



Foster Carer Training & Development Manual 2010 - 2011





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Dear Foster Carer,

I am pleased to introduce you to the latest edition of the foster carer Training and Development opportunities available to Kent County Council foster carers. As a fostering service we recognise the important role that you play in caring for children and young people and have provided you with a range of training and development opportunities to develop your skills in meeting the needs of looked after children.

This year the Training Steering Group decided to put the information on a CD Rom which enables you to navigate between the pages and look at the range of training available including course flyers. I would encourage you to look through the pages and plan your attendance with your fostering worker as part of your Personal Development Plan. There are a range of opportunities for both new and experienced carers a number of new courses available. The training calendar includes dates of training over the year and will enable you to plan your attendance.

The training courses are designed to support your completion of the Children's Workforce Development Council Training, Support and Development Standards for Foster Care. All existing carers need to complete the Standards by March 2011 and newly approved carers within twelve months of their approval.

I look forward to you taking up the learning opportunities available to you.

A handwritten signature in blue ink, appearing to read 'Teresa Vickers', is written in a cursive style.

Teresa Vickers
County Fostering Manager

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Introduction

The Training Steering Group would like to welcome to the latest edition of the Kent County Council Fostering Service Training and Development folder (App 1). The details are contained on a CD Rom and will allow you to navigate the different areas of training and development available to you both as new and more experienced carers. We have tried to book as many courses as possible over the year to allow you to plan your attendance and I would encourage you to read the information contained in this folder and to use it in discussions with your fostering worker including supervision. Each carer should have a Personal Development Plan (PDP) and the Training Folder should be used to plan your training and development over the next twelve months with your fostering worker.

We have added a number of new courses for this year and revised some of the existing ones and you will see some changes to the First Aid training, a revised Making Placements Work course, and the introduction of joint training with social workers on Fostering Adolescents. There are also some new courses including Life Story Work and building Self Esteem of children and young people. We will continue to provide Self Harm training this year and a specific training schedule will be available for disability scheme carers. There will also be joint training for Parent and Child Placements and a course on loss and resilience and youth offending workshops are also being developed. We will also be delivering a 12 week course as part of the Fostering Changes programme and further details will be sent out later.

As carers, regardless of experience level, you will bring with you the learning, attitudes and values that you have accumulated from previous experiences. The training and development opportunities will help to identify your learning needs. Learning can occur in a number of ways (natural learning; formal learning; personal learning) and support groups, formal training and the Resource Library are some of the ways that your learning can be promoted. There are a number of Learning Styles inventory's and Honey and Mumford (1982) have described four learning styles (Activists; Reflectors; Theorists; Pragmatists). Regular learning will help you to keep up with changes in policy and practice, meet other carers and develop your knowledge, values and skills and continuous professional competence.

Meeting the needs of Looked after Children

At any one time some 60,000 children are looked after in England and about 90,000 pass through the care system each year (DoH, 2004). Children enter care for many different reasons. 62% of the current care population came into care because of abuse or neglect; others due to family "dysfunction" or "acute stress", absent parenting, a parental illness or disability, or "socially unacceptable behaviour". Four per cent are looked after because of their own disability, and just under six per cent are unaccompanied asylum-seekers. Only 13% stay in the care system for five years or more and a number of children will have more than one spell in care.

Outcomes for children in care remain poor compared to their peers. In 2007, 13% of looked-after children who sat their GCSEs obtained at least 5 at grades A* to C, compared with 62% of all children. Attainment at Key Stages 1, 2 and 3 is also substantially lower for looked-after children, and they are seven times more likely to be permanently excluded from school. At the end of Year 11, 66% of children in care remained in full-time education compared to 80% of all school-leavers. Looked-after children aged 10 or over are more than twice as likely as other children to be cautioned or convicted for an offence. In the long term, those who have been in care are over-represented among teenage parents, drug users and prisoners. Outcomes are poor even when compared to other children with roughly comparable backgrounds and problems.

While most children who are looked after return home there are some who need longer term care and permanence. Foster carers, therefore, need to have a range of skills to meet the diverse needs of children and young people looked after by Kent County Council. We know that looked after children and young people represent one of the most vulnerable groups in society and many experience early disadvantage, abuse and loss, and some also face changes of home and school placement. These factors can affect learning, social and emotional development and we need to recognise their importance of risk factors that may predispose them to other difficulties. For example, a national survey for the DoH found that looked after children and young people were four to five times more likely to have mental health problems than those in the general pop with behaviour, emotional and social difficulties representing the main category of need.

While children will undoubtedly have a range of different needs there has been some interesting research into the characteristics of a successful foster carer. Wilson (2006) investigated the characteristics of successful foster carers and found that one component is the foster carers experience, understanding and child centeredness. The quality of the relationship with a child is very important in helping them feel secure, having a sense of belonging and developing a positive relationship. The training and development opportunities available to you are aimed at helping you to meet the children's different needs and continue to provide high quality care in a family setting.

It is also important to listen to the views of children and young people in foster care. The **Children's Rights Director** for England has a number of legal duties which include asking children and young people for their views about how they are looked after in England. In one study, Sinclair (2005) looked at the views of looked after children about being in care. They identified five main requirements: normality, a family that accepts them, respect for their origins, an important voice in decisions about them and a springboard to a better life. Children need foster carers who can provide them with an experience of good parenting, support for developing or maintaining attachments, encouragement to enjoy school and do well there, and support for developing a sense of identity.

Over the last few years there has been increasing recognition on a national level about the crucial role that foster carers play in supporting looked after children and your role as part of the wider children's social care workforce. Some of these initiatives have included the introduction of the **Children's Workforce Development Councils (CWDC) Training, Support and Development Standards for Foster Care** and changes to the Qualification Credit Framework which will be discussed in more detail later. The concept of "corporate parenting" was introduced with the launch of the *Quality Protects* programme in 1998. The principle is that the local authority is the corporate parent of children in care, and thus has a legal and moral duty to provide the kind of support that any good parents would provide for their own children. This includes enhancing children's quality of life as well as simply keeping them safe. The premise of the *Care Matters* programme is that the "corporate parent's" aspirations for children in care should be exactly the same as any parent's aspirations for their own child." Time in care, however short, should make a positive difference to a child's".

In 2003 the Government published a Green Paper called **Every Child Matters** (ECM). The Children Act 2004 is the legal underpinning for ECM, which sets out the Government's approach to the well-being of children and young people from birth to age nineteen. The aim of the ECM programme is to give all children the support they need to:

- **Be healthy**
- **Stay safe**
- **Enjoy and achieve**
- **Make a positive contribution**
- **Achieve economic well being**

In 2007, the government published a White Paper called Care Matters (Time for Change) with a core proposal that each local authority should develop a **pledge** for its children and young people in care. In developing our pledge, we consulted with our looked after children and care leavers to find out their views on what they wanted in the pledge. Kent's pledge makes a range of commitments focusing on six key areas:

- **A sense of belonging**
- **An adult who is always there for you while you are in care**
- **A good education**
- **Good memories for the future**
- **Getting ready for being an adult**
- **Championing your needs and interests**

In Kent, [Positive About Our Future: Children and Young Persons Plan 2008 – 2011 sets out how this will be achieved locally](#) and the important role of Children's Trusts. Children's Trusts bring together all services for children and young people in an area, based on the duty to co-operate in the Children Act 2004, to focus on improving life chances for all children and young people. Kent's Children's Trust will make sure that all services work together to bring into effect the five national outcomes for children and young people set out in Every Child Matters. Kent County Council also signed up to Every Disabled Child Matters in 2009 to support disabled children and their families.

Children's Workforce Development Council Training, Support and Development Standards for Foster Care (CWDC)

The CWDC launched the Training, Support & Development Standards for Foster Carers in May 2007 and all Kent Fostering Service foster carers have been completing the Standards since April 2008. All new foster carers must demonstrate that they meet the Training, Support and Development (TSD) Standards within twelve months of their approval to foster children and young people. More experienced carers must also plan their completion with all carers having completed by March 2011. The seven standards are:

- Standard 1:** Understand the principles and values essential for fostering children and young people
- Standard 2:** Understand your role as a Foster Carer
- Standard 3:** Understand health and safety, and healthy care
- Standard 4:** Know how to communicate effectively
- Standard 5:** Understand the development of children and young people
- Standard 6:** Safeguard children and young people (keep them safe from harm)
- Standard 7:** Develop yourself

As an alternative to the printed workbook, CWDC has developed a savable online version to help foster carers work through the standards in a more flexible way. The online workbook enables foster carers to:

- complete their workbook online from anywhere with an internet connection
- type their evidence into expandable boxes
- save their workbook with a password and come back later
- complete their online workbook jointly with their partner
- see how much progress has been made on a summary diagram
- have their evidence signed off online by their supervisor
- e-mail their supervisor through the system.

The online workbook can accessed at <http://fcworkbook.cwdcouncil.org.uk>.

Your training folder should still be used to gather evidence i.e. Learning Logs; certificates etc. In each of the seven standards there are a number of topics that you will need to know about. Each topic will indicate what you need to know or be able to do; these are called "outcomes". You will need to evidence what you have learned and this could be in a variety of ways, including attending training, reading, experience, discussion with your worker or other foster carers, and other activities.

In June 2009 CWDC also launched a set of training and development standards for short break carers. The Training, Support and Development Standards for **Short Break** Carers provide a structured approach to the assessment and training of short break carers. They cover their preparation and assessment in the 12 months following their approval as carers or from taking up their role. New short break carers will be expected to complete the standards within 12 months of approval. Existing short break carers are expected to complete the standards by June 2011.

The six induction level standards will have a specific focus on disability and complex health needs, and build on the Training, Support and Development Standards for Foster Carers. To download the Short Break TSD standards, short break carer workbook and supervisor notes go to www.cwdcouncil.org.uk/social-care/short-break-carers

To support you in your completion of the standards each fostering team will be running **CWDC groups** alongside an experienced carer and details can be found from your local fostering team.

Training and Development Opportunities

The training and development opportunities for foster carers include:

- **Pre-approval**
- **Induction**
- **Training for ALL Carers**
- **Foster Carer Development** (including qualification based training)

[See Training Flowchart \(see Appendix 1\)](#)

The training and development opportunities for foster carers provide a career pathway for carers. They take account of the Children's Workforce Development Council Training, Support and Development Standards for Foster Care and are designed to promote foster carers professional development from pre-approval, induction and on-going development promoting the important role that carers play in meeting the needs of looked after children. Each course has a course flyer ([see Appendix 2](#)) outlining the aims of the course and learning outcomes.

The courses are aimed at the different types of fostering that the service provides including:

- Emergency Placements
- Short Term
- Long Term
- Respite
- Short Break Scheme For Disabled Children
- Parent & Child
- Therapeutic Re-Parenting Foster Care
- Treatment Foster Care
- Day Care
- Specific Placements

We also have a number of Specialist Fostering that have specific training and support for foster carers. Foster carers who wish to apply for these specialist schemes need to have completed preliminary training or be able to evidence previous learning. The schemes include:

Short Break Scheme for Disabled Children

The scheme offers disabled children and young people respite in a family setting to enhance their social networks and opportunities, giving their family the vital support they sometimes need to enable them to continue to look after their child at home.

The respite carers become part of a network of dedicated carers who meet together regularly. They are supported by their fostering social worker and given relevant training.

There is specific training offered to carers in this scheme. Please contact your fostering worker for more details.

There is also individual training that is relevant to the child in placement and this is offered by the local Community Paediatric Team.

Therapeutic Re-Parenting Programme

The programme is aimed at meeting the needs of children between the ages of 4 to 13 who have experienced significant trauma, and whose development and ability to form attachments have been significantly effected. They are children whose behaviour has made it hard for families to care for them and who have struggled to be part of a family or be cared for. They may also struggle within the school environment, and all of this can lead to moves and placement breakdowns, that contribute to the trauma and rejection for the child.

Carers need to be able to offer a placement to a child for approximately two years where they will be the youngest by a number of years and any other looked after child is very settled and living within the family long term. All members of the family need to be able to cope with a new addition who will need a very safe secure and predictable world and feel that they are the primary focus of the adults. We therefore generally require any other children in the family to be aged 13 years or older, and to demonstrate maturity.

Carers need to be willing to work as part of a multi-agency team. This team will work together, around the child, to gain an in-depth emotional and psychological understanding of them and promote their ability to form a secure attachment. They will then prepare the child to move on to a permanent family via adoption or long-term fostering, or in some circumstances remain with the TRP family long term.

TRP carers are part of monthly network meetings for their child which are facilitated by either a clinical psychologist or psychiatrist. Carers must also attend monthly carers groups that are also facilitated by a clinical psychologist. We ask that both carers make themselves available for the majority of these meetings.

Treatment Foster Care

Treatment Foster Care provides intensive, individualized treatment, support and supervision in a family setting to young people between the ages of 10 to 18 years who are displaying severe levels of challenging/anti-social behaviour. The programme follows the model from the Oregon Social Learning Model and the Kent scheme is one of 14 schemes nationally. The programme has recently been the first team nationally to be accredited by the American centre.

The aim is to decrease problem behaviours and increase socially acceptable behaviour so that within an 18 month period, the young person can return to his/her parents, relatives or other suitable arrangement after the Treatment Foster Care Placement.

Foster carers are specially trained to implement a system of Points and Levels and receive 24/7 support.

Parent and Child

We also offer Parent and Child placements which provide a comprehensive assessment of the parent and child relationship in a foster placement setting. Foster carers contribute to the assessment alongside other professionals as part of a multi-agency team. They assist with the development of parenting skills and may provide outreach work post placement. Carers will receive specific training on Parent and Child placements and support groups/learning sets are being developed.

Induction Training

Induction training must be completed by all new carers and offers newly approved carers, and for more experienced carers wishing to refresh their knowledge, a series of courses that provides the opportunity for foster carers to learn more about the fostering task and what it involves. We would expect the "main" carer to have completed the induction training listed below within the first twelve months of approval.

New Carers Induction

Newly approved foster carers will be invited to a **New Carers Induction Session** shortly after approval **which all approved carers will be expected to attend**. This will provide newly approved foster carers with the opportunity to learn more about Kent County Councils Fostering Service, meet members of the Fostering Teams and existing carers, hear about the Kent Foster Carer Association and be introduced to the training and development opportunities available to foster carers in the county. New foster carers will also be offered a **'Buddy'** by their Fostering Team to support them through the initial months of becoming an approved foster carer. Each Fostering Team has established **New Carers Groups** and more details are available from your Fostering Worker. Courses include:

Caring for Other Peoples Children

- To explore the differences in caring for another person's child and how this may impact upon carers own families and support networks.
- To explore the probable impact of separation and loss of the child's own family upon their development and consequently their behaviour.
- To consolidate and extend carers understanding of attachment and the likely impact upon the child and promote strategies for welcoming and engaging with the child from the moment of arrival
- To encourage carers to explore implications for good parenting and promoting positive growth in emotional, behavioral, social aspects of children's development.
- To encourage carers confidence in caring well for other peoples children when in public care.

Making Placements Work

Placements work or fail for a variety of reasons. Some are because of factors outside the placement i.e. birth family/school, and others are within it i.e. the children and carers. The course will follow 3 themes:

- **Placing children in foster care** (how placements are made; how different parties feel about the process; how are they consulted/involved; how does it affect outcomes)
- **Meeting Children's Needs**
- **Contact**

Safer Caring

- Understand what is meant by safe care and how to put this into practice
- Explore why children sometimes make false allegations and how carers can help protect themselves from this happening.
- Understand how carers can support their own children sharing their own home with children who have suffered abuse, neglect and multiple moves and the trauma associated with this.
- Familiarization with signs and symptoms of child abuse and impact upon the child
- Develop strategies for safer care

Valuing Diversity

- Explore issues relating to power in society and how these impact on us all, particularly foster children including the social model of disability
- Have a better understanding of the theory, language and terminology used in addressing equalities issues
- Be more aware of your own thoughts and feelings and how these affect your approach to working with difference
- Feel more confident in using skills to promote equalities throughout your practice

Safeguarding

To provide foster carers with an introduction on safeguarding and their role in keeping children safe

- Describe the different types of abuse
- Recognise the signs, symptoms and indicators of abuse
- Identify the roles, responsibilities and processes in place locally and nationally for safeguarding children.
- Understand local safeguarding policies and procedures on identifying and protecting children and young people who have been abused or are at risk of abuse.
- Know how to recognise, record and refer child protection concerns.
- Respond effectively when children want to tell.

Foster carers should also complete the training and development opportunities for ALL carers as part of their on-going learning and development.

Training to be completed by ALL carers

The Training Steering Group has agreed the following list of courses to be completed by all carers, these include:

- Basic Computer Awareness
- Benefits Training for Foster Carers
- Education Reforms for 14-19's
- Effective Communication to get the best out of Meetings
- E-Safety Workshop
- First Aid
- Health & Wellbeing for Children
- Helping you Child with Education and Learning
- Life Story Work
- Making the Most of Supervision
- PEP Training
- Record Keeping
- Recording Storing and Administrating Medication
- Safeguarding
- Safer Care for Experienced Carers
- The Role of Men in Foster Care

* further courses may be advised

Foster Carer Development

Carers wishing to access further training need to have completed the induction training, these include:

- Attachment Courses
 - Attachment an Introduction PART 1
 - Child Development and Attachment PART 2
 - Secondary Trauma PART 3
- Court Skills
- Drugs Awareness DAY 1
- Drugs Awareness DAY 2
- Loss and Resilience
- Managing Transitions (16plus)
- Moving to Adoption
- Parent and Child
- Positive Behaviour Management – promoting positive behaviour
- Relationships and Sex Education
- Self Esteem
- Self Harm – caring for self harming or risk taking children
- Sexual Abuse – working effectively with children and young people
- Teenagers in Foster Care – promoting positive relationships

Disability Carers Training

Alongside the above training there is also specific training available for Short Breaks and disability carers. These include:

- Epilepsy
- First Aid – 12 Hour
- Paediatric Moving & Handling

A full list can be found on the disability carer training calendar

* Disability carer training should be completed alongside generic foster carer training as detailed above

Qualification Based Training

There have been some developments in qualification based training for the social care workforce and the introduction of a new framework for Recognising and accrediting qualifications in England, Wales and Northern Ireland (Qualification Credit Framework and Integrated Qualification Framework). This will see the introduction of a new single Level 3 Diploma for children's social care in August 2010 and replace the current NVQ's. We will be working with the colleges over the coming months to plan the delivery of our Level 3 training which also includes a specific unit on foster care. The existing NVQ Level 3 Health and Social Care (children and young people) will still be recognised.

Level 3 courses have one intake per year and usually commence in the Autumn Term. Candidates who have previously undertaken the Level 3 award have found it to be rewarding and to have given them the opportunity to reflect on their practice.

If you are interested in applying to undertake the Level 3 award you should have first completed initial, core and any other relevant training including the CWDC standards. You must have been fostering with Kent County Council fostering service for a minimum of **two** years (one year if recent continuous service and experience/training with an IFA/other Local Authority of an equivalent level.) The application **must** form part of your Personal Development Plan and supported by your fostering worker and endorsed by the Team Leader.

Further details and applications will be available at the “**Thinking of Doing a Level 3**” workshop in the summer and your Fostering Worker should also attend.

Foster Carers who have completed the Level 3 award (including NVQ) and consolidated their learning from this course into their fostering practice may wish to apply for the Level 4 Btec Certificate – **Expert Practice in Working with Traumatized Children** an online distance learning training programme.

The programme involves a notional 150 hours of study and provides flexibility for students to work on-line. It requires a level of computer literacy and access to a computer.

For further information look out for the **Level 4 Dissemination Workshops** later in the year.

Other training and Development Opportunities

It has been agreed that more experienced foster carers who want to develop more in-depth knowledge about particular topics can apply for some courses for social workers. Application for this training needs to be part of your **Personal Development Plan** and discussed with your Fostering Social Worker. ([Appendix 3](#))

There are also events/conferences that may take place locally run by your local fostering team i.e. New Carers Group; CWDC Groups; Support Groups and you can find more information by contacting your area Fostering Team.

Foster Parent College (FPC)

Online training – There are opportunities for carers to complete online training to further develop their skills and knowledge. These short courses can be taken from the comfort and convenience of your own home, at a time that suits you, and explore some of the “parenting” challenges foster carers face. The courses provide an initial exploration of ideas and suggestions on specific topics that should be discussed with your fostering worker and are not seen as replacements for face to face training.

What Are the Courses About?

FPC courses focus on specific behaviour problems, emotional disorders, and parenting strategies. Dramatic vignettes, interviews with parents, and instruction from nationally-known child welfare experts present powerful and effective messages. The courses were developed by Northwest Media in conjunction with Dr. Rick Delaney and other parenting experts. They cover a lot of topics that foster parents have to deal with, these include:

ADHD/ADD/ODD	Anger Outbursts	Anger Pie
Child Abuse & Neglect	Childhood Anxiety Disorders	Children with Autism
Eating Disorders	Family Dynamics	Fire-setting
Kinship Care	Lying	Positive Parenting I / II / III
Reactive Attachment Disorder	Relationships: Strengthening	Communications
Safe Parenting	Self-Harm	Sexualized Behaviour
Sleep Problems	Stealing	Wetting and Soiling
Working with Schools		

How Does It Work?

Most courses take about 30-40 minutes to view then you'll complete 20 review questions online. You'll also have unlimited access to the course-related discussion board to ask questions, offer suggestions, or share experiences with other parents. You can print and keep the viewer's guide and Q & A, and many courses have additional handouts. When you finish the course you can print out your Certificate of Completion.

How Do I Get Started?

If you would like to access a course please **discuss this with fostering worker and discuss how this fits in to your Personal Development Plan**. They will need to approve the application form and send this to Training & Development. On receipt of the completed application form you will then receive an email, normally within 5 working days, that tells you how to log onto the website and get started on the course you have selected. **Only one course can be selected at a time.**

What Do I Need To Do After The Course?

After completing the course you will need to complete a **Learning Log** and send this to sue.douglas@kent.gov.uk. **Further Units** can only be applied for once you have discussed your completed Learning Log with your Fostering Worker and given enough time to reflect upon your learning.

Resource Library

There are a variety of Learning Resources available to support the training courses and develop your skills and understanding including books, DVD's / Video's and useful websites. **Some books include** - A Child's Journey Through Placement, Helping your Child Build Self Esteem, Drug Addiction, The Child Placement Handbook, Caring for Myself, The Complete Guide to Asperger's Syndrome.

These are available for loan from the Training and Development section and provide both pre-reading for courses and more detailed research. You can find more details on the Resource Library in **(Appendix 4a & 4b)** and for further information please contact (sue.douglas@kent.gov.uk).

Support Groups

Support groups for foster carers are well established across the County and provide a valuable opportunity for foster carers to meet together, share concerns and ideas, and develop their learning. The Local Fostering Teams have developed New Carers Groups details of which are available from your Fostering Team.

We expect regular attendance at support groups for new and existing foster carers. **Appendix 5** has the details of **Local Support Groups** in your area. For further information please liaise with your local fostering team. Each newly approved foster carer will be given dates and times of their local support group.

Kent Foster Care Association – an introduction



Kent Foster Care Association (KFCA) is a voluntary organisation set up and run by KCC foster carers that aims to:

- provide mutual support to KCC foster carers
- promote working partnerships
- represent foster carers as individuals and as a group both locally and nationally
- develop awareness, knowledge and skills; encourage foster carer participation
- create opportunities for children and young people to meet together and build confidence and skills
- undertake projects aimed at improving processes and awareness of issues relating to fostering.

Membership is free and all KCC registered foster carers are automatically members. KFCA is an independent organisation but we value our working relationship with KCC. By working together, we have demonstrated we can bring real benefits to the fostering community.

KFCA gives foster carers a chance to meet and socialize with others who understand what it is like to foster. It provides opportunities for foster carers to talk safely to colleagues and enables them to meet foster carers from different areas.

KFCA projects have included:

- Basic Computer Awareness: working with KCC to provide training for foster carers.
- Exclusion Project: addressing educational issues, processes and support sources.
- Preventing Placement Breakdown: identifying why placements fail, how to prevent and where to get support.
- Allegations and Complaints Project: looked at this highly emotive issue, identified processes, areas where carers felt exposed and unsupported. We worked with KCC to find ways to improve this and KCC has now provided membership to FosterTalk as a direct result of this project.

These projects are run co-operatively with KCC and have resulted in benefits to all carers. Not least of these is the new provision of FosterTalk membership to all KCC foster carers. "Together we can make a difference!"

In 2010, the KFCA will undertake a project on Mental Health aimed at clarifying processes, services and issues. We will run a number of workshops to collect your comments and ideas – please come along and contribute to the project. A conference for all carers will take place later in 2010.

Looking at areas aimed at the children we care for, activities have included Literacy Clubs, Fun Days and Events and the Drama Club.

The Drama Club currently has 3 clubs meeting in West Kingsdown, Sheppey, and Folkestone. These activities have been of huge benefit to the children who participate in building confidence and skills. See our website for contacts.

KFCA is here to advocate for all KCC foster carers; please help us to support you. Visit our website at www.kfca.org.uk for latest news. Use the links on our contact page to share your views with us. Get involved! Together, we make a difference.

Every Child Matters (ECM)

How Does the Training Link to Every Child Matters Agenda?

The Training and Development Folder follows the five ECM outcomes and links them to the CWDC Training, Support and Development Standards for Foster Care. Care Matters: Time to Deliver for Children in Care (March 2008) says that “our aspirations for children in care are no less than those that each parent has for their own children” and “delivering good outcomes requires excellent corporate parenting based on high aspirations, stable relationships and taking time to listen to the voice of the child”. The Children’s Plan published in December 2007 sets out the Governments ambitions for children and young people.

ECM – Be Healthy
CWDC TSD standards for Foster Care – St 3 Health and Safety and Healthy Care

‘Children and young people should develop healthy lifestyles and opportunities to achieve optimum health and well-being, within the context of high quality preventive and treatment services – if and when they need them. Children and young people should have the resilience, capacity and emotional wellbeing that allows them to play, learn, relate to other people, and resolve problems in life.’
(Children and Young People’s Unit, 2001)

The physical and mental health of looked-after children is known to be significantly poorer than that of the general child population. Children and young people who are looked after are amongst the most socially excluded groups in England and Wales. They have profoundly increased health needs in comparison with children and young people from comparable socio-economic backgrounds who have not needed to be taken into care. These greater needs however, often remain unmet. As a result, many children and young people who are looked after experience significant health inequalities and, on leaving care experience very poor health, educational and social outcomes. (Promoting the Health of LAC, DoH, 2002). A survey by Meltzer and others (2003) showed that 45% of looked-after children aged 5 to 17 were assessed as having a mental disorder compared to 10% of the general child population. Two-thirds of all children in care were reported by their carers as having at least one physical complaint. Looked-after young people experience a significantly higher rate of teenage conception and teenage motherhood when compared to the non-care population; they may be more vulnerable to involvement in risky sexual activity, or exploitative and abusive relationships. Young people in care are also thought to be four times more likely than their peers to smoke, use alcohol and misuse drugs.

Looked after children and young people may have come from a background of abuse, neglect or family dysfunction (DfES), 2003 and may have experienced considerable trauma before being placed in care. They may also display a high number of risk factors that predispose them to developmental, health and mental health problems and show a higher level of health needs than their peers.

Foster carers should ensure that they have holistic information about a child’s health needs and ensure children’s basic health needs are also met i.e. dentist, optician, regular health checks. If developing problems in children’s physical and mental health do not receive timely attention, they can affect other aspects of their physical, social and behavioral development, which may show up in their behaviour. Health assessments and health plans will promote the current and future health of the child or young person who is looked after and not focus solely on the detection of ill-health. Health assessments will cover a range of issues beyond those of physical health which include developmental health and emotional wellbeing.

Several factors contribute to the markedly poor health of children and young people in care. Around two-thirds of children who come into care do so because of abuse and neglect, and these experiences can have a long-term impact on their health and development, physically and mentally. Health inequalities arising from poverty have a disproportionate impact on children in care. It is known that children in care are much more likely than the general population to have missed immunisations and the general development checks that are designed to identify health problems at an early stage. Their health records are more likely to be incomplete and difficult to trace.³⁹³ Separation from family can itself cause emotional trauma, vulnerability, and impaired ability to form trusting relationships with adults—factors which may then be compounded by placement breakdowns and frequent moves while in care.

Factors such as secure attachment, friendships and engagement in positive leisure activities also promote health and wider wellbeing.

It is, therefore, important to have a range of suitable carers who can maintain health, safety and security and there are a range of courses available including:

- First Aid
- Health and Well Being for Children
- Drugs Awareness
- Paediatric Manual Handling
- Epilepsy
- Autism
- Relationships and Sex Education

The Health and Well Being for Children course is delivered by the local Looked After Children's Nurses.

Further information on promoting health can be found in the Resource Library and there is also further information in the Fostering Manual which can be accessed by www.kenttrustweb.org.uk

ECM – Stay Safe

CWDC TSD standards for Foster Care – St 1 Understand the Principles and Values for Working with Children and Young People; St 6 Keep Children and Young People Safe

Every Child Matters: Change for Children emphasises the shared sense of responsibility across agencies for safeguarding children and protecting them from harm. The need to keep children safe is well recognised and foster carers have a key role in ensuring children's safety both within and outside the home. Recent child death enquiries have highlighted the need for safeguarding children and the importance of communication between agencies. The Children Act 2004 makes it clear that safeguarding is everybody's responsibility and that Local Councils with their partners must establish a Local Safeguarding Children Board (LSCB) by April 2006. In Kent this is called the ***Kent Safeguarding Children Board (KSCB)***.

The Kent Safeguarding Children Board brings together representatives of each of the main agencies and professionals responsible for helping to protect children from abuse and neglect. It is an inter-agency forum for agreeing how the different services and professional groups should co-operate to safeguard children throughout Kent and, for making sure that arrangements work effectively in bringing about better outcomes for children. www.kscb.org.uk

Children and young people are looked after for a number of reasons and many of these relate to the need for safety. As a foster carer you need to understand the legislation and policies on safeguarding children both within and outside your home and your role in caring for children who may have suffered abuse. This may include dealing with disclosures.

It is important that you have a Safe Care Plan which is regularly updated and that your diary records are kept up to date and kept secure.

There are a range of courses that foster carers must undertake including:

- Introduction to Safeguarding
- Safer Caring
- Safer Caring for Experienced Carers
- E-Safety
- Court Skills
- Record Keeping

There is also training available on Self Harm

Nb For disability carers Safeguarding Disabled Children training is available

ECM – Enjoy and Achieve
CWDC TSD standards for Foster Care – St 5 Understand the Development of
Children and Young People

Children and young people need to be given the opportunity to enjoy and achieve regardless of their age, understanding and development. Foster carers should be able to recognise the different stages of children's development and promote their learning in different environments. We know that for some looked after children and young people there may be barriers that they face and foster carers need to understand the impact that their pre-care experiences may have had upon them and possible difficulties with them making attachments. Foster carers play a key role in helping children develop resilience and "resilience theory" highlights a list of "protective factors" thought to increase the chances of good outcomes amongst children. These include the presence of a good attachment, the opportunity to make a good start and a good educational experience. Resilient children are likely to do better than their past circumstances might predict and Gilligan (2011) suggests a list of protective factors influencing the development of resilience and states that children will become more resilient to adverse circumstances if they have the following:

- Supportive relationships with at least one person
- Supportive relationships with siblings and grandparents
- A committed adult other than a parent who takes a strong interest in the young person and serves as a long term mentor and role model
- A capacity to develop and reflect on a coherent story about what has happened and is happening to them
- Talents and interests
- Positive experiences in school
- Positive friendships
- A capacity to think ahead and plan their lives

Schools are very important in helping children build self-esteem, self-efficacy, and resilience and the connection between carers and schools is crucial.

Research has also highlighted the key role that carers have in promoting placement stability and the factors associated with fewer disruptions. Each placement breakdown causes more disturbance for already unsettled children, which then makes the next placement even harder to maintain. Preventing placement breakdowns and unplanned moves is fundamental to ensuring that children attain stability. Matching is very important and the need for you to consider which children will be best placed with you/your family. Children need foster carers who can provide warmth and commitment and the quality of care provided has a crucial effect not just on stability of relationships but also on the health, well-being and education of children. This includes ensuring they have positive friendships.

Your preparation for a placement is also important and making sure you have the information you need about the child/young person and how you will meet their needs. Children's views, wishes and feelings should be acknowledged and reflected in all aspects of their care where possible. Viewpoint should be used to encourage children to talk about their experience in care and views on the future. It is important that you are able to listen to children and help them communicate their wishes and feelings.

Every Parent Matters (15 March 2007, DfES) highlights the important role of parents in improving their child's life chances and includes a number of areas where foster carers can help looked after children to achieve. These include being role models, helping with homework and promoting reading.

Developing strong attachments is key for every child, especially children in care and foster carers are really important as you are the people who have the most impact on their day to day experiences.

Foster carers also have a key role in promoting positive behaviour and helping children understand their behaviour and responding to children appropriately. Further details can be found in the Positive Parenting policy and the Corporate Parenting Policy. The training and development opportunities will help you look at children's emotional and development age, successful "parenting" styles and dealing with contact issues and talking to young people about their past and difficulties in family relationships.

Since April 2008 the updated **Fostering Manual** has been available on-line and can be accessed by www.kenttrustweb.org.uk and a step by step guide to accessing the fostering website including the Fostering Manual, Training and Development folder and the Foster Carers Newsletter can be found in **(Appendix 6)**. The Fostering Manual provides other suggestions on how you can help children enjoy and achieve including keeping good memories.

Some of the courses available include:

Caring for Other Peoples Children
Making Placements Work
Positive behaviour management
Attachment – an Introduction; Attachment and Child Development; and
Secondary Trauma
Helping Children to Learn
Personal Education Plan Workshops (PEP)

ECM – Make a Positive Contribution

CWDC TSD standards for Foster Care – St 1 Understand the Principles and Values for Working with Children and Young People; St 2 Understand Your Role as a Foster Carer

Foster carers should support children in making effective transitions at key times in their lives i.e. between schools and support them in coping with traumatic events. To enable children to make a positive contribution children need to be in a climate that is free from bullying and discrimination. Their views need to be heard and young people need to be engaged in decision making. Carers have an important role in helping children develop positive relationships and helping develop their self confidence by giving them the tools to successfully deal with significant life changes and challenges. Looked after children and their carers can make a positive contribution by participating in planning, placement and review meetings.

It is also important that to help children make a positive contribution you are able to work as part of a team and ensure information is shared appropriately. Kent's Pledge to children includes monies to promote children's leisure and social activities and help children develop a range of skills and interests and this should be used to help children develop and widen their experiences.

Although the overall numbers are small, children in care are disproportionately likely to be brought into contact with the youth justice system and to enter into custody. In 2007, looked-after children aged 10 or over were more than twice as likely to be convicted or subject to a final reprimand or warning as other children of this age. Looked-after children are in general more likely to have been exposed to the risk factors associated with youth offending, such as lack of parental support and poor attendance at school, and can exhibit challenging behaviour as a reaction to the circumstances that led to them becoming looked after.

Some of the courses available include:

Caring for Other Peoples Children

Valuing Diversity

Positive Behaviour Management

Helping your child with education and learning

A Youth Offending Course is also being developed

ECM – Achieve Economic Well Being
CWDC TSD standards for Foster Care St 5 Understand the Development of
Children and Young People

Looked after children and young people are known to come from disadvantaged backgrounds that are associated with poorer life chances and high quality care is essential to good outcomes.

To achieve economic well being children and young people need to be encouraged to engage in further education, employment or training. This will help make them ready for employment and have access to goods, materials and resources within their communities. We know that some young people find this transition difficult and foster carers can help young people by helping them have and achieve their aspirations and provide opportunities for them to do this. Helping children and young people develop their self confidence can be done a number of ways, through praise, providing opportunities for learning and general encouragement. It is important for carers to be involved in parent/carer evenings, school events and in career planning so young people can make informed decisions.

The Children (Leaving Care) Act 2000 provides two of the most important forms of support for young people which are “pathway plans”, and the provision of a Personal Adviser for each young person leaving care, to co-ordinate a package of support and assistance for them. The Act imposes a duty on local authorities to keep in touch with care leavers until they are at least 21, and to assess and meet their needs up to that age.

Some of the courses include:

Teenagers In Foster Care – promoting positive relationships
Positive Behaviour Management
Help Your Child to Learn
Fostering Changes course

Payments for Skills/Foster Carer Competency Assessment Framework

In April 2006 Kent County Council Fostering Service introduced Payments for Skills (P4S) – a fee based system for its foster carers with full implementation at the end of September 2006. P4S offers a tiered payment level based on foster carers knowledge and skills, training and development completed, and improving outcomes for looked after children. Payments are linked with carer's skills and abilities to meet the needs of children who are fostered and their commitment to training and skill development.

P4S works in conjunction with the **Foster Carer Competency Assessment Framework** (FCAF) which was launched in March 2006 and updated in March 2008 to reflect the introduction of the Children's Workforce Development Council (CWDC) Training, Support and Development Standards for Foster Care. The FCAF provides a set of performance criteria and identifies the expected outcomes of achieving those criteria. It is based on the CWDC standards for foster care and the National Standards for Foster Care and includes behaviours that carers can demonstrate to show how they are fulfilling their role.

P4S for KCC foster carers has been introduced in recognition of the changing role of foster carers as part of the wider children's workforce and providing them with opportunities for training and skills development to meet the increasingly complex needs of looked after children and young people. The FCAF clarifies the expectations the fostering service has about the tasks that foster carers should undertake and is aimed at improving the outcomes for LAC

Foster carers moving through the payment levels need to demonstrate continuous professional competence and on-going training and development. The completion of training course(s) does not automatically provide entry to a higher payment level but is based on demonstration of learning into practice. Recent changes to the Qualification Credit Framework have required some changes to be made to the eligibility for P4S payment levels:

Level 1 carers will need to complete the CWDC Training, Support and Development Standards for Foster Care and initial training.

Level 2 carers will need to have completed their CWDC Training, Support and Development Standards for Foster Care; the relevant Level 3 qualification (currently NVQ L3 Health and Social Care (children and young people) but from autumn 2010/11 may be Level 3 Diploma for the Children and Young Peoples Workforce or equivalent); consolidation of learning into practice

Level 3 carers will need to have completed their CWDC Training, Support and Development Standards for Foster Care; the relevant Level 3 qualification (currently NVQ L3 Health and Social Care (children and young people) but from autumn 2010/11 may be L3 Diploma for the Children's Workforce) or equivalent; the Btec Level 4 Working with Traumatized Children (or from 2010 the Btec Level 4 Expert Practice in Traumatized Children: consolidation of learning into practice.

- The FCAF level should be demonstrated for the payment level being applied for including Support Group attendance; on-going learning; involvement in the fostering service.
-

Foster Carer Folder/Portfolio

Each approved foster carer will have their own folder/portfolio which should be used to store evidence of the development of your skills and knowledge using the headings from the seven CWDC Standards. The portfolio should include your Personal Development Plan, copies of your Learning Logs and certificates of attendance alongside any other evidence of your skills i.e. feedback forms.

Appendix 7 provides some guidance on compiling a portfolio.

Personal Development Plans (PDP)

Every newly approved foster carer should have a Personal Development Plan ([Appendix 8](#)) completed as part of their Form F home study assessment and presented to the Fostering Panel. The Personal Development Plan should be completed by **ALL** carers with your fostering worker and reviewed annually highlighting your individual training needs for the next twelve months and how this will be achieved.

An Individual Training Record of training undertaken will also be completed and form part of your Annual Foster Carer Review.

Learning Logs

On the completion of each course you will need to complete a Learning Log ([Appendix 9](#)). The Learning Log is a reflective account of your own learning, and will include how you are applying this to your care of children and young people. While you can add to your Learning Log after the course, the Learning Log should initially be handed in at the end of the training so that a copy can be taken and given to your supervising fostering worker.

The Learning Log should be discussed with your supervising fostering social worker at your next supervision meeting (or planned in for discussion) and will go towards developing a portfolio of training completed and evidence of on-going learning and development.

Applying for Training

When and where are the courses held?

The training programme has been designed to avoid school holidays and is generally based around school times. Foster carers can apply for training not just within their local area but across the county depending on availability.

How do I apply for a course?

Each approved foster carer will have a **Personal Development Plan** identifying their training and development needs.

You then need to complete your training application form [Appendix 10](#) and have this endorsed by your Fostering Worker. The application should be returned to your Area Training Administrator [Appendix 11](#). This will be photocopied and returned to you for your records.

Please advise your Training Administrator of any dietary/specific needs you may have to ensure you can make the most out of the training.

Training will be held at a variety of venues across the County. Most training is locally based with some others being held in central venues to facilitate participation. A list of the regular venues used can be found in [Appendix 12](#). Assistance with childcare costs can be applied for where necessary and agreed with your fostering social worker ([Appendix 13](#)). Claim forms **must** be returned within **28 days** of completion of the course. Usually ten days before the course date a confirmation letter and directions/map will be sent to you usually by your local Training Administrator.

Attendance at Training

You should only attend the training if your place has been confirmed and if you have any queries please check with your Training Administrator.

You should not bring anyone else with you to the course unless they are also booked on the course.

Refreshments and registration will be available fifteen minutes before the course commences.

Non-Attendance at training

If you are unable to attend a course that you have applied for it is important that you let your Fostering Team/Training Administrator know as soon as possible. Non-attendance at a course may be stopping another foster carer receiving training that they need and also has financial implications for future foster carer training.

The cost of not- attending each course will clearly be indicated on the course flyer and payment for non-attendance without informing the team will be followed up and recorded on your Individual Training Record.

Any unplanned non-attendance will be considered as part of your supervision and form part of your Annual Review.

It is important that you **arrive for training on time and are able to stay for the whole session**. Each trainer has been asked to note arrival and departure times and if you are unable to do so then please re-book yourself on another course. Certificates will not be issued for partial attendance.

At the end of each course you need to complete a **Learning Log**, a copy of which will be sent to your Fostering Worker.

After each fully completed course you will receive a **Certificate of Attendance**.

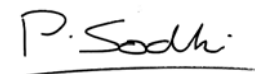
Please retain your Learning Logs and Certificate of Attendance in your Portfolio of training and development.

Evaluating Training

As part of our on-going evaluation and to respond to any developments both locally and nationally it is important that we undertake a continual evaluation of the training and development opportunities available to carers. At the end of each course you will be given a **Course Reaction Form (Appendix 14)** which should be completed on the day. Course Reaction Forms will be regularly reviewed by the Training Steering Group and will help shape future training.

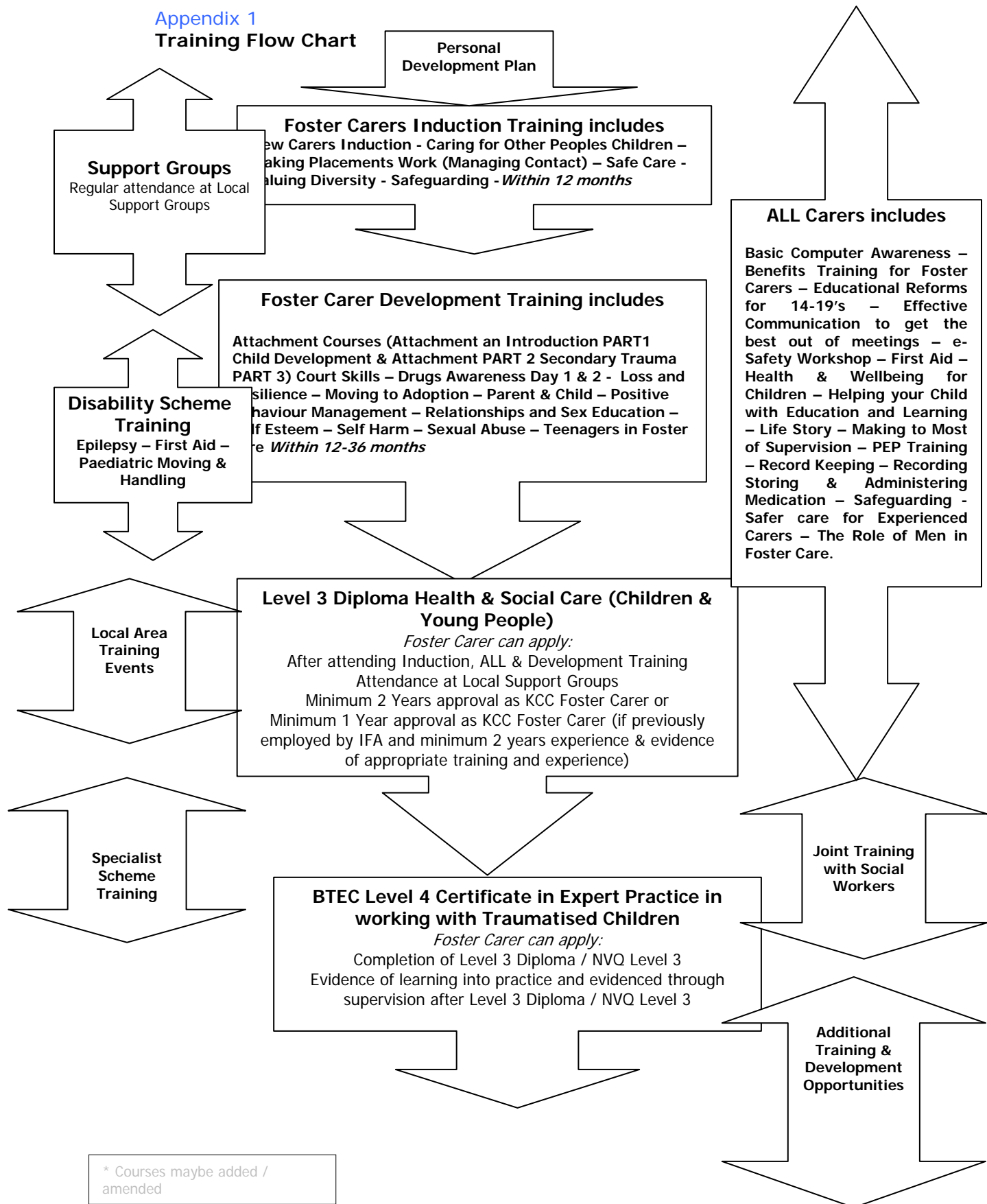
You can also contact your local **Training Steering Group** representative with any comments or suggestions and / or your fostering worker. The Training Steering Group will continue to meet regularly to evaluate and plan all foster carer training.

We hope that you enjoy attending the training and development opportunities available to you and look forward to working with you.



Pritpal Sodhi
Training & Development Manager (Fostering & Adoption)
On behalf of the Training Steering Group.

Appendix 1
Training Flow Chart



Appendix 2

Course Flyers

Induction Course Flyers	
Caring For Other Peoples Children	Included
Making Placements Work	Included
New Carers Induction	Included
Safeguarding	Included
Safer Care	Included
Valuing Diversity	Included
Courses for ALL Foster Carers Flyers	
Basic Computer Awareness	Included
Benefits Training for Foster Carers	Included
Education Reforms for 14-19's	Included
Effective Communication to get the Best out of Meetings	Included
e-Safety Workshop	Included
First Aid	Included
Health & Wellbeing for Children	Included
Helping your Child with Education & Learning	Included
Life Story Work	To Follow
Making the Most of Supervision	Included
PEP Training	Included
Record Keeping	Included
Recording Storing and Administration of Medication	Included
Safeguarding	Included
Safer Care for Experienced Carers	Included
The Role of Men in Foster Care	Included
Further Development Training for Foster Carers	
Attachment Courses <ul style="list-style-type: none"> • Attachment an Introduction PART 1 • Child Development & Attachment PART 2 • Secondary Trauma PART 3 	Included
Court Skills	Included
Drugs Awareness DAY 1	Included
Drugs Awareness DAY 2	Included
Loss and Resilience	To Follow
Managing Transitions	To Follow
Moving to Adoption	Included
Parent & Child	To Follow
Positive Behaviour Management	Included
Relationships and Sex Education	Included
Self Esteem	To Follow
Self Harm	Included
Sexual Abuse	Included
Teenagers in Foster Care	To Follow

Induction Training Flyers

Caring for Other Peoples Children

Aims & Objectives

- To explore the differences in caring for another person's child and how this may impact upon carers own families and support networks.
- To explore the probable impact of separation and loss of the child's own family upon their development and consequently their behaviour.
- To consolidate and extend carers understanding of attachment and the likely impact upon the child and promote strategies for welcoming and engaging with the child from the moment of arrival
- To encourage carers to explore implications for good parenting and promoting positive growth in emotional, behavioural, social aspects of children's development.
- To encourage carers confidence in caring well for other peoples children when in public care.

LEARNING OUTCOMES

- ◆ Carers will know, understand and demonstrate in practice the key concepts in promoting good outcomes for children in foster care.
- ◆ Carers can explain their methods, approaches and practices for safeguarding and promoting the personal and social behaviour of young people, for welcoming them to their homes and for engaging with them effectively.
- ◆ Carers will be confident in building trust in children who have learned not to trust when adults are not consistent and reliable.
- ◆ Carers will increase knowledge and understanding and contribution to the care planning process.

Content

Carers will be developing ideas and examining current practice within the context of contemporary guidance and practice. Carers will be expected to participate in discussion, experiential learning and reflection upon current knowledge, attitudes and practice. Individual, small group and whole group activities will be offered to stimulate positive learning outcomes and agreement on effective practice.

Reading List: Fahlberg A Child's Journey Through Placement - Bond, 'If you don't stick with me, who will?' - Cairns Fostering Attachments

The Workshop will be facilitated by: Dave Yandell – Independent Educational Psychologist & Specialist in Residential Childcare

Maximum Number 18

A fee of £25.00 will be charged for places reserved and none attendance on the day.

Registration & Refreshments will be available fifteen minutes before the course is due to commence

Course Time 9:30am – 2:30pm

NVQ Competencies: HSC 31 abc, 33a, 34abc, 318

CWDC Standards :2.3,3.4, 4.1, 5.1, 5.2, 5.4c, 5.6c,2.4

Making Placements Work (& Managing Contact)

Aims

- Develop an understanding of the factors that contribute to making placements work particularly in relation to contact with birth parents / family.
- Understand the role of contact in foster care, and working with parents and birth families
- Explore models of “good practice” in working with other professionals including care planning and reviews
- Understand the impact of children’s previous experiences upon their current needs when contact takes place.

Learning Outcomes

- Understand the importance of contact including the legal position
- Explore how you can help prepare a child for contact and support the arrangements (when/how/where contact takes place).
- Explore how to work with birth families and other professionals to achieve the care plan and working in partnership
- Explore what factors promote the success of placement stability

Trainer: Irene Wood

Maximum Number 15

A fee of £25.00 will be charged for places reserved and non attendance on the day.

Registration & Refreshments will be available fifteen minutes before the course is due to commence

Course Time 9:30am – 2:30pm

NVQ Competencies: HSC 31, 33a, 36, 311, 328,
CWDC Standards: 2.3, 4, 5.1, 5.6, 6.1

New Carers Induction

All newly approved Foster Carers shall attend this day.

Aims of the Induction

- Opportunity to meet other foster carers and hear about the fostering service and its principles and values
- Understand how foster carers can promote positive outcomes for looked after children and young people
- Find out about current legislations, policy and guidance that impacts on your role as a foster carer.
- Learn about the role of support groups including the Kent Foster Carers Association.
- Find out about the post approval training and development opportunities available.

The Training session will be facilitated by:
Pritpal Sodhi – Training and Development Manager,
a representative of the Kent Foster Carer Association
and be opened by Teresa Vickers - County Fostering Manager

A fee of £25.00 will be charged for places reserved and non attendance on the day.

Registration & Refreshments will be available fifteen minutes before the course is due to commence

**This training session will be held between 10:00am and 2:00pm
9:45am for coffee and registration**

[CWDC Standards: 1.2.7](#)

Safeguarding

Introduction to Safeguarding Children and Young People

This course forms part of the Safer Care and Recording training available to ALL carers

Aims:

To provide foster carers with an introduction on safeguarding and their role in keeping children safe

Objectives:

By the end of the training you will be able to:

- Describe the different types of abuse
- Recognise the signs, symptoms and indicators of abuse
- Identify the roles, responsibilities and processes in place locally and nationally for safeguarding children.
- Understand local safeguarding policies and procedures on identifying and protecting children and young people who have been abused or are at risk of abuse.
- Know how to recognise, record and refer child protection concerns.
- Respond effectively when children want to tell.

Maximum Number 18

A fee of £25.00 will be charged for places reserved and none attendance on the day.

Registration & Refreshments will be available fifteen minutes before the course is due to commence

Course Time 9:30am – 12:30pm

CWDC Standards: 6

Safer Care

Aims

This 1 day training session looks at Safe Care in Foster Care and explores how foster carers can provide a safe and secure environment for both themselves and their families.

Learning Outcomes

- Understand what is meant by safe care and how to put this into practice
- explore why children sometimes make false allegations and how carers can help protect themselves from this happening.
- understand how carers can support their own children sharing their own home with children who have suffered abuse, neglect and multiple moves and the trauma associated with this.
- Familiarisation with signs and symptoms of child abuse and impact upon the child
- Develop strategies for safe care

Course Trainer, Pauline Franklin, Independent Trainer

Maximum Number 18

A fee of £25.00 will be charged for places reserved and non attendance on the day.

Registration & Refreshments will be available fifteen minutes before the course is due to commence

Course Time: 9:30am – 2:30pm

NVQ Competencies: HSC, 31 a d, 32, 33a, 34c, 317, 325

CWDC Standards: 1.1, 1.4, 2.6, 3, 4,5,5,6

Valuing Diversity

This one day training event will explore the importance of Valuing Diversity in Foster Care. The course will use a variety of small / large group discussion to explore Valuing Diversity and what this means for caring for children and young people.

Aims

The course will provide Foster Carers with opportunity to:

- Explore issues relating to power in society and how these impact on us all, particularly foster children including the social model of disability
- Have a better understanding of the theory, language and terminology used in addressing equalities issues
- Be more aware of your own thoughts and feelings and how these affect your approach to working with difference
- Feel more confident in using skills to promote equalities throughout your practice

Learning Outcomes

- Develop an understanding about local and national policy / legislation including KCCs position on Diversity.
- Develop an understanding of how to promote children / young peoples individual needs and sense of identity in foster care.
- Develop awareness of their own attitudes to difference including work with birth families.

The Workshop will be facilitated by: Pritpal Sodhi
Training & Development Manager

Maximum Number 18

A fee of £25.00 will be charged for places reserved and non attendance on the day.

Registration & Refreshments will be available fifteen minutes before the course is due to commence

Course Time 9:30am – 2:30pm

NVQ Competencies: HSC 33 a & c 34 a & h 332 a & b, 3111, 3116

CWDC Standards: 1.2, 1.1a, 1.1b, 2, 4, 5.1, 5.4, 5.8

Flyers

Basic Computer Awareness

This course is available to **all** Foster Carers

Aims

- Provide Basic Computer Awareness for Foster Carers
- Shows Foster Carers how to use a mouse, keyboard and computer screen
- An Introduction to The Internet, the world wide web and how to get the best from them
- A brief introduction to basic e-mailing
- Exploring useful Websites, search engines such as Google, Yahoo, Ask Jeeves etc
- Software – what it is and why you need it
- Learning how to use Word
- How to run and load a CD in the CD Rom
- Internet Safety

This is a 2 day course

A fee of £25.00 will be charged for places reserved and non attendance on the day.

Registration & Refreshments will be available fifteen minutes before the course is due to commence

Course Time 9:30am – 1:00pm

[CWDC Standards: 4.2, 5.5, 7.4](#)

Benefits Training for Foster Carers

The benefits position when you are looking after your own children can be quite complicated. The benefits position when you are looking after somebody else's children can be daunting.

This workshop will look at all the main benefits that may be affected by fostering. It will look at standard, formal and informal kinship care, day care, respite, parent & baby placements.

This workshop will examine the benefits that you may be able to claim for the foster child, whether payments will affect benefits, whether fostering will be seen as work and any other effects. There may be other help available to you as well.

Financial case studies will support the learning.

This course is facilitated by Adam Smith Area Benefits Officer and Chris Grosskopf – County Benefits Manager

Maximum Numbers 20

A fee of £25.00 will be charged for places reserved and none attendance on the day.

Registration & Refreshments will be available fifteen minutes before the course is due to commence

Course Time: 10:00am – 12:00 noon

Education Reforms for 14-19s

Supporting LAC through the Changes

All children who started secondary school in September 2008 not only have a new curriculum to follow but they will have to continue their learning until they are 17.

All those who start in 2010 will continue until they are 18.

If you care for teenagers then this half day course is for you.

We will examine what is on offer now and will be on offer in the coming years and how carers can support their children to make the right choices and remain engaged in their learning.

The workshop will be facilitated by Malcolm Thomas, LAC Education Advisor and the Fostering Teams' LAC Education Advisor.

Maximum Number 18

A fee of £25.00 will be charged for places reserved and non attendance on the day.

Registration & Refreshments will be available fifteen minutes before the course is due to commence

Course Time 10:00am – 1:00pm

[CWDC Standards: 5](#)

Effective Communication to get the Best of the Meetings

This course is for **all** Foster Carers

- ***As foster carers you are sometimes faced with difficult situations?***
- When dealing with these difficult situations, have you noticed how some conversations and meetings go better than others?

This workshop will provide a range of practical techniques to support your communication and involvement with schools and other professionals

Aims

- to experience how our feelings affect our behaviour
- to consider how our communication skills can influence others
- to discuss tips and strategies in order to feel confident in handling difficult situations
- to develop confidence in contributing to meetings effectively

Learning Outcomes

- Be able to communicate effectively in meetings with a wide variety of people including children and young people, parents and other professionals.
- Be able to plan and prepare for a wide variety of meetings including placement agreements, LAC reviews etc.
- Understand and use a variety of strategies in handling difficult situations.
- Be able to positively contribute to a meeting to ensure success outcomes

The course is available to new and experienced foster carers.
The course will be delivered by Partnership with Parents
in conjunction with your local fostering team

A fee of £25.00 will be charged for places reserved and non attendance on the day.

Registration & Refreshments will be available fifteen minutes before the course is due to commence

Course Time: 9:30am – 2:30pm

NVQ Competencies: **HSC 31, HSC 33**
CWDC Standards 2.4c, 4.4a, 7.3e, 7.3b

An Information Session about using new technology in your home with Looked after Children.

- Do you know what Social Networking is?
- Have you heard of Blogs, Wiki's, File Sharing or IM?
- Do you have a Computer, Laptop, Mobile phone or Games Consol in your home?
- Would you like to know more?

This session is aimed at anyone who wants to gain awareness into how young people are using the internet and new technology, what dangers could affect them, and what measures can be put in place to safeguard them in your home/care.

What is e-Safety?

E-Safety is concerned with safeguarding young people (and indeed adults) in the digital world. It is not about restricting young people, but educating both them and ourselves about the risks as well as the benefits so they can be confident and happy online.

Aims of the Session

- To explain the dangers and the steps we can take to minimise the risk in relation to our own and others internet personal safety

Objectives

By the end of this Session you will be able to:

- Understand how young people are using new technology
- Recognise the risks and understand the potential threat posed by the internet
- Be aware of what measures can be put in place to safeguard yourself and young people.

This course is facilitated by Rebecca Avery –
Kent County Council's E-Safety Officer

Maximum Numbers 30

A fee of £25.00 will be charged for places reserved and none attendance on the day.

Registration & Refreshments will be available fifteen minutes before the course is due to commence
Course Time 10:00 – 12:00 noon

[CWDC: Standard 6.2](#)

First Aid

Introduction

This course has been designed to meet the specifications as laid out in National Standards 1 of the Care Standards Act 2000.

The course is appropriate for those persons caring for children and young adults, who require a basic understanding of first aid

Course Content

- Aims & Priorities of First Aid
- Allergies
- Baby & Child CPR
- Burns
- Causes & Treatment of an unconscious baby or child
- Choking and Asphyxia
- Croup
- Diabetes

- Epilepsy
- Foreign Objects
- Infantile Convulsion
- Meningitis
- Paediatric & Adult Recovery Position
- Poisons, Drugs and Toxins
- Wounds & Bleeding

Candidate Requirements

All candidates should be aware that the course is of a practical nature therefore casual clothes should be worn. Female personnel attending are advised to wear trousers.

Certification

Emphasis is placed upon the skills taught, practical assessment is continuous throughout the two days.

Upon successful completion of the course the candidate will be awarded certificate under the Health & Safety Regulations Act (First Aid) 1981 which will be valid for 3 years from the date of issue.

Please note failure to complete all of the sessions may result in the withholding of the certificate.

Candidate Requirements

- **Candidates who suffer from any medical condition, are taking medication or who suffer any form of learning disorder are advised to inform the tutor via the Training Admin prior to the course commencing.**
- **All candidates should be aware that the course is of a practical nature therefore casual clothes should be worn.**

We look forward to welcoming you to the course.

Maximum Number 14

A fee of £25.00 will be charged for places reserved and non attendance on the day.

Registration & Refreshments will be available fifteen minutes before the course is due to commence

Course Time 9:30am – 3:30pm

Health & Wellbeing for Children

Introduction

This 2 day course offers the opportunity for Foster Carers to explore the health needs of Looked after Children including Healthy Care and promoting a healthy lifestyle.

Aims

- Consider the health needs of LAC and research on outcomes for LAC
- Explore the dimensions of health and well-being and factors that affect it
- Discuss the role of the Foster Carer in promoting healthy care and improving outcome for LAC.
- Gain information and practice some of the skills needed to promote the needs of LAC

Content

- The course will use individual, small groups and large group activities.
- The days are full, hands on and full of excellent ideas.
- It also explores the role of the LAC Nurse including other local sources of support and information.

Learning Outcomes

- Understand the role of a foster carer in promoting the health of LAC
- Ensure that LAC's health needs are met and appropriately supported
- Understand how to work together to promote children health and well-being

The course will be facilitated by a Looked after Children's Nurse
Maximum Number 18

A fee of £25.00 will be charged for places reserved and non attendance on the day.

Registration & Refreshments will be available fifteen minutes before the course is due to commence

Course Time 9:30am – 2:30pm

CWDC Competencies: [Standard 3.3 c](#)

NVQ Competencies: [HSC 33, 313 a c, 315](#)

Helping your child with Education and Learning

Foster Carers can and do make a real difference in raising educational achievement for Looked after Children.

This course is for **all** Foster Carers

The Education LAC Advisors are offering 1-day courses to help you make the most of your talents to support your child's education.

Aims

- Learning the child
- Working with a reluctant reader/learner
- Raising self esteem
- Promoting a love of learning
- Helping with homework
- Working with schools
- Supporting a PEP

All in one day!

This Workshop/training day could make a real difference for you and this child you look after. The day is fun, hands on and full of excellent ideas.

Learning Outcomes

- Explore how to support children/young people to do well at school and improve outcomes
- Help to promote children's interests and talents including links with local resources i.e. libraries
- Work with the schools, LAC advisors and teachers
- Understand the role of Personal Education Plans and working together

Don't miss this opportunity – see the attached list of dates and venues and book in as spaces are limited.

Maximum Number 18

A fee of £25.00 will be charged for places reserved and non attendance on the day.

Registration & Refreshments will be available fifteen minutes before the course is due to commence

Course Time: 9:30am – 2:30pm

NVQ Competencies: HSC 33, 38c, 39, 315 a & b

CWDC Standards: 5.4, a b c, 5.5 a b c d

Making the Most of Supervision

This course is for **all** foster carers

Introduction

As part of the requirement of the National Standards for Foster Carers all foster carers must have regular and agreed supervision.

This ½ day training workshop will provide foster carers the opportunity to discuss the role, purpose and function of supervision.

Aims

- To reflect on experiences of supervision
- Look at what “good” supervision should look like
- Explore providing evidence
- Discuss how to make the most of supervision including preparation, planning, learning styles etc.

Content

Workshop will use a variety of small group and large group discussion.

Learning Outcomes

- Increase your awareness of the role, purpose and function of supervision in foster care
- Identify ways you can contribute and prepare for supervision
- Understand how the competency assessment framework, supervision meetings and annual reviews contribute to your development as a foster carer
- Be able to identify what “good” supervision should look like.

The course will be facilitated by the Training Manager and a member of the Fostering Team.

A fee of £25.00 will be charged for places reserved and non attendance on the day.

Registration & Refreshments will be available fifteen minutes before the course is due to commence

Course Time 9:30am – 12:30pm

NVQ Competencies: HSC 31 a b d, 33 a & b

CWDC Standards: 1, 2, 7

Record Keeping

This Workshop is for **all** foster carers

Aims

This full day training session looks at record-keeping in foster care, exploring the “Why”, “What” and “How” of good recording and the importance of providing an accurate and balanced picture of events.

Objectives

At the end of this workshop, you will be able to demonstrate knowledge and understanding of:

- Why we need to record information
- What needs to be recorded
- How we should record it

Course Trainer Pauline Franklin – Independent Trainer

Maximum Number 18

A fee of £25.00 will be charged for places reserved and non attendance on the day.

Registration & Refreshments will be available fifteen minutes before the course is due to commence

Course Time 9:30am – 2:30pm

[CWDC Standards: 1.4, 3.4, 4.5](#)

Recording, Storing & Administration of Medication

This course is for **all** Foster Carers

Aim

This course will ensure that all carers understand and are enabled to apply the principles in the safe handling, labelling, storage, administration, recording and disposal of medication received into their home.

Learning Outcomes

To enable course participants to:

- Understand the legal categories of medicines
- How to give different types of medicines
- Understand the law & KCC policy regarding storage and record keeping
- Understand some common side-effects of medicine
- Consider the implementation of self-administration of medicine by looked after children and young people.

To book a place on the above course, please contact your local Training Administrator.

A fee of £25.00 will be charged for places reserved and non attendance on the day.

Registration & Refreshments will be available fifteen minutes before the course is due to commence

Course Time 9:30am – 2:30pm

[CWDC Standards: 3.3](#)

Introduction to Safeguarding Children and Young People

This course forms part of the Safer Care and Recording training available to ALL carers

Aims:

To provide foster carers with an introduction on safeguarding and their role in keeping children safe

Objectives:

By the end of the training you will be able to:

- Describe the different types of abuse
- Recognise the signs, symptoms and indicators of abuse
- Identify the roles, responsibilities and processes in place locally and nationally for safeguarding children.
- Understand local safeguarding policies and procedures on identifying and protecting children and young people who have been abused or are at risk of abuse.
- Know how to recognise, record and refer child protection concerns.
- Respond effectively when children want to tell.

Maximum Number 18

A fee of £25.00 will be charged for places reserved and none attendance on the day.

Registration & Refreshments will be available fifteen minutes before the course is due to commence

Course Time 9:30am – 12:30pm
CWDC Standards: 6

Safer Care for Experienced Carers

Aims & Objectives

The course is designed to help experienced foster carers understand more about the impact of caring for traumatised children and aims to increase foster carers skills in identifying, assessing and managing risk.

Carers should have completed the Safer Care Training before applying for this course.

Content

The course will include whole group discussions, small group work and a Case Study, to facilitate an exploration of the:

- impact of trauma on the physical, emotional and intellectual development of the child
- process and impact of secondary traumatic stress on foster carers. There will be an opportunity for experienced practitioners to reflect on and share their experience, using this to contribute to the knowledge base of all present.

Course Facilitator Pauline Franklin.

Maximum Number 18

A fee of £25.00 will be charged for places reserved and none attendance on the day.

Registration & Refreshments will be available fifteen minutes before the course is due to commence

Course Time 9:30am – 2:30pm

The Role of Men in Foster Care

This course for **all** foster carers

Aims

The role of men in foster care has been the subject of increased debate. There is concern about how best to work with children who have been sexually abused, worries about abuse by carers, and unsubstantiated allegations of abuse in foster care. This training course explores the particular issues for men as carers, particular vulnerabilities regarding safe care and the stereo typical perceived role of male foster carers.

The course is appropriate for both male and female carers including new and experienced carers.

Objectives

- To consider the role of men in society taking into consideration cultural and religious beliefs.
- To consider the idea of the 'positive male role model' to identify ways in which men can be more effective carers.
- To examine the dynamics of male foster carers as single carers and as a couple.
- To consider the risk issues for men in fostering.
- To examine how gender influences child care work.
- To consider the role of men working with children who have been sexually abused.
- To help identify why sexism must be challenged and how to do this effectively.
- To challenge the myths and stereotypes surrounding black men and gay men and to promote anti-discriminatory practice.
- To consider safe care strategies and practice.

National Minimum Standards Fostering Regulations: Standard 7.4, 9.2, 23.4 and 23.6

This course is facilitated by Steve Goodburn, a male trainer with over 25 years experience in the Social Care field and is designed for both male and female carers.

A fee of £25.00 will be charged for places reserved and non attendance on the day.

Registration & Refreshments will be available fifteen minutes before the course is due to commence

Course Time 9:30am – 2:30pm

NVQ Competencies: HSC 31 a & b, 32a, 33, 34
CWDC Standards: 1, 2, 3, 4.5, 6

Further Development Training for Foster Carers

Attachment an Introduction Part 1

Aims

This training will enhance participants understanding of the importance of early nurturing in the building of quality attachments, and the effect these early relationships have on child development. This will be provided to give an overview of what can happen to children's development if they lack the security of a safe and secure base.

Content

- Overview of the bonding and attachment process and the role of parenting figures - demonstration, handouts and group discussion
- Video of the child's early needs in relation to attachment
- Understanding our attachments and the development of friendships and support systems
- Overview of the effect of poor attachments on child development
- Identifying some of the things that can go wrong - relating theory to practice
- Helping children who are experiencing difficulties

IMPORTANT NOTE - COULD ALL PARTICIPANTS BRING ALONG A TOY OR ITEM THAT HAS BEEN SPECIAL TO THEM

This session will be followed by another day on more advanced research and techniques.

**This will be facilitated by Judy Jeffries / Steve Goodburn
Independent Trainers**

Maximum Number 18

A fee of £25.00 will be charged for places reserved and non attendance on the day.

Registration & Refreshments will be available fifteen minutes before the course is due to commence

Course Times: 9:30am – 2:30pm

NVQ Competencies: HSC, 33, 312

CWDC Standards: 4.1, 4.2, 5.1, 5.3

Child Development & Attachment Part 2

Please note that Participants must have attended the Attachment an introduction Part 1 Training

Introduction

This one day training follows on for the training session Attachment an introduction Part 1 and further explores the effects of poor attachments on children's ordinary development.

Caring for these children can bring frustrations in that their worlds can be very different to that of ordinary children, therefore time will be given to exploring a range of difficulties these children can face and opportunity to map out their needs.

Aims

- To consider the relevance of attachment in ordinary development
- To consider the difficulties children and adolescents may face when their traumatic state has affected their attachment or attachment has been available to them.
- To explore what individual children find difficult
- To consider research based methods of helping children through their difficulties

Content

- ❑ A reminder of the attachment cycle – reflections on the previous days training – shared observations
- ❑ The effects of trauma on children
- ❑ Identifying some of the difficulties children and young person may face when they have attachment difficulties. Video and demonstration
- ❑ Relating theory to practice, mapping out individual needs and identifying the help that they require
- ❑ Rebuilding the cycle, current research and techniques to enhance children and young peoples ability to improve both their social and emotional relationships and a more secure mental health
- ❑ Recognition that some children and young people need additional professional help, ways of working together.
- ❑ Effects on the carers, looking after ourselves.

Could participants bring along some observation on a child or young person that they have some concern about.

**This will be facilitated by Judy Jeffries/Steve Goodburn (Independent Trainers)
Maximum Number 18**

A fee of £25.00 will be charged for places reserved and non attendance on the day.

Registration & Refreshments will be available fifteen minutes before the course is due to commence

Course Time 9:30am – 2:30pm

NVQ Competencies: HSC, 313

CWDC Standards: 5.2

Part 3

Please note that Participants must have attended the Attachment an Introduction Part 1 & Child Development & Attachment Part 2.

Introduction

This one day training follows on for the training session Attachment an introduction Part 1 and Child Development Part 2 and explores the affects of Secondary Trauma on Carers and their families.

Aims

- To explore how we “catch” Secondary Trauma
- How to define how trauma can affect us as individuals and out families.
- Explore ways of helping both the children and ourselves move through some of the difficulties

Content

- Recognise traumatic stress in both themselves and children
- Explore some helpful self caring techniques
- Look at ways to support yourself / family in dealing with secondary trauma
- Explore the effects of secondary trauma on behaviour – social and emotional well being.

**This will be facilitated by Judy Jeffries / Steve Goodburn
Independent Trainers**

Maximum Number 15

A fee of £25.00 will be charged for places reserved and non attendance on the day.

Registration & Refreshments will be available fifteen minutes before the course is due to commence

Course Time 9:30am – 2:30pm

NVQ Competencies: HSC, 33, 312, 313

CWDC Standards: 3.4a, 3.4 a & b, 7.1b, 7.2a, 7.3

Court Skills

This day training course is an opportunity for carers who are / maybe involved in court proceedings to explore the court process.

This course will be led by experienced child care solicitors.

Aims

This practical one day course aims to de-mystify the court process and give delegates an understanding of what to expect as a witness in care proceedings

Content

- Court structure
- Whose who
- Orders that can be made under the Children Act/Adoption and Children Act
- Report Writing - dos and don'ts
- Attending Court
- Who asks the questions and what they might be looking for?
- Techniques for cross-examination
- Diary Keeping

Learning Outcomes

- **Develop an understanding of the legal process involving LAC**
- **Understand the importance of record keeping, preparing to give evidence and attending court**
- **Explore how to work with birth families and other professionals including Guardians.**

Maximum Number 18

A fee of £25.00 will be charged for places reserved and none attendance on the day.

Registration & Refreshments will be available fifteen minutes before the course is due to commence

Course Time 9:30am – 2:30pm

NVQ Competencies: HSC, 31, 33, 34b, 36

CWDC Standards: 1,2,4

Drugs Awareness Day 1

Aims and Objectives

The course is designed to provide a basic knowledge of the most commonly misused drugs, their effects, street names and legal status. It will explore the impact of drug / alcohol misusing parent on children, and familiarisation with national treatment agencies and help lines.

Content

- The Course will consist of quizzes, teaching / discussion sessions
- Demonstration and handouts on the culture of substance use for young people
- Drugs and alcohol knowledge and effects
- Development of dependency and how to approach young people about drug and alcohol use.
- To increase participants knowledge of the purpose of screening and assessment
- To increase participants understanding of drug issues affecting young people
- To increase participants knowledge of the pattern of local services and where to refer young people who have substance misuse problems.

Learning Outcomes

By the end of the course participants should be able to:

- Dispel some myths associated with drug and alcohol use and raise awareness of how attitudes impact on an individual's ability to work effectively with young people who use drugs.
- Gain a greater understanding of the issues facing children of substance misusing parents.
- Identify early warning indicators in children of substance misusing parents.
- Work more effectively with children of substance misusing parents.
- Recognise and know who to deal with triggers to drug related aggressive behaviour.
- Protect the individual, self and others, and defuse the situation.
- Understand own feelings and behaviour
- Manage fears associated with drug overdose and identify strategies for harm reduction.
- Utilise the tools to raise the issue of drug misuse with young people

The course incorporates mixed learning techniques including didactic presentations, group exercises, group discussion and information sharing.

Day 2 should not be attended for approximately 3 months after completing Day 1

The Workshop will be facilitated by: KCA/DUST Training

Maximum Number 18

A fee of £25.00 will be charged for places reserved and non attendance on the day.

Registration & Refreshments will be available fifteen minutes before the course is due to commence

Course Time 9:30am – 2:30pm

NVQ Competencies: HSC, 32, 33, 34 a & b, 335

CWDC Standards: 2.2, 3.5, 4.3, 4.4

Introduction

This training event is designed for all KCC carers who have completed the Drugs Awareness Day 1 training programme and who may be caring for children with substance misuse related issues.

Aims and Objectives

It aims to take participants through all of the area identified through Day 1 training with the KCC carers and the carers' team and includes:

- Stereotyping
- Working with Children of Substance Misusing Parents
- Strategies for Managing / Diffusing Drug Related Situations
- Health Issues Related to Substance Misuse in Young People
- Drug Overdose and Most Commonly Used Substances

Learning Outcome

By the end of the course participants should be able to:

- Dispel some of the myths associated with drug and alcohol use and raise awareness of how attitudes impact on an individual's ability to work effectively with young people who use drugs
- Gain a greater understanding of the issues facing children of substance misusing parents.
- Recognise signs of Foetal Alcohol Syndrome and Neonatal Abstinence Syndrome in babies and small children
- Identify early warning indicators in children of substance misusing parents
- Work more effectively with children of substance misusing parents.
- Recognise and know who to deal with triggers to drug related aggressive behaviour.
- Protect the individual, self and others, and defuse the situation.
- Understand own feelings and behaviour
- Manage fears associated with drug overdose and identify strategies for harm reduction.
- Utilise the tools to raise the issue of drug misuse with young people

The course incorporates mixed learning techniques including didactic presentations, group exercises, group discussion and information sharing.

The Workshop will be facilitated by: KCA/DUST Training

Maximum Number 15

VENUE: COURSE TIME: 09.30 – 14.30

A fee of £25.00 will be charged for places reserved and not cancelled resulting in non-attendance on the day.

Registration & Refreshments will be available fifteen minutes before the course is due to commence

NVQ Competencies: HSC, 32, 33, 34 a & b, 335

CWDC Standards: 3, 4, 5, 6

Moving Children to Adoption

A two day training course for foster carers who may be involved in moving children to adoption

Aims/Objectives

- to enable carers with children who have an adoption plan to understand the process and procedures
- to help carers to develop skills in preparing children to move on to their adoptive family
- to recognise the feelings of those involved in the process and develop strategies to help the child move on

A fee of **£25.00** will be charged for places reserved and non attendance on the day.

Registration & Refreshments will be available fifteen minutes before the course is due to commence

Course Time 9:30am – 2:30pm

NVQ Competencies: HSC, **31**, **HSC 33**, **HSC36**
CWDC Standards: 2.3, 5.1, 5.2, 5.3, 5.6

Positive Behaviour Management

Promoting Positive Behaviour

Aims & Objectives

- To explore the implications for positive management within the guidelines for carers and Staff known as “Effecting Positive Responses”.
- To explore ways of understanding and managing children’s behaviours when living in a new family
- To ensure carers are aware of strategies for managing children’s challenging behaviour safely and to promote growth in children’s personal and social behaviour.
- To encourage carers to explore implications for good parenting and effective listening to children when their behaviour is challenging in its messages.
- To encourage carers confidence in managing challenging behaviour with full support from the Directorate.

Learning Outcomes

- Carers will know, understand and demonstrate in practice the key concepts within national and local authority expectations regarding the management of the behaviour of children in the public care.
- Carers can explain their methods, approaches and practices for safeguarding and promoting the personal and social behaviour of young people, for welcoming them to their homes and for engaging with them effectively.
- Carers will be confident in approaching children’s challenging behaviour and remaining versatile, effective and most of all, positive.
- Carers will increase knowledge and understanding of the framework for safe practice in managing and supporting behavioural challenge from young people in their care.

Content

Carers will be developing ideas and examining current practice within the content of contemporary guidance and practice. Carers will be expected to participate in discussion, experiential learning and reflection upon current knowledge, attitudes and practice. Individual, small groups and whole group activities will be offered to stimulate positive learning outcomes and agreements on effective practice.

This will be facilitated by Dave Yandell
Independent Educational Psychologist & Specialist in Residential Childcare

Maximum Number 18

A fee of £25.00 will be charged for places reserved and non attendance on the day.

Registration & Refreshments will be available fifteen minutes before the course is due to commence

Course Time 9:30am – 2:30pm

NVQ Competencies: HSC, 326, 327b, 336, 337

CWDC Standards: 3.1, 3.4, 4.1, 4.2,



Relationships & Sex Education

Aims

To facilitate practical examination and understanding of KCC Social Services policy on Relationships and Sex Education for looked after children in foster care setting.

Content

- The foster carers role in contributing to the health and wellbeing of looked after children in relation to sex and relationships
- Issues around consent, confidentiality and communication in relation to looked after children and sex
- Issues around knowledge, skills and attitudes when talking to young people about sex
- Practical information when responding
- Particular issues related to relationships and sexuality of children and young people.

This will be facilitated by Health Promotion Specialists for sexual health & vulnerable young people

Maximum Number 18

A fee of £25.00 will be charged for places reserved and non attendance on the day.

Registration & Refreshments will be available fifteen minutes before the course is due to commence

Course Time 9:30am – 2:30pm

NVQ Competencies: HSC, 31a, 33 a & b, 34 a, b, c, 311c, 312b

CWDC Standards: 3.1, 3.2, 3.3, 3.4, 3.5

Self Harm

Caring for Self-Harming or Risk-taking Children.

One in 10 children or young people will self harm at some point in their lives. Looked after children have often experienced high levels of abuse and neglect which places them at greater risk of using self harm or risky behaviours as a method of coping and living with difficult feelings and emotions.

Caring for self harming and risk taking children is aimed at foster carers who care for 10-18 years olds who wish to increase their knowledge of the underlying causes, most common presentations and how best to deal with self harming and risk taking behaviour in young people.

This training is being provided by professionals from LAC CAMHS specialist teams and Treatment foster Care.

Maximum Number 18

A fee of £25.00 will be charged for places reserved and non attendance on the day.

Registration & Refreshments will be available fifteen minutes before the course is due to commence

Course Time 9:30am – 2:30pm

Sexual Abuse – Working Effectively with Children & Young People

Aims

This 1 day training course explores working effectively with children / young people who may have experienced Sexual Abuse.

Content

The course will offer the opportunity to explore:

- What constitutes sexual abuse
- Equip participants with strategies for dealing with children and young people who “act out” their abuse
- Gain an understanding of how to support child and young person who has been sexually abused

Learning Outcomes

By the end of the course participants will have:

- Explore research evidence and best practice in caring for children who have been sexually abused
- Understand the impact of sexual abuse on the children / young person and upon the care giver.
- Become familiar with a range of techniques / ideas to support children and young person
- Understand the need to promote a sense of identity / self esteem

Maximum Number 18

A fee of £25.00 will be charged for places reserved and non attendance on the day.

Registration & Refreshments will be available fifteen minutes before the course is due to commence

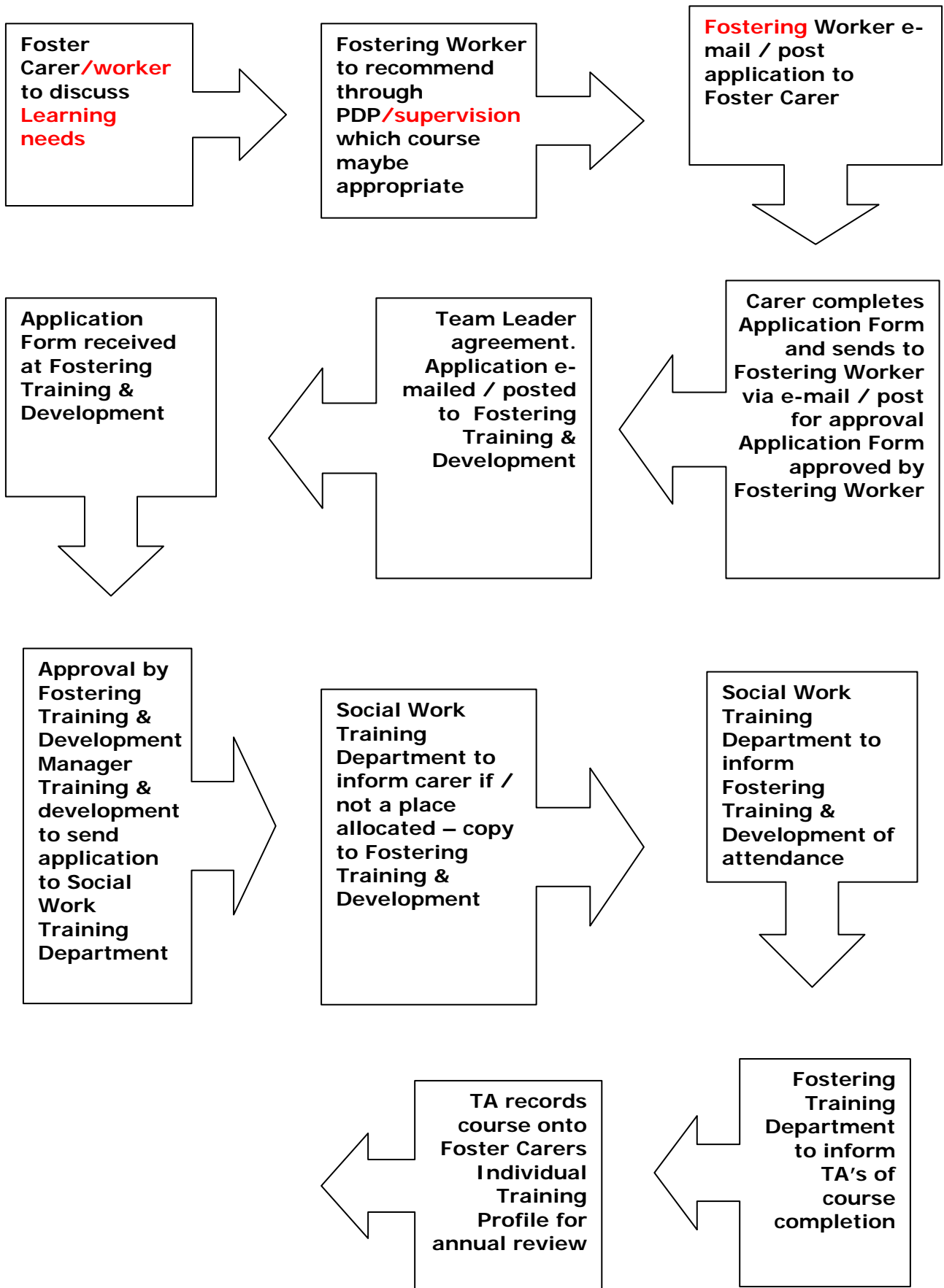
Course Time: 9:30am – 2:30pm

NVQ Competencies: HSC, HSC 33, 34c, 325 c, 326 c

CWDC Standards: 3.5, 4, 5.1, 5.7, 6



Social Worker Training for Foster Carers Flowchart



Resource Library – Sample List

Book
The Foster Carers Handbook
Young People in Foster & Residential Care
Learn the Child – looked after children to learn
Promoting Resilience
Safer Caring Second Edition
Race & Ethnicity
Parenting a Child who has been sexually Abused
First Steps in Parenting the Child who Hurts
Next Steps in Parenting the Child who Hurst
The RHP Companion to Foster Care
The New Life Work Model
A Child's Journey through Placement
Children Exposed to parental substance misuse
Attachment, Trauma & Resilience
Adolescent Substance Misuse
Responding to Adolescents
Safe Contact
Adolescence: Positive Approaches for working with Young People
My Memory Box 0-4
My Memory Box 4+
My Memory Box 8+
Fostering Now
If you don't stick with me, who will?
Unaccompanied Asylum Seeking Children
2005-2006 Directory of Agencies
Adoption & Fostering Promoting Children's Health
Reaching the Vulnerable Child
Learn the child: helping LAC to learn
Fostering Attachments
Attachment Trauma & Resilience
2007 New Resources
Health of LAC and Young People
Competence in Social Work Practice
Working with Anger and Young people
Disabled Children And The Law
Getting Sorted
Getting More Sorted
Care Or Control?, Foster Care For Young People On Remand
In Search Of Belonging, reflections by transracially adopted people
Attachments handbook for foster car and adoption
Care Stories
Helping children to Build Self-Esteem
Helping Adolescents and Adults to Build Self-Esteem
Preparing Children for permanence
Trauma & Recovery
Helping Adolescents and Adults to Build Self-Esteem
Helping children to Build Self-Esteem
Talking with Children and Young People about Death and Dying
Fostering Changes - How to improve relationships and manage difficult behaviour
Developing Parenting Programmes

Contact in adoption and permanent foster care
Costs and outcomes of non-infant adoptions
Permanence in Foster Care
Achieving Permanence in foster care
Dying to Eat - Video
The Protectors Handbook
Managing Difficult Behaviour
Transitions and Endings
Building Identity
Teenagers in Foster Care
The Colours in Me
Managing Behaviour
My family Fosters
My family Fosters - guide pack
Contact - by Jacky Slade
Benefit - info for carers
Income Tax and NI
Health - Sharon White
Disability Living Allowance info sheet
Meeting the standards info for fostering service
Fostering a child under 5
Fostering a teenager
What is fostering
Improving the literacy of children who are looked after - tips for Foster carers
Attachment - by Anne Collins
Attracting and keeping carers
The Child Placement Handbook
200 ways to say Well Done
Count on me
Fun Outdoors
Fun with Role Play
Fun with games
Fun with signs notices and messages
Fun at home
Fun with stories songs & rhymes
Fostering a Child's recovery
Helping children with complex needs bounce back

DVD & Video List

Stealing
Eating Disorder
Positive Parenting 2
Wetting & Soiling
Sexualized Behaviour
Anger Outbursts
Add, ADHD, & ODD
Finding a Way Through (Video)
Festivals 2
just a member of the family'
Reactive Attachment Disorder
Running Away
Sleep Problems
Safe Parenting
Self-Harm
Positive Parenting 1
Fire Setting
Festivals
Attachment for foster care and adoption
Parenting a child who has been sexually abused

Resource Request Form



Training & Development
17 Kings Hill Avenue
Kings Hill
West Malling
ME19 4UL
Tel 01732 525344
Fax 01732 525478

Foster Carer Adopter Training & Development

Book or DVD Video Title:

Mr / Mrs / Miss / Ms / Other (please delete)

First Name:

Surname:

Area: MK / WK / EK1 / EK2

Foster Carer / Adopter / Staff

Address:

Postcode:

e-mail address:

Telephone Number:

I agree with the Terms & Conditions outlined in the Book, Video & DVD Library Guidelines

Signature:

Date:

Official Use Only:

Date Request Received:

Extending Period:

Date Resource Dispatched:

Date Chased:

DATE DUE BACK:

Date Received back:

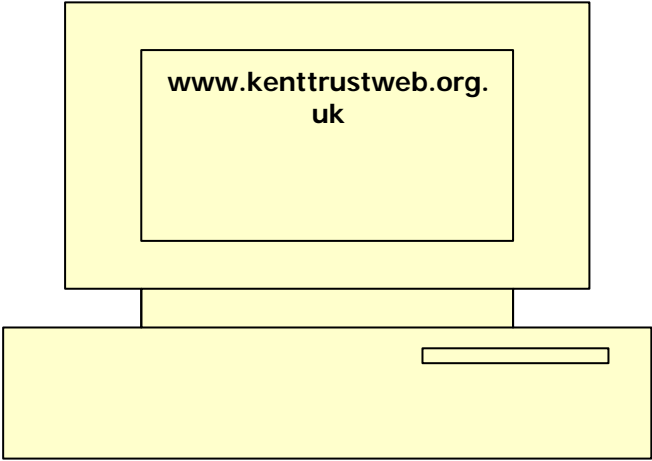
WK Fostering Team

Venue	The Mill Lane Centre - Sevenoaks											
Time	9:30am – 11:30pm											
Date	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar
	22	20	17	15	n/a	16	21	18	16	20	17	17
Venue	Tonbridge & Malling Family Support Services - Larkfield											
Time	7:30pm – 9:30pm											
Date	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar
	28	n/a	30	n/a	n/a	29	n/a	24	n/a	tbc	tbc	tbc
Venue	Tonbridge & Malling Family Support Services - Larkfield											
Time	9:30am – 11:30am											
Date	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar
	n/a	25	n/a	20	n/a	n/a	19	n/a	tbc	tbc	tbc	tbc
Venue	Tonbridge Wells Family Support Centre – Tunbridge Wells											
Time	10:00am – 12:00noon											
Date	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar
	19	17	14	12	n/a	13	11	15	n/a	tbc	tbc	tbc
Venue	St Aidens Church – Gravesend											
Time	10:00am – 12:00noon											
Date	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar
	20	11	8	13	n/a	14	12	9	14	tbc	tbc	tbc
Venue	Emmanuel Church East Hill – Dartford											
Time	9:30am – 11:30am											
Date	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar
	n/a	10	7	5	n/a	6	4	1	6	3	7	7

EK2 Fostering Team

Venue	St Lawrence Tavern - Ramsgate											
Time	7:30pm – 9:00pm											
Date	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar
	1	6	3	1	n/a	2	7	4	2	tbc	tbc	tbc
Venue	Margate Foster Carer home (please speak to Elaine Tomas @ EK2)											
Time	9:30am – 11:00am											
Date	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar
	20	18	15	20	n/a	21	19	16	21	tbc	tbc	tbc
Venue	New Carers Support Group – Aberdeen House – Ramsgate											
Time	9:30am – 11:00am											
Date	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar
	n/a	5	8	14	n/a	1	6	3	1	tbc	tbc	tbc
Venue	Carers Support Group with Pre-School – Brewers Fayres - Margate											
Time	9:30am – 11:00am											
Date	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar
	29	27	24	29	n/a	23	28	25	tba	tba	tba	tba
Venue	The Fayreness Hotel – Marine Drive – Broadstairs											
Time	Tuesdays 9:30am – 11:00am											
Date	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar
	13	11	8	13	n/a	14	12	9	14	tba	tba	tba
Venue	The Fayreness Hotel – Marine Drive – Broadstairs											
Time	Thursdays 9:30am – 11:00am											
Date	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar
	1	6	3	1	5	2	7	4	2	tba	tba	tba
Venue	The Swingate Inn - Dover											
Time	7:30pm – 9:00pm											
Date	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar
	n/a	10	14	12	n/a	13	11	8	13	tbc	tbc	tbc
Venue	Poltons Family Centre – Dover											
Time	9:30am – 11:00am											
Date	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar
	n/a	13	10	8	n/a	9	14	11	9	tbc	tbc	tbc
Venue	16 plus – St Lawrence – Ramsgate											
Time	9:30am – 11:30am											
Date	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar
	n/a	27	n/a	22	n/a	23	n/a	25	tbc	tbc	tbc	tbc
Venue	Parent & Child – Aberdeen House – Ramsgate											
Time	9:30am – 11:30am											
Date	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar
	n/a	27	n/a	n/a	n/a	9	n/a	25	tbc	tbc	tbc	tbc
Venue	Disability Support Group Thanet, Dover & Deal held at Carers Home please contact Gwen Kidd for details											
Time	10:00am – 12:00 noon											
Date	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar
	28	26	15	6	11	8	20	17	8	tbc	tbc	tbc
Venue	Disability Support Group held alternately at Wyevale gardent Cnt & Carers Home please contact Tracy Ward for details											
Time	10:00am – 12:00 noon											
Date	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar
	6	4	1	6	n/a	7	5	2	7	tbc	tbc	tbc

Appendix 6



Under the web page title "**Kent Trust Web**" second box along "Specialist Children's Services"

Click once on the Specialist Children's Services box to open the dropdown menu

From the menu that will appear on the left hand side of the screen – titled "**Specialist Children's Services**"

Under the title "**Service Provision**"

Click on the title Adoptive Parents and Foster Carers

News & Events – information on fostering and adoption events and this where to access the Newsletters

Good Practice – information on different documents and also links to published documents

This will take you into the **Adoptive Parents & Foster Carers: Home Page**

From this page you will be able to select from the different subject menus

Policies & Guidance – this gives information on all KCC policies and guidance for fostering & Adoption

Support Groups & Services – information Out of Hours numbers and contacts fro support group

Useful links – information on useful website to explore

Fostering & Adoption – signposts you KCC website on fostering

Training & Development – information on all training & development activates

Portfolio Building

What is a portfolio?

A portfolio is a “purposeful” collection of your work and achievements. It should include reflections on your experiences of fostering and how you have applied new skills and knowledge to your fostering role.

What should a portfolio include?

A portfolio should provide a structure for you to reflect on your learning and development as a foster carer. It should include:

- “what you do and why you do it”
- “how others experience what you do”
- Your learning from the above”

Your training manual can be used as your portfolio and may include:

- Your personal development plan
- Learning logs to show your reflections on training undertaken and examples of how you have applied this to your practice
- Your individual training profile of in-house training you have undertaken. (your fostering team will have a copy of this)
- A training profile of other relevant training /qualifications including when/where achieved
- Links to the CAF including those made in supervision/annual reviews
- Evidence from other professionals/others that you work with about how they have seen/experienced your care
- Any special recognition you have received i.e. QSA award letters from other professionals
- Your own evaluation of your skills, learning and development and future learning needs

A portfolio is never “finished” – it is an on-going process



Personal Development Plan

An individual foster carer Personal Development Plan is to be completed by all newly approved and existing foster carers, reviewed on an on-going basis through supervision and formally reviewed at the annual review.

Name Of Carer:	
Date Of Approval:	
Carer Registration:	

- **What are your learning and development needs over the next twelve months? (and how do these relate to the CWDC Standards)**

1. Understand The Principles And Values Essential For Fostering Children And Young People
2. Understand Your Role As A Foster Carer
3. Understand Health And Safety And Healthy Caring
4. Know How To Communicate Effectively
5. Understand The Development Of Children And Young People
6. Safeguard Children And Young People
7. Develop Yourself

- **How will these learning and development needs be met by the foster carer training programme and other activities (please list)?**

- **Are there any learning and development needs not identified in the foster carer training programme and how will these be met?**

Signed by:

Foster Carer	Date
Fostering Worker	Date



***Children's Specialist Services – Training & Development
Fostering & Adoption***

COURSE LEARNING LOG

Your Details – PLEASE COMPLETE	Name:	Area / Team: WK / MK / EK1 / EK2/Other
	Foster Carer / Adopter / Staff / Other Local Authority / Other (please specify)	Social Workers Name (for foster carers & Adopters)

Course Details	Course Title:	
	Trainer Name(s):	Date(s):
	Venue:	Duration:

Learning Log –your learning log is an initial reflection on how you will apply your learning from the course into your care of LAC. A copy will be retained by your worker and used for discussion in supervision. You can make additional comments to your Learning Log at anytime. The Learning Log should be placed in your Foster Carer Training Folder/portfolio.

What did you hope to learn from attending this course?

What do you think that you have learnt from attending this course?

Appendix 10

TRAINING APPLICATION FORM

Which should be discussed with your Fostering Social Worker & returned to your Local Fostering Team.

Name of Foster Carer		
Address		
Telephone number		
e-mail address		
Date of Approval		
Fostering Team		
Fostering Worker		
I would like to apply for the following course (s)		
Course Title	Course Date	Is this course part of your Personal Development Plan
Please advise if your local training administrator of any special needs i.e. dietary/other.		
Foster Carer Signed: _____ Date: _____		
Fostering Worker Signed: _____ Date: _____		



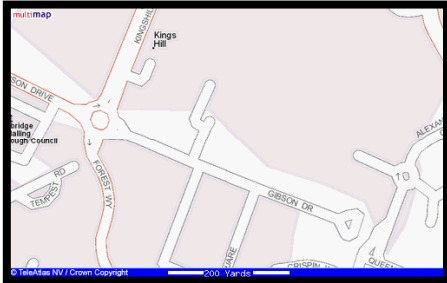
Appendix 11

Training Administrator Contact Details

Training is co-ordinated on a centralised basis, and each Fostering Team has a local Training Administrator (details listed below).

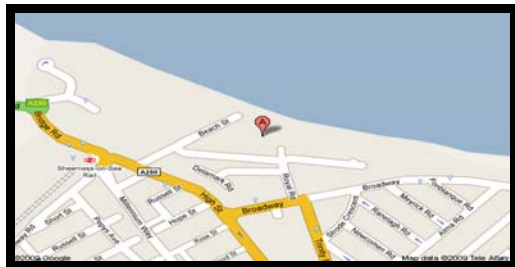
Central Training Co-ordination	Sue Douglas Training & Development Senior Admin Officer	01732 525344	17 Kings Hill Avenue Kings Hill West Malling ME19 4UL
West Kent	Linda Ausher Training Administrator Stella Brown Training Administrator	01732 525325 / 2	17 Kings Hill Avenue Kings Hill West Malling ME19 4UL
East Kent 2	Barbara Bailey Training Administrator Anne Lawrence Training Administrator	01843 570003	Aberdeen House 68 Ellington Road Ramsgate CT11 9ST
East Kent 1	Melanie D'Ardenne Training Administrator Lynn Sharp Training Administrator	01227 598500	Brook House Reeves Way, John Wilson Bus Park, Whitstable, CT5 3SS
Mid Kent	Gladys Lopato Training Administrator	01233 898635	Kroner House Eurogate Business Park Ashford TN24 8XU

Appendix 12



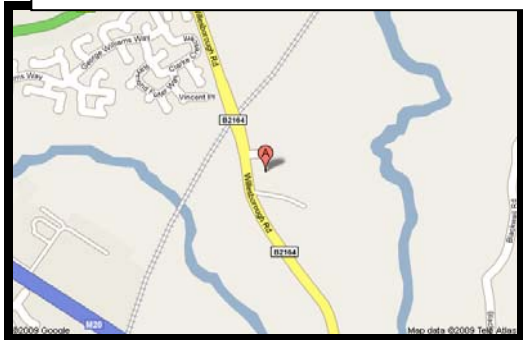
Kings Hill Community Centre
70 Gibson Drive
Kings Hill
West Malling
Kent
ME19 4LG

Sheppey Health Living Centre
Off the Broadway
Sittingbourne,
Kent
ME12 1HH




The Community College Whitstable
Bellevue Road
Whitstable
Kent
CT5 1PX

Pfizers Social Club
Ramsgate Road
Richborough
Kent
CT13 9QL



The Julie Rose Stadium
Willesborough Rd
Kennington,
Ashford,
Kent
TN24

Appendix 13

		<h1>Childcare Invoice</h1>	
<i>Invoice for Child Care whilst attending Kent County Council Carer Training (must be received at area office 28 days from course date and supported by payment invoice / receipt)</i>			Date received at Team
Course Title			Date received at T&D
Course Date			

Name of Foster Carer(s) attending training		Team	Address			
Payable to (person providing Childcare)		Relationship to Foster carer i.e. Child minder / Foster Carer / Respite Carer etc		Address		
Signed by Foster Carer / Other				Date	Invoice Attached	
					Y	N
Number of Children providing child care for		Are the Children attending school		Amount		TOTAL AMOUNT OF CLAIM
		Y	N	FULL DAY £20.00	HALF DAY £10.00	
Official Use only						
Training Admin signature – attendance check and verified						
Foster Team Leaders signature						
Date						

Children's Specialist Services – Training & Development – Fostering & Adoption

COURSE REACTION FORM

Your Details – PLEASE COMPLETE	Name:	Area / Team: WK / MK / EK1 / EK2/Other
	Foster Carer / Adopter / Staff / Other Local Authority / Other (please specify)	Social Workers Name (for foster carers & Adopters)

Course Details	Course Title:	
	Trainer Name(s):	Date(s):
	Venue:	Duration:

To ensure our Training Courses/Workshops are effective, we would appreciate your co-operation in completing this Course Reaction Form.

Pre-Course Information	Excellent	Good	Satisfactory	Poor
Joining Instructions/map				
Course	Excellent	Good	Satisfactory	Poor
Venue/Facilities				
Refreshments/breaks				
Your Trainer(s)	Excellent	Good	Satisfactory	Poor
Course content				
Trainer Delivery				
Course Notes/Handouts (if provided)				

**Were the course aims met?
(If no, please specify)**

YES

NO

What elements of the course were most useful for you?

What elements of the course were least useful for you and why?

What future training would you like to undertake?

	Excellent	Good	Satisfactory	Poor
Overall Course Appraisal				

Any other comments or suggestions

Thank you for completing this form. It will help us to maintain and improve the quality of the service provided. Your comments will be collated and shared with the Training Steering Group

Please remember to complete your Learning Log.

Trainer: please return to *** @ *****
comments:**

