Learning & Development Offer 2019/2020 for Early Help & Children’s services

May 2019
Foreword
by Robert Henderson, Executive Director, Children, Families and Education

At Croydon we recognise that children, young people and their families need to receive the highest quality of early help and social work interventions if they are to achieve good outcomes and which allow them to thrive within the family home and local community and become as independent as possible.

The provision of high quality social work services relies upon a high skilled, well-trained, supported, and motivated workforce. We believe that everyone in Early Help and Children’s Social Care should have the opportunity to grow, develop, and progress at whatever stage of their career they are at. We are determined to provide every one of our workforce with the opportunities to deliver outstanding social work practice and are committed to investing in the development of all our staff to achieve this.

We have ambitious plans for developing a learning culture in Croydon that continually drives up improvements and standards to deliver the very best early help support and social work to children, young people, and families.

The new learning and development programme for 2019-2020 offers a comprehensive range of training opportunities and professional development. We are committed to a ‘whole system’ approach through drawing on the expertise of colleagues within the organisation as well as commissioning bespoke learning opportunities from experts in the field and accredited Continuous Professional Development post graduate programmes with leading universities.

Our vision is:

‘All children and young people in Croydon will be safe, healthy and happy, and will aspire to be the best they can be. The future is theirs.’

To achieve our vision we will:

• Invest in our social care staff and support them to have the right knowledge and skills to safeguard children, young people and their families and meet our practice standards.
• Build and sustain a learning culture which supports our workforce to have the right tools, working conditions and practice conditions to carry their work.
• Retain a workforce of proud, competent and motivated professionals and support staff.
• Offer career progression pathways and routes into social work for differently qualified staff.
• Strengthen and empower our leadership and management including through our partnership with Camden and reflective supervision learning & development opportunities.

“If child and family social workers are to develop their capabilities throughout their careers, it is essential that they engage productively in continuing professional development”.

(Munro 2011)
Introduction

I’m absolutely delighted to introduce Croydon Council Early Help & Children’s Social Care learning and development offer for 2019 – 2020. We have endeavoured to provide you with details of course dates so you can discuss your development needs and plan your learning with your line manager.

This year we have introduced systemic practice learning and development opportunities, starting with an offer for leaders and managers before introducing practitioner training later in the year. This will support our vision to develop strong relationships between practitioners and families to make change.

We know through research that the majority of learning and development comes through experiential and social learning in the workplace. The 70-20-10 Model for Learning and Development is a useful framework to understand this in action. It suggests that individuals obtain 70 percent of their knowledge from job-related experiences, 20 percent from interactions with others, and 10 percent from formal educational events, like formal classroom base training. It is helpful to think about this model when exploring your learning and development needs with your manager and activities that you think will support you in meeting your career goals and aspirations.

We have worked hard to ensure our learning and development is mapped against the Professional Capabilities Framework and The Knowledge and Skills Statements in preparation for the introduction of National Assessment and Accreditation. All new permanent starters are entitled to 5 days protected CPD throughout the year. Please discuss this offer with your line manager in supervision or during your appraisal.

Nicki Shaw

Head of Children’s Workforce Improvement
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Professional Capabilities Framework

The Professional Capabilities Framework (PCF) is an overarching professional standards framework, originally developed by the Social Work Reform Board, and now managed and delivered by BASW. The PCF:

- Provides a backdrop to both initial social work education and continuing professional development after qualification
- Sets out consistent expectations of social workers at every stage in their career
- Informs the design and implementation of the national career structure
- Gives social workers a framework around which to plan their careers and professional development
The Knowledge and Skills Statements (KSS)

- The KSS forms part of the social work reform agenda and was written by the Chief Social Worker Isabelle Trowler to reflect the essential capabilities of Child Family Social Workers, Practice Leaders and Practice Supervisors. For now, the overarching framework remains the Professional Capabilities Framework but the Knowledge and Skills Statements provide more detail on what a child and family social worker should know and be able to do. The KSS has already been implemented on the Assessed and Supported Year in Employment (ASYE) programme. The Government’s desire is that all Social Workers working in statutory child and family social work should be accredited. The assessments will test social workers against the relevant knowledge and skills statement for their level. However, much of the knowledge and skills statements also apply to early help practitioners and those working in other parts of the service.

- As a part of social work development nationally, the profession is working towards all children and family social workers becoming accredited to the standards outlined by the Department for Education.

The child and family social worker will have knowledge and skills in the following areas:

1. The role of child and family social workers
2. Child Development
3. Adult mental ill-health, substance misuse, domestic violence, physical ill-health and disability
4. Abuse and neglect of children
5. Effective direct work with children and families
6. Child and family assessment
7. Analysis, decision-making, planning and review
8. The law and the family justice system
9. Professional ethics
10. The role of supervision and research
Continuing Professional Development

- Continuing professional development (CPD) for social workers is regulated by the Health and Care Professions Council (HCPC), which sets the standards needed for continued registration.
- All staff members will be supported to continue to develop their skills and improve their practice through learning and development opportunities.
- The CPD framework recognises that learning can and does take place in a variety of ways and in different circumstances. This means that the Professional Capabilities Framework (PCF) and Knowledge & Skills Statement (KSS) will act as a framework to inform CPD requirements for individual Social Workers.
- Staff will be supported by their managers to take professional responsibility for developing their skills to a high professional standard and in accordance with Croydon Children’s services Practice Standards and Croydon Early Help Practice Standards by undertaking learning and development activities.

Your development: Our Appraisal

Our Appraisal is all about putting our people at the heart of what we do. It creates the time and space for honest and open conversations that help us understand what is expected of us and how we are performing. The Our Appraisal process will apply to all staff. The format may slightly differ for temporary workers.

Our Appraisal documents, guidance and eLearning have been developed to assist in understanding the process so that staff being appraised and the appraiser knows exactly what they are responsible for in achieving the best outcome.

All managers are expected to complete the Our Appraisal eLearning which is accessed through Croydon Learning and to encourage their staff to do the same.
## Our Courses

### Early Help & Children’s Social Care Induction *MANDATORY* *(PCE 1, 8 | KSS 1 | Ofsted Requirement 1)*

**Target Audience:** All newly appointed staff to Early Help and Children’s Social Care

The Early Help & Children’s Social Care Induction aims to provide all new starters to the division with a comprehensive overview of the key services and contacts; the values, theories and approaches, and best practice messages relevant to those staff and services working with vulnerable children and families.

**AIMS:**

By the end of this course/programme, learners will:

- Know of Croydon Children’s Social Care Values and theoretical approaches and how this is of relevance to practice
- Know of current best practice messages (from local audits and serious case reviews) and how to apply these to practice
- Know of key policy and procedures and where to find them
- Know Children’s Social Care and Family Support service plan messages
- Understand local Partnership working arrangements and contacts
- Be provided with service and contact details

**Book via Croydon Learning:**

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**TRAINER:** Senior Management Team

### Early Help and Children Social Care Staff Conference | TWICE ANNUALLY

‘All children and young people in Croydon will be safe, healthy and happy, and will aspire to be the best they can be. The future is theirs.’

 Twice a year the Executive Director for Children’s Services and Director for Early Help and Children’s Social Care facilitate the service wide staff social care conference. The conference provides the opportunity for staff to hear about Croydon’s improvement journey to date, challenges ahead and to hear how the leadership team have responded to staff feedback.
Strengthening Families Model Training *MANDATORY* (PCF 1, 2 & 6 | KSS 1, 4, 5, 7 & 7)

Target Audience: All Social Workers, Early Help & Personal Advisors.

Systemic Practice is our overarching model under which different relationship based approaches sit, the model provides tools through which we assist our children, young people and families to reduce risk, ensure safety and progress towards positive outcomes overall.

Strengthening Families is a strengths and relationships based model which seeks to enhance collaborative working between professionals and families as well as amongst the professional network itself. The model seeks to effect change through the development of positive relationships across the network including families in every stage, from risk identification through to planning and review. It stresses the importance of open and honest communication regarding what the concerns are, what needs to change, what supports are available to help the family change and what strengths the family already possess which can be capitalised on to facilitate those changes.

**AIMS:**
- Understanding of what Strengthening Families is
- How to use the model in your work with children, young people and families
- Examine some of the tools associated with implementing the model
- An opportunity to expand how we think about the families that come to us for support and assistance

**Book via Croydon Learning:**

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**RESOURCES | TRAINER:** Consultant Practitioners
Effective use of Chronologies, Genograms and Ecomaps (PCF 2, 3, 4, 5, 6, 7 | KSS 1,2,3,4,5,6,7,10
Ofsted Requirements 3,5,6,12 | Croydon Practice Standards 1,2,3,4,7)

Target Audience: All Social Workers, Early Help & Personal Advisors.

A good quality chronology is an effective tool for informing the assessment of children and their families who are considered to be ‘in need’. The chronology provides a skeleton of key incidents. It is a ‘sequential story’ of significant events in a family’s history. It contributes to an emerging picture; significantly, current events are understood in the context of historical information. The course will contribute to the practitioner’s understanding of the immediate and cumulative impact of events and changes upon individuals within a family and therefore inform decision making.

PARTICIPANTS WILL:

- Gain a greater understanding of the significance of chronologies, ecomaps and genograms in the context of Social Care intervention e.g. Child and Family Assessments, risk assessment, care planning etc.
- Understand how to complete a chronology, genogram and ecomap by hand and on CRS
- Understand how these tools are relevant to case management in various parts of the service and how they may relate to statutory guidance and serious case reviews

Book via Croydon Learning:

- 28th June 9:30-16:30 - Heathfield Training Centre
- 1st October 9:30-16:30 - Heathfield Training Centre
- 16th January 13:30-16:30 - Heathfield Training Centre

RESOURCES | TRAINER: Danielle Perrimon - ASYE Assessor / Consultant Practitioner and Children and Families System Team
Assessment, Analysis and Critical Thinking (PCF 1, 2, 3, 4, 5, 6, 7, 8 | KSS 1, 2, 3, 4, 5, 6, 7, 8)  
**Ofsted Requirement 12 | Croydon Practice Standards 1, 2, 3)**

**Target Audience:** All Social Workers, Early Help & Personal Advisors

**AIMS:**
- Confidence to plan and carry out an evidence based systemic and strengths based assessment that involves children and families without losing sight of risk.
- The ability to effectively analyse the information gathered during the assessment process to make appropriate child-centered decisions and inform both case management and care planning.
- A transferable approach that can be used for early help, S17 and S47 assessments and care proceedings.
- Refresh the principles of good case recording and report writing.

*Before you attend this training you must attend* [Effective use of Chronologies, Genograms and Ecomaps](#)

**Book via Croydon Learning:**
- **10th May**  9:30-17:00  BWH 1:23
- **14th June**  9:30-4:30  BWH 1:23
- **9th July**  9:30-4:30  Heathfield Training Centre

**RESOURCES | TRAINER:** Shelley Ingram - ASYE Assessor / Consultant Practitioner

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Purposeful Visits (PCF 1, 2, 3, 4, 5, 6, 7, 8 | KSS 1, 2, 3, 4, 5, 6, 7, 8, 9,10 | Ofsted Requirements 5,10
Croydon Practice Standards 3,4)

Target Audience: All Social Workers, Early Help & Personal Advisors

PARTICIPANTS WILL:
☑ Understand the value and best practice aspects of ensuring visits are purposeful
☑ Understand how undertaking purposeful visits impacts caseworking, case recording, planning, intervention and time management
☑ Share learning about tools and techniques which help ensure visits are purposeful
☑ Understand how to reflect purposeful visits on CRS & EHM
☑ Understand how purposeful visits link to Ofsted and statutory guidance and serious case reviews

Book via Croydon Learning:
- 8th May ☑ 13:30-16:30 ☑ BWH 1:19
- 4th September ☑ 13:30-16:30 ☑ BWH 1:23
- 4th December ☑ 13:30-16:30 ☑ BWH 1:23
- 12th February ☑ 13:30-16:30 ☑ BWH 1:23

RESOURCES | TRAINER: Danielle Perrimon - ASYE Assessor / Consultant Practitioner and Children and Families System Team
**Life Story Work (PCF 5, 6 & 7 | KSS 1, 2, 4, 5 & 7 | Croydon Practice Standards 6)**

**Target Audience:** All Social Workers, Early Help & Personal Advisors

Participants are asked to bring a picture of themselves as a baby to the session.

This workshop aims to help social workers explore how life story books/life story work contributes to children and young people's understanding of their past, present and their future.

**AIMS:**
- To enable participants to obtain a greater understanding as to why Life Story books/work is so important to children/young people (LAC or Adopted)
- To help participants to consider how compiling Life Story books & doing Life Story work with children/young people contributes to a child/young person's sense of self/identity.
- Understand the impact of child development and attachment difficulties when undertaking life story work.
- Tools that can be used for life story work.

(Participants are asked to bring a picture of themselves as a baby to the session.)

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**TRAINER:** Patricia Adams, Advanced Social Worker
**Court Room Skills (PCF 1, 2, 4, 5, 6, 7, 8 | KSS 1, 2, 4, 7, 8, 9)**

**Target Audience: Social workers new to completing court work**

The course is open to a maximum of 14 social workers to ensure that everyone has an opportunity to experience giving evidence, being examined and being sworn in.

The course includes a short seminar on the PLO, court etiquette, tips on giving evidence and important sections of the Children Act 1989 and the Adoption and Children Act 2002.

Up to 5 lawyers in the team facilitate 2 mock trials throughout the day which involves role play for all participants to give them a safe environment to experience a courtroom trial.

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Court Themed Workshops

SGO Support Plans (PCF 2, 3, 4, 5, 7 | KSS 1, 6, 7, 8 | Ofsted Requirements 8, 9 | Croydon Practice Standards 2, 5, 6)
Target Audience - Connected Persons Assessment Team

AIMS:
In this one-day workshop, participants will:
- Understand the original regulatory framework 2005 & the origins of the SG Order
- Be fully aware of the new requirements of the updated 2017 SG Regulations
- Engage effectively with Special Guardians and ensure they are clear and able to articulate their needs
- Ensure that Support Plans are realistic, properly assessed and comprehensive
- Work as a member of the team around the child with the SGO Assessor and the SGO Team on structuring the Support Plan
- Ensure the SG Support Plan is ready in advance of Final Evidence due date
- Identify clearly that the plan has the full support of senior management and of the Special Guardians including detailed approval for all expenditure.

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RESOURCES | TRAINER: Nicola Meza, Care Proceedings Case Manager and Children Services Special Guardianship Team
Prepared for ADM (PCF 1, 3, 4, 6 | KSS 2, 6, 7 | Ofsted Requirements 8, 9, 14 | Croydon Practice Standards 6)

Target Audience - All Social Workers in Care Planning & Corporate Parenting

**AIMS:**
In this one-day workshop, participants will:
- Why do we go to ADM
- What should we prepare in advance of ADM
- Planning for Adoption medicals
- What additional information is required other than the CPR
- How to produce a good quality CPR
- Evidencing how an adoption decision has been reached by the social work team
- Parents and children’s views

**Book via Croydon Learning:**

- 5th June: 11:00-16:00 | BWH 1:19
- 13 November: 11:00-12:00 | BWH 1:23
- 11th March: 10:00-12:00 | BWH 1:10

**RESOURCES | TRAINER:** Nicola Meza, Care Proceedings Case Manager
## Pre Proceedings

**Target Audience** - All Social Workers in Assessment & Care Planning Teams

### Aims:
In this one-day workshop, participants will:
- Legal planning meeting
- What is pre-proceedings
- Pre-proceedings timescales
- Letter before proceedings vs pre-proceedings letter; what should be included in the letter
- What are the expectations of a pre-proceedings meeting; proposed meeting agenda
- Written agreements with families; when to do them and what they should include
- Specific case examples of letters and written agreements can be brought along and followed up after the workshop

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**Resources** | **Trainer:** Nicola Meza, Care Proceedings Case Manager and Legal Services
Preparing for Court and Giving Evidence (PCF 1, 4, 5, 9 | KSS 2, 7, 8 | Ofsted Requirements 6, 9
Croydon Practice Standards 1, 3, 6)

Target Audience - All Social Workers in Assessment & Care Planning Teams

AIMS:
- Purpose of legal planning meetings and what to prepare for legal planning meetings
- What documents and evidence do we need to present to the Court
- Court hearing structures and the 4 PLO stages – what is required at each stage
- Why we provide oral evidence to the Court
- How should we prepare for giving evidence
- Evidence giving role play
- Bring along case examples that you are working on and additional support will be available after the workshop

Book via Croydon Learning:
- 22nd May 10:00-12:00 BWH 1:10
- 30th October 10:00-12:00 BWH 1:14
- 26th February 10:00-12:00 BWH 1:19

RESOURCES | TRAINER: Nicola Meza, Care Proceedings Case Manager and Legal Services
Statement and Care Plan writing (PCF 1, 5, 6 | KSS 1, 2, 6, 7, 8 | Croydon Practice Standards 1, 2, 3, 7
Ofsted Requirements 6, 12)
Target Audience - All Social Workers in Care Planning Teams

**AIMS:**
- Which templates we use and when to use them
- What information is relevant to put in a court statement – description vs analysis and fact vs opinion
- What other evidence we need to provide to Court with our written evidence
- Making contact and assessment recommendations
- How Care Planning decisions should be reached and how to present this information to the Court.
- Parallel planning
- Bring along examples statements that you are working on and additional support will be available after the workshop

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**RESOURCES** | **TRAINER:** Nicola Meza, Care Proceedings Case Manager
Section 20 (PCF 1, 2, 4, 5, 7 | KSS 2, 8 | Ofsted Requirements 6, 9 | Croydon Practice Standards 1, 2, 6)

Target Audience - All Social Workers in Assessment, Care Planning & Corporate Parenting Teams

This short workshop will help staff to ensure Section 20 consent is always subject to proper scrutiny and review and to support children who need to stay in our care by affording them legal, physical and emotional permanence.

This is in line with the council’s new guidance for social workers on the use of Section 20 of the Children Act 1989.

AIMS:
- Understanding and implementing new Section 20 Guidance
- Achieving Section 20 consent – what does this mean for the child, the parent and the family
- Appropriate and inappropriate use of Section 20
- Section 20 Case Law
- CSC care planning and decision making and governance of Section 20 decisions

Book via Croydon Learning:
- 8th May 14:00-16:00 BWH 1:14
- 9th October 10:00-12:00 BWH 1:10
- 5th February 10:00-12:00 BWH 1:14

RESOURCES | TRAINER: Nicola Meza, Care Proceedings Case Manager and Legal Services
Legal Workspace and Legal Planning Meetings *(PCF 5, 6, 9 | KSS 7, 8 | Croydon Practice Standards 1, 2, 3, 7 Ofsted Requirement 6)*

**Target Audience - All Social Workers in Care Planning Teams**

This workshop will help staff through the legal planning process on CRS, from requesting a LPM, opening a Legal Workspace episode and recording pertinent information for Pre-Proceedings, Public Law and Private Law.

**AIMS:**
- Requesting a Legal Planning Meeting
- Progressing a Legal Planning Meeting
- Attending a Legal Planning Meeting – what to expect, and possible outcomes
- Progressing a legal planning meeting
- Opening a Legal Episode
- Recording within Legal Workspace: Pre-Proceedings, Public Law, Private Law, Forms, Document, Case notes

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**RESOURCES | TRAINER:** Nicola Meza, Care Proceedings Case Manager and Children and families System Team
Young People Substance Misuse Workshops

Why do young people use drugs? *(PCF 1, 3, 5, 9 | KSS 2, 4, 7 | Ofsted Requirements 6, 9 Croydon Practice Standards 1, 3, 6)*

**Target Audience** - All Social Workers, Early Help & Personal Advisors

**AIMS:**

- Bitesize training that will allow you to explore why yp use drugs this training will also give you the opportunity to understand the different types of ‘users’ and how young people can move between the categories. We will also briefly touch on how to have the conversation with young people regarding their own or others usage.

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**RESOURCES | TRAINER:** Turning Point
Reducing Harm (PCF 1, 3, 5, 9 | KSS 1, 2, 4 | Ofsted Requirements 6, 9 | Croydon Practice Standards 1, 3, 6)

**Target Audience:** All Social Workers, Early Help & Personal Advisors

**AIMS:**

Whilst as professionals we may believe the best thing for young people to do is to not use substances at all, some young people will experiment. At the end of this course it will enable you to be able to offer basic advice and/or information including offering harm reduction tips to young people and how to refer to the specialist young people’s service.

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**RESOURCES | TRAINER:** Turning Point

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New Trends in Substance Misuse (PCF 1, 3, 5, 9 | KSS 1, 2, 4 | Ofsted Requirements 6, 9 | Croydon Practice Standards 1, 3, 6)

**Target Audience -** All Social Workers, Early Help & Personal Advisors

**AIMS:**

Whilst the main substances locally and nationally for under 18’s that present to substance misuse services remain Cannabis and Alcohol we are identifying a new trend of substances that young people are using that whilst the majority of young people don’t see as problematic present with a high risk such as Xanax, Spice, Monkey Dust and Purple Lean. This will give you the opportunity to update your knowledge regarding new substances and the physical/emotional impact on users.

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**RESOURCES | TRAINER:** Turning Point
**DUST (PCF 1, 3, 5, 9 | KSS 1, 2, 4, 5, 7 | Ofsted Requirements 6, 9 | Croydon Practice Standards 1, 3, 6)**

**Target Audience:** All Social Workers, Early Help & Personal Advisors

**AIMS:**
- Drug Use Screening Tool has been around for about 15 years. It’s a well-established tool that allows non specialist workers to screen young people for substance misuse taking into account other issues that can impact on a young person’s use such as Child Sexual Exploitation and Missing Episodes. Once trained you will be able to use the tool to screen young people for substance misuse.

**Book via Croydon Learning:**
- **12th June**: 10:00-11:30
  - BWH 1:13
- **25th September**: 14:00-15:30
  - BWH 1:10
- **26th February**: 14:00-15:30
  - BWH 1:19

**RESOURCES | TRAINER:** Turning Point

**Alcohol and Young People (PCF 1, 3, 5, 9 | KSS 1, 2, 4 | Ofsted Requirements 6, 9 | Croydon Practice Standards 1, 3, 6)**

**Target Audience - All Social Workers, Early Help & Personal Advisors**

**AIMS:**
- Training that will allow you to explore why yp use alcohol, units of alcohol, Harm Reduction and Alcohol, Impact both short term and long term of alcohol use, Alcohol and how the media influences alcohol use, Alcohol/Drugs the trends of use.

**Book via Croydon Learning:**
- **19th June**: 14:00-15:00
  - BWH 1:19
- **2nd October**: 14:00-15:00
  - BWH 1:14

**RESOURCES | TRAINER:** Turning Point
## Domestic Abused Themed workshops

**Domestic Abuse and the centrality of coercive control (PCF 1, 2, 3, 4, 5, 6, 7 | KSS 2, 4, 5)**  
*Croydon Practice Standards 1,2,3,4 | Ofsted Requirements 7,11,12,21*

**Target Audience:** All Social Workers, Early Help & Personal Advisors

**AIMS:**
- To identify what coercive control is and its significance to risk in interpersonal violence and abuse and adult family violence and abuse
- To apply the learning from recent Domestic Homicide and Serious Case Reviews to practice ie the indicators of increased risk of harm to families (domestic abuse, substance misuse and mental health: ‘Toxic Trio’)
- To increase understanding of the need to move practice when domestic abuse features from the pattern of short-term, incident-led responses to the bigger picture and multi-agency working
- To increase understanding around the when, what and how of the assessment of risk presented to adult victims and to children and young people
- To increase awareness and understanding of the management of risk, parental accountability/capacity and change within the context of case planning
- Familiarisation with the research and procedures that highlight that separation does not ensure safety and often increases risk to children and victims

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**RESOURCES | TRAINER:** Karen Gorbutt, Specialist Domestic Abuse Senior Practitioner
### Domestic Abuse: Impact on children and Young People

**Target Audience** - All Social Workers, Early Help & Personal Advisors

**AIMS:**
- To increase knowledge of the short and long term adverse impact of Domestic Abuse
- To identify what the barriers to disclosure might be and understand the need for safety planning in assessment and intervention
- To empower practitioners in direct work to help children and young people make sense of their lived experiences and to safely share worries and fears

**RESOURCES | TRAINER:** Karen Gorbutt, Specialist Domestic Abuse Senior Practitioner

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### Responding to Domestic Abuse: Working with victim and perpetrators parents

**Target Audience** - All Social Workers, Early Help & Personal Advisors

**AIMS:**
- To incorporate safety planning into practice to ensure risk is not increased to children and families by the intervention of professionals
- To increase skills and confidence in working with perpetrator parents in holding them accountable for their abusive behaviours and in behaviour change
- To increase skills and confidence in working with victim parents around the barriers to disclosure and vulnerability/protective factors

**RESOURCES | TRAINER:** Karen Gorbutt, Specialist Domestic Abuse Senior Practitioner

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**LEARNING & DEVELOPMENT OFFER 2019-2020 | EARLY HELP & CHILDREN'S SERVICE | 29**
### Domestic Abuse: Contact in Private and Public Law

**PCF 1, 2, 3, 4, 5, 6, 7 | KSS 2, 4, 5, 7, 8**  
**Croydon Practice Standards 1, 2, 3, 4 | Ofsted Requirements 7, 11, 12, 21**

**Target Audience:** All Social Workers, Early Help & Personal Advisors

**AIMS:**
- Familiarisation with the procedures/research and Practice Direction 12J that highlight risks to children and young people of exposure to physical and/or emotional and psychological harm through contact
- Familiarisation with the Child Arrangements Programme/Flowchart, Section 7 reports and the private law application process
- To be able to make distinction between Early Help, CP, CIN and LAC contact decision making procedures and guidance
- To increase knowledge and understanding of the factors that need to be considered to determine that contact is in a child and young person’s best interests

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**RESOURCES | TRAINER:** Karen Gorbutt, Specialist Domestic Abuse Senior Practitioner
Safeguarding Disabled Children (PCF 2, 3, 4, 5, 7 | KSS 1, 2, 4 | Ofsted Requirements 2
Croydon Practice Standards 1, 5)

Target Audience - All Social Workers, Early Help & Personal Advisors

To help participants to develop a greater understanding of how to apply safeguarding in their work with young people with disabilities.

**AIMS:**
- To help participants to recognise the additional difficulties of safeguarding young people with disabilities.
- To help participants to identify abuse indicators in disabled children.
- To facilitate a better understanding and awareness around the complexities of safeguarding disabled children

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**RESOURCES | TRAINER:** Anneta Pinto-Young, Professional Development Lead ASYE
What is Attachment Relationship-based training? Professor David Shemmings (PCF 5, 6, 7 | KSS 2, 5, 6, 7)

**Target Audience:** All Social Workers, Early Help & Personal Advisors

**Training will introduce participants to: A New Mindset and Model for Understanding ‘Risk’ and Supporting Families**

David is Professor of Child Protection Research at the University of Kent, UK and Visiting Professor of Child Protection Research at Royal Holloway, University of London. David spent 17 years at UEA where he completed his PhD under the Professor David Howe, an internationally renowned expert on the implications of attachment theory for social work practice. He has spent the past ten years undertaking research into attachment theory in close relationships and its implications for social work, especially in the field of child protection. David is the author of over 60 articles, books and chapters on relationally-based social work theory, research and practice.

The training will be run over 2 Days to cover all the topics in Using the ARP Model. Participants must be able to attend both days of training.

**AIMS:**

By the end of the 2-day course participants will:
- Understand and appreciate how to interpret parenting and children’s responses:
- Reunion experiences, Interviewing adults and ways of Understanding Children’s Worlds
- The use of Guided Parenting Tasks to assess parent-child interaction
- Attachment-based Parenting Measures
- Indications of Low Mentalisation
- Be more confident when presenting assessments and contributing to or writing reports

**Book via Croydon Learning:**
- 10th October 9:30-17:00 Heathfield Training centre
- 14th October 9:30-17:00 Heathfield Training centre

**OR**
- 29th October 9:30-17:00 Heathfield Training centre
- 21st November 9:30-17:00 BWH 1:23

**RESOURCES | TRAINER:** Professor David Shemmings OBE PhD
Ensuring the Rights and Entitlements of children in Care and Young People Leavers (PCF 1, 3, 5, 7, 8, 9 KSS 2, 3, 4, 5, 6, 8 | Ofsted Requirements 6, 9, 17, 18, 19 | Croydon Practice Standards 1, 5, 6)

Target Audience: Social Workers and Personal Advisors working in Leaving Care and Corporate Parenting

By the end of this session participants will be fully informed on the various support that children in care and care leavers are entitled to and be able to support individuals and ensure they receive the support they should be getting throughout their journey in care and leaving care.

Through this training participants will learn about:

- The difference between statutory and local entitlements
- The role of the authority and what to expect from other agencies, e.g. schools and NHS
- The importance of planning early for leaving care and the role of the pathway plan
- Supporting children and young people to advocate for themselves
- What to do when no one is listening

Book via Croydon Learning:

- 30th April  10:00-16:00  Healthfield Training Centre
- 16th May  10:00-16:00  Healthfield Training Centre

RESOURCES  |  TRAINER: Become Charity
Deaf and Sign Language workshop (PCF 1, 3, 5, 6, 7, 9 | KSS 2, 5, 6, 8 | Ofsted Requirement 12
Croydon Practice Standards 1, 3, 4)

Target Audience: All Social Workers, Early Help & Personal Advisors

AIMS:
- Identify the barriers that deaf and hard of hearing people face
- List the ways in which deaf and hard of hearing people communicate
- Understand and demonstrate how to implement positive methods of communication, and offer an equal service to deaf and hard of hearing people.
- Recognise basic everyday signs (Good morning/afternoon, do you need any help? what is your name? please, thank you, let me help you)
- Apply the finger-spelling alphabet
- Explore the deaf community & culture

Book via Croydon Learning:
- 4th April 10:00-13:00 @ Heathfield Training Centre
- 25th April 14:00-17:00 @ BWH 1:23

RESOURCES | TRAINER: Signs4life
Autism and Asperger’s (PCF 1, 3, 5, 6, 7, 9 | KSS 2, 5, 6, 8 | Ofsted Requirement 12
Croydon Practice Standards 1, 3, 4)

Target Audience: All Social Workers, Early Help & Personal Advisors

A three hour workshop covering:
- What is autism?
- Autism and asperger’s syndrome
- Language/communication
- Stereotypic and other behaviour
- Social interaction
- Learning characteristics
- Impairment or asset?
- Practical Interventions
- Current research
- Opportunities to ask questions, take part in activities & discussions

Book via Croydon Learning:

- 3rd April 14:00-17:00
- BWH 1:23

**RESOURCES** | **TRAINER:** Signs4life
**Voice of the Child/Young Person: Dr Jenny Molloy ‘Hackney Child’ (PCF 1, 2, 3, 4, 5, 7 | KSS 1, 2, 3, 4, 5, 6, 7)**

**Target Audience:** All Social Workers, Early Help & Personal Advisors

The Voice of the child/ Young person, delivered by Dr Jenny Molloy. An interactive master class from a care leavers lived experience, “A day in the life of a looked after child”

Dr. h.c. Jenny Molloy, BASW England Patron is an author, trainer and motivational speaker. Jenny proudly identifies as a care leaver and is the author of her stories, Hackney Child and Tainted Love Aka Hope Daniels, she spent most of her childhood in care, and is now a married Mother, Grandmother, and of course, a care leaver. Jenny was under the Care of Hackney Social Services, and was known as a “Hackney Child”, hence the book name. Written under her real name, Jenny Molloy, her final book, Neglected, shares stories of love and hope within the care system, a message Jenny is passionate about.

Jenny works extensively with Local authorities across the Country, as well as working with Ofsted, Department of Education; Frontline and Higher Education Institutions. Jenny received an honorary doctorate from Huddersfield University for her dedication to improving the lives of vulnerable children. You can find out more about Jenny and her work on her social media platforms, Twitter @Hackneychild and Facebook - Hackney Child

**AIMS:**

By the end of the half day course participants will:
- Heard the experience of life in the care system from a lived experience
- An in-depth understanding of the thoughts, feelings and reactions which can be caused by professionals decisions
- A deeper knowledge of the positive impact children and young people in care take away from their social workers for their adult lives.

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**RESOURCES | TRAINER:** Dr. h.c. Jenny Molloy
Solution Focussed Approach (PCF 1, 3, 5, 6, 7, 9 | KSS 1, 2, 7, 9 | Ofsted Requirements 7, 21
Croydon Practice Standards 1)

**Target Audience:** All Social Workers, Early Help & Personal Advisors

This two-day programme will provide an introduction to the solution focused approach including an overview of the principles and the practices that lie at the heart of the work.

Solution Focused Practice is showing good evidence of sustained effectiveness across a wide-range of presentations. It tends to be experienced by clients as empowering and minimizes the likelihood of dependency developing. It is associated with the development of engagement and cooperation even in those situations where clients can be initially reluctant to attend or to engage.

Solution Focus is a flexible model and has been used successfully in direct work with children, young people and adults, with individuals, couples and families as well as in group-work. Solution Focus is also being used extensively as a model for supervision and consultation.

**The course will aim to equip participants with:**
- an understanding of the thinking underpinning the SF approach
- familiarity with the key elements of practice
- clear ideas about the potential applications of SF conversations
- clarity about purposes for which the approach is not suitable

By the end of the two days participants should have the confidence to start using the techniques on return to work, whether that be ‘stand-alone’ or using the techniques embedded into participants’ own models of practice.

**Book via Croydon Learning:**

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**RESOURCES | TRAINER:** BRIEF
Signs for Neglect: Rosie 2 (PCF 2, 3, 4, 5, 6, 9 | KSS 1, 2, 3, 5 | Ofsted Requirements 3, 7, 11  
Croydon Practice Standards 1,3)

Target Audience: All Social Workers, Early Help & Personal Advisors

‘Rosie 2’ a child protection simulation takes place at Rosie’s home, with various members of her family present. The visual setting, the emotive characters and your growing knowledge of the family as you progress through the 13 scenes, provides a wealth of content to debate and develop your skills. This is a safe way to explore how to deal with potentially unsafe situations, addressing hostility and disguised compliance, and identifying elements of concern during a home visit.

Participants will have full access to the simulation and will work in small groups to explore working with Rosie’s family.

This will include:

- By the end of the course participants will have received an:
  - Overview of key messages from research on neglect including series case reviews
  - Overview Professional involvement and thresholds
  - Overview theoretical perspectives
  - Overview introduction to the case
  - The perspective of the child
  - Communication skills, mentalisation and attachment

Book via Croydon Learning:

📅 2nd April  🕒 10:00-16:00  🏠 BWH 1:23

RESOURCES | TRAINER: University of Kent
**My Court Room: Rosie’s Family Go to court** *(PCF 2, 3, 4, 5, 6, 9 | KSS 1, 2, 7, 8 | Ofsted Requirements 3, 7, 11 Croydon Practice Standards 1,3)*

**Target Audience:** All Social Workers, Early Help & Personal Advisors

‘MyCourtroom’ is an interactive and immersive simulation, based on realistic scenarios designed to trigger discussions and decisions around court skills specifically, safe practice, best practice, and positive outcomes for the child. It offers professionals a unique training experience. This innovative tool is designed for social workers, family court advisers and all child protection professionals. It provides the opportunity to encounter some of the confusing, potentially dangerous and emotionally draining situations faced in court practice, with an opportunity to discuss these issues in a safe environment with other professionals.

**The half day’s training focuses on the following outcomes:**
- Information and support around giving evidence and cross-examination
- Encourage practitioners to refer to theory and research appropriately within evidence
- Awareness of roles and expertise of professionals in the public court room
- Practical application/exploration of care proceedings’ system, rules and legal concepts
- Consideration of court preparation and awareness of general court protocol
- Develop practitioner confidence to scrutinise details and challenge where appropriate
- An overview of all features of the simulation package to support further-reaching learning objectives

**Book via Croydon Learning:**
- 26th April
- 10:00-16:00
- BWH 1:23

**RESOURCES | TRAINER:** University of Kent
### Looking out for Lottie (PCF 2, 3, 4, 5, 6, 9 | KSS 1, 2, 5 | Ofsted Requirements 3, 7, 11)

**Croydon Practice Standards 1, 3, 6**

**Target Audience:** All Social Workers, Early Help & Personal Advisors

Lottie is a CPD accredited modern interactive way of training and brings to life the issues and potential solutions for professionals and the young people they work with. Lottie raises awareness of what you should look out for and how you can spot grooming behaviour.

**AIMS:**
- Definition and prevalence of CSE in the UK
- Being groomed
- Looking out for Lottie storyline, features, and how to use it
- Using Lottie with Young people
- Messages from research, reports and series case reviews
- The groomer
- Group activities
- Cyberbullying

**Book via Croydon Learning:** 📅 8th May 🕒 13:00-16:30 📍 BWH 1:23

**TRAINER:** University of Kent

### Maryam and Joe: Behind Closed Doors (PCF 2, 3, 4, 5, 6, 9 | KSS 1, 2, 5, 7, 8 | Ofsted Requirements 3, 7, 11)

**Croydon Practice Standards 1,3,6**

**Target Audience:** All Social Workers, Early Help & Personal Advisors

Interactive social-media style simulation, a training tool on the routes to radicalisation and extremism, educates professionals and young people on the dangers of grooming for radicalisation via social media and through face-to-face contact. Through the use of our proven social media style interface (iSocialike, Hashtagged, WeTube, Picturegram, WhatsApp and Snappit) you will learn about grooming by tracking the behaviour of the groomer and seeing the implications. The simulation has been developed to allow professionals and young people to spot the signs of radicalisation in two different scenarios; firstly, through the online, social-media life of Maryam (aged 15) and her sisters and secondly, through the online and personal relationships of Joe (aged 20) and his family.

**Book via Croydon Learning:** 📅 30th May 🕒 9:00-13:00 📍 BWH 1:23

**RESOURCES | TRAINER:** University of Kent
### Solihull Approach

The Solihull Approach is a highly practical way of working with families within a robust theoretical structure. It is an early intervention model used in prevention. It has a major contribution to make to the ways in which practitioners work with families to ensure that children and young people have a good emotional start in life. The Solihull Approach is evidence based in attachment theory. The model combines three theoretical concepts: Containment (psychoanalytic theory), Reciprocity (child development) and Behaviour management (behaviourism). The Solihull approach also explores brain development and the impact of parenting. It provides a framework for thinking for a wide range of professionals working with young people and their families, providing a shared language and a shared understanding of children and their development pre-birth through adolescence.

Book via Croydon Learning:

- Coming soon!

### Motivational Interviewing

Motivational Interviewing is a person centred counselling style for addressing the common problem of ambivalence to make change” (Miller and Rollnick 2013). Motivational Interviewing (MI) has its roots in substance problems, for which it has a large evidence base supporting its effectiveness. However, it also has been successfully used internationally across a number of other areas in which behavioural and attitudinal change is the desired outcome. This includes offending (adults and young people), compliance with medical treatments (e.g. diabetes), recovery from stroke, health behaviour change (e.g. weight loss), mental health, family work and child care settings.

This training has been designed to teach the basic style and principles of MI and will equip learners with the skills to begin using and developing this invaluable clinical skill. Participants will be encouraged to consider its application to their own settings throughout the training.

Book via Croydon Learning:

- Coming soon!
Croydon’s Safeguarding Children’s Board Training

**Impact of Parental Mental Health on the Family** *(PCF 2, 3, 6, 7 | KSS 1, 2, 4, 5, 7, 10 | Ofsted Requirement 3 Croydon Practice Standards 1, 3)*

**Target Audience:** Practitioners and volunteers who work with regularly children, young people and their families

This half-day session aims to give an increased understanding of the relationship between parental mental health problems, child safeguarding and child protection.

Parental Mental Health problems has often featured in local and national serious case review. Lack of awareness of the issue may lead practitioners not fully understanding the impact on parenting capacity.

**AIMS:**
- Improve knowledge of common mental disorders
- Introduce a systemic practice model for working with parental mental health & its impact on the parent child relationship
- Reflect on attitudes and the impact this has on seeking and providing support
- Learn from Serious Case Reviews
- Develop confidence & resource knowledge to enable practitioners to work with parents & multi agency partners
- Understand the importance of joint working on issues around parental mental health

**Book via Croydon Learning:**
- 8th May  9:30-12:30  Heathfield Training Centre
- 10th July 9:30-12:30  Heathfield Training Centre
- 17th October 9:30-12:30  Heathfield Training Centre
- 12th December  
- 25th February 
- 25th February

**RESOURCES | TRAINER:** Lee Avery, Specialist Children’s Social Worker For Adult Mental Health & Substance Misuse
Impact of Parental Substance Misuse on the Family (PCF 2, 3, 6, 7 | KSS 2, 4, 5, 7, 10 | Ofsted Requirement 3
Croydon Practice Standards 1, 3)

Target Audience: Practitioners and volunteers who work with regularly children, young people and their families

By the end of this session participants will be fully informed on the various support that children in care and care leavers are entitled to and be able to support individuals and ensure they receive the support they should be getting throughout their journey in care and leaving care.

This half day session will aim to enhance and develop knowledge and skills in working with children and families affected by problematic alcohol and drug use:

- Improve knowledge of basic substances misused, including effects, cost and legal classification
- Introduce theoretical concepts underpinning substance misuse, including recovery, disease & behavioural models.
- Learning from Serious Case Reviews
- Assessing parental substance misuse and its impact on parent & child
- Develop confidence & resource knowledge to enable practitioners to work with parents & multi agency partners.

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RESOURCES  | TRAINER: Lee Avery, Specialist Children’s Social Worker For Adult Mental Health & Substance Misuse
Child Neglect (PCF 1, 2, 4, 5, 6, 7 | KSS 1, 2, 3, 5, 6, 7 | Ofsted Requirements 3, 5
Croydon Practice Standards 1, 2, 3, 4)

Target Audience: Practitioners who work with regularly children, young people and their families

This one-day course will help you to understand and recognise child neglect. It will enable a greater knowledge of the impact of neglect on a child or young person, the importance of enabling timely interventions and local practice and referral pathways. The course will cover some serious case review findings and why practitioners find it difficult to identify neglect.

AIMS:
- Explore what is meant by the term ‘neglect’
- Signs that a child may be neglected
- Consider what the impact of neglect may be on a child
- Parental and environmental factors, and how these factors can make spotting neglect difficult
- Child development and attachment – emotional neglect
- Understand how to respond effectively to concerns that you may have
- Overview of local referral practice and referral processes

Book via Croydon Learning:
- 22nd May  9:30-4:30  Heathfield Training Centre
- 18th June  9:30-4:30  Heathfield Training Centre
- 13th September  9:30-4:30  BWH 1:23
- 16TH October  9:30-4:30  Heathfield Training Centre
- 15th November  9:30-4:30  BWH 1:23
- 11th December  9:30-4:30  Heathfield Training Centre
- 11th February  9:30-4:30  Heathfield Training Centre

RESOURCES | TRAINER: Hayley Tuffin
Graded Care Profile2 Training (PCF 2, 3, 4, 5, 6, 7 | KSS 1, 2, 5, 6, 7 | Ofsted Requirement 3 Croydon Practice Standards 1, 2, 3, 4)

Target Audience: Practitioners and volunteers who work with regularly children, young people and their families

This one-day training is for practitioners working with children experiencing neglect. The Graded Care Profile2 is a tool which supports practitioners to accurately and confidently measure the quality of care being provided to a child. The GCP2 can only be used after successfully completing this training.

AIMS:
- Become licensed to use the GCP2 tool
- Consolidate knowledge in relation to neglect
- Understand how GCP2 fits in with local practice

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TRAINER: A local practitioner from children’s social care, early help or a health professional who has been accredited as a NSPCC GCP2 Trainer

Graded Care Profile 2 – Managers Training

Target Audience: case supervisors and managers from social care and early help, child protection chairs, School DSL, and Health Safeguarding leads and advisors

AIMS:
- An overview of what the Graded Care Profile2 (GCP2)
- Why and how the GCP2 is being used to Croydon
- Importance of case supervision and use of the GCP2
- Understand the role of the manager and supervisor in the application and use of the GCP2

Book via Croydon Learning: Coming soon!

TRAINER: Croydon GCP2 Champions

Learning from Serious Case reviews – Coming soon!
**Children and Families System Training (CRS & EHM)**

There is a compulsory 3 day minimum training requirement for the Children and Families System training, this is a module approach and were possible is blended with practice. Which training is compulsory will be set by your Head of Service, this is a rolling programme of training with many of the courses run weekly.

### Module 1: New System user Training *Mandatory for all*
**Target Audience:** All CRS and EHM users

**AIMS:**
- Understand the differences between EHM & CRS
- Be able to navigate around the system
- Search for a person on the system
- Find / update an address
- Create and link relationships
- Add a new key agency or involvement
- Complete a form
- Upload and print documents

This training will be run weekly, invitations will be sent to the line manager for new starters and if you wish to attend as a refresher course than please contact the Children and Families System team.

**Book via Croydon Learning**

### Module 2: CIN Pathways
**Target Audience:** All Staff working in team with families on CIN Pathway

**Understand how to read a case, progress cases from the start of a C&F assessment and navigate through the Child in Need pathway.**

**AIMS:**
- Be able to read a case file
- Understand pathways in CRS
- Understand the difference between STEPS & FORMS
- Be able to complete a C&F Assessment on the system
- Understand the CIN Pathway on CRS
- Be able to write a CIN Plan on the system
- Be able to record a CIN Review on the system
- Be able to close a case on the system
- Be able to step a case down to Early Help
- Be able to complete Croydon’s Focus Five on CRS

**RESOURCES**
Module 3A: Child Protection - Coming Soon!

Module 3B: Children Looked After Pathways Coming Soon!
Target Audience: All Staff working in teams with children on or that may be placed on CLA Pathways

AIMS:
- The components of CLA pathway – assess plan, implement, review cycle (ASPIRE)
- Key accountabilities and responsibilities on the system
- Starting the BLA process through to closure or transfer
- Case transfers (from Care Planning to CIC & CIC to Leaving Care)
- Responsible copying forward / sideways
- Role of the placements team
- Care Panel process
- Legal workspace
- Key timescales
- How to trigger: FGCs, Permanency planning (PPM), Adoption (CPR), SDQ, PEPs, CE episodes, Missing & RHIs
- Raise awareness of: Health tab, finance/costs tab

Module 4: Business Support - Coming Soon!

Module 5: Management Tasks - Coming Soon!
Target Audience: Team Managers, Service Managers and Heads of Service

AIMS:
- Work tray management (including re-assigning tasks)
- Involvements
- Reports
- Supervision
- Authorising forms (including closures)
- Finance / Budget Trays
- Case transfers

Module 6: Early Help Pathways - Coming Soon!
Target Audience: Practitioners, Managers, Service Managers

AIMS:
- From contact to Active episode
- Access
- ASPIRE
- Completing the CFWA form
- Meeting details
- Create an assessment and send to manager for authorisation
- Closing EH episode
- Stepping up to Children’s Social Care
Post Graduate and Post Qualifying Learning & Development

The Practice Educator Professional Standards (PCF 1, 8, 9 | KSS 7, 10)

Target Audience: All Social Workers

The Practice Educator Professional Standards (PEPS) is the framework for practice educators; it has previously been known as the Practice Teaching Award and Enabling Others.

PEPS is divided into 2 stages. With PEPS1, a practice educator is able to support a 70 day social work placement. However, only practice educators who have completed their stage 2 are able to sign off a 100 day placement student. It is possible to be a practice supervisor (responsible for the day to day work of the student as well as fortnightly supervision); a practice educator (responsible for the day to day work of the student as well as supervision and assessment); or to be an “off-site” practice educator (responsible for supervision and assessment, but not the day to day work of the student. In addition to these responsibilities, practice educators will needs to take the PEPS1 and PEPS2 modules at the university from which the student is studying.

This will typically for 4-5 half day sessions over the course of 6 months; your assessment will include a portfolio as well as an observation of you in supervision with your student.

APPLICATION PROCESS:
Course information shared with staff in August
PEP 1 intake January
PEP 2 Intake October

PROCESS:
☑ Expression of interest emailed to Veronica Miller
☑ Course overview meeting with applicant
☑ Team Manager & Service Manager agreement emailed to Veronica Miller
☑ Once agreed, Veronica Miller requests Practice Educator course application form from university
☑ Applicant completes and submits application form to university online. Application is signed off by Team Manager
☑ Sponsorship form completed by Veronica Miller

For Practice Educator course contact Veronica.Miller@Croydon.gov.uk
Advanced Child Protection - PCert, PDip, MA (PCF 2, 4, 5, 6, 8, 9 | KSS 1, 2, 6, 7, 8, 10)
Target Audience - All Social Workers and Early Help Practitioners who meet the requirements below

For all post graduate study please email Children Learning ChildrenLearning@croydon.gov.uk for an expression of interest form.
University of Kent are providing professionals with the opportunity to study modules from the MA in Advanced Child Protection programme as 10 week standalone modules. These are a great taster to Master’s level study. Upon successful completion of the module(s) you will be awarded 20 MA credits from the University of Kent which you can then take forward to progress onto the MA. Please note that all entry requirements for the MA would need to be met. Please see below.

These modules are all taught through the Centre’s successful distance and online learning format and consist of high quality academic resources and interactive learning tools, as well as expert video lectures from professionals and academics in the field of child protection including the Centre’s Co-Director Professor David Shemmings OBE.

Each module is assessed through a 5000 word written assignment (85% of module grade) and contribution to online discussion forums (15%).

1. ‘Definitions, prevalence, causes and consequences of child abuse and neglect’ (Module SO927):
   January – March each year, Assignment due in April.

This 10 week module will provide students with a historical and contemporary perspective of child abuse and examine child and family centred practice, and will allow students to explore definitions of abuse, nationally and internationally. A significant area of research will be drawn upon with regards to the role of men in child protection. The module will also introduce key agencies in the field.

2. ‘Contemporary child protection practice and policies’ (Module SO928):
   April – June each year, Assignment due in June.

The aim of this 10 week module is to focus on contemporary child protection policies and practice and provide the current legal context for child protection. In particular it will discuss policy and practice following the Munro Review (2011) and it will draw upon the implications of inter-professional and interdisciplinary research, theory and practice pre- and post- Baby Peter Connelly. The module will focus upon key agencies in child protection and practitioner communication skills. Students will be introduced to the Centre’s child protection simulation, ‘Rosie 2’, where they will have the opportunity to analyse the different skills of practitioners involved in child protection practice.
3. ‘Undertaking Social Research’ (Module SO926):
April – June each year, 5000 word Assignment is split into 2 with the first (2000 words) due in July and the second (3000) words due in August

This 10 week module provides students with the critical skills to analyse different approaches to research and to develop skills to design good research themselves. This is carried out in this module by introducing key issues in the philosophy, design and ethics of social research. The module introduces the differing aims and philosophical viewpoints within social research; considers whether these aims determine whether research should be ‘qualitative’ or ‘quantitative’ (and other aspects of research design); covers the key criteria on which to judge the strengths and weaknesses of qualitative and quantitative research: validity, generalisability, and causal inference; explains the practical constraints on research; debates the ethics of every aspect of research practice – not just in the conduct of the research but in the very choice of research question and the link of research to policy/practice. By the end of the course students should be able to critique a range of social research and the methods used and write a dissertation plan of their own.

4. ‘New perspectives on assessment and observation’ (Module SO929):
September – November each year, Assignment due in November.

This 10 week module provides professionals with in depth knowledge about current assessment practice including the Attachment and Relationship-Based Practice Project. The likelihood of maltreatment is significantly higher where a child demonstrates disorganized attachment behaviour and this thread runs throughout the module, paying special attention to the behaviour of the caregiver. The module is suitable for a wide range of professionals who work with complex family circumstances.

5. ‘Support, help and intervention: what works, how and when?’ (Module SO930):
February – April each year, Assignment due in April.

This 10 week module aims to provide students with a chance to discuss various types of intervention used by agencies in child protection, exploring issues of diversity, anti-oppressive practice, cultural and emotional intelligence. Targeted interventions as well as universal services will be considered. The module will significantly consider service users’ perspectives of the support which is available as well as what works and what does not work.

6. ‘The Unconscious at work: the organizational dimensions of risk-management’ (Module SO931):
April – July each year, Assignment due in July

The aim of this 10 week module is to focus on how the individual child protection professional inner world is affected by and, in turn, effects the institutional practices embedded in the workplace in terms of working in child protection. Organisational and workplace features are considered from a psychosocial perspective, particularly in terms of different models of supervision.

Please note that these modules run every year and the exact start/end dates will vary within the month itself as indicated above.
Internal Application Process:

- Request expression of interest form from ChildrenLearning@croydon.gov.uk
- Practitioner writes a statement setting out how they meet the entry and course requirements and how achieving the post graduate module will impact on outcomes for children & young people in Croydon
- Line manager writes a statement setting out the practitioner’s readiness for post graduate study and how they will support the practitioner to meet the module course requirements.
- Line Manager and Head of Service approves expression of interest form
- Email completed expression of interest form to ChildrenLearning@croydon.gov.uk
- Children’s Senior Management Team will make the final decision on who to put forward for the study

University Entry Requirements:

- A minimum of a second class honours degree. In certain circumstances, the School will consider candidates who have not followed a conventional education path and these cases are assessed individually.
- All applicants are considered on an individual basis and additional qualifications, and professional qualifications and experience will also be taken into account when considering applications.
Leadership and Management Development

Systemic Approaches to Leadership & Management *(PCF 1, 2, 3, 4, 5, 6, 7, 8, 9 | KSS 1, 2, 3, 4, 5, 6, 7, 8, 9, 21 | Croydon Management Standards 2, 3, 4)*

Target Audience: Executive Director, Director & HOS

AIMS:
- To help course participants draw upon the systemic approach in order to develop knowledge and skills in undertaking leadership and management tasks. Developing sound theoretical frameworks and becoming familiar with the foundations of systemic theory. The knowledge and skills development that is part of this course can be applied across multiple contexts, particular attention is paid to working in practice that serve to meet the needs of the most marginalized groups. Attention to issues of power and difference and the promotion and development of anti-discriminatory practice are central to the course philosophy and permeate all aspects of the teaching. Great emphasis is placed on the use of theory in practice and the aim is to provide a course that integrates systemic theory into practices across multiple contexts.

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TRAINER: Institute of Family Therapy
Diploma in Systemic Supervision (PCF 1, 2, 3, 4, 5, 6, 7, 8, 9 | KSS 1, 2, 3, 4, 5, 6, 7, 8
Ofsted Requirements 1, 7, 8, 9, 21 | Croydon Management Standards 2, 3, 4)

Target Audience: Service Managers & QA Leads

**AIMS:**

The aim of this course is to help course participants draw upon the systemic approach in order to develop their knowledge and skills in undertaking supervision. To develop sound theoretical frameworks and to familiarize participants with the foundations of systemic theory, whilst applying these foundations to the supervision task. The knowledge and skills development that is part of this course can be applied across multiple contexts. We pay particular attention to ways of working in practice and in supervision that serve to meet the needs of the most marginalized client groups. Attention to issues of power and difference and the promotion and development of anti-discriminatory practice are central to the course philosophy and permeate all aspects of the teaching. Great emphasis is placed on the use of theory in practice and to provide a course that integrates systemic theory into supervision practice across multiple contexts.

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<td>9:30-4:30</td>
<td>Business Xchange Hub</td>
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<td>5th September</td>
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<td>19th September</td>
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<td>3rd October</td>
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<td>17th October</td>
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<td>31st October</td>
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<td>14th November</td>
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<td>28th November</td>
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<td>19th December</td>
<td>9:30-4:30</td>
<td>Business Xchange Hub</td>
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**TRAINER:** Institute of Family Therapy
BASW Development Programme (PCF 1, 2, 3, 4, 5, 6, 7, 8, 9 | KSS 1, 2, 3, 4, 5, 6, 7, 8
Ofsted Requirements 1, 7, 8, 9, 21 | Croydon Management Standards 2, 3, 4)

Target Audience: Team Managers

Team Managers will attend 5 action Learning sets where they will have Individual and group time to reflect on applying standard in practice (Learning Logs) and to use the group to troubleshoot. Presentation on specific standard and exercises, tools and Individual time for managers to identify for themselves an area to develop and practice over the coming month.

Team Managers then have an opportunity to put learning into action, including sharing ideas, learning from each other, to practice new skills and ideas. The aim is not to ‘teach’ or ‘train’ but to focus on reflective learning which will create opportunities for members of each cohort to listen, question and explore ideas, wicked issues and practice standards putting children at the heart of all the Practice Standards and will bring together peers to challenge perceptions in a trusting, supportive environment.

Outcomes and benefits
- Promoting practice leadership skills
- Individual and collective problem solving
- Empowerment and performance accountability
- Being challenged by peers
- Learning best practice
- Evolving fresh ideas
- Forming individual effective plans for implementation
- Review and analyze impact - benchmark survey evaluation
- Enhanced confidence

By Invitation: 🗓️ April-September

TRAINER: National Director of UK BASW Maris Stratulis
New Managers Induction

This workshop is an integral element of induction for new people managers to provide practical support during their first few months with the council. By the end of the half-day workshop you will:

Outcomes and benefits

- Better understand your role as a manager at Croydon Council.
- Understand the importance of our Operating Model, the ‘preventative’ approach and localism.
- Understand better the democratic process and the role of Members.
- Build a network of peers from across the wider organisation.
- Learn from more established managers about their early experiences here and the learning they’ve gained.
- Understand how to manage your own development plan, and where to access learning opportunities.

Book via Croydon Learning:

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<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
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<tbody>
<tr>
<td>17th April</td>
<td>9:30-12:30</td>
<td>BWH 1:01</td>
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<tr>
<td>27th June</td>
<td>9:30-12:30</td>
<td>BWH 1:01</td>
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<tr>
<td>17th September</td>
<td>9:30-12:30</td>
<td>BWH 1:01</td>
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<tr>
<td>3rd December</td>
<td>9:30-12:30</td>
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TRAINER: L& OD Consultants
### BAME Aspiring managers: Realising your potential & Career Development

This realising Potential and Career Development Programme is designed to help address a lack of visible racial minority staff at manager level positions in the organisation. The target audience for this programme is frontline staff aspiring to be managers or first line managers, such as team leaders and supervisors, who want to hone their leadership skills. An underlying theme throughout the programme will be concerned with what (if at all) is the relevance of my race / ethnicity in considering my potential and career development.

#### The programme description:
- 3 modules about 7-8 weeks apart led by external facilitator.
- Follow-up workshops to reinforce learning, reflect on what you’ve done since your modules, share learning & experiences & look forward to the next module. Led by internal consultant.
- Final follow-up workshop combined with the closing & celebration event to mark the end of the programme & share learning with audience.
- Senior managers & line managers attend closing event.

Please look through the [programme brochure](#), discuss with your line manager and complete the [application](#).

**TRAINER:** This programme is lead by an external facilitator David Weaver.

### Women’s Leadership Development programme

The Women’s Leadership Programme is for aspiring managers and team managers who want to develop their leadership capabilities and support career development.

The programme aligns with the four key leadership behaviours set out in the Croydon leadership framework and supports expected leadership outcomes. Participants attend a series of module events, reflective workshops and activities over a 5-6 month period covering self-awareness, confidence and self-esteem, assertiveness, communication, motivation, relationship-building, influencing, managing conflict and challenging conversations.

If you are interested in attending this programme please review the programme guide, complete an [application form](#) and email to leadership.development@croydon.gov.uk
Understanding the Weekly Snapshot *(Ofsted Requirements 1,8 | Croydon Management Standards 1,2,3,4)*

**Target Audience - All Children Social Care Managers**

**AIMS:**

- To ensure that Social Work managers are able to navigate the Weekly Snapshot and use it as a tool to effectively drive performance

**Book via Croydon Learning:**

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<th>Location</th>
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<tr>
<td>24th April</td>
<td>15:00-16:30</td>
<td>BWH 1:21</td>
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<tr>
<td>21st May</td>
<td>10:00-11:30</td>
<td>BWH 1:19</td>
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<tr>
<td>9th July</td>
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<td>BWH 1:14</td>
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<td>17th September</td>
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<td>5th December</td>
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<td>30th January</td>
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<td>27th February</td>
<td>10:00-11:30</td>
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<tr>
<td>24th March</td>
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**TRAINER:** Performance Team
Recruitment Policy and Procedures

Identify the council’s policies and procedures that need to be applied to recruitment and selection, explain the responsibilities of the Recruiting manager and panel members and List key factors to consider when ensuring impartiality and fairness in the recruitment and selection process.

What will the workshop cover?:
- The role and responsibilities of the recruiting manager
- The role and responsibilities of the interview panel
- Information and support available to guide managers through the recruitment process
- Shortlisting guidelines
- Panel interview protocols

Book via Croydon Learning:
- 6th June ☑ 14:00-16:00 ☐ BWH 1:05
- 26th September ☑ 10:00-12:00 ☐ BWH 1:05
- 10th December ☑ 14:00-16:00 ☐ BWH 1:05

TRAINER: L&OD Consultants

Managing Sickness

AIMS:
An introduction to the new Sickness Absence Policy and a refresher of absence management for managers. The session will cover:
- Benefits of good absence management & use of the management toolkit.
- Understanding ‘management discretion’ – highlighting the new key changes within the Policy.
- An overview of the Formal Sickness Absence process.

Pre-training/follow up training – Croydon Learning Leadership & Management E-Learning – Managers’ Essential – Sickness absence

Book via Croydon Learning:
- 17th June ☑ 14:00-16:00 ☐ BWH 1:14
- 11th September ☑ 10:00-12:00 ☐ BWH 1:10
- 3rd December ☑ 14:00-14:00 ☐ BWH 1:10
- 5th February ☑ 10:00-12:00 ☐ BWH 1:08

RESOURCES | TRAINER: HR Consultant
Managing Performance

**AIMS:**
An introduction to managing performance under Capability. The session will cover:
- Managing conversations with staff – the difference between professional challenge and performance management.
- Starting informal capability – timeframe, process and tips on commencing performance management.
- An outline to the process of the Council’s formal Capability Procedure.

Pre-training/follow up training – Croydon Learning Leadership & Management E-Learning – *Managers’ Essential – Sickness absence*

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<tr>
<th>Book via Croydon Learning:</th>
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<tr>
<td>15th July 10:00-12:00 BWH 1:07</td>
<td>8th January 10:00-12:00 BWH 1:10</td>
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<tr>
<td>25th September 10:00-12:00 BWH 1:13</td>
<td>11th March 10:00-12:00 BWH 1:13</td>
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**RESOURCES | TRAINER:** HR Consultant

**Croydon’s Project Management framework (E-Learning)**
This module has been designed for colleagues who are experienced in Project Management or have an understanding of project management techniques but require an understanding of the Croydon methodology for projects that all Project Managers are required to comply with. It will take approximately 40 minutes to complete.

**Training and Development for managers (E-Learning)**
This module is for managers with little or no training background but who find themselves responsible for the training of others. It gives an overview of the main issues, the basic process and the common delivery methods.

**Introduction to Project Management at Croydon (E-Learning)**
This course takes about 60 minutes and is designed as the next step to Croydon’s project management framework if you need more depth of skills around project management. It takes you through the stages of the project management process. It provides you with practical exercises and information to help you improve your project management skills.
## Managers’ Essentials

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Challenging Conversations (E-Learning)</strong></td>
<td>This course takes about 60 minutes and is designed as the next step to Croydon’s project management framework if you need more depth of skills around project management. It takes you through the stages of the project management process. It provides you with practical exercises and information to help you improve your project management skills.</td>
</tr>
<tr>
<td><strong>Disciplinary Procedures (E-Learning)</strong></td>
<td>As part of a suite of HR related e-learning modules this module is designed to provide an overview of the disciplinary policy and the procedures within it and is an opportunity for you to understand how it applies to you and other employees. This module will take you approximately 25 minutes to complete.</td>
</tr>
<tr>
<td><strong>Introduction to Probation (E-Learning)</strong></td>
<td>This module has been designed for all line managers to support their understanding of the HR policy and procedures when managing probation. It will take approximately 25 minutes to complete.</td>
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<tr>
<td><strong>Managing Sickness Absence (E-Learning)</strong></td>
<td>Understanding the organisations HR policies and procedures is crucial in supporting managers ability to performance manage their staff effectively. As an employer we have a duty of care to our employees to manage sickness absence effectively. In 2014/15 the Council lost 18,370 days to sickness absence, the cost of which is significant in terms of budget, productivity and morale and the knock on effect on other staff who have to cover. This e-learning module takes approximately 30 minutes to complete and will provide managers with an overview and high level understanding of the Council’s sickness absence management procedures and the routes to follow for different situations.</td>
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### Temporary Workers

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<tr>
<td>☑ A full induction</td>
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<td>☑ An appraisal depending on length of tenure</td>
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<tr>
<td>☑ Attend mandatory and core skills training relevant to their practice,</td>
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<tr>
<th>Not Eligible:</th>
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<tr>
<td>☑ Access to bespoke L&amp;D offer</td>
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<tr>
<td>☑ Funding for post graduate and post qualifying training, including systemic practice and Practice Educator Training</td>
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</table>
Croydon Learning is the council’s learning management system (LMS) where staff can:
- Book training
- Access E-Learning
- Manage their learning record
- Access resources to support their development

To login double click the Croydon Learning icon on laptop or PC desktop or go to: www.croydon.learningpool.com

New training offers may become available during the year.
To access training, learning & development login to Croydon Learning www.croydon.learningpool.com

Email: childrenlearning@croydon.gov.uk

Contact Us
Corporate Learning & Development: Learning@croydon.gov.uk
EH & Children’s Services L&D: Childrenlearning@croydon.gov.uk
CSCB Training: Safeguardingchildrentraining@croydon.gov.uk