

# Essential Skills Programme

Essential skills for Children's Social Care workforce

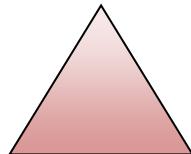


15 August 2018

The programme:

- Has 11 modules which are fundamental topics to a new practitioner's development.
- Is beneficial to staff who seek further development around the essential skills elements.
- Some modules are also beneficial to Administrators





## Children's Social Care & Safeguarding

### Children's Workforce Learning & Development Team

Donna Chapman, Learning & Development  
Lead for Social Work & Social Care including  
Fostering & Residential.

Lisa Gardner, Children's Learning &  
Development Officer.

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Development Officer.

Debbie Watson, Children's Learning &  
Development Co-coordinator.

# **Essential Skills Programme**

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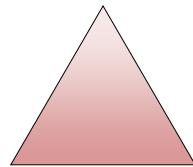
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## Purpose of the Essential Skills Programme

This programme has been designed to meet the initial development needs of new staff to Children's Social Care & Safeguarding and is helpful for Managers when conducting staff appraisals.

Managers may contact the Children's Learning & Development team to identify learning opportunities which are specific to the practitioners role.



The programme has been put together by the Children's Learning & Development team with guidance from Children's Social Care Team Managers .

### Targeted Learning

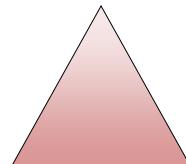
Whilst lesson plans are produced trainers are happy to include any area relevant to the topic which has been identified around team performance. For example you may wish for focus on a particular area i.e. If a member of staff is attending the Effective Recording workshop you may wish for a session around Report writing.

### Procedure when cancelling off a course

We understand the challenges which practitioners experience, and we would be grateful if you could contact us as soon as you know you are unable to attend any training, so that we may offer your place to others.



## Essential Skills Programme



**FOR MORE INFORMATION  
REGARDING TRAINING EVENT  
DATES/TIME AND VENUES,  
LOG INTO :-**



# **Module 1 Raising Awareness of Child Protection ( 3 1/2 hours)**

## **Target Audience:**

This training is aimed at all staff who are in regular contact with children or young people or their parents/carers. Administrators may wish to also attend. A further option for Administrators is to access the SSCB e-learning—An introduction to safeguarding children :

<https://shropshire.safeguardingchildrenea.co.uk/>

## **Course Objective:**

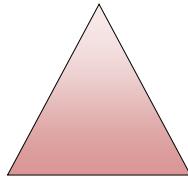
The aim of this training is to extend awareness of safeguarding and protecting children and clarify your role and responsibilities in the process. It is recommended by Shropshire Safeguarding Children's Board (SSCB) that this training is refreshed every three years, unless a practitioner is attending regular SSCB Developing Practice safeguarding modules.

## **Learning Outcomes:**

By the end of this module Learners will be able to:

- ⇒ Recognise the different categories of child abuse and the possible signs and indicators
- ⇒ Understand how child development may be impacted by abuse
- ⇒ Recognise their own safeguarding roles and responsibilities to work together to identify, assess and meet the needs of children where there are safeguarding concerns
- ⇒ Be clear about what to do if they are concerned about a child and who to speak to
- ⇒ Be clear about how to respond to a child who tells them about possible abuse and how to record and share information
- ⇒ Understand the importance of safe working practice

**Book on via: Leap into Learning  
[www.shropshire.learningpool.com](http://www.shropshire.learningpool.com)**



## **Module 2 Relationship Based Practice (2 hours)**

### **Target Audience:**

Relationship Based Practice is the principle model of Children's Social Care and Safeguarding and it is important that all of the children's workforce gain an opportunity to explore and learn about our model.

### **Course Objective:**

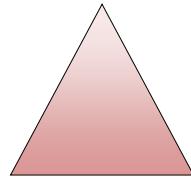
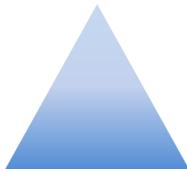
Staff will identify what it means to place the 'relationship 'at the heart of practice. Staff will gain confidence and a commitment to deliver the key principles of Relationship Based Practice.

### **Learning Outcomes**

By the end of the session learners will be able to:

- ⇒ Be familiar with and understand the principles of the Relationship Based Practice model
- ⇒ Explore the ingredients of an effective relationship with clients
- ⇒ Discuss the Professional use of self
- ⇒ Identify the boundary between intimacy and professional distance

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## **Module 3 Effective Recording (3 1/2 hours)**

### **Target Audience:**

All of the children's workforce will find value in attending the Effective Recording workshop along with administrators.

### **Course Objective:**

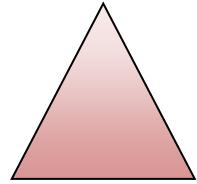
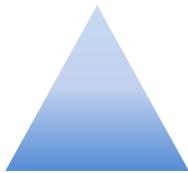
Effective recording is a fundamental skill and one that is required to ensure that the voice of the child is captured and the feelings and thoughts of parents/carers are noted. Practitioners are expected to annotate their finds in a professional and accurate manner and this workshop will go some way to developing 'Effective Recording' skills.

### **Learning Outcomes:**

By the end of the session practitioners will:

- ⇒ Understand the Children's Services Recording Values and Principles policy and their responsibilities
- ⇒ Discuss how to achieve clarity in written communication
- ⇒ Outline the difference between facts and opinion
- ⇒ Develop skills in recording the wishes and feelings of children, young people and families
- ⇒ Learn from recent SSCB and Children's Social Care audits.

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## Module 4 An introduction to Child Development (3 1/2 hours)

### Target Audience

All Practitioners who work directly with children, young people and parents/carers will benefit from this workshop, including NQSW, ASYE's and Social Care Practitioners.

### Course Objective:

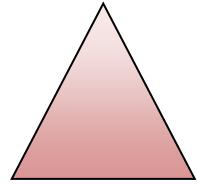
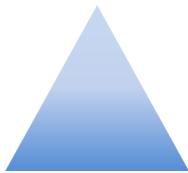
This workshop will introduce Social Care Practitioners to a ‘typical’ child’s development, a crucial component in family support and child protection, (Munro, 2010).

### Learning Outcomes:

By the end of the session practitioners will:

- ⇒ Define ‘development’ as physical, social & emotional, communication & speech and Intellectual.
- ⇒ Understand the role of the Health Visitor, the School Nurse and the Family Nurse Partnership, and 0-25 years CAMH’s Service.
- ⇒ Discuss the impact of adverse childhood experiences on the development of the child. (Case Study)

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## **Module 5 The Solihull Approach**

### **Two day foundation**

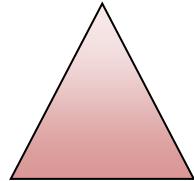
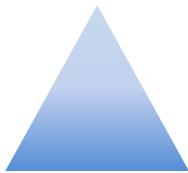
#### **Target Audience:**

**Professionals who work with families, infants, children and young people.**

#### **Course Objective:**

**The Solihull Approach is a highly practical way of working with families within a robust theoretical structure. It explores the quality of the parent-child relationship and how this is crucial to the way the brain wires itself, impacting upon the child's ability to regulate their own emotions and behaviours. It has a major contribution to make to the ways in which practitioners can work with families to ensure that children have a good emotional start and support throughout childhood.**

**To book a place on a course or to make an enquiry please contact:  
[parenting.team@shropshire.gov.uk](mailto:parenting.team@shropshire.gov.uk)  
Tel:01743 250950**



## **Module 6 Workshop to Raise Awareness of PREVENT (2 hours)**

### **Target Audience:**

All practitioners who work directly with children, young people and parents/carers will benefit from this workshop.

### **Course Outline**

This one hour session will help you to think about those who may be vulnerable to being used to commit terrorist crimes and to be clear about what you need to do to prevent that happening.

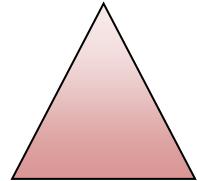
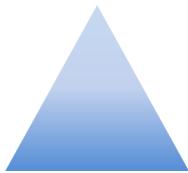
### **Description**

Prevent is part of the UK's counter terrorism strategy, preventing people from becoming involved in terrorism or supporting terrorism. Prevent is a safeguarding issue.

### **Course Outcomes**

- \* Understand Prevent aims
- \* Think about who may be vulnerable to terrorism
- \* See why some people are able to influence and manipulate others to commit crimes
- \* Recognise when a vulnerable individual may need your help
- \* Be clear on what help and support looks like in this area, and who you

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## **Module 7 Combining Play with capturing the voice of the child (2 hours)**

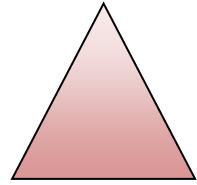
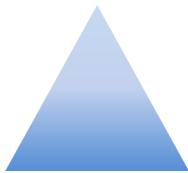
### **Target Audience:**

All practitioners who work directly with children, young people and parents/carers will benefit from this workshop

### **Learning Outcomes:**

- ⇒ To gain confidence in using play to capture the voice of the child.
- ⇒ To explore relationship based practice principals to engage with children and young people, using direct work tools and approaches.
- ⇒ To sign post to good quality resources, websites and tools for direct work.

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## **Module 8 Getting the most out of Supervision (3 hours)**

### **Target Audience:**

All practitioners who work directly with children, young people and parents/carers will benefit from this workshop.

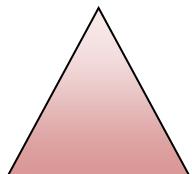
### **Course Objective:**

The Children's Social Care Supervision Policy was revised in June 2017 and to support the context around the policy this workshop will assist supervisee's to get the most out of Supervision.

### **Learning Outcomes:**

- ⇒ Be familiar with the Children's Social Care Supervision Policy
- ⇒ Understand Tony Morrison's model of supervision
- ⇒ Know and understand the roles and responsibilities of a Supervisee
- ⇒ Identify your Learning Style and know how this may support Supervision

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## **Module 9 An introduction to Substance Misuse (3 hours)**

### **Target Audience:**

Social Care Practitioners who work directly with children, young people and parents/carers will benefit from this workshop.

### **Course Objective:**

To explore the effects of substance misuse on individuals and to provide a firm knowledge base to support good practice.

### **Learning Outcomes:**

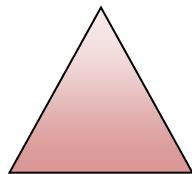
- ⇒ Identified what different substances look like and how they are used;
- ⇒ Explored the effects and risks of substance misuse;
- ⇒ Gain knowledge of what help is available and where to go, and considered our attitudes, both in society and as an individual.

**PLEASE NOTE THAT IT IS RECOMMENDED THAT YOU ATTEND THIS WORKSHOP BEFORE ATTENDING — WORKING WITH SUBSTANCE USING PARENTS.**

Trainer: Vicky Dudley, Joint Training Team.

**Book your place by accessing:**

<http://www.safeguardingshropshireschildren.org.uk>



## **Module 10 - Working Together with substance using parents (3 hours)**

### **Target Audience:**

**Family Support Workers, Outreach Workers, Targeted Youth Service, Parent & Contact Team, Parenting Strategy Team, Residential Care Workers.**

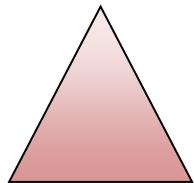
### **Learning Objectives:**

- ⇒ Consider the impact of different levels of substances use on parenting
- ⇒ Consider why parents use substances
- ⇒ Look at risks to children from parental substances misuse
- ⇒ Substance misuse and the assessment framework
- ⇒ Identify how to help parents see what's important and the impact of hidden harm
- ⇒ Have a better understanding of the Joint working protocol and use of the matrix's a tool to inform assessment and decision making

**Trainer: Vicky Dudley, Joint Training Team.**

### **Book your place by accessing:**

**<http://www.safeguardingshropshireschildren.org.uk>**



## **Module 11 The Chronology: Steps to consider (1hour)**

### **Target Audience:**

**Family Support Workers, Outreach Workers, Targeted Youth Service, Parent & Contact Team, Parenting Strategy Team, Residential Care Workers.**

### **Learning Objectives:**

- ⇒ Define ‘What is a chronology’ and why chronologies are useful to practitioners and managers.
- ⇒ Explore how a chronology can be a working tool which promotes engagement with people who use services.
- ⇒ Discuss the importance of drawing together important information which will assist in understanding the lived experience of the child.
- ⇒ Clarify the meaning of ‘a significant event’.
- ⇒ Explore the purpose of genograms and culturagrams and how they can support your relationship with the family.

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**Children's Social Care & Safeguarding,  
Learning & Development Team.**



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