



Online learning delivered directly to your organisation

Children and families - Workshop menu 2024/25

Designed for interactive learning of up to 20 participants our online workshops use a range of methods to enable active learning. This includes presentations, breakout room discussions, working with case study scenarios, filmed resources, podcasts, individual reflection time and large group discussions.

Workshops run for six hours and include a morning and afternoon comfort break and lunch break.

Choosing your online learning workshop

You can select one topic per day of your organisational membership allocation. Link Officers are invited to:

1. Review the workshop menu and choose a topic that meets your local needs.
2. Book via the [booking request form](#).
3. Our learning team will work with you to confirm a delivery date and provide relevant information.

Booking deadline **Friday 4 October 2024**.

Child neglect and poverty aware practice

Summary: Child neglect has been the most common initial category of abuse recorded on child protection plans for many years. This workshop will support practitioners to develop an understanding of neglect, its relationship with poverty and austerity, and its impact on children and young people.

Participants will explore the fundamental elements of relationship-based practice with families in the context of child neglect, sharing tools and skills to support a research-grounded, poverty-aware practice.

Designed for: Social care practitioners working directly with children and families.

Cultural humility and anti-racist practice

Summary: Cultural humility is a stance that attempts to genuinely understand peoples' identities in relation to race and ethnicity, gender, sexual orientation, class and socioeconomic status, education, social needs.

This workshop will support participants to consider what cultural humility and anti-racist practice means to them in the context of their professional identities and organisations.

Through the engagement of critical thinking and open dialogue, participants will work towards being more attuned to addressing racism, marginalisation and exclusion on the personal, team and organisational level.

Designed for: Practitioners working across direct service delivery, middle managers and leaders.

Developing professional curiosity

Summary: Professionally curious practitioners interrogate and test out information rather than accepting it at face value. They triangulate information from different sources to gain clarity, identify concerns and enable a fuller understanding of a child, young person or families' situation.

This workshop will support practitioners to build the skills and knowledge to embed professional curiosity as a central component of their practice. Participants will describe professional curiosity, examine the importance of professional curiosity in children's social care practice and explore different tools and practices to support professionally curious practice.

Designed for: Social care practitioners working directly with children and families.

Practical application of a mentalising approach with children and young people

Summary: Mentalising is a way practitioners manage their own emotional states and connect with children and young people through curiosity, empathy and validation. This workshop will support participants to develop an understanding of and practice using a mentalising approach, to build confidence and integrate this approach in their work. Participants will explore the current context for child and adolescent mental health concerns and develop approaches for supporting the wellbeing of those they are working with.

Designed for: Social care practitioners working directly with children and families.

Responding to families where domestic abuse is a concern

Summary: This workshop will support participants in family help and child protection to apply whole family working models and approaches to practice when working with families where domestic abuse behaviours are used by a parent, carer and/or partner.

Participants will have the opportunity to examine the complexities of this area of practice and reflect on their own experiences of this work. Integrating intersectional and whole-family approaches, the workshop highlights how practice and service responses might be developed to offer more humane, effective, and socially transformative responses.

Designed for: Social care practitioners working directly with children and families. This session is designed for social care workers who have experience of practice in this area. It assumes a basis level of knowledge and experience and will not introduce work in this area.

Relationship based practice

Summary: Explore the nature of human relationships and the considerations that should be made in the forming of these in the social work context. This workshop will support participants to develop and strengthen relationship-based practice, reflecting on the complexity of forming relationships with children, young people and families where there are safeguarding concerns.

Touching on psychoanalytic, personal development, communication and reflective concepts, the session focuses on the development of the curious-observer practitioner. The workshop will develop participants' understanding of the importance and value of forming considered relationships with families.

Designed for: Social care practitioners working directly with children and families.

Reflective supervision for supervisees

Summary: Designed to support supervisees – practitioners who are receiving supervision – this workshop will set out the fundamentals of reflective supervision. Participants will discuss what reflective supervision is, explore how the emotional impact of their work may be addressed in reflective supervision and practice using a reflective cycle.

During the workshop, participants will consider issues of inclusion, diversity and power in the supervisory relationship. A range of tools, techniques and approaches to support best use of supervision will be offered, including resources for providing considered feedback about their supervision experience to their supervisor.

Designed for: Social care practitioners who are participating in supervision. Please see the ‘Reflective supervision for supervisors’ workshop for practice supervisors.

Reflective supervision for supervisors

Summary: Build practice supervisor’s confidence, skills and knowledge in reflective supervision. This workshop will set out their role in supporting practitioners in direct practice with children and families. Participants will discuss what reflective supervision is and will practice using a reflective cycle. They will also explore how the emotional impact of work can be addressed in reflective supervision.

During the workshop, participants will consider their role in supporting inclusive and anti-racist supervision and how issues of inclusion, diversity and power can be acknowledged and addressed through the supervisory relationship.

Designed for: Practice supervisors.

Routes to permanence and stability for children and young people

Summary: Consider how to apply professional judgement to complex decisions about permanence for children, and how to support permanence to be achieved and sustained. This workshop will support practitioners by discussing the meaning of permanence, including the meaning for children, young people and their families.

This workshop uses eight building blocks of practice with children and families: recognition, relationships, reflection, resilience, risk, repair, restoration and reality. Participants will use this framework to consider how they can develop relational practice and approaches when supporting permanence.

Designed for: Social care practitioners working directly with children and families

Tackling child exploitation and extra-familial harm

Summary: Gain a practical understanding of a set of multi-agency practice principles for working in partnership in response to child exploitation and extra-familial harm. The workshop will discuss these issues and plan how to ensure these principles underpin joined up, strengths-based responses.

Participants will consider how they can work with complexity in their own practice and in partnerships. They will also how to ensure work is evidence informed and recognises and responds to the voices of the children, parents and carers.

Participants will also explore how partnerships are more able to respond effectively to child exploitation when they invite in expertise from minoritised groups, young people, parents and carers.

Designed for: Practitioners working across services, including frontline practitioners, middle managers and leaders.

Trauma-informed practice with children and families

Summary: Develop knowledge and confidence in trauma-informed, relationship-based practice, building core skills to enable trauma-informed approaches with children, young people and families.

Participants will consider the impacts of complex, developmental trauma and ways these experiences may affect engagement between practitioners and the children and adults they work with.

During the workshop, participants will explore the key principles underpinning trauma-informed approaches. They will increase their knowledge of how trauma-informed approaches can be implemented into practice and develop their skills in facilitating engagement with people affected by trauma.

Designed for: Social care practitioners working directly with children and families.

Working effectively with men in families

Summary: Develop up-to-date knowledge on working with men in families to improve outcomes for children in targeted family support, child in need and child protection work. Participants will consider the current research on the role of men in families and draw on evidence about the importance of fathers and parental networks in children's lives.

During this workshop, participants will explore principles and approaches for building relationships with men in families, including with young fathers and working with men who harm.

Designed for: Social care practitioners working directly with children and families.

Working with families where engagement is challenging

Summary: The core of effective practice is social workers and family support staff establishing and maintaining respectful relationships of trust with children, young people, and families. For many different reasons, this can be far from straightforward.

In this workshop participants will develop practical strategies to engage with families when issues such as anxiety, reluctance, or hostility makes relationships difficult to establish.

With an emphasis on self-reflection and reflexive practice, participants will develop interpersonal skills for building relationships that include support and healthy challenge – essential aspects of relationship-based working.

Designed for: Social care practitioners working directly with children and families.

Writing analytically throughout practice

Summary: Explore the importance of analytical thinking, writing and language in the context of practitioners in their role.

In this workshop participants will deepen their understanding of the meaning and impact of written records in the lives of children, young people and families.

Working with examples of analytical writing, participants will use tools, skills and techniques to develop their analytical writing skills, improve case recording and use analytical and critical thinking in practice.

During the workshop, participants will practice using genograms, consider alternatives to narrative writing and explore the use of research evidence as part of analytical writing.

Designed for: Social care practitioners working directly with children and families.

Working with people from war affected areas

Summary: Explore and consider the complexities of working with refugees and people arriving at their local areas from war affected regions.

Participants will consider some of the cultural, social, and psychological factors influencing the experiences of refugees and people from war-affected areas. Using trauma-informed and rights-based approaches, they will reflect on recognising and upholding the inherent rights and dignity of each individual person.

Participants will also reflect on their own practice, including personal biases and assumptions and the potential impact of secondary trauma and compassion fatigue.

Designed for: Social care practitioners working directly with children and families. This session is designed for social care workers who have a basic knowledge level or experience of practice in this area.

Commissioning extra learning support

We can offer extra workshop deliveries, such as commissioning another topic, or additional deliveries to offer more workshop places.

Please use the [booking request form](#) (select Request type: Additional commission) and the team will get in touch with the cost of your chosen workshop and booking options.

Bespoke learning support

We can also design and deliver bespoke learning support to meet your organisational needs. This includes adapted workshops, such as delivering to a larger audience or incorporating a different approach.

Our skilled team will work closely with you during development to ensure that the learning meets the outcomes your organisation is looking to achieve. If you would like to discuss options, please use the [bespoke learning support request form](#) and we will contact you.

To discuss bespoke learning please contact: learning@researchinpractice.org.uk.



www.researchinpractice.org.uk



ask@researchinpractice.org.uk



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