

Foster Care Services Training Calendar April 2020 – March 2021



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Please read the following guidance, which is for all carers to adhere to when booking and attending training:

1. Please ensure that you have contacted Training Support by email on training.support@southampton.gov.uk or by phone on **023 8083 3781** to book a place on any of the courses listed in this training calendar. Do not assume that because you have been on a waiting list previously that you have an automatic place on any of the training courses. Course certificates will be sent out via email where possible.
2. Non-attendance at courses can be very costly, particularly when the course includes catering or external trainers. It is your responsibility to ensure that if you are unable to attend a training course for whatever reason, that you give a minimum of 24 hours notice of a cancellation so that the place can be allocated to someone else. We do understand that there will be the rare occasion where non attendance is outside of your control. **Most courses are timed to fit in with school hours, but this is not always possible, particularly with First Aid. Carers who do not stay for the duration of any course will not receive a certificate.**
3. Confirmation of a place on a training course will be sent to you via email/letter if no email access. It is then your responsibility to ensure that you contact training support as above to let them know if you will not be attending. If we do not hear from you we will assume you are attending and you will be catered for.
4. Whilst we recognise that training is an opportunity to network with other carers it is important that all participants at training remain respectful during the training session and use the breaks provided to socialise with colleagues.
5. For all evening or half-day courses, drinks will be provided, and for day courses lasting to 14.30 or beyond, a light lunch will be included. If you have any special dietary requirements that need to be catered for please ensure that you mention this when booking a place on any training course. **We need this information in advance of the course!**
6. If you have any specific requirements that the trainers need to be made aware of, please be sure to mention this when booking a place on the training. If this material is needed in a larger format please do not hesitate to contact Training Support on **023 8083 3781**.

Induction Training (3 day course)

Course 1

Date: Saturday 13 June 2020

Date: Saturday 27 June 2020

Date: Saturday 11 July 2020

Course 2

Saturday 16 January 2021

Saturday 30 January 2021

Saturday 27 February 2021

Time: For all sessions, 9:30-16:30

Venue: For all sessions, Swan Room, Haskins Garden Centre

The Induction Course is mandatory for all new foster carers, and should be completed within 1 year of approval. Once completed, it does not need to be repeated. The Induction Course comprises three days, consisting of the following sessions, and is based on the TSD standards for foster carers. **All sessions must be attended before the Induction Course can be considered as completed:**

Day 1	09.30-11.00 11.15-12.45 13.30-16.30	Introduction and Record Keeping Promoting Family Contact Healthy Care and Diversity
Day 2	09.30-12.30 13.30-16.30	Child Exploitation – Sexual and Criminal Attachment and Child Development
Day 3	09.30-12.30 13.30-15.30 15.30-16.30	Safeguarding and Safer Caring Supporting Education Household Reviews/TSD workbooks

All efforts will be made to ensure that these sessions will run as above, but occasionally it may be necessary to switch sessions, due to the availability of the trainer. A timetable for the course will be sent to each attendee prior to the course.

Books and materials will be given out on this course as appropriate, to support each session. A light lunch will be provided on all three days.

Safeguarding, Advanced Safer Caring and Allegations

Date: Tuesday 5 May 2020
Venue: The Swan Room, Haskins

Date: Thursday 9 July 2020
Venue: The Swan Room, Haskins

Date: Wednesday 30 September 2020
Venue: The Swan Room, Haskins

Date: Tuesday 24 November 2020
Venue: The Swan Room at Haskins

Date: Monday 18 January 2021
Venue: The Swan Room at Haskins

Date: Saturday 20 March 2021
Venue: The Swan Room at Haskins

Date: Tuesday 23 March 2021
Venue: The Swan Room at Haskins

Time: 9:30 – 14:30

Trainers: Ann Dyer and Supervising Social Workers

Safeguarding and Advanced Safer Caring is **mandatory training for all foster carers, and should be updated every 3 years. It is aimed at experienced foster carers and includes training specifically on allegations, and the impact on foster carers.**

Aims of the course:

- Understanding of safeguarding issues
- An opportunity to build on your existing knowledge and skills.
- In depth discussions with other experienced carers and supervising social workers about safer caring and issues that you have dealt with in practice.
- An opportunity to reflect on what safer caring means for you and your household.
- Practical exercises that will provide the opportunity to respond to safer caring dilemmas.
- Information on the SCC policy for managing allegations.
- Understanding of the potential impact of allegations on carers and their families.

Ideally foster carers will have given thought to safer caring examples that have challenged them before the course.

First Aid for Foster Carers

Please read before booking: First Aid is a certificated course, and the certificates are issued by an external company who manage the training. Participants should ensure that they are able to attend for the duration of the course, otherwise they will not have completed the syllabus, and cannot be issued with a First Aid certificate.

Date: Tuesday 21 April 2020

Tuesday 9 June 2020

Tuesday 14 July 2020

Monday 21 September 2020

Wednesday 21 October 2020

Tuesday 17 November 2020

Monday 11 January 2021

Tuesday 9 February 2021

Saturday 6 March 2021

Tuesday 16 March 2021

Time: For all sessions, 09.15-16.00

Venue: For all sessions, The Swan Room, Haskins

All of the above courses are bespoke courses specifically for foster carers. First Aid training should be **updated every three years**, so please check when your renewal is due, and book on to the date most convenient for you as soon as possible.

There is a practical element to this course, and all participants must demonstrate competency in resuscitation techniques in order to pass the course. This will require working on the floor with colleagues, and with a dummy. It is essential that you inform us prior to enrolment of any physical impairments which might make it difficult for you to meet the requirements of this course.

NB: due to the high cost of this training, if carers are allocated a place they must ensure they attend or give a minimum of 24 hours notice of cancellation so that the course can be offered to someone else.

TSD Standards

It is a requirement that all mainstream carers complete the TSD Standards within the first year of fostering, 18 months if a Friends and Family carer. The TSD Standards should evidence your learning and development over the year and as guidance we stipulate evidencing your learning 0-4 months, 4-8 months and 8-12 months.

The following guidance should assist you when working with your SSW to plan how the TSD standards will be completed and the evidence required:

1. Make a Plan

The SSW and foster carer to look at what the foster carer is going to do and what they need to find out in order to evidence each standard. What is relevant for a carer to know to meet the standard ie 2.2 *know relevant policies and procedures*, which ones do you want them to know.

2. Evidence

This is space for the foster carer to evidence their learning. This can be supervision discussions, reports for a LAC review, courses attended, and discussion about learning into practice from training, training certificates, observations of practice, etc.

3. 'Signing off'

Your SSW should only 'sign off' a piece of evidence if they feel it is sufficient to demonstrate that the foster carer has achieved this area of learning.

Don't forget to date when the evidence is signed off.

4. Methods of learning

- One to one discussion
- Distance learning
- Guided reading
- Shadowing
- Training
- E-Learning
- Structured Supervision
- Mentoring from an experienced carer
- Use of reflective diaries
- Support groups

A combination of the above can be used to suit your individual learning style.

It is an expectation that the TSD Standards are completed electronically to allow adequate space to evidence your learning. If for some reason this is not possible or you prefer to use a paper document you must ensure that you are allowing enough space to sufficiently evidence your learning.

Adolescence

Date: Monday 15 June 2020
Time: 09.30-14.30
Venue: Swan Room, Haskins Garden Centre
Trainers: Ann Dyer

This is a 1 day course, aimed at carers of young people in adolescence, or approaching adolescence, or those carers whose approval covers this age range.

Adolescence can be seen as the 'developmental bridge' from childhood to adulthood, the move from dependency to autonomy, from shared family bonds to shared bonds with close friends and intimate partners. As important social relations broaden to peers, school and work colleagues, and romantic partners, family bonds need to be balanced and reorganised to accommodate these new relationships.

The physical, cognitive and emotional changes of adolescence enable young people to achieve this 'development task' and make the transition to adulthood. However, the intensity of the changes can, and often does, have a major impact on the young person, their family relationships and parents. Where children have experienced trauma or attachment difficulties in their early years, the transition through adolescence is particularly challenging. Children who have seemed to be very settled in placement can suddenly exhibit confrontational or puzzling behaviours. This course will examine the changes that take place for all young people during the period of adolescence, and ways in which carers can help support children through this tricky time.

This course will aim to consider:

- Adolescence through the ages
- Brain development in adolescence
- Impact of trauma
- Building a healthy teenage brain
- Transitions
- Risk taking
- Resilience
- Mental health
- Importance of relationships

A Morning of Mindfulness

Date: Wednesday 7 October 2020

Time: 09.30-12.30

Venue: Swan Room, Haskins Garden Centre

Trainers: Ann Dyer

Mindfulness is a way of paying attention to the present moment, using techniques like meditation, breathing and yoga. It helps us become more aware of our thoughts and feelings so that, instead of being overwhelmed by them, we're better able to manage them. Mindfulness can be used as a tool to manage your wellbeing and mental health.

While research is still growing in the area of mindfulness, evidence has suggested the benefit of mindfulness to health and wellbeing, with results showing positive effects on several aspects of whole-person health, including the mind, the brain, the body, and behaviour, as well as a person's relationships with others. Mindfulness has also shown to help with a number of conditions, including stress, anxiety, depression, addictive behaviours such as alcohol or substance misuse and gambling, and physical problems like hypertension, heart disease and chronic pain.

Originally developed from ancient Buddhist practises, it is now widely used by a huge range of people and is becoming increasingly recognised as beneficial to mental health generally and for specific mental health conditions.

This session will take a look at some of the theory behind mindfulness, and how it can be used in daily life. We will consider various different types of mindfulness. There will also be experiential activities during the morning, and a range of resources and references for mindful activities that can be used both for ourselves, and with the children we look after.

Attachment, Trauma and Resilience

Caring for children who have experienced multiple ACE's

Date: Thursday 11 June 2020 or
Wednesday 13 January 2021

Time: 09.30-14.30

Venue: Swan Room, Haskins Garden Centre

Trainers: Ann Dyer

Developmental Trauma is the term used to describe the impact of early or repeated abuse, neglect, separation and other serious experiences, known as Adverse Childhood Experiences (ACEs.) These usually happen within the child's most important relationships, and can have a significant impact on the developing brain. Not only do traumatised children develop a range of unhealthy coping strategies which they believe will help them survive, they also do not develop the essential daily living skills that children need, such as being able to manage impulses, solve problems and executive functioning.

Children's brains organize from bottom to top, with the lower parts of the brain (Brainstem or "Survival Brain") developing earliest, and the cortical areas (Thinking brain) much later. Traumatised children's brain become stuck in the brainstem, and they therefore swing between their survival modes of fight/flight/freeze/collapse.

The good news from recent and ongoing research on trauma and the developing brain is that developmental trauma happens within key relationships, and can also be repaired within relationships. Relationships heal relationship trauma, particularly if the right intervention is offered at the right time, in the right order.

This advanced course on attachment and brain development will examine the importance of the attachment relationship in healing trauma, working with the child from the 'bottom up'. We will look at the latest theories on brain development, including Epigenetics, and also the 'Neuro-sequential model' of repair. We will also include a range of practical activities to use with your child to promote brainstem repair.

Care Planning, the Courts, and the Role of the Social Worker (1 day course)

Date: Monday 9 November 2020

Time: 09.30-14.30

Venue: Swan Room, Haskins Garden Centre

Trainers: Ann Dyer

Have you ever felt confused by the court process, or the complexities of care planning? When thinking about the range of people who work with each looked after child, do you know who everyone is and what they do? Do you understand the role of the social worker for the child, and the aspects of care they are and are not responsible for? Are you clear about your responsibilities within the care planning and court processes? Are you worried about being called to give evidence in court? Do you understand court timescales, or all the different legal orders the court can make?

If you have been confused by any of these issues, this is the course for you. We will be looking at:

- The legal framework governing Children Looked After, including recent changes to legislation.
- Principles and process of care planning.
- Review of the care planning process.
- The roles of the Independent Reviewing Officer, Social Worker, and other members of the 'Team Around the Child'.
- Role of the Foster Carer, including delegated authority.
- Court processes, including Public Law Outline and court orders.

Caring for Unaccompanied Migrant Children (2 day course)

Date: Monday 11 and Tuesday 12 May 2020

Time: 09.30-14.30

Venue: Swan Room, Haskins Garden Centre



Trainers: Ann Dyer, and foster carers with experience of caring for this group of children

This is a new, 2 day training course written by CoramBAAF, in partnership with the International Organisation for Migration (IOM) and the EU. It was designed specifically for foster carers in the UK who might wish to care for unaccompanied migrant children, to be delivered by local practitioners.

During the surge in arrivals of refugees and migrants to the European Union in 2015, more than 90,000 unaccompanied migrant children (UMC) sought asylum in Europe. The **United Nations Convention on the Rights of the Child (UNCRC)** requires countries to provide holistic care to children which ensures their best interest is the primary consideration *'in all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies'*

Unaccompanied children in migration have special vulnerabilities and needs that are based on their triple characteristics of being children, being in migration and being unaccompanied by adults who know them well (their family or legal guardians).

They:

- Have been separated from their birth parents, families, communities, language, religion, culture and country all at once, exacerbating their feelings of loss
- May have suffered abuse, exploitation and violence during their migration journey, while also being subject to physical hardship, trauma and lack of access to appropriate healthcare or education.
- Might have faced or be facing discrimination, hostility and stigma during their journeys and on arrival in a new country.
- May experience cultural shock on arrival in a new country and be re-traumatised as they undergo the asylum/immigration, age assessment and care processes.
- Need to build the foundations of a new life in their country of arrival as they embark on a journey towards integration, while developing into young adults and coming to terms with loss and separation.

Foster carers play a pivotal role in supporting children to develop the skills necessary to grow and thrive, and to overcome the effects of loss, separation and trauma. This course will support the carers by providing them with the knowledge, skills and tools needed to provide these children with the best possible standards of care.

Carers must attend both days.

Children and Young People who Self Harm

Date: Wednesday 15 July 2020
Time: 09.30-14.30
Venue: Swan Room, Haskins Garden Centre
Trainers: Ann Dyer

Self harm is a very common behaviour in young people and affects around one in 12 people with 10% of 15-16 year olds self-harming. There's no such thing as a typical person who self-harms, and it can affect anyone of any age, background or race.

Some young people self-harm on a regular basis, while others only do it once or twice their whole lifetimes. For some, it's part of coping with a specific problem and they stop once the problem is resolved. Others self-harm for years whenever certain kinds of pressures and problems arise.

Some people do it because they don't know how else to cope with pressures from family, school and friends. Extreme feelings such as fear, anger, guilt, shame, helplessness, self-hatred, unhappiness, depression or despair can build up over time. When these feelings become unbearable, self-harm can be a way of dealing with them.

This course will cover

- What is self-harm?
- Why do young people self-harm?
- How can you best support a young person who is displaying self-harming behaviour?

Who should attend?

This course is for all carers, as any child is at risk of self-harm, and recorded ages of children engaging in this behaviour are reducing all the time. It would be particularly useful to carers of children over the age of 8.

Child Sexual and Criminal Exploitation **(including gangs and 'County Lines')**

Date: Monday 12 October 2020
Time: 09.30-14.30
Venue: Swan Room, Haskins Garden Centre
Trainers: Ann Dyer



Child exploitation training now forms part of the mandatory Induction training for foster carers. If you have not attended this training as part of your induction, you should attend this stand-alone course. This course has recently been updated to include criminal exploitation, and the current difficulties posed by 'County Lines' gangs.

Child exploitation is a misunderstood and often hidden crime. Young people may trust their abuser and don't understand that they're being abused. They may depend on their abuser or be too scared to tell anyone what's happening.

Any exploitation of children and young people under 18 involves complex exploitative situations, contexts and relationships, and these may involve extreme threats or violence. Perpetrators of child sexual exploitation (CSE) and child criminal exploitation (CCE) can share patterns of behaviour in respect of coercion, violence, intimidation and the power imbalance inherent in them and many other offences. Child exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Involvement in exploitative relationships are often characterised by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

Child exploitation is a growing issue, and we all have a responsibility to be able to recognise the signs and symptoms of CSE and CCE. Children within the care system are particularly vulnerable to CSE and CCE.

Children with Harmful Sexual Behaviours

Date: Tuesday 13 October 2020

Time: 09.30-14.30

Venue: Swan Room, Haskins Garden Centre

Trainers: Ann Dyer and Sheelagh McCarthy

Sex and sexuality are important parts of everyone's make-up, and sexual behaviour starts at a very early age. As children get older, the way they behave and express these feelings changes and they move through different, and normal, phases. But sometimes children's sexual development can seem out of sync with their age. It's important to have a good idea of what is normal sexual behaviour so that we can spot the warning signs that something might not be quite right.

This course will focus on:

- Understanding the difference between normal, problematic and harmful sexual behaviours in children and young people;
- Understanding the causes and prevalence of the issue;
- Awareness of the main assessment approaches;
- Awareness of different interventions, including examples of promising practice

Alongside the trauma a whole family is likely to be experiencing if a young person has demonstrated problematic sexual behaviour, there are immediate practical issues of safeguarding, assessment and intervention to deal with. To achieve the best outcomes, all professionals need to fully understand the issues that can be present when a child engages in such behaviour.

Education Matters

Spring Term 2021

Date: Wednesday 10 February 2021

Time: 9:30-14:30

Venue: Shirley Warren Primary School

Date: Wednesday 24 February 2021

Time: 9:30-14:30

Venue: Oasis Academy Lordshill TBC

Date: Wednesday 10 March 2021

Time: 9:30-14:30

Venue: Shirley Warren Primary School

This is a three day course, run over several weeks. Carers must attend all three dates to complete the course.

Consider how much time the young people you care for spend in school. Is your knowledge up to date about 'what is going on' in schools? Would you like to experience a real primary and secondary school in action? Would you like some help with educational jargon? Do you know what services schools offer children in care to meet their individual needs? What happens when things go wrong? How can you support learning in your home?

Aims of the course:

- Gaining knowledge of how the education system works for Children in Care, including the Virtual School.
- Raising the profile of what is on offer in and around Southampton. What types of educational settings are available locally? What can you access?
- Improving your skills: How to communicate effectively with schools to get the best possible outcome for the children in your care?
- Improving your skills: How to create positive learning opportunities at home? Exploring what works for young people.
- Careers choices, options, and post 16 provision
- We will be covering these relevant areas: admissions and exclusions, Personal Education Plans (PEPs), Special Educational Needs, synthetic phonics, modern maths teaching strategies; bullying

Trainers: Niki Freckelton and education related practitioners which in past years have included: Educational Psychology; Careers; Attendance and Exclusions; Maths specialist; Special Educational Needs; Anti-Bullying

Who is it for? : All foster carers looking after children and young people in Infant, Primary and Secondary schools. It is expected that foster carers will attend the full 3 days to most benefit from the course.

Emotion Coaching

Date: Monday 5 October 2020
Time: 09.30-14.30
Venue: Swan Room, Haskins Garden Centre
Trainer: Ann Dyer

Emotion Coaching is about helping children and young people to understand the different emotions they experience, why they occur, and how to handle them. Emotion coaching is also about developing in ourselves and others the best possible responses to the behaviour of children and young people 'in the moment', intervening with the child as the behaviour is happening. Emotion coaching is based on our growing understanding of the developing brain, and the issues that can affect children who have experienced trauma, or attachment difficulties. It can be used as a practical technique for managing challenging behaviour.

This course will help carers learn techniques for emotion coaching, and these will include:

- Having emotional awareness of own emotions (meta-emotion philosophy).
- Recognising the power and purpose of emotions.
- Empathising.
- Active listening / rapport building.
- Scaffolding / problem solving.
- Role-modelling.

Research shows us that children who can cope with their strong emotions, with support of their carers:

- Are more emotionally stable.
- Are more resilient.
- Achieve more academically.
- Are more popular.
- Have fewer behavioural problems.
- Have fewer infectious illnesses.

Foetal Alcohol Spectrum Disorders

Date: Thursday 24 September 2020

Time: 09.30-14.30

Venue: Swan Room, Haskins Garden Centre

Trainers: Ann Dyer, and foster carers

Foetal Alcohol Spectrum Disorder is an umbrella term, under which several related diagnoses sit. When a baby is exposed to significant quantities of alcohol in the womb, it causes organic brain damage which is irreversible and incurable. It can also damage other parts of the central nervous system and vital organs. Many children who have FASD have been exposed to other harmful substances in pregnancy also, such as cigarette smoking and other drugs. While these have their own set of adverse effects on a baby, none are as severe as the effects of drinking alcohol. Alcohol is known to be the most damaging substance of all to a baby's developing brain.

Parenting a child with FASD can be challenging. If you believe that the child you are looking after has some of the traits of FASD, or that alcohol was a feature of their pre-birth experience, you should consider coming along to this training. The session will cover:

- What is FASD?
- Prevalence of FASD and related conditions
- Brain development
- Other effects on children from birth to adulthood
- Impact on carers
- Strategies for dealing with the impact of FASD
- Diagnosis
- Sharing of experiences
- Recent research

Foster Talk
Tax for foster carers
Benefits of Foster Talk membership

Date: Thursday 5 November 2020

Time: 10:00 – 12:30

Venue: Swan Room at Haskins Garden Centre

Trainer: FosterTalk Membership Presentation - by Sarah Collett
Tax/Benefits/Accountancy Presentation - by Pat Lewis

This presentation will be delivered by Foster Talk:

During the information session we will be providing you with information about the support and benefits you can access through your Foster Talk Membership, provided and paid for by Southampton City Council.

We will also give a detailed presentation about tax, and the tax rules which are specific to foster carers. This includes information regarding self employment, self assessment, tax returns, benefits and national insurance.

Please come along and find out more about independent, specialist and confidential services available to you and your household.

This is an exceptionally worthwhile session, providing you with all you need to know about tax and national insurance. Pat presents the information in a clear and accessible way, giving invaluable help to carers, all of whom are required to submit a tax return.

The workshop also outlines all of the benefits you are entitled to as a member of FosterTalk. You will be surprised at all of the services they offer!

Sarah and Pat will also be available for a short time after the presentation, to discuss individual queries you may have.



Generation Z and the kids of today!

How to build resilience and stronger mental health against a backdrop of social media, changing careers and other issues.

Date: Monday 29 June 2020

Time: 09.30-12.30

Venue: Swan Room, Haskins Garden centre

Trainers: Alison Philips, Post-16 Careers Coordinator

This is a careers focused course, aimed primarily at carers of secondary age children. We will be looking at the world of education past school, apprenticeships and beyond.

The session will examine the considerable pressures that today's young people face, particularly in a world where social media is king. We will discuss how we prepare our young people for the outside world, and 'future-proof' this generation for a society in which life is so immediate, but also so changeable.

The session looks at the future of the jobs market, and how this is evolving through technology, and social changes. We will look at how we can support young people to navigate these changes, and ways in which we can build resilience that will equip them for the future.

We will also look at the current system of qualifications and how they all work.

Improving Sensory Processing in Children who have Experienced Trauma

Date: Monday 14 September 2020

Time: 09.30-14.30

Venue: Swan Room, Haskins Garden Centre

Trainers: Ann Dyer

Sensory Integration difficulties occur when sensory signals are either not detected or don't get organized into appropriate responses. This can happen when a child suffers trauma or abuse in early life, affecting the basic sensory processing pathways of the brain. This can affect not just physical development, but also emotional and behavioural development too.

Does the child you care for seem 'out of tune' with themselves, or struggle to know how their body is feeling? Do they find it hard to balance, or feel uneasy when their feet leave the ground? Can they recognise when they feel hot or cold, full or hungry? Do they have extreme reactions, or no reaction at all, to pain, touch, noise or smell? Do they have problems eating or sleeping? Are they fidgety all the time? Do they struggle to concentrate, regulate themselves emotionally, or make friends?

It could be that the child has issues to do with Sensory Integration, related to their early life experiences. This course looks at the importance of early movement experiences, and how they impact on brain development. It will be a very practical course, looking at how to identify gaps in development, and activities that you can do to build up the underdeveloped systems.

Internet Safety

Date: Monday 8 June 2020

Time: 19:00 – 21:00

Venue: Testlands Hub, Green Lane, Maybush, Southampton, SO16 9RG

Trainer: Paul Robinson (foster carer)

Paul is a mathematics teacher working with young people between the ages of 11 and 18 years. He has a particular interest in teaching using technology. Paul is a foster carer for Southampton City Council.

The Internet Safety training will cover the following:

- Devices used for accessing the internet.
- Online 'code' for internet safety - data/security/passwords.
- Protection - Filtering, Safe searches, virus/malware/scams.
- A rough guide to social networking and popular applications such as Facebook, Twitter & YouTube.
- Resources to watch/use with your young people, where and how to find more information.

Please bring your own device- laptop, tablet or smartphone- to the training if possible. Paul will do a presentation for about one hour, and the remainder of the session will be for questions, and a more practical session using the Internet.

Please note the venue for this course, as it is not our usual venue

Moving Children on to Adoption (2 day course)

Date: Monday 25 and Tuesday 26 January 2021

Time: 9:30 – 14:30

Venue: The Swan Room at Haskins Garden Centre.

Trainers: Ann Dyer, with adoption social workers and foster carers who have experience of moving children on to adoption.

This 2 day course will cover the following main areas:

- Adoption and the legal framework, court orders, PLO process.
- To give a clear understanding of the process for a child being adopted.
- Preparation of the child.
- To give a clear understanding of foster carers' role within the process.
- Introductions period, and what to expect.
- To know who will support foster carers and their family through this process.
- To know what to expect post 'move on'.

Who is it for? All foster carers looking after young children, who are more likely to have a plan of adoption– this includes foster carers who provide respite for children where adoption is likely. It is advisable to attend this course prior to any plan of adoption for the children you care for, so that you are aware of the process and what the expectations are. **Both days must be attended.**

The course will include presentations from foster carers who are experienced in moving children on to their adoptive placements.

'Parent and Child' Fostering Placements **(Including 'Care of Infants' on day 2 – open to all)**

Date: Monday 22 and Tuesday 23 June

Time: 09.30-14.30

Venue: Swan Room, Haskins Garden Centre

Trainers: Ann Dyer, Kelly Betteridge, Suzanne Randell

It is expected that P&C participants will attend both days.

Some parents need extra support to care for their children. Parent and child fostering placements involve a parent and child living together in a foster carer's home, with the carer giving support to the parent to give them the best opportunity to develop their parenting skills in a natural, nurturing family environment.

These specialist placements can help young parents develop the confidence to take on the responsibility of caring for their children. They provide a positive alternative to residential care, which can be expensive and isolating, and offer young families the best chance of staying together.

This course offers specialist training in this area, enabling foster carers to develop the skills they would need to support vulnerable parents and their children. Carers work to help young parents develop vital parenting skills and strong bonds with their child. They work closely with social care professionals to carry out parenting assessments and provide the holistic support these young parents need to thrive.

If you have an interest in developing your skills, with a view to providing Parent and Child fostering placements for Southampton City Council, then this course is an essential starting point for you.

Day 1: Understanding of the legal framework, PLO, going to court and giving evidence
Paperwork, assessment, observations, recording, Placement Plan
Contact arrangements, visitors
Finance

Day 2: Supporting a parent who is caring for a young baby, including
Baby care, Safe sleeping, Breastfeeding, Weaning, Feeding issues,
Sleep issues, Attachment, Supporting a mum with PND

Note: Day two will be open to all carers who look after babies and young children, and is an opportunity to keep up to date with all the latest guidance from health visitors.

Parenting with PACE

Date: Monday 19 October 2020

Time: 09.30-14.30

Venue: Swan Room, Haskins Garden Centre

Trainers: Ann Dyer

This is a one day course introducing the principles of PACE, the successful approach to working with children who have experienced trauma, developed by Dan Hughes. This course sits neatly alongside the 11 week Solihull training, and can be used as an introduction to the concept of Therapeutic Parenting, or as a refresher for those who have already completed other courses.

PACE stands for Playfulness, Acceptance, Curiosity and Empathy, and this therapeutic parenting approach is widely used in helping children with attachment and trauma related difficulties. The PACE model is family based and focuses on the facilitation of the children's ability to establish a secure attachment with their carer/s. The course will include how to combine PACE with behaviour management skills, becoming a more mind-minded parent, exploration of why children are insecure, attachment patterns, developmental trauma and therapeutic parenting. The course will provide parenting principles to enable parenting of insecure children. Parenting with PACE provides appropriate boundaries, together with warmth and nurture, and the connection that PACE creates means that this parenting is received as fully unconditional.

Workshop Objectives

- To explore PACE and its role in parenting and understand why traditional behaviour management strategies may not help the child to feel secure.
- To understand the behaviour displayed by the child and how this links to their internal experience.
- To establish how PACE can be integrated into a parenting attitude.
- To have the opportunity to practice PACE in conversations.
- To explore the issues and challenges for adopting a PACE led approach.
- To consider the connections between experience, feelings and behaviour and relate this to the concept of PACE.

Promoting Contact and Working with the Birth Family

Date: Thursday 17 September 2020

Time: 9:30-14:30

Venue: The Swan Room at Haskins Garden Centre

Trainers: Ann Dyer

This one day course is intended to be a more in-depth look at the issues and complexities of contact than the session included in Induction training. The course is aimed at all foster carers and supervising social workers who are involved in any way in supporting contact.

Aim of the course:

- Consider the legal framework which applies to contact with birth family.
- Provide detailed information about the Contact Scheme and the different types of contact.
- Look at the tasks and roles of the Contact Supervisors, Foster Carers and SSW's around contact.
- Issues around the child's trauma history, and the impact of ongoing contact with the birth family, including attachment difficulties and the significance of unmet attachment needs
- Explore the birth family perspectives and discuss practical tips to ease the relationship with the birth family.
- Explore the support and importance of self-care for Foster Carers regarding issues around contact.
- Discuss issues arising from contact arrangements, and how these can be resolved.

Promoting Health of Children Looked After

Date: **Session 1** **Tuesday 7 July 2020**
 Session 2 **Tuesday 2 February 2021**

Time: **09.30 – 14.30**

Venue: **Swan Room, Haskins Garden Centre**

Trainers: **Claire Langrish and health personnel**

These are **two separate, stand-alone sessions**. The Promoting Health training is designed to offer a variety of subjects across the spectrum of health and healthy care, for Children Looked After of all ages. Carers are free to attend the session(s) they feel will be most beneficial to themselves.

Session 1 will focus on the health needs of **babies and young children**. In the past, we have looked at areas such as eczema and skin conditions, immunisations, tooth care, enuresis, asthma, non-accidental bruising, sleep issues, and the effects of domestic violence.

Session 2 will focus on the health needs of **older children and adolescents**. In the past, we have looked at areas such as self-harm, sexual health, drug issues, eating disorders and emotional First Aid.

It is not possible, at this stage, to confirm the specific topics to be covered on each session. We will aim to send out information on the topics to be covered prior to each session.

Secondary Trauma (1 day course)

Date: Wednesday 18 November 2020

Time: 09.30-14.30

Venue: Swan Room, Haskins Garden Centre

Trainers: Ann Dyer

Through empathy with a child who has experienced at first hand a traumatic event, we can pick up the strong emotions that the child is unable to experience for themselves.

This empathic experience may be sufficient to overwhelm our capacity for stress regulation.

All people who work in the caring professions are vulnerable to secondary trauma, particularly those working with traumatised children. Foster carers are particularly at risk, due to their use of empathy when forming relationships with children, and the close and extended contact they have with those children.

This course will include:

- Recent research on the subject of secondary trauma.
- Understanding of the impact of working with traumatised children.
- Awareness of the signs and indicators of secondary stress.
- Identification of factors which increase vulnerability.
- Identification of factors which increase resilience.
- Understanding of the key factors which promote recovery.
- Development of skills which can help towards prevention and management of secondary trauma.
- Understanding of the effects of secondary trauma on the team and network structures.

Staying Put, and Growing into Adulthood

Date: Tuesday 22 September 2020
Time: 09.30-12.30
Venue: Swan Room, Haskins Garden Centre
Trainers: Ashleigh Perrin, Pathways team
Leela Hunt, NHS



This course is designed for carers who foster older teens, and who are looking to continue to support them into young adulthood. Planning for post 18 starts when the young person is aged 16.

The course will cover:

- Staying Put and related guidance
- Pathway Planning
- The Pathway and Transition Guide
- Transition to Adult Services if appropriate
- Financial Arrangements for those in continuing family placements

Substance and Alcohol Misuse

Date: Monday 28 September 2020
Time: 09.30-13.00
Venue: Swan Room, Haskins Garden Centre
Trainers: Robyn Parker-Hales, No Limits



The content of the training will include standard drug and alcohol awareness which incorporates:

Classification and types of drugs.
Effects of different drugs.
Reasons people take substances.
Signs to look for that indicate a person may be taking substances.

Skills of engagement with the person if there is a problem.
A menu of options including onward referral agencies.
Support for the foster carers having identified a problem.

This training would be particularly beneficial to foster carers who look after older children and adolescents, and for whom there is a possibility that the child may be exposed to drug taking behaviour. Also beneficial for carers for whom there is no evidence of drug taking amongst fostered children, but who wish to extend their knowledge for more effective preventative work.

Supporting Communication and Language Skills **(in early years)**

Date: **Workshop 1** **Tuesday 19 January 2021**
 Workshop 2 **Tuesday 23 February 2021**

Time: **09.30 – 12.00**

Venue: **Swan Room, Haskins Garden Centre**

Trainers: **Jan Stevens, Niki Freckleton**

This course is aimed primarily at carers of babies and pre-school children, but carers of older children with some communication and language difficulties will also find this very useful.

Workshop 1

- Communication development from the roots up
- Ages and stages
- Top tips and strategies
- 4 key strands
- Books and nursery rhymes
- Dialogic books

Workshop 2

- Impact of adult interaction styles
- Shared sustained thinking
- Oral motor activities

These workshops will follow on from each other, giving practical support and teaching activities to promote the communication skills of young children. To gain the most benefit, carers should attend both workshops

Supporting LGBTQ+ young people

Date: Tuesday 19 May 2020

Time: 9:30-13.00

Venue: The Swan Room at Haskins Garden Centre

Trainers: Breakout Youth



The aim of the training is simply to provide a greater awareness for those supporting LGBTQ+ young people and to improve their knowledge and confidence. The learning outcomes for the session are:

- To understand what it means to be part of the LGBTQ+ community, and the language used
- To be able to explain how homophobia, transphobia and heterosexism affect LGBTQ+ young people
- To explain how to support LGBTQ+ young people and gain an understanding of support available throughout Southampton and Hampshire
- To gain a reflective understanding of our own attitudes and how these can affect our work.
- To be aware of the statutory and legal frameworks that are used to support and protect the LGBTQ+ community from discrimination.

N.B. This course is morning only, so lunch will not be provided.

Supporting Reunification **Working towards children returning to live with parents**

Date: Thursday 18 June 2020 or
Tuesday 10 November 2020

Time: 9:30 – 14:30

Venue: The Swan Room at Haskins Garden Centre.



Trainers: Ann Dyer, Kelly Betteridge (SSW) and workers from the Specialist Assessment Team, along with foster carers who have experience of moving children back home.

This is a new **one-day** course designed and written with the support of Clinical Psychologists and specialist Social Workers involved in the assessment of families, and the planning for children to return home to their birth family.

When moving a child out of the care system for a return to a family member, the process can be very different from the process of moving to adoption. It often happens more quickly, and the foster carer may not feel as involved in the planning process. However, the foster carer is very much involved in the practical arrangements, and in supporting the child through a potentially confusing and daunting process. At the same time, the foster carer has to cope with their own feelings of loss, concern over issues such as the quality of parenting the child will experience, and what happens after the child has moved on.

This course aims to cover:

- The legal framework, court orders, care proceedings process
- Assessment of parents – what does this mean, and who is involved
- The roles and responsibilities of the different agencies
- To give a clear understanding of the process for a child moving home, including the range of meetings, timescales, and factors which may affect the process
- Preparation of the child
- To give a clear understanding of foster carers' role within the process
- Introductions period, and what to expect, including working with birth parents, role modelling, the realities of 'good enough' parenting
- To know who will support foster carers and their family through this process.
- To know what to expect post 'move on'

Understanding Autism

Date: Monday 27 and Tuesday 28 April 2020

Time: 9:30-13.00

Venue: The Swan Room at Haskins Garden Centre

Trainers: Autism Hampshire

This is a training course provided by Autism Hampshire. This training is normally delivered across one full day, but we have split the course into two sessions, to make it easier for carers to manage their school runs. It is **essential** that, if you are signing up for the course, you are able to attend **both sessions**, as they will follow on from one another.

Autism is a very complex subject as each individual is unique and it is impossible to generalise, but the training will include as much information as possible across the two sessions. Topics include:

- Definition of autism
- Terminology
- Key areas of difference
- More detailed exploration of possible characteristics and traits in each area
- Explanation of some useful approaches and simple tools that can be used to support and accommodate a child on the autism spectrum
- Understanding challenging behaviour in the context of autism
- Q&A if time permits

Understanding Your Foster Child (Solihull Approach)

**Date: Wednesday 22 April until Wednesday 8 July 2020
(No session in half term)**

**Thursday 7 January until Thursday 25 March 2021
(No session in half term)**

2 separate courses and each course consists of 11 sessions

Time: 10.00 – 12:30

Venue: Testlands Hub, Green Lane, Maybush, Southampton, SO16 9RG

Trainer: Ann Dyer, Tracey New

This is an exciting new course, based on the Solihull Approach model of Containment, Reciprocity and Behaviour Management. It will focus on carer-child relationships, and promoting a reflective style of attachment-based parenting. This course sits neatly alongside other courses run in Southampton based on the concept of Therapeutic Parenting. This course is beneficial for all carers, for their own personal development, but if you are looking to move to Level 2 status, it will be essential for you to have completed this course.

The Solihull Approach aims to increase emotional health and well-being for both carers and children. It is used across many sections of the children's workforce, including Health Visitors, Early Years staff, Midwives and School staff. Topics on the Foster Carer course include a variety of issues, including: the effects of abuse and neglect on the brain, bullying, sleep problems, mood disorder and depressions, self-harm, bedwetting and soiling, preventing and managing challenging behaviour.

If you would like to enrol on this course, please speak to your Supervising Social Worker, or contact Ann Dyer on ann.dyer@southampton.gov.uk or 023 80 834008. Places are limited, so **priority will be given to those carers who have not yet achieved their Level 2 status.**

Please note the venue for this training, as it is not our normal venue.

ACEducation Online training

NB Only one course to be allocated at a time. This should be chosen alongside your SSW and focus on your learning needs. Online training should not be used to replace face-to-face learning, but should be seen as a supplementary resource. When undertaking any of the online training your SSW will become your mentor whilst undertaking the course. We now have a new provider for online training, with a range of new topics.

01 Core Knowledge & Values

Attachment and Loss
Children's Rights
Communicating with Children and Young People
Equality and Diversity
Family Centred Working
Family & Friends (Connected Persons) Care
Food, Nutrition and Associated Behaviours
Managing Allegations
Men in Foster Care
Multi-Agency Working
Reflective Practice
Secondary Trauma and Workplace Stress
Sexual Orientation and Gender Identity
Understanding Child Development
Working as Part of a Team

02 Safeguarding and Child Protection

Child Protection Awareness
Radicalisation and Extremism of Children and Young People
Safeguarding and Child Protection Skills

03 Therapeutic Care

Healing Environments
Life Story Work
Play Therapy
Positive Parenting Techniques for Parents and Carers
Resilience and Recovery
Social Pedagogy
Transitions and Vulnerability

04 Supporting Adolescence

Drug and Alcohol Awareness for Parents and Carers
Making Sense of Adolescence
Vulnerable Children having Vulnerable Children
Youth Justice System

05 Working with Looked After Children (Fostering, Residential Care & Adoption)

Caring for a Child of a Different Ethnicity
Children and Young People who run away from Social Care
County Lines
Court Skills for Foster Carers
Fostering Asylum Seeking and Refugee Children
Gangs, Guns and Knives
Parent and Child Placements
Permanency
Promoting Positive Contact
Promoting the Achievement of Looked After Children in Education
Record Keeping in Foster Care
Safer Foster Care
Staying Put
Supporting Young People Leaving Care
Supporting the Mental Health Needs of Looked After Children
The Role of the Foster Carer
Working With Birth Parents within Fostering and Adoption
Working with Travelling Families

06 Understanding Trauma & Promoting Positive Behaviour

Bereavement
Bullying
Caring for a Child who has been Sexually Abused
Children and Parental Substance Misuse
Emotion Coaching
Female Genital Mutilation
Impulsive Behaviour
Introduction to Positive Behaviour Support
Self-Harming Behaviours
Child Sexual Exploitation
Child Trafficking
Harmful Sexual Behaviours
The Impact of Domestic Violence and Abuse
The Impact of Trauma on Sensory Processing
The Impact of Parental Mental Health on Parenting
Trauma and the Impact on Brain Development

07 Working in Health & Social Care

Food Hygiene
Health and Safety in Social Care and Schools
Infection Control
Safe Use of Medication

08 Working with Disabilities & Special Educational Needs

ADHD
Conduct Disorders
Autism
Foetal Alcohol Spectrum Disorder
Understanding Dyslexia and Dyspraxia
Working with Children and Young People with
Disabilities

09 Keeping Children Safe Online

Online Safety and Cyberbullying
Pornography and the Potential Impact on Young People
Social Media, Selfies and Sexting

New courses in development

Suicide Support and Prevention

Educational Projects

Early Years Foster Care Rhyme Time Group

This group is for foster carers with babies and pre -school children. Little ones and carers take part in a rhyme and story time and expert guests drop in to talk about their services. The guest experts include an Early Years Speech and Language Therapist, Early Years Teacher for CLA and Portage workers. Healthy snacks and juice are provided for the little ones and a well- earned cup of tea for the carers!



Everyone is welcome to this drop in service, on the 2nd Monday of each month, with no sessions in school holidays.

Monday 11th May 2020

Monday 8th June 2020

Monday 13th July 2020

HOLIDAY AUGUST

Monday 14th September 2020

Monday 12th October 2020

Monday 9th November 2020

Monday 14th December 2020

Monday 11th January 2021

Monday 8th February 2021

Monday 8th March 2021.

Lordshill Library

10.00-11.30am



Contact: Niki Freckelton 07979704328

Other Educational Projects:

Favourite Book to Share returns

Working with Southampton Libraries Niki lends out the 5 Favourite books and voting forms through the Lordshill group (see above). Foster carers and their little ones vote for their favourite book. All voting forms are entered into a free draw to win a set of the books. Favourite Book to Share runs over 3-4 months in the summer.

Letterbox Club

The Letterbox Club is for children in the Early Years, Year 1, Year 3, Year 5 and Year 7.

It is an award winning programme managed by Book Trust in partnership with the University of Leicester, for children who are in care or have been placed for adoption. The tailored packs provide children aged 4-13 with personalised parcels of books, games and stationery to help encourage and stimulate reading and learning at home.

How does it work?

Once a month from May to October, children receive a personalised parcel of books, maths games and stationery at their current home address. It gives them something enjoyable to do at home. Prior to their first parcel arriving children who live in and around Southampton have a visit in school to tell them about the project and to watch out for the post in May. After the final parcel they have another visit to end the project.

Foster carers are sent information about the project and are encouraged to give feedback about the project on simple feedback forms at the start, half way through the project and at the end.

Training Venues

The Swan Room

Haskins Garden Centre, West End
Mansbridge Road
Gaters Hill
West End
Southampton
SO18 3HW
www.haskins.co.uk
023 80606359

BRS

Coxford Road
Southampton
SO16 5LH

Testlands Hub

Green Lane
Maybush
Southampton
SO16 9RG

Oasis Academy Lordshill

Romsey Road
Lordshill
Southampton
SO16 8FA (for sat nav use SO16 0XN)

Shirley Warren Primary School

Warren Crescent
Southampton
SO16 6AY

The Civic Centre

Civic Centre Road
Southampton
Hampshire
SO14 7LY

For further information on anything in this information pack, please contact

Ann Dyer ann.dyer@southampton.gov.uk 023 8083 4008

Training Support Team training.support@southampton.gov.uk 023 8083 3781