

Portfolio of Training for Children's Social Work and Children's Social Care

This portfolio contains information about our core training courses, supporting the practice of social workers, managers and other practitioners working in children's services, education, health services and partner agencies.



Use the links from the contents table on the next page to access more information about course duration, objectives and target audience.

All courses can be customised to suit the particular needs of your organisation and those you work with.

Unless specified as an 'open' course all our training is 'in-house' meaning we come to you, wherever you are in England and deliver the training at your venue.

If you cannot see the course you require please get in touch-we are always open to developing training to meet your specific requirements.

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More information or make a booking

For further information about any of our courses or to make a course booking for your organisation please email Leanne McGowan, Training and Development Manager using admin@reconstruct.co.uk or call 01895 549910.



Core Skills

[Motivational Interviewing](#)

[Assessment and Analysis](#)

[Managing Risk for Social Workers and Managers](#)

[Developing Complex Decision Making Skills](#)

[Recording and Reporting Skills](#)

Motivational Interviewing

Motivational interviewing is a directive, person-centred structured approach to working directly with children and young people. Its goal is for the individual (not the worker) to recognise and express concerns about current behaviour, and generate their own arguments in favour of change. Experts agree that Motivational Interviewing can effect real change in behaviour in a social care context.

Course Length	1 or 2 Days
Audience	Social Workers and Occupational Therapists working with children and young people of all ages.
Course Overview	
Participants will learn the motivational interviewing skills needed to help children, young people and their families make positive changes in their lives.	
Learning Outcomes	
<ul style="list-style-type: none"> • Learn about this effective, evidence based approach to overcome the ambivalence which keeps children, young people or their family members from making the desired changes in their lives. • Appreciate the value of a collaborative alliance between practitioner and individual which focuses on the client's intrinsic motivation and values. • Practice the principles of motivational interviewing such as: expressing empathy through reflective listening; developing discrepancy between individuals' goals or values and their present behaviour; avoid argument and direct confrontation; adjust to individual resistance rather than opposing it directly; and support self-efficacy and optimism. • Learn about open-ended questioning, affirmations, summarising, reflective listening, rolling with resistance, change talk and complementing change talk. • Consider how to use these skills as part of practice to encourage children, young people and their families to explore their ambivalence in problem areas, and work towards positive change. 	

Assessment and Analysis

The ability to form accurate, insightful and well-rounded assessments is essential for good social work.

Course Length	1 or 2 day
Audience	All local authority practitioners completing assessments under Section 17 and Section 47.
Course Overview	
This course will support participants to use the assessment process in an accurate, analytical and inclusive way.	
Learning Outcomes	
<ul style="list-style-type: none"> • Understand the purpose of assessment under Section 17 and Section 47. • Explore a staged research based model which follows through an assessment from information gathering through to analysis and decision making. • Understand the importance of reflecting on the information gathered from the child, family and professionals in order to understand what is happening in the family. • Develop basic assessment skills including engaging the family in the assessment process and working in partnership with families through the assessment. • Consider diversity and the impact of faith and culture on the assessment process. 	

Managing Risk for Social Workers and Managers



Course Length	1 day
Audience	Local authority social workers assessing risk as part of an assessment process and their managers.
Course Overview	
In this training participants will learn how to identify and assess risk to inform decision making and plans to reduce/manage risk.	
Learning Outcomes	
<ul style="list-style-type: none">• Focus on assessment skills with parents and talking to parents about the needs of the child and the risks using roleplay.• Explore undertaking assessments, using analytical questions to gather information about the child, the capacity of the parents to meet the developmental needs of the child within the family and environmental context, drawing on messages from research and SCRs drawing on Marian Brandon's (2002) model.• Ensure that the 'lived experience' of the child is captured and evidenced in the assessment.• Consider how to assess complex risk using messages from research and inquiries, with a particular focus on being 'risk sensible' and using judgement and balance (Munro 2011).• Develop skills in talking to families from diverse communities, particularly about the place of faith and culture in their family and their parenting.	



Developing Complex Decision Making Skills



Course Length	1 day
Audience	This course is suitable for health workers, education, social workers, youth justice workers, mental health workers, family support workers, early help workers, and any role working directly with children and young people or adults.
Course Overview	
Making consistently sound decisions that take into account risk, critical thinking, safe outcomes and safety plans is the focus of this course.	
Learning Outcomes	
<ul style="list-style-type: none">• Understand thresholds and their impact on practice• Identify the knowledge, skills and values required for analysis and the exercise of professional judgement in Child Protection Investigations• Critically analyse available information, form judgements, plan and make decisions to safeguard children, young people and adults	



Recording and Reporting Skills



Course Length	1 day
Audience	Social Workers, Newly Qualified Social Workers, Occupational Therapists
Course Overview	
To ensure reports and recording accurately reflect information gathered and are written in a style that parents, children and young people can understand.	
Learning Outcomes	
<ul style="list-style-type: none">• Ensure a documented account of the department involvement with individual service users, families, carers and other service providers• Be familiar with the legal & policy framework for recording & information sharing• Develop skills in maintaining quality written accounts of the department involvement with individual service users, families, carers and other service providers• Understand the impact of maintaining written recording on service users	



All Children

[Working with Difficult, Dangerous or Evasive People \(DDE\)](#)

[Direct Work with Children \(In Our Shoes\)](#)

[Communicating with Children](#)

[Child and Young People Development](#)

[Voice of the Child](#)

[Role Play Workshop](#)

Working with Difficult, Dangerous and Evasive People (DDE)

This highly interactive and engaging training is one of our 'flagship' courses and routinely receives exceptional feedback from participants. It is ideal for mixed groups of adult and children's practitioners as well as partner agencies.

Course Length	2 Days
Participant numbers	Minimum 5 and Maximum 20
Audience	Children's and Adult's Social workers, Occupational Therapists, Newly qualified Social workers

Course Overview

Safeguarding practitioners regularly have to deal with difficult situations where adults may behave in ways which are hostile and un-cooperative.

The training provides a range of tools and techniques that support communication and de-escalation and models to engage service users in positive change.

Professional actors on day 2 enable learners to practice techniques and reflect on their communication style.

Learning Outcomes

Course aim

To provide a variety of tools and techniques for working with service users in challenging situations

Objectives

- To consider what constitutes dangerous, difficult and evasive users and develop strategies to manage the situation
- To explore techniques of 'reflection in action' which allow skilled communication and can defuse escalating hostile and challenging situations
- To consider a model of communication

Direct Work with Children

In Our Shoes is an interactive training course run by young adults who have themselves experienced being in care. It helps professionals to remember what it was like to be a child and to explore the way children and young people in care are treated—and aims to put the voice of the child at the centre of their working life.

Course Length	1 day
Audience	Experienced and Newly Qualified Social Workers

Course Overview

In Our Shoes is a fun day, but equally a vital and thoughtful experience, that aims to:

- Give a better understanding of the experience of children in care and those leaving care.
- Help adults to remember what it was to be a child and use this process to reflect on practice.
- Use this understanding to improve their assessment and care planning skills.

Learning Outcomes

- Provide a better understanding of the experience of children in care or leaving care.
- Help adults to remember what it was to be a child and use this process to reflect on practice
- Improve assessment and care planning skills

Participants will further develop an understanding of the need for direct work with children and how communication can impact positively on practice.

Communicating with Children

Ensuring that the child's voice is heard is key to good practice, and the communication skills of children's workers can make all the difference in whether this is achieved.

Course Length	1 day
Audience	Anyone working in a professional capacity with children and young people.
Course Overview	
<p>This skills-based, experiential training will explore the therapeutic role of direct work and play when working and building trust with vulnerable children, young people and their families.</p> <p>The training incorporates supportive play activities that can then be used by participants in their own organisations when undertaking direct work.</p>	
Learning Outcomes	
<ul style="list-style-type: none"> • Have an understanding of how the language we use as adults can impact on a child's experience. • Gain an overview of child development in relation to communication. • Developed creative ways to communicate with children. • Understand why children play, different types of play and how this can be used to engage with children. 	

Child and Young People Development

This course provides participants with an overview of children's physical, emotional and cognitive development as well as the influence of culture, parenting and attachment on their healthy development.

Course Length	1 day
Audience	Social Workers and Newly Qualified Social Workers

Course Overview

Practitioners will understand the implications of a child's disability on their development and they will enhance their ability to understand children who have both a disability and a difficulty in communicating. They will gain knowledge about how language is learned and how this learning can be enhanced so that children can maximise their ability to communicate.

Participants will have the opportunity to explore what is considered '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 care planning process and how information relating to children's development can inform decision-making in relation to risk and parenting capacity.

Learning Outcomes

- Understand child development including milestones. This will be seen in terms of three developmental stages.
- Recognise how attachments form a part of natural development including how these are formed.
- Consider the factors which inhibit this development including loss, trauma, inadequate parenting, disability and illness.
- Recognise the developmental stage of a child (as opposed to the chronological age) and learn ways to contribute towards the child maximising their developmental potential.
- Understand the impact of child development and attachments on care planning by identifying what a child needs in a placement from their parents or carers and in the relationships that will be need to be formed.
- Be able to contribute towards care planning by recognising the importance of the existing attachments that the child has in their life and the on-going importance of those relationships.

Hearing the voice of the Child

Social workers need to be able to understand the child's world, their daily lived experience and wishes and feelings, and engage children across a range of ages using a variety of creative methods to ensure that the child understands and contributes to decisions being made about them.

Course Length	1 Day course
Audience	Experienced and Newly Qualified Social Workers
Course Overview	
Ensuring that the child's voice is heard is key to good practice, and the communication skills of children's workers can make all the difference in whether this is achieved	
Learning Outcomes	
<ul style="list-style-type: none"> • To give participants an opportunity to develop their skills in communicating with children and young people. • To explore how social workers can ensure that the voice of the child is present in all assessment work and informs planning and decision-making • How the language we use as adults can impact on a child's experience. • Child development in relation to effective communication. • Creative ways to communicate with children 	

Role Play Workshop

Is your local authority an early adopter of the National Assessment and Accreditation System (NAAS)?

If so, are you and your staff confident in the role play element of the accreditation?

This 1 day workshop has been developed specifically to help practitioners embarking on the NAAS to practice role play skills and build confidence in readiness for this element of the assessment.

It incorporates a range of role play activities based on real life case scenarios using professional actors.

More about the National Assessment and Accreditation System (NAAS)

NAAS enables child and family social workers to develop skills and knowledge to improve outcomes for children and families.

NAAS aims to:

- provide social workers with a better understanding of their current level of knowledge and skill and highlight areas for further development
- support employers to raise the national standard and consistency of practice and improve outcomes for children and families
- ensure employers better understand their workforce development needs through the practice endorsement processes including supervision, performance management and learning and development

<https://www.gov.uk/guidance/national-assessment-and-accreditation-system-naas>

Safeguarding

[Safeguarding Level 2 courses](#)

[Safeguarding Level 3 courses \(Multi-Agency Child Protection\)](#)

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[Child Sexual Exploitation](#)

[Sexual Abuse](#)

[Domestic Abuse and its Impact on Families](#)

[Emotional Harm and Neglect](#)

[Neglect](#)

[Physical Harm](#)

[Safeguarding Across Different Faiths and Cultures](#)

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[Attachment, Loss and Risky Behaviours](#)

[Role of the Designated Safeguarding Officer \(Education\)](#)

Safeguarding Level 2 courses

All our Level 2 safeguarding courses are customised to suit the particular needs of your organisation and the individuals you work with. For example;

- Safeguarding in schools
- Safeguarding for foster carers
- Safeguarding disabled children
- Safeguarding early years

Course Length	½ day
Audience	Individuals working with children and young people in a range of settings, including but not limited to local authority social work teams, therapeutic services (e.g. occupational therapists), GP's and hospitals, schools and colleges, nurseries and pre-schools, residential homes, foster care providers, the police, sporting institutions and advocates.
Course Overview	
<p>Level 2 safeguarding courses give an overview of general safeguarding practice for children and young people.</p> <p>All of our courses help practitioners to better support vulnerable children and young people – taking on board their perception of events, understanding their wishes and feelings, and encouraging them to participate in the processes that may surround them.</p> <p>We encourage participants to consider not only their individual role and responsibilities in relation to the subject, but also to look at the subject from a multi-agency perspective. We use best practice and research examples throughout and encourage participants to develop a reflective and safe approach to their practice.</p>	
Learning Outcomes	
<ul style="list-style-type: none"> • Be aware of different types of abuse • Be able to identify signs & symptoms of abuse • Understand your role & responsibilities when dealing with a disclosure of abuse • Understand how to deal with a disclosure • Be familiar with the process for dealing with allegations against staff • Know the safeguarding arrangements at your workplace • Understand principles of information sharing • Awareness of the escalation process 	

Safeguarding Level 3 (Multi-Agency Child Protection)



Course Length	1 day
Audience	Multi-agency partners involved in responding to and investigating safeguarding concerns. This includes social workers, safeguarding leads in education and the NHS, the police.

Core Course Overview

Our basic level 3 safeguarding course begins by providing participants with a better understanding of some of the key specific and complex safeguarding issues, such as child exploitation and FGM.

Participants then explore effective multi-agency responses to concerns raised, including assessment frameworks and the full range of child protection meetings, before reflecting on a number of practice messages from serious case reviews.

All of our courses help practitioners to better support vulnerable children and young people – taking on board their perception of events, understanding their wishes and feelings, and encouraging them to participate in the processes that may surround them.

Note: See below for further information

Learning Outcomes

- Understand the following; harmful sexual behaviour, child sexual exploitation, female genital mutilation, radicalisation, fabricated and induced illness and witchcraft/spirit possession.
- Learn about assessment frameworks available to work with a child or young person affected
- How to respond to a referral
- Being part of a strategy meeting
- Being part of an Initial Child Protection Conference (ICPC)
- Child Protection Plans and Reviews
- Applying learning from serious case reviews

We offer a range of focussed level 3 safeguarding courses that build on the core course overview set out in the table above. These include;

- A focus on Child Sexual Abuse
- A focus on Child Sexual Exploitation (CSE)
- A focus on Domestic Violence
- A focus on Neglect
- A focus on Parental Mental Illness



Keeping Children Safe Online

We are now living in an age where the World Wide Web and access to unlimited information is at our fingertips. Increasingly children of all ages are using the internet for different reasons and can be exposed to a variety of dangers/risks.

Course Length	1 Day
Audience	This one day course can be delivered to a range of multi-agency partners and can be applied to children of all ages.

Course Overview

Reconstructs Keeping Children Safe Online course will help to equip professionals to identify a child or young person's activity online and some of the risks they are exposed to.

This course aims to provide a better understanding of the impact of social media, gaming and chat room apps and sites, as well as explore ways to utilise tools and resources to help effectively engage children and young people.

Learning Outcomes

- To understand key legislation related to child abuse and internet use.
- To understand how offenders are using the internet.
- To explore and understand technologies used by children and young people.
- To explore how children and young people can be groomed by the use of the internet.
- To consider how agencies are responding to child abuse via the internet and individual roles and responsibilities within this.

Child Sexual Exploitation (CSE)

It is vital for front-line staff working with children and families to feel confident that they can recognise the signs of child sexual exploitation and act on them appropriately.

Course Length	1 Day
Audience	This one day course can be delivered to a range of multi-agency partners and can be applied to children of all ages.
Course Overview	
This specialised course provides a comprehensive overview of the subject and gives participants the tools they need to use in practice in identifying and working with this extremely serious issue.	
Learning Outcomes	
<ul style="list-style-type: none"> • Recognise and identify risk factors associated with Child Sexual Exploitation (CSE). • Be able to outline the different models of CSE, the types of perpetrator and their modus operandi. • Understand the grooming process. • Recognise and understand ways to effectively identify and engage with children and young people who are at risk of CSE. • Understand relevant government guidance, the legislative framework and local protocols. 	

Sexual Abuse



Cases of sexual abuse of children continue to emerge, with potential devastating consequences including long-term emotional trauma.

Course Length	1 Day
Audience	This one day course can be delivered to a range of multi-agency partners and can be applied to children of all ages.
Course Overview	
This course helps professionals 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.	
Learning Outcomes	
<ul style="list-style-type: none">• Have an understanding of the impact of sexual abuse on children's health, development and behaviour.• Understand and identify indicators of risk and signs of sexual abuse.• Understand issues around children disclosing sexual abuse.• Have an understanding of the personal, family, professional and societal attitudes and values in relation to sexual abuse.• Understand the part that technology plays in grooming, abuse and exploitation of children.	



Domestic Abuse and its Impact on Families

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, not only on children and the victim, but also in the surrounding family.

Course Length	1 day
Audience	This one day course can be delivered to a range of multi-agency partners and can be applied to children of all ages.
Course Overview	
The course explores the impact of domestic abuse on the child and looks at how to conduct effective risk assessments, the benefits of close inter-agency collaboration, and strategies for working with families where violence has been an issue.	
Learning Outcomes	
<ul style="list-style-type: none"> • Define domestic abuse. • Understand the power and control dynamics of domestic violence/abuse using the Duluth model. • Identify the risks presented by domestic abuse to children's safety, development & education. • Understand the impact of domestic abuse on the non-abusing parent and how this can affect their ability to care appropriately. • Identify the additional risk factors associated with domestic abuse, such as mental health, drugs and alcohol use. • Describe inter-agency roles and responsibilities for providing services to parents and children experiencing violence. 	

Emotional Harm and Neglect

The impact of emotional harm and neglect upon children and young people should not be under-estimated, whether they are living with or without their family. Deliberately attempting to scare or humiliate a child, excluding, isolating or ignoring them can have devastating consequences on behaviour, self-esteem, and mental health.

Course Length	1 Day
Audience	This one day course can be delivered to a range of multi-agency partners and can be applied to children of all ages.
Course Overview	
<p>Our emotional harm and neglect course raises awareness of the damage that this can have on the emotional health and development of children and young people.</p> <p>The course is aimed improve practitioners ability to identify and intervene effectively in situations of emotional abuse and neglect cases so as to improve outcomes for children</p>	
Learning Outcomes	
<ul style="list-style-type: none"> • The causes and definitions of emotional abuse and neglect • Interpretations of the definitions of emotional abuse and neglect and understanding of the legal context for intervention • Signs and symptoms and the impact of emotional abuse and neglect on child development and outcomes for children. • The issues involved in working together – with parents and across professional boundaries. • Methods of understanding and working with the emotional impact on professionals of dealing with emotional abuse and neglect. • A range of strategies for working on a multi agency basis to assess and intervene to minimise emotional abuse and neglect 	

Neglect

Course Length	1 Day
Audience	This one day course can be delivered to a range of multi-agency partners and can be applied to children of all ages.

Course Overview

This course aims to provide a group of multi-agency practitioners to be able to understand what neglect is, identify the indicators of neglect, understand the threshold for a referral, gain knowledge about the legislative and local framework and reflect on research and learning from Serious Case Reviews. Through interactive and small group work the course intends to provide the participant with opportunities to learn about the tools for assessment and share how to apply these practice tools in their workplace.

The contents of the course will cover the following themes:

- Good enough parenting
- Learning from SCRs and research
- Signs and indicators of neglect
- Consequences of neglect on children and child development
- Assessing parenting capacity and capacity to change
- Tools and interventions for assessing and working with neglect

Learning Outcomes

- To identify signs and indicators of neglect and consider the significance of individual perspectives when identifying neglect including the definition from Working Together to Safeguard Children 2015.
- To understand the 'start again' approach to neglect cases and consider the implications for practice.
- To understand the range of tools to assess the impact of neglect on the child and their development.
- To understand the concept of 'good enough' parenting.
- To apply frameworks for the assessment of parental capacity to change.
- To explore approaches that are helpful in engaging with neglectful families.
- To share a greater awareness of dilemmas relating to issues of thresholds for intervention; personal and professional values and the emotional impact of working with uncertainty and resistance
- develop skills in professional judgement relating to assessment of need and risk

Physical Harm

Course Length	1 Day
Audience	This one day course can be delivered to a range of multi-agency partners and can be applied to children of all ages.
Course Overview	
To provide an understanding of physical abuse and effectively equip practitioners with research based information to understand the impact on children.	
Learning Outcomes	
<ul style="list-style-type: none"> • To understand that physical injury may occur both as a consequence of intentional harm and of neglect. • To understand the overarching emotional impact of physical harm. • To understand that physical evidence of injury is not diagnostic of physical abuse. • To be familiar with thresholds and required actions in cases of physical abuse. • To understand when it is appropriate to seek medical advice and who is most appropriate to provide a medical opinion. 	

Safeguarding Across Different Faiths and Cultures



Course Length	1 day
Audience	This one day course can be delivered to a range of multi-agency partners and can be applied to children of all ages.
Course Overview	
To raise awareness and explore issues of race, culture, faith, ethnicity and difference, and how these affect the process and safeguarding of children, for professionals and families.	
Learning Outcomes	
By the end of the training participants will be able to:	
<ul style="list-style-type: none">• Understand personal and social attitudes and beliefs, including terms, jargon, language and principles.• Understand the historical and legislative context.• Gain awareness of the potential for discrimination in professional practice.• Understand the impact of faith and religion on safeguarding practice.	



Course Length	1 day
Audience	This one day course can be delivered to a range of multi-agency partners and can be applied to children of all ages.

Course Overview

To introduce participants to the interface between disability and safeguarding. To recognise ways in which disabled children can be more vulnerable to harm.

Learning Outcomes

- Have an understanding of the perspective of the disabled child/young person.
- Have recognition of the perceived barriers to communicating with disabled children.
- Understand the impact of values on safeguarding disabled children.
- Understand indicators of abuse and neglect, including subtle signs across the diverse range of disabilities, and vulnerabilities of disabled children.
- Have increased knowledge and confidence in seeking support in your role and an awareness of where to get that support.
- Understand the issues faced by parents of disabled children and be confident to improve partnership with parents.

Attachment, Loss and Risky Behaviours



Course Length	1 day
Audience	Social Workers, Occupational Therapists, residential home managers, teachers.
Course Overview	
<p>This training gives participants the opportunity to explore the concepts of attachment and attachment disorder and consider techniques for its assessment. In particular the course considers the experiences of looked-after children and children on the edge of care and explores the implications of attachment and parenting capacity.</p>	
Learning Outcomes	
<ul style="list-style-type: none">• Have an overview of theoretical perspectives on attachment.• Recognise attachment in the context of The Assessment Framework.• Understand the long-term impact of poor attachment and the implications for social work practice.• Observe and record attachment relationships.• Gain direct work techniques for addressing issues of loss and making new attachments.	



The Role of the Designated Safeguarding Officer (Education)



A Designated Safeguarding Officer or Lead is the person who has responsibility for safeguarding policy is adhered to and that safeguarding efforts are as efficient and effective as possible.

Course Length	1 Day
Audience	Designated Safeguarding Officers or Safeguarding Leads in the Education Sector
Course Overview	
This course helps DSO's to develop the knowledge and skills required to fulfil their role effectively.	
Learning Outcomes	
At the end of the training participants will understand how to manage the following;	
<ul style="list-style-type: none">• Assessing the needs of children & young people.• Making referrals.• Making, keeping & handling child protection records.• Managing an allegation of abuse.	
They will also gain;	
<ul style="list-style-type: none">• An understanding of how sex offenders operate in order to create and maintain a safer working culture within their setting.• Information about current and emerging areas of national safeguarding concern.	



Specialist Practice Areas

[Behind the Mask \(understanding identity\)](#)

[Awareness of Gangs and Youth Violence](#)

[Understanding the Impact of Parental Mental Illness](#)

[Supporting Young People with Learning Disabilities who Self-Harm](#)

[Working with Fathers and Other Significant Males](#)

Behind the Mask (understanding identity)

Why might masks be important to us as professionals?

What can this concept bring to our understanding of the young people we support?

How can it help us to understand ourselves and our ways of relating to others and to the world?

Course Length	1 day
Audience	Social Workers, Occupational Therapists, residential home managers, teachers.
Course Overview	
Every day we all use masks to operate and cope in the world. This course supports participants to recognise the positive and negative effects of masking our identity and emotion, and to develop skills to support children and young people to develop the skills and confidence to be themselves.	
Learning Outcomes	
<ul style="list-style-type: none"> • Understand why developing a positive sense of identity is so important to children and young people. • Understand what identity is and how it is formed. • The impact of inclusion/exclusion on identity. • How masks can help us try out different identities. • Positive and negative impacts of wearing masks. • How to support children and young people to develop authenticity and a positive identity. 	

Awareness of Gangs and Youth Violence

This course looks at issues faced by young people who are affected by violence and gangs.

Course Length	1 day
Audience	Social Workers, Occupational Therapists, residential home managers, teachers.

Course Overview

To raise awareness of issues faced by young people who are affected by youth violence and gangs and to consider implications for safeguarding and child protection practice. To have the opportunity to explore what is meant by serious youth violence and the potential reasons as to why young people may become involved in criminal behaviour.

Learning Outcomes

- To provide a history of and an understanding of gang culture
- To be able to recognise risks, vulnerabilities and early warning signs of young people's involvement in gangs
- To provide an understanding of how group affiliations work and how this can affect and influence a young person's decision making.
- To consider the links between youth violence, gangs and child sexual exploitation, trafficking and drug culture
- To explore how to break young people's gang links and provide good practice examples including communication strategies.
- To focus on the referral process in the LA and how this can be actively applied to practice.

Understanding the Impact of Parental Mental Illness

This course looks at the problems families face when one or both parents suffer from a range of mental health issues.

Course Length	1 day
Audience	Social Workers, Occupational Therapists, residential home managers, teachers.
Course Overview	
This course aims to help participants understand the stigma that can be attached to mental illness and what professionals can do to support. It develops an increased understanding of the link between parental mental health and child protection and helps them to remain child focused.	
Learning Outcomes	
<ul style="list-style-type: none"> • Have an increased knowledge of some of the major mental illnesses. • Views and values how they impact on service users and ourselves. • Have an increased understanding of the link between parental mental health and child protection. • The impact of mental health issues on both adults and children. • Look at the risk factors when undertaking a risk assessment. • Safeguarding. 	

Supporting Young People who Self-Harm

Engaging with fathers & significant men is an important part of child protection and safeguarding practice. Men may be involved in families in a range of ways and may need support in the process of becoming effective parents.

Course Length	1 Day
Audience	Suitable for all staff in children's social services and staff in other agencies which will enhance their knowledge and skills regarding Engaging Fathers and other Significant Males
Course Overview	
<p>This course is targeted at staff who work directly with people who come into contact with a person who self-harms.</p> <p>The course will provide participants with knowledge and skills in Positive Behaviour Support, how to apply this model and reduce episodes of people who are displaying self-harming behaviours</p>	
Learning Outcomes	

Working with Fathers and Other Significant Males

Engaging with fathers & significant men is an important part of child protection and safeguarding practice. Men may be involved in families in a range of ways and may need support in the process of becoming effective parents.

Course Length	1 Day
Audience	Suitable for all staff in children's social services and staff in other agencies which will enhance their knowledge and skills regarding Engaging Fathers and other Significant Males

Course Overview

This course explores the historical context of fatherhood and considers learning from SCRs, research and evidence based practice when working with men, the blocks to engaging with and working with men and the risks of 'hidden' men. It also looks at a variety of skills and techniques for assessing their parenting roles and engaging and supporting them as fathers.

1 day course:

- An overview of research, SCRs
- Facts and statistics about working with men
- Understanding the social development of boys, men and fatherhood
- Communication skills to engage men in assessments and interventions

2 day course:

Day 2 will include practice based scenarios and work around building the resilience of social workers when working with challenging males.

Learning Outcomes

- To develop an understanding of the barriers and learn skills and techniques for engaging and working with fathers and significant men.
- To explore ways to maintain a focus on significant males involved in a child's life, and the potential implications of his own needs and his role within the family.
- To consider how to involve significant males in assessment and planning, and learn practical strategies and skills to maximise this engagement.
- To identify the barriers to engagement with and from significant males, and how to overcome these barriers.
- Explore ways to maintain a focus on significant males involved in a child's life, and the potential implications of his own needs and his role within the family.
- Consider how to involve significant males in assessment and planning, and learn practical strategies and skills to maximise this engagement.
- Identify the barriers to engagement with and from significant males, and how to overcome these barriers.

Transition (16+)

[Deprivation of Liberty in Health, Social Care and Community Settings](#)

[The Mental Capacity Act in Practice](#)

[Deprivation of Liberty: Preparing for the Future](#)

[Giving Written and Oral Evidence to the Court of Protection](#)

Deprivation of Liberty in Health, Social Care and Community Settings



Course length	1 Day
Audience	Qualified professionals, managers of health and social care services and any health or social care practitioner who needs to understand deprivation of liberty
Course overview	
<p>This one-day course is for qualified professionals, managers of health and social care services (e.g. ward managers and managers of care homes and supported living services) and any health or social care practitioner who needs to have a good understanding of what constitutes a deprivation of liberty and how to ensure any deprivation of a person's liberty is lawful.</p> <p>This course will also outline the proposed changes to the legislation governing deprivation of liberty.</p>	
Course aim	
To learn about how to recognise and respond to a deprivation of liberty that is occurring (or likely to occur) from the age of 16 in the full range of settings across health, social care and the community. To be prepared for the upcoming changes to current legislation.	
Objectives	
<ul style="list-style-type: none">• Understand the legal context of deprivation of liberty;• Know how to recognise when a deprivation of liberty is occurring/likely to occur;• Understand the importance of, and know how to apply principles 4 and 5 of the Mental Capacity Act when developing care and treatment plans for people who lack capacity;• Understand your role (and the role of others) in responding to deprivations of liberty in a range of settings;• Understand the process of authorising and reviewing a deprivation under the DoLS framework and the role of a BIA and RPR;• Understand the process of authorising and reviewing a deprivation outside the DoLS framework;• Understand the key differences between the current frameworks and the Liberty Protection Safeguards.	



The Mental Capacity Act in Practice

Course length	1 Day
Audience	All Social Work staff in Adult Social Care and Transitions (16+).
Course overview	
This course is aimed at both qualified and unqualified social care and/or health practitioners who need to have a working knowledge and understanding of how to apply the key features of the Mental Capacity Act in their practice.	
Course aim	
<p>The overall aim of this course is to ensure that every practitioner is aware of their own role related responsibilities under the Mental Capacity Act and able to practice both competently and confidently in each of the following areas;</p> <ul style="list-style-type: none"> • Supporting a person to make their own decision; • Recognising the indicators that a person may not be able to make their own decision and taking appropriate action to ensure that a determination about capacity is made (through a proportionate assessment); • Understanding how the autonomy of people who have capacity can be protected and promoted; • Understanding how to apply principles 4 and 5 of the act when a person is found to lack capacity. 	
Objectives	
<ul style="list-style-type: none"> • Know how to apply the principles of the Act to support decision making and promote autonomy; • Understand the ways that a person with capacity can plan for future care or treatment; • Know how and when to assess capacity and the importance of good recording; • Understand the role of the Decision Maker, know how to make a best interests decision and understand when a decision must be taken to the Court of Protection; • Understand the role of an IMCA in decision making and know when to appoint an IMCA. 	

You may also like.....

The Mental Capacity Act 2005 Resource and Practice Toolkit

This comprehensive online resource developed by our experts can be found in the [Mental Capacity Directory](#) on the SCIE website, where it has received a panel recommendation from the national Mental Capacity Act Forum.



Deprivation of Liberty: Preparing for the Future



Course length	Half Day
Audience	Anyone working with individuals from the age of 16 that need an awareness of upcoming changes to Deprivation of Liberty frameworks.
Course overview and aim	
Delivered over 3 hours this practical and accessible workshop will support participants to understand and prepare for upcoming changes to Deprivation of Liberty Frameworks when the Liberty Protection Safeguards are implemented.	
Objectives	
<ul style="list-style-type: none">• Review the current legal frameworks for authorising a deprivation of liberty.• Review the current role of those involved in arranging care or treatment.• Understand the practice implications of the Mental Capacity (Amendment) Act.• Develop/enhance skills to recognise a deprivation of liberty.• Develop/enhance ability to determine whether a deprivation is in a person's best interests.	



Course length	1 Day
Audience	Qualified Social Workers and Managers working with people from the age of 16
Course overview	
<p>This one-day course is for qualified social workers and managers working with people from the age of 16. The course will provide information about when an application to the Court of Protection should be made, how to make an application and how to prepare and provide good evidence (written and oral).</p>	
Course aim	
<p>Using a range of practical, interactive tools and experiences this specialist training will develop knowledge, skills and confidence, preparing participants for the court experience.</p>	
Objectives	
<ul style="list-style-type: none"> • Understand the different types of evidence. • Know how to prepare good written evidence. • Know what to expect from the court experience and learn how to manage anxiety. • Know how to give good oral evidence. • Know what to expect after the hearing. 	

Fostering and Adoption

[Undertaking Form F Assessments](#)

[Contact with Birth Families](#)

[Life Story Work](#)

[Permanency and Care Planning](#)

Undertaking Form F Assessments

This training is CPD accredited and delivered by Roger Chapman, author of 'Undertaking a Fostering Assessment'.

Course Length	1 Day
Audience	This course is suitable for experienced assessors wishing to reinvigorate their skills or to those embarking on a career as a fostering social worker. To attend this training you must be a registered social worker with Social Work England.
Course Overview	
This course gives will provide assessors with the knowledge and skills to meet all statutory requirements when preparing and presenting reports to a fostering panel.	
Learning Outcomes	
<ul style="list-style-type: none"> • To familiarise participants with all aspects of a Form F assessment. • To enable participants to feel confident about undertaking a Form F assessment. • To introduce participants to the legal context around fostering assessments. • To introduce participants to the Secure Base Model of assessing foster carers. • To highlight some of the key lessons from Serious Case Reviews involving foster carers. 	

Note: Training is provided by Reconstruct's sister company, Carter Brown Experts and takes place several times each year at various venues across England. For the latest information and to make a booking please contact James Phillips on 01623 661 089.

Contact with Birth Families

Course Length	1 Day
Audience	Foster Carers
Course Overview	
Foster carers play a crucial role in supporting children's relationships with their birth family. This event gives participants an opportunity to explore research findings and contact issues in order to empower Foster Carers when working with birth families.	
Learning Outcomes	
<p>Upon completion participants will;</p> <ul style="list-style-type: none"> • Have explored the importance of contact in promoting children's emotional wellbeing and identity, balancing possible contra-indications for contact. • Have considered the factors which can discourage parents' visits or make things difficult for children. • Understand the foster carer's role preparing children for contact and working with them after contact sessions. • Know how to observe and report back the effects on children to contribute to planning future contact. 	

Life Story Work

The aim of this training day is to give an overview of how the work involved in life story books helps a child understand their life story and their history which helps them to build resilience, whilst answering the ‘what happened, when and why’ questions.

Course Length	1 day
Audience	Social Workers
Course Overview	
<p>Participants will gain knowledge and learn the importance of the contribution they can make to a child's understanding of her/his own life story and how this is such an important role as social worker in working with children to help them grow into an adult understanding their history, and why they could not live with their birth family.</p> <p>The training explores a variety of interactive and experiential information gathering techniques, resources and tools which will enable practitioners to feel confident in developing life story books with children. The training will also address issues of how to ensure that children are provided with personalised care that meets their needs and promotes all aspects of their individual identity.</p>	
Learning Outcomes	
<ul style="list-style-type: none"> • To gain an understanding of the theoretical base underpinning the importance of the Life Story Book, and how life story work can be used in planning for permanence for children looked after. • Gain understanding of the different ways life story material can be gathered and put together. • Practitioners will be able to facilitate life story work with the use of various life story work resources and tools. • Providing practitioners with learning that enables them to communicate difficult life stories. • Practitioners will understand and be able to communicate later life letters. 	

Permanency and Care Planning

Course Length	1 Day
Audience	Social Workers

Course Overview

The training explores the different routes through which permanence can be achieved for children in care including with existing or reconstituted birth families, with friends or relatives, adoption, long term fostering with new or existing carers, Child Arrangements Orders, Special Guardianship Orders and, for a minority of children, permanent residential care.

The training also explores themes from national Serious Case Reviews and learning from local SCRs, and quality assurance activity, and will consider a range of models of best practice.

The training will also provide social workers with skills for direct work with children and young people and effective casework to ensure best possible outcomes for children & young people.

Learning Outcomes

- Understand the benefits of relational, physical and legal permanency for children within the current policy and legislative frameworks
- To understand the impact of drift and delay when making plans for permanence
- To be able to consider and compare the benefits of the various decision-making options when making plans for permanence
- Understanding the process of matching children with permanent carers
- To consider sibling relationships and wider contact needs of children when planning for permanence
- To be able to link findings from assessment to clear permanency plans
- Consider how to engage children in planning for their permanence and what are the steps necessary to support them as they await decision and then move on to a permanent home
- Consider the requirements to be considered prior to any plan for re-unification of a child with their parents
- Develop an awareness of factors that make permanent placements more likely to succeed or fail
- Understand the impact of the child's attachment profile in relation to supporting permanent placements
- Be clear about local arrangements, expectations and processes for achieving permanency

Managers and Supervisors

[Supervision](#)

[Managing Risk for Social Workers and Managers](#)

[Safer Recruitment](#)

[Social Care Complaint Investigations](#)

Supervision

Supervision is extremely important to ensure that a job is done well and properly. Ensuring that supervision can occur and is given the correct priority is essential when meeting the needs of children, young people and their families, and working to achieve best practice for all. Encouraging workers to reflect on their own work, while providing adequate support in the work place, can also help deal with the considerable stresses and strains of the job – and the course will help you embed supervision into your practice.

Course Length	1 Day
Audience	Social Workers and Occupational Therapists with responsibility for supervision.
Course Overview	
This course will support those with supervision responsibility to understand why supervision is so important and to develop the skills necessary to facilitate supervision that is reflective, analytical, and challenging.	
Learning Outcomes	
<ul style="list-style-type: none"> • Understand the different elements and functions of supervision. • Create a supervision atmosphere that can safely be challenging, exploring, reflective and analytical whilst ensuring the staff members well-being. • Use models of supervision practice to inform their work. • Describe the impact that child protection work may have on front-line workers in all agencies involved in safeguarding children and be able to use their supervision skills to manage this impact. • Help workers to analyse information and use this analysis to inform decision making in situations where there are concerns regarding the safety of a child. • Understand the risks and implications surrounding the supervision process and the supervisor’s responsibilities including the duality of roles. • Understand the responsibilities of supervisees and be able to clarify their contribution to making supervision effective. 	

Managing Risk for Social Workers and Managers



Course Length	1 day
Audience	Local authority social workers assessing risk as part of an assessment process and their managers.
Course Overview	
In this training participants will learn how to identify and assess risk to inform decision making and plans to reduce/manage risk.	
Learning Outcomes	
<ul style="list-style-type: none">• Focus on assessment skills with parents and talking to parents about the needs of the child and the risks using roleplay.• Explore undertaking assessments, using analytical questions to gather information about the child, the capacity of the parents to meet the developmental needs of the child within the family and environmental context, drawing on messages from research and SCRs drawing on Marian Brandon's (2002) model.• Ensure that the 'lived experience' of the child is captured and evidenced in the assessment.• Consider how to assess complex risk using messages from research and inquiries, with a particular focus on being 'risk sensible' and using judgement and balance (Munro 2011).• Develop skills in talking to families from diverse communities, particularly about the place of faith and culture in their family and their parenting.	



Safer Recruitment



Course Length	1 Day
Audience	Anyone involved in the recruitment of individuals who will be working with children, young people or vulnerable adults. This includes local authorities, health, the private sector and voluntary/charitable organisations.
Course Overview	
This course gives participants the skills needed to safely recruit people to work with children, young people or vulnerable adults.	
Learning Outcomes	
<ul style="list-style-type: none">• Have an awareness and understanding of offender behaviour.• Identify the key features of staff recruitment that help deter or prevent the appointment of unsuitable people.• Consider policies and practices that minimise opportunities for abuse and ensure its prompt reporting.• Begin to review their own and their organisations' policies and practices with a view to making them safer.	

Social Care Complaint Investigations

Course Length	1 Day
Audience	Practitioners who are, or will be undertaking or reviewing complaint investigations for local authority children's services.
Course Overview	
This course will ensure participants have the skills required to undertake or review complaint investigations for local authority children's services.	

Note: Training is provided by Reconstruct's sister company, Carter Brown Experts and takes place in Mansfield. For the latest information and to make a booking please contact James Phillips on 01623 661 089.

