements of Ealing’s children’s workforce.

The professionals delivering the courses are highly qualified, experienced and knowledgeable in safeguarding and protecting children.

Working Together to Safeguard Children DfE 2013, states that there should be a culture of continuous learning and improvement across the organisations that work together to safeguard and promote the welfare of children, identifying opportunities to draw on what works and promote good practice. Please click on link below to access Working Together doc.


Please use these courses to ensure that services provided to children in Ealing are the best they can be.

And please support us to continue to improve the programme by providing timely, constructive feedback.

With best wishes

Michael O’ Connor
Chair of Ealing SCB
Ealing Safeguarding Children Board (ESCB)

Ealing Safeguarding Children Board (ESCB) is a statutory body established to safeguard and promote the welfare of children and young people in the borough.

Comprising representatives from the statutory, private and voluntary sectors, its core duty is to ensure that there are adequate arrangements within and between agencies to protect children from harm.

Part of this duty is to provide safeguarding training for employees and volunteers within the Borough of Ealing.

For more information, please go to www.ealing.gov.uk/safeguardingboard

Choosing the right course

Before applying for a course you must:

- Discuss the course and its suitability with your manager
- Be clear about what you need to learn/achieve and how you will put your learning into practice
- Have attended a safeguarding course within the past 2 years (in your own agency, another borough or provided by ESCB). If not, you are required to complete an introductory/refresher course before attending any ESCB course
- Ensure that the course is at the right group for you (see below)

Which Training Group Am I?

Courses are categorised into one or more of eight groups according to the roles and requirements of professionals, as described in the London Safeguarding Children Board’s Training Framework for London – “Competence Still Matters” (2013) and they correspond with the Dept. of Health levels – Intercollegiate document.

The Grid, on pages 10-11, will help identify courses in the programme suitable to your work role.
Agency – specific requirements

Schools

The DfE guidance document "Keeping children Safe in Education 2014" provides the safeguarding training requirement for schools. These requirements are now a statutory duty. Ofsted inspect schools against the requirement.

The requirement is outlined below and the Local Authority provides training to schools to meet these standards. The training available is published in the CPD and training directory 2015 - 2016. Schools can contact Tom Galvin the education service safeguarding lead for more details, 0208 825 5501 or 07989 160812, tgalvin@ealing.gov.uk

The DfE guidance, Ofsted inspection criteria and Ealing Children Safeguarding Board require that:-

1. The designated child protection teacher is trained on appointment and does a refresher training at least every 2 years
2. The whole school staff attends training at least every 2 years
3. The governing body is trained at least every 2 years.

In addition Ofsted ask that schools go beyond the basic statutory requirement in their safeguarding work and training. Additional training opportunities for teaching and non-teaching staff are detailed at CPD on line, www.ealingcpd.org.uk

Children’s Social Care

There is a comprehensive training programme for staff in Social Care, which can be accessed via the online booking system Ealing CPD online, www.ealingcpd.org.uk if you do not already have an account on the system you will need to register. Please contact trainingsocialcare@ealing.gov.uk for a registration form.
Early Years
The welfare requirements for registered childcare state that:
'All practitioners should have an up-to-date understanding of safeguarding children issues and be able to implement the safeguarding children policy and procedure appropriately. Policies should be in line with the Local Safeguarding Children Board local guidance and procedures.'

'The effectiveness of safeguarding' is a key element in the inspection of registered childcare by the regulator, Ofsted.
All settings should have a Nominated Safeguarding Person (NSP) and a Deputy Nominated Safeguarding Person and must have attended an introduction to safeguarding/refresher course within 2 years. NSP Training is provided via Early Years and the ESCB. The NSP should have the seniority to be able to make decisions and be able to communicate concerns to outside agencies.
Early years practitioners are expected to comply with Ofsted requirements and meet the welfare requirements for their setting www.ofsted.gov.uk as well as local authority expectations. **ALL** practitioners must undertake a basic child protection course if working in a setting or as a childminder. We also expect practitioners to do a refresher course at least every 2 years. Additional training opportunities are detailed at CPD on line, www.ealingcpd.org.uk

Health
Health organisations are required to record, monitor and report staff training levels against the competencies detailed in the current Royal College of Paediatric and Child Health (RCPCH) "Intercollegiate" document - Safeguarding Children and Young People: Roles and Competences for Health Care Staff 2014.
As the Intercollegiate Document is written specifically for health care practitioners, the training level descriptors and competencies do not exactly match the training group levels published in this multi-agency programme. Please contact your Named or Lead Safeguarding Children Professionals for advice if you are unsure about the level of training you should be undertaking in your role, or need advice on which ESCB courses will best meet your individual safeguarding children and child protection training needs.
All health care staff are encouraged to access any of the ESCB courses that will assist them to achieve their safeguarding training requirements, in a multi-agency setting.
To assist in identifying which ESCB courses will either fully/partially meet Health training levels, each course on the programme will be marked accordingly. Please refer to pages 12-30.
Voluntary, Community and Faith based organisations

Ealing-based voluntary, community and faith-based organisations delivering services to children, young people and families are therefore encouraged to access Ealing Safeguarding Children Board training and update their knowledge regularly.

In line with statutory guidance, Working Together to Safeguard Children 2013, paid and volunteer staff need to be aware of their responsibilities for safeguarding and promoting the welfare of children. They should know how to respond to child protection concerns and make a referral to local authority children’s social care or the police if necessary.

In order to understand their role and discharge their duty to safeguard children and promote their welfare, staff and volunteers must develop skills and knowledge through professional safeguarding training.

Organisations registered or planning to register with the Charity Commission must have in place a child protection policy and accompanying procedures and many funders will also expect organisations to demonstrate their commitment to safeguarding children.

Ealing CVS (Community & Voluntary Sector) offer bespoke training to voluntary/faith based organisations. For more info and contact details, please go to:

www.ealingcvs.org.uk/safeguarding/training-and-events-safeguarding/
Applying for an ESCB course & confirmation notice

**Applying for a course** – please complete all sections of the ESCB application form 2015/16. Incomplete forms will be returned and will not be processed until a fully completed form is received.

Your manager must sign your application, or if you are returning your form by email, your manager **must** be copied into the email for approval.

You will receive confirmation by email, of your place approx. 3 weeks prior to the course start date.

To download a copy of the form for completion, please follow:


Cost of attending courses & Cancellation/Non-attendance policy

**Cost of attending courses** - Courses are free for children’s workforce professionals and volunteers based in Ealing, except for Private/Independent Organisations/Individual.

A payment of £60/£30 per full day/half day course, per person is required for a Day Nursery, Independent School, Free School or Private health Care.

Invoice payment is preferable, but cheque payments are accepted. Cheques should be posted or handed to the trainer on the day of the training and made payable to ‘London Borough of Ealing’.

**Cancellation/non-attendance charges** - A charge may be incurred for failing to attend a course on which you have been booked or for course cancellations with less than ten days’ notice to ESCB Training, via email escbtraining@ealing.gov.uk

The charge will not be enforced if a suitable replacement can be found by the ESCB. Please let us know as soon as possible if you are unable to attend.

Charges are currently £150 for full day course or £75 for half day.**

If you are more than 15 minutes late, you may not be accepted onto the course at the trainer’s discretion.

**Voluntary sector workers are currently exempt from these charges however non-attendance or late cancellation by a voluntary sector worker may lead to places not being allocated on future ESCB courses, to the individual and/or their organisation.**
Training evaluation process

The ESCB have implemented the London Safeguarding Children Board Training Evaluation and Impact Analysis Framework for all courses delivered.

There are 3 parts to the evaluation process:-
Part 1 - to complete before the course takes place
Part 2 - at the end of the course
Part 3 - 8 to 12 weeks after attending the course. This section requires the involvement of the course participant and their manager. You will be asked to produce specific practice examples to evidence how the training has changed your practice and made a difference to the children and families your work with.

For more info about this framework, follow the link below:
www.londonscb.gov.uk/training_subgroup/

A certificate of attendance will only be issued upon attendance for the full duration of the course following completion of the third (and final) part of the evaluation process. A letter of attendance is issued at the end of the course.

ESCB Training contacts

Bernadette Boland – ESCB Training Coordinator – 020 8825 8274
Bernie Ryan – ESCB Training & Development Administrator – 020 8825 9892
Email ESCB Training – escbtraining@ealing.gov.uk

ESCB Website

For more information about the ESCB, Policies and Procedures and training information, please go to the following website www.ealing.gov.uk/safeguardingboard
London Safeguarding Children Board has published the Competence Still Matters: Training framework for London. Competence Still Matters groups audiences together based on their degree of contact with children and their parents and level of responsibility. There are 8 groups as follows:

<table>
<thead>
<tr>
<th>GROUP</th>
<th>Role/Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>GROUP 1</td>
<td>Staff in infrequent contact with children, young people and/or parents/carers who may become aware of possible abuse or neglect. For example, librarians, GP receptionists, community advice centre staff, grounds men, recreation assistants, environmental health officers.</td>
</tr>
<tr>
<td>GROUP 2</td>
<td>Those in regular contact or have a period of intense but irregular contact, with children, young people and/or parents/carers including all health clinical staff, who may be in a position to identify concerns about maltreatment, including those that may arise from the use of EHAP. For example, housing, hospital staff, YOT staff and staff in secure settings, the police other than those in specialist child protection roles, sports development officers, disability specialists, faith groups, community youth groups, play scheme volunteers.</td>
</tr>
<tr>
<td>GROUP 3</td>
<td>Members of the workforce who work predominantly with children, young people and/or their parents/carers and who could potentially contribute to assessing, planning, intervening and reviewing the needs of a child and parenting capacity where there are safeguarding concerns. For example, paediatricians, GPs, youth workers, those working in the early years sector, residential staff, midwives, school nurses, health visitors, sexual health staff, teachers, probation staff, sports club welfare officers, those working with adults in, for example, learning disability, mental health, alcohol and drug misuse services, those working in community play schemes.</td>
</tr>
<tr>
<td>GROUP 4</td>
<td>Members of the workforce who have particular responsibilities in relation to undertaking section 47 enquiries, including professionals from health, education, police and children’s social care; those who work with complex cases and social work staff responsible for co-ordinating assessments of children in need.</td>
</tr>
<tr>
<td>GROUP 5</td>
<td>Professional advisors, named and designated lead professionals.</td>
</tr>
<tr>
<td>GROUP 6</td>
<td>Operational managers at all levels including: practice supervisors; front line managers and managers of child protection units.</td>
</tr>
<tr>
<td>GROUP 7</td>
<td>Senior managers responsible for the strategic management of services; NHS board members.</td>
</tr>
<tr>
<td>GROUP 8</td>
<td>Members of the LSCB including: board members; independent chairs; directors of children’s services; elected members; lay members; members of executive and sub/task groups; business support team; inter-agency trainers.</td>
</tr>
</tbody>
</table>
The courses below show relevant groups.

<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>GROUP 1</th>
<th>GROUP 2</th>
<th>GROUP 3</th>
<th>GROUP 4</th>
<th>GROUP 5</th>
<th>GROUP 6</th>
<th>GROUP 7</th>
<th>GROUP 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adolescents at Risk</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>CEOP: ThinkUKnow: Safeguarding &amp; Educating Children and Young People About the Risk Posed by Technology</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Child Sexual Exploitation Awareness</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>➥</td>
<td>➥</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complex Neglect: An Analytical Approach - can it be turned around?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Domestic Violence as a Serious Child Protection Issue - Foundation</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Domestic Violence MARAC (Multi-Agency Risk Assessment Conference) workshop</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Domestic Violence: Impact on Children and Young People</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drug &amp; Alcohol Awareness</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How do we Respond to Safeguarding Children Concerns in Ealing - An Introduction</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How to Respond to Female Genital Mutilation (FGM)</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifying and Responding to Child Abuse &amp; neglect</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Impact of substance misuse on children &amp; young people</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information Sharing to Safeguard Children</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Legal Arrangements for the Care and Protection of Children</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Parental Mental Illness - Safeguarding Children</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Safeguarding/Child Protection</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Managing allegations against people who work with children</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mind the Gap - Principle Social Worker Multi Agency Practice Learning Forums</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multi-Agency Risk Assessment</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neglect &amp; Attachment</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parental Mental Illness: Impact on Parenting Capacity &amp; Safeguarding Children</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Protecting Children from Child Sexual Exploitation - Level 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Radicalisation (WRAP – Workshop to Raise Awareness of Prevent)</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Role of Nominated Safeguarding Person (NSP)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safeguarding &amp; promoting the Welfare of the Child</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safeguarding Children &amp; Young People at Risk of Suicide &amp; Self Harm</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safeguarding Children &amp; Young People at Risk of Suicide &amp; Self Harm</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safeguarding Children Affected by Gang Activity and/or Serious Youth Violence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safeguarding Children from Abuse Linked to a Belief in Spirit Possession</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safeguarding Children in Diverse &amp; Faith Communities</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safeguarding Children with Disabilities</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safeguarding Refresher</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Serious Case Review focussed sessions: Learning from National &amp; Local Serious Case Reviews and Audits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding the ‘Strengthening Families’ Model of Risk Management within Child Protection Conferences and other safeguarding meetings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working with children &amp; young people with who display sexually harmful behaviour (SHB)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working with neglect: Keeping the child at the centre</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Course Title

Introduction to Safeguarding/ Child Protection

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 30th 2015</td>
<td>1.00pm – 4.30pm</td>
<td>Ealing Education Centre</td>
</tr>
<tr>
<td>November 6th 2015</td>
<td>9.30am – 1.00pm</td>
<td>Perceval House Room 0.10</td>
</tr>
<tr>
<td>Sat 21st November 2015</td>
<td>9.30am – 1.00pm</td>
<td>Ealing Education Centre</td>
</tr>
<tr>
<td>December 10th 2015</td>
<td>1.00pm – 4.30pm</td>
<td>Ealing Education Centre</td>
</tr>
<tr>
<td>January 11th 2016</td>
<td>1.00pm – 4.30pm</td>
<td>Perceval House Room 3.11</td>
</tr>
<tr>
<td>Sat 5th March 2016</td>
<td>9.30am – 1.00pm</td>
<td>Ealing Education Centre</td>
</tr>
<tr>
<td>March 15th 2016</td>
<td>9.30am – 1.00pm</td>
<td>Perceval House Room 3.11</td>
</tr>
</tbody>
</table>

Outcomes: By the end of the course participants will have:
- An opportunity to discuss situations of possible child abuse and neglect
- An overview of the relevant legislation and guidance when working with children and families
- Developed an understanding of private fostering and the legal requirements involved in these arrangements
- Developed an understanding of the roles and responsibilities of different professionals and agencies working with children and families
- Developed an understanding about the definitions, signs, indicators of possible child abuse and neglect
- Knowledge of what to do if worried a child is being abused

Working Together Groups & Health Levels
- Working Together 1 - 3
- Fully meets Health Level 1
Safeguarding/Child Protection Refresher*

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 5(^{th}) 2015</td>
<td>1.00pm – 4.30pm</td>
<td>Ealing Education Centre</td>
</tr>
</tbody>
</table>

Pre-course requirement: Participants must have attended an Introduction to Safeguarding/CP course, within their own agency or elsewhere previously.

Outcomes: By the end of the course participants will:
- Revisit the legislative frameworks that apply to work with children and families
- Review knowledge about the signs, recognition, definitions and indicators of child abuse & neglect
- Understand the risks relating to the use of mobile phones, taking photographs, use of technology
- Review areas of practice including recording, sharing information, safe practice and social media
- Have considered the impact of maltreatment on children
- Consider how your learning will impact on and contribute to achieving better outcomes for children
- Developed an understanding of private fostering and the legal requirements involved in these arrangements

Working Together Groups & Health Levels
- Working Together 1-3
- Fully meets Health Level 1 (see pre-course requirement)

Role of the Nominated Safeguarding Person*

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 14(^{th}) 2015</td>
<td>1.30pm – 4.30pm</td>
<td>Lido</td>
</tr>
<tr>
<td>February 9(^{th}) 2016</td>
<td>10.00am - 1.00pm</td>
<td>Lido</td>
</tr>
</tbody>
</table>

* Suitable for Early Years, Community/Voluntary Sector and Private Organisation employees only
You must have completed an Introduction to Safeguarding within 2 years before attending this course

Outcomes: By the end of the course participants will:
- Develop an understanding of the role and responsibilities of the Nominated Person
- Have an overview of the legal framework and guidance that apply to safeguarding children
- Develop an awareness of the actions and procedures to follow to meet Ealing/Government Guidance
- Understand the principles and purpose of recording
- Safeguarding audit exercise
- Know what to do and how to respond to concerns about a child
- Consider how your learning will impact on and contribute to achieving better outcomes for children

Working Together Groups & Health Levels
- Working Together 3-5
Course Title

How do we respond to Safeguarding Children concerns in Ealing – An Introduction

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 9th 2015</td>
<td>9.30am – 12.30pm</td>
<td>Perceval House 0.10</td>
</tr>
<tr>
<td>March 8th 2016</td>
<td>1.30pm – 4.30pm</td>
<td>Perceval House 3.11</td>
</tr>
</tbody>
</table>

Outcomes: By the end of the course participants will be able to:
- Threshold of need guide - how to determine levels of need and to assess what levels of service or intervention is needed
- ECIRS (Ealing Children’s Integrated Response Service) – including how to make a referral & understanding of MASH (Multi-Agency Safeguarding Hub) process and procedures
- Different levels of need and processes – EHAP (Early Help Assessment & Plan), SAFE (Supportive Action for Families in Ealing), CFA (Child and Family Assessments) and Locality teams
- Explore the benefits and challenges of bringing together different agencies with the aim of functioning as a single entity to safeguard children and young people

Working Together Groups & Health Levels
- Working Together All groups
- Partially meets Health Levels 3 & 4. Also development opportunity for those at level 2.

Course Title

Child Sexual Exploitation Awareness – Level 1/2

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 24th 2015</td>
<td>1.30pm – 4.30pm</td>
<td>Perceval House Room 4.12</td>
</tr>
<tr>
<td>January 13th 2016</td>
<td>9.30am – 12.30pm</td>
<td>Perceval House Room 3.11</td>
</tr>
<tr>
<td>March 14th 2016</td>
<td>1.30pm – 4.30pm</td>
<td>Perceval House Room 3.11</td>
</tr>
</tbody>
</table>

Outcomes: By the end of the course participants will have:
- Consider definitions and forms of sexual exploitation
- Identify factors which increase vulnerability or risk as highlighted by the Office of Children’s Commissioner Reports 2012 & 2013
- Consider the role of power and control in abusive relationships
- Gain a practical understanding of relevant legislation and safeguarding procedures including guidance from London Child Protection Procedures 2013
- Understanding of the Met Police Pan-London CSE Operating Protocol
- Consider how your learning will impact on and contribute to achieving better outcomes for children
- Consider resources and strategies for preventative work with young people
- Learn from recent enquiries
Working Together Groups & Health Levels
- Working Together 2-5
- Partially meets Health Levels 3 & 4

<table>
<thead>
<tr>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protecting Children from Child Sexual Exploitation – Level 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 16th 2015</td>
<td>9.30am – 4.30pm</td>
<td>Perceval House Room 0.10</td>
</tr>
<tr>
<td>December 14th 2015</td>
<td>9.30am – 4.30pm</td>
<td>Perceval House Room 0.10</td>
</tr>
<tr>
<td>February 8th 2016</td>
<td>9.30am – 4.30pm</td>
<td>Perceval House Room 3.11</td>
</tr>
<tr>
<td>March 22nd 2016</td>
<td>9.30am – 4.30pm</td>
<td>Perceval House Room 4.12</td>
</tr>
</tbody>
</table>

Outcomes: By the end of the course participants will have:
- Defining what child sexual exploitation (CSE) is
- Exploring attitudes regarding CSE whilst challenging myths and stereotypes
- Understanding risk and vulnerability factors
- Recognising indicators and signs of risk or involvement in CSE
- Providing an insight into grooming techniques and profiles of perpetrators
- Understanding trauma responses, long term impact and the risks / links to poly-victimisation
- Recognition and response
- Barriers to disclosure / Barriers to engagement and how to support these
- Safeguarding issues, planning, risk assessments, keeping children safe
- Referral pathway process

Working Together Groups & Health Levels
- Working Together 2- 6
- Partially meets Health Levels 3 & 4
Course Title

Safeguarding and Promoting the Welfare of the Child

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 12th 2015</td>
<td>10.00am – 4.30pm</td>
<td>Ealing Town Hall – CR3</td>
</tr>
<tr>
<td>March 11th 2016</td>
<td>10.00am – 4.30pm</td>
<td>Perceval House Room 3.11</td>
</tr>
</tbody>
</table>

Outcomes: By the end of the course participants will have:
- Reviewed knowledge about the legislation and guidance that applies to working with children and families
- Developed an understanding of private fostering and the legal requirements involved in these arrangements
- An overview of the assessment process and thresholds
- Clear about the principles of disclosure and record keeping; how when and what to record
- Knowledge on how and when to make referrals
- A clear understanding of the importance of safe practice and keeping the child in focus in all areas of practice

Working Together Groups & Health Levels
- Working Together 2 - 4
- Fully meets Health Level 2 (this course has been cross referenced to take account of Intercollegiate Document requirements of health care staff - However heath staff who have not undertaken any basic safeguarding training previously will first need to attend the Introduction to Safeguarding training before attending this course, (see page 11)

Course Title

Identifying and Responding to Child Abuse and Neglect

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 12th 2016</td>
<td>10.00am – 4.30pm</td>
<td>Perceval House Room 3.11</td>
</tr>
</tbody>
</table>

Outcomes: By the end of the course participants will have:
- Develop knowledge of current research and indicators of child abuse and neglect
- Developed knowledge of indicators of significant forms of harm and maltreatment
- Review techniques to respond to children who may disclose or indicate they are being abused
- Understand the role of the Police in investigating child abuse

Working Together Groups & Health Levels
- Working Together 2 - 4
- Partially meets Health Level 2 & 3
Course Title

Neglect and Attachment

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 19\textsuperscript{th} 2015</td>
<td>9.30am – 4.30pm</td>
<td>Perceval House Room 0.10</td>
</tr>
<tr>
<td>February 26\textsuperscript{th} 2015</td>
<td>9.30am – 4.30pm</td>
<td>Ealing Town Hall – CR3</td>
</tr>
</tbody>
</table>

Outcomes: By the end of the course participants will:
- To recognise neglect
- To assess the extent and nature of children’s developmental needs
- To assess the quality of attachments
- To assess the role of fathers/father figures
- To consider effective intervention in working with children and their parents

Working Together Groups & Health Levels
- Working Together 2 – 5
- Partially meets Health Levels 3 & 4. May also be relevant for Level 2 as developmental opportunity

Course Title

Working with Neglect: Keeping the Child at the Centre

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 4\textsuperscript{th} 2015</td>
<td>9.30am – 4.30pm</td>
<td>Perceval House Room 0.10</td>
</tr>
</tbody>
</table>

Outcomes: By the end of the course participants will:
- To assess the nature and extent of the child’s developmental needs
- To recognise signs and symptoms of children who are, or may be, neglected
- To meet a child’s developmental needs and support strengths
- To understand the importance of looking beyond a single incident (cumulative harm)
- To review outcomes and measure whether intervention is successful

Working Together Groups & Health Levels
- Working Together 3 - 5
- Partially meets Health Levels 3 & 4. May also be relevant for Level 2 as developmental opportunity
### Course Title

**Complex Neglect: An analytical approach - Can it be turned around?**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 18(^{th}) 2016</td>
<td>9.30am – 4.30pm</td>
<td>Ealing Town Hall – CR3</td>
</tr>
</tbody>
</table>

**Outcomes:** By the end of the course participants will be able:
- To understand why neglect is complex and how to analyse neglect
- To gain knowledge about different types of neglect and how to approach the family
- To understand the impact of neglect on the growing child and the seriousness of this on the growing child's development
- To use tools for analysis in working out what the child's lived experience is
- To gain knowledge in how to use multi-agency meeting to not only share information but as analytical meetings to inform the planning process
- To develop ideas for creative plans that make a difference to children's lives and create change in families where neglect is present

**Working Together Groups & Health Levels**
- Working Together 3 - 6
- Partially meets Health Level 3, 4 & 5

---

### Course Title

**Multi-Agency Risk Assessment**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 23(^{rd}) 2015</td>
<td>10.00am – 4.30pm</td>
<td>Perceval House Room 0.10</td>
</tr>
</tbody>
</table>

**Outcomes:** By the end of the course participants will have:
- Developed knowledge about risk assessment processes
- Understood research and SCR's as indicators of risk
- Developed knowledge and skills in analysing risk using different risk assessment tools
- Understood the criteria used in analysing risk
- Developed practice in dealing with professional disagreements

**Working Together Groups & Health Levels**
- Working Together 3 - 6
- Partially meets Health Levels 3 & 4
Course Title

CEOP: ThinkUknow-Safeguarding & Educating Children and Young People About the Risk Posed by Technology*

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 4th 2016</td>
<td>10.00am – 3.00pm</td>
<td>Perceval House Room 3.11</td>
</tr>
</tbody>
</table>

Outcomes: By the end of the course participants will be able to:
- Describe the role of CEOP and the different areas in which the organisation works
- Describe the Virtual Global Taskforce and the Report Abuse mechanism
- Identify areas where the Report Abuse button can be found
- Highlight the potential risks young people may face online
- Describe the technologies and functions
- Outline the specific risks associated with different types of new technologies
- Understand the range of resources available for different age groups
- Understand and know how to use/gain resources

Working Together Groups & Health Levels
- Working Together All Groups
- Partially meets Health Level 3, 4 & 5

*Course requirement – Applicants will need to bring to the training session a signed, headed letter from their organisation. This letter should be from senior management at their organisation and should state the following information relevant to their role at their current employment:
- delegate’s role
- length of employment
- relevance of this training to their role
- Confirmation that the organisation has undertaken necessary risk assessments to ensure that the delegate is suitable to work with children and young people.

PLEASE NOTE – the CEOP trainer has the right to refuse entry to any delegate who does not provide the above information on the day
Course Title

Safeguarding Children and Young People at Risk of Suicide and Self-Harm

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 24th 2015</td>
<td>9.30am – 12.30pm</td>
<td>Ealing Town Hall – CR3</td>
</tr>
<tr>
<td>February 23rd 2016</td>
<td>9.30am – 12.30pm</td>
<td>Everyone Active Acton</td>
</tr>
</tbody>
</table>

Outcomes: By the end of the course participants will have:
- Understand the (Supporting Children & Young people at risk of suicide) guidance
- Develop a working knowledge of self-harm and suicidality as it as it presents in children and young people, with reference to definitions, epidemiology development aspects and assessment
- Develop a basic awareness of approaches to assessment and management of suicidality and self-harm in young people
- Consider how your learning will impact on and contribute to achieving better outcomes for children
- Understand the role of Children’s Social Care in safeguarding children & young people at risk
- Know local services and pathways of access to care

Working Together Groups & Health Levels
- Working Together 2-6
- Partially meets Health Levels 3 & 4

Course Title

Safeguarding Children in Diverse and Faith Communities

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 17th 2015</td>
<td>9.30am – 4.30pm</td>
<td>Perceval House Room 0.10</td>
</tr>
<tr>
<td>March 2nd 2016</td>
<td>9.30am – 4.30pm</td>
<td>Perceval House Room 3.11</td>
</tr>
</tbody>
</table>

Outcomes: By the end of the course participants will have:
- Know about the different diverse and faith groups that make up the population in Ealing
- Have developed an understanding about diverse communities and faith groups towards strengthening safeguarding practice
- Understand safeguarding issues specifically relating to children in diverse communities, such as Female Genital Mutilation (FGM), Forced Marriage, Spirit Possession and the Traveller Community
- Have increased professional confidence to challenge cultural and faith related practices which give rise to safeguarding children concerns
- Developed knowledge about the law in relation to the specific issues addressed in this course
- Consider how your learning will impact on and contribute to achieving better outcomes for children

Working Together Groups & Health Levels
- Working Together 2 - 6
- Partially meets Health Level 2,3 & 4
**Course Title**

How to respond to Female Genital Mutilation (FGM)

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 8th 2016</td>
<td>10.00am – 12.00pm</td>
<td>Everyone Active Acton</td>
</tr>
</tbody>
</table>

Outcomes: By the end of the course participants will:
- Understand the different types of FGM
- Have developed knowledge about the Law in relation to FGM
- Be clear why FGM is a Child Protection Issue
- Be able to identify risk factors, warning signs and possible indicators
- Have developed skills in responding to FGM
- Know what to do if concerned a child is a risk of FGM
- Know about local services

**Working Together Groups & Health Levels**
- Working Together All groups
- Partially meets Health Levels 2, 3, 4 & 5

---

**Course Title**

Safeguarding Children from Abuse linked to a Belief in Spirit Possession

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 4th 2015</td>
<td>1.30pm – 4.00pm</td>
<td>Perceval House Room 0.10</td>
</tr>
<tr>
<td>March 1st 2016</td>
<td>9.30am – 12.00pm</td>
<td>Perceval House Room 3.11</td>
</tr>
</tbody>
</table>

Outcomes: By the end of the course participants will have:
- Understand the meaning of Spirit Possession
- Be equipped to identify and address this type of abuse appropriately
- Understand and address the impact of Spirit Possession abuse in order to protect children from harm
- Consider how your learning will impact on and contribute to achieving better outcomes for children

**Working Together Groups & Health Levels**
- Working Together 2-6
- Partially meets Health Level 3, 4 & 5
Course Title

Drug and Alcohol Awareness

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 18th 2015</td>
<td>9.30am – 12.30pm</td>
<td>Everyone Active Acton</td>
</tr>
</tbody>
</table>

Outcomes: By the end of the course participants will have:

- Heard and discussed the law related to substance misuse
- Developed awareness of different drug types
- Considered issues of using substances in the context of safeguarding children
- Developed knowledge about legal and illegal substances
- Learning from SCR's and research linked to Substance Misuse
- Been able to recognise signs of drug and alcohol use in parents and young people
- Known what to do if concerned about a parent or young person using drugs or alcohol
- Update on new drugs/substances identified (NPS- Legal Highs)
- Alerting and Accessing key agencies for advice and referral process over substance misuse concerns for children, families and adults

Working Together Groups & Health Levels

- Working Together 1 - 4
- Partially meets Health Levels 2, 3 & 4

Course Title

Impact of Substance Misuse on Children and Young People*

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 27th 2016</td>
<td>9.30am – 4.30pm</td>
<td>Everyone Active Acton</td>
</tr>
</tbody>
</table>

*Pre-course requirement: Participants must have attended the drug and alcohol awareness/substance misuse course, or have a basic awareness of this field before attending this course

Outcomes: By the end of the course participants will have:

- Considered the potential for and impact of discrimination & oppression when working with families experiencing the need for service intervention for the misuse of substances
- Identified the effect of different substances on the individual & how these might impair parenting and the risks that children may face
- Planned an inter-agency response to families where parents misuse substances
- Considered strategies for remaining child focused when working with parental substance misuse
- Heard and discussed the short and long term effects of alcohol, cannabis, alcohol, cocaine/crack & heroin
- Understand different treatments and recovery processes

Working Together Groups & Health Levels

- Working Together 1 - 5
- Partially meets Health Level 3, 4 & 5
Introduction to Parental Mental Illness – Safeguarding Children

Date: October 6th, 2015
Time: 9.30am – 4.30pm
Location: Ealing Town Hall – CR2

Target Audience: All Professionals including IAPT service and mental health helpline staff

Outcomes: By the end of the course participants will have:
- Understand the prevalence and presentation of mental illness among adults /parents
- Understand different clinical classifications and legal definitions of mental disorders
- Identify some of the signs and triggers to emotional distress and mental illness
- Identify the underlying vulnerabilities and risk factors associated with parents who are living with serious mental illness
- Protective factors involved in reducing significant harm to adults and safeguarding children
- Identify how practitioners can work more effectively with parents & children affected by mental illness
- Explore the impact of culture, ethnicity and gender on adult mental illness

Working Together Groups & Health Levels
- Working Together 2 - 4
- Partially meets Health Level 3 & 4

Parental Mental Illness: Impact on Parenting Capacity & Safeguarding Children (advanced course)*

Date: December 1st, 2015
Time: 9.30am – 4.30pm
Location: Perceval House Room 0.10

Target Audience: All Professionals including mental health practitioners
*Pre-course requirement: Participants must have attended an Introduction to Parental Mental Illness course, or have a basic awareness in mental health before attending this course

Outcomes: By the end of the course participants will have:
- Explore the impact of parental mental illness on children and young people’s psychological, cognitive, emotional and social development from birth to adolescence
- Identify how parental mental illness impacts on parenting capacity and how it can be manifested and influenced by gender, ethnicity and culture
- Understand about how behavioural and mental disorders are manifested in children and the effects on the parent-child relationship
- Understand about breaking the generational cycle of trauma, self-harm and mental illness
- Explore the impact of and relationship between substance misuse, domestic violence, child abuse and mental distress on health and well-being
- Mental health act assessment
- Ealing assessment requirement for mental health

Working Together Groups & Health Levels
- Working Together 3 - 6
- Partially meets Health Level 3 & 4
Course Title

Domestic Violence as a Serious Child Protection Issue
(Foundation)

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 11th 2015</td>
<td>9.30am – 4.30pm</td>
<td>Perceval House Room 0.10</td>
</tr>
<tr>
<td>March 4th 2016</td>
<td>9.30am – 4.30pm</td>
<td>Perceval House Room 3.11</td>
</tr>
</tbody>
</table>

Outcomes: By the end of the course participants will be able to:
- Recognise the impact of domestic violence on children & young people and effectively respond to their needs
- Make effective risk assessments where children & young people are or may be at risk from DV
- Understand the effects of domestic violence on parenting
- Understand about safety planning
- Consider supportive interventions for victims, perpetrators and children
- Understand about vulnerability factors for victims and risk factors for perpetrators
- Understand about healing from trauma for children and victims
- Understand the effects of trauma and neglect on the brains of children and young people and the related behavioural implications

Working Together Groups & Health Levels
- Working Together 2 - 4
- Partially meets Health Level 2 & 3

Course Title

Domestic Violence: Impact on Children and Young People*

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 1st 2015</td>
<td>9.30am – 4.30pm</td>
<td>Perceval House Room 0.10</td>
</tr>
<tr>
<td>February 5th 2016</td>
<td>9.30am – 4.30pm</td>
<td>Perceval House Room 3.11</td>
</tr>
</tbody>
</table>

*Pre-course requirement: You will need to have attended the Domestic Violence Foundation course in order to apply for this level, or demonstrate that you have a background working with Domestic Violence.

Outcomes: By the end of the course participants will know:
- The nature of abuse and impact on the children and young people
- The effects of domestic abuse on children and young people
- How to respond to a disclosure from a child and/or parent
- Appropriate domestic abuse services available in the Borough of Ealing & referral pathways
- Consider how your learning will impact on and contribute to achieving better outcomes for children

Working Together Groups & Health Levels
- Working Together 2 - 6
- Partially meets Health Level 3
Course Title

Domestic Violence MARAC (Multi-Agency Risk Assessment Conference) workshop

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 8th 2015</td>
<td>9.30am – 1.00pm</td>
<td>Perceval House Room 0.10</td>
</tr>
<tr>
<td>March 16th 2016</td>
<td>1.00pm – 4.30pm</td>
<td>Perceval House 3.11</td>
</tr>
</tbody>
</table>

Outcomes: By the end of the course participants will know:
- The dynamics of domestic violence
- What constitutes a high risk domestic violence case, having considered how to complete the CAADA-DASH RIC
- The scope and purpose of the MARAC, including how the MARAC fits alongside the on-going risk reduction work of frontline agencies
- How to refer to the MARAC

Working Together Groups & Health Levels
- Working Together 2 – 6
- Partially meets Health Levels 2-5

Course Title

Safeguarding Children Affected by Gang Activity and/or Serious Youth Violence

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 24th 2016</td>
<td>9.30am – 4.30pm</td>
<td>Perceval House Room 3.11</td>
</tr>
</tbody>
</table>

Outcomes: By the end of the course participants will have:
- Gang awareness and indicators of concern
- Gender issues and Links with Child Sexual Exploitation, Missing, Prevent and other safeguarding concerns
- Learning from Serious Case Reviews and national developments
- Safeguarding and other intervention strategies; Inter-agency co-operation and information sharing
- The views of young people who have been gang associated
- The Ealing context and services available

Working Together Groups & Health Levels
- Working Together 2 - 6
- Partially meets Health Level 3, 4 & 5
Course Title

Adolescents at Risk

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 2nd 2015</td>
<td>9.30am – 4.30pm</td>
<td>Perceval House Room 0.10</td>
</tr>
<tr>
<td>March 10th 2016</td>
<td>9.30am – 4.30pm</td>
<td>Perceval House Room 3.11</td>
</tr>
</tbody>
</table>

Outcomes: By the end of the course participants will have:
- Awareness of current research and guidance in relation to the vulnerability of adolescents
- An understanding of different ways in which adolescents can suffer harm and be placed at risk
- Ability to recognise some of the indicators of abuse in young people
- Knowledge on how to consider a model of risk assessment
- Ability to use a range of tools to assess risk
- Ability to consider different techniques for engaging young people

Working Together Groups & Health Levels
- Working Together 2 - 6
- Partially meets Health Levels 3, 4 & 5

Course Title

Radicalisation
(WRAP – Workshop to Raise Awareness of Prevent)

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 14th 2015</td>
<td>3.00pm – 4.00pm</td>
<td>Perceval House Room 0.10</td>
</tr>
<tr>
<td>December 16th 2015</td>
<td>10.00am – 11.00am</td>
<td>Perceval House Room 0.10</td>
</tr>
<tr>
<td>January 19th 2016</td>
<td>4.00pm – 5.00pm</td>
<td>Perceval House Room 3.11</td>
</tr>
<tr>
<td>February 3rd 2016</td>
<td>4.00pm – 5.00pm</td>
<td>Perceval House Room 3.11</td>
</tr>
</tbody>
</table>

Outcomes: By the end of the course participants will have:
- An awareness and understanding of the Prevent agenda, the current risks to the area and radicalisation processes.
- The ability to use existing expertise and professional judgment to recognise potentially vulnerable individuals who may be susceptible to messages of violence.
- The confidence to use a common sense based response to make referrals and contribute to existing safeguarding processes.

Working Together Groups & Health Levels
- Working Together All groups
- Partially meets Health Levels 3 & 4
Course Title

Safeguarding Children with Disabilities

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 26th 2015</td>
<td>9.30am – 4.30pm</td>
<td>Ealing Education Centre</td>
</tr>
<tr>
<td>January 20th 2016</td>
<td>9.30am – 4.30pm</td>
<td>Perceval House Room 3.11</td>
</tr>
</tbody>
</table>

Outcomes: By the end of the course participants will:
- Describe the particular circumstances which make disabled children and young people vulnerable to abuse
- Consider the particular confusion of signs and indicators of abuse in disabled children
- Explain the factors which may influence the threshold for intervention for disabled children
- Be aware of communication of in its widest sense and how disabled children convey that they are being harmed
- Ensure that interventions remain focused on the best interests of the child whilst working in complex situations where there are many competing demands and priorities

Working Together Groups & Health Levels
- Working Together 2 - 5
- Partially meets Health Level 3 & 4

Course Title

Working with children & young people with who display sexually harmful behaviour (SHB)

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 3rd 2015</td>
<td>9.30am – 4.00pm</td>
<td>Ealing Town Hall – CR3</td>
</tr>
</tbody>
</table>

Outcomes: By the end of the course participants will be able to:
- Be better able to identify SHB and how our own responses can impact on our work
- More confident in engaging with issues around SHB with young people and the network
- Better understanding of child and adolescent sexual development and regarding those who have disabilities
- Understanding of SHB from a psychotherapeutic and trauma based perspective
- Feel better equipped to develop appropriate strategies to assess and treat young people with SHB

Working Together Groups & Health Levels
- Working Together 1 - 6
- Partially meets Health Level 3 & 4
### Course Title

**Understanding the ‘Strengthening Families’ model of Risk Management within Child Protection Conferences and other Safeguarding meetings**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 15th 2016</td>
<td>9.30am – 12.30pm</td>
<td>Perceval House Room 3.11</td>
</tr>
</tbody>
</table>

**Outcomes: By the end of the course participants will have:**
- Understanding of the Strengthening Families model of managing risk
- Understanding of the roles and responsibilities of professionals attending safeguarding meetings
- Help to prepare and support practitioners in preparing reports and sharing information
- Understanding on how to make effective safeguarding plans

**Working Together Groups & Health Levels**
- Working Together 3-5
- Partially meets Health Levels 3 & 4

---

### Course Title

**Managing Allegations Against People who work with Children**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 12th 2015</td>
<td>1.30pm – 4.30pm</td>
<td>Everyone Active Acton</td>
</tr>
<tr>
<td>February 25th 2016</td>
<td>9.30am – 12.30pm</td>
<td>Perceval House Room 3.11</td>
</tr>
</tbody>
</table>

**Outcomes: By the end of the course participants will be able to:**
- Understand Policy and Procedures relating to Allegations against staff – Working Together & London CP Procedures
- Understand the various Roles and Responsibilities of those involved in reporting, managing and investigating allegations
- Understand the process for managing allegations – incl. internal & local Ealing processes
- Recognise & identify what constitutes safe professional conduct / Practice
- Recognise & identify manipulative and grooming behaviour

**Working Together Groups & Health Levels**
- Working Together 2 - 6
- Partially meets Health Level 3, 4 & 5. Also relevant for Health Staff in specific roles – EG HR and Practice Managers
Enquiries into death or serious injury of a child provide key learning for professionals with the children’s workforce. These focused sessions provide an opportunity for professionals and volunteers across Social Care, Schools, Health, Police, WLMHT, Community and Voluntary sector to learn together. Professionals within adult services such as Mental Health, Substance Misuse and Domestic Abuse are also welcome.

Outcomes: By the end of the course participants will have:
- Brief outline on Serious Case Reviews processes
- Key learning points from Serious Case Reviews (SCRs) and audits
- Opportunity to discuss how to embed learning to develop practice

Working Together Groups & Health Levels
- Working Together All Groups
- Level 3 & 4 also development opportunity for level 2

Outcomes: By the end of the course participants will know:
- Governance of information sharing
- The value of information sharing
- Valid routes of information sharing
- How to approach information sharing
- How to resolve conflicts

Working Together Groups & Health Levels
- Working Together All groups
- Partially meets Health Levels 2 and 3
Overview of legal provisions that relate to the care and protection of children. This course is aimed at those with minimal previous training in this area, though could also serve as a refresher course. It will cover the concepts of parenthood, parental responsibility and protective interventions in children and families.

Outcomes: By the end of the course participants will have:

- Introduction to the Children Act 1989, supporting regulations and statutory guidance
- Understanding of the limits on state interference in family life
- Understanding the nature and power attached to public law orders such as care orders, supervision orders, placement orders and adoption orders
- Understanding what child arrangement orders mean and how family law orders might affect the sharing of information and the involvement of adults in decision making for children
- Understanding of concepts such as private fostering, children in need and duties of authorities to work together
- Understand their duties and responsibilities under the Children Act 2004 including the function of Safeguarding Boards

Working Together Groups & Health Levels

- Working Together 2 - 4
- Partially meets Health Level 3, 4 & 5
<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Time</th>
<th>Groups</th>
<th>Course Title</th>
<th>Room/Venue</th>
<th>Trainer(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday</td>
<td>23 September 2015</td>
<td>10.00am - 1.00pm</td>
<td>2 to 4</td>
<td>Introduction to Legal Arrangements for the Care and Protection of Children</td>
<td>Perceval House 0.10</td>
<td>TBC</td>
</tr>
<tr>
<td>Wednesday</td>
<td>30 September 2015</td>
<td>1.00pm - 4.30pm</td>
<td>1 to 3</td>
<td>Introduction to Safeguarding/Child Protection</td>
<td>Ealing Education Centre</td>
<td>Alice Daly</td>
</tr>
<tr>
<td>Thursday</td>
<td>01 October 2015</td>
<td>9.30am - 4.30pm</td>
<td>2 to 6</td>
<td>Domestic Violence: Impact on Children and Young People*</td>
<td>Perceval House 0.10</td>
<td>Linda St Louis</td>
</tr>
<tr>
<td>Friday</td>
<td>02 October 2015</td>
<td>9.30am - 4.30pm</td>
<td>2 to 6</td>
<td>Adolescents at Risk</td>
<td>Perceval House 0.10</td>
<td>Carla Thomas</td>
</tr>
<tr>
<td>Monday</td>
<td>05 October 2015</td>
<td>1pm - 4.30pm</td>
<td>1 to 3</td>
<td>Safeguarding Refresher</td>
<td>Ealing Education Centre</td>
<td>Santa Nyeko</td>
</tr>
<tr>
<td>Tuesday</td>
<td>06 October 2015</td>
<td>9.30am - 4.30pm</td>
<td>2 to 4</td>
<td>Introduction to Parental Mental Illness - Safeguarding Children</td>
<td>Ealing Town Hall CR2</td>
<td>Marcia Rice</td>
</tr>
<tr>
<td>Thursday</td>
<td>08 October 2015</td>
<td>9.30am - 1.00pm</td>
<td>2 to 6</td>
<td>Domestic Violence MARAC (Multi-Agency Risk Assessment Conference) workshop</td>
<td>Perceval House 0.10</td>
<td>Standing Together</td>
</tr>
<tr>
<td>Monday</td>
<td>12 October 2015</td>
<td>1.30pm - 4.30pm</td>
<td>2 to 6</td>
<td>Managing allegations against people who work with children</td>
<td>Everyone Active Acton</td>
<td>LADO</td>
</tr>
<tr>
<td>Wednesday</td>
<td>14 October 2015</td>
<td>1.30pm - 4.30pm</td>
<td>3 to 5</td>
<td>Role of Nominated Safeguarding Person (NSP)*</td>
<td>Lido</td>
<td>Bernadette Boland &amp; Zahida Saddiq</td>
</tr>
<tr>
<td>Wednesday</td>
<td>14 October 2015</td>
<td>3.00pm - 4.00pm</td>
<td>All</td>
<td>Radicalisation (WRAP – Workshop to Raise Awareness of Prevent)</td>
<td>Perceval House 0.10</td>
<td>Paul Smith</td>
</tr>
<tr>
<td>Friday</td>
<td>16 October 2015</td>
<td>9.30am - 4.30pm</td>
<td>2 to 6</td>
<td>Protecting Children from Child Sexual Exploitation - Level 3</td>
<td>Perceval House 0.10</td>
<td>Women &amp; Girls Network</td>
</tr>
<tr>
<td>Monday</td>
<td>19 October 2015</td>
<td>9.30am - 4.30pm</td>
<td>2 to 5</td>
<td>Neglect &amp; Attachment</td>
<td>Perceval House 0.10</td>
<td>Carla Thomas</td>
</tr>
<tr>
<td>Wednesday</td>
<td>04 November 2015</td>
<td>1.30pm - 4.00pm</td>
<td>2 to 6</td>
<td>Safeguarding Children from Abuse Linked to a Belief in Spirit Possession</td>
<td>Perceval House 0.10</td>
<td>Police</td>
</tr>
<tr>
<td>Friday</td>
<td>06 November 2015</td>
<td>9.30am - 1.00pm</td>
<td>1 to 3</td>
<td>Introduction to Safeguarding/Child Protection</td>
<td>Perceval House 0.10</td>
<td>Vanita Nicholls</td>
</tr>
<tr>
<td>Tuesday</td>
<td>10 November 2015</td>
<td>10.00am - 12.00pm</td>
<td>All</td>
<td>Information Sharing to Safeguard Children</td>
<td>Perceval House 4.12</td>
<td>Data Protection Team - LBE</td>
</tr>
<tr>
<td>Day</td>
<td>Date</td>
<td>Time</td>
<td>Duration</td>
<td>Topic</td>
<td>Venue</td>
<td>Speaker</td>
</tr>
<tr>
<td>-----------</td>
<td>------------------</td>
<td>---------------</td>
<td>----------</td>
<td>-----------------------------------------------------------------------</td>
<td>--------------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Thursday</td>
<td>12 November 2015</td>
<td>10.00am - 4.30pm</td>
<td>1 to 4</td>
<td>Safeguarding &amp; Promoting the Welfare of the Child</td>
<td>Ealing Town Hall – CR3</td>
<td>Clair-Marie Dwyer</td>
</tr>
<tr>
<td>Friday</td>
<td>13 November 2015</td>
<td>2.30pm - 4.30pm</td>
<td>2 to 8</td>
<td>Serious Case Review focus sessions: Learning from National &amp; Local Serious Case Reviews and Audits</td>
<td>Greenford Service Centre</td>
<td>LADO</td>
</tr>
<tr>
<td>Tuesday</td>
<td>17 November 2015</td>
<td>9.30am - 4.30pm</td>
<td>2 to 6</td>
<td>Safeguarding Children in Diverse &amp; Faith Communities</td>
<td>Perceval House 0.10</td>
<td>Various</td>
</tr>
<tr>
<td>Wednesday</td>
<td>18 November 2015</td>
<td>9.30am - 12.30pm</td>
<td>1 to 4</td>
<td>Drug &amp; Alcohol Awareness</td>
<td>Everyone Active Acton</td>
<td>Anoop Kataria &amp; Charlotte Dugdale</td>
</tr>
<tr>
<td>Saturday</td>
<td>21 November 2015</td>
<td>9.30am - 1.00pm</td>
<td>1 to 3</td>
<td>Introduction to Safeguarding/Child Protection</td>
<td>Ealing Education Centre</td>
<td>Santa Nyeko</td>
</tr>
<tr>
<td>Monday</td>
<td>23 November 2015</td>
<td>10.00am - 4.30pm</td>
<td>3 to 6</td>
<td>Multi-Agency Risk Assessment</td>
<td>Perceval House 0.10</td>
<td>Clair-Marie Dwyer</td>
</tr>
<tr>
<td>Tuesday</td>
<td>24 November 2015</td>
<td>9.30am - 12.30pm</td>
<td>2 to 6</td>
<td>Safeguarding Children &amp; Young People at Risk of Suicide &amp; Self Harm</td>
<td>Ealing Town Hall – CR3</td>
<td>Emma Regan</td>
</tr>
<tr>
<td>Tuesday</td>
<td>24 November 2015</td>
<td>1.30pm - 4.30pm</td>
<td>2 to 5</td>
<td>Child Sexual Exploitation Awareness – Level 1/2</td>
<td>Perceval House 4.12</td>
<td>Sherriell Lalgie</td>
</tr>
<tr>
<td>Tuesday</td>
<td>26 November 2015</td>
<td>9.30am - 4.30pm</td>
<td>2 to 5</td>
<td>Safeguarding Children with Disabilities</td>
<td>Ealing Education Centre</td>
<td>Juliette Francis</td>
</tr>
<tr>
<td>Tuesday</td>
<td>01 December 2015</td>
<td>9.30am - 4.30pm</td>
<td>3 to 6</td>
<td>Parental Mental Illness: Impact on Parenting Capacity &amp; Safeguarding Children*</td>
<td>Perceval House 0.10</td>
<td>Marcia Rice</td>
</tr>
<tr>
<td>Thursday</td>
<td>03 December 2015</td>
<td>9.30am - 4.30pm</td>
<td>1 to 6</td>
<td>Working with children &amp; young people who display sexually harmful behaviour (SHB)</td>
<td>Ealing Town Hall - CR3</td>
<td>Respond</td>
</tr>
<tr>
<td>Friday</td>
<td>04 December 2015</td>
<td>9.30am - 4.30pm</td>
<td>3 to 5</td>
<td>Working with neglect: Keeping the child at the centre</td>
<td>Perceval House 0.10</td>
<td>Carla Thomas</td>
</tr>
<tr>
<td>Wednesday</td>
<td>09 December 2015</td>
<td>9.30am - 12.30pm</td>
<td>All</td>
<td>How do we Respond to Safeguarding Children Concerns in Ealing - An Introduction</td>
<td>Perceval House 0.10</td>
<td>Various</td>
</tr>
<tr>
<td>Thursday</td>
<td>10 December 2015</td>
<td>1.00pm - 4.30pm</td>
<td>1 to 3</td>
<td>Introduction to Safeguarding/Child Protection</td>
<td>Ealing Education Centre</td>
<td>Alice Daly</td>
</tr>
<tr>
<td>Friday</td>
<td>11 December 2015</td>
<td>9.30am - 4.30pm</td>
<td>2 to 4</td>
<td>Domestic Violence as a Serious Child Protection Issue – Foundation</td>
<td>Perceval House 0.10</td>
<td>Khadija Begum</td>
</tr>
</tbody>
</table>
# Ealing SCB Training Programme 2015-2016

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Duration</th>
<th>Event</th>
<th>Location</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 14 December 2015</td>
<td>9.30am - 4.30pm</td>
<td>2 to 6</td>
<td>Protecting Children from Child Sexual Exploitation - Level 3</td>
<td>Perceval House 0.10</td>
<td>Women &amp; Girls Network</td>
</tr>
<tr>
<td>Wednesday 16 December 2015</td>
<td>10.00am - 11.00am</td>
<td>All</td>
<td>Radicalisation (WRAP – Workshop to Raise Awareness of Prevent)</td>
<td>Perceval House 0.10</td>
<td>Paul Smith</td>
</tr>
<tr>
<td>Friday 08 January 2016</td>
<td>10.00am - 12.00pm</td>
<td>All</td>
<td>How to Respond to Female Genital Mutilation (FGM)</td>
<td>Everyone Active Acton</td>
<td>Deqa Dirie</td>
</tr>
<tr>
<td>Monday 11 January 2016</td>
<td>1.00pm - 4.30pm</td>
<td>1 to 3</td>
<td>Introduction to Safeguarding/Child Protection</td>
<td>Perceval House 3.11</td>
<td>Jennie Potter</td>
</tr>
<tr>
<td>Tuesday 12 January 2016</td>
<td>10.00am - 4.30pm</td>
<td>1 to 4</td>
<td>Identifying and Responding to Child Abuse &amp; Neglect</td>
<td>Perceval House 3.11</td>
<td>Clair-Marie Dwyer</td>
</tr>
<tr>
<td>Wednesday 13 January 2016</td>
<td>9.30am to 12.30pm</td>
<td>2 to 5</td>
<td>Child Sexual Exploitation Awareness –Level 1/2</td>
<td>Perceval House 3.11</td>
<td>TBC</td>
</tr>
<tr>
<td>Friday 15 January 2016</td>
<td>9.30am to 12.30pm</td>
<td>3 to 5</td>
<td>Understanding the ‘Strengthening Families’ Model of Risk Management within Child Protection Conferences and other safeguarding meetings</td>
<td>Perceval House 3.11</td>
<td>LADO/CP Advisor</td>
</tr>
<tr>
<td>Monday 18 January 2016</td>
<td>9.30am - 4.30pm</td>
<td>3 to 6</td>
<td>Complex Neglect: An Analytical Approach- can it be turned around?</td>
<td>Ealing Town Hall - CR3</td>
<td>Janet Lee</td>
</tr>
<tr>
<td>Tuesday 19 January 2016</td>
<td>4.00pm - 5.00pm</td>
<td>All</td>
<td>Radicalisation (WRAP – Workshop to Raise Awareness of Prevent)</td>
<td>Perceval House 3.11</td>
<td>Paul Smith</td>
</tr>
<tr>
<td>Wednesday 20 January 2016</td>
<td>9.30am - 4.30pm</td>
<td>2 to 5</td>
<td>Safeguarding Children with Disabilities</td>
<td>Perceval House 3.11</td>
<td>Juliette Francis</td>
</tr>
<tr>
<td>Wednesday 27 January 2016</td>
<td>9.30am - 4.30pm</td>
<td>1 to 4</td>
<td>Impact of substance misuse*</td>
<td>Everyone Active Acton</td>
<td>Anoop Kataria &amp; Charlotte Dugdale</td>
</tr>
<tr>
<td>Thursday 28 January 2016</td>
<td>10.00am - 12.00pm</td>
<td>2 to 8</td>
<td>Serious Case Review focus sessions: Learning from National &amp; Local Serious Case Reviews and Audits</td>
<td>Perceval House 4.12</td>
<td>LADO</td>
</tr>
<tr>
<td>Wednesday 03 February 2016</td>
<td>4.00pm - 5.00pm</td>
<td>All</td>
<td>Radicalisation (WRAP – Workshop to Raise Awareness of Prevent)</td>
<td>Perceval House 3.11</td>
<td>Paul Smith</td>
</tr>
<tr>
<td>Thursday 04 February 2016</td>
<td>10.00am - 3.00pm</td>
<td>All</td>
<td>CEOP: ThinkUknow-Safeguarding &amp; Educating Children and Young People About the Risk Posed by Technology*</td>
<td>Perceval House 3.11</td>
<td>Debbie Burrows</td>
</tr>
</tbody>
</table>

33
<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Time</th>
<th>Duration</th>
<th>Course Title</th>
<th>Location</th>
<th>Presenter(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday</td>
<td>05 February 2016</td>
<td>9.30am - 4.30pm</td>
<td>2 to 6</td>
<td>Domestic Violence: Impact on Children and Young People*</td>
<td>Perceval House 3.11</td>
<td>Pat Chapman</td>
</tr>
<tr>
<td>Monday</td>
<td>08 February 2016</td>
<td>9.30am - 4.30pm</td>
<td>2 to 6</td>
<td>Protecting Children from Child Sexual Exploitation - Level 3</td>
<td>Perceval House 3.11</td>
<td>Women &amp; Girl’s Network</td>
</tr>
<tr>
<td>Tuesday</td>
<td>09 February 2016</td>
<td>10.00am - 1.00pm</td>
<td>3 to 5</td>
<td>Role of Nominated Safeguarding Person (NSP)</td>
<td>Lido</td>
<td>Bernadette Boland &amp; Zahida Saddiq</td>
</tr>
<tr>
<td>Tuesday</td>
<td>23 February 2016</td>
<td>9.30am - 12.30pm</td>
<td>2 to 6</td>
<td>Safeguarding Children &amp; Young People at Risk of Suicide &amp; Self Harm</td>
<td>Everyone Active Acton</td>
<td>Emma Regan</td>
</tr>
<tr>
<td>Wednesday</td>
<td>24 February 2016</td>
<td>9.30am - 4.30pm</td>
<td>2 to 6</td>
<td>Safeguarding Children Affected by Gang Activity and/or Serious Youth Violence</td>
<td>Perceval House 3.11</td>
<td>Wardell Associates</td>
</tr>
<tr>
<td>Thursday</td>
<td>25 February 2016</td>
<td>9.30am - 12.30pm</td>
<td>2 to 6</td>
<td>Managing allegations against people who work with children</td>
<td>Perceval House 3.11</td>
<td>LADO</td>
</tr>
<tr>
<td>Friday</td>
<td>26 February 2016</td>
<td>9.30am - 4.30pm</td>
<td>2 to 5</td>
<td>Neglect &amp; Attachment</td>
<td>Ealing Town Hall - CR3</td>
<td>Carla Thomas</td>
</tr>
<tr>
<td>Tuesday</td>
<td>01 March 2016</td>
<td>9.30am to 12.00pm</td>
<td>2 to 6</td>
<td>Safeguarding Children from Abuse Linked to a Belief in Spirit Possession</td>
<td>Perceval House 3.11</td>
<td>Police</td>
</tr>
<tr>
<td>Wednesday</td>
<td>02 March 2016</td>
<td>9.30am - 4.30pm</td>
<td>2 to 6</td>
<td>Safeguarding Children in Diverse &amp; Faith Communities</td>
<td>Perceval House 3.11</td>
<td>Various</td>
</tr>
<tr>
<td>Friday</td>
<td>04 March 2016</td>
<td>9.30am - 4.30pm</td>
<td>2 to 4</td>
<td>Domestic Violence as a Serious Child Protection Issue – Foundation</td>
<td>Perceval House 3.11</td>
<td>Khadija Begum</td>
</tr>
<tr>
<td>Saturday</td>
<td>05 March 2016</td>
<td>9.30am - 1.00pm</td>
<td>1 to 3</td>
<td>Introduction to Safeguarding/Child Protection</td>
<td>Ealing Education Centre</td>
<td>TBC</td>
</tr>
<tr>
<td>Tuesday</td>
<td>08 March 2016</td>
<td>1.30pm - 4.30pm</td>
<td>All</td>
<td>How do we Respond to Safeguarding Children Concerns in Ealing - An Introduction</td>
<td>Perceval House 3.11</td>
<td>Various</td>
</tr>
<tr>
<td>Wednesday</td>
<td>09 March 2016</td>
<td>10.00am - 1.00pm</td>
<td>2 to 4</td>
<td>Introduction to Legal Arrangements for the Care and Protection of Children</td>
<td>Perceval House 3.11</td>
<td>Diana Hamilton</td>
</tr>
<tr>
<td>Thursday</td>
<td>10 March 2016</td>
<td>9.30am - 4.30pm</td>
<td>2 to 6</td>
<td>Adolescents at Risk</td>
<td>Perceval House 3.11</td>
<td>Carla Thomas</td>
</tr>
<tr>
<td>Friday</td>
<td>11 March 2016</td>
<td>10.00am - 4.30pm</td>
<td>1 to 4</td>
<td>Safeguarding &amp; Promoting the Welfare of the Child</td>
<td>Perceval House 3.11</td>
<td>Clair-Marie Dwyer</td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
<td>Session Details</td>
<td>Location</td>
<td>Other Information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>-------------------</td>
<td>---------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday</td>
<td>14 March 2016</td>
<td>1.30pm - 4.30pm 2 to 5 Child Sexual Exploitation Awareness –Level 1/2</td>
<td>Perceval House 3.11</td>
<td>TBC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>15 March 2016</td>
<td>9.30am – 1.00pm 1 to 3 Introduction to Safeguarding/Child Protection</td>
<td>Perceval House 3.11</td>
<td>TBC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>16 March 2016</td>
<td>1pm - 4.30pm 2 to 6 Domestic Violence MARAC (Multi-Agency Risk Assessment Conference) workshop</td>
<td>Perceval House 3.11</td>
<td>Standing Together</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>22 March 2016</td>
<td>9.30am - 4.30pm 2 to 6 Protecting Children from Child Sexual Exploitation - Level 3</td>
<td>Perceval House 4.12</td>
<td>Women &amp; Girls Network</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Please note these courses have a pre-course requirement, please refer to course outcomes (pages 12-30) for details*
Trainer Profiles

Marcia Rice
Marcia has worked in mental health care for over 20 years and has been developing and delivering innovative training programmes and consultancy services. She has been involved with voluntary and statutory organisations in Britain, Europe, United States and Caribbean to develop more holistic models of mental health provision.

As an academic and researcher, she has been employed at several institutions on curriculum development for health care professionals and engaged in programme evaluation for government-funded research in Britain and the United States at the Institute of Criminology at Cambridge and Rutgers University in New Jersey.

Marcia has managed and developed health services for a range of client groups including services for women and minority ethnic communities. Specialist areas of expertise include; mental health needs of Black and minority groups, personality disorders, self-harm, mentally disordered offenders, and the impact of early life trauma on behaviour, adolescent self-harm and holistic healing programmes.

Patricia Chapman MBE
Pat is a qualified counsellor with many years’ experience working with children whose emotional wellbeing has been affected by directly or indirectly witnessing domestic abuse at home. Currently employed as a Family Safety Worker – Domestic Violence in Ealing Council’s SAFE 0-18 team, Pat offers emotional and practical support to families affected by domestic abuse plus one to one sessions for children and young people. Pat also has experience in delivering training on the many aspects of domestic abuse especially its impact and resulting trauma on children and young people. She has also run workshops for young people on how to recognise domestic violence in teen relationships. Pat previously supported people who have suffered rape and/or sexual assault plus bereavement issues.

Clair-Marie Dwyer
Clair-Marie has worked in the field of Early Years and Social Work for over 25 years. Her experience includes direct work with children and families, as well as management and development of staff predominantly in Safeguarding services. Clair-Marie works as a children's Guardian and has been an Independent Trainer for the last 15 years delivering a wide range of courses.
**Wardell Associates Ltd**

Wardell Associates Ltd was established in 2003 and a diverse professional experience means that they are uniquely placed to deliver training that incorporates criminal justice, risk and safeguarding perspectives.

Helen Elliott has over 30 years' experience in both criminal justice and safeguarding and is an experienced facilitator of child protection training. Until recently she was the Manager of a Local Safeguarding Children's Board which has given knowledge and insight into Local Authority and partnership working at both a strategic and practical level. Helen’s current work includes training and advising schools on safeguarding and she is also involved in the Home Office Ending Gangs and Youth Violence initiative as a peer reviewer.

Lyla has over 35 years’ experience of working with young people in the Probation and Youth Offending Services and has been a full time trainer for the last 8 years mainly to practitioners and managers in Youth Offending and gang intervention services as well as in multi-agency settings. She has helped young people exiting from gangs to develop experience in speaking to small and large groups and has supported their progression to mentoring and youth work roles.

**Khadija Begum**

Khadija is the senior practitioner Domestic Violence Specialist for Ealing. Since graduating with BSc (Hons) in Applied Social Sciences, Khadija gained 8 years’ experience of working within the voluntary sector, including residential key worker for unaccompanied minors, crisis intervention for women and children fleeing domestic violence, providing advocacy on welfare rights and housing. Currently having completed risk assessment training from Domestic Violence Intervention Project provides expert witness statements in cases of domestic violence for court.

**Carla Thomas**

Carla has thirty years’ experience as a social worker having been predominantly involved in Safeguarding work with children and families and in adult mental health.

Carla has twelve years’ experience as a trainer in children and adults safeguarding related topics and is an accredited trainer on a range of assessment tools and safer recruitment, for example.

Carla has produced a number of training manual and materials on safeguarding resources for education and health settings and domestic abuse.
Bernadette Boland
Bernadette has extensive experience working with children & families and in Child Protection. She has worked in both the voluntary and statutory sectors as a residential social worker and since gaining her Social Work qualification in 1989; she has worked in statutory Child Protection. Bernadette also holds a Masters Degree in Social Work Education & Training / Professional Education & Training in Human Services since 1999 and an Advanced Award in Social Work. Since 1996, Bernadette has held the post of Principal Officer Multidisciplinary Child Protection training for a Local Safeguarding Children Board and has been responsible for the commissioning and delivering of Multidisciplinary / Multiagency Safeguarding Training. She also has 10 years experience chairing Child Protection Conferences. Since April 2009, Bernadette has had the post of LB Ealing as the ESCB Training Co-ordinator.

Anoop Kataria
Anoop is a qualified Social Worker who has practiced within Adult and Children’s Social Services; Mental Health and Education settings both in statutory and charitable organizations. He has been working in Ealing Since 2003 and his expertise and experience includes working closely with professionals in Substance Misuse in the NHS; Social Care; Community and Youth Justice Service. He has been facilitating training programmes with professionals and other agencies since working in the Ealing SAFE service over the last 5 years.

Al Fox
Al has worked as a social worker in both mental health and children and families work for the past thirty years. Al has managed children and family’s social work teams at operational and strategic levels for over twenty years particularly in the field of child protection and family support. For the past 5 years, Al has managed the SAFE service focusing on developing multi agency teams offering early intervention services for children and young people with targeted needs. He was closely involved in the development of the multi-agency Integrated Response Service and works closely with that service reviewing thresholds of need. Al regularly delivers training to Education staff on Ealing’s Thresholds of Need Guide and Assessment Protocol.

Debbie Burrows
Debbie has been working in childcare for over 20 years in a variety of settings including schools, nurseries, after school clubs and holiday schemes. Debbie has worked for Ealing Council for 12 years and currently manages Hanwell Children’s Centre. Debbie has attended a number of child protection courses and in February 2011 Debbie completed the Child Exploitation and Online Protection Centre (CEOP) Ambassador Training.
Sally Ann Osmond
Sally is a Childcare Manager for Children in Need. She has worked in Ealing for 32 years and has experience of working in Child Protection and Children in Need, in Nurseries, Children's Centres and Special Educational Needs.
Sally is the Safeguarding Children Advisor for several Children's Centres in the borough and works closely with professionals from other services and organisations. Sally is a member of various Safeguarding Board Sub - Groups, including the training group. Sally advises on safeguarding and also delivers safeguarding training as part of the ESCB and Early Years programme.

Juliette Francis
Juliette has over 15 years’ experience delivering a range of training relating to working with disabled children, young people, adults and their families and an additional 10 years direct work. Prior to her current role as a freelance trainer / consultant, Juliette was employed as the Head of Children’s Services for a voluntary organisation with responsibility for a full range of short break opportunities, including a residential short breaks centre, along with nursery and therapy services. Throughout this time Juliette undertook all of the safeguarding work and developed a professional interest in this field. Juliette is totally passionate about this subject material and is creative in her approach in order to facilitate a positive learning environment for all participants.

Santa Nyeko
Santa has worked with Early Years provisions in the private, voluntary and independent (PVI) sector in Ealing for approximately 20 years now. Her current role is to support Early Years providers to meet the Safeguarding and welfare requirements of the EYFS, which includes requirements for child protection and safeguarding.

Vanita Nicholls
Vanita is the Apprenticeship Programme Manager at Ealing Council. Having previously trained and worked as an actor, Vanita joined the council in 1998 as an admin assistant and progressed by following opportunities and working in teams including Housing Benefits and Economic Development, as well as working as a Homecare organiser, and as a drama tutor for Ealing youth projects. Following a number of secondment roles including facilitator on a council-wide staff training programme, project officer in the Business Design team, and as well as part of the frameworki data recording system project for Children's Social Services, Vanita returned to Economic Development in 2007 working on the Apprenticeship Programme for young people and has continuously developed this work to include the internal council scheme, a pre-apprenticeship programme for young people, and the external Apprenticeship Network for businesses.
Liezel le Roux

Liezel completed her social work training in South Africa and practiced as a generic social worker (across Children and Adults) before coming to the UK in 2002. Her experience for the majority included social work in front-line teams and across authorities, including London Boroughs. Liezel joined Ealing in January 2010 and assumed various roles including Deputy Team Manager for the Children in Need Team, Team Manager for the Hospital Team as an agency worker covering maternity leave and then Team Manager for the Acton Locality Team for two years. She assumed her current role as Child Protection Advisor since October 2013.

Janet Lee

Janet has worked as a social worker and manager for many years. She is now an experienced trainer/consultant, who trains in child care, child protection and safeguarding. She delivers training for practitioners, managers and safeguarding professionals across London and her specialism is to develop critical and analytical thinking in practice and in supervision. She also delivers clinical supervision for safeguarding professionals.

Emma Regan

Emma is a Clinical Nurse Specialist (DipHe, MA) and training Systemic Psychotherapist in Child & Adolescent Mental Health Services. Emma is also the Safeguarding Lead for CAMHS and has worked within various CAMHS community and inpatient settings for the last 14 years. Emma’s special interest is in self-harm and suicide prevention as this was the subject of her dissertation and current role is providing daily self-harm assessments to Ealing Hospital and Community CAMHS patients.

Jennie Potter

Jennie has 13 years’ practice experience in promoting and safeguarding children’s’ welfare in a variety of childcare settings including nurseries, after school clubs and holiday play schemes within other London Boroughs.

She has worked at Ealing council as Targeted Personal adviser for the Youth & Connexions Service since 2006. Through this role Jennie has had experience of making child protection referrals, attending and reporting at case conferences and working with young people and their families offering support and guidance.

In her current role as Team leader she supports staff with child protection issues from the initial concern to supporting with the referral process.

Jennie has attended numerous child protection courses and trained as a Child Protection/Safeguarding trainer in 2011.
Sandra Miller
Sandra started work in the early 1980s as a Family aid, supporting families within their home. She went on to qualify in social work in 1986 and has worked in a number of London boroughs as a social worker, senior social worker and Team Manager for Child in Need, Child protection and Court work. In 2003 Sandra managed the looked after services as an Divisional manager, and in 2005 decided to do freelance social work where she worked, managing Adoption, Fostering and Child in Need teams. Sandra has been working in Ealing as a Child Protection chair, for 7 years, covering conferences, giving consultation and advice and chairing Allegations against Professionals meetings.

Sherriel Lalgie
Sherriel trained as a Montessori teacher in 1980 and then changed careers in 1987 when she trained as a social worker. Six months later Sherriel became a team manager with Referral and Assessment and continued in senior management at service manager level in three London boroughs until 2007. Sherriel has also acted up as Interim Unit Director for a Child Protection unit and has worked mainly in Child Protection during her social work career. In 2006 she re-trained in hospitality management and catering and subsequently took a break from social work until 2011 when she returned to work as a Child Protection Chair/IRO/ Adviser as a locum.

Deqa Dirie
Deqa has over nine years of solid experience in women’s health and project management with an extensive knowledge of overall public relations including gender equity and advocacy. She has gained a wide portfolio of experience from working in public service as well as the private sector. Deqa’s current post at African well woman service is for support and advice for woman’s health issues as result of female genital mutilation/female circumcision. They provide a clinic for woman who wants the reversal procedure carried out. It’s funded by the NHS and is run by woman for woman. Deqa has also worked for Manor Gardens welfare trust as the health advocacy project for the FGM initiative. The FGM initiative works to protect the rights of children reducing the risk to girls and young woman in the UK of undergoing genital mutilation in all its forms. Deqa was the FGM peer education training Co-ordinator for BWHFS covering 21 boroughs in London from 2006-2010.

Paul Smith
Paul is Prevent Strategy Manager for Ealing Council. Paul has over 30 years operational and training experience in the Police Service and the Home Office, delivering Prevent training across the UK to Police organisations and Local Authorities.
Polly Bradley
Polly has been involved with Early Intervention work for the past 5 years. She was involved in the revised Common Assessment Framework (CAF) in 2010 and more recently in the delivery of the Early Help Assessment and Pan (EHAP) which has replaced the CAF in 2014. In addition to leading on the EHAP for the London Borough of Ealing, Polly also manages Ealing’s Family Information Service (FIS) which offers information, advice and guidance to parents, carers and professionals fulfilling the statutory duty of the Childcare Act 2006 Section 12.

Respond
Respond works with children and adults with learning disabilities who have experienced abuse or trauma, as well as those who have abused others, through psychotherapy, advocacy, campaigning and other support. Respond also aims to prevent abuse by providing training, consultancy and research. James Hawkins is a psychotherapist and training coordinator at Respond. He has been a qualified psychodynamic therapist since 2003 and in his practice works with both young people and adults. Prior to working with Respond, he helped establish the transition school therapy service at The Place2Be. He has managed and supervised young people’s school therapy services since 2007 and developed the transition teams’ clinical training program at ThePlace2Be.
‘Safeguarding is everybody’s business’
If at any time you become concerned that a child/young person has been harmed or is at risk of harm or abuse - call the Ealing Children’s Integrated Response Service (ECIRS) on 020 8825 8000 (24 hours).

In an emergency dial 999 for the Police.

You can also contact the NSPCC helpline on 0808 800 5000.