



**r**econstruct **t**raining **c**ourses

[www.reconstruct.co.uk](http://www.reconstruct.co.uk)

reconstruct   
improving services for children



# Reconstruct Training Courses

Reconstruct is dedicated to improving the lives of children through helping you to deliver the best service possible.

It's a field that often gets very complicated. That seems to us all the more reason for keeping things simple, so we work hard at making complex things easy to understand. People trust us and rely on us, and we don't let people down. We can't afford to – we depend on our reputation.

This brochure details our core courses in the key areas of:

Children's and young people's development
Safeguarding and promoting the welfare of children
Effective communication and engagement
Supporting transition
Inter-agency working
Sharing information
Legislation

Reconstruct has been delivering training since 1990 and all training is delivered within the context of current legislation and research. It is tailor-made to meet the specific needs of your local authority or organisation. We take the time and care to understand your needs and then find an effective solution. We know that one size does not fit all. We have a pool of experienced trainers with a wide range of backgrounds. This means we can supply the person with the right knowledge and experience to meet your needs.

We are continually adding new courses to meet changing, and new, needs and demands.

We hope that you will be excited and enthused by this selection of courses and their relevance to practice. We believe they will be a source of sustenance and encouragement to your staff, will maintain and improve your organisation's standard of practice and will encourage a critical and reflective stance.

We hope you will find our courses useful and informative and look forward to working with you.

Reconstruct has three core activities:

- We train and develop people so they become better workers.
- We provide direct services for children and young people which make a difference to their lives.
- We supply consultancy and project managers to organisations so they can provide better services.

These activities are supported by a lively research programme that keeps us and our clients at the forefront of knowledge.

For further information see [www.reconstruct.co.uk](http://www.reconstruct.co.uk) email [office@reconstruct.co.uk](mailto:office@reconstruct.co.uk) or call 01895 204861.

## E-learning

We believe that e-learning, properly commissioned and created to your specifications, will effectively provide training for a wide range of staff in a number of areas, in particular, legislation, private fostering, an introduction to child protection or any subject that you would like to commission. Alternatively, our blended learning integrates e-learning with face-to-face training ensuring that staff not only understand the essential knowledge elements of the job but have time to reflect on them.

## CHILDREN & YOUNG PEOPLE'S DEVELOPMENT

Understanding and promoting children's healthy development is one of the six key areas of skill identified under Every Child Matters (Common Core of Skills and Knowledge for the Children's Workforce). It is an area in which the government expects a basic level of competence, enabling multidisciplinary teams to work together more effectively in the interests of the child. We have developed a range of training courses which provide the opportunity for participants to explore their awareness and understanding of the stages of child development and consider the implications for childcare practice.

It is impossible to remove all risk from children's lives, but workers who can help them to build a secure base, develop self-esteem or social skills, and learn new ways of coping with uncertainty or making difficult choices, can all make a huge difference in the day-to-day life of vulnerable children. Reconstruct is committed to supporting social care staff in their efforts to help children to develop the strengths which will promote their survival and growth.

The courses consider key turning points such as reception into and leaving care and transitions such as adolescence, independence and adulthood. The courses highlight the importance of developing a common understanding of the concept of 'normal' development and how best to promote it. The implications of disruption and interruption to the developmental phases on the long-term development of children and young people are addressed and key models for therapeutic intervention are explored.

### Child development

To work effectively with children and understand their needs practitioners must have a thorough grounding in all aspects of child development. This course provides an overview of the full range of physical, emotional and cognitive development, including good enough parenting, attachment and identity. Participants will have the opportunity to consider what is 'normal' development and to recognise and understand how children's experiences can be reflected in their behaviour. The training will also explore the role of child development in the assessment process and how information relating to children's development can inform decision-making in relation to risk and parenting capacity. It also considers cultural differences in relation to child rearing practices and child development.

#### Learning outcomes cover:

- Enabling assessment of good enough parenting that actively promotes children's development.
- Helping participants transfer knowledge and skills developed in practice by using their own cases.
- Working with common developmental problems that carers and social workers have to deal with.
- Providing a framework for the management of behaviour, and contributing to the development, provision and review of care programmes.

### Attachment

Attachment theory is seen as crucial to the understanding of the impact of disruption and change on the long-term emotional development of children. This training gives participants the opportunity to explore the concepts of attachment and attachment disorder and consider techniques for its assessment. The course considers the experiences of looked after children and explores the implications of attachment disorder for practice.

#### Learning outcomes cover:

- An overview of the theoretical perspectives on attachment.
- Attachment in the context of The Assessment Framework.
- The long-term impact of poor attachment and the implications for social work practice.
- The observation and recording of attachment relationships.
- Direct work techniques for addressing issues of loss and making new attachments.

### Sex, sexuality and looked after children and young people

It is now acknowledged that practitioners who work with children and young people need training in how to discuss issues of sex and sexuality. This course provides an overview of the issues to consider regarding sex and sexuality when caring for children and young people who are looked after. The training explores the legislative framework and provides an opportunity for participants to explore belief systems, cultural values and feelings involved when working with the issues of sex, sexuality, sexual health and relationships. Participants are encouraged to consider the experiences of individual children and young people in the context of legislation relating to the age of consent.

**Learning outcomes cover:**

- Participants' own understanding of sex and sexuality.
- The development of identity of young people who are looked after.
- The legal framework around working with young people on issues of sexuality.
- Ways of working which are supportive and non-judgemental.
- Developing ideas around improving self-esteem.

## Children, young people and mental health

There is a worrying rise in the number of children who experience depression and other mental health disorders. Cases of self harming behaviour are rising and CAMHS services are stretched. Children and young people who are looked after are especially vulnerable. Teachers, social workers, foster carers and residential workers are particularly well placed to recognise the signs of deteriorating mental health. Early preventative work can help children to establish friendships, build self-esteem and social skills, look at different ways of coping with adversity and assess potential risk factors.

This course provides an opportunity for multi-agency workers to develop an awareness and understanding of the impact of mental health problems on children and young people and explore roles and responsibilities in co-ordinating multi-agency services and using the expertise of others in the family and community.

**Learning outcomes cover:**

- Personal values, beliefs and attitudes in child and adolescent wellbeing.
- Recognising and understanding the normal development stages of children and young people.
- The indicators and range of behaviours in children and young people that may be a cause for concern.
- The prevalence and definitions of common mental health disorders in children and adolescents.
- Different models for promoting positive mental health for children.
- Children's wellbeing in the wider context of the family.
- Appropriate interventions and assessments to determine service provision.

## Children and young people who misuse drugs and alcohol

For children and young people who are vulnerable, alcohol and drugs may offer an escape which leaves them vulnerable to more serious situations. There is a growing problem with excessive alcohol use (particularly in relation to anti-social behaviour) and dependence on drugs has long been an easy way of drawing young people into prostitution. Different agencies need to work closely to identify children at risk and develop alternative strategies to prevent escalation. This course provides an overview of the issues when working with children and young people who misuse substances and considers models for assessment and strategies for intervention.

**Learning outcomes cover:**

- Development of basic knowledge of mood-altering substances, their patterns of non-medical use, and their effects.
- An increase in confidence in approaching the issue of substance use.
- Development of an understanding of why people use substances.
- Consideration of participants' own attitudes to substance use, and how these might affect practice.
- Exploration of myths and fantasies.

## Maintaining identity

If practitioners are to promote the self-esteem of children and young people who are looked after they need to be skilled in how to work with issues of identity. This course enables participants to work pro-actively with cultural identity and provides a theoretical background to how children develop a sense of self, gender identity and the development of racial identity. It considers how all of these are crucial to the development of positive self-esteem and demonstrates the relevance of cultural identity to childcare practice. The training also provides an opportunity for participants to consider a range of skills and techniques for working with identity issues.

**Learning outcomes cover:**

- The concept of identity.
- Knowledge of recent research.
- Institutional racism and the impact on black children and young people who are looked after.
- Strategies for engaging with and working positively with black families, children and young people.
- A variety of direct work techniques for working with identity.

## Resilience, risk & protective factors

An understanding of the relevance of the theory of resilience is essential to good practice and offers a constructive and helpful approach to working with vulnerable children, young people and adults. This course covers the current research on resilience, risk and protective factors and looks at practical ways in which practitioners can work to reduce the impact of risk factors, help children build a secure base and develop coping strategies to deal with the difficulties and threats they face.

### Learning outcomes cover:

- Identifying the vulnerabilities of children and young people in order to apply the theories of resilience to practice.
- The effect of attachment on the development of resilience.
- Tools for managing risk and planning services for vulnerable children.
- Strategies for reducing the impact of adversity on child development.

## Neglect

This training raises awareness about the impact of neglect on children. Participants will have the opportunity to explore the impact on children of living in low-warmth, high-criticism families and consider the concept of neglect within the context of current research. The major theoretical approaches to neglect are examined and a range of tools and techniques considered for assessing the child's safety, the child's welfare and the needs of the primary carer. There is also an opportunity to develop a range of strategies for working on a multi-agency basis to assess and prevent neglect, particularly with families where there is resistance, denial and little or no change.

### Learning outcomes cover:

- An awareness of various types of neglect and its implications for child development.
- Interpretations of the definitions of neglect and understanding of the legal context for intervention.
- Accurate assessment of good enough parenting.

# Help with your childcare policies and procedures

Reconstruct has made child protection procedures more effective and relevant to staff.

We have developed easy-to-use web-based procedures used in over 50 local authorities from Cornwall to Strathclyde.

Our procedures are:

- Easy to navigate and written in plain English.
- Linked to the integrated children's system.
- Simple to keep updated.
- Checked with teenagers to make sure they are easily understood by young people and families.
- Supported by research and examples of good practice readily accessible from within the web-based system.

- Above all, written and designed by a team of child protection professionals who understand your needs.

We can work from our proven template, adjusted to your local needs OR produce an entirely new package tailored to your specific needs.

See for yourself what your own child protection procedures could look like and how easy they could be for your staff to use.

Visit our website [www.reconstruct.co.uk](http://www.reconstruct.co.uk) and follow the link for 'Procedures' or, to discuss what we can offer in more detail, call Barry Raynes on 01225 780145.

## SAFEGUARDING & PROMOTING THE WELFARE OF CHILDREN

Staff working to protect children operate in a challenging and often shifting environment. To ensure that they are fit for practice they need to reflect upon their role, critically evaluate their actions, record clearly and concisely and demonstrate accountability. They must be able to collaborate with other professionals and with service users, while feeling confident to challenge in difficult or uncertain circumstances. The following courses address these issues.

### Substance misuse and parenting

Some children whose parents misuse drugs or alcohol may need protection, but others cope well with support from the family or community. Practitioners must be able to judge the potential short-term, long-term and age-related harm for children and the sources of support that are available to ensure that they are not exposed to undue risk.

This course aims to enhance the worker's knowledge of the potential impacts of drugs on parenting. It also provides strategies for keeping child-focused and provides tools and techniques for gathering information and assessing levels of risk.

#### Learning outcomes cover:

- Awareness of the main categories of substances and their effects.
- How misuse of substances can impact on parenting.
- How to undertake risk assessments with substance misusing parents.
- Tools to use when working with substance misusing parents.

### Mental health and child protection

The need for different agencies and professionals to work closely in this area has long been recognised, to prevent children being overlooked when a parent experiences mental ill-health. Practitioners must be able to assess the impact of the parent's behaviour, identify what protective factors are present and ensure that children can be cared for in a safe and secure environment. This course aims to promote effective working together across agencies and provides a critical understanding of implications of parental mental ill-health for children, families and carers.

#### Learning outcomes cover:

- Integration of equal treatment for people with mental health problems.
- Creative inter-service working to aid families and children.
- Methods of improving inter-service inter-agency working.
- Participants' own beliefs and attitudes as well as societal views.
- Models of assessment that remain child focused and aid recognition and practical intervention.
- Strategies for intervention.
- Participants' skills in working with families, extended family and social networks to improve support and care.

### Learning disability and parenting

Ensuring that parents with a learning disability are effective parents is a key part of safeguarding children. This course looks at how to carry out good quality assessments of the capacity of learning disabled parents to meet the needs of their children and provides a framework for effective decision-making. It also covers ways of providing effective help and support for this group of parents as well as assessing and building resilience in children.

#### Learning outcomes cover:

- Social attitudes to learning disability and their impact on service provision.
- Identifying relevant needs and risks when working with parents with learning disability and their children.
- Identifying and balancing adversity and protective factors.
- Identifying skills to plan strategies for effective intervention.
- Effective communication and engagement with children, young people and their families and carers.
- Child and young person development when the parent is learning disabled.
- Safeguarding the welfare of the child while providing services to support parenting.

### Emotional abuse and neglect

Emotional abuse is a demanding and sometimes distressing area of work. Neglectful parents can place a very heavy demand on services, sometimes with little evidence of progress. Helpful frameworks, research evidence and practice tools can help assess the impact and develop appropriate interventions. Research on neglect has shown that it is possible to work with parents to address their own needs and those of their children, but it needs a co-ordinated and consistent approach from a range of

services. This training aims to raise awareness of the impact of emotional abuse and neglect on children and to provide tools and techniques for assessing levels of risk. The course also offers an opportunity to consider a range of strategies for working on a multi-agency basis particularly with families where there is resistance, denial and little or no change.

**Learning outcomes cover:**

- What is meant by the terms ‘emotional abuse’ and ‘neglect’.
- Recognising the signs and symptoms of emotional abuse and neglect and understanding the impact on children.
- The issues involved in working together – with parents and across professional boundaries.
- The impact on individuals of working with emotional abuse and neglect.

## Children with sexually harmful behaviours

More and more children and adolescents are presenting with sexually harmful behaviours, many at a young age. It is now accepted that approaches which work with adult offenders do not always work well with children. A new body of skills has gradually built up from current practice and research and the picture is not an entirely discouraging one.

Practitioners must balance the needs of the abuser, the needs of the victim and the requirements of the courts while working with parents, alternative carers and the local community. This course is for those who, as part of their wider role, work with or care for children with sexually harmful behaviours; it looks at current research findings, healthy and unhealthy sexual activity and how to address the holistic needs of individual children as part of a multi-faceted service.

**Learning outcomes cover:**

- The research evidence and background factors.
- Understanding the impact of sexual abuse within the family.
- The options for assessment and intervention within current guidance and policies.

## Sexual exploitation of children

The sexual exploitation of children for commercial gain has burgeoned worldwide; the technology used is now much more sophisticated, children are trafficked across countries and young people are drawn into the sex industry. The Sexual Offences Act 2003 increased the powers of the police and the courts, but many more children need

protection than the law can deal with. Without the vigilance and support of caring professionals vulnerable children and young people risk being lost sight of. All the relevant agencies must work closely and develop approaches that address the many needs of sexually exploited children. This course explores the ways in which children and young people are commercially sexually exploited through pornography and prostitution and provides an overview of both national and international legislation and policies.

**Learning outcomes cover:**

- Increased awareness of the exploitation of children in the UK and the global context of exploitation and trafficking.
- Identification of exploited children in the UK and their specific support needs.
- Legislative provisions available for trafficked children in the UK.
- Multi-agency perspective on the intervention, identification and safeguarding of exploited children.

## Physical abuse and neglect

This course explores the impact of physical abuse and long-term neglect on children’s development and wellbeing and considers ways to prevent ongoing abuse. The training considers the major theoretical approaches to physical abuse and neglect and provides an overview of current research. A range of models for assessing the child’s safety, the child’s welfare and the needs of the primary carer are explored. Participants are offered a variety of techniques for assessing and preventing physical abuse and neglect with families where there is resistance, denial and little or no change.

**Learning outcomes cover:**

- Definitions of neglect and physical abuse.
- Assessment of the safety of children and young people living in abusive or neglectful families.
- Ways to work with the strengths of families.

## Child sexual abuse

Cases of sexual abuse of children continue to emerge, with potential devastating consequences including long-term emotional trauma. This course helps workers and carers to develop their knowledge and skills in recognising and responding to the needs of children who have been sexually abused. It looks at strategies for working with them, their families and carers, to build a safe environment where children can recover. The course considers the impact on victims, carers, other family members and professionals and looks at ways of protecting children from further harm and helping them to heal.

**Learning outcomes cover:**

- The tensions in defining child sexual abuse.
- Identifying factors leading to concerns for victims and perpetrators of child sexual abuse.
- The effects of child sexual abuse; who might help the victims and in what ways.
- The issues relating to perpetrators – who they are and how they are managed.
- The issues relating to female genital mutilation.

## Domestic abuse

Domestic abuse has its roots in political, cultural and economic forces which shape our response and interventions. This course explores the impact of domestic abuse on children and looks at the implications for their safety and wellbeing and the benefits of close inter-agency collaboration. It also considers strategies for working with families where violence against women, in all its forms, is an issue.

**Learning outcomes cover:**

- The impact of domestic violence on women and children and strategies for working effectively with families where domestic violence is an issue.
- The definition of 'domestic violence', myths and stereotypes.
- The research on domestic violence.
- The political, cultural and economic reasons why women stay in violent relationships.
- The impact of domestic violence on children and the use of child protection procedures.
- Strategies for effective multi-agency working and creative packages of support for families where domestic violence is an issue.

## Safeguarding children with disabilities

Children with disabilities are particularly vulnerable to exploitation and abuse. Carers and workers need to be vigilant to ensure disabled children's voices are heard so they are protected by a system that is sensitive to their individual needs. This course looks at responding to allegations and undertaking investigations and other formal procedures. Participants from all agencies are encouraged to develop sensitive interventions.

**Learning outcomes cover:**

- The context of care for disabled children.
- The impact of social attitudes on the provision of services to this group.

- The barriers to effectively safeguarding disabled children.
- Ways to ensure these children have a voice in the provision of services.
- Different communication strategies that support the disabled child's right to be heard.

## Achieving best evidence

This course enables all workers involved in joint investigations and video interviewing to develop the skills necessary to carry out effective and evidentially sound investigations. It provides an overview of the relevant legislation and guidance and an opportunity for course participants to practice and develop interviewing skills and techniques so they feel more confident in giving evidence in criminal and civil proceedings.

**Learning outcomes cover:**

- New guidance and the relevant civil/criminal legislation.
- The principles of multi-agency working.
- Achieving 'best evidence' interviews as required by the criminal justice system.
- The needs of children and young people with disabilities.
- Strategies for planning and co-ordinating interviews.
- The requirements for the support and preparation of witnesses.
- The emotional impact of the work and support systems.

## Court work

Also known as 'surviving the witness box', this intensive course is delivered by a mixture of practitioners and lawyers. Participants learn about the options available to them in court; people's roles; how to write reports taking account of the judicial protocol; pre-proceedings preparation including acquiring essential knowledge of the judicial case management procedures, including the Public Law Outline which will be implemented nationally from April 2008; what is, and what is not, evidence; and how to deliver oral evidence through cross-examination. They investigate a complex case and come to their own conclusions about what orders, if any, they should apply for. They are then individually cross-examined for up to 30 minutes by an experienced family law solicitor. The course is suitable for all staff irrespective of role and experience. It is particularly effective with multi-agency groups and workers from overseas.

**Learning outcomes cover:**

- The principles governing the family proceedings courts.
- The range of court orders available in child protection and their application.

- Appropriate orders to meet the individual needs of children.
- The principles of anti-discriminatory practice in working with the courts.
- The difference between evidence and fantasy, fact and opinion.
- How to compile professionally written statements.
- Presenting evidence orally in a professional manner and acquiring essential skills in surviving cross examinations.

## Decision-making and analysis

Since 1995 inspectors have generally acknowledged that workers are good at gathering information but have criticised them for their lack of analysis. The introduction of the Assessment Framework did little to address this problem. By using a stepwise model of assessment which separates out the six steps of preparation, hypothesising, gathering and testing information, analysis and planning, this course shows participants how they should be doing different things depending upon where they are in the assessment process. It focuses on four models designed to assess the resilience of the child, the child's protective environment, risk and planning. The course explains the difference between information and evidence, suggests how participants can remain up to date with research and helps them produce shorter, more focused reports.

### Learning outcomes cover:

- Current assessment practice (a critical review).
- How to involve children and parents in the process.
- The value and use of evidence based practice.
- The concept of professional judgement.
- Tools to aid analysis and understanding.

## Chairing and managing child protection conferences

Effective chairing of child protection conferences is an important aspect of safeguarding children. Get it wrong and poor communication and unfocused work may be the result; get it right and it may be the first step towards effective monitoring, successful planning and rapid resolution. This course looks at involving parents and children, handling and processing information, developing plans and keeping on track.

### Learning outcomes cover:

- Understanding the role of the chairperson within looked after children and child protection reviews.

- Understanding how to achieve optimal outcomes for children, young people and families/carers through the review process.
- Understanding and implementing strategies that promote active involvement and participation by children, young people and their families/carers.
- The implications of and update on the Adoption and Children Act 2004, safeguarding regulations and guidance for Independent Reviewing Officers.

## Chairing looked after reviews

The responsibilities placed upon Independent Reviewing Officers (IROs) increased significantly under the Adoption and Children Act 2002. More than ever their role is vital in promoting the rights and welfare of the looked after child and in ensuring that plans are properly progressed. It is therefore essential that all IROs across an authority have a common understanding of what is expected of them and what they should expect from their department. This course looks at those responsibilities and expectations and gives IROs time to reflect and develop common approaches to their role.

### Learning outcomes cover:

- Developing a consistent approach to chairing reviews.
- Using looked after children materials effectively in reviews.
- Ensuring the views and needs of the child/young person, family members, carers and all professionals are appropriately addressed.

## Safer recruitment

Experience over many years has shown that organisations who provide services to children need to incorporate into their recruitment and selection processes measures that help to deter, reject, or identify people who might abuse children. Making safeguarding and promoting the welfare of children an integral part of recruitment and selection processes is an essential part of creating safe environments for children. The need for this was most recently illustrated by the findings and recommendations of the Bichard Inquiry Report (2004) into the Soham murders of Holly Wells and Jessica Chapman. However the principles are not new. Much of the same issues were addressed in Sir Norman Warner's 1992 report *Choosing With Care*, which examined recruitment and selection in residential children's homes and again in Sir William Utting's 1997 report *People Like Us* which focused on similar themes. The aim of this training is to highlight these reports and recommendations for anyone who is involved in the recruitment and selection of staff who will be working with, or will have access to, children.

**Learning outcomes cover:**

- Giving participants an awareness and understanding of offender behaviour.
- Identifying the key features of staff recruitment that help deter or prevent the appointment of unsuitable people.
- Considering policies and practices that minimise opportunities for abuse or ensure its prompt reporting.
- Helping participants begin to review their own organisation's policies and practices with a view to making them safer.

## Neglect

This training raises awareness about the impact of neglect on children. Participants will have the opportunity to explore the impact on children of living in low-warmth, high-criticism families. It also looks at the concept of neglect within the context of current research. The major theoretical approaches to neglect are examined and a range of tools and techniques considered for assessing the child's safety, the child's welfare and the needs of the primary carer. There is also an opportunity to develop a range of strategies for working on a multi-agency basis to assess and prevent neglect, particularly with families where there is resistance, denial and little or no change.

**Learning outcomes cover:**

- An awareness of various types of neglect and its implications for child development.
- Interpretations of the definitions of neglect and understanding of the legal context for intervention.
- Accurate assessment of good enough parenting.

## Child abuse and the internet

The internet is integral to the lives of many children and young people and is an essential part of their everyday world, whether they use it for homework, to make friends, chat with people, share information about themselves or play games. Internet use should be fun and safe.

Unfortunately the internet is providing child sex offenders with massive opportunities to access children and young people – whether in the real or virtual world.

This course looks at how to protect children and reduce risk. It provides an overview of the latest on-line technologies being used by children. It also provides an understanding of the risks associated with internet use, and what professionals, parents/carers and children can do to reduce the risks.

This training also give you access to an internet safety training programme that can be delivered directly to young people aged 11 to 18 years.

**Learning outcomes cover:**

- development of a basic knowledge of internet technologies – social networking, gaming and chat rooms
- an understanding of the ways child abusers may use the internet to access children
- an understanding of the risks to children and young people
- practical information about internet safety and the steps that can be taken by children and parents/carers to minimise risks.

## Public Law Outline

Reconstruct has developed two training courses to inform social workers about the implications of the Public Law Outline (PLO) and provide an opportunity to consider the impact of the PLO on assessments and reports for court. These courses will also update social workers on the lessons learnt from the PLO pilot schemes taking place across the country.

### *Working with the Public Law Outline*

This one-day workshop considers the background to the PLO and explores the implications for social care professionals.

**Learning outcomes cover:**

- Overview of the Public Law Outline (PLO).
- Pre-proceedings requirements.
- Notification to parents.
- Issue and first appointment
- Advocates meeting and case management conference.
- Advocates meeting and issue resolution hearing.
- Final hearings – will they exist?
- Timetabling and adoption cases.
- Contested Interim Care Orders and finding of fact hearings in the PLO.
- The changing role of CAFCASS.

### *Core assessment skills and court reports*

This two-day training highlights the emphasis placed by the PLO on social workers to provide timely and high quality assessments which ensure that core assessments are completed, kinship options have been explored and care plans have been prepared and shared with families.

**Learning outcomes cover:**

- The importance of analytical skills to inform conclusions and professional judgement.
- How to critically appraise/use evidence based research to support conclusions.
- Engaging with families.
- Case study exercise in line with the PLO outline.
- The pre proceedings checklist.

## EFFECTIVE COMMUNICATION & ENGAGEMENT

Good communication skills are fundamental to all aspects of working with children, their families and other professionals. We have a range of courses to develop skills in communicating with parents, carers and families and to develop parallel skills in listening to and involving children and young people in ways that are appropriate to their age. These cover areas such as effective listening skills, gathering information, how to explain options and decisions to parents, carers and families and how to involve children, parents and families in the creation of services.

### Advocacy skills

Listening to children and young people and ensuring their participation in decision-making can be challenging. This course considers what advocacy skills are, given the difficulties practitioners face in ensuring participation while maintaining a 'best interest' decision-making responsibility. As well as covering the relevant legislation, the course also explores the strategies and tools which can be used to empower children and young people and involve them in decisions about their lives, and looks at how these can be incorporated into day-to-day practice.

#### Learning outcomes cover:

- An understanding of what participation is in practice including the concepts of advocacy and consultation.
- Mechanisms for enabling children and young people's participation in decision-making.
- Identifying and developing skills and resources for empowering participation.
- Values in relation to children's rights and participation.
- Developing an action plan for putting learning into practice.

### Promoting participation

Today there is an expectation that children and young people will be not just consulted, but also empowered to participate in decisions about their lives, and this should be evident in service and policy design, delivery, monitoring and evaluation. This course explores the concept of participation, the legislation underpinning it, the different levels of participation and the possible barriers to it. The course also considers strategies for effective and meaningful participation which benefit not only practitioners and their organisations but – most importantly – the children and young people they work with.

#### Learning outcomes cover:

- Participants' views about the pros and cons of children's participation in child protection conferences.
- Identifying what helps and what hinders children's participation in child protection conferences.
- Improving practice by exploring ways of children's inclusion and increasing opportunities for their participation in child protection conferences.
- Sharing of good practice.

### Managing difficult behaviour

This course explores techniques for working with children and young people in order to decrease difficult behaviour and promote positive behaviour in a range of different settings. The training looks at the impact of the environment and contributing factors such as the child's environment and relationships, community or care settings and culture and considers strategies for promoting self-esteem and breaking old patterns of difficult behaviour.

#### Learning outcomes cover:

- A deeper understanding of why challenging behaviour occurs and of factors which influence behaviour.
- Understanding the stages of emotional arousal and positive techniques for the management of behaviours that challenge.
- How our own behaviour can help or hinder successful outcomes.
- Communication styles.
- Post-incident issues, including support for children and young people and staff.
- The legal, policy and procedural context for managing challenging behaviour.
- A range of simple 'breakaway' techniques and safe holds for use as a last resort.

## Engaging reluctant and resistant families

Not all families welcome outsiders or feel they want to enter into 'partnership' with social services. Some are hostile, manipulative and threatening and practitioners have to work with these uncertainties. They must establish their own safety and, most importantly, that of the children. However, in most circumstances it is possible, using core skills, to work with parents and achieve a relationship that can lead to change and progress. This course explores strategies for working in partnership, looks at techniques which empower families and carers and develops tools that assist families in their understanding of assessments, social work interventions and the review process.

### Learning outcomes cover:

- The reasons behind reluctant and resistant participation.
- Strategies for providing services when parents are reluctant or resistant to the provision of services for their child's wellbeing.
- The skills required to engage parents who may be reluctant or resistant to interventions.
- Developing skills in motivational interviewing.

## Difficult, dangerous or evasive

Child protection workers regularly have to deal with anxiety-provoking and frightening situations where adults may be dangerous, difficult or evasive. Child death inquiries regularly comment on how frightening or manipulative the parents or carers of the child were. For example, the court in the case of Baby P was told 'The mother manipulated professionals with lies'.

This training highlights these concerns and fills a gap in what is one of the most neglected areas of training: the critical dynamic between worker and service user, particularly when concerns about child protection need to be raised.

The training promotes the need for effective and erudite intervention through practice and rehearsal of challenging examples using actors. It covers a range of practice issues including: individual and collective values, reflective practice and critical thinking, personal process (how own past experiences impact on work), a model of dealing with challenge and definitions of difficult and dangerous users. This training has been positively evaluated by frontline staff and is just as relevant for both newly qualified and experienced workers. This course can be run with either a single agency or multi-agency participant group.

### Learning outcomes cover:

- Understanding the organisational context of work which can help or hinder staff support in challenging situations.
- Exploring how our own value base can often fragment when faced with threatening situations.
- A model of communication to use when faced with difficult situations.
- Understanding the difference between 'dangerous' and 'difficult.'
- Self-care and utilising support systems as a means of survival in hostile conditions.

## Listening to children

There are many reasons why this is so important and many reasons why it is so hard to do. With limited time, practitioners need to feel comfortable about finding ways of being with children of different ages, understanding their environment, recognising their capabilities and taking account of what their eyes and ears tell them. This course looks at how to listen to and evaluate what children and young people say. It explores a range of techniques which enable children and young people to express their views, wishes and feelings.

### Learning outcomes cover:

- Improving inter-agency awareness of the importance of listening to children.
- Developing understanding of the needs of children and young people.
- How to enable children and young people to express their views, wishes and feelings.
- Awareness of the roles and responsibilities of professionals who converse with and listen to children and young people.
- Techniques for communicating with young children.

## Communicating with disabled children

The skill of communicating with disabled children does not come easily. Techniques are part of the picture, but practitioners need to be alert to the wider world of the child, tuned into their daily lives and ready to ask for help from others. They must understand the barriers that disability imposes but, at the same time, recognise that disabled children are able to make choices for themselves using their abilities and drawing on their own experiences. This course explores a range of creative techniques for engaging with children with disabilities and provides participants with an understanding of language development and alternatives to verbal communication.

### Learning outcomes cover:

- The barriers to communicating with disabled children.
- The effect of social myths on safeguarding disabled children.
- Different communication methods.
- The implications of the safeguarding of disabled children document on practice.
- Methods of establishing a disabled child's wishes and feelings.
- Use of Makaton.

## Equality, diversity and anti-discriminatory practice

This is an awareness-raising course for practitioners and admin staff who have not previously had any equalities training. It aims to promote an understanding of good practice and provides a summary of the legislative and policy framework that underpins current equalities and diversity issues.

### Learning outcomes cover:

- Providing a safe environment for participants to explore their own conditioning and the value systems they operate.
- The role of stereotyping and its role in discrimination and oppression.
- The concept of culture and cultural difference and implications for good practice.
- An overview of current equalities and diversity legislation, inquiry reports and research and local policies and guidelines.
- Evaluation of the impact of participants' own actions on others and an action plan for developing work in this area.

## Working with black families

This course for practitioners in childcare services provides an opportunity to explore the good practice issues when working with black children and their families. Participants should already have had basic equality awareness training. The course covers a range of issues including meeting the needs of black looked after children, working with interpreters and undertaking assessments with black children and their families. It also explores childcare practices within different religious and cultural belief systems and considers their impact on child protection and childcare work.

### Learning outcomes cover:

- The importance of child-focused interventions/parent interventions.
- The issues and challenges faced by individuals and families within black and minority ethnic groups.
- Models, tools and techniques to help.
- The impact of institutional racism on service delivery.
- Child protection and cultural norms in the context of childcare.
- Research findings and implications for practice.

## Managing diversity

This course explores the key issues in managing a diverse workforce. The training considers the role of the manager in promoting equalities issues, providing an overview of the legislative and policy framework and considering how they impact on the practice issues that managers must deal with.

### Learning outcomes cover:

- The differences between traditional equal opportunities approaches and the diversity model.
- How to implement the diversity approach with colleagues, staff and councillors.
- The implications for supervision and management when managing a diverse workforce.
- An overview of relevant equalities and diversity legislation and the expectations of the Equality Standard for Local Government.

## Working with fathers

Engaging fathers is an important part of childcare and safeguarding practice. Fathers may need support in the process of becoming effective parents, and this is reflected in a number of government directives. This course explores the historical context of fatherhood and considers research and evidence based practice when working with fathers. It also looks at a variety of skills and techniques for assessing their parenting roles and engaging and supporting them as fathers.

### Learning outcomes cover:

- The impact of the father's role in child development.
- The complex aspect of a father's role when working with children and families in child protection.
- What research is saying about engaging fathers when working with children and families.
- The range of professional responses to fathers from agencies.
- Skills in looking at different ways of working with fathers to enhance the parenting role.

## Chairing and managing child protection conferences

Effective chairing of child protection conferences is an important aspect of safeguarding children. Get it wrong and there is the risk of poor communication and unfocused work ensuing; get it right and it may be the first step towards effective monitoring, successful planning and rapid resolution. This course looks at involving parents and children, handling and processing information, developing plans and keeping on track.

### Learning outcomes cover:

- Understanding the role of the chairperson within looked after children and child protection reviews.
- Understanding how to achieve optimal outcomes for children, young people and families/carers through the review process.
- Understanding and implementing strategies that promote active involvement and participation by children, young people and their families/carers.
- The implications of and update on the Adoption and Children Act 2004, safeguarding regulations and guidance for Independent Reviewing Officers.

## Chairing looked after reviews

The responsibilities placed upon Independent Reviewing Officers (IROs) increased significantly under the Adoption and Children Act 2002. More than ever their role is vital in promoting the rights and welfare of the looked after child and in ensuring that plans are properly progressed. It is therefore essential that all IROs across an authority have a common understanding of what is expected of them and what they should expect from their department. This course looks at those responsibilities and expectations and allows IROs time to reflect and develop common approaches to their role.

### Learning outcomes cover:

- Developing a consistent approach to chairing reviews.
- Using looked after children materials effectively in reviews.
- Ensuring the views and needs of the child/young person, family members, carers and all professionals are appropriately addressed.

## An introduction to solution focused practice

This course provides an excellent introduction to solution focused work with children and families. Beginning with an overview of the approach, participants will be taken through its various elements in detail.

A range of teaching methods are used, with particular focus on experiential exercises, in pairs and small groups, and modelling via video extracts of the tutor's own practice. Participants are provided with a comprehensive work booklet and reading list. There is ample space for discussion of issues, both practice and theory related, as well as case studies.

The course is designed for a multi-disciplinary audience of staff who work directly with children, young people and their families.

### Learning outcomes cover:

- The basic principles and techniques of solution focused practice.
- Opportunities to discuss the principles and practise some of the techniques.
- Giving participants an understanding of the overall approach.
- Enabling participants to introduce solution focused skills into their everyday practice.

## SUPPORTING TRANSITIONS

Children experience transitions as they grow and mature; starting new schools, developing friendships, dealing with changing family relationships, achievements and disappointments, separations and losses. For some children, particularly those who are isolated, vulnerable or difficult to deal with, these transitions are marked by additional challenges such as reception into and leaving care. They will need the help of others to move through these stages successfully. Foster carers, social workers, teachers and other professionals who play a supporting role can make a real difference during these transitions and can help to provide a secure base that gives children and young people a chance to develop their own skills and make important choices.

### Life story work

This course provides participants with the opportunity to explore the therapeutic processes involved when undertaking life story work. It covers a variety of techniques for communicating with children and considers how to identify and work with issues of loss and separation, moving on and making new relationships.

#### Learning outcomes cover:

- Different ways and means to undertake life story work and adapt it to the needs of individual children.
- The issues of memory and identity.
- How to work sensitively with children who have experienced change, loss, sadness and rejection.
- How to integrate these techniques into practical work.

### Leaving care

Since the implementation of the Children (Leaving Care) Act 2000 many authorities are coming to terms with the individual and strategic demands of providing key services to young people who are often isolated, vulnerable and difficult to deal with when they leave care. With legislation that allows for so much local interpretation, and leaving care teams which often consist of staff from a variety of disciplines, the Act brought with it new challenges as well as new opportunities. This course examines how the Act impacts on day-to-day practice. It looks at the role of the personal advisor, entitlements and rights for young people, working with other agencies, and links to the Assessment Framework.

#### Learning outcomes cover:

- The impact of the legislation and the duties and responsibilities of the local authority.
- The successes and failures of the public care system.
- Awareness about care issues and challenges that affect young people leaving care.
- Awareness about what services exist and what needs further development.
- Positive multi-agency and inter-agency approaches.
- Developing strategies to address the issues raised by new legislation and how to use it to the advantage of the young people.

### Pathway planning for care leavers

Young people who are leaving care and moving into the adult world need more than a wave goodbye. Pathway planning is a long and measured process, involving other agencies and, most importantly, the young person themselves. It does not always go smoothly but social workers have a responsibility to ensure that plans and safeguards are in place that remain available in the months and years to come. This course considers a structured approach to pathway planning, highlighting the importance of contingency planning and providing an opportunity for participants to try out the permanency planning format.

#### Learning outcomes cover:

- Skills for workers in working alongside young people to build security, confidence and relationships in their long-term placements.
- Research and practice guidelines around a variety of models of permanence, including links into leaving care.
- How to set measurable objectives.
- Understanding a care plan format.

### Transitional planning for disabled children

All young people need support to help them make the transition from adolescence to adulthood. For disabled young people there are often additional issues to consider. Transitional planning centred on a young person's needs and wishes is an essential starting point. This course considers the legislative framework on rights and entitlements, and looks at ways of creatively involving disabled young people (especially those with additional communications needs) and working with other agencies. It also examines the possible barriers to effective participation.

**Learning outcomes cover:**

- Models and theories of change and how to relate them to practice.
- The implications of the varying types of change a child with a disability may experience.
- The support that can be offered to children to provide appropriate assistance through transition and change.
- Awareness of how professional and personal experiences can either help or hinder the ways in which children and families manage transition and change.
- How to help children and families cope with transition and change.

**Care planning**

Good care planning for children and young people should be needs-led rather than service-led, with realistic, measurable objectives that are reviewed on a regular basis. To be effective the care planning process must be linked to the assessment process and should prioritise the needs of the child and work pro-actively to avoid drift. This training offers participants an opportunity to consider the care planning process when working with children and young people and their families and considers the importance of having clear aims and outcomes for all care plans.

**Learning outcomes cover:**

- Current research and practical guidelines around a variety of models of permanence including links into leaving care.
- Learning how to set measurable objectives.
- Understanding the care plan format.
- Developing the necessary skills and techniques for engaging children and young people and their families and carers in the care planning process.

Reconstruct provides a range of independent services for children and young adults. These include:

- **Independent visiting**
- **Mentoring**
- **Advocacy**
- **Participation**
- **Independent persons**
- **Assessments**

Our services can be tailored to meet the needs of one child or a whole department.

**Reconstruct's independent children's services are managed from offices in Bath, Bristol, London and Luton.**

**Please contact Jenny Raynes, Director of Children's Services, on 01225 780145 to find out more about what we do.**



**www.reconstruct.co.uk**  
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## INTER-AGENCY WORKING

Effective inter-agency working is of crucial importance to the wellbeing of children. Every inquiry into avoidable child deaths has focused on how working together might have prevented the tragedy. The training courses in this section aim to provide a learning environment where participants from different agencies can develop constructive relationships and can consider issues of status, thresholds and common language as well as roles and responsibilities, laws and procedures.

### Mental health and child protection

The need for different agencies and professionals to work closely in this area has long been recognised, to prevent children being overlooked when a parent experiences mental ill-health. Practitioners must be able to assess the impact of the parents' behaviour, identify what protective factors are present and ensure that children can be cared for in a safe and secure environment. This course aims to promote effective working together across agencies and provides a critical understanding of implications of parental mental ill-health for children, families and carers.

#### Learning outcomes cover:

- Integration of equal treatment for people with mental health problems.
- Creative inter-service working to aid families and children.
- Methods of improving inter-service inter-agency working.
- Participants' own beliefs and attitudes as well as societal views.
- Models of assessment that remain child focused and help recognition and practical intervention.
- Strategies for intervention.
- Participants' skills in working with families, extended family and social networks to improve support and care.

### Children, young people and mental health

There is a worrying rise in the number of children who experience depression and other mental health disorders. Cases of self harming behaviour are rising and CAMHS services are stretched. Children and young people who are looked after are especially vulnerable. Teachers, social workers, foster carers and residential workers are particularly well placed to recognise the signs of deteriorating mental health. Early preventative work can

help children to establish friendships, build self-esteem and social skills, look at different ways of coping with adversity and assess potential risk factors.

This course provides an opportunity for multi-agency workers to develop an awareness and understanding of the impact of mental health problems on children and young people and explore roles and responsibilities in co-ordinating multi-agency services and using the expertise of others in the family and community.

#### Learning outcomes cover:

- Personal values, beliefs and attitudes in child and adolescent wellbeing.
- Recognising and understanding the normal development stages of children and young people.
- The indicators and range of behaviours in children and young people that may be a cause for concern.
- The prevalence and definitions of common mental health disorders in children and adolescents.
- Different models for promoting positive mental health for children.
- Children's wellbeing in the wider context of the family.
- Appropriate interventions and assessments to determine service provision.

### Children and young people who misuse drugs and alcohol

For children and young people who are vulnerable, alcohol and drugs may offer an escape which leaves them vulnerable to more serious situations. There is a growing problem with excessive alcohol use (particularly in relation to anti-social behaviour) and dependence on drugs has long been an easy way of drawing young people into prostitution. Different agencies need to work closely to identify children at risk and develop alternative strategies to prevent escalation. This course provides an overview of the issues when working with children and young people who misuse substances and considers models for assessment and strategies for intervention.

#### Learning outcomes cover:

- Development of basic knowledge of mood-altering substances, their patterns of non-medical use, and their effects.
- An increase in confidence in approaching the issue of substance use.
- Development of an understanding of why people use substances.
- Consideration of participants' own attitudes to substance use, and how these might affect practice.
- Exploration of myths and fantasies.

## SHARING INFORMATION

'Sharing of information amongst practitioners working with children, young people and their families is essential to safeguard and promote their welfare. In many cases it is only when information from a range of sources is put together that a child can be seen to be in need or at risk.' (DFES Nov 2004)

Good assessments depend on clear and accurate information, gathered from a range of sources and different professionals, directly from parents and family members or from children themselves. In recent years our understanding of the limits of confidentiality has been shaped by the Data Protection Act and the Human Rights Act. But many have argued for clearer guidance and more scope to use common sense when it comes to sharing information; this will become increasingly important as both universal and specialist services join forces at different stages in a child's life. How well these new structures deliver depends on the ability of professionals to communicate and share where appropriate, using common systems and developing a common language. As the emphasis shifts onto each agency to carry out an assessment of need, the smooth referral to social services will depend on a shared approach and a common understanding of what is required.

### Common Assessment Framework

This course can be tailored to address the needs of relevant staff whether they are required to undertake a common assessment themselves or need training on when a child's needs would trigger an assessment and what they are required to do next. The course covers the main principles and key responsibilities of all workers, how to request or carry out an assessment using the agreed formats and how agencies will need to respond.

#### Learning outcomes cover:

- An overview of the underpinning elements of the Common Assessment Framework (CAF).
- An understanding of how to use the Common Assessment Framework to contribute to supporting the needs of children, young people and their families.
- An overview of the key principles underpinning the CAF.
- Exploration of the implications of the CAF for participants' roles and for multi-agency working.
- An overview of the CAF processes, assessment domains and forms.

### Information sharing and assessment

Alongside the Common Assessment Framework, all relevant childcare services are expected to operate to an agreed framework for gathering, storing and sharing information with common protocols and data indexes and an accessible service directory.

This course underpins the new approach to joined up working and looks at the key requirement for individual agencies and practitioners and the implications for sharing information. It is suitable for all workers in children's services and those who work with parents in adult services. It can run as a standalone course or in conjunction with the CAF course (above).

#### Learning outcomes cover:

- Understanding of participants' responsibilities within the legislation.
- Knowing when and how to share information within the context of the law and guidance.
- Familiarisation with the guidance on information sharing and knowing where to access it.
- Understanding the concept of informed consent and the need for accurate record-keeping.

### The Assessment Framework

Since the introduction of the Assessment Framework in 2000 Reconstruct has been delivering training and consultancy in its implementation to both practitioners and managers. This course aims to improve the quality of assessments, and explores techniques for keeping child-focused and working in partnership. It also considers the importance of inter-agency liaison, the role of the keyworker and strategies for gathering and analysing information.

#### Learning outcomes cover:

- Current assessment practice (a critical review).
- Involving children and parents in the process.
- The value and use of evidence based practice.
- The concept of professional judgement.
- Tools to aid analysis and understanding.

## Scales, tools and questionnaires

To accompany the Assessment Framework, the Department of Health developed a number of models, scales and questionnaires for social workers to use in their work with families, children and adolescents. These can form part of a 'tool box' to help assess different aspects of risk, neglect, emotional abuse, resilience and vulnerability, as well as models of change. This course provides an opportunity to consider these and offers other models which can inform the assessment process.

### Learning outcomes cover:

- How to work with the appropriate tools with each family.
- Engaging children and their family in the assessment.
- Techniques and skills that assist analysis and decision making.
- Distinguishing and compiling a variety of skills, tools and techniques that deliver.
- How to adapt and compile scales and questionnaires to meet the diversity of children's and families' needs.
- Exploring the impact of race, culture and religious backgrounds and using techniques that produce maximum life chances for children and their families.

## Evidence based practice

All professionals need to base their practice on what works best but, although research is now more easily available, it can be hard to find the time to read and distil the key messages. This course demonstrates how practitioners can access relevant research findings and apply them to their own areas of work. It shows how, when faced with risk and uncertainty, they can draw on their own experience, together with that of the family and other professionals.

### Learning outcomes cover:

- Skills for implementing the Assessment Framework in practice.
- Skills in analysis and applying professional judgement.
- The influences when applying professional judgement and critical thinking to decision-making when undertaking assessments.
- An overview of the key research and theories underpinning good assessment practice.
- How to apply research, theories and frameworks to inform decision-making when intervening in children's lives.
- The role of evidence based practice in achieving best outcomes for children.
- The importance of maintaining the focus on the child when intervening to protect.
- The current context of childcare and a common view of 'good enough' care.

## Report writing and recording

Poor case recording leads to poor decision-making and poor reports. This course considers in detail exactly what constitutes evidence, what should be recorded and what need not be, how to be concise, how to use plain English and how to lay out reports for meetings, conferences and court in a style that parents and young people understand. Participants will be more confident that case recording has a user focus that takes account of relevant legislation.

### Learning outcomes cover:

- How good partnerships protect children.
- A structure for reports relevant to their agency/role.
- The difference between fact and opinion.
- Being able to ensure a documented account of the department's involvement with individual service users, families, carers and other service providers.
- Being able to differentiate information from analysis and recommendations.
- Using research findings for good practice.

## LEGISLATION

All of our work is shaped by legislation. Reconstruct presents its law courses in easy to understand, accessible formats which explore law by allowing staff to consider their own practices and situations.

### Human Rights Act 1998

Few pieces of legislation cause as much anxiety as the Human Rights Act, even though its purpose is quite the opposite. This course begins by examining the origins of human rights, and goes on to encourage participants to take ownership of the Act and recognise the impact it should have on their day-to-day work. Each Article is closely related to practice, with particular attention to information sharing and protection of the vulnerable and well as a framework for dealing with the ethical dilemmas that confront us.

#### Learning outcomes cover:

- The issues of children's rights and the responsibilities of carers.
- An understanding of working in an anti-oppressive way which promotes individual rights and responsibilities.
- Reviewing organisational practice in the context of the Human Rights Act.
- Enabling participants to share common concerns and solutions.
- Developing an awareness of the need to include the concepts and guidance of the Act in practice.

### Children Act 1989 and Children Act 2004

Despite being the main legislation used by all staff involved with children in need or at risk of harm, the principles and details of these Acts are not always well known. Now updated to include recent changes the course also covers the Human Rights Act, the Leaving Care Act, and the Adoption and Children Act 2004 as well as *Messages from Research* and *Every Child Matters*. It is run by practitioners rather than lawyers, which ensures that it is accessible and relevant. The Acts affect everyone so groups tend to be drawn from a wide range of agencies. The course, which is suitable for experienced and less experienced staff, is participatory and those taking part are encouraged to introduce their own experiences. It is much appreciated by staff from overseas.

#### Learning outcomes cover:

- A basic understanding of the implications of the Children Act 2004, particularly in respect of amendments to the Children Act 1989.
- The key principals underpinning the Children Act and why they are significant.
- Understanding the term 'children in need' and the statutory duties of the local authority.
- Identifying the main private and public law orders available to the courts to protect children and young people.
- Identifying the main responsibilities local authorities have under the Children Act, in relation to looked after children.
- The implications of the Children Act and how it integrates and impacts on practice.
- Identifying the 'voice of the child' in planning and decision-making.
- Identifying the legal mandate that promotes the welfare of black and minority ethnic group children through a non-racist and anti-discriminatory framework.

### Legislation update

This intensive day takes staff through all the legal, policy and guidance changes that have occurred since 1991, including *Messages from Research*, Victoria Climbié, *Every Child Matters*, the 2002 and 2004 Acts and the Children and Young Persons Act 2008.

#### Learning outcomes cover:

- Understanding the context behind legislative changes.
- An overview of the current legislative and policy framework and implications for practice.
- Reflection on the way in which the social care job has changed over the last 20 years and consideration of the future.

## Sexual Offences Act 2003

Children and young people are especially vulnerable to exploitation and abuse, much of which goes undetected. New legislation has been brought in to deal more effectively with sexual offences against children and adults. The trafficking of children and young people, their entrapment into prostitution and pornography, sexual abuse within families and institutions, the abuse of trust by adults in power: all are now covered in law. This course looks at how professionals can work closely to identify children at risk, as well as build relationships which encourage young people to seek help and offer options which they can accept.

### Learning outcomes cover:

- Familiarisation with the range of sexual offences covered by the legislation and the relevant guidance within Working Together 2006 and from the Bichard Inquiry.
- Understanding of the concept of consent as applied within the Act and the requirements for when to share confidential information.
- Awareness of the boundaries within professional and client relationships.
- Recognition of the complexities of dealing with children and young people who are trafficked and/or entrapped into prostitution and the relevant guidance.
- Awareness of the Act as it applies to children and young people with sexually harmful behaviours.

## Private fostering and kinship care (Regulation 38 emergency placements)

This course explores the background to private fostering and covers the legal, strategic and practice responsibilities of local authorities and the private fostering of children in their area. The course also explores the concept of kinship care, summarising key research and practice messages and focusing specifically on the responsibilities of local authorities under Regulation 38 of the Fostering Services Regulations 2002 – Emergency and Immediate Placements.

### Learning outcomes cover:

- The context for current private fostering and kinship care regulations.
- Local authorities' roles and responsibilities in the assessment and monitoring of private fostering arrangements and their role in promoting awareness regarding private fostering.
- The practice of kinship care within the context of placement planning for looked after children, specifically with regard to Regulation 38.
- Implications for practice, using case studies and participants' own experience.
- Action planning for applying learning to practice.

# Research for practice

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