Our training

interface
transforming lives

We are a national provider of specialist expertise, support and training to transform the lives of vulnerable children, individuals and families.

Our mission is **to improve the lives of vulnerable children, individuals and families.** Our vision is **to be recognised as a leader in providing coherent models of practice and transforming the way services are delivered.**

Who are we

Interface was set up by, and includes, members of the former Families Delivery Team, Families at Risk Division at the Department for Education (DfE). They have been joined by associates with experience of implementing training and improvement programmes across local areas and broad-based workforce development and together bring a wealth of experience around working with complex individuals, children and families.

What we do

Interface is a provider of training and expertise on effective approaches to support vulnerable children, individuals and families.

We are recognised nationally as a provider of high quality training. We pride ourselves on our deep understanding of the workforce combined with the credibility of our trainers in their respective fields. Meeting the specific training and development needs of your staff is central to our training role, which facilitates our broader support and development role.

All our training is designed to engage the learner through a range of learning styles and activities. Learners will explore values, principles and emotional responses, develop and practise skills and competencies, and listen to, reflect on, evaluate and remember new ideas.

All of our trainers have worked with complex families providing support and managed these serviced so understand the complex role that practitioners and managers are carrying out. Our trainers have also, through either their current work or previous professional experience, been involved in assisting organisations to build the capacity of their staff and to share learning on aspects of professional practice. They are all highly experienced in delivering training and are also experts in the development and delivery of services for families with multiple problems.

Interface have a team of specialist trainers and writers. We have a strong capacity and knowledge base on which to draw on to meet training and development needs.

Our aim

Our overall aim is to enhance capacity and expertise in local areas across priority areas of service delivery for communities, children and vulnerable families.

Our values and ambition

We have an underpinning value base that is passionate about the need to deliver services that transform the lives of those with emerging and complex needs. These values and drivers are reflected in the quality of our work, the strength of our relationships and our commitment to this agenda.

Our **training**

Meeting the specific training and development needs of organisations and their staff is central to our training, which is linked to our broader support and development provision. We are ISO 9001 accredited and all our training follows a rigorous quality assurance process.

We provide:

Accredited programmes

We offer full training, assessment and certification with fully qualified and experienced assessors.

All our trainers are extremely competent and experienced in the specialist areas they train in. They have also, through either their current work or previous professional experience, assisted organisations to build the capacity of their staff and share learning on aspects of professional practice.

Skills training

A wide range of practical programmes to equip practitioners to work effectively with children, individuals and whole families and managers and leaders to supervise, support and lead the workforce to meet organisational and partnership goals.

We are always looking ahead and responding to the needs of the workforce and we develop courses and programmes to meet these emerging needs. We have an excellent reputation as leaders in the field.

We have many existing programmes that we tailor to the specific needs of the organisation/partnership we are supporting and we also create bespoke packages as required, drawing on the knowledge and skills base of our team, trainers and specialist writers.

All our training is **designed to engage** the learner through a **range of learning styles**:

- Using the experience of the participants
- Creating learning experiences on the course
- Introducing ideas in ways that help participants integrate new understanding into their existing knowledge, skills and values
- Exclusive interactive video clips

In practice this will be a combination of activities that involve exploring values, principles and emotional responses, developing and practising skills and competencies, listening to, reflecting on, evaluating and remembering new ideas.

Virtual Training

We offer the vast majority of our training virtually - outside of a traditional classroom environment.

Virtual Learning

We have a wide range of interactive virtual training. These are provided as a mix of bite sized training modules, interactive group discussion/reflections, videos, worksheets and other resources.

Our virtual Learning is guided with the active involvement of a trainer/facilitator and opportunities for direct interaction with fellow learners.

eLearning

We have some fixed, off the shelf courses which do not require contact with a trainer/facilitator. The content is available online 24/7 on a self-serve basis. Learners work through the training package at their convenience and at their own speed. It is a very cost-effective option for larger numbers of learners.

We can create customised content tailored to an organisations/ service needs and we can provide reports of completion, activity and results of quizzes.

Advantages to virtual learning are:

- Convenience - it allows learners to train away from their job with minimal disruption.
- Flexible – learners can carry out training at various times of the day to suit their needs and the needs of the organisation.
- Efficient – we compress face to face training into short manageable chunks to make easily digestible sessions.
- Supports knowledge retention - delivers an effective learning experience because of the ability to have short, interactive modules that can be repeated if needed.
- Useful for application – time to focus on the practical application of new approaches and tools.

We have an ever changing offer and we create tailored packages to suit the needs of all our clients. If you are interested in our virtual offer please look at our website which is always up to date or call us for an informal conversation about how we could help you.

ATHE Level 4 Certificate - Working with Children, Individuals and Families

This is a 15 credit Level 4 qualification which consists of 3 units. It is delivered by an experienced training professional followed by a comprehensive assessment process over 6 months.

The course will equip workers with the understanding, ability and confidence to go out and work effectively with children, individuals and families with complex and multiple needs.

The qualification fits latest policy and practice and meets the needs of the current workforce.

It comes with a comprehensive professional guidance resource and a reflective workbook to support and embed learning.

Units

Engagement and Communication - Building Effective Relationships

This covers the core fundamentals of working with all members of the family. Learners will develop knowledge, understanding, skills and practice around engagement, challenge and safe relationship building.

The sessions will explore working with boundaries and challenge staff to get a deeper understanding and knowledge base on working with individual need and equal opportunities.

This will create a core knowledge base around attachment and the impact it has. It will ensure confidence in working with and moving families towards change.

LEARNING OUTCOMES

1. Understand the principles and values that underpin work with families
2. Understand the nature of effective relationships with individuals and whole families
3. Understand personal and professional boundaries within relationships with individuals and families
4. Understand how to address barriers to participation for families and individuals with complex needs
5. Understand why it is important to be aware of family relationships and function when working with families and individuals
6. Understand non-judgemental practice in working with families and individuals

" I loved the course; the training days were interactive and so useful to my role in Early Help. We have already started to change practice in our team and wider service."

Southside Bath

" The course was so relevant to my role and has made me remember why I love it so much; Thank You, I'm looking forward to putting all my new skills into practice."

Leeds City Council

Assessment, Tools and Planning

This unit gives learners understanding, skills and tools to use in practice to gain assessment information throughout their working with individuals and families.

Learners explore, in depth, the process of gaining assessment information and working with families and multi-agency professionals to develop clear plans and support packages. We will develop SMART plans in partnership with families. We will develop skills and practice in attending and chairing team around the family meetings.

Learners explore the benefits of case consultation and carry out critical thinking with regard to assessment needs and integrating plans.

LEARNING OUTCOMES

1. Understand the process of an effective whole family assessment of needs
2. Understand the use of strengths-based and child-centred approaches when working with families
3. Understand why it is important to have an understanding of child development when completing family assessment of needs
4. Understand how to use assessment tools to identify risk and assess needs of families
5. Be able to complete a whole family needs assessment
6. Be able to create a family plan based on the assessment of needs
7. Be able to reflect on own practice in completing a whole family needs assessment and family plan

Supporting family members towards independence and self – reliance

This unit provides learners with the opportunity to explore origins and cycles of why individuals and families may need support services. They will develop a clearer understanding of how entrenched needs can present. They will develop their questioning skills and consider good practice in motivating families and individuals into education and learning.

Learners will explore good practice around outcomes and the need for sustainable change and encouragement for individuals to link with universal services and become a stronger part of their community.

LEARNING OUTCOMES

1. Understand the importance of supporting individuals and families towards independence and self-reliance
2. Understand the reasons behind lack of opportunities such as education, learning, training and employment in individuals and families
3. Understand how to address barriers to education, learning, training and employment within families
4. Be able to reflect on own practice when supporting families towards independence and self-reliance

" As leaders in the field I am delighted that Interface have created the first course in 5 years which accurately meets the needs of the workforce both in early intervention and with complex families."

MP Tim Loughton

Level 5 Leadership and Management Certificate - Working with Children, Individuals and Families

The Course:

This course will equip leaders with the understanding, ability and confidence to go out and manage effectively teams who support children, individuals and families with complex and multiple needs.

It is a 22 credit Level 5 qualification which consists of 3 units. To achieve the full 22 credit certificate, learners must complete the training, assessment and accreditation for all three units. Unit 1 can be achieved on its own, however, providing a 10 credit Award.

It is THE qualification that fits latest policy and practice and meets the needs of leaders of the current workforce. We have developed a reflective workbook to support and embed learning. It is delivered by an experienced training professional followed by a comprehensive assessment process over 6 months.

The course covers the fundamental areas that make effective leaders. It provides:

- learners with understanding, skills, ability and confidence to go out and lead and manage those working with children, individuals and families with both complex and emerging needs
- training which takes into account the differing role that leaders and managers hold
- a programme which meets the need of a multi-agency partner workforce
- training in essential areas that have been identified as skill/ knowledge shortages in practice including having coaching conversations and embedding service improvement
- transformation in learners understanding and working practice in order to really make a difference for their staff/ teams and ultimately individuals and families in order to improve outcomes
- a flexible programme with an opportunity to tailor content to meet local needs

The programme is particularly suited to:

- anyone who leads teams working with individuals, children and families as a core part of their roles
- anyone looking to step up into a leadership role in this environment for the first time
- experienced practitioners looking for a regulated qualification

Unit 1: Leadership, Management & Supervision

This unit is designed to develop effective leaders who are able to use strategies to influence and challenge to achieve organisational objectives.

Learners will consider effective leadership, explore their own leadership styles, core values and drivers and learn how to build resilience and growth in themselves and others. They will feel confident to manage and drive improvement through staff support, supervision and performance management in services working with children, individuals and families.

Unit 2: Building effective relationships

This unit is designed to enhance relationships between all stakeholders working with children, individuals and families.

Learners will consider barriers to effective relationship building and how to gain commitment from others by understanding, influencing and negotiating. They will evaluate how they actively use their interpersonal skills to remove or overcome challenges or work towards change.

Learners will identify measures to evaluate the success of a range of stakeholder relationships.

Unit 3: Evidencing outcomes and embedding improvements

This unit is designed to support learners to understand and respond to a variety of national/ local agendas around working with children, individuals and families. These will include the political environment, local and national data and how to identify and manage risk, benchmark and evidence performance.

Learners will also create a personal plan to drive performance improvement and quality.

" **This programme has transformed the way I think about my role as a leader and the way I do things. I think and plan more – thank you!"**

Bracknell Forest Council

" **Excellent trainer with a great teaching style that allowed me to not feel overwhelmed. It challenged my thinking and I cannot recommend it highly enough."**

Waltham Forest Council

Assessment

We are passionate about ensuring that the assessment process meets the needs of all learners attending the programme. We have designed a process that encompasses all of the learning they have absorbed, and challenges them to put these new concepts into practice to embed them further.

We believe in the learner having an element of choice in how to build the evidence for their own qualification. Options include:

1. Written Assignments

Learners will complete set knowledge-based assignments to demonstrate that they are able to transfer theory into practice and that they have the ability to analyse information.

2. Observation of practice

Learners will engage in a range of practice examples through the training delivery and assessment process to justify their ability to put learning into practice. This will be tailored to both the individual and the organisation's needs.

3. Assessor Direct Questions/discussion

Learners are asked specific short questions which support them to demonstrate their understanding and knowledge.

4. Reflective accounts

Learners will be asked to provide a reflective account for each unit. This assesses what they have learnt and what difference that will make to their practice. Essentially, we are assessing how they are putting their learning into practice.

5. Case Studies

Our experience has demonstrated that some learners prefer to use their writing to focus on live and past cases. Using this method allows learners the opportunity to use case studies to demonstrate how they meet the assessment criteria.

6. Professional recorded discussion

The learner will spend time with the assessor to discuss their role in relation to the qualification more detail. The direct questions are also an opportunity to 'mop up' any assessment criteria that learners may have not demonstrated through other methods.

7. Work Projects

Work projects ensure that learners engage in projects that will make a difference to the organisation as well as their individual performance. Their planning, approach and learning will be assessed through a report that outlines their project.

8. Witness testimony

Managers and supervisors will supply a testimony of what they have observed in the member of staff particularly around direct engagement with families and individuals.

9. Own work examples and work completed in training sessions

Direct work completed in the training sessions, such as group work and completion of worksheets are all linked to the assessment criteria. Learners can include feedback and examples of their direct work that links to practice.

Skills-based practitioner training
For those working with children, individuals and families.

A range of training and development support can be offered. All courses will be tailored to meet your precise needs. We outline a range of our programmes below but can create additional courses upon request.

We are recognised nationally as a provider of high quality training. We pride ourselves on our deep understanding of the workforce combined with the credibility of our trainers in their respective fields. Meeting your specific training and development needs is central to our training role, which facilitates our broader support and development role.

All our training is designed to engage the learner through a range of learning styles and activities. Learners will explore values, principles and emotional responses, develop and practice skills and competencies, and listen to, reflect on, evaluate and remember new ideas.

Early Help Practitioner Programme

This is one of our most popular courses which has been created to meet the needs of the expanding early help workforce.

The content and focus has been developed based on what has proved to be the most effective in the workplace.

The course is constructed in a way that can be adapted to respond to local specific criteria and needs.

This is a comprehensive **4 day** skills based training programme specifically developed for the Early Help workforce.

The course fits latest policy agendas and practice and meets multi agency and early intervention workforce needs. It supports learners to work effectively with children, individuals and families and provides them with an understanding of strong multi-agency and integrated working across partnerships.

The training is practical with a focus on skills and strategy development, backed up by an understanding of what works and why. It will produce more confident and competent practitioners who are able to deliver positive and effective support.

Content

Effective Engagement and Communication

Learners consider engagement skills and practice. They will develop working in partnerships, the importance of trust, communication styles, boundaries, engaging family members who may be difficult to engage, challenge and safe relationship building.

They will explore strategies to adapt and change communication styles to meet the needs of clients and situations. They will consider family function and support the workforce to move families towards change.

LEARNING OUTCOMES

1. Understand the values and principles that underpin work with children and families
2. Consider personal relationships within families and why they impact on family function
3. Understand the nature of effective relationships with individuals and whole families
4. Consider professional boundaries
5. Ability to address barriers to involvement
6. Understand the concept of unconditional positive regard and non-judgemental practice
7. Understand worker resilience and self-management
8. Be able to build effective relationships
9. Be able to reflect on own practice

Skills to complete Family and individual Assessments, Tools and Planning

Learners will practice using skills and tools to gain assessment information, consider how to use different tools and when they are most appropriate to provide effective support.

Practitioners will learn skills and strategies to hear the voice of the child and recognise and manage risk.

Learners will develop clear SMART plans and support packages and develop skills and practice in attending and chairing 'Team Around the Family' meetings.

They will practice questioning techniques to reflect and consider their appropriateness in differing situation.

We will introduce tools and ideas to support engagement and address lack of progress including direct work tools for use with children and young people.

LEARNING OUTCOMES

1. Understand the process of an effective whole family assessment
2. Consider strengths-based and child-centred approaches
3. Understand why it is important to understand child development
4. Understand how to use assessment tools to identify risk and assess needs of families
5. Ability to create a family plan based on the assessment of needs
6. Be able to reflect on own practice in completing a whole family needs assessment and family plan

Supporting individuals and families towards independence and self-reliance

Learners will explore the barriers for individuals and families in becoming independent and self-reliant and they will gain an understanding of how to address barriers to learning, education and employment.

They will think about case drift and stuck cases and how to motivate families as well as the importance of endings and closures and the need to build appropriate exit strategies.

They will consider how to build on their own resilience and understand how can this improve their work with individuals and families.

LEARNING OUTCOMES

1. Understand the importance of supporting individuals and families towards independence and self-reliance
2. Understand the reasons behind lack of opportunities such as education, learning, training and employment in individuals and families
3. Ability to address barriers to education, learning, training and employment within families
4. Be able to reflect on own practice when supporting families towards independence and self-reliance

The course is backed by a comprehensive individual workbook and reflective log to ensure learning is embedded into practice. We also offer an accredited training programme on similar content – see page 4.

Skills-based training Working with Children, Parents & Families

Course	Learning outcomes

Advanced Safeguarding	– What to do in response to concerns
	– What contributes child abuse and neglect
	– The legal, policy and practice framework for safeguarding children
	– Increased confidence in professional judgement and multi-agency working
	– Using research and learning from serious case reviews to understand the:
	   – Importance of maintaining a child focus
	   – Impact of parenting issues such as domestic abuse, substance use and mental ill health on parenting capacity
	   – Importance of family history and functioning
	   – Issues of family non engagement, superficial compliance within the context of the role

Adverse Childhood Experiences (ACEs)	– Develop an understanding of Adverse Childhood Experiences – Explore how ACEs can impact on the developing child – Understand the importance of relationships and resilience building – Consider the impact of ACEs and their significance to your role – Understand the role of resilience in helping children/young people cope with adversity – Explore how tools and factors can support the development of resilience

Assessment Skills	– Understand the principles underpinning assessments of children and their families
	– Understand the purpose of any assessment and their legal mandate
	– Have an increased confidence to assessing the welfare of children at risk
	– Using research and learning from serious case reviews to understand the:
	   – Importance of multi-agency, holistic assessments, which capture the voice of the child and as far as possible, work in partnership with parents
	   – Need to utilise the families' strengths as well identifying the risks posed to the child/ren, alongside any gaps in information
	   – Necessity of a framework within which to analyse the information gathered
	   – Importance of translating assessment findings into a SMART plan to promote the welfare of the child/ren

Attachment – an introduction	– Understand the different categories of attachment – Be able to identify attachment styles through observations and assessment – Plan interventions and support based on attachment behaviours
Attachment (level 2) - understanding attachment, trauma	– Understand what is trauma and disassociation – Understand the impact on child development and outcomes – Build skills and tools to work with attachment trauma and disassociation
Brain development - understanding baby, child and teenage brain development	– Key understanding of baby, child and teenage brain development – Understand the impact of poverty, neglect and poor parenting on the developing brain – Understanding the impact on practice and be able to compile effective interventions based on child/teenage developmental needs – Consider the impact of external factors - environment, culture, religion school and media – Build effective communication strategies with children and teenagers
Child Criminal Exploitation (CCE)	– Identify what is Child Criminal Exploitation and gain an understanding of what is 'County Lines' – Identify the polices and guidance available in relation to this area of safeguarding – Recognise who is at risk and consider levels of vulnerability – Consider the grooming processes used in Child Criminal Exploitation – Explore referral and assessment pathways far cases – Understand what good practice looks like
Child development	– Understand key developmental milestones in child development – Understand the emotional intelligence of children – Key stages of brain development and its impact on practice

For more information, visit us at **www.interfaceenterprises.co.uk**, call us on **01603 251730** or email **training@interfaceenterprises.co.uk**

Course	Learning outcomes
Child observations	– Understand the benefit of child observations – Be able to analyse observations – Use a framework to capture observations and guide interventions
Child Sexual Exploitation	– Be able to identify and assess children/young people at risk of CSE and how they may be targeted – Understand information sharing rights and responsibilities – Be able to utilise local procedures to intervene early and inform future actions. – Consider childhood sexual exploitation as part of groups or gangs – Explore how young people/children can be affected by CSE and consider how to support individuals
Contextual Safeguarding	– Understand research, principles and theory underpinning contextual safeguarding – Have an awareness of the five inter-related contextual themes – Consider the strengths and risks associated with the contextual safeguarding themes – Identify and map risks for individuals and groups of young people in your area – Create plans based on identified risks
Domestic violence – understanding domestic violence and abuse	– Have an awareness of domestic violence and abuse – Have an awareness of the characteristics of the perpetrator – Have an awareness of the behaviours displayed in an abusive relationship – Have an awareness of the impact of domestic abuse and violence – Have an understanding of domestic abuse on the child and family – Have an awareness of how to respond when an abused person wants to leave their situation: safety planning
Effective engagement and communication with families	– Identify strategies for building trusting relationships with families – Understand how to adapt communication methods – Identify strategies to break down barriers to engagement and participation – Be able to provide effective feedback – Use challenge effectively Ability to use assertive, persistent and challenging approaches – Ability to work towards effective outcomes with families
Engaging difficult to engage families	– Understand barriers to engagement – Explore strategies to engage – Understand the balance between support and challenge – Explore worker resilience – Working with partners to support engagement
Influencing and negotiating skills	– Exploring motivation and engagement with in and externally to your organisation – Developing partnerships that contribute to shared targets – Making connections and creating momentum – Exploring skills needed to broker agreements and partnerships – Enhancing communication and presentation skills
Mental health issues and their impact on families	– Have a broad overview of common mental health issues – Gain an understanding of the impact of poor mental health on families – Understand the impact of poor mental health on engaging with professionals and services – Have an understanding of the impact of inequalities, including the oppression and discrimination, on all family members – Gain an understanding of the ways in which parental mental illness may affect parenting capacity
Multi-agency working	– Identify organisational and professional cultures, values and beliefs – Understand lessons from research – Understand the importance of multi-agency working – Understand the process of setting multi-agency support plan targets – Consider systemic thinking and how this may aid successful implementation of policy and practice within organisations – Understand the effects and outcomes when working in multi-agency partnerships – Identify how to appropriately challenge and break down barriers

Skills-based training Working with Children, Parents & Families

Course	Learning outcomes
Motivational Interviewing	– Have knowledge and basic awareness of the use of motivational interviewing in practice terms – Skills and tools for use with individuals and families – Able to articulate and understand the Cycle of Change – Knowledge of theoretical underpinnings of Motivational Interviewing and behaviour change – Able to reflect on current consulting/ conversational practice – Able to apply principles of behaviour change in practice- working with resistance and ambivalence – Able to hold a "motivational conversation"
Neglect – Working with neglect	– An awareness of various types of neglect and its implications for child development – Interpretations of the definition of neglect and understanding of the legal context for intervention – Accurate assessment of good enough parenting
Restorative Approaches Overview	– Gain and understanding of restorative practice – Understand the theoretical origins, values and principals of restorative practice – Develop a deeper understanding of what it looks like in practice in different settings – Explore some of the challenges and benefits of the approach – Understand restorative questioning principles in a 1-2-1 conversation – Understand the purpose and use of restorative circles
Risk and resilience in children and young people	– Understand and define risk, resilience and self-esteem for children and young people – Demonstrate core techniques for building resilience and self-esteem – Understand building blocks of resilience for children and young people – Develop skills to engage and evidence levels of child resilience
Safeguarding children level 1	Have a clear understanding of: – What contributes child abuse and neglect – Signs and indicators of abuse and neglect – Maintaining a child focus – What to do in response to concerns
Safeguarding children level 2	Have a clear understanding of – What contributes child abuse and neglect – Signs and indicators of abuse and neglect Understand the importance of – Maintaining a child focus – What to do in response to concerns – Able to provide a legal, policy and practice framework for safeguarding children Increase confidence in – Professional judgement in the context of multi-agency working – Appropriate sharing of information and the documentation of concerns – Use of assessment framework to analyse concerns
Safeguarding children level 3	Using research and learning from serious case reviews to enable participants to understand the: – Impact of parenting issues such as domestic abuse, substance use and mental ill health on parenting capacity – Importance of family history and functioning – Explore issues of family non engagement, superficial compliance within the context of the role
Substance misuse – understanding families affected by drugs and alcohol	– Ability to identify behaviours associated with someone who is dependent on drugs or alcohol – Ability to identify behaviours associated with someone who cares for a substance user – Understand the processes involved with changing behaviour in relation to substance use, using the 'Cycle of Change' – Understand what constitutes 'good enough' parenting and consider this in the context of parental substance use – Understand the basic treatment and support interventions substance users and their families may be receiving from other services – Recognise the different levels of substance use and their potential impact on families – Recall commonly used substances and their impacts on families

Course

Staff Support & Supervision

- Understand the key principles of supervising teams and practitioners working with families with complex needs
- Increased understanding and awareness of the complexities and issues for practitioners working with families and how to support them effectively
- Develop knowledge of reflective practice, reflexivity and critical thinking
- Understand the importance of record keeping in supervision
- Understand the key skills of promoting worker stress management and resilience
- Gain knowledge of a range of approaches and strategies to effectively manage difficult situations arising through management of supervision

Tools to support work with families

- To understand how tools can support you in your work with families
- Be able to construct and use genograms
- Be able to construct and use chronologies
- Be able to use Eco Maps
- Have an understanding of the Family Star
- Be able to construct and use timelines
- Have an awareness of how the use of tools improve assessment information and relationship building

Trauma Informed Practice – 1 (overview) to 4-day courses available

- Understand what Trauma Informed Practice is
- Understand the values and principles that underlie Trauma Informed Practice
- Understand the four principle of TIP – Recognise, Respond, avoid Re traumatisation, build Resilience
- Consider what constitute Adverse Childhood Experiences
- Explore the impact of ACE's and how these contribute to the need for Trauma Informed Practice
- Understand why Trauma Informed Practice is important for services, children and families
- Appreciate the relevance of SAMHSA's six key principles of a trauma informed approach
- Recognise the positive impact of demonstrating unconditional positive regard
- Understand secondary and vicarious trauma and how to respond to it and prevent it
- Develop practice skills and techniques to come alongside the client in a trauma informed way
- Benchmark approaches, processes, systems, and support against good trauma informed services

Unconscious Bias

- Understand what unconscious bias is (and what it isn't)
- Learn how to create greater awareness of our own unconscious biases including triggers
- Understand how unconscious bias can work at an organisational level
- A good understanding of evidence-based research for Unconscious Bias
- Increase awareness of own natural biases and how to challenge and manage them effectively
- Develop strategies and practical steps towards better and bias-free decision-making processes

Whole family assessment and review

- Have a shared understanding of what a family is
- Understand the importance of whole family assessment
- Understand the framework for assessment
- Understand the importance of supporting the family to identify goals and targets
- Understand the processes of how to agree, set and review goals and targets
- Have an awareness of the challenges involved in completing whole family assessments
- Understand the place of reviewing in the assessment process

Working Effectively with Young People

Understanding Adolescent Development and Contextual Safeguarding

In our work across the Country we see concerns and issues around:

- Lack of provision/skills/support that enables practitioners to feel confident to manage adolescent risk.

- Local authorities spending huge amounts of money on out of area looked after placements for adolescents where the family unit has broken down.

- An increase in Childhood Sexual Exploitation (CSE), Criminal Exploitation (CE), substance misuse, adolescent on parent violence and mental health issues.

- Decreased services available for young people in the community to meet adding pressure on family services.

- Staff sharing that it is increasingly difficult to engage the young people/adolescents as part of a wider family plan.

The risk factors for young people are spiralling. Practitioners are telling us that they are not feeling confident in how to respond. Systems and processes are not in place to support the response to contextualised safeguarding issues.

We have created a range of training packages and consultancy support options.

Training

We can create bespoke programmes to meet your organisation's needs. Below is an example of a suggested 3-day programme:

- **The foundations – Understanding young people, adolescents and risk** - the underpinning and essential knowledge around working with young people covering the foundations of relationship building. We provide an understanding of teenage brain development, the impact of trauma and early experiences. We share tools, research and ideas around what helps in practice and identify why some of our interventions with young people are less successful.

- **Understanding and managing risk**
  This will support participants to feel confident in assessing risk and indicators. They will gain a range of tools to use in practice to support conversations with young people and families and build stronger multi-agency working relationships.

- **Theories, Tools and Practical Application to support intervention**
  This supports participants to work confidently and competently with young people. We will focus on practical strategies and theories, their application and how they can be embedded into individual and family support. This supports the 'What Now' element of the programme.

Consultancy Support

We also have a highly experienced team who are able to support systems, processes and leaders around contextual safeguarding.

For more information, visit us at **www.interfaceenterprises.co.uk**, call us on **01603 251730** or email **training@interfaceenterprises.co.uk**

C-Change - Capacity to Change

We have partnered with the University of Bristol to deliver training to support the embedding of the C-Change Capacity to Change approach.

C-Change is a flexible approach to **assessing parents' capacities to change** where the children are in need or at risk of maltreatment.

Parental capacity to change is an aspect of assessment that has proved difficult for social workers for many years. There is limited availability of good quality assessment methods for practitioners in this area and C-Change fills an important gap. Problems it may help to address include delays in deciding to remove a child; decisions about removing a child from parents who might reasonably have been able to continue with the child's care; and working with cases that appear to be 'stuck'.

The approach and the training focuses on improving practitioner skills to better informing future planning and decision-making. It is designed as a complementary process, to be used alongside standard methods of assessing children and their families, such as the Framework for the Assessment of Children in Need, Signs of Safety, or other equivalent approaches.

Staff Support and Supervision

We know the difference good staff support and supervision make to staff, the service and outcomes. We have created and regularly run training on this area always making sure that it meets the needs of the service.

Learners will have the opportunity to explore issues to support individuals and teams. Themes include functions of supervision, identifying and responding to blocked cases, professional boundaries and keeping workers safe, recognising and responding to stress and developing critical thinking. The course also explores effective record keeping through practical exercises and group discussion.

By drawing on their own experiences, learners will look at:

- Different models of reflective practice
- How to support individuals and teams to review their practice and identify areas for further learning and development
- How to incorporate reflective practice into the supervision process
- How to use reflective practice to review and evaluate your own supervision and management skills
- Understanding how your management style and approach may influence or impact on individuals and teams
- How to use reflective practice to identify your own support needs as a supervisor

There are 8 sessions within the programme that are usually delivered together as two full day's training. However, these sessions can be chosen individually and combined in a tailor made package to suit the specific needs and priorities of the learners, which could be delivered as a one day package or half day workshop.

The sessions are:

- Key principles of effective supervision for practitioners working with families with complex needs
- Reflective Practice, Reflexivity and Critical Thinking
- Identifying and responding to blocked cycles in case work
- Maintaining Professional Boundaries
- Recognising and Responding to Stress
- Effective record keeping in supervision
- Supervision case studies for group analysis and shared learning
- Reflective learning and action planning

99% of our learners rate our training as either good or excellent.

Leadership

Leadership in Practice Programme

We provide a development programme for:

- **First line managers**
- **Practice leaders**
- **Project and innovation leaders**
- **Middle managers**

The programme is suitable for those in a wide range of public services supporting children individuals and families in a multi-agency context.

Structure of the Programme

The programme is made up of CORE elements and ADDITIONAL modules. You can 'pick n mix' and we will tailor the course to meet your precise needs.

CORE modules

Understanding the context

- Organisational culture
- Characteristics of top performing areas around leadership
- Values
- Policy environment –partnerships, resources, accountability., political, innovation, integration

What is leadership and leadership skills?

- Differentiating leadership from management
- Leadership roles in teams
- Leadership skills
- Managing Stress
- Relationship management

'PICK n' MIX' ADDITIONAL Modules

Leadership style

- Values
- Emotional intelligence
- Establishing authority
- Influential thinking around leadership (Steven Covey etc.)
- Adaptive leadership

Tools for leadership

- Understanding self
- Personality preference
- Learning style
- Courageous conversations
- Influencing strategies
- Change
- Creativity
- Presentation skills
- Coaching skills
- Social Media

Leadership challenges

- Participants bring these to the course programme
- Leading through difficult times
- Groupthink
- Multi agency workforce
- Custom and practice
- Resistance to change
- Managing upwards
- Time management

Leading for change

- Engaging others/collaborative advantage and co-production
- Business cases
- Resistance
- Your vision for the future
- How to use info to improve services/data/quality/user involvement
- Leading improvement

Staff support and supervision

- Case management and people management
- Coaching style
- Performance management

For more information, visit us at **www.interfaceenterprises.co.uk**, call us on **01603 251730** or email **training@interfaceenterprises.co.uk**

Other Support for Leaders

Appreciative Inquiry

This is a philosophical approach looking at what is working and how. It attempts to use ways of asking questions and envisioning the future in order to foster positive relationships and build on the present potential of a given person, organisation or situation. Our programme covers:

- Problem-solving versus appreciative enquiry
- What is appreciative enquiry
- Assumptions underlying appreciative enquiry
- The four – D cycle

Aspiring leaders

Effective leadership is seen as one of the main drivers to improve outcomes regardless of the setting or other barriers. Leaders need to be equipped with a range of personal and reflective practice skills, be up to date with the latest research and policy guidance; be able to interpret, respond and implement changes to effectively influence outcomes and standards.

This is a bespoke and collaborative course looking at core skills, values and principles of leadership and provides an opportunity to reflect on strengths and areas for development.

Coaching Skills

Learning skills in coaching along with increasing understanding through practice and experience of why coaching works ensures that you can effectively enhance ownership and performance of the people you manage to meet organisational objectives.

We have seen (and research shows) dramatic results in organisations where leaders and managers using coaching as a 'way of being' with staff. We create bespoke programmes from anything between 2 and 8 day courses to meet organisational needs. They cover:

- The role and purpose of coaching – the WHAT and the WHY
- Culture and the organisational context
- The difference between mentoring, counselling, mediation and coaching
- The essential skills required to be an effective coach
- The process of coaching
- Agreements and contracting
- Powerful questioning
- What makes a good coaching conversation
- Tools used in coaching and how to apply them
- How to apply coaching skills in a team environment
- How to improve performance, accountability and responsibility
- Lots of practice!

Influencing and negotiating skills

Gaining buy-in from internal and external stakeholders is an essential part of being a good leader. Having the ability to influence colleagues at all levels requires understanding your personal approach is and how to refine that to maximise your persuasiveness. Our course covers:

- What is influence and why it is important
- How you can use different sources of personal power to increase your influence
- The 'golden rules' of negotiation; behaviours and trends observed in skilled negotiators
- Identifying and using 'levers' in negotiation
- Specific strategies to improve your influencing skills and applying these to the workplace
- Practical experiential learning exercises to integrate learning.

Leading Change

Leading and managing change is one of the most challenging activities that you will face as a leader. Yet it is vital to ongoing success to be able to adapt and drive through change to achieve organisational success.

We run a variety of courses from between 1-3 days which provide participants with an understanding of the drivers for change, resistance to change and how to apply well tested theories to ensure that change is well planned and managed. Content includes:

- The need for change
- Review the role of business case development and project and program management
- Presenting change
- Identify key change leavers to meet organisational objectives
- Communicating difficult messages
- Develop understanding and practice of good change management
- A variety of useful tools/techniques including:
- Environmental scanning (steeple analysis)
- Scenario and contingency planning
- Force field analysis
- Stakeholder analysis
- Attitude analysis
- Cost benefit analysis
- Develop practical skills to drive forward change
- Key attributes of a change leaders/tips for development
- Leadership style and change
- Action planning
- Respond to and overcome resistance to change

We can also provide a managing change toolkit.

Leading teams

Effective leadership is seen as one of the main drivers to improve outcomes for children and families regardless of the setting or other barriers. Leaders need to be equipped with a range of personal and reflective practice skills, be up to date with the latest research and policy guidance; being able to interpret, respond and implement changes to effectively influence outcomes and standards.

LEARNING OUTCOMES

- Exploring the culture and challenges of team
- Creating a shared vision
- Meetings, memos and messages
- Maintaining effective connections with virtual teams
- Techniques for team development and inclusion
- Talent identification and nurture
- Opportunity to review communication skills

Organisational culture

This one-day course provides an introduction to organisational behaviour. It helps participants to understand their organisation and the people in it. They will discover why organisations behave in the way that they do and how this affects behaviour. The course will explore:

- What is organisational culture?
- The cultural web
- Stories and myths
- Routines and rituals
- Formal and informal sources of power
- Rituals and routines
- Control systems
- Changing culture

Other Support

Our training links closely to our wider support role. We provide a range of consultancy support for services working with complex children, individuals and families. They include:

Talk to us about your requirements and we would be happy to help you.

Research & Evaluation
Economic Evaluation of Services
Setting up services and projects
Customer journey mapping
Strategic planning and evaluation
Bespoke diagnostic work
Early Help/Troubled Families Support
Service redesign and review
Coaching
Selection and recruitment support
Embedding Service Improvement
Facilitation
Family Hub Support
Coaching
Leadership Support

Please pick up the phone or email us to chat through your needs as we are sure that we can find a way to help you.

We look forward to supporting you to make a real difference to the lives of vulnerable children and families.

interface
transforming lives

For more information about all our services, please visit us at **www.interfaceenterprises.co.uk**

Contact us at **training@interfaceenterprises.co.uk**

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