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**Impact of Training – Qualitative Feedback 2014**

**Telephone/Face to Face Survey with Managers/Supervisors Undertaken December 2014**

***“Can you provide any specific examples of the impact of training on professional practice?”***

**Children’s Social Care Team Managers**

* Section 47 and Signs of Safety Training has had a direct impact on practice of 2 ASYEs. I saw an improvement in recording – more focused analysis in assessment. Both social workers reflected on an increase in their understanding of the process and the significance of the information they were collecting – recognition of the link between training content and work process/recording expectations
* As a direct result of recent refresher training on the child protection process and specific safeguarding topics, I have seen a significant increase in knowledge and confidence among team members. They have become much more aware and questioning of thresholds and show a greater level of critical analysis and reflection on their own practice. This has been evident in individual supervision sessions, case discussions at team meetings and in their conversations with professional colleagues from other teams and agencies around specific children.
* The training which has triggered most discussion within the team is the Sandstories, Working with Resistant Families course. Staff could see the direct relevance of the content to their caseload. It generated a lot of professional dialogue within the team and workers still refer to elements of that training – particularly whether or not all the children have been seen and how important it is to do more than just get in the door. The Section 47 training was very useful for newly qualified social workers and provided reassurance about processes and roles. The value of training, though, is not just about learning stuff – it provides workers with time to reflect on individual cases – something they often struggle to do. This reflection is evident in supervision when they are asked specifically about their experience on training and how it is impacting on their practice.
* The 2 newly qualified social workers in our team have particularly benefitted from attending NSCB training – for example one of them came back from recent Sexual Exploitation course with a clear plan to refer one of the young people on her case load for assessment by the specialist social worker for missing children – this referral was made and accepted. I find the training focuses workers minds, gives them the opportunity to reflect on their current cases and they come back to the team keen to share and apply their learning. The ASYE learning logs clearly demonstrate the impact of the training they attend on their daily practice – they have no problems identifying this link.

**Safeguarding Practitioners / Advisers from Health and Mental Health**

* Following the delivery of Impact of Parental Mental Health course recently, I was contacted by three different professionals all wanting to discuss/take advice on cases on their current caseload.
* I have had positive feedback from a midwife who has recently attended Level 3 NSCB training and she felt it raised her awareness of her own accountability. I have also done group supervisions with the speech and language therapists and a couple of them had done Level 3 training over the summer and gave very good feedback
* [An academy]contacted me following the [Sexual Exploitation] training that he and staff had attended to discuss further how CSE can be incorporated into the school curriculum (advice on resources, staff training etc.). A Deputy Headteacher from another academy has offered to support CSE within the SRE curriculum in school following his attendance on the course. A GP is reviewing procedures for nurses and receptionist, following attendance on the training.

**Unsolicited Email Feedback / Follow Up in Response to Training – Sample Selection**

**Headteachers / Senior Schools Staff**

* Following the training … we identified a child in our Reception class who had been refusing to eat anything at Lunch time. We were aware of this problem from her time in Nursery. After hearing the awful case of that little Daniel Pelka, our Reception teacher felt she must tackle this issue of the child not eating. She had a discussion with Dad and he reassured us that the food in the packed lunch (which was all suitable and healthy) was liked by the little girl and he didn't understand why she was not eating it. But did mention sometimes she was like this at home too. The reception teacher gave up her lunch times to sit with the little girl and coax her into eating some of her dinner. I am glad to say that through reward stickers and huge amounts of praise the little girl in question has began finishing her dinner. This will be an on going problem but we feel a lot better about the situation. From your thought provoking training it motivated our staff to tackle what can be a difficult situation.
* I loved the [attachment] course and tried to get the dvd that night. Have been using my new found knowledge already!
* As a result of attending training myself, I held a twilight session for staff about attachment. I showed them the 25 min video clip from 'Baby it's You' that the trainer had showed us and shared slides from her PowerPoint, as well as information from your session. All of my TA's and even the caretaker and Admin manager stayed. They all left with a much better understanding of how crucial positive early attachment is and how devastating this can be to children if it does not happen. They all agreed that many more people should be aware of this and felt it would positively influence their practice. Not only making DTs aware of this, but sharing with wider staff, can only lead to better understanding, support and provision for LAC and those with attachment issues. These can be challenging children to deal with at times in school, so a shared ethos is vital. I think it is crucial for staff working with children who have suffered attachment issues to be able to see things from the child/children's perspective.
* I attended the training yesterday at County Hall and found it incredibly valuable. I must commend you on your knowledge and presentation of the subject and the experience you have obviously had in this area made the session much more real for me.
* As the Designated teacher for LAC I am busier than ever at the moment and was wanting to do some more reading around the topic of attachment and was wondering if you could recommend the best place to start. I feel I am not a total novice, but find it really hard to explain to others in a way they understand - rather than the 'yes but they still cannot behave in that way' reaction I tend to get!! I am really keen to become even more informed so hope you might be able to suggest some reading that might help?

**Children’s Centre Managers / Senior Staff**

* We’ve had a team meeting this morning and as part of that I asked them to reflect on learning from the training. They got such a lot out of it, the training style and use of real life situations really extended their knowledge, skills and confidence. In particular, staff found the session on communicating with parents enabled them to consider all communications with parents and how to deliver those difficult messages.
* Will you please have a wee look at the leaflet I’ve done for parents [in response to attachment training] just to make sure that my understanding of the way Regulation works is correct. I’ve tried to put it in parent talk, but that is something I find hard to do. The putting into practice part is our conflict stuff but I’ve linked it to the containment and reciprocity. Well that was my intention. I appreciate you are very busy, but looking at page two and yaying or naying my interpretation would be awfully helpful.

**Adult Learning Tutor (delivering Child Care training to 16-19 yr olds)**

Firstly can I thank you for all of your support and the resources you shared with me they have been excellent in supporting the delivering of a number of programs I have ran for 16 - 19 year old in Blyth.

The DVD and the women's aid website that you introduced me to were great. The DVD "Can you see me?" was a powerful tool for the young people who attended the program; it generated a great deal of discussion and challenge the groups views of healthy and unhealthy relationships. Some learners found it very emotive and others vented out their views more aggressively towards the actor playing the aggressor in the domestic abuse in the teenage relationship. The website also offered further resources linked to this DVD the questionnaire was good again another discussion piece.

The other resource I would like to comment on was the "comfortable, uncomfortable..." safeguarding activity you shared this again made the young people think about their perceptions and views of the statements given. It was good to observe them challenging each others views in a mature manner and sharing the reasons behind their responses.

Again can I reiterate that I am very grateful for your willingness to share good practice and the support you have given me in accessing valuable resources to support the safeguarding of the young people in question.

**Work Coaches Team Leader**

Thanks for the training, it was really useful and we had a case of someone this week who we needed to refer to some agencies so it was very relevant and timely and I think the staff enjoyed revisiting their processes and discussing cases etc

**Social Workers**

* I would just like to express that I found the training programme for working with ‘Decision Making in child protection’ extremely useful. I found it very beneficial to hear the views of the IRO and the work they need to do to prepare for conferences and Reviews. I do believe this will form my practice in the future
* Just wanted to say thank you for the training yesterday and to ask if it would be at all possible to get hold of a copy of *Analysis and Critical Thinking in Assessment*? Having had a quick look through it over lunch yesterday I found it very interesting and I believe that it would be of great use to me in my role. I will be registering with RIP today and look forward to using this resource in the future.

**Manager of Sensory Impairment Service**

Many thanks for this [leaflet] , which I will share with staff, and for our magnificent training session yesterday. As I said at the end, your vivid analogies really helped to drive the messages home. We all came away thinking about children on our caseloads and recognising the need to be extremely diligent and more proactive.

**Sexual Exploitation Social Worker**

Just a couple of lines to let you know that after last training on CSE I received a call from a worker in Berwick asking for advice re a case. She was on the training and wanted some advice re a possible CSE case. I felt that it was quite likely CSE could be taking place so it has been referred to me to complete a C&F assessment.

**Sue Woolmore – Commissioned Trainer**

*Sue’s response to follow up query from a course delegate at manager training:*

**“**Many thanks for making contact and I'm pleased to give you the reference for the quote used in my training session and which was recalled by your manager. In fact, rather than just giving you the publication reference, I have drawn together some of the other key messages from the chapter of the book. I thought this might be more helpful for you both. The book is called "Safeguarding children across services: messages from research" and I continue to recommend it highly.”

**Community and Youth Centre Manager**

Firstly, I would just like to thank you again for the training. It was brilliant, it’s really got me thinking and about how we practice as a project and reminded me why I practice on a personal level (I also got a bit Dan Hughes and Kim Golding happy whilst book shopping). I was wondering if the training could be made available as a one day course, delivered in house as an introduction to attachment with a focus on the practical approaches, for a team of Level 3 Play workers, partner agencies and volunteers. I’m pretty sure I could find money in the budget for delivery and travel time.

**School Equalities Officer**

I really enjoyed the training the other day. It challenged me and my perceptions in many ways! At the trainer’s suggestion I’ve signed up to the Radicalisation and extremism session in February and a representative from Northumbria Police is coming too. We do a lot of work with schools following up incidents where there might be a link to extremism or radicalisation in the community and as the focus on Prevent and Contest has more of a statutory focus for schools, I think that the demand for your training on this theme will increase substantially.