

Shropshire
Council

Giving Children A Home



FOSTER CARERS TRAINING and SUPPORT STRATEGY

2016-2017

INTRODUCTION

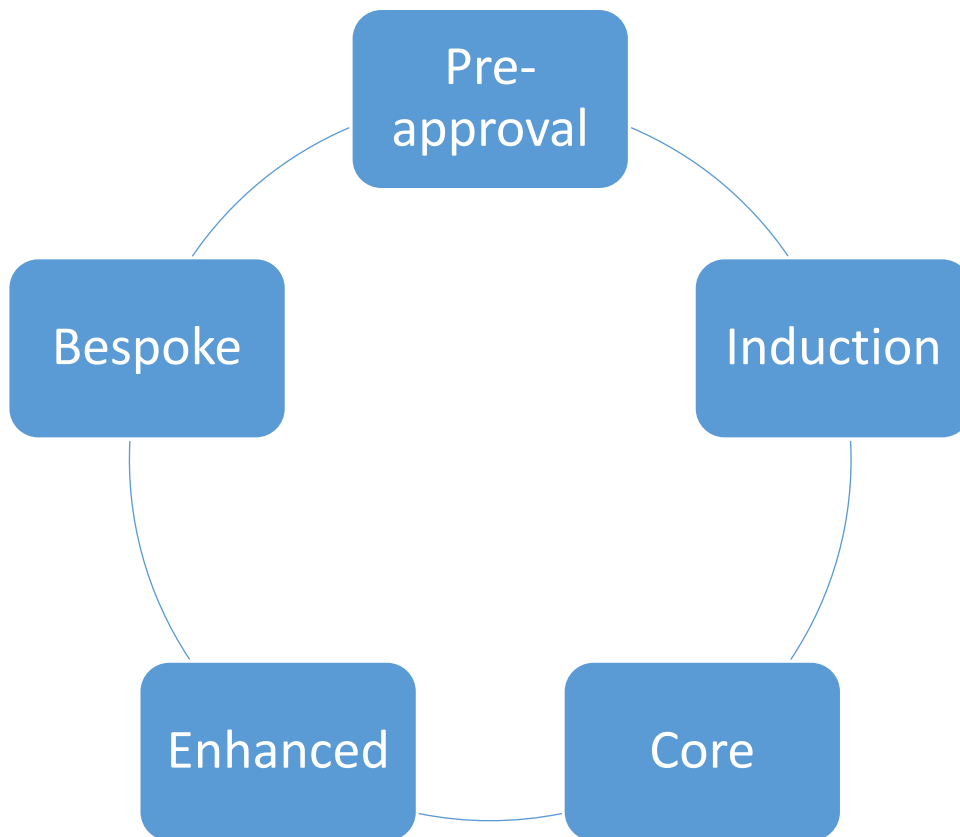
Our Foster Carers in Shropshire play a vital professional role as part of the team around the child for our looked after children. Because of this we feel it is important to ensure that they receive the skills and knowledge needed in order to assist and support them in their role and help Shropshire to provide outstanding quality of care to its looked after population.

This training strategy will lay out the Learning and Development team's commitment to this group and provide Shropshire Local Authority Foster Carers with all the information they need to navigate through their Learning and Development experience.

This training offer is made to all Foster Carers in Shropshire including Family and Friend Carers and those who are looking to apply for Special Guardianship Orders.

A new Buddying system is due to begin and this will enable carers to be buddied up with an experienced carer who can support and assist them through their fostering journey. These Buddies will also meet with the Training and development Officer once every 3 months to discuss any training issues, needs and requests that Foster carers have.

A FOSTER CARERS LEARNING JOURNEY



Following an expression of interest potential Carers attend the Steps to Foster information session, they will then be visited in their home by a Supervising Social Worker, they will be provided with the dates of the Pre-approval Skills to Foster course, and potential Carers are expected to attend all three sessions.

Following approval from Panel Foster Carers are expected to complete the Training and Development Standards (TDS's) which are set out by the Department for Education and show the areas of skills and knowledge that all carers need to achieve and evidence in the first 12 months of their Fostering journey (18 months for Family and Friends Carers). It is a statutory requirement that these are completed as laid down in Fostering regulations.

INDUCTION

During the first 12 months Carers will have the opportunity to attend a number of courses which make up the Induction training offer. Each of these courses will provide evidence to assist in meeting the TSD's as well as providing specific knowledge and skill development in a variety of areas. Inclusive of Skills to Foster there are 6 Induction courses that need to be completed by all Carers and these should be completed within the first 12 months of approval.

CORE

Once Carers have successfully completed their Induction and TSD's, Core training courses will be available to attend. There are 7 Core training courses and they are designed to further develop Carer's skills and confidence within the role, these courses need to be completed within the second year of Fostering.

ENHANCED

Carers that have been Fostering for 24+ months are then invited to attend Enhanced courses, there are 4 of these and they are courses which will be based around specific care areas and issues.

BESPOKE

Carers can use supervision with their Supervising Social Worker to discuss in depth their training needs and any Bespoke training will need to be identified on their Personal Development Plans (PDP's see appendix 1). Copies of Professional Development Plans are to be sent to Lisa Gardner (Learning and Development Team). All training identified in Professional Development Plans will be considered and feedback provided, unfortunately not all bespoke training can be authorised, however every effort will be made to ensure that Carers are provided with a full range of Learning and Development opportunities, to enable them to fulfil their role.

Appendix 2 is a training and reflective log that Carers can complete after each training course which will help support them in their supervision discussions around training and how they can use the training they have received and put this into practice.

Reflective practice is of vital importance to all professionals and assists them to ensure that the training they receive can be put into their practice when working with young people, this will help Carer's to develop and think about different ways of working as well as looking back on what they have done previously. The reflective log will help them to think about each course in a critical way and develop their practice based on this.

INDUCTION COURSES

As mentioned above these are a set of courses that all Carers need to attend/complete within their first year of Fostering, all of the courses will be matched against the TSD's to assist Carers in seeing how the course fits into their learning and also help provide them with evidence to complete their Standards in a timely manner.

All course details are laid out below and Appendix 3 provides Carers with the booking forms they require in order to ensure that they get a place on the courses that they need/wish to attend.

SKILLS TO FOSTER

This is a four part course with 2 sessions being on Saturday's and two in the evening's. This course has been informed by the Fostering Network and provides an important framework for helping new Foster Carers to understand the needs of looked after children, the nature of the Foster Carer's role and the support they can expect from the Fostering Service to help them achieve successful outcomes for the children in their care.

TSD's: 40% can be completed through tasks set by facilitators

This course is facilitated by one of the Learning and Development officers, Supervising Social Workers and Foster Carers.

SOLIHULL APPROACH- UNDERSTANDING YOUR CHILD AND TEEN

This course is delivered over three half days and it explores the theoretical model of the Solihull Approach and its cornerstones; Containment, reciprocity and behaviour management.

It also gives an insight into the developing brains of babies, toddlers, children and Teenagers and the effects this development has on behaviour.

Solihull Approach is widely used and it brings together theoretical concepts to provide Carers with a model of how to work with children, parents and families.

TSD's: 4.1a, 4.2b, 5.1a, 5.1b, 5.1c, 5.2a, 5.4b, 5.6a, 5.6b, 5.6c

This course is facilitated by Learning and Development Officers and the Parenting Team

CONTACT

This 2 ½ hour course is delivered both in the day and in evenings, it develops an understanding of family contact, court orders and enables Carers to think about the impact of contact on children and young people. This course will also importantly help develop the skills you will require for facilitating, managing and supervising the contact between the child (ren) you care for and their parent(s) or birth families.

TSD's: 1.2b, 1.3b, 2.3a, 2.3b, 2.4a, 4.3a, 4.3b, 4.3c, 4.5b,

This course is facilitated by a member of the PACT team and a Supervising Social Worker

FIRST AID

This is a full day course (09.00-5.00), delivered by the Red Cross and is a course that is specifically designed for Foster carers. It will go through all the necessary things required for emergency situations as well as other handy tips to support Foster carers when dealing with a first aid situation.

TSD's: 3.1a, 3.3d

This course is facilitated by The Red Cross

CHILD PROTECTION –RAISING AWARENESS

This 3 ½ hour course is delivered at various times and on various days and it will help carers to develop an awareness of significant harm, understand what to do when child abuse is suspected, know the procedure and your role in safeguarding and promoting the welfare of children as well as having an understanding of relevant legislation which supports this practice.

TSD's: 1.4c, 4.5a, 6.1a, 6.1b, 6.2a, 6.2b, 6.2c, 6.3a, 6.3b, 6.3c, 6.3d, 6.3e, 6.4a, 6.4b, 6.4c, 6.5b

This course is facilitated by one of the Learning and Development officers

SAFER CARING

This half day course aims to help you understand some key principles for safeguarding children and young people and protecting yourselves and your families from complaints and allegations. The course will address how to achieve more child focused safer caring plans for the children and young people in your care.

This course is facilitated by one of the Learning and Development team

TRAINING AND DEVELOPMENT STANDARDS

These are the Standards laid out by the Department for Education which show the skills and knowledge that all Foster Carers need to be able to evidence within the first 12 months of Fostering (18 months for Family and Friends Carers).

The 7 Training and Development standards are:

1. Understand the principles and values essential for fostering children and young people
2. Understand the role of 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 (keep them safe from harm)
7. Develop yourself

The Induction courses above will support you being able to evidence these, attendance alone does not meet the Standards required however the courses are designed to give you the knowledge in order to be able to evidence them.

You can enter a copy of certificate from the course along with activities done during the training or additional notes as evidence into your portfolio.

It may be necessary for your Supervising Social Worker to ask for more evidence to cover a specific standard however they will guide you as to what it is that is needed.

Your Supervising Social Worker will regularly check how you are getting on and give you feedback on how you are getting on, they will also identify what else you need to do
Once you have completed your Standards you will receive a certificate of completion.

CORE COURSES

We hope you have enjoyed your Induction with us and you are pleased to have completed your TSD's, you're learning journey can now continue and you can use the courses below to assist you in becoming more confident in your role and to develop your skills and knowledge further.

All course details are laid out below and Appendix 3 provides Carers with the booking forms they require in order to ensure that they get a place on the courses that they need/wish to attend

ATTACHMENT PART 1 & 2

This is two half days of training offered both during the day and in the evenings, it aims to provide Foster Carers with the knowledge and understanding needed to apply attachment theory to their care of children in the form of the secure base model. The central aim of the course is to provide Carers with a tool kit to enhance the attachment relationship for the child within the family in which they are placed.

This training will be facilitated by our LAC CAMH's team

LOSS AND BEREAVEMENT

This 2 hour course will explore the meaning and impact of grief and loss on different groups including families, parents, children and adults. Models of grief will be explored, we will discuss in particular the relevance of different theories of grief and loss for children and families. We will look at ideas about anticipatory grief. We will discuss how to help normalise the process of bereavement and to explore the impact on the lives of those effected. We will explore ways in which families with a life-limited child experience loss from the moment of diagnosis and consider the issues for families dealing with sudden and traumatic death.

This course is facilitated by Hope House

PROMOTING HEALTH AND EDUCATION

This course aims to help Carers identify how they can promote the Health and Education of the children that they care for. Equality and diversity issues will be explored. This course will also explore healthy sexual development and identify concerns and respond. How to promote healthy diet and healthy emotional wellbeing, it will also consider how you work as part of a team to promote good Educational outcomes for children and young people.

This course will be facilitated by our LAC Nurse and a member of the LAC education team

MANAGING RISK IN CONTACT

This 2 ½ hour session will be delivered during the day and in evenings and will expand on the contact session during induction. You will begin to identify some of the risk issues that you may encounter whilst facilitating contact and what to do if you are faced with these. For example, if a parent turns up drunk or is aggressive.

This session is facilitated by members of the Parenting and Contact team (PACT)

RESPONDING AND DEALING WITH BEHAVIOURS

“What pushes your buttons and what pushes theirs”

These are two of the questions that we will explore in this Behaviour Management course. You will get the opportunity to explore what drives behaviour and learn tools and skills that will help you to manage these. We will also explore your awareness of safety and how your presence can help or hinder a situation.

This course will be facilitated by one of the Learning and Development Team

CHILD SEXUAL EXPLOITATION

This is a two hour briefing which will introduce participants to the topic area and give them the knowledge and skills to identify Child Sexual Exploitation (CSE) and also support young people who have been victim to this crime.

This course will be facilitated by one of the Learning and Development team

MEDICATION E - Learning TRAINING

This course will be provided through an E-Learning package, you will explore all aspects of medication and how this should be administered properly, what the risks of getting it wrong are and how to record the medication that you receive, administer and destroy. To complete this E-Learning package you will need to be able to use a computer/laptop with internet access.

You will need to request a link for this training through Lisa Gardner

ALLEGATIONS

Each year Foster carers are required to up date their knowledge about Allegations, these two hour briefings will cover a number of issues around this topic, for this current year the focus will be around the emotional impact of having an allegation made.

This will be facilitated by one of the learning and development team

ENHANCED COURSES

These are the courses that will focus on specific areas of concern or need and will help Carers to develop fuller and more in depth knowledge and skills to deal with high risk areas of concern.

These courses are open specifically to those who have completed their Induction and Core training courses, however following discussion with Supervising Social Workers if there is an identified need for Carers to attend these prior to the completion of the above then consideration will be given to this

CHILD SEXUAL EXPLOITATION

This is one of the Developing practice modules from the Shropshire Safeguarding Board, you will explore what CSE is, the signs and indicators of CSE and the impact as well as being provided with guidance on the SSCB's practitioner tool kit and the pathway.

This course is delivered by the SSCB

FEMALE GENITAL MUTILATION (FGM)

This E-Learning Package will give participants the information required in order for them to be more aware of this form of abuse, they will learn what FGM is, the types of FGM that are practiced, how to spot the signs that it may be about to happen or that it already has and the ways in which to support young girls who have been victim.

For links to this course please contact Nicky Parker

ATTACHMENT PART THREE

This course further builds on what is learnt in the Core attachment training and will give participants an in depth view of the issues around poor attachments and what they as carers can do to support children with attachment problems

This course is delivered by Sue Taylor and Carol Aston (LAC CAMS)

STORM TRAINING

This is a two day developing practice module from the Shropshire Safeguarding Board, you will explore the issues of Suicide and the STORM toolkit to try and reduce the risk of suicide.

This course is delivered by the SSCB

BESPOKE TRAINING

Each year during your annual review both you and your Supervising Social Worker will discuss your Professional Development Plan and this is where any Bespoke training will be identified.

E-LEARNING OPPORTUNITIES

Shropshire Safeguarding Board have licences for the following E-Learning modules that Foster Carers can access: (to complete these you will need to be able to use a computer with Internet access)

Awareness of Domestic Violence including the impact on children, young people and adults at risk

This online course aims to raise your awareness of the issues surrounding domestic abuse and is suitable for volunteers, practitioners and managers from the voluntary, statutory and independent sectors. The course will: explain what domestic violence and abuse is and who is most at risk, describe the physical and psychological effects of domestic violence and abuse; explain the impact of domestic violence and abuse on the unborn child, children and young people; describe best practice; identify the "dos and don'ts" of assisting in a domestic violence and abuse case; recognise when and where to get help. This course takes about 1 – 2 hours to complete.

Hidden Harm – the effect of parental drug and alcohol misuse on children

This online course is designed for anyone who works with children, young people and their families. The course aims to raise awareness of the issues affecting the children of problem substance users. It helps the learner to spot the signs of harm and identify appropriate windows of opportunity to break the cycle and safeguard the child. The course has been developed by 5 Drug and Alcohol teams nationally and peer reviewed by panels of experts in the field. This course takes 1 – 2 hours to complete

Safeguarding Children from Abuse by Sexual Exploitation

This online course aims to increase awareness of the main issues around the sexual exploitation of children and young people. It is aimed at anyone who comes into contact with children and young people during the course of their work. This course raises awareness of the legislation and guidance that applies to vulnerable groups and how these policies can be applied in practice. It explains risk assessments and vulnerability factors and outlines the roles of various agencies, such as the police and social care, so that learners know what their responsibility is. This course takes 1 – 2 hours to complete.

To register for e-learning modules please visit Shropshire Safeguarding Children Board website:

www.safeguardingshropshirechildren.org.uk/scb/prof_training.html

Also on the safeguarding board website you will find a list of the developing practice modules that are available to those who have completed their Raising Awareness in child protection course within the last 2 years. These courses are organised through the Safeguarding Board and your Social Worker will need to contact Tracey Bowen in order to book you a place.

THANK YOU AND CONTACT INFORMATION

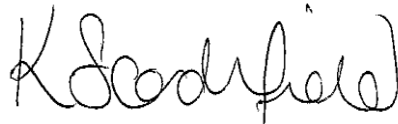
We would like to take this opportunity to thank all our Shropshire Foster Carers for their continued work in the Safeguarding and caring of Shropshire's looked after children, we appreciate the sometimes difficult and complex work that you as a professional have to do and hope that with the continued support of our teams your role with us will continue to enrich both your lives and those of the young people for whom you care



Steve Ladd
Service Manager



Donna Chapman
Learning and Development
Lead



Karen Scardifield
Team Manager

For all training queries and bookings please contact our dedicated training administrator Nicky Parker.

nicky.parker@shropshire.gov.uk
01743 250100
CPS
Mount McKinley
Shrewsbury Business Park
Anchorage Way
Shrewsbury
SY2 6FG

Personal Development Plan
Proposed Learning / Development Need

Name of Carer:	Date Completed:	Name of Supervising Social worker:
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Proposed learning or development need If none identified, state none and forward to appropriate person.	How could this proposed development need be met				Expected outcomes (benefits) these are to be evaluated	Timescale for completion month / year e.g. 03 / 2008
	Recommended solution Name of training course, shadowing, mentor, action etc Use correct names for courses wherever possible - include the level or the number of days e.g. First aid 4 days	P R I O R I T Y	T R A I N I N G	C O U R S E		
e.g. 1. Raise awareness of child protection 2. Challenging behaviour 3. Attend conferences of partner agencies etc	RA in child protection Responding to and managing behaviour SSCB Conference	1 2 4	TC TC TE	YES NO	Will give learner insight into issues of CP Learn tools to help respond and manage Raise awareness of current issues to inform team	04/2008 03/2009 04/2008

Cont..

Name of Carer:	Name of Supervising Social worker:
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Proposed learning or development need cont...	How could this proposed development need be met			Expected outcomes (benefits) these are to be evaluated	Timescale for completion month / year e.g. 03 / 2008
	Recommended solution Name of training course, shadowing, mentor, action etc	P R I O R I T Y	T R A I N I N G		

Note: completion of this form does not guarantee that training will be available or funded.

Forward completed plan (including nil returns to Lisa Gardner, Learning and Development Mount McKinley

Signed (Carer) _____ **Signed (Social worker)** _____ **Print name** _____
Date _____ **Signed (Team Manager)** _____ **Print name** _____
Signed (L & D) _____ **Signed (Panel)** _____ **Print Name** _____

Training Codes:-

Coding explanation

COURSES

Course (Code TC) A course may be a part day or full day session, a number of consecutive days or be modular with separate sessions over a period of weeks, months or even years. It is distinct from an **Event** in that it will generally have clear learning objectives and may be **award bearing** (for example, leading to a professional qualification or academic credits) It will generally be geared towards developing/refreshing the professional skills of staff

Event (Code TE) This category is seeking to capture any other training and/or academic event that is not specifically an accredited or qualified course as it TC. It will include workshops, seminars, briefings, and for e.g. includes short IT courses that are not award bearing or accredited

Independent Learning (Code INL) Research, updating on local data

E-Learning (code EL) Undertaking modules of specific areas via the internet and E-Learning packages available where certificates will be received on completion

LEARNING FROM OTHERS

Work shadowing (Code WS) The opportunity to observe and gain insight into how someone else works, by shadowing them as they go about their normal tasks. The work shadowing should be planned with clear objectives and outcomes. The length of the work shadow should be agreed and may vary from short-term observation of a task to longer term shadowing of a role.

Networking and professional links (Code NPL) Establishing links with people in similar roles or situations in order to keep up-to-date and exchange ideas and experiences. This may be in similar teams in the authority or with those in other organisations or through membership of professional associations/institutes. Conferences are included in this code.

BOOKED: Has the Carer already booked onto this course

Yes No DR = Dates required*-

Copies of all PDP's to be sent to Lisa Gardner – (Learning and Development) to ensure that Carers training needs are actioned where possible.

ROLE CHANGE

Secondment (Code SEC) A secondment provides the opportunity for an employee to use skills or to gain an understanding of an area of work new to them. Transfer to another SCC team or service area or even outside the authority to an organisation or agency. The secondment is likely to be for an agreed and/or fixed period, part-time or full-time. The secondment could be to a project team for a specified period which calls on the skills of the employee.

Job Swap (Code JS) An exchange with another or individual see below

Work placement (Code WP) Working in another team, service area or organisation to gain experience and develop skills. The placement would generally be on the existing terms and conditions and for an agreed and fixed period.

PERSONAL SUPPORT

Coaching (Code COA) Is increasingly being used to support professional learning. Coaching is a confidential, one to one relationship in which the coach works with the client to unlock their potential and maximise performance.

Mentoring (Code MEN) Mentoring complements learning on the job, and formal training events. It can be used to support induction, career development and to provide a wider perspective to someone's job. The role of the mentor is to encourage the member of staff to review their learning experiences in order to improve performance and/or move their career forward. The mentor does not teach new skills or techniques, but passes on experience, guides, encourages discussion of ideas and can act as a role model. They support the member of staff in taking an increasingly active role in their own learning and career development.

Priority Code

1 = Induction

2 = Core

3 = Enhanced

4 = Bespoke

Training Log

DATE ATTENDED	COURSE TITLE	REFRESHER DUE

Learning Log and Action Plan



This log will help you to capture and reflect on your learning, and to record any actions you may wish to take before the business of everyday life takes over.

You may wish to use this document in supervision or as part of your record of continual professional development.

Title of Learning Activity:	Date:
Key areas of learning for me on this training were: 1. 2. 3.	
One thing that I will take away from the training that I will do differently, will make a positive difference to service users is:	
Other improvements that I want to make to my work: 1. 2. 3. By when?	
Areas I wish to explore further are:	



**Children's Placement Service
Foster Carers - Training Booking Form**

Name

Address

Email Address

Confirmation will be sent by email wherever possible, therefore please supply your email address above.

Course Title	Course Date/s	Delegate Name

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FOR OFFICE USE ONLY

Application processed

Places confirmed

