

# Children's Social Care Learning & Development Opportunities 2023-2024



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## Foreword – Stephen Kitchman, Director of Children's Services

We are committed to developing and retaining our great staff team and making a difference in the lives of the children, young people, families and carers with whom we work and are working hard to make relationships the centre of our work with families. Change happens through trusted and respectful relationships, between social workers and families. You will see and be part of hard and enduring conversations about how we can improve the way we work with families so that it is collaborative and honest, yet focused utterly on the best interests of children.



We use the 'Signs of Safety' model as our framework and basis for practice in Bexley. This provides energy, challenge and clarity, but it also brings personal challenge, because we ask everyone to think much harder about their work, their actions and the purpose of their plans. We ask that everything be clearly, and respectfully, communicated to children, young people and their families. We are seeing the benefits of working in this way and hope that you will too.

We have a way to go yet, until we can be securely confident that our practice is consistently outstanding. As we continue along the journey, it is important to me that practitioners at the frontline are well supported in the complex but rewarding work that they do every day. With that in mind, all our managers are interested in your feedback and in what we can do to improve your working experiences in Bexley. Please do take this commitment seriously. Take part in all that is on offer, read what is sent to you, collaborate with colleagues to find solutions and be part of feeding back your thoughts and suggestions for change. We are all colleagues together and it matters that we learn every day from the feedback that we receive.

Please engage with the development opportunities provided, as it is through you that we communicate and support our children and families. It is important that we maximise your potential. As an organisation, we look forward to supporting you to learn and grow, so that you can provide the best possible support and opportunities to the children, young people, and families we are privileged to work with.

## Introduction – Amanda Gillard, Head of Professional Standards and Quality Assurance

I am absolutely delighted to introduce Bexley Children's Social Care new Learning and Development offer for 2023-2024. As a council, we recognise that the workforce is our most asset, uniquely placed to help transform the lives of vulnerable children, young people, and their families. To create the conditions for keeping children and young people safe, promoting their welfare and enabling them to fulfil their potential we need a highly skilled, experienced and stable workforce, committed to making a difference.



We believe that everyone in Bexley Children's Social Care should have the opportunity to grow, develop, and progress, whatever stage of their career they are at. We are passionate about outstanding social work practice and are committed to investing in the development of all our staff so they can be the best they can be. We have ambitious plans for developing a learning culture in Bexley that continually drives up improvements and standards to deliver for Bexley's children, young people, and families.

'Nothing about us without us'

We continue to invest in resources and training to support our practice framework 'Signs of Safety'. We have a whole system approach to using Signs of Safety from learning and development to quality assurance, collaborative case audits and integrated ICT systems. The Signs of Safety approach emphasises the need to foster open, honest, and respectful relationships with families and our training department offer supports this throughout. At the heart of our practice framework is the ethos of a supportive approach to learning and collaboration whether this is in our direct interactions with families, assessments, supervision, performance monitoring with staff or auditing.

The new learning and development programme for 2023-2024 offers a comprehensive range of learning opportunities and professional development through appraisal, coaching and mentoring, and our Leadership Academy programme. 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 Continuing Professional Development postgraduate programmes with leading universities. The learning and development offer contained within this brochure demonstrates our strong commitment to investing in our workforce.



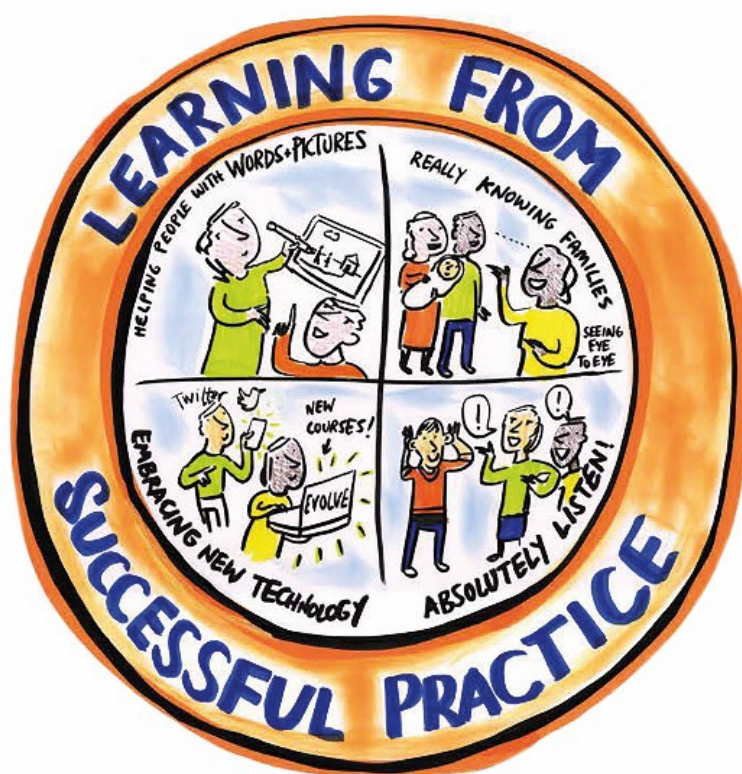
## Career development and progression with Bexley

We believe that everyone in Bexley Children's Social Care should have the opportunity to grow and develop, in every role and at every stage of their career. At Bexley, we offer a comprehensive range of training and professional development opportunities including access to research, group and e-learning, coaching and group supervision. We are passionate about outstanding social work practice and are committed to investing in the development of all our staff so they can be the best they can be.

Learning and development does not solely take place when you are attending training but includes reading, coaching, supporting others, being a panel member, learning about a new area of social work, and individual or group supervision. **Your opportunities for learning and development are endless.**

Each colleague has an annual **Performance Conversation** with their managers in which they create their **Personal Development Plan** and identify any training and development needs they have. However, learning and development should remain a central part of your regular supervision discussions.

In addition, Professional Standards and Quality Assurance offer **career progression consultation clinics**. Practitioners can book a slot to discuss their progression and development needs and any questions with a member of the service.



## Coaching and mentoring

### What is coaching and mentoring?

Coaching is a process that aims to improve performance and focuses on the 'here and now' rather than on the distant past or future. **Coaching can help you to unlock your potential and to maximise your performance.** Amid busy and, at times hectic, work coaching provides a protected space to think and reflect in more depth on issues or dilemmas.



**Coaching and mentoring is an effective intervention to support career development, progression, job satisfaction and high performance.** It is also a perfect follow up tool to help embed practice learning; formal and informal training; e-learning and other self-directed learning activities by providing space for reflection.

### Who can access coaching?

Anyone and everyone! Coaching is open to colleagues across the service who would like support to think about a dilemma and find a way forward.



### What can you expect from coaching and mentoring?

- Up to four 1-hour sessions with a member of staff in the Professional Standards and Quality Assurance Service
- Coaching is not about teaching you or telling you how to solve difficulties or issues. Instead, a coach will ask questions and support you to reflect, in order to facilitate your learning and support you to work through the specific challenges you bring to coaching



## Social Work Assistant ● Personal Advisor ● Key Worker

### Development opportunities

- Access to the full training and development offer on a variety of practice-related topics
- Access to research and resources in The Resource Library
- Involvement in Champions groups as a Team Champion
- 1:1 coaching/mentoring with a member of Professional Standards and Quality Assurance
- Supporting the learning and development of others. This may be informal; or through training delivery
- Opportunities for involvement in Action Learning Sets
- Annual Performance Conversation with manager to identify learning and development needs and create a Personal Development Plan, which is reviewed in regular supervision

### Progression

Bexley recognises that not everyone wants to train to become a social worker. For colleagues who identify additional learning opportunities, which will develop their practice and skills in their roles, please discuss firstly with your managers. We consider all development needs.

There are a variety of routes available to qualify as a Social Worker. Bexley funds a limited number of spaces on Open University social work courses for internal permanently employed candidates. This is subject to successful internal application and application with the university. Details of application processes and entry requirements, along with key dates and the routes into Social Work will be advertised when opportunities are available.





## Social Worker- Newly Qualified

### Definition

A social worker at this stage will have just completed their qualifying degree and be participating in their Assessed and Supported Year in Employment (ASYE). NQSWs must evidence that they meet the NQSW level of the [Professional Capabilities Framework](#). They must also evidence they meet the requirements of the [Knowledge and Skills Statements for Child and Family Practitioners](#) and maintain their Social Work England registration by upholding the [Social Work England Professional Standards](#).



### Length of time in role

A social worker at this stage will be in the Newly Qualified Social Worker (NQSW) role for a period of 12 months (full-time). The ASYE is time limited and may only be extended in extenuating circumstances, which must be formally agreed. The assessment and evidence of the NQSW's capability will contribute to their probationary period as per HR guidance. Once NQSWs have successfully completed the ASYE programme and probationary period they will transfer onto the Children's Social Worker salary scale, Level 2.

### Development opportunities

- ASYE Academy programme including bespoke induction; dedicated assessor; direct observations to learn from and in practice; quarterly reviews; bi-monthly recall days, including group supervision and targeted training; protected caseload and development time; holistic assessment against the PCF, KSS and SWEPS
- Access to the full training and development offer on a variety of practice-related topics
- Access to research and resources in The Resource Library
- Involvement in Champions groups as a Team Champion
- 1:1 coaching/mentoring with a member of Professional Standards and Quality Assurance
- NQSWs will have case supervision from their line managers as well as reflective supervision, support and assessment with their ASYE Academy Practice Educator
- Opportunities for involvement in Action Learning Sets
- Annual Performance Conversation with manager to identify learning and development needs and create a Personal Development Plan, which is reviewed in regular supervision

### Progression

- Completion of ASYE portfolio, and PASS agreed by assessor, line manager and internal moderation panel
- Following the successful completion of their ASYE year, the NQSW will be a Level 2 social worker. They will continue to consolidate and develop their skills

## Social Worker – Level 2

### Definition

A social worker at this stage will have successfully completed their ASYE and will be consolidating and developing their practice across the NQSW and Social Worker levels of the [Professional Capabilities Framework](#). Level 2 Social Workers must also evidence they meet the requirements of the [Knowledge and Skills Statements for Child and Family Practitioners](#) and maintain their Social Work England registration by upholding the [Social Work England Professional Standards](#).



### Length of time in role

Level 2 Social Workers will have completed their ASYE. There is no set criteria for length of time in post to progress to the next level – social workers will remain in this role until they evidence readiness for progression to Level 3.

### Development opportunities

- Access to the full training and development offer on a variety of practice-related topics
- Access to research and resources in The Resource Library
- Involvement in Champions groups as a Team Champion
- 1:1 coaching/mentoring with a member of Professional Standards and Quality Assurance
- Supporting the learning and development of others. This may be informal; or through training delivery
- Opportunities for involvement in Action Learning Sets
- Annual Performance Conversation with manager to identify learning and development needs and create a Personal Development Plan, which is reviewed in regular supervision

### Progression

**Practitioners wishing to progress from Level 2 Social Worker–Level 3 Social Worker must submit a portfolio including:**

- Completed expression of interest form which includes a manager's report confirming that the requirements are met and approving evidence required below
- Evidence of practice development in line with appraisal, mandatory training and learning goals (Performance Conversation)
- 1x feedback from child, young person, or family
- Service Manager confirmation of agreement for progression
- Confirmation of all mandatory training complete and up to date

**Capability at this standard must be confirmed by the social worker's Team Manager and Service Manager.**

## Social Worker – Level 3

### Definition

A Level 3 social worker will start to develop expertise in an area of practice; learning and development opportunities will be available to practitioners to develop their knowledge and skills. Level 3 Social Workers must evidence that they meet the Social Worker level of the [Professional Capabilities Framework](#). They must also evidence they meet the requirements of the [Knowledge and Skills Statements for Child and Family Practitioners](#) and maintain their Social Work England registration by upholding the [Social Work England Professional Standards](#). To fulfil the PCF and KSS requirements at this level, the social worker must contribute to the learning and development of others.



### Length of time in role

A social worker at Level 3 may consider a lateral move or secondment to another team/service to build on the breadth of their knowledge and skills. They might also apply for a senior practitioner post.

### Development opportunities

- Access to the full training and development offer on a variety of practice-related topics
- Access to research and resources in The Resource Library
- Involvement in Champions groups as a Team or Lead Champion
- 1:1 coaching/mentoring with a member of Professional Standards and Quality Assurance
- Opportunities for involvement in Action Learning Sets
- Annual Performance Conversation with manager to identify learning and development needs and create a Personal Development Plan, which is reviewed in regular supervision
- Supporting the learning and development of others. This may be informal; through training delivery; or by undertaking the Practice Educator Professional Standards training, providing opportunities to support Student Social Workers or social workers completing the Placement to Employment programme
- Tailored development opportunities including Aspiring Leaders programme

## Progression

Practitioners wishing to progress from Level 3 Social Worker – Senior Practitioner must submit a portfolio including:

- Completed expression of interest form, which includes a managers' report which confirms that the requirements are met and authorised the relevant Head of Service
- Evidence of practice development in line with appraisal and learning goals (Performance Conversation)
- Two reflective summaries (guidance available) which evidence specific areas of practice development. These need to be linked to the Professional Capabilities and Knowledge and Skills statement for Children & Family social workers
- 2 x examples of children/young people/family feedback
- Service Manager confirmation of agreement for progression
- Confirmation of all mandatory training complete and up to date

Capability at that standard must be confirmed by the social worker's Team Manager and Service Manager. Colleagues wishing to progress from social worker to senior practitioner need to attend progression panel to share their work.



## Senior Practitioner

### Definition

Senior Practitioners will develop expertise in an area or areas of practice; learning and development opportunities will be available to practitioners to develop their knowledge and skills. Senior Practitioners must evidence that they meet the Experienced Social Worker level of the [Professional Capabilities Framework](#). They must also evidence they meet the requirements of the [Knowledge and Skills Statements for Child and Family Practitioners](#) and maintain their Social Work England registration by upholding the [Social Work England Professional Standards](#). To fulfil the PCF and KSS requirements at this level, the social worker must contribute to the learning and development of others. Senior Practitioners will have completed, or explore completing the Practice Educator Professional Standards training.



### Length of time in role and progression

Senior Practitioners will remain in this role until they decide to apply for an alternative role. They may apply for roles such as team manager, assistant team manager, consultant social worker, or child protection chair/independent reviewing officer. They may also consider a lateral move or secondment to another team/service to build on the breadth of their knowledge and skills.

### Development opportunities

- Access to the full training and development offer on a variety of practice-related topics
- Access to research and resources in The Resource Library
- Involvement in Champions groups as a Lead Champion
- 1:1 coaching/mentoring with a member of Professional Standards and Quality Assurance
- Opportunities for involvement in Action Learning Sets
- Annual Performance Conversation with manager to identify learning and development needs and create a Personal Development Plan, which is reviewed in regular supervision
- Supporting the learning and development of others. This may be informal; through training delivery; or by undertaking the Practice Educator Professional Standards training, supporting Student Social Workers or Placement to Employment candidates
- Senior Practitioners will manage complex work and develop their practice and learning through this
- Tailored development opportunities including, opportunities for project work and mentoring and preparatory learning to support if wishing to progress to management roles and attending the Aspiring Leaders programme (details to be confirmed)



## Assistant Team Manager ● Consultant Social Worker

### Definition

Colleagues in these roles will have expertise in areas of practice and use this in support and supervision of others. Colleagues in these roles provide support and supervision to other practitioners. These are not case holding roles.



Colleagues in these roles must evidence that they meet the Advanced Social Worker level of the [Professional Capabilities Framework](#). They must also evidence they meet the requirements of the [Knowledge and Skills Statements for Child and Family Practitioners](#) and maintain their Social Work England registration by upholding the [Social Work England Professional Standards](#). In order to fulfil the PCF and KSS requirements at this level, the social worker must contribute to the learning and development of others. They will have completed or explore completing the Practice Educator Professional Standards training.

### Length of time in role and progression

Colleagues will remain in these roles until they apply for an alternative role. Colleagues in these roles may consider a lateral move to another team/service to build the breadth of their knowledge and skills.

### Development opportunities

- Access to the full training and development offer on a variety of practice-related topics
- Access to research and resources in The Resource Library
- Involvement in Champions groups as a Lead Champion
- 1:1 coaching/mentoring with a member of Professional Standards and Quality Assurance
- Opportunities for involvement in Action Learning Sets
- Annual Performance Conversation with manager to identify learning and development needs and create a Personal Development Plan, which is reviewed in regular supervision
- Supporting the learning and development of others. This may be informal; training delivery; supervision; or by undertaking the Practice Educator Professional Standards training, supporting Student Social Workers or Placement to Employment candidates
- Opportunities for project work and mentoring and preparatory learning to support progression to management roles
- Developing leadership and supervisory skills through providing support and advice to other members of the team or wider service
- Tailored development opportunities including the Managers Essentials Toolkit; the Leadership Academy and Firstline programme

## Team Manager • Child Protection Conference Chair • Independent Reviewing Officer

### Definition

Colleagues in these roles will have expertise in areas of practice and use this in their support and supervision of others. Colleagues in these roles will provide support and supervision to other practitioners. These are not case holding roles. The Social Work Manager provides support, advice, and direction to team members in addition to the range of management responsibilities; including appraisal, performance management, absence management, etc.

A GOOD MANAGER IS:  
*Nurturing  
Kind & caring!*

Colleagues in these roles must evidence that they meet the Strategic Social Worker level of the [Professional Capabilities Framework](#). They must also evidence they meet the requirements of the [Knowledge and Skills Statements for Practice Supervisors](#) and [Practice Leaders](#) and maintain their Social Work England registration by upholding the [Social Work England Professional Standards](#).

### Length of time in role:

Colleagues will remain in these roles until they apply for an alternative role. Colleagues in these roles may consider a lateral move to another team/service to build the breadth of their knowledge and skills.

### Development opportunities

- Access to the full training and development offer on a variety of practice-related topics
- Access to research and resources in The Resource Library
- Involvement in Champions groups as a Lead Champion
- 1:1 coaching/mentoring with a member of Professional Standards and Quality Assurance
- Opportunities for involvement in Action Learning Sets
- Annual Performance Conversation with manager to identify learning and development needs and create a Personal Development Plan, which is reviewed in regular supervision
- Supporting the learning and development of others
- Opportunities for project work and mentoring and preparatory learning to support if wishing to progress to further management roles
- Developing leadership and supervisory skills through providing support and advice to other members of the team or wider service
- Tailored development opportunities including the Managers Essentials Toolkit; the Leadership Academy; Firstline programme

## Service Manager

### Definition

A Service Manager is likely to have significant leadership experience, knowledge and skills at team manager level. They may have a range of post-qualifying education in social work and/or management. Service Managers provide strategic direction to the service and provide support, advice, and give guidance to other team members. They also lead and direct the performance as a team of managers.

Colleagues in these roles must evidence that they meet the Strategic Social Worker level of the [Professional Capabilities Framework](#). They must also evidence they meet the requirements of the [Knowledge and Skills Statements for Practice Supervisors](#) and [Practice Leaders](#) and maintain their Social Work England registration by upholding the [Social Work England Professional Standards](#).

### Length of time in role and progression

Colleagues will remain in these roles until they apply for an alternative role. Colleagues in these roles may consider a lateral move to another team/service to build the breadth of their knowledge and skills.

### Development opportunities

- Access to the full training and development offer on a variety of practice-related topics
- Access to research and resources in The Resource Library
- 1:1 coaching/mentoring with a member of Professional Standards and Quality Assurance
- Opportunities for involvement in Action Learning Sets
- Annual Performance Conversation with manager to identify learning and development needs and create a Personal Development Plan, which is reviewed in regular supervision
- Supporting the learning and development of others
- Tailored development opportunities including the Managers Essentials Toolkit; the Leadership Academy and others



# Continuing professional development

## Social Work England Professional Standards

Social Work England regulates continuing professional development (CPD) for social workers and the standards needed for continued registration. The Social Work England Professional Standards are the threshold standards necessary for safe and effective practice and apply to all registered social workers in all roles and settings.



The CPD framework recognises that learning takes place in a variety of ways and circumstances. There is not a requirement for specific number of hours or days of CPD nor a specific type of learning.

## The Professional Capabilities Framework and Knowledge and Skills Statement

The Professional Capabilities Framework and Post-Qualifying Standards (Knowledge and Skills Statements) act as a framework to inform CPD requirements for individual social workers.

The **Professional Capabilities Framework (PCF)** is the profession-owned backbone of social work education and professional development in England and is delivered by The British Association for Social Work (BASW). It sets out nine common domains of capability that we expect to develop as social workers, and which others can expect of social workers.

1. Professionalism
2. Values and Ethics
3. Diversity and Equality
4. Rights, Justice and Economic Wellbeing
5. Knowledge
6. Critical Reflection and Analysis
7. Skills and Interventions
8. Contexts and Organisations
9. Professional Leadership



Within these nine domains, specific areas of practice knowledge and skill can be built. As social workers progress through their careers, they are expected to meet the following capabilities at increasingly complex levels:

Identify which level you are at and learn more about what social workers should demonstrate at each stage of their career on the BASW Professional Capabilities Framework.

The **Post-Qualifying Standards (Knowledge and Skills Statements)** reflect the essential capabilities of Child Family Social Workers, Practice Leaders and Practice Supervisors (summarised in the table below).

<b>Child &amp; Family Social Workers</b>	<b>Practice Supervisors</b>	<b>Practice Leaders</b>
Relationships and effective direct work	Promoting and governing excellent practice	Leading and governing excellent practice
Communication	Developing excellent practitioners	Creating a context for excellent practice
Child development	Shaping and influencing the practice system	Designing a system to support effective practice
Adult mental ill-health, substance misuse, domestic violence, physical ill-health and disability	Effective use of power and authority	Developing excellent practitioners
Abuse and neglect of children	Confident analysis and decision-making	Supporting effective decision-making
Child and family assessment	Purposeful and effective social work	Quality assurance and improvement
Analysis, decision-making, planning and review	Emotionally intelligent practice supervision	
The law and the family justice system	Performance management and improvement	
The role of supervision		
Organisational context		



## Resources for practice and learning



All colleagues receive regular **Resource Round Up** emails with resources, reading and events. You will also notice several televisions located throughout the building. Children's Services provides the content for some of these as part of our learning environment – providing you with quick, bite-sized chunks of information. This may be the launch of new protocols or procedures; leadership messages; information about your learning and career development; or it may tell you of upcoming events.

### The Resource Library and learning environment

The Resource Library includes interesting reads and useful resources on a range of relevant topics, covering practice issues, supporting children, young people and families, social work news, and your development and wellbeing. The Resource Library also includes a range of **direct work resources** and **Signs of Safety resources**. We welcome colleagues sending resources to the PSQA team to share.



## Social Work Teaching Partnership: Co-Production Alliance

The Social Work Teaching Partnership is an initiative including Bexley Children's Social Care; Bexley Adult Health & Social Care; Lambeth Children's and Adults Social Care; University of Greenwich; Hestia; and the University of Kent (associate partner).

The Teaching Partnership brings universities and local authorities together to deliver high quality training for social workers and build stronger connections between social work education and practice. The partnership aims to improve the recruitment, retention and development of social care practitioners and the overall quality of practice with children, adults and families.

Colleagues can access a variety of learning experiences and opportunities through the Teaching Partnership, including:

- Learning events bringing together colleagues across the partnership benefitting from shared learning and collaboration
- University of Greenwich Continuing Professional Development modules: a range of modules is developed and on offer to colleagues each year to support research into practice and collaborative learning. For example, modules on working with domestic abuse or equality, diversity, and inclusion in social work practice. Details of modules available and how to access these will be circulated to colleagues
- Practitioner teaching: sharing practice expertise and knowledge with students at the Universities of Greenwich and Kent in lectures and workshops
- Hosting Student Social Workers from the Universities of Greenwich and Kent ranging from 1-3-day shadowing opportunities to students on Social Work degree programme placements
- Practice Educator Professional Standards (PEPS) qualifications



## Bexley S.H.I.E.L.D. – the Safeguarding Partnership for Children and Young People

Bexley S.H.I.E.L.D. is the Safeguarding Partnership for Children and Young people. S.H.I.E.L.D. is a statutory multi-agency partnership, which brings together the key organisations that collectively hold responsibility for safeguarding children and young people in Bexley. Bexley's Youth Council chose the partnership's name in April 2019. The name "S.H.I.E.L.D." includes the following words the Youth Council agreed were important for the partnership to demonstrate:



Shelter  
Haven  
Inspiring  
Empowering  
Leading  
Defending

The partnership has a shared vision:

"In Bexley we want healthy, safe, resilient family networks in communities that are also safe. We want children to attain the skills that they need at schools and colleges so that they grow up to be independent and productive. We want children and young people driving our local growth and engaging in the plans we make and the services we deliver."

You can learn more on the [Bexley S.H.I.E.L.D website](#).

Bexley S.H.I.E.L.D also offers a range of training and development opportunities, including masterclasses with experts in the field on different topics and briefing sessions on statutory basics such as Working Together 2018, Bexley's Effective Support document and more. Learn more and book on training. The partnership also supports the London Borough of Bexley's programme of domestic abuse training.

Bexley S.H.I.E.L.D. shares a monthly e-bulletin, containing updates about the partnership, links to national and local resources, guidance and topical awareness campaigns. Sign up to receive the e-bulletin.

## Essential policies, procedures, strategies and toolkits for practice



Colleagues can access up to date copies of all policies and procedures through [tri.x - The Bexley Children's Services Procedures Manual](#). This includes local processes and procedures as well as a link to the [London Child Protection Procedures Manual](#).

Colleagues will also find the [S.H.I.E.L.D. website](#) an invaluable resource in accessing guidance and information about key legislation, approaches to practice and serious incidents. You will

also find **key strategies and toolkits that are essential for your learning and practice around safeguarding issues including:**

- Neglect strategy and toolkit
- Child sexual exploitation
- Children who go missing from home care and education
- Female genital mutilation
- Self-harm
- Bullying
- Online safety
- Modern day slavery strategy and toolkit
- Resources to support when working with parents or carers with mental health issues or substance misuse issues, including leaflets developed by F.L.A.R.E. (Family Learning, Advocacy & Restorative Engagement)



## Courses and workshops

To help our staff, learn and grow so they can do their best work with families, we provide an extensive menu of learning and development opportunities. Please ensure you complete (and refresh) mandatory courses and prioritise attending others that will meet your development needs.

Our courses are mapped against the Professional Capabilities Framework and Knowledge and Skills Statement and are aligned to our workforce development strategy to support you to evidence your CPD and find learning to meet your needs.

In addition to the courses listed here, we also offer **additional training, bite size workshops, webinars and “learn at lunch” sessions** to respond to developing learning needs, advertised throughout the year. Please speak with PSQA if you have an idea for a workshop or would like support with a learning session in your team or service.

**There are additional webinars and workshops organised across Children's Services and the wider Council.** These include special events organised by our self-organised worker's networks (including the LGBTQ+ workers' group; Disability Staff Network; Women's Network; and the Black, Asian and Minority Ethnic network) across the year, as well as wellbeing webinars and reading groups.

Plan to attend the training on time and in its entirety (please do not schedule visits or meetings during the training). This is your dedicated time for your learning and development.



Be present and focused during training. If the session is virtual turn your camera on, and Outlook and your phone off. We encourage everyone to participate actively in workshops - share ideas and experience; ask questions and comments. As ever, we ask everyone to appreciate diversity and bring any challenge with respect and professionalism.

After your training session, you will be asked to provide feedback - please take a few minutes to complete this so we know what is working and where we can improve to ensure training meets your learning needs.





## Checklist of mandatory learning

### Mandatory courses

Course	Completed	Comments
Children's Services new starter's induction		New starters only
Staff conferences		Three times a year
Signs of Safety Introduction (2 days)		-
Safeguarding and s47 enquiries		-
SoS – Family Finding and Family Network Meetings		-
SoS – Using words and pictures to help children understand their stories		
SoS – Assessment and mapping		
SoS – Safety planning: day to day safety for children		
SoS – Practice and Liquid Logic Forms		
Preparing for Child Protection Conferences		
Contextual Safeguarding		
Engaging Fathers & Men		
Total Respect		-
Introduction to MARAC		-
Domestic abuse dynamics, risk identification and assessment (1&2)		-
Virtual School, SEN & Inclusion (workshop & follow up e-learning module)		
Recruiting, selecting and inducting new employees		Managers only
Manager Essentials Toolkit		Managers only

Mandatory e-Learning	Date completed	Comments
Welcome to Bexley		New starters only
Working at the Civic Offices		New starters only
Cyber Security Awareness		Refresh 2 yearly (reminder email sent)

<b>Display Screen Equipment (DSE)</b>		Refresh 2 yearly (reminder email sent)
<b>Fire Safety</b>		Refresh 2 yearly (reminder email sent)
<b>Protecting Information Level 1</b>		Refresh 2 yearly (reminder email sent)
<b>Introduction to Health &amp; Safety</b>		Refresh 2 yearly (reminder email sent)
<b>Equality Essentials</b>		Refresh 2 yearly (reminder email sent)
<b>Autism Awareness</b>		Refresh 2 yearly (reminder email sent)
<b>Modern Day Slavery and Human Trafficking</b>		Refresh 2 yearly (reminder email sent)
<b>Safeguarding for non-adult services workers</b>		-

## Staff conferences & Signs of Safety gathering

### MANDATORY

We are very pleased to offer service wide staff conferences, including a Signs of Safety Gathering. These are spaces to hear from well-known speakers in the world of social work, service users, and young people. The conferences and Gathering are also an opportunity for practitioners to share their strengths-based, partnership working with families and colleagues – it is our opportunity to learn from what works well.



## Children's Services new starters' induction

### MANDATORY

The induction workshop aims to:

- Welcome you to Bexley and take you on a child's journey through Bexley from MASH to specialist services
- Introduce you to senior managers within Bexley, including the Director
- Provide an opportunity to meet colleagues and learn about the opportunities for your learning and development at Bexley

## Signs of Safety courses

In addition to the courses listed here all colleagues will receive calendar invites to regular webinars on key topics and tools within the Practice Model. The team run a weekly brief induction for new starters Thursdays 2-3pm via Teams. Our Signs of Safety Consultant Social Workers are available for consultation and to support you using the Practice Model – please get in touch with PSQA.



### Signs of Safety introduction (2 days)

#### MANDATORY

Signs of Safety is a strengths-based, risk organised approach to working with children and families. The emphasis is on helping families rather than 'intervening'. The focus is shifted from a way of working where professionals are considered to be the experts to a constructive, relationship-based model of helping parents to change. Whilst there is an emphasis on the strengths in the child's network, the child's safety is always the focus of any help provided.

#### Course aims:

- Help workers understand the Signs of Safety approach to working with children, young people and their families
- Work in partnership with families to identify and address risk to children and young people
- Undertake assessment and mapping using the Signs of Safety approach
- Understand and begin to use Signs of Safety tools including appreciative inquiry, case mapping, family network meetings, direct work tools for children, words and pictures and the harm matrix, which assist in assessing risk from a strengths perspective
- Give an opportunity to practice using some of these tools via group supervision during the session

**CPD:** KSS 1, 2, 3, 4, 5, 7, 9 • PCF 1, 2, 3, 4, 6, 7, 9

**Facilitators:** Professional Standards & Quality Assurance team

### **Signs of Safety advanced (5 days)**

Participants must have completed the 2-day Signs of Safety Introduction training before attending this course.

We offer annual, limited opportunities to undertake the 5-day Signs of Safety training led by Signs of Safety consultants (it is essential to complete all 5 days once registered).

After completing this intensive course practitioners become Signs of Safety Practice Champions – stimulating, challenging and driving the development of Signs of Safety throughout the whole organisation.

Via a 'learning agreement' that is linked to your Continuing Professional Development, Practice Champions support the Signs of Safety approach to become embedded in the day-to-day practice of their teams; be a point of contact for colleagues; get involved in training and learning delivery; and liaise with other Practice Champions through regular meetings facilitated by the Signs of Safety Team.

CPD: KSS 1, 2, 3, 4, 5, 7, 9 • PCF 1, 2, 3, 4, 6, 7, 9



## Using words and pictures to help children understand their stories

### MANDATORY

It is preferable that participants attend the 2-day Signs of Safety Introduction training before this workshop. However, colleagues can complete this workshop as a stand-alone module.

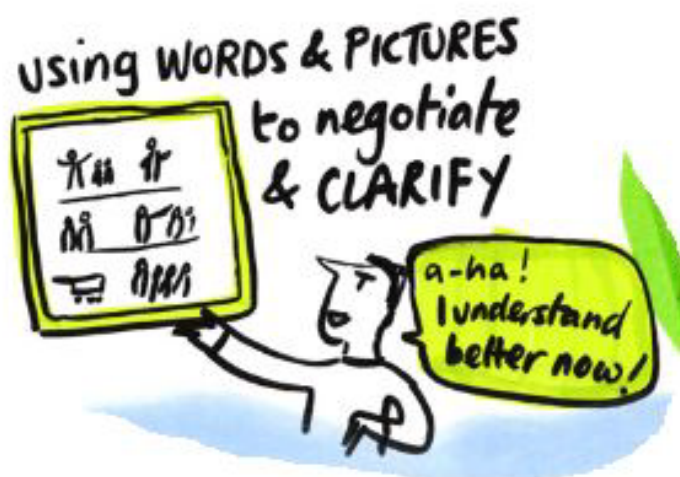
“Words and pictures” within SoS are a method that helps deepen a family’s understanding of their situation and explain the story to their children in a way the children will understand. When the family and the worker have an agreed, simple, and honest story the family will be able to share with their children what people have been worried about, who is helping, and what will be better.

Course aims:

- Introduce workers to the principles of words and pictures
- Provide examples of difficult scenarios that are presented in simple language that children can understand
- Provide an opportunity to start at words and pictures story for one of the families you are currently working with

CPD: KSS 1, 2, 5 • PCF 7

Facilitators: Juliana Dinnall, Signs of Safety Consultant Social Worker and others





## Family finding and family network meetings

### MANDATORY

It is preferable that participants attend the 2-day Signs of Safety Introduction training before this workshop. However, colleagues can complete this workshop as a stand-alone module.

One of the key principles of the *Children Act (1989)* is that children should remain with family where it is safe to do so and that there should be continued contact between children and their family when they are in the care of the Local Authority.

Family Finding involves working with the family to bring together their relatives and friends to share their concerns and offer them a genuine supported opportunity to create a plan that will keep a child safe both now and in the future.

Course aims:

- Outline expectations of how Family Network Meetings support Safety Planning in all areas of the child's journey
- Explore what makes a good family network meeting
- Equip practitioners with tools that help them to start conversations with families about their friends and family networks
- Support practitioners to feel confident to work with families to support them to come together to provide a lifelong network of connected people to address concerns and offer dignity of belonging to their people now and in their adulthood

CPD: KSS 1, 7 • PCF 1, 6

Facilitators: Juliana Dinnall, Signs of Safety Consultant Social Worker and others



## Assessment and mapping

### MANDATORY

Participants must have completed the 2-day Signs of Safety Introduction training before attending workshop.

Child protection practice is probably the most demanding, contested and scrutinised work within the helping professions. This workshop will help practitioners focus on how they can work collaboratively with families whilst carrying out their assessments and will look at how practitioners can use the SoS harm matrix and SOS assessment and planning framework to ensure a rigorous, balanced and holistic assessment.

Course aims:

- An opportunity for practitioners to reflect on engaging families in a collaborative assessment
- Discuss how to effectively use the 7 domains of assessment to analysis risk and safety
- Demonstrate how to use the harm matrix to analyse past harm
- Increase practitioners confidence in using the SOS assessment and planning framework to support thorough, analytical and balanced assessments

CPD: KSS 6, 7 • PCF 6, 7

Facilitators: Juliana Dinnall, Signs of Safety Consultant Social Worker and others



## Day-to-day safety planning for children

### MANDATORY

Participants must have completed the 2-day Signs of Safety Introduction training before attending workshop.

Often, when developing safety plans, we focus on referrals to services and changes that may not occur within the child's timescales. This workshop will help practitioners focus on how to support the child's naturally connected network and help them to identify who needs to do what in the child's day to day life to help them be safer, recognise and build on the signs of safety. Collaborative safety planning helps us shift our focus from professionals as 'expert helpers' to what they family and their network can do to help keep their children safe.



Course aims:

- Help practitioners shift their focus to develop immediate, intermediate and comprehensive long-term safety for children and young people
- Provide opportunity for practitioners to discuss values and assumptions around family /network support and professionals support for children and their families.
- Help practitioners think through how to prepare for and facilitate the safety planning process
- Explore how safety planning works in different contexts and services through immediate, interim and final working safety plans
- Provide an opportunity to develop a safety plan through group work
- Support your thinking about constructing well-devised timelines in collaboration with the families you work with

CPD: KSS 5, 7 • PCF 7

**Facilitators:** Juliana Dinnall, Signs of Safety Consultant Social Worker and others

## Domestic abuse courses



Bexley Domestic Abuse Services has been developed by the Bexley Domestic Abuse Partnership to provide information, support and guidance for Bexley residents.

London Borough of Bexley partners include Metropolitan Police Service, Solace Women's Aid, National Probation Service, London Fire Brigade, Clinical Commissioning Group, National Health Service and Victim Support.

Bexley Domestic Abuse Services also provide training and development opportunities to professional who work in statutory or voluntary organisations in Bexley.

The below courses are mandatory/strongly advised to complete. For a full list of courses including recognising coercive and controlling behaviour; stalking and harassment; honour based abuse; criminal orders and civil orders; domestic abuse and suicide; understanding financial/economic abuse and financial exclusion; working with perpetrators of domestic abuse and others; is available in the Domestic Abuse Training Prospectus, bookable via the [SH.I.E.L.D. training website](#).

### Safety planning in cases of domestic abuse

Using the SOS (signs of safety) practice model. On every disclosure of domestic abuse, a DASH risk assessment toolkit should be completed which will then inform and plan the individual safety and support plan (ISSP). This training will discuss the types of safety measures that can be put in place, options and looks at social media in relation to safety.

**CPD:** KSS 1, 4, 5, 8 • PCF 2, 3, 4, 5, 7

**Facilitators:** Stefanie Roberts (Interim Principal Social Worker) and Deborah Simpson (DASV Strategy Manager)

### Domestic abuse dynamics, risk identification and assessment (DASH)

**MANDATORY**

This 2-day level 3 training covers different types of abuse, stalking and harassment, routine enquiry, Johnsons Typology, DASH risk assessment, MARAC and safety planning.

**CPD:** KSS 1, 4, 5, 8 • PCF 2, 3, 4, 5, 7, 8

**Facilitator:** Deborah Simpson (DASV Strategy Manager)

## Introduction to MARAC

### MANDATORY

Level 1 webinar training for participants to understand how to make a comprehensive referral Multi-Agency Risk Assessment Conference (MARAC); identify what cases should be referred; how to use professional judgement to escalate cases to MARAC; and understanding MARAC meetings.

CPD: KSS 1, 4, 5, 8, 10 • PCF 2, 3, 4, 5, 7, 8, 9

Facilitator: Deborah Simpson (DASV Strategy Manager)



## Trauma-informed and relationship-based practice

In this 2-day course, Professor David Shemmings OBE PhD will use a variety of media and presentational styles to bring to participants the most up-to-date research and practice wisdom on trauma-informed and relationship-based practice. Participants reflect together on the materials as well as to try out ideas in a safe space, to develop practice.

Course aims:

- Explore trauma-informed and relationship-based practice
- Appreciate how the most recent research on 'the art and science of relationships can help practitioners remain emotionally available when survivors ... and practitioners ... are likely to be experiencing significant levels of 'dysregulation'
- See how to nurture the fragile shoots of psychosocial resilience
- Directly apply contemporary ideas on how teams and individuals can support each other when undertaking such complex work

CPD: KSS 1, 3, 5 • PCF 5, 6, 7

**Facilitator:** Professor David Shemmings OBE PhD, Professor of Child Protection Research at the University of Kent, UK and Visiting Professor of Child Protection Research at Royal Holloway, University of London.





## Cultural competence

Culture and cultural identity are crucially important – practitioners must approach people with openness and respect, and a willingness to learn. This course examines the meaning of culture and how we can achieve culturally competent practice. What are culture and cultural competence?



CPD: KSS 1, 7 • PCF 1, 2, 3, 5, 6, 7

## Safeguarding and s47 enquiries

MANDATORY



The course explores the legal definitions of child in need, child protection and significant harm, alongside helping practitioners to develop understanding of thresholds and increase their understanding of consent.

Following this course, practitioners will have an increased awareness of the stages of s47 enquiries (referral, strategy discussion, investigation/assessment, and timescales), whilst understanding the role of the Child Abuse Investigation Team (CAIT) from their perspective to support working relationships between the police and children's social care.

This training will help to improve safety planning for children in-between the s47 and ICPC once risk has been identified. It will include information on the LiquidLogic elements that need

to be completed in the case of a s47 (recording a strategy discussion, section 47 investigations, and preparing your child and family assessment for child protection conference).

CPD: KSS 1, 7 • PCF 1, 5, 6, 7, 8

Facilitator: Jade Webb, Consultant Social Worker, and others

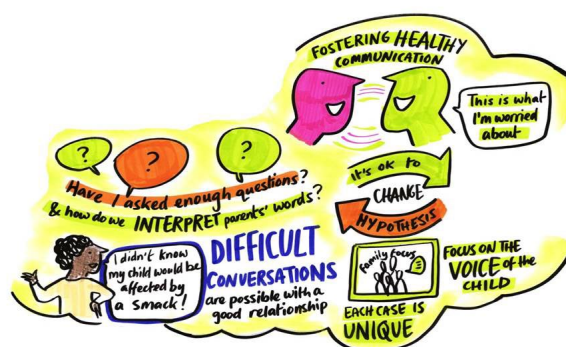
## Preparing for child protection conferences

### MANDATORY

Child protection conferences in Bexley are chaired in a Signs of Safety approach. With this, there is now a great focus on forwarding planning for safety. Often time is spent in conference in addressing issues that may be best discussed outside the conference. In order to make the most effective use of the short time available for conferences, Bexley's child protection chairs offer these short workshops on effective planning for conferences.

CPD: KSS 1, 7 • PCF 1, 6, 7

Facilitator: Bexley Child Protection Conference Chairs



## Preparing for child looked after reviews

Good quality plans created collaboratively and reviewed regularly are critical in ensuring our children and young people are supported across all areas of their life and in achieving our vision that "all children, young people and families should reach their potential". Looked After Children's Reviews are opportunities to celebrate our children's achievements and ensure we are doing all we can to promote safety, stability and support for children and young people in our care. This workshop offers an overview of planning and reviews to support practitioners in:

- understanding the role and duties of the Independent Reviewing Officer
- understanding processes and procedures around looked after children reviews and how to prepare to get the most out of the process
- considering how to plan inclusive and child-centred reviews to maximise the involvement of children, young people and all the adults caring for them in their reviews and plans

CPD: KSS 1, 7 • PCF 1, 6, 7

Facilitator: Bexley Independent Reviewing Officers

## Total Respect

### MANDATORY

Total Respect is a national award-winning training resource delivered by care-experienced trainers. It supports the full implementation of the United Nations Convention on the Rights of the Child.

Course aims:

- A thorough understanding of children's rights, including the right to participation, and relevance to the delivery of child centred services
- To explore assumptions about children and young people, listening to young people, and the experience of being a child in care
- To learn about involving young people within care planning, young people's involvement in policy development and effective advocacy
- The course is designed to energise and motivate you with plenty of activities to get you thinking about how children and young people experience being looked after



CPD: KSS 1, 2 • PCF 1, 2, 3, 4, 6, 7

**Facilitators:** Maddy Gardiner, Participation Lead and Bexley looked after and care experienced young people

## Parenting, Personality Disorders and the potential impact on children and young people.

Chris McCree and Joanna Gibbons from the Helping Families Team (Centre for Parent and Child Support) are providing two 90-minute sessions focused on Parenting, Personality Disorders and the potential impact on children and young people. The sessions will provide an opportunity for social workers to explore more about how parents' interpersonal relationships and emotional dysregulation can impact on their ability to connect and engage with professionals.

CPD: KSS 3, 4, 5, 6, 7 • PCF 5, 6, 7

**Facilitators:** Chris McCree and Joanna Gibbons, the Helping Families Team (Centre for Parent and Child Support)

## Contextual safeguarding courses

In addition to the courses listed here colleagues can access consultation support in weekly drop ins with Exploitation Practice Lead – dates are in diaries and advertised in the Resource Round Ups.

### Contextual Safeguarding

#### MANDATORY

Contextual Safeguarding responds to, young people's experiences of significant harm beyond their families. It recognises that the relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse.

Course aims:

- Develop an understanding of the contextual risks faced by children and young people, including criminal and sexual exploitation; children and young people who go missing; and others
- Explore the factors that increase vulnerability
- Develop an understanding of the fundamentals of the Contextual Safeguarding approach and how to incorporate this into practice alongside Signs of Safety mapping, and safety planning
- Consider Joint Operating Procedures and Practice Guidance, including risk assessment toolkits to use in practice. This includes risk assessment tools in Liquid Logic

CPD: KSS 1, 3, 5, 6, 10 • PCF 5, 6, 7, 8

Facilitator: Hannah Porter, Exploitation Practice Lead



## **Serious violence and gang-related activity in Bexley**

Course aims:

- Develop practitioners' understanding of the definition of a "gang" and how gang-related activity differs from anti-social behaviour
- Share up to date information on local gangs exploiting Bexley young people
- Develop understanding of risk factors around serious violence and gang involvement
- Learn about "County Lines" activity and other gang-related exploitation
- Share information about support services available to help young people and families

CPD: KSS 1, 3, 5, 6, 10 • PCF 5, 6, 7, 8

Facilitator: Community Safety Team

## **Modern day slavery and the National Referral Mechanism**

As Bexley employees, we are 'First Responders' to Modern Day Slavery and we should all be able to recognise the signs and know what to do if we are concerned. The National Referral Mechanism sits alongside our Modern Day Slavery strategy and toolkit. This is the framework for identifying victims of human trafficking or modern day slavery and ensuring they receive the appropriate support. All colleagues should:

- **Complete the mandatory online module- Modern Day Slavery and Human Trafficking**
- Read the Modern-Day Slavery strategy and toolkit
- We encourage colleagues to access the Home Office online First Responder training

CPD: KSS 5, 6, 8 • PCF 3, 4, 5, 7, 8



## Direct work: Making it S.I.M.P.L.E

As social workers, we have an almost unique opportunity to see the child in their home environment and to observe and understand their day-to-day life. The direct work we do in these opportunities enables us to “know what it is like in a child’s world” (Munro, 2011). Despite this, a common finding from child safeguarding practice reviews is that social workers do not understand the “child’s world”.



Course aims:

- Consider why direct work with children, young people, parents and families is important
- What is direct work? Attendees will think about perceptions of direct work; what direct work might look like in different situations and with children and young people of different ages, backgrounds and abilities
- Reflect on the challenges and think together about how to overcome these
- How to record direct work to capture the interaction, observations and your analysis
- Share ideas and experiences about direct work tools, approaches and activities

CPD: KSS 2, 3, 5, 6 • PCF 3, 4, 7

Facilitator: Becci Flegg, Consultant Social Worker and others

## Chronologies and genograms and ecomaps

Chronologies and genograms are vital tools for practitioners working with children and their families, supporting practice in several different ways. This workshop provides an overview of how to use these tools in practice, including:

- Understanding the purpose of chronologies, genograms and ecomaps and how they fit together into practice
- Tips to produce useful chronologies, genogram and ecomaps
- Practice examples and reflective exercises

CPD: KSS 1, 6, 7, 9 • PCF 1, 3, 5, 6, 7

Facilitators: Esther Townsend and Jade Webb, Consultant Social Workers



## Chairing difficult meetings



Chairing meetings is part of the wide-ranging roles and responsibilities, you have when working collaboratively with children, families and professionals. The challenging nature of the issues being discussed can make it difficult to keep focused on what is in the best interest of the child and how everyone can best work together to formulate a plan that can help support them and their families make a more positive and safer difference in their lives.

Course aims:

- Understand the role and responsibilities of a Chair and prepare for difficult meetings to reduce difficulties before they arise or intensify
- Use a Signs of Safety approach to keep meetings solution-focused and on track
- Learn strategies to manage difficulties or safety issues and increase your confidence
- Get the best out of attendees to create strong, productive, and collaborative working relationships between professionals and family members
- Strategies to help children, young people, and family members take a more active role
- Explore the additional challenges chairing meetings during the covid-19 pandemic, including chairing virtual meetings, and discuss solutions

CPD: KSS 1, 2, 7, 10 • PCF 1, 7, 8, 9

**Facilitator:** Child Protection Conference Chairs

## Spending time with my family and friends

This workshop explores the importance of family and friends' connections for children and young people in our care.

We consider:

- What do we mean by "family time"?
- Why is family time important?
- What are the benefits and challenges of family time?
- How can we work creatively and collaboratively with children, young people and their family and professional networks to move beyond challenges and plan positive family time to maintain relationships and build connections?

CPD: KSS 1, 5, 6, 7, 8 • PCF 1, 2, 3, 4, 5, 7

Facilitators: Esther Townsend Consultant Social Worker and others

## Who I am and knowing my story: an introduction to life story work

This workshop offers an introduction to life story work exploring:

- The value of life story work for children and the people in their lives
- What makes "good" life story work?
- Consideration of varied approaches and models for life story work

CPD: KSS 1,2,5,6 7•PCF 1,2,3,4,5,7

Facilitators: Esther Townsend Consultant Social Worker and others



## **Court skills**

An introduction to the Family Court and essential Court skills, covering the general legal duties of the local authority in relation to both private and public law, along with an overview of the public law outline, including legal options available to the local authority and an insight into the Court process.

- A general overview and an understanding of the various Court Orders that the Family Courts can make under Public and Private Law
- An explanation as to the various types of hearings during care proceedings
- An understanding of the difference between pre-proceedings and care proceedings
- Guidance on the process of presenting a case to Bexley's Legal Gateway Panel

**CPD:** KSS 5, 6, 7, 8 • PCF 5, 6, 7, 8

**Facilitators:** Case Progression Officer & Legal Services

## **Statement writing skills**

The aim of the course is to provide support and guidance to enhance the confidence of practitioners in completing the Social Work Evidence Template. It is suitable for newly qualified practitioners and anyone who seeks a refresher on statement writing especially with the roll out of a new SWET.

**CPD:** KSS 5, 6, 7, 8 • PCF 5, 6, 7, 8

**Facilitators:** Case Progression Officer & Legal Services

## **Assessing family and friends as carers**

Special Guardianship Orders (SGOs) were introduced in 2005 with the intention of offering children in long-term foster care, or older children in family care; the opportunity of security and permanence or, for looked after children, removal from the care system.

- Understand the possibilities for SGOs and how this might be the most secure and positive form of permanence for a child or young person, including best practice
- Understand the differences between SGOs, long term fostering, and adoption and what is right for the child
- Consider case studies where children have been harmed; consider professional values and assumptions in risk assessment as it relates to SGOs

**CPD:** KSS 6, 7 • PCF 7

**Facilitator:** Special Guardianship Team

## **Virtual School, SEN and Inclusion Training**

### **MANDATORY**

This training is mandatory for social workers working with children and young people. It is designed to ensure social workers have a better understanding of the statutory responsibilities of professionals within education whilst empowering them with the tools to question and challenge. The course will aid to increase social worker understanding around the use of the SEN toolkit, attendance, inclusion and local authority responsibilities.

**CPD:** KSS 7 • PCF 3, 4, 5, 7

**Facilitator:** Bexley Virtual School

## **Social Care and SEND Legal Compliance e-learning**

Following on from the in-person workshops above all social work staff should complete this e-learning module to consolidate learning. This module contains what you need to know about attendance, reduced timetables and how the Early Intervention and Specialist Advice Services can support pupils you are working with.

## **Understanding and using the neglect toolkit**

The phrase "**neglect of neglect**" has become a common saying regarding what has been referred to as "the absurd paradox" of our field: although neglect is the most common form of maltreatment with the most significant impact, it is also the least understood and often the least addressed.

Course aims:

- Support practitioners to address the gap between what we know and what we do
- Explore tools you can use to assess the severity of neglect and to prevent drift and delay, including the neglect toolkit, as an evidence-based tool you can use to assess and measure the impact of your work

**CPD:** KSS 3, 5, 6, 7 • PCF 5, 6, 7

**Facilitator:** Professional Standards & Quality Assurance

## Engaging fathers and men

### MANDATORY

This workshop will help practitioners explore the reasons why social workers struggle to work with fathers and men in families.

Course aims:

- Explore key messages from research, societal ideas of masculinity and ways to work with fathers and men more effectively in practice
- To improve our practice to be more inclusive of fathers and men
- To identify the barriers of working with fathers or male carers
- To build confidence and resilience to address issues in order to improve practice when working with fathers or male carers who may pose a risk to children
- Explore barriers to asking about men in the lives of mums and children and the possible impact of not exploring this

CPD: KSS 1, 2, 6, 7 • PCF 1, 3, 4, 6, 7

**Facilitator:** Esther Townsend, Consultant Social Worker and others



## **Child/adolescent on parent violence**

Course aims:

- Raise awareness of the issue, look at messages for research and tools for intervening
- To explore some of the challenges in identifying it as opposed to other forms of domestic abuse
- To look at what the research tells us about it and the stigma associated with it
- To consider ways of intervening and skills needed

**CPD:** KSS 1, 3, 4, 5, 6, 7 • PCF 5, 6, 7

**Facilitator:** Professional Standards & Quality Assurance

## **Introduction to non-violent resistance**

Non-violent resistance (NVR) programmes assist parents and carers of children, who are displaying challenging behaviours, such as violence, conduct disorder, school refusal, defiance, offending and significant anxiety, through a set of core principles and strategies, which are adaptable to many situations. This equips them with confidence and self-control and enables them to address these behaviours in an effective manner. At the same time, the carer focuses on rebuilding the loving carer/child relationship, which may have been lost over a period of time.

This two-day course is for professionals who work directly with children, young people and/or their parents/carers where the child displays challenging behaviour and the parents/carers are struggling to cope. Attendees will be able to access a termly NVR case discussion group.

Course aims:

- Introduce the tools of the NVR parenting programme
- Provide professionals with a basic understanding of NVR theory and practice
- Equip attendees with the ability to use NVR ideas with families
- Through a mix of teaching, video clips and discussion, you will become familiar with the NVR tools and techniques that support parents and carers to re-build the relationship with their child and adopt an effective, empowering approach in response to challenging behaviour

**CPD:** KSS 1, 2, 5, 6 • PCF 7



## **Multiple parental difficulties (substance misuse, domestic abuse and mental ill-health)**

This workshop explores the impact of multiple parental difficulties on children and families.

Course aims:

- Develop an understanding of the difficulties parents may experience and the interplay between these challenges
- Support practitioners to understand the impact of parental problems such as domestic abuse, mental ill-health, and substance misuse on children's health and development at different stages during their childhood

**CPD:** KSS 3, 4, 5, 6, 7 • PCF 5, 6, 7

**Facilitator:** Professional Standards & Quality Assurance

## **Child development**

This workshop will cover developmental stages from birth to 18.

Course aims:

- Develop workers' knowledge on child development throughout the years
- Explore key areas of development - communication and interaction, cognition and learning, sensory and physical, and mental and emotional

**CPD:** KSS 3, 6 • PCF 5, 6

**Facilitator:** Becci Flegg, Consultant Social Worker and others

## E-Learning

### MANDATORY

- Welcome to Bexley (new starters only)
- Working at the Civic Offices (new starters only)
- Cyber Security Awareness (all staff, 2 yearly refresh reminders will be sent)
- Display Screen Equipment (DSE) (all staff, 2 yearly refresh reminders will be sent)
- Fire Safety (all staff, 2 yearly refresh reminders will be sent)
- Protecting Information Level 1 (all staff, 2 yearly refresh reminders will be sent)
- Introduction to Health & Safety (all staff, 2 yearly refresh reminders will be sent)
- Equality Essentials (all staff)
- Autism Awareness (all staff)
- Modern Day Slavery and Human Trafficking (all staff, yearly refresh reminder will be sent)
- Safeguarding and child protection for non-children's service workers (all staff except those in children's services who have received safeguarding training)
- Safeguarding for non-adult services workers (all staff, except those in adult's services who have received safeguarding training)



### Bexley adult autism strategy and autism awareness e-learning course



Bexley's Adult Autism Strategy seeks to address the needs of all adults with autism who live in Bexley. It mainly focuses on those aged over 18 years of age but also includes young people under 18. We encourage you to undertake the basic awareness training which aims to improve knowledge and understanding of how we, in Bexley, can best support people living with Autism.

# **Undergraduate and postgraduate learning opportunities**

## **Social Work degree**

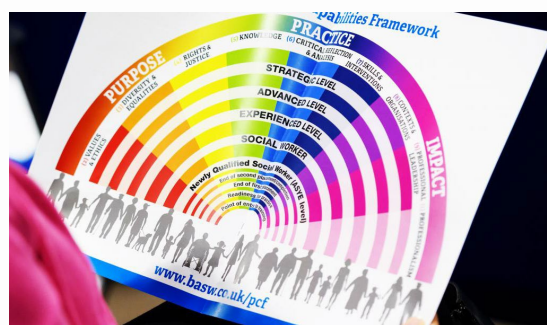
Social work is an exciting and fulfilling profession. As a social worker, you work in partnership with adults, children, carers and families in a range of different settings to support and promote positive change in people's lives in order to improve their wellbeing and independence. Within the context of relevant social work legislation, you use your professional judgement and build relationships with a variety of individuals and communities, as well as with a wide range of other professionals and agencies. As a social worker you assess, plan, implement and evaluate complex situations. This requires an ability to critically reflect and make decisions within a clear professional code of ethics.

Bexley funds a limited number of spaces on social work courses for internal permanently employed candidates. This is subject to successful internal application and application with the university/provider. The programme is open to social work assistants, personal advisors, family key workers and other practitioner posts in Children's Social Care.

Details of application processes and entry requirements, along with key dates and the routes into Social Work will be advertised when opportunities are available.

## ASYE Academy: Assessed and Supported Year in Employment

The assessed and supported year in employment (ASYE) is a programme that gives newly qualified social workers (NQSWs) extra support during their first year of employment. The programme aims to develop their skills, knowledge and professional confidence. ASYE is open to all NQSWs employed in the public, private and voluntary sectors. The ASYE programme for social workers who work with children and families is based on the statement of knowledge and skills for child and family social work and you can read more on the Skills for Care website.



Bexley is dedicated to developing newly qualified social workers (NQSWs). Rather unique to many local authorities, Bexley has actively sought out NQSWs in order to develop and retain them via our ASYE Academy. NQSWs are allocated a practice educator to provide additional support, reflective supervision, and learning opportunities.

### Bexley's ASYE Academy aims:

- Provide NQSWs with protected time and a supportive environment in which to undertake development activities to facilitate completion of their ASYE
- Summarise the ASYE programme and support NQSWs in understanding the social work role and being able to practice effectively
- Use strategies to enable NQSWs to utilise reflective supervision and action learning models
- To be able to recognise how to gather evidence to support the PCF capabilities and KSS
- To present information regarding different aspects of the service which raise awareness and understanding of the functions of the service
- To create a space where participants can learn and benefit from peer support

### NQSWs are supported and assessed through:

- A bespoke induction to support transition to social work, and to welcome to Bexley
- Dedicated practice educator to offer reflective supervision. Supervision is individual and group, and focuses on learning and development
- Direct observations to learn from and in practice
- Quarterly 3-way reviews with NQSW, practice educator and line manager
- Bi-monthly recall days, including group supervision and targeted training
- Protected caseload and development time of 1 day a month away from the office to focus on portfolio and learning
- Holistic assessment against the PCF, KSS and holistic assessment outcomes
- Completion of a portfolio of learning, reflection and development objectives

## Practice Educator Professional Standards

The **Practice Educator Professional Standards (PEPS)** guide practice education and set out the key principles governing the relationship between practice educator and student, learners (trainee PEs), and their overriding responsibility to those whom they are serving. Practice Educator training enables you to progress through the Professional Capabilities Framework (PCF levels) and develop your leadership skills.



### Becoming a practice educator

PEPS training is divided into two stages. With PEPS1, a practice educator is able to support a 70-day student placement. With PEPS2, they are able to sign off a 100-day student placement. 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 an “off-site” practice educator (responsible for supervision and assessment, but not the day-to-day work of the student).

Practice educators will need to undertake the PEPS1/PEPS2 modules at the university at which their student is studying. This will typically involve 4-5 half-day sessions over the course of 6 months. PEPS assessment includes a portfolio and an observation of you in supervision with your student. The university and a Consultant Social Worker in the PSQA team support you. Opportunities to be a practice supervisor or educator are dependent on the number of students Bexley is supporting and there may be a waiting list to complete PEPs training. **Social workers must have a minimum of 2 years post-qualifying experience to apply to become a practice supervisor or educator.**

## Leadership and management learning opportunities

### Leadership Academy

A well-led workforce is central to the delivery of high-quality social care and support. Well trained workers led by effective leaders and managers working for employers whatever their size make a difference day in, day out to the lives of people who use those services and to the local communities they work in.



It is the important mission of child and family services to provide safety, permanence and well-being for children, within a context of family-centred practice. Supporting children and their networks with significant emotional events has an impact on child and family service professionals which can lead to excessive stress, burnout and, possibly, secondary trauma.

The Leadership Academy honours and supports practice leaders and supervisors as they cope with the value dilemmas and emotional content found in the “real world” of children and families services. We recognise that we will not always get things right first time. Together we will reflect and learn when things go wrong, remaining calm and adaptable in complex and challenging situations. We will be authentic in our leadership, communicating openly and honestly, seeking and listening to other people's thoughts and showing that we consider different perspectives when making decisions and acting.

The ultimate goal of the Leadership Academy is to improve retention practices and outcomes for children and families and to empower all staff, from social work assistants to directors to be accountable and confident in their decision-making.

**The Leadership Academy includes development programmes for social workers working towards Senior Practitioner roles; Senior Practitioners and others who are interested in developing their leadership skills; and programmes to support Assistant Team Managers, Team Managers and Service Managers to consolidate and develop their management and leadership skills and experience.**





## Manager Essentials Toolkit

### MANDATORY FOR MANAGERS

Course aims:

1. Managers Contract
2. Health, Wellbeing & Resilience
3. Values, Equalities, Culture and Inclusive Leadership
4. Managing in a Political Environment
5. Procurement, Purchasing and Commissioning Strategy
6. Managing the Council's finances and the importance of managing risk
7. Developing People
8. Employee Relations
9. Recruiting staff and the importance of managing establishments
10. Consolidation



For more information on programme details and registration, please contact Cheryl Jones

## Recruiting, selecting and inducting new employees

### MANDATORY FOR MANAGERS

Course aims:

- Have a greater awareness of what good recruitment practices look like
- Identify your recruitment needs; how to advertise; shortlist and interview consistently and fairly
- Increase your confidence in conducting interviews and deciding on the best people to hire
- Know what relevant laws and regulations apply, including safer recruitment practices
- Welcome and induct newly hired employees to your team, service, and department
- Understand the importance of the probation process that follows
- Give an opportunity to practice using some of these tools via group supervision during the session

CPD: KSS 2, 9, 10 / PCF 1, 2, 3, 5, 6, 7, 9

Facilitator: Amanda Lowe, Lead Workforce Resourcing Advisor

## Pathways programme

The Social Work Leadership **Pathways programme** is a national programme delivered by Frontline, that develops the practice leadership skills of social worker managers and leaders. The programme empowers social workers to lead with confidence, improve the performance of their team and to create a culture which prioritises children and families above all else.



**Four distinct pathways** provide tailored learning appropriate to different stages of social work leadership: practice supervisors, middle managers, heads of service and practice leaders.

**Pathway 1: Practice supervisors** – your primary responsibility is to supervise the practice and decision-making of child and family practitioners and to develop the skills of individuals and teams. For example, advanced practitioners, senior practitioners, consultant social workers, assistant team managers, practice educators.

**Pathway 2: Middle managers** – you are leading and supervising a team of social workers including managing practice supervisors; you have operational and management responsibilities. For example, team managers, team leaders, independent reviewing officers (if supervising social workers).

**Pathway 3: Heads of service** – leading a whole children's service area with multiple teams of social workers, having both operational and strategic responsibility. For example, service managers, principal social workers, heads of service, operational leads or managers, strategic leads.

**Pathway 4: Practice leaders** – you will have responsibility across the whole local system for child and family social work practice, ensuring it operates correctly and overseeing child and family frontline practitioners and leaders. For example, assistant directors, directors of services.

[Find out more and apply](#). Pathways also run online 30-minute briefing sessions every two weeks if you would like to discuss further.

## Meet Professional Standards and Quality Assurance



**Amanda Gillard**, Head of Professional Standards & Quality Assurance

Amanda has worked in social work for the past 32 years. Amanda qualified as a social worker in 1994 and completed a BA in Applied Social Studies in 1998, and postgraduate diploma in Complex Child Protection at the Tavistock Clinic in 2002. Since qualifying, Amanda has primarily worked in the field of child protection in Local Authority settings, as a practitioner and manager, and also held management positions in residential family centres. Amanda practiced as a children's guardian and independent social worker for 12 years, and returned to Local Authority practice in 2012. Amanda completed her ILM level 5 in Leadership and Management in 2016, and has completed the Advanced Certificate in Systemic Practice with the Institute of Family Therapy in 2017. Amanda was based in the Children's Safeguarding Partnership in Bexley prior to her current role as Head of Professional Standards and is passionate about developing positive and collaborative approaches to continual learning and practice improvement, which supports all practitioners in the process.

**Stefanie Roberts**, Interim Principal Social Worker and Service Manager PSQA & ASYE Academy

Stefanie qualified as a social worker in 2003 from Goldsmiths University of London, obtaining a Master's Degree in Social Work. Stefanie has worked in a variety of roles across services including being a social worker and senior practitioner in referral and assessment and safeguarding teams, supervising social worker, team managing in safeguarding, Child Protection Chair and Independent Reviewing Officer.



After completing, the five-day Signs of Safety training in 2012 Stefanie has been a practice champion for Signs of Safety across three London Boroughs. She has been passionate in her recent role (3.5 years) at Bexley as Signs of Safety Practice Development lead which has seen her develop the model to strengthen implementation and sustainability.

Stefanie has progressed currently to the role of Interim Principle Social Worker & Service Manager in the Professional Standards & Quality Assurance and NQSW Academy.

Her areas of professional interest are relationship and restorative based social work in safeguarding settings; how to include families in running and chairing their conferences and reviews; working effectively with perpetrators of domestic violence and abuse; the use of language and culture in social work and how to create a successful learning culture and safe environment for practitioners to work in.



**Juliana Dinnall, Signs of Safety Consultant Social Worker**

Working collaboratively with parents, their extended families, and professionals to keep children and young people safe has been a passion for Juliana for a number of years. It was this passion that became the basis for Juliana embarking on her journey to become a qualified social worker.

Qualifying in 2009 with a Masters in Social Work Degree from Kingston University Juliana has primarily worked in Local Authority Child Protection and Children in Care teams specialising in Family Court work. Alongside this Juliana has worked in a voluntary capacity with young people leaving care and church-based youth groups.

In 2018 Juliana joined Bexley Children's Services as a Senior Practitioner, she then went on to be an Assistant Team Manager. Both roles were within the Children in Care Team. During this time Juliana also became a Signs of Safety Practice Champion, championing the way for the Signs of Safety model to be used in every day day-to-day social work practice. Juliana appreciates the solution focused, collaboratively working ethos of the Signs of Safety model. In 2022 Juliana joined Bexley's Signs of Safety Team. In her role Juliana welcomes the opportunity to share her knowledge and experience of using the Signs of Safety model with practitioners, families and professionals to contribute to the creation of safety planning for children and families with whom we work with.

**Hannah Porter, Exploitation Practice Lead**

Hannah joined Bexley in 2014 after obtaining a Master's Degree in Social Work. Hannah has worked in a variety of roles across services including being a social worker and senior practitioner in family support and child protection before moving into the MASH team in a specialist exploitation role. Hannah has a passion for developing the learning culture and improving practice and works alongside University of Greenwich and University of London Royal Holloway delivering lectures around exploitation on their social work programmes.



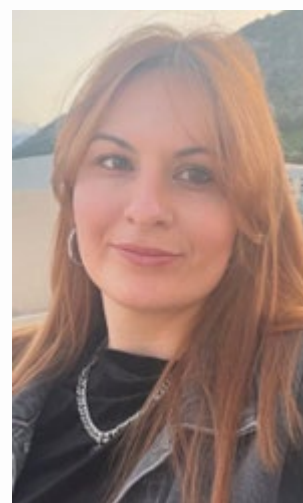
**Esther Townsend**, Consultant Social Worker



Having previously worked in NHS mental health services and in voluntary sector settings, Esther qualified as a social worker in 2013 from the University of East London/Tavistock and Portman NHS Foundation Trust. Esther completed her ASYE in London Borough of Bexley's 16+ Leaving Care Team, remaining in the Looked After Children and Permanence Service as a social worker and (from 2015) Senior Practitioner in the Looked After Children Team. Esther completed her Consolidation of Social Work Practice (2014, University of Greenwich) and PEPS1 Practice Educator training (2019, Royal Holloway University of London) and PEPS 2 Practice Educator training (2022, University of Kent). Esther's practice interests include working with adolescents and young adults; mental and emotional health; emotional intelligence in social work; relationship-based approaches and life story work. Whilst working the Looked After Children Team Esther also became a practice lead for life story work, Signs of Safety and the NSPCC Reunification Framework. Esther joined the PSQA Team in July 2019—Esther supports NQSWs, delivers training and is the Co-Ordinator for the Assessed and Supported Year in Employment Academy.

**Jade Webb**, Consultant Social Worker

Jade qualified as a Social Worker in 2012 from the University of Southampton and began her career with Kent County Council. During her time in Kent, Jade progressed to Senior Practitioner, where she supported less experienced staff and deputised for the Team Manager when required. Jade spent almost 5 years working for Kent County Council and in 2017, she joined Westminster City Council. During her time in Westminster, Jade completed a Foundation course in Systemic Practice, which supported her in considering language, privilege and encouraged her critical reflection skills.



Jade joined Bexley as a Senior Practitioner in Referral and Assessment in February 2020. Jade had the opportunity to act up an Assistant Team Manager between February and October 2021, before joining the PSQA team as a Consultant Social Worker, something she had been keen to do since undertaking PEPS 1 and 2. Jade is passionate about the learning of practitioners and encourages others to be confident, critically reflect and be impassioned about their work.





**Sabrina Bailey**, Consultant Social Worker

Sabrina qualified as a Social Worker in 2018, from the University of Sussex. Sabrina has worked in a variety of teams including Sexual Abuse, Children with Disabilities, Family Safeguarding and Children in Care; prior to this she was a Youth Worker. Sabrina's professional area of interest is to support individuals' to be heard and seen, to be resilient and aspire in the mist of adversity. Sabrina focuses on how direct work can be utilised to achieve this and is keen to support professionals to be the champion families need.

**Sadie Bates**, Consultant Social Worker

Sadie qualified from the University of East London in 2016 with a BA Hon's Degree in Social Work. Sadie went on to complete her ASYE year in the long-term safeguarding team in Lewisham and then the Safeguarding team in Newham. Sadie continued her career within the Critical Care team in Lewisham at the beginning of the Covid 19 pandemic and then going on to being an Advanced Practitioner within the Referral and Assessment team to then becoming a Team Manager building her own team to meet the demand of the R&A service. Sadie then moved on to manage the MASH team in Lewisham. Sadie is a relationship-based practitioner who is Signs of Safety trained and has an interest with direct work with children and families. Sadie is passionate about child focused safety plans and advocating for the needs of children, families, and social workers.



**Becci Flegg**, Consultant Social Worker

Becci has been qualified since 2014 and has worked in both Referral and Assessment and Family Support and Child Protection Teams, initially in Kent and since 2018 in Bexley. Becci has worked as a Social Worker, Senior Practitioner and from 2021 as a Team Manager. In April 2023 Becci moved to the role of Consultant Social Worker in the Professional Standards team.

Becci has been a Bexley resident all her life and is committed to working in partnership with families to achieve safety, success and positive outcomes for all our children and young people.



**Takudzwa Zvauya, Service Manager Practice Learning, Development, Review & LADO**



Takudzwa qualified as a Social Worker in 2013 from the University of Derby and began his career in Cornwall within a Referral and Assessment Team. Takudzwa moved to Kent County Council Safeguarding Team working to safeguard children on Child in Need and Child Protection Plans as well as completing referral and assessment work. During his time in Kent, Takudzwa completed training including Signs of Safety Training, Achieving Best Evidence, AIMS assessment, Specialist Gangs and Exploitation training delivered by St Giles and was a Social Work MARAC Lead representative for Kent County Council, which entailed completing, and subsequently delivering MARAC training to peers, as a Domestic Abuse Specialist. Takudzwa undertook the PEPS 1 & 2 Practice Educator training at Canterbury Christchurch University. Other training Takudzwa completed during this time is ASYE Assessor Training and Effective Delivery of Supervision Training. In 2019, Takudzwa became a Team Manager in Medway Council in a Safeguarding and Child in Care team. During this time, Takudzwa participated in a 6-month Practice Supervisor Development Program by Research in Practice in which he learnt systemic and reflective approaches to supervision. Takudzwa decided to take the opportunity to become a CSW in Bexley to further his learning whilst also having the opportunity to teach and support other social workers along their journey in equipping them to empower families to achieve positive outcomes that ensure children are safe. Takudzwa became Service Manager Practice Learning, Development, Review & LADO in autumn 2022.



**Shokina Ali, Recruitment Officer**

I have previously worked as a Senior Healthcare Assistant and an Occupational Therapy Assistant in a mental health hospital for teenage girls where I undertook many different tasks supporting the patients in their everyday lives.

I have a passion for working with and for children/adolescents where I can support them in their journey through life.

I have lived in Bexley for the last 20 years and it gives me great pleasure to have joined Bexley Council in 2023 as part of the PSQA team as a CSC Recruitment Officer. With the variety of skills I am now learning, I aim to make the recruitment process as easy and simple as possible for candidates and the team.