



## Online learning delivered directly to your organisation

### Children and families - Workshop menu 2025/26

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

Select one topic to use 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 17 October 2025**.

## Analysis and critical thinking when working with children and families

**Summary:** Social care practitioners make decisions that have a significant impact on other people's lives.

In this workshop, participants will develop their confidence and skills in making analytical and defensible decisions when supporting children and families.

**Designed for:** Family help and social care practitioners working directly with children and families.

## Building resilient teams

**Summary:** Resilient teams can respond to a challenge, setback, or stressor by drawing on a wide range of resources and capacities. A team culture of resilience goes beyond the resilience of individual team members.

This workshop will support participants with practical, evidence-informed approaches to build and sustain resilient teams.

Participants will reflect on the characteristics of resilient teams. They will explore different tools to build resilience across key principles, including a shared mission and vision, sense of appreciation, and a secure base.

**Designed for:** Anyone with responsibility for leading or supporting teams. This may include practice supervisors, team managers, middle leaders and workforce development leads.

## Child development: Application to frontline practice

**Summary:** A good knowledge of child development is essential in promoting children's wellbeing, keeping children safe and providing the right support to children, parents and families.

This workshop brings together long-established knowledge and understanding of child development with more recent evidence and insights to support an inclusive and equitable approach. Participants will explore research, theory and practice messages to understand the range of influences that may affect an individual child's development. They will consider tools that can assist with understanding child development, including identifying when children are not meeting typical milestones.

This workshop focuses on child development from birth to five years old.

**Designed for:** Family help and social care practitioners working directly with children and families.

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## 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. They will explore tools and skills to support research-grounded, poverty-aware practice.

**Designed for:** Family help and social care practitioners working directly with children and families.

## Communicating with children and young people

**Summary:** Developing child-centred communication skills can improve the quality of everyday interactions with children.

This workshop aims to support participants to develop their communication skills with children and young people by explaining the key principles for child-centred communication and outlining ideas and tools to use in practice.

Participants will explore how interactions are influenced by individual experiences and consider how to plan for active participation from children and young people.

**Designed for:** Family help and social care practitioners working directly with children and families.

## Cultural humility and anti-racist practice

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

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## Developing professional curiosity with children and families

**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 family's situation.

This workshop will support practitioners to build skills and knowledge that will embed professional curiosity as a central component of their practice.

Participants will examine the importance of professional curiosity in work with children and families and explore different tools and approaches to support professionally curious practice.

**Designed for:** Family help and social care practitioners working directly with children and families.

## Practical applications of a mentalising approach with children and young people

**Summary:** Mentalising is the capacity to understand our own reactions and those of others as motivated by inner mental states, such as feelings and intentions.

This workshop will support participants to develop an understanding of what mentalising is, and how to use this approach with children and young people.

Participants will understand how mentalising develops and the challenges to mentalising. The workshop will explore mental wellbeing in children and young people, considering how mentalising can support work with those experiencing mental health difficulties.

**Designed for:** Family help and social care practitioners working directly with children and families.

## Responding to families where domestic abuse is a concern

**Summary:** This workshop will explore 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.

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. Participants will have the opportunity to examine the complexities of this area of practice and reflect on their own experiences of this work.

**Designed for:** Family help and 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.

## Reflective supervision for supervisors

**Summary:** Build practice supervisor's confidence, skills and knowledge in reflective supervision.

This workshop will set out the role supervisors play 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.

## Understanding and supporting children's identities

**Summary:** Identity is unique to everyone. It is layered and continually changing.

During this workshop, participants will explore how identity develops and how to support identity development when working with children and young people.

The workshop aims to support participants to think about the challenges they face in exploring and writing about children's identity in their work. Participants will have the opportunity to practice using tools that can be taken into their work with children and families.

**Designed for:** Family help and 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.

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. 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.

**Designed for:** Family help and social care practitioners working directly with children and families.

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## Working with families where building relationships is challenging

**Summary:** The core of effective practice is 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:** Family help and social care practitioners working directly with children and families.

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## 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: 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. We also offer [commissioned reflective supervision and practice leadership programmes](#) for your organisation.

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](mailto:learning@researchinpractice.org.uk).



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