

# Specialist Training for Children Social Care Professionals (England)

# Contents

## About Bond Solon

The Essential Tool Kit for Newly Qualified Social Workers	4
Advanced Tool Kit for Experienced Social Workers	5
Record Keeping and Report Writing for Social Workers	6
Court Skills for Social Workers	6
Coroner's Court Training	7
Section 47 Investigations	7
Voluntary Care Arrangements under Section 20	8
The Domestic Abuse Act 2021	8
Children and Young People's Continuing Care	9
Essential Tool Kit - Mental Capacity Act & Deprivation of Liberty of children	9
Children looked after	10
Deprivation of Liberty and the inherent jurisdiction of the High Court	11
Eating Disorders and the Mental Health Act 1983	11
Assessing Children and Young People Under the Mental Health Act	12
Working with parents and young people who are difficult to engage	12

## People Development Skills

De-escalation, Lone Working and Breakaway Techniques	14
Emotional Intelligence Applied	14
Managing Performance Under Pressure	15
Being Resilient	15
Effective Communication Skills	16
Effective Stakeholder Management	16
Effective Decision Making	17
Handling Conflict and Difficult Situations	17
Understanding Self and Others	18

# About Bond Solon

We are a specialist training company helping organisations meet their legal and safeguarding responsibilities.

**99%**

of delegates believe they will be able apply what they have learnt back in day-to-day practice.



## Our Trainers

All of our trainers are subject matter experts. They are also trained-trainers.

**NPS +91.2**

\*The industry standard for professional training is seen as 0 is good, +20 is favourable, +50 is excellent, and +80 is world class.



## Delivery Methods

All courses can be delivered face-to-face or via virtual classrooms.

**Over 4,500**

courses delivered each year.



# The Essential Tool Kit for Newly Qualified Social Workers (4 days)

## Course Overview

This course aims to arm social workers working with children, young people and their families, with the skills needed to identify the signs for early intervention and support. They will learn how to undertake competent investigations and to collect and analyse evidence effectively.

Delegates will consider the relevant legislation concerning children, to include:

- The welfare checklist.
- Private law applications.
- Child in need.
- Voluntary accommodation.
- The threshold criteria and permanence.

They will identify and consider the different responses, provisions and orders available to children's social care when deciding how best to safeguard a child and promote their best interests.

Delegates will learn how to frontload, the steps included in the pre-proceedings process, the different court hearing stages and timescales within the relaunched Public Law Outline, the orders the family courts can make, plus permanency options for the child.

Over the first two days, delegates will cover the theory, including the legal framework, different types of evidence, the impact of human rights, the importance of the child's voice and the sharing of information.

On the third day, delegates will learn how to produce well-structured, court compliant statements and reports which will promote the child's best interests and assist the court in its decision making. We will consider note taking and record keeping, section 7 and 37 reports, social work evidence templates, PAMS assessments and care plans. Delegates will also be provided with a court report or SWET to critique through the eyes of the Judge.

On the final day of the course, delegates will familiarise themselves with the court process by considering:

- The role of a social worker as a witness.
- The court process.
- The court layout.
- The process in the witness box.
- Preparation for giving evidence as well as the techniques used by lawyers to undermine and discredit social workers.

In the afternoon, delegates will put into practice what they have learnt and undergo cross-examination in a mock courtroom as well as receiving feedback on their performance.

## Key Learning Outcomes

By the end of the course delegates will be able to:

- Identify and evaluate a child's need for early intervention and support.
- Appraise how early intervention can be used to maximise improved outcomes for children.
- Explain how child in need can be used to maximise improved outcomes for children.
- Examine how child protection procedures can be used to maximise improved outcomes for children.
- Evaluate relevant evidence to meet the 'threshold criteria'.
- Define the threshold criteria under section 31 of the Children's Act 1989.
- Specify the different types of harm.
- Evaluate frontloading.
- Evaluate the pre-proceedings process.
- Explore the relaunch of the public law outline within court proceedings.
- Outline the applications and orders available to social workers to assist in adequately safeguarding children.
- Verify parallel planning and early permanence.
- Improve best practice in note taking and record keeping.
- Evaluate a social work assessment, social work statement and social work care plan that truly reflects a child's needs and risks around them.
- Enhance a conclusion or recommendation by linking it to factual evidence in the case with persuasive analysis.
- Outline how witness familiarisation assists with presenting a case to a judge with confidence.
- Identify how witness familiarisation assists a witness to prepare to give evidence with confidence.



# Advanced Tool Kit for Experienced Social Workers (2 days)

## Course Overview

The course aims to update, refresh and remind experienced social workers working with children and families, of their statutory responsibilities. Delegates are able to identify the signs for early intervention, undertake competent and confident investigations and assessments, enable the correct risk assessment to be completed to adequately meet the needs of and protect all children.

Delegates cover the relevant legislation relating to children, explore the Domestic Abuse Act 2021 and the impact of the Human Rights Act 1998. There is a focus on the Mental Capacity Act 2005 for children aged 16, who may be deprived of their liberty in response to their complex needs.

Delegates will assess the current level of success that is achieved within their local authorities and teams, to ensure that they make the best use of the relaunched Public Law Outline. Delegates will also review requirements for frontloading, the pre-proceedings outline and the different stages within the family court process, plus all the appropriate options for permanence.

Day one covers the theory. Then on the morning of day 2, delegates will explore how to produce well structured, court compliant statements and assessments – in their own right, or to fulfil their role of supervising and guiding NQSWs.

In the afternoon there will be a refresher session in courtroom skills (both face-to-face and virtual hearings). The day will conclude with a mock court hearing where some delegates will experience cross-examination.

## Key Learning Outcomes

- Evaluate a child's needs for early intervention and support.
- Understand how early intervention can be used to maximise improved outcomes for children.
- Explain how a child in need can be used to maximise improved outcomes for children.
- Verify how child protection procedures can be used to maximise improved outcomes.
- Evaluate frontloading and the pre-proceedings process.
- Evaluate the different stages of case management within court proceedings.
- Explore the relaunch of the Public Law outline of November 2022.
- Define the threshold criteria and evaluate relevant evidence to meet the 'threshold criteria'.
- Specify the different types of harm.
- Outline the applications and orders available to social workers to assist in adequately safeguarding children.
- Improve best practice in note taking and record keeping.
- Evaluate a social work assessment report and statement that truly reflects a child's needs and associated risks, with reference to the SWET.
- Enhance a conclusion or recommendation by linking it to factual evidence in the case via persuasive analysis.
- Understand how witness familiarisation creates confidence when presenting a case to a judge.



# Record Keeping and Report Writing for Social Workers (1 day)

Records, including notes, are an essential tool which professionals must be able to use effectively to meet their various legal and professional responsibilities.

## Course Overview

This interactive course explains how, when and why to write timely and accurate records, as well as how they can be used to defend your recollection under cross-examination in a courtroom environment.

Throughout the day, with the assistance of case studies and guidance templates, delegates consider who might read what they have written, what should be recorded in relevant records, what should not be recorded in them and the importance of focusing on not just what was said, but also on what is not said, as well as the overall presentation of children and their adults.

Towards the end of the day, we will consider what "good" looks like in terms of core documents (The Welfare Checklist, Chronologies, SWETs).

Assistance will be given as delegates are guided to formulate a section 7/ section 31 and discuss a section 37 document – helping to capture all of the relevant information required.

## Key Learning Points

By the end of the course, you will be able to:

- Describe what good practice note-taking looks like.
- Understand how to turn notes into effective statements and reports.
- Learn how to distinguish between fact, inference and opinion.
- Ensure any opinion is based on fact.
- Explore common pitfalls and mistakes and learn how to avoid them.
- Develop an objective and critical approach to written evidence.
- Review and draft the structure of statements and reports, including style, format and relevant content.

# Court Skills for Social Workers (1 day)

## Course Overview

The day is divided into two halves. The morning session is designed to demystify the process of giving evidence. Delegates will consider the techniques used by lawyers to discredit social workers, and will learn how to respond appropriately to the decision maker when these techniques are employed – in order to remain in control so they can more readily assist the court.

In the afternoon, we set up a mock courtroom in which delegates get to apply the techniques they have learnt in the morning and experience cross-examination. Delegates receive feedback on their performance, reinforcing good practice and providing a personalised critique.

## Key Learning Points

By the end of the course delegates will be able to:

- Recognise how the adversarial system works.
- Properly prepare to give oral evidence.
- Make appropriate use of supporting evidence, documents and records while under cross-examination.
- Distinguish between opinion and factual evidence in the role of the court appointed 'expert witness'.
- Providing evidence from the perspective of a professional social worker.
- Give confident and clear testimony to the court despite the rigours of cross-examination.



## Coroner's Court Training (1 day)

### Course Overview

Often witnesses are unprepared for the experience of presenting evidence at an inquest and can find the process daunting. Many witnesses feel they are on trial, rather than giving evidence to assist the coroner.

This practical course is designed to ensure delegates have the support and knowledge to give a truthful, confident and coherent account at a Coroner's Court inquest.

The course will demystify the process of giving evidence, in which delegates will consider the theory of giving evidence at a Coroner's court. They will explore the role and responsibilities of everybody involved in an inquest, including their own. Delegates will also take part in a mock Coroner's Court in which delegates experience being questioned on a realistic case study. This practical role-play allows them to implement the techniques they have learnt during the course in order to remain in control and give effective evidence to the inquest. They will receive feedback on their performance.

### Key Learning Points

By the end of the course delegates will be able to:

- Explain how the inquisitorial system works.
- Identify the procedure, order of events, and the roles and responsibilities of those involved.
- Prepare how to give evidence to best practice.
- Identify lawyers' techniques of questioning.
- Be able to combat difficult and adversarial questions.
- Learn how to give clear, honest and objective evidence while under questioning.
- Identify possible findings and verdicts of the Coroner.

## Section 47 Investigations (1 day)

### Course Overview

Social workers who undertake section 47 investigations may find their reports being scrutinised by managers, other agencies, the family court or within a child safeguarding partner review. It is essential, therefore, that social workers who conduct such investigations do so professionally throughout the whole process of fact finding, analysis and assessment and always strive to secure relevant, reliable and accurate evidence. This training will consider all stages of the investigatory process and serves to illustrate the importance of reliability, credibility and weight of all of the information obtained.

The training will also illustrate how important it is to distinguish between facts and inferences/assumptions and how first-hand evidence/information will always be the most reliable. The child's voice must be heard and their wishes, feelings and needs ascertained alongside the views, wishes and feelings of siblings, parents and other family members.

All section 47 investigations must take place within the legal framework set out in the Children Act 1989 and in accordance with the Human Rights Act 1998.

This training will assist newly qualified social workers to develop an awareness and knowledge of the relevant law, evidence and procedure to carry out their section 47 role more responsibly and effectively. They must be alert to Best Practice within current policy and procedure at all times.

### Key Learning Points

By the end of the course delegates will be able to:

- Understand the relevant law.
- Recognise roles and responsibilities whilst undertaking section 47 enquiries.
- Understand the role of section 20 and emergency measures in potential outcomes.
- Implement the guidance for both social care and medical assessments.
- Recognise different types of evidence.
- Collect and present reliable and credible evidence.
- Present evidence to best practice standards.
- Accurately present the child's voice, having followed best practice in interviewing children – in accordance with ABE principles.
- Distinguish between fact, inference and opinion.



# Voluntary Care Arrangements under Section 20

## Course Overview

Section 20 of the Children Act 1989 gives local authorities in England, in certain circumstances, for providing alternative accommodation for children under the age of 18 who do not have somewhere suitable to live.

Recent case law has given clear guidelines about section 20 consent. In January 2023, The Court of Appeal allowed two appeals concerning the interplay between care orders and the voluntary accommodation of children, under section 20 of the Children Act 1989. Circumstances defining the threshold criteria have been established and an agreed care plan put in place. In such instances, the court should decline to make an order under section 31 of the Children Act 1989 and instead make no order in accordance with the 'no order' principle. Working with parents and families collaboratively is an essential part of section 20.

Social workers, senior managers, children's guardians, and legal professionals need to be aware of the consequences of section 20 being misused or abused. These include:

- Applications by parents, or on behalf of the child under the HRA for a declaration of abuse.
- Negative media attention with LA's being publicly criticised and scrutinised.
- Damages being awarded against the LA in favour of the parents and/or the child(ren).

## Key Learning Points

This training will identify and apply the following:

- The context and purpose for which section 20 is being considered.
- When it is appropriate and inappropriate to employ section 20.
- Guidance on the separation of a newborn or young baby from their parents.
- Guidance on placements for relinquished babies.
- Parental responsibility and section 20.
- Social worker's responsibilities.
- Relevance of capacity of a parent.
- Circumstances where a parent is placed on bail and/ or in custody.
- Best practice with unaccompanied minors or asylum seekers.
- Length of section 20 and avoiding drift.
- Best practice with section 20 agreements,
- Other documents associated with a section 20.
- section 20 and court proceedings.
- Recent guidance and case law.

# The Domestic Abuse Act 2021 (1 day)

## Course Overview

This course has been updated to cover the recent developments around the updated legal framework. Health and social care professionals will be equipped with essential knowledge and the skills required to support those seeking protection through the courts. Perpetrators of domestic abuse now face tougher sanctions for their actions, and it is crucial that those in a support role understand the detail of the new proposals as well as the differences in court procedure in the criminal and family courts.

## Key Learning Points

By the end of the course delegates will be able to:

- Identify the current relevant legal framework as well as the new legislative changes in force under the Domestic Abuse Act 2021.
- Distinguish between the applications in the criminal and family courts.
- Identify what constitutes the best evidence to enable a court to make 'findings of fact'.
- Assist in presenting and preparing evidence.
- Identify practical application, procedure and remedies in relation to all areas of domestic abuse including exclusion of the perpetrators.
- Identify breaches and instigate enforcement.
- Understand private law/contact/children and domestic abuse.
- Understand changes to police powers and duties on local authorities.





# Children and Young People's Continuing Care (1 day)

## Course Overview

This highly interactive, one-day course, enables delegates to explore the relevant legal framework, evidence and procedure surrounding the National Framework decision. They gain the specialist knowledge needed through applying that learning to a case study. Following this, attendees have the confidence to take their knowledge outside of the classroom and achieve the correct outcome for those with continuing care needs.

The training will identify the different roles and responsibilities of partners, providers and other agencies and professionals involved in the multi-agency decision-making process. Delegates will explore the value of working in partnership to improve outcomes for children to ensure that the best package of care is identified and provided.

Many children, young people and their families struggle during the transition from Children and Young People's Continuing Care to NHS Continuing Healthcare for adults. This training will identify the important differences between the services and the impact this can have upon a child with complex needs transitioning into adulthood.

## Key Learning Points

- Understanding the relevant legislation, case law and process to identify a continuing care 'need' on behalf of a child or young person.
- Appraisal of Children and Young People's Continuing Care national framework and the Decision Making Tool.
- Understand how these are used to assist partners, providers and agencies working with children and young people to assess their complex needs.
- Identify the relevant legal framework surrounding the procedure and assessment process for a child's healthcare needs – over and above universal health provision, social care provision and/or educational provision.
- Clarify the scope of a local authority's duties to provide health care to a child or young person with complex needs pursuant to section 17 of the Children Act 1989, following the case law guidance in 'Haringey'.
- Identify and collect all relevant, current, factual evidence to support an application by appropriate planning and front loading.
- Clarify the scoring domains within the 'Decision Support Toolkit' to assist the health assessor to arrive at the correct holistic assessment of a child's complex healthcare needs and deliver the best continuing care package.
- Ascertain the role of the child and/or young person, their families and all agencies within the assessment process, the recommendation and implementation of a continuing care package.
- Explain the dispute resolution and appeals process.

# Essential Tool Kit - Mental Capacity Act and Deprivation of Liberty of Children (1 day)

## Course Overview

This course is aimed at social workers who work with older children. It has been designed to present an overview of the Mental Capacity Act 2005. Delegates will gain a robust understanding of the Act which is essential where there is a Deprivation of Liberty for 16 and 17 year olds and children of all ages.

When considering 16/17 year olds, the course will look at the key principles of the Mental Capacity Act and will cover:

- How capacity assessments are carried out.
- What it means to act in someone's "best interests".
- How to acquire a legal defence for any routine decisions or interventions made whilst arranging for or providing care and treatment for older children who lack the capacity.
- Identifying when decisions made on behalf of a child without capacity have led to them being deprived of their liberty and what to do about it.

When considering Deprivation of Liberty, the course will consider the circumstances that result in restrictions being placed upon the child by exploring:

- Parental responsibility.
- Voluntary accommodation.
- Care orders/care plans.
- Section 25 of the Children Act 1989 - Secure Accommodation Orders.
- Section 100 of the Children Act 1989 - Inherent Jurisdiction.
- The Mental Health Act 1983.

## Key Learning Points

By the end of the course delegates will be able to:

- Understand how the Mental Capacity Act 2005 and the Mental Capacity (Amendment) Act 2019 applies to children and how it should be integrated into day-to-day practice.
- Examine the potential overlap and tension that can exist between the Children Act 1989, the Mental Health Act 1983, The Mental Capacity Act 2005.
- Recognise when "mere" restraint interventions go beyond "mere" restraint and become a 'Deprivation of Liberty'.
- Identify the different circumstances that lead to a child being deprived of their liberty.
- Consider what conflicts there could be between the wishes of the child, the family, carers and professionals.
- Consider and analyse case law in this complex area.
- Apply the learning to a case study to enable social workers to build confidence.



# Children Looked After (2 days)

## Course Overview - Day 1 - Younger Children

On day one, the course will explore best practice in relation to private and public law, Children Act matters, adoption law and guidance including regulatory compliance and good practice with reference to recent case law and reviews.

Consideration will be given to:

- The legal framework - identifying the relevant statutory duties that surround children that are looked after.
- The importance of human and equality rights, plus the duties to safeguard children with reference to:
  - The Children Act 1989.
  - The Children Act 2004.
  - The Children and Families Act 2014.
  - The Children and Social Work Act 2017.
  - Relevant case law and reviews.

Delegates will examine the relevant legislation to include the following topics:

- Parental responsibility.
- Private law.
- Child in need.
- The relaunched public law outline.
- Care orders.
- Child protection.
- Placement orders.
- Adoption.

## Key Learning Points

- Identify how welfare decisions are made and how the relevant 'workings out' can be considered statute compliant.
- Understand how to evidence proportionality and Article 8 considerations, recognising all realistic options, adoption being the most draconian.
- Evaluate and examine the importance of parental responsibility, informed consent in decision making, including children who are Gillick competent and children that are aged 16/17.
- Illustrate and understand the no delay principle and how the PLO process supports expeditious decision making for children within the Children and Families Act 2014.
- Identify the 'child in need' provisions pursuant to section 2 of The Social Services and Wellbeing Act 2014.
- Evaluate the key recommendations of the Review into the murders of Arthur Labinjo-Hughes and Star Hobson undertaken by the Child Safeguarding Review Panel.

## Course Overview - Day 2 - Older Children

The course is designed for all professionals with responsibility for older children who are looked after.

The training will consider the relevant legal framework that protects older children who are looked after and the importance of their human and equality rights – regardless of whether the child is placed at home, in voluntary accommodation, in secure accommodation, is subject to care proceedings or being deprived of their liberty.

The training will explore the important distinctions between children in care by virtue of voluntary accommodation (section 20) and those in care under a care order (section 31). Consideration will also be given to roles and responsibilities around care leavers.

There will be a review of the recent decisions made by the High Court including *Re T [2021] UKSC 35*, *Wigan BC v Y [2021] EWHC 1982 (Fam)*, *Tameside MBC v L [2021] EWHC 1814* and *Re J (Deprivation of Liberty: Hospital) [2022] EWHC 2687 (Fam)* which relate to children with extremely complex needs and behaviours being assigned to unsuitable and unregulated placements.

We will also review the commitment of other partners and agencies to truly 'working in partnership' with the young person, their family, their carers and all other professionals.

## Key Learning Points

- Demonstrate enhanced legal literacy around relevant legal frameworks to support and drive best practice when engaged with older children.
- Explore how legislation can provide an adequate safety net around children that are looked after, when it is properly understood and applied.
- Ensure all welfare decisions are statute compliant.
- Evaluate the consequences of inadequate responses to safeguarding older children who are looked after.
- Identify the learning from recent case law when considering complex cases regarding older children.
- Illustrate how that learning can promote better outcomes for children including those leaving care and transitional safeguarding.



# Deprivation of Liberty and the Inherent Jurisdiction of the High Court (1 day)

In paediatric wards, residential settings, children's homes, flats, Airbnb rentals, caravans, unregulated placements and many other places throughout England and Wales, children with complex needs, challenging behaviours, autism, learning disabilities, mental health and many other presentations are being deprived of their liberty often without lawful authority.

A deprivation of liberty is only lawful if it is imposed "in accordance with a procedure prescribed by law". There are many ways in which a child can be deprived of their liberty:

- If a child is voluntarily accommodated under section 20 of the Children Act 1989 those with parental responsibility and the relevant LA can agree to these restrictions.
- Pursuant to section 31 of the Children Act 1989 the Family Court could grant a care order and approve a care plan that recommends a deprivation of liberty.
- A secure accommodation order pursuant to section 25 of the Children Act 1989.
- An order made under section 100 of the Children Act 1989 invoking the inherent jurisdiction of the High Court (Family Division)
- Under the Mental Health Act 1983

## Course Overview

This course is for health and social care professionals who work with children and young people with complex needs. It has been designed to provide an interactive and essential overview of the Social Services and Wellbeing Act 2014 and the judgements being made frequently by the Deprivation of Liberty Court for Children. In addition the following topics will be explored - consent, human rights, parental responsibility, Gillick competence and capacity.

## Key Learning Points

By the end of the course delegates will be able to :

- Recognise what constitutes a deprivation of liberty.
- Identify the relevant legal framework which authorises a deprivation of liberty.
- Understand the tensions that can exist between the Social Services and Wellbeing Act, the Mental Health Act 1983 and the Mental Capacity Act 2005.
- Clarify the human rights implications for children in these situations.
- Explore the concept of necessary and proportionate in relation to the risk of harm.
- Analyse how the child's voice should be at the heart of all decision making and plans for care and treatment.
- Using recent court judgements, demonstrate when and how to apply to the Deprivation of Liberty Court for Children for a court order authorising a deprivation of liberty.

# Eating Disorders and the Mental Health Act 1983 (1 day)

Many patients with eating disorders report that their encounters with the Mental Health Act 1983 have been largely negative experiences. They and their families feel disempowered and shut out of decisions surrounding their treatment, which can then be forcibly administered if they object to it.

Patients who go on to recover often ascribe that recovery to some positive interaction with the Act, where a professional or MDT places them at the heart of their own care and help them rediscover who they are.

## Course Overview

This one-day course draws on a combination of legal principles, guidance and practical experience, as it follows the journey of a young person with anorexia nervosa through the psychiatric system. With a focus firmly on the law and legal theory surrounding each step of the admission and treatment process, delegates will further develop their own approach to their professional roles in assisting patients to recover and take responsibility for their own care and treatment.

## Key Learning Points

- Identify the core patient rights which must be considered at all times when supporting someone with an eating disorder.
- Describe what the duty to take "reasonable steps" to protect life means within the context of eating disorders.
- List the procedural safeguards which must be in place if someone is to be detained under the Mental Health Act 1983.
- Apply the principle of autonomy and respect for "unwise decisions" made by patients, identify when a deprivation of liberty is taking place and apply the proper legal test for capacity to consent to in-patient psychiatric treatment.
- Review the factors which must be considered both when assessing whether it is in the interests of a patient's health or safety for them to be detained in hospital under section and whether detention in hospital is appropriate.
- Understand the circumstances under which treatment without consent can be administer to a detained psychiatric patient.

This course is aimed at AMHPs, social workers and trainee social workers working with psychiatric inpatients, psychiatrists and psychiatric nurses.



# Assessing Children and Young People Under the Mental Health Act (1 day)

Mental health emergencies can be devastating and life-threatening and the long-term effects of failing to provide effective mental health care in childhood is now well recognised. Deciding to apply to detain anyone under the Mental Health Act 1983 should never be easy but such applications are particularly difficult when it comes to people under the age of 18.

## Course Overview

Delegates will explore how to ensure that their aims of helping children and young people with mental health difficulties align with the key human rights principles of autonomy, control and participation. This course will use a series of case studies in which we follow a child through the process of a Mental Health Act assessment and explore the alternatives to compulsory admission under the Act.

## Key Learning Points

- Understand the careful tension between the Mental Health Act 1983, The Mental Capacity Act 2005 and the Children Act 1989.
- Assess the capacity of a young person to consent to inpatient admission to a psychiatric ward.
- List the guiding principles behind such an admission.
- Analyse how the child and young person's voice should be at the heart of every decision as to care and treatment.
- Appraise personal practice and develop a gold-standard understanding of the legal principles underpinning the detention, treatment and care of children and young people in a psychiatric setting.

This course is aimed at AMHPs, social workers and student social workers involved with community and inpatient CAMHS, psychiatrists and psychiatric nurses.

# Working with Parents and Children who are Difficult to Engage (1 day)

## Course Overview

The course aims to arm social workers, working with difficult to engage families and children, with the skills to identify what leads to a lack of engagement and to define and recognise difficult to engage behaviour. The course will explore what is meant by professional curiosity and respectful challenge.

Delegates will consider the relevant legislation for intervention, to include the Human Rights Act 1998, the Children Act 1989, the Mental Health Act 1983 and the Mental Capacity Act 2005, along with statutory guidance Working Together to Safeguard Children 2018.

Delegates will consider the importance of record keeping and risk assessments. There is an emphasis on how appropriate factual relevant and informative evidence is created, collected, collated and analysed by professionals.

The course will identify the importance of appropriate safeguarding supervision, with consideration given to strategies that could be adopted to aid the social worker in the management of the stress and demands that difficult to engage families and children can place upon them.

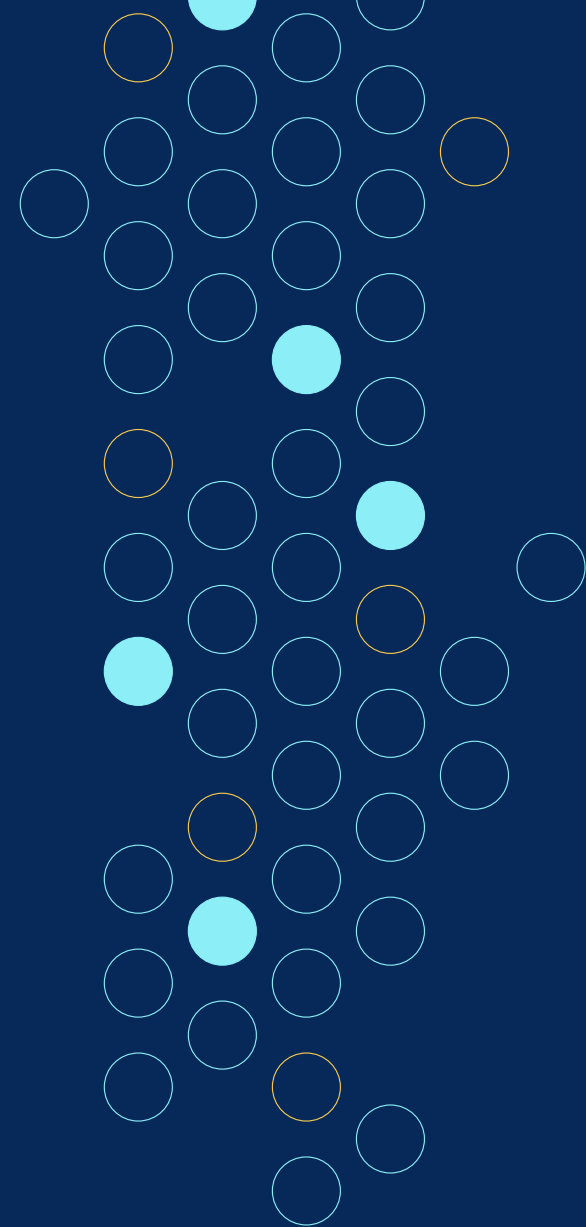
Consideration will be given to staff rights and the statutory duties upon managers and others, to provide a safe working environment for their staff.

## Key Learning Outcomes

- Identify who are "difficult to engage" parents and children.
- Explore what may lead to a lack of engagement with some families.
- Define types of uncooperative behaviour – to include ambivalence, avoidance, resistance, intimidation, confrontation and violence.
- Explore what is meant by "professional curiosity".
- Evaluate the relevant legal framework from Human Rights through to policy and procedures.
- Prioritise the child's needs by applying Working Together to Safeguard Children.
- Appraise the effectiveness of multi-agency working and sharing of information to safeguard adults and professionals.
- Evaluate relevant factual evidence that builds a holistic picture around the child.
- Verify the importance of risk assessments and the production of well-crafted action plans which identify how risks can be identified, managed and reduced.
- Evaluate whether there is adequate support and supervision to enable staff to respond appropriately to risky or hostile behaviour.
- Identify the key learning from some of the Child Safeguarding Practice Reviews.



# People Development Skills



# De-escalation, Lone Working and Breakaway Techniques (1 day)

## Course Overview

This course is designed to give your staff the knowledge and confidence to reduce the risk of harm to them when faced with a potentially violent situation by using effective de-escalation techniques. Delegates will learn that break away techniques are always a last resort.

Delegates will be taught that size and strength isn't important but that the techniques taught are. All techniques are effective and risk assessed ensuring you meet your legal responsibilities as an employer under the Health and Safety at Work Act 1974.

## Key Learning Outcomes

- Recognise the signs of aggression.
- Know the importance of de-escalation.
- Demonstrate de-escalation techniques.
- Explain the stages of a violent episode (Kaplan and Wheeler).
- Explain the 'Batari box' and how this affects our relationship with an aggressive person.
- Explain the Behavioural Influence Stairway Model (BISM). This model was devised by the FBI to resolve conflict with a person. The model is 90% effective in resolving conflict without using force.
- Consider risks - the factors that should be considered when thinking about personal safety.
- Use the People, Environment and Task (PET) risk assessment method.
- Have improved communication skills when we are dealing with an aggressive person.
- Comply with the legislation allowing the use of force against another person.

# Emotional Intelligence Applied (1 Day)

The course is designed for those that seek to improve their performance through relationships. Research shows that for jobs of all kinds, emotional intelligence is twice as important as IQ with technical skills. EI underpins successful people management and is more than 85% of what sets star performers apart from the average. This course will develop your capability to understand and work with Emotional Intelligence.

## Course Overview

Following the publication of Daniel Goleman's book "Emotional Intelligence" in 1995 EI was quickly understood to have a significant impact on effective leadership and management. EI is defined as the ability to sense, understand, and effectively apply the power of emotions as a source of human energy, information, connection, and influence. The course will explore these ideas and enable you to apply techniques to your work.

The course defines emotional intelligence and how it is applied in practical terms. You will consider questions such as:

- Where are you most avoiding issues concerning others?
- What impact and associated cost does this have on your performance, others' performance and business success?
- What stops you from telling the truth to yourself and others?
- What beliefs do you hold about yourself that may limit your capability and performance?

These questions lead to an understanding of personal style and enhanced self-awareness. By attending, you will improve your communication skills so that you can gain 'buy-in' for your ideas and therefore create a bigger impact on your work.

## Key Learning Points

By the end of the course delegates will be able to:

- Understand the brain (cortex, limbic and stem) and the interplay with emotions.
- Recognise and avoid emotional hijack.
- Interpret the Goleman 5 Core EI elements model.
- Retain composure through self-regulation and the ability to think clearly under pressure.
- Act with empathy to improve all working relationships.
- Promote self-confidence, achievement-orientation and initiative.
- Positively challenge assumptions and behaviours.



## Managing Performance Under Pressure (1 day)

This course will give you skills to respond to stress positively, allowing you to work better under pressure. You will learn preventative measures and ways to eliminate the causes of stress, rather than on the treatment of its effects. This course will help you change your behaviour and response to stress to increase your personal and professional effectiveness.

### Course Overview

The course contains a collection of techniques to cope with pressure. There is evidence to suggest that stress due to work is associated with changes in both behaviour and physiological function, which can be detrimental to employees' health. Extreme stress can contribute to the development of various symptoms of occupational ill health and of physical and psychological disorders. The course will equip you with the techniques to develop resilience whilst increasing your performance.

You will explore methods to help you feel in control and problem solve whilst under pressure. Using a practical resource guide, you will understand how to create the work-life balance you need to thrive and manage your time effectively.

### Key Learning Points

By the end of the course delegates will be able to:

- Deal with pressure more effectively.
- Understand the nature of pressure.
- Use Emotional Intelligence as a proactive strategy for dealing with internal pressure.
- Adopt techniques and attitudes that work most effectively for you.
- Study the impact of pressure and stress upon your emotional and physical health, performance and relationships.
- Recognise the symptoms of excessive pressure/stress and its associated behaviours in yourself and others.
- Give up 'toxic' practices and create a foundation on which to build resistance to stress.
- Be assertive.
- Understand the power of NOW.

## Being Resilient (1 Day)

Personal resilience is arguably the most important resource for succeeding during challenging times - resilient people stay committed and proactive when the going gets tough. Learn how to increase your ability to respond positively to pressures you may encounter in today's workplace.

You can develop resilience. By doing so, you can improve your quality of life at work, as well as your productivity and performance. Resilient people are a vital asset for any business.

### Course Overview

At the start of the course, you will identify circumstances that can trigger a pessimistic or negative mindset, this is to understand your psychological reactions in times of stress. You can then understand what you need to do in order to adopt a more flexible and adaptable approach to change. This will help build confidence in dealing with difficult situations, with a can-do attitude of realistic optimism and emotional equilibrium. This results in increased levels of personal satisfaction and organisational success. The course is personally challenging, highly practical and based on delegates' real workplace challenges.

### Key Learning Points

By the end of the course delegates will be able to:

- Maintain a positive self-concept and confidence in their strengths and qualities.
- Make realistic plans and implement them.
- Demonstrate greater commitment and enthusiasm for projects.
- Understand how to use Resilience, Positive Psychology.
- Use stress reduction techniques to manage strong impulses and feelings.
- Remain calm and level-headed under pressure.
- Apply emotional awareness to improve decision-making.
- Build a Resilience Development Plan.





## Effective Communication Skills (1 Day)

Communication is the “oil in the engine of organisational success.” It keeps things moving and the better the quality, the better the parts work together. Effectively communicating is a key responsibility for everyone in every role today without exception and with the challenges of modern technology and evolving language, getting your message across in a way that everyone understands becomes the biggest challenge. This session explores the characteristics of the various communications styles, offering ideas and opportunities for you to “flex” their style of communication dependent on your audience.

### Course Overview

In this course we explore the barriers, principles and tools of effective communication which support you in your journey towards becoming a truly expert communicator at every level. It is designed for those who need to be able to communicate and influence effectively. It is particularly useful for those who need to influence others but who do not necessarily have authority over them, e.g. relationship managers, consultants, project managers and sales staff. It is designed to provide you with a more advanced and subtle set of communication tools. You will dissect existing relationships to recognise potential relationship challenges and define strategies to improve ongoing relationships. You will focus on clear and effective communication, making points in meetings or being understood.

### Key Learning Points

By the end of the course delegates will be able to:

- Really listen to what people say and understand their intentions.
- Find flexible choices for responding to and communicating with challenging colleagues.
- Communicate and influence effectively recognising signals, language and patterns.
- Understand their own and others’ personality types and motivators.
- Increase their flexibility in influencing situations.
- Develop and maintain rapport with others quickly and effectively.
- Maintain control of influencing situations.
- Prepare for any influencing situation.
- Think in new and more effective ways.
- Increase their ability and confidence in handling confrontation.

## Effective Stakeholder Management (1 Day)

Dealing with stakeholders can often be challenging, especially when there are many with different interests. The “secret” to dealing with them is to understand how to overcome conflict and to build and strengthen relationships. This is aimed at those of you who want to work on your relationship and communication with stakeholders, in order to improve efficiency and drive business forward.

### Course Overview

You will begin by reflecting on your ability to deal with stakeholders – covering your strengths and weaknesses. You will define the “ideal” behaviours of a “Role Model” and the impression these behaviours would make on stakeholders. You will then measure yourself against this “Role Model”.

You will learn how to create the right first impression as well as the dos and don’ts of communicating with various personality types. We will introduce the concept of rapport and how it can be built with your voice and what you say. You will evaluate methods used to build rapport and consider what happens when rapport is broken.

Stakeholder relationships can be built by asking the right question, at the right time. The course will introduce a set of powerful generic questions to open up the communication. You will practise active listening to understand what the stakeholder is really saying. You will review how you convey respect when talking to stakeholders and how your bias can get in the way of listening. The course will also cover the core ingredients of trust and how to strengthen relationships. You will use the Perceptual Shift Technique, where you imagine yourself as a stakeholder.

### Key Learning Points

By the end of the course delegates will be able to:

- Understand what stakeholders think and want.
- Develop a Role Model to satisfy stakeholders.
- Use enhanced communication and relationship building skills.
- Utilise developed questioning skills.
- Practise effective and active listening.
- Appreciate the requirements to gain stakeholder respect.
- Use language to gain trust.
- Be effective in handling conflict, negotiating and evaluation.





# Effective Decision Making (1 Day)

This course focuses on the three underlying and fundamental principles of successful decision-making: objectives, alternatives and risk. The purpose of the course is to equip you with an effective and straightforward decision-making methodology that will enhance rational thought processes, reduce risk and boost performance.

This highly experiential course is designed to help you discover how to use both sides of the brain, to enhance your creative approach to key decisions you face. Mental dexterity is a powerful weapon in the pursuit of excellence. You will consider not only the linear but also the lateral and intuitive elements that make up the decision-making process.

## Course Overview

In this course you will learn how to use a number of tools to improve analytical, creative and innovative thinking, giving you a clear methodology for decision-making. This will enable you to overcome the two opposing dangers of procrastination (or rushed decisions) which can result from the overwhelming burden of information – which the modern workplace generates.

You will consider how the brain processes information and how it affects unconscious assumptions, decision-making triggers and mind mapping.

## Key Learning Points

By the end of the course delegates will be able to:

- Increase their ability to come up with ideas and generate options.
- Understand the rationale and emotional drivers in decision-making.
- Retain objectivity when setting priorities.
- Use practical instruments such as decision trees.
- Utilise knowledge of and apply several creative thinking tools.
- Understand the concept of judgement and apply structured methods and enhanced skills to the decision-making process.
- Avoid the danger of unchecked assumptions.
- Learn a straightforward and effective approach to problem analysis and risk management.
- Recognise opportunities for, and lead, effective group problem solving sessions.

# Handling Conflict and Difficult Situations (1 Day)

This course develops the people skills needed to manage conflict effectively. In particular, it introduces techniques to make these skills an integral part of everyday business life and uses real situations to enable you to build confidence. Conflict can have a positive effect, but left unchecked it can result in reduced creativity and productivity, lost commitment, and wasted financial resources. By taking a number of conflict management tools, techniques and theories and putting them into practical situations, this course aims to turn conflict into a productive force.

## Course Overview

You will explore the stages in the evolution of conflict, why it arises and what can be done to avoid escalation. You will learn how to handle difficult situations, including recognising and managing emotions in yourself and others and how to adopt an assertive response. You will examine the thought processes that lead to conflict in the workplace. You will spend time reflecting on any current conflicts, reviewing your previous approaches and looking at how you can modify your thinking and actions, in order to influence the overall outcome. You will look at how to approach challenging, one-to-one conversations, including when it is necessary to deliver feedback which may be hard to hear. The emphasis will be on trying out practical new approaches and techniques that you can apply to resolve current and future conflict.

## Key Learning Points

By the end of the course delegates will be able to:

- Identify exactly what conflict is, why it arises and how it can be utilised for maximum benefit.
- Recognise the various stages of conflict and prevent them from escalating.
- Defuse potential clashes before they arise.
- Deal with conflict with a greater awareness of the conflict management style of themselves and others.
- Use the Thomas Kilmann Conflict Model to assess the different approaches.
- Utilise a variety of methods for managing difficult situations successfully.
- Tackle a variety of “difficult” conversations with increased skill and confidence.
- Engage with conflict in a way that creates stronger, more productive relationships.
- Give clear, constructive feedback with confidence.



# Understanding Self and Others (1 Day)

The quality of relationships at work is a key factor not only in the success of any organisation but in the well-being of its members. Understanding various personality types in the workplace is essential to ensure that there are effective communication and working practices. Conflict and difficulties can be diffused once individuals can identify their style of relating and how it fits with others. It is especially important for a manager or leader to grasp these key insights in order to be able to get the best out of their team by deploying flexible leadership styles.

## Course Overview

You will be introduced to the different styles of relating as well as the four leadership styles. An introduction to the situational leadership model will allow you to improve your channels of communication and motivate your team members successfully. A highly practical feedback technique will give you the ability to develop other people effectively and improve performance. You will also work to identify the filters through which you perceive the world and how these can affect your relationships at work. The two major influencing styles are introduced, and you are encouraged to reflect on how and when to employ which one.

## Key Learning Points


By the end of the course delegates will be able to:

- Understand how they relate to others and how this affects their own attitudes and behaviour.
- Collaborate effectively with people of many nationalities.
- Identify and appreciate personal strengths and those of others you work with.
- Apply this information to enhance key relationships.
- Enhance their communication with others and see a performance increase as a result.
- Deploy flexible leadership and influencing styles.
- Appreciate and value difference.



 [www.bondsolon.com](http://www.bondsolon.com)

 [info@bondsolon.com](mailto:info@bondsolon.com)

 020 7549 2549

 [/company/bond-solon-training](https://www.linkedin.com/company/bond-solon-training)

 [@SolonCare](https://twitter.com/SolonCare)

**BOND  
SOLON** 