Fostering & Family Link

Training Guide
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- Child Development
- Child Sexual Exploitation: Protect and Respect (if not completed as part of pre approval)
- Contact
- Court Room Skills
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- Diversity and Equality
- Education of Looked after Children
- Fostering Changes OR Managing Behaviour for Over 10’s  
  OR Managing Behaviour for Under 10’s Or  
  CAMHS Behaviour Management with Attachment in Mind
- Helping Children to Move to Adoption/Long Term Fostering
- Preparation for Return to Birth Family / move to Short Term Fostering or Residential Care
- Principles and Values in Foster Care
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Welcome to the Training Guide for Fostering, Family Link and Family and Friends Carers.

All training we provide is listed in this Training Guide with a description and the objectives for the course.

At the time of going to print this was an accurate record of the training available. There may be changes made over the next year and additional courses made available. You will be informed of these changes through your Supervising Social Worker.

Please retain this guide for one year for future reference.

Process for applying

- Log onto www.lgss.co.uk/owd
  - Click on ‘Training Courses’ button
  - Select ‘Fostering & Adoption’ category
  - Click on course you want to view/book
  - Scroll down to book course
  - Click book course
  - For organisation select ‘other’
  - Complete mandatory boxes.
  - Job Title – please ensure you enter ‘foster carer’ or adoptive parent
  - Organisation Name – please ensure you enter ‘NCC’ or ‘Northamptonshire County Council’
  - Click to agree terms and conditions
  - Managers name – please enter the name of your Social Worker/Team Manager
  - Click submit

Once you have submitted your booking form, you will receive acknowledgment of your booking within 24 hours.

Joining instructions will then be sent to you approx 4 weeks before the start date.

If you need to cancel your place on a course please email lgssowd@northamptonshire.gov.uk or call 01604 368123.

OWD will be taking all bookings and cancellations of training. Should OWD not be able to help with your query Jenny Waterhouse is the contact in the Fostering & Adoption Team on 01604 367475 or Jwaterhouse@northamptonshire.gov.uk

Transport

To enable you to get to training courses please indicate your transport requirements to your supervising social worker.

Tell us what you think?

We do appreciate your feedback and at the end of each training session we will ask you to complete a ‘Feedback Form’ for you to give back to the Training Host. We do rely on this feedback to help us plan future training and ensure the quality of training provided is of a high standard. You can also email us with feedback or suggestions for future training at: a&f@northamptonshire.gov.uk

Different methods of learning

We recognise that people learn in different ways and consequently we offer alternative learning opportunities. Learning as much as we can from the wider world helps us to understand the diverse needs of children and young people living with us.

In addition to face-to-face training sessions, we offer E-learning which is training that is available through your computer at home. This year we have increased the range of E-learning courses available to you, so that there are a wide range of subjects to choose from. (The units available are listed within the guide). Please note only one E-Learning Unit will be allocated at one time.

It is important to discuss training options with your Supervising Social Worker to ensure that the training you undertake will meet your needs.
The training, support and development standards for foster carers, family link (short break carers) and connected persons were developed by the CWDC to ensure that all carers receive relevant induction, training, support and continuing professional development. The certificate of successful completion of the standards is a recognised national qualification. These standards have been cross referenced to most training courses.

The completion of the Training, Support and Development Standards (TSD) is a requirement for all approved foster carers in England and is referenced within the National Minimum Standards.

Further guidance and details can be found on the www.gov.uk and the workbooks are also available in PDF and editable word documents.

The TSD standards are used as Ofsted inspection criteria and in 2011 they became part of the National Minimum Standards too.

The Foster Care Standards are as follows: (Workbooks must be completed within 12 months of approval)

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 (keep them safe from harm)
7. Develop yourself

The Short Breaks Standards are as follows: (Workbooks must be completed within 18 months of approval)

1. Understand your role as a Short Break Carer
2. Understand the development of children and young people
3. Communicate effectively
4. Keep children and young people safe from harm
5. Develop yourself

The Friends and Family Standards are as follows: (Workbooks must be completed within 18 months of approval)

1. Understand your role as a friends and family carer
2. Provide a safe environment and healthy care
3. Know how to communicate effectively
4. Understand the development of children and young people
5. Keep children and young people safe from harm
6. Develop yourself

In order to complete this work book you mentor will be able to support you with this in addition to your supervising social worker
Support Group

Support Groups - New members always welcome!

**Foster Carers Corby Support Group**
Meet: once a month on a Wednesday morning
Venue: The Green room at Woodnewton School, Rowlett Road, Corby.
Contact: Sue Olbrich on 07718393740

**Foster Carers Kettering Support Group**
Meet: once a month on a Tuesday morning
Venue: rooms 4/5 at Church of Christ the King, Deeble Road, Kettering.
Contact: Sue Olbrich on 07718393740

**Foster Carers Rushden/Wellingborough/Irthlingborough and surrounding areas Support Group**
Meet: once a month
Venue: Rusden Community College Children Centre, Hayway, Rushden, Northants, NN10 6AG.
Contact: Clare Tebbutt on 07718393637 or email ctebbutt@northamptonshire.gov.uk

**Foster Carers Northampton Support Group**
Meet: 1st Tuesday of each month
Venue: High St, Weston Favell, Northampton, Northamptonshire. 10am – 12noon.
Contact: Jaymini Kotecha on 01604 362159 or Cleopatra Musa on 01604 361560.

**Male Support Group**
Meet: 6.30pm
Venue: The Quays, Billing NN3 9DA from 6.30pm.
Contact: Colin Clement on 07774 508313 or email nmfcg@hotmail.co.uk

**Karing Kids Group**
A support group for birth/adopted children of foster carers, 8-16 yrs old. The group meets 4 times a year during school holidays.
Contact: Rosemary Bassey on 01604 362160 or Fiona Woolridge on 01604 362153.

**Family Link Support Group** - Held 3 times a year, contact your Support Worker on 01604 362813 for more information.

**Friends & Family Carers Group** – Contact Jane Whitehouse on 01604 367918

**Long Term/Permanent Carers Group**
For further details please contact Claire Crouch on 01604 362940 & Dawn Campion on 01604 362166

**Remand & Supported Lodging Carers Group** – Contact mel Godfrey on 01604 368816

**South Northants Foster carers Association (SNFCA)**
Meet: 2nd Wednesday of each month.
Contact: Philippa Ruck on 07778 660314
Core Training

There are eighteen core training courses which will need to be completed in the first three years of fostering.

These are available through face to face Training and E-Learning.

In addition you are also entitled to book onto any other training opportunities available within this guide. All training that is booked needs to be supported by a Personal Development Plan and your Supervising Social Worker.

You will be expected to complete the Core Training in the following order:

Prior to Approval

- Skills to Foster Training (3xSats for prospective foster carers) Or Family and Friends Induction (Connected Persons only)
- Emergency Aid
- Introduction to Internet Safety and Cyber bullying (eg. Facebook and mobile phones) available as e-learning too.
- Safety in the Home (if available or in the first year post approval)
- Child Sexual Exploitation (this is preferable during assessment if prospective carer for older children or if not in the first year post approval)

Post Approval Year 1:

- Allegations, Cause for Concern and Complaints
- Child Sexual Exploitation (unless completed prior to approval)
- Contact
- Court Room Skills
- Delegated Authority
- Fostering Changes/Managing Behaviour
- Procedures and Record Keeping
- Safeguarding Children
- Safer Caring
- Safety in Home (unless completed prior to approval)

Any other course from the core training list can be completed after the above have been completed or as necessary to the placement needs.

Year 2:

- At least five courses from the core training list

Year 3:

- Any other courses you have not yet completed from the core training list

You can complete these courses in a shorter time frame if you wish, but they must be completed in the order identified above.

Family and Friends need to complete the training identified in year 1.
# Core Training Course – Face to Face training – Post Approval

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Core Training for Partners
Training requirements for partners to complete in order to become eligible to apply for registration for the Advanced Level Payment Scheme

Partners must have completed the 7 core training courses as identified below. They are all available as face to face training and most available as e-learning units as follows:

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<td>On-line Safety and the impact of social Media</td>
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Core Training

Pre Approval

Emergency Aid and Basic Life Support

If an accident happened at home or while you were out, would you know what to do? People can suffer injury or sudden illness. Effective emergency treatment before professional help arrives can go a long way to reducing the effects of illness and injury. It can indeed save a child’s life. Choosing this course may be the most important decision you ever make.

Fostering TSD Standards: 1, 2, 3, 6 and 7
Short Breaks TSD Standards: 1, 2, 5 and 6

This course will:
• Provide participants with information on the management of minor ailments and injuries
• Provide training on resuscitation and the management of choking for adults and children
• Consider accidents in the home and resuscitation

By the end the course participants will be able to:
• Cope with an emergency
• Identify the priorities of treatment
• Resuscitate (basic life support) adults, children and infants
• Deal with choking adults, children and infants
• Deal with the unconscious patient
• Control bleeding and treatment of minor illness/injuries
• Deal with burns and scalds
• Deal with fractures and strains
• Deal with general paediatric emergencies such as asthma, epilepsy, meningitis and febrile convulsions

Trainer: The British Red Cross

Introduction to Internet Safety and Cyber bullying (eg. Facebook and mobile phones)

As technology plays an increasingly key part of children’s lives from an ever younger age, the need to raise awareness of online safety amongst adults and young people has never been more important. This course provides an overview of internet safety issues for parents and carers, detailing the safeguarding implications of social networking sites, methods used by offenders to groom children online and basic strategies for minimising risks within the home. The workshop will also look in more detail at preventative and responsive measures for dealing with online incidents, including cyber bullying and access to inappropriate content.

Fostering TSD Standards: 1, 2, 3, 6 & 7
Short Break TSD Standards: 1, 2, 5 & 7

This course will:
• Explore the popular technologies and websites that children and young people are using (e.g. Moshi Monsters, Facebook, Xbox and mobile phones)
• Discuss the risks posed to young people through modern technologies, including cyber bullying, grooming and inappropriate content
• Discuss the realities of social networking sites and explore the associated privacy issues and digital footprint
• Offer strategies for dealing with unpleasant cyber bullying incidents should they occur
• Look at free online resources and materials for parents and carers which can be shared with young people to raise awareness of e Safety

Trainer: Chris Arthur
## Pre Approval

### Safety In the Home
RoSPA’s/Fire Officer’s aim to improve lives by preventing accidental injury at home. This course will be focused on keeping younger children safe by developing skills promoting safer home environments.

| Fostering TSD Standards: 1, 2, 3, 6 & 7 |
| Short Break TSD Standards: 1, 2, 5 & 7 |

### The Course will:
- Explain the importance and need for home safety
- Identify who is most at risk from home accidents and look at the reasons why
- Explore causes, consequences and the related costs of home accidents
- Provide participants with accident prevention measures and methods of assessing, prioritizing and controlling risk
- Develop skills and knowledge in effective interventions and how to evaluate them.

**Trainer:** RoSPA

### Child Sexual Exploitation: Protect and Respect
Nationwide Inquiry by the Office of the Children’s Commissioner found that 2,409 young people and children were confirmed as victims of child sexual exploitation in gangs or groups between August 2010 to October 2011 and that 16,500 were at high risk of sexual exploitation at this time. This course has been developed to increase understanding the nature of this abuse and it’s warning signs to protect children and young people.

| Fostering TSD Standards: 1, 2, 3, 6 & 7 |
| Short Break TSD Standards: 1, 2, 5 & 7 |

### By the end the course participants will be able to:
- Understand what ‘sexual exploitation’, ‘grooming’ and ‘trafficking’ mean
- Understand what might make a young person vulnerable to sexual exploitation
- Recognise the signs of sexual exploitation

**Trainer:** Ali Mills

### Connected Persons Induction / Family and Friends
This four session interactive workshop aims to develop knowledge and understanding of the specific issues faced by Connected Person Foster Carers and those seeking Special Guardianship Orders. The programme focuses upon:

- What is Connected Person Fostering?
- An Introduction to Keeping Children Safer
- Separation, Trauma and Contact
- Education of Children who are looked after

| Fostering Family and Friends TSD Standards: 1, 2, 3, 4, 5 & 6. |

### This Course will:
- Increase carers support networks through discussion of shared experiences
- Explore key issues faced by Connected Person Foster Carers
- Identify risky behaviour and some strategies to keep children safe
- Explain the impact of Separation and Trauma on children and explore how to support children
- Consider managing contact for children
- Develop carer’s confidence and skills in supporting children with education
- Explore roles and responsibilities and working with other professionals

**Trainers:** Connected persons Team
Post Approval Core Training

Allegations, Cause for Concern and Complaints

This course will enable foster carers to understand and manage this challenging area and provide foster carers with factual information about the allegations process. It will enable carers to create a checklist of how foster carers can be prepared and how they can protect themselves from allegations, cause for concerns and complaints. There will be opportunities to share good practice in relation to the management of allegations and explore how allegations occur and the impact on all involved.

Fostering TSD Standards: 1, 2, 3, 4, 5, 6 and 7
Short Breaks TSD Standards: 1, 2, 3, 4, 5 and 6

By the end of the course the carer will be able to:

- Undertake a general review of allegations made against foster carers to provide perspective, to identify the differences between complaints, causes for concern, allegations and to discuss why allegations are made.
- State clearly what happens at Northamptonshire County Council when an allegation is made and details of the National Minimum Standards 2011 as they relate to allegations.
- Consider the key activities foster carers can undertake to help protect themselves as much as possible.

Trainer: Gerry Vaughan / Fostering Network / Lado

Child Development

This programme aims to develop knowledge and understanding of child development as well as providing an opportunity to consider the developmental needs of Adopted and Looked After Children. It will also provide tools and resources that may assist in communicating with children and young people.

Fostering CWDC Standards: 1, 2, 3, 4, 5 and 7
Short Breaks CWDC Standards: 1, 2, 3, 4 and 6

This course will:

- Explore current ideas concerning child and adolescent development.
- Consider the implications of the above for Looked After Children and Young People.
- Demonstrate a variety of methods to enable participants to communicate appropriately with children and young people.

Trainer: Helena Fitzhenry

Child Sexual Exploitation: Protect and Respect (if not completed prior to approval)

Nationwide Inquiry by the Office of the Children’s Commissioner found that 2,409 young people and children were confirmed as victims of child sexual exploitation in gangs or groups between August 2010 to October 2011 and that 16,500 were at high risk of sexual exploitation at this time. This course has been developed to increase understanding the nature of this abuse and it’s warning signs to protect children and young people.

Fostering TSD Standards: 1, 2, 3, 6 & 7
Short Break TSD Standards: 1, 2 ,5 & 7

By the end the course participants will be able to:

- Understand what ‘sexual exploitation’, ‘grooming’ and ‘trafficking’ mean.
- Understand what might make a young person vulnerable to sexual exploitation.
- Recognise the signs of sexual exploitation.

Trainer: Ali Mills
### Contact

When a child is fostered, arrangements for contact with their birth family forms an integral part of the Child’s Care Plan and this can be an area of practical and emotional challenge for all concerned. This course looks at the importance of contact for good child care practice and suggests some ways of managing the difficulties commonly experienced by all involved.

The Course will:

- Help participants understand the legal context of contact
- Ensure participants appreciate the importance of contact for the child
- Help participants to be better equipped in managing the process of contact

Trainer: Sally Romain

**Fostering TSD Standards:** 1, 2, 4, 5, 6 and 7  
**Short Breaks TSD Standards:** 1, 3, 4 and 5

### Court Room Skills

This course offers the opportunity for foster carers involved in care proceedings to consider the protocol, etiquette and practice of attending court, being clear about giving evidence. The day will allow for participants to understand how to give evidence and the potential for being cross examined. They will be able to learn the pitfalls and tips for why we give evidence and how to do it for the best outcome.

This course will:

- Discuss and explore the legislative framework
- Understand the court room procedures
- Explore giving evidence for the best possible outcome

Trainer: Prity Patel

**Fostering TSD Standards:** 1, 2, 4, 6 and 7

### Delegated Authority

The Government is clear that foster carers should be authorised to make everyday decisions about their fostered child wherever possible, within the legal framework. The Care Planning, Placement and Case Review (England) Regulations 2010, the Fostering Services Regulations 2011 and associated statutory guidance, which came into force in April 2011 and Amendments to the Children Act 1989 Guidance and Regulations, July 2013, all underline the importance of social workers liaising closely with parents, children and foster carers from the start of a foster care placement to enable proper planning to take place about who does what. In order to achieve the most appropriate arrangements for the delegation of authority, social workers have to work sensitively with parents, often in very difficult circumstances. They also have to ensure that foster carers are well prepared and clear about the responsibilities they are being asked to take.

This course will:

- Aim to develop fully foster carers’ understanding of the Delegated authority policy 2013 for children in foster care. It will clarify in practice how these decisions are made
- It will explore the foster carers’s responsibility and how this relates to their everyday practice.

Trainer: Gerry Vaughan / Fostering Network

**Fostering TSD Standards:** 1, 2, 3, 4 5,6 and 7
Core Training

Diversity and Equality

Valuing diversity in our society and recognising the uniqueness of each individual within it is a key requirement for Adopters and Carers. It is critical to reflect on these issues and how they impact on the children, young people and families with whom we are involved.

Fostering TSD Standards: 1, 2, 3, 4, 5, 6 and 7
Short Breaks TSD Standards: 1, 2, 3, 4, 5 and 6

The Course will:

• Introduce and develop your understanding of the concept of diversity
• Help you in understanding some of the legal frameworks that affect equality
• Identify the differences that contribute to our diverse population e.g. race, ethnicity, gender, age, sexuality, disability, religion, culture, background, education and many other areas
• Increase your understanding in valuing the uniqueness of each individual and the importance of our behaviour in contributing to empowering all individuals to reach their potential

Trainer: TBC

Education of Looked After Children

This course aims:

• To promote the educational achievement of all children in Care
• To promote partnership between the services of NCC in its role as corporate parents
• To support the stability of educational placements

Fostering TSD Standards: 1, 2, 4, and 5
Short Breaks TSD Standards: 1, 3 and 4

The Course will:

• Introduce the Virtual School Team and explain the aims and role of the team
• Raise awareness of the participants’ responsibilities towards the education of Looked After Children and Adopted Children
• Outline the importance of the Personal Education Plan for children in care and some of the other supports around education
• Provide practical strategies for supporting children and young people with their education

Trainer: The Virtual School Team

Fostering Changes

"Foster carers play a unique and critical role in our communities providing homes and care for particularly vulnerable children...Large numbers of children with increasingly complex needs are coming into care and society is demanding more than ever before from foster carers." Every child matters (Green paper DFES 2003)

This 12-week training programme for foster carers was developed by the National Academy for Parenting Research at Kings College Hospital, London, in conjunction with the Maudsley Hospital, London. The programme is underpinned by attachment theory, social learning theory and cognitive behavioural therapy. The course offers practical advice and strategies to help carers understand and manage looked-after children’s difficult and challenging behaviour. Because of the emphasis on carers trying out and practicing the ideas learnt on the course, it is essential that carers have a child in placement at the time they are attending the course.

Fostering TSD Standards: 1, 2, 3, 4, 5, 6 and 7
Short Breaks TSD Standards: 1, 2, 3, 4, 5 and 6

This course will:

• Offer carers the opportunity to look at different ways of responding to children’s behavioural difficulties
• Help carers to understand what is effective in the process of helping children to regulate their emotions
• Look at the benefits of using positive reinforcements within behaviour management
• Help carers to experience improved behaviour and better relationships as a result of the training programme
• Contribute to the continued stability of foster placements

Trainers: Gerry Vaughan, Jo Cammarata-Hudson, Helen Graham
# Core Training

<table>
<thead>
<tr>
<th>Managing Behaviour for Over 10s</th>
<th>This course will:</th>
</tr>
</thead>
</table>
| The business of growing up is not always straightforward for young people. The young person’s feelings, fears and strive for independence may present in a range of behaviour. It is behaviour that can often be the most challenging and testing for parents and carers to deal with. The course is designed to help participants to understand what the roots of behaviours may be and offer strategies to understand and manage children’s behaviour. | • Look at the important developmental and neurological issues to consider when dealing with teenagers  
• Identify potential factors that may influence behaviour including early childhood experiences  
• Consider attachment needs, trust and personal development  
• Provide techniques and strategies to help manage behaviour  
• Identify when additional support may be needed  
• Recognise the importance of self-care for parents and carers and strategies to aid this |

| Fostering TSD Standards: 1, 3, 4, 5, 6 and 7 |  
| Short Breaks TSD Standards: 1, 2, 3, 4, 5 and 6 |

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<tr>
<th>Managing Behaviour for Under 10s</th>
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| Children are more likely to express emotions, feelings and fears through behaviour than words. It is behaviour that can often be the most challenging and testing for parents and carers to deal with. The course is designed to help participants to understand what the roots of behaviours may be and offer strategies to understand and manage children’s behaviour. | • Consider potential factors that may influence behaviour including early childhood experiences and attachment  
• Learn techniques and strategies to help manage behaviour  
• Identify when additional support is needed  
• Give a clear understanding of the potential causes and triggers for children’s behaviour  
• Develop confidence in delivering clear strategies for managing behaviour.  
• Recognise the importance of self-care for parents and carers and strategies to aid this |

| Fostering TSD Standards: 1, 3, 4, 5, 6 and 7 |  
| Short Breaks TSD Standards: 1, 2, 3, 4, 5 and 6 |

<table>
<thead>
<tr>
<th>Helping Children move to Adoption/Long Term Fostering</th>
<th>The Course will:</th>
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</table>
| This is a practical workshop which seeks to demonstrate how foster carers help to prepare children for a move to an adoptive or long term placement. It covers the early planning stages through the transition to permanent homes. | • Establish ways in which all those involved can prepare and support children in their move from short term placements to permanent homes  
• Provide information to assist those in the planning process for all children who are moving to permanency  
• Acknowledge the significant impact that both planned and unplanned moves have on children and how this can be minimised |

| Fostering TSD Standards: 1, 4, 5 and 7 |  
| Short Breaks TSD Standards: 1, 3, 4 and 6 |

<table>
<thead>
<tr>
<th>Trainer: Sally Romain</th>
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</table>
## Core Training

### Preparation for Return to Birth Family/move to Short Term Fostering or Residential Care

The majority of Looked After Children are in short term or medium term placements and may move back to their birth families, residential care or to another foster home. For foster carers these moves may engender a variety of emotions and how these emotions are managed, will have a significant effect on the child or young person’s experience.

**Fostering TSD Standards:** 1, 4, 5 and 7  
**Short Breaks TSD Standards:** 1, 3, 4 and 6

**This course will:**
- Help Foster Carers better prepare children and young people to move on in a way which meets their needs
- Consider the practical and emotional needs of all involved in helping the child or young person to move on
- Identify the various supports which can be put in place for Foster Carers during the transition period

**Trainer:** Sally Romain

### Principles and Values in Foster Care

To give carers an opportunity to address the Principles and Values of fostering looked after children and young people.

**Fostering TSD Standards:** 1, 2, 3, 4, 5, 6 and 7  
**Short Breaks TSD Standards:** 1, 2, 3, 4, 5 and 6

**This course will:**
- Look at the welfare of the child and ensure the child’s needs, rights and views are at the centre of all practice and provision
- Help you to practice within an inclusive and anti-discriminatory framework
- Discuss celebrating difference and diversity
- Explore the importance of confidentiality
- Promote social inclusion and the advancements of children and young people
- Assist you in supporting self-esteem and resilience issues for every child and young person

**Trainer:** Gerry Vaughan

### Procedures and Record Keeping

Recording is an important part of the task Foster Carers undertake when looking after children for the Local Authority and there is a clear expectation that Foster Carers need to regularly record details in order to give an overall picture of what is happening in the placement and in the child/young person’s life. Such recording needs to be accurate in order to protect the child and the Carer.

**Fostering TSD Standards:** 1, 2, 3, 6 and 7  
**Short Breaks TSD Standards:** 1, 2, 5 and 6

**This course will:**
- Explain the Local Authority’s policy and procedures on recording
- Explain the importance of recording
- Explore recording methods
- Explore the importance of confidentiality
- Explore the use of appropriate language

**Trainer:** TBC
### Core Training

#### Safeguarding

This course aims to provide knowledge of and increase understanding of, national and local Regulations, and the procedures and legislation governing Child Protection.

Fostering TSD Standards: 1, 2, 3, 4, 5, 6 and 7  
Short Breaks TSD Standards: 1, 2, 3, 4, 5 and 6

- Provide a working knowledge of the National Framework and Northamptonshire’s Structure and Procedures
- Help participants understand and appropriately respond to a disclosure of abuse
- Explore the role and responsibilities of other agencies in relation to Child Protection Work and the Child Protection Conference
- Examine and apply criteria for registration
- Ensure participants understand and can apply knowledge of a Child Protection Plan
- Enable you to understand and demonstrate knowledge of the role and responsibilities of Core Groups

Trainer: TBC

#### Safer Caring

This course highlights how misunderstandings leading to allegations of inappropriate behaviour against Foster Carers and Adoptive Parents may be prevented. It looks at safe coping strategies for Foster Carers and Adoptive Parents and young people should tempers run high.

Fostering TSD Standards: 1, 2, 3, 4, 5 and 7  
Short Breaks TSD Standards: 1, 2, 3, 4 and 6

- Provide an awareness regarding the impact of abuse
- Discuss dealing with disclosures of abuse
- Consider the implications of the above for children
- Apply a variety of methods to enable participants to communicate safely and appropriately with children and young people
- Provide information about the investigative process in the event of an allegation having been made against a Carer/Adoptive Parent

Trainer: TBC

#### Safety In the Home

(If not completed prior to approval)

RoSPA’s/Fire Officer’s aim to improve lives by preventing accidental injury at home. This course will be focused on keeping younger children safe by developing skills promoting safer home environments.

Fostering TSD Standards: 1, 2, 3, 6 & 7  
Short Break TSD Standards: 1, 2, 5 & 7

- Explain the importance and need for home safety
- Identify who is most at risk from home accidents and look at the reasons why
- Explore causes, consequences and the related costs of home accidents
- Provide participants with accident prevention measures and methods of assessing, prioritizing and controlling risk
- Develop skills and knowledge in effective interventions and how to evaluate them

Trainer: RoSPA
### Separation and Loss

All children who have been in care will have experienced separation and loss, and it is an important aspect in the lives of most Carers. The course looks at how adults and children typically react to loss, the grieving process and behavioural problems related to separation and loss. The course aims to identify practical ways of helping those involved move forward.

#### Fostering TSD Standards: 1, 4, 5 and 7

#### Short Breaks TSD Standards: 1, 3, 4 and 6

### This course will:

- Identify the process of separation and loss
- Discuss reactions to separation and loss
- Look at the effect of separation and loss on children and young people
- Explore methods available to you to help and support the child or young person

**Trainer:** Clare Marshall
Intermediate Training

A Detailed Guide to Sexual Health

The UK has the highest rate of unintended pregnancies in Western Europe and soaring rates of sexually transmitted infections, with young people most at risk. However, we know that many carers and parents are still apprehensive when talking about sex and relationships with young people. Good quality sex and relationship advice and information can enable young people to develop self-esteem, to explore values, attitudes, beliefs and also make informed decisions about their behaviour, personal relationships and sexual health.

This course has been developed to look at the complex issues of sexual health and relationships and is suited to Carers and Parents of adolescent young people.

Fostering TSD Standards: 1, 3, 4, 5, 6 and 7
Short Breaks TSD Standards: 1, 2, 3, 4, 5 and 6

This course will:

- Increase knowledge of sexual health with regard to contraception, sexually transmitted infections and sexuality
- Consider how personal values and beliefs about sexual relationships and sexual health can affect how we communicate as professionals
- Develop practical skills to communicate with young people and enable the exploration of sexual health and relationships
- Develop competency to give guidance on the correct use of condoms
- Increase awareness of Sexual Health Services within Northamptonshire County Council and their local community

Trainer: TBC

Can’t Do or Won’t Do? Attachment difficulties for children who have experienced early trauma, neglect and abuse

The concept of attachment disorder is widely recognised amongst the helping professions. Many, if not most, looked after children will have attachment difficulties, simply by not being with their parents. For a substantial minority the problems are more severe and intractable. As the children progress through the care system and beyond, their difficulties seem to get worse, however benign their Adoptive Parents/Foster Carers and however professional their Social Workers. In this workshop we will be looking at children who stubbornly refuse to do it anybody’s way but their own.

Fostering TSD Standards: 1, 2, 3, 4, 5 and 7
Short Breaks TSD Standards: 1, 2, 3, 4 and 6

This course will:

- Look at the environmental and neurological context of attachment formation
- Examine how early childhood trauma has long term effects
- Identify some of the recognised symptoms of attachment difficulties and their effect on Adopters
- Explore parenting and therapeutic approaches

Trainer: TBC
### Communicating with Children with Complex Needs

This course will introduce various techniques to aid communication with children and young people with disabilities.

**Fostering TSD Standards:** 1, 2, 4, 5 and 7  
**Short Breaks TSD Standards:** 1, 3, 4 and 6

This course will:

- Discuss the importance of choices  
- Look at ways we communicate  
- Explore aided and unaided communication  
- Discuss communication alternatives  
- Cover the fear factor and communication

**Trainer:** Jackie Logue SCOPE

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### Developing skills in Reading (Primary aged children)

This session aims to give Foster Carers and Adoptive Parents some pointers about how children can be helped to develop their reading skills. Many children in care may well struggle with learning to read or have gaps in their understanding and need to experience the enjoyment of books and reading. Strategies will be shared that will be appropriate for children who are at the very beginning of their learning journey – through to supporting children who are already fluent and need to become fully independent and keen, successful readers.

This course will:

- Aim to develop the awareness, knowledge and confidence of the carer to support the learning of children  
- Focus on the early skills and knowledge children need as a foundation for wider learning  
- Look at the opportunities in daily experiences to further learning and understanding  
- Develop strategies for improving progress in reading that are fun and relaxed as well as structured and challenging

**Trainer:** Virtual School Team

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### Developing skills in Maths (Primary aged children)

Children in care often have many gaps in their overall knowledge of maths and struggle to learn and develop their understanding alongside their peers. This session aims to introduce Foster Carers and Adoptive Parents to skills and strategies that focus on basic skills and problem solving with practical and active approaches. Methods will be shared that will engage and inspire even the most reluctant learners – and help carers to support improving the mathematical ability of children in their care.

This course will:

- Aim to develop the awareness, knowledge and confidence of the carer to support the learning of children  
- Focus on the early skills and knowledge children need as a foundation for later learning  
- Look at the ‘language’ of maths and opportunities in daily experiences to further learning and understanding  
- Develop strategies for improving progress in maths that are fun and relaxed as well as structured and challenging

**Trainer:** Virtual School Team
Fostering Changes

(If this was not completed within the Core Training)

“Foster carers play a unique and critical role in our communities providing homes and care for particularly vulnerable children...Large numbers of children with increasingly complex needs are coming into care and society is demanding more than ever before from foster carers.” Every child matters (Green paper DFES 2003)

This 12-week training programme for foster carers was developed by the National Academy for Parenting Research at Kings College Hospital, London, in conjunction with the Maudsley Hospital, London. The programme is underpinned by attachment theory, social learning theory and cognitive behavioural therapy. The course offers practical advice and strategies to help carers understand and manage looked-after children’s difficult and challenging behaviour. Because of the emphasis on carers trying out and practicing the ideas learnt on the course, it is essential that carers have a child in placement at the time they are attending the course.

Fostering TSD Standards: 1, 2, 3, 4, 5, 6 and 7
Short Breaks TSD Standards: 1, 2, 3, 4, 5 and 6

This course will:

• Offer carers the opportunity to look at different ways of responding to children’s behavioural difficulties
• Help carers to understand what is effective
• in the process of helping children to regulate their emotions
• Look at the benefits of using positive reinforcements within behaviour management
• Help carers to experience improved behaviour and better relationships as a result of the training programme
• Contribute to the continued stability of foster placements

Trainers: Gerry Vaughan, Jo Cammarata-Hudson, Helen Graham

Health of Looked After Children

“Healthy children have more chance of becoming healthy adults, and much adult disease and many emotional and psychological difficulties may have their roots in childhood. Research and practice evidence that children and young people who are looked after away from home have greater levels of health needs than their peers yet are less likely to receive adequate health care.” (DoH 2001).

This course is for people who have day to day responsibility for the health and wellbeing of Looked After Children. It will include discussion about why the health needs of LAC may differ from the general population. It will provide carers with information on their responsibilities within the LAC health review process, on promoting the health and wellbeing of Looked After Children and how best to obtain support from health services for the children in their care. It will confirm the statutory requirements around LAC health reviews.

Fostering TSD Standards: 1, 2, 3, 4, 5, 6 and 7
Short Breaks TSD Standards: 1, 2, 3, 4, 5 and 6

This course will:

• Identify why and how the health of children and young people in care is at risk
• Explore how parents'/carers’ approach to their own health care can influence that of the children and young people
• Consider the legal requirements in relation to the health of Looked After Children
• Identify how to manage and administrate medication
• Identify how to manage the challenges of communicable diseases.

Trainer: TBC
<table>
<thead>
<tr>
<th><strong>Integrating Race Equality into Fostering, Adoption and Family Link</strong></th>
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<tbody>
<tr>
<td>The course aim is to improve the quality of life for the children and young people we work with particularly those who are Black or dual heritage.</td>
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**Fostering TSD Standards: 1, 2, 3, 4, 5, 6 and 7**

**Short Breaks TSD Standards: 1, 2, 3, 4, 5 and 6**

**At the end of the course delegates will:**

- Have an introduction to the Northamptonshire County Council’s Heritage Planning framework
- Have an opportunity to challenge own values, beliefs and explore ideas surrounding heritage, culture and racial identity whilst parenting Black minority ethnic children
- Be introduced to the legislative framework and principles, underlying the effective work with Black minority ethnic families and communities
- Consider underpinning knowledge to change and improve the quality of life for those children and young people we work with particularly those who are black or dual-heritage
- Gain practical skills and knowledge to address identity development

**Trainers:** TBC

<table>
<thead>
<tr>
<th><strong>Life Story</strong></th>
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<tbody>
<tr>
<td>Life Story is a practical and exciting communication tool, suitable for all ages and abilities; it helps children understand and come to terms with their past. This course aims to demonstrate this way of working with children and young people from the perspective of Foster Carers and Adoptive Parents.</td>
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</tbody>
</table>

**Fostering TSD Standards: 1, 2, 4, 5 and 7**

**Short Breaks TSD Standards: 1, 3, 4 and 6**

**This course will:**

- Identify what Life Story work is and what it is not
- Demonstrate a way of working with children and young people from the perspective of the adoptive parents and carers
- Confirm what adopters and foster carers do with this information in the short and long term
- Provide more ideas for integrating Life Story work into everyday life according to the needs and abilities of the child

**Trainers:** Kristen Northern and Kelly Bortey
Psychology – Stage 1

“Many children and young people have complex needs often following early histories in which they have experienced extensive abuse and neglect. All of the children have experienced separation from their families of origin and often multiple moves within the care system as well. The impact of these experiences upon the children’s health, education and emotional wellbeing is now well recognised.” (Thinking Psychologically About Children who are Looked After and Adopted 2006 Golding, Dent et al.)

This course is designed to offer an introductory level of understanding of key psychological theories that have informed our understanding of meeting the emotional and developmental needs of children and young people. This course will offer a practical and experiential training, exploring the latest and well known psychological knowledge in raising children with a range of experiences and needs.

Fostering TSD Standards: 1, 3, 4, 5, 6 and 7
Short Breaks TSD Standards: 1, 2, 3, 4, 5 and

The programme aims to:

- This course aims to offer a range of practical strategies and theories to help develop understanding of our children and young people and how best to meet their needs. We strive to offer a safe environment to explore key topics using a range of teaching methods to develop understanding and strategies

This course will:

- Develop your awareness of a range of potential needs and challenges that children and young people may experience
- Recognise some of the potential complexities that early childhood experiences may bring to present relationships
- Develop knowledge in key Psychological theories that can aid our understanding of children and young people
- Enhance key skills in communicating with children and young people using a range of mediums including play and creativity
- Recognise the importance of self-care for parents and carers and strategies to aid this

Trainer Matthew Estill

Self Harming Behaviours

This course will provide an overview of key facts, understanding and ways to respond to children and young people who self harm.

Fostering TSD Standards:
Short Breaks TSD Standards:

This course will:

- Develop your awareness of self injury
- Enable carers to provide a positive and engaging approach when working with children that self harm

Please see below for further information on self harm

www.talkoutloud.info/how-do-you-feel/self-harm.aspx
www.asknormen.co.uk/self-harm-and-suicidal-ideation-conference-resources

Trainers: Cazz Broxton
### Video Interactive Guidance (VIG)

VIG helps to promote healthy and attuned interactions between children and their parents and carers. It draws from psychological theories such as Intersubjectivity and Mediated Learning. VIG encourages and creates opportunities for positive communication with children and young people. Through this, there comes a more secure attachment and positive changes in behaviour.

#### Fostering TSD Standards:

**Short Breaks TSD Standards:**

### This course will:

- An insight into the underlying psychological theories of intersubjectivity and mediated learning
- An enhanced understanding of verbal and non-verbal communication
- A set of communication skills that encourage positive communication and secure attachments
- Additional information about training in VIG to become an accredited guider and make referrals for direct with children and young people

**Trainers:** Sarah Noble Kendrick

### Workshops to be arranged

- Autism
- Drugs and Alcohol Awareness
- Emotional wellbeing for Foster carers
- Foetal Alcohol Syndrome
- Fostering Changes catch-up
E-Learning – Core

(Please note that your supervising social worker will have further details of the content of each E-learning course)

**Attachment and Loss**

**Learning Outcomes**
When you have finished this course you will be able to:
1. Understand the attachment process
2. Know how to promote positive attachment relationships
3. Know about the impact of trauma, separation and loss on child development
4. Understand how intervention can assist children and young people who have been traumatised through early life experiences

**Fostering TSD Standard: 5**
**Short Breaks TSD Standard: 4**

**Child Protection Awareness Level 1 and Refresher course available**

**Learning Outcomes**
When you have finished this course you will be able to:
1. Know about child abuse, child protection and safeguarding children
2. Know what to do if they suspect a child is being harmed
3. Understand how to work with other agencies

**Fostering TSD Standards: 5 and 6**
**Short Breaks TSD Standards: 4 and 5**

**Equality and Diversity and Refresher Course available**

**Learning Outcomes**
When you have finished this course you will be able to:
1. Understand issues in equality and diversity
2. Understand the different types of prejudice and discrimination which can affect children and young people
3. Know how issues of equality and diversity are addressed professionally

**Fostering TSD Standard: 1**
On-line Safety and the Impact of Social Media

Learning Outcomes

The objective of this course is to deepen your understanding of:

1. The rise of digital media and social networking.
3. Internet pornography
4. Guidelines for responsible internet use
5. Socio-economic factors
6. Digital trends and behaviour amongst young people and their possible psychological consequences
7. Statutory guidance and e-safety
8. Useful organisations and research throughout the course
9. Conclusion: a global perspective.

Promoting Positive Contact

Learning Outcomes

When you have finished this course you will be able to:

1. Know about contact between looked after children and their families
2. Know how to manage contact

Fostering TSD Standards: 1, 2, 3, 4 and 5
Short Breaks TSD Standards: 1, 2, 3 and 4

Record Keeping in Foster Care and Refresher Course available

Learning Outcomes

When you have finished this course you will be able to:

1. Know about record keeping and record maintenance in foster care
2. Know how to record and keep records

Fostering TSD Standards: 1, 2 and 4
Short Breaks TSD Standards: 1 and 4
Safer Foster Care
Learning Outcomes
When you have finished this course you will be able to:
1. Understand that safer caring is about assessing and managing risk
2. Know how to assess and manage risks to the child
3. Know how to assess and manage risks to the foster family

Fostering TSD Standards: 1, 2, 3, 4, 5 and 6
Short Breaks TSD Standards: 1, 2, 3, 4, 5 and 6

Sexual Exploitation and Child Trafficking
Learning Outcomes
When you have finished this course you will be able to:
1. Understand the scale of national and international trafficking
2. Recognise the impact of organised abuse on children who have been exploited and trafficked
3. Identify additional factors that compound vulnerability, such as English as a Foreign Language (EAL) and absence of appropriate adult or guardian
4. Understand the complexities of ensuring child protection, such as the likelihood of being 're-trafficked' after rescue
5. Work with other agencies to provide appropriate support
6. Know current legal and statutory requirements

Understanding Child Development
Learning Outcomes
When you have finished this course you will be able to:
1. Know how to observe and record children’s development
2. Know milestones in child development
3. Know about indicators of developmental delay and developmental impairment

Fostering TSD Standard: 5
Short Breaks TSD Standard: 4

Working with Disabled Children and Young People
Learning Outcomes
When you have finished this course you will be able to:
1. Understand the social model of disability in relation to work with disabled children and young people
2. Understand the inclusion needs of disabled children and young people

Fostering TSD Standards: 5
Short Breaks TSD Standard: 4
ADHD and Conduct Disorders

Learning Outcomes

When you have finished this course you will be able to:

1. Recognise what is ADHD? symptoms, diagnosis, possible causes and prevalence
2. Understand the impact of social and environmental factors - poor attachment, poverty and abuse
3. Understand the additional difficulties
4. Find strategies, treatment options and prognosis
5. Understand statutory Assessments, Statement of Educational Needs (SEN), School Action and the role of the SENCO
6. Find general pointers for helping children with ADHD at school
7. Consider if it is a convenient label - are we over diagnosing?
8. Recognise conduct disorders - presentation, diagnosis and gender balance
9. Consider causal factors and the importance of early intervention
10. Understand multi-systemic and multidisciplinary treatment - psychotherapy, cognitive behaviour therapy and cognitive behavioural play therapy, educational support, parent counselling and medication for co-morbidities
11. Recognise a useful nine point guide to working with all children
12. Have access to some useful contacts and resources

Autism

Learning Outcomes

When you have finished this course you will be able to:

1. Understand what ASD (Autistic Spectrum Disorder) is
2. Know what the characteristics of Autism are
3. Understand specific communication issues that children and young people with Autism may have
4. Know what Asperger’s Syndrome is and how it differs from Autism

Bullying

Learning Outcomes

When you have finished this course you will be able to:

1. To recognise the signs of bullying
2. To understand the causes and impact of bullying
3. To know how to support someone who is being bullied
4. To know how to help children who bully to change their behaviour
5. To be able to structure a whole-school approach to prevent and minimise bullying
6. To know the statutory responsibilities of schools and social care providers in respect of child protection and bullying
### Children and Domestic Abuse

**Learning Outcomes**

When you have finished this course you will be able to:

1. Understand the impact of domestic violence on parenting abilities
2. Understand the impact of domestic violence on children and young people
3. Know how to help children exposed to domestic violence to recover from trauma and develop resilience

### Children and Parental Mental Health Issues

**Learning Outcomes**

When you have finished this course you will be able to:

1. Understand the impact of mental health issues on parenting abilities
2. Understand the impact of parental mental health issues on children and young people
3. Know how to help children exposed to parental mental health issues to recover from trauma and develop resilience

### Children and Parental Substance Misuse

**Learning Outcomes**

When you have finished this course you will be able to:

1. Understand the impact of substance misuse on parenting abilities
2. Understand the impact of parental substance misuse on children and young people
3. Know how to help children exposed to parental substance misuse to recover from trauma and develop resilience

### Children and Young People who run Away from Social Care

**Learning Outcomes**

When you have finished this course you will be able to:

1. Understand why some children and young people run away whilst in the care of Social Services
2. Know the demographics, facts and figures - the reality
3. Understand the specific difficulties faced by young people in care - past history, trauma, abuse and isolation
4. Be aware of the risks to children and young people who are social care runaways - homelessness, exploitation, offending and substance abuse
5. Understand the mental health and self-harm risks
6. Be aware of the 2013 Statutory Guidance on children who runaway or go missing from home or care
7. Be aware of child trafficking
8. Be aware of early Intervention and refuges for young runaways
9. Know some useful help lines and organisations including what to do if you suspect a child is running away from a social care setting
Children’s Rights
Learning Outcomes
When you have finished this course you will be able to:
1. Know about the laws and conventions protecting human rights and the rights of children
2. Show awareness of the principles and values essential for looking after children, young people and their families
3. Know how the rights of children are protected in practice
Fostering TSD Standard: 1

Communicating with Children and Young People 1 and a Refresher Course available
Learning Outcomes
When you have finished this course you will be able to:
1. Understand how to communicate effectively with children
2. Know about the principles in recording communication with children
Fostering TSD Standards: 1 and 4
Short Breaks TSD Standard: 3

Drug Awareness for Parents and Carers
Learning outcomes
When you have finished this course you will be able to:
1. Understand what drug and substance use and misuse is
2. Understand the legislation in relation to drugs and their use and possession
3. Know what a number of drugs look like and understand the effects they have on a person, including:
4. Understand your own role and responsibilities with regard to a young person’s drug use

Education and Trauma
Learning Outcomes
When you have finished this course you will be able to:
1. Understand why children and young people in foster care may need help in order to achieve their educational potential
2. Know how to promote the educational achievement of traumatised children and young people
Fostering TSD Standards: 1 and 5
Short Breaks TSD Standard: 4
Female Genital Mutilation

Learning Outcomes

When you have finished this course you will be able to:

1. To understand the nature of FGM and its physical and emotional impact on girls and women.
2. To recognise the risk factors of girls and women likely to have FGM and be able to plan to protect them from FGM.
3. To know the key agencies, roles and responsibilities available to support you in tackling the risk and impact of FGM on young women and girls.
4. To be part of a national effort to eradicate FGM in the UK for good.

Foetal Alcohol Spectrum Disorder

Learning Outcomes

When you have finished this course you will be able to:

1. Understand what FASD is.
2. Understand diagnosis.
3. Understand Strategies that can be employed.
4. Understand what Plans are needed for the future.

Food and Hygiene and Nutrition

Learning Outcomes

When you have finished this course you will be able to:

1. Understand the importance of food hygiene.
2. Understand the contamination hazards and control.
3. Understand the concept of nutrition and healthy eating.

Food Hygiene and Safety

Learning Outcomes

When you have finished this course you will be able to:

Understand the importance of food hygiene.
Understand the contamination hazards and control.
Understand the concept of nutrition and healthy eating.
Fostering Asylum and Refugee Children

Learning Outcomes

On completion of this course you will have an understanding of the following:

- Relevant legislation and Guidance to asylum seeking and refugee children including trafficking
- International obligations to asylum seeking and refugee children
- Unaccompanied asylum seeking and refugee children—where do they come from and what brings them to the UK
- The current situation in the UK—some facts and figures
- Post traumatic stress, broken attachments and the effect of this on the child’s development and behaviour
- Understanding the histories, feelings and specific psychological and practical needs of these children—multidisciplinary approach
- How to help them live with and begin to recover from their experiences
- Extra skills and support needed by the foster carers and useful organisations to approach for information and support
- Useful literature for foster carers

Healing Environments

Learning Outcomes

When you have finished this course you will be able to:

1. Understand the impact of the environment on recovery from trauma
2. Understand the soothing and stimulating effects of different aspects of the environment
3. Know how changing the environment can help children and young people to manage their behaviour more effectively

Impulsive Behaviour

Learning Outcomes

When you have finished this course you will be able to:

1. Understand cause and effect in the behaviour of traumatised children
2. Know about techniques for responding to challenging situations
3. Understand the importance of taking account of the experiences, preferences, wishes and needs of individual children and young people and their families to help them manage their behaviour
Internet Pornography and its Effect on Young people

Learning outcomes and objectives of the course

1. What is pornography and how accessible and available is it on the internet?
2. Internet pornography use - some facts, figures and current online trends amongst young people
3. A warped sex education - the socio-psychological development of ideas about sex, the body, gender and sexual relationships
4. Intimacy and sexuality and the effect of pornography on relationships
5. The effect of internet pornography on the neurobiological system
6. Addiction - isolation, escalation and the working through of unconscious fantasy or real life abuse memories
7. Degradation, violence and exploitation
8. Treatment options for pornography addiction
9. Online safety and education
10. A case for openness and compulsory sex and relationship education
11. Resource ideas - young people and pornography

Kinship Care

Learning Outcomes

When you have finished this course you will be able to:

1. Understand key issues in looking after children known or related to them (connected people)
2. Know how to help children in kinship care to recover from trauma
3. Understand the need to care for those who care for the children

Fostering TSD Standards: 4 and 5
Short Breaks TSD Standards: 3 and 4

Life Story Work

Learning Outcomes

The learning outcomes for this course are:

1. To know the definition of, and theory supporting Life Story Work
2. To understand the potential benefits of Life Story Work
3. To use a range of approaches to Life Story Work
4. To assess which children will benefit from Life Story Work and which would benefit from other types of intervention
5. To be able to use Life Story Work in adult social care contexts

Making Sense of Adolescence

Learning Outcomes

When you have finished this course you will be able to:

1. Understand what it means to be an adolescent in the modern world
2. Be aware of skills needed to work effectively with adolescents

Fostering TSD Standards: 1, 3 and 5
Short Breaks TSD Standards: 2 and 4
Men in Children’s Services

Learning Outcomes

When you have finished this course you will be able to:

1. Understand the importance of gender competence in all work with children and young people
2. Understand the gender related needs of a young person who has a distorted narrative about gender
3. Understand the concept of involved fathering and the importance of men in the children’s workforce

Multi Agency Working

Learning Outcomes

When you have finished this course you will be able to:

1. Understand the importance of effective multi-agency working
2. Understand the importance of effective communication in multi-agency working
3. Be aware of skills needed to promote effective communication between agencies

Physical and Learning Disabilities

Learning Outcomes

When you have finished this course you will be able to:

1. Understand the Medical and Social Models of Disability and how these provide different approaches to dealing with disability
2. Understand the causes, types and symptoms of a variety of Physical and Learning Disabilities
3. Know the key treatments and support methods associated with these disabilities
4. Understand the nature and range of Sensory Disabilities
5. Know about a range of equipment, resources and practical techniques that are available to support children and young people with disabilities

Play Therapy

Learning Outcomes

Play Therapy-Interaction, encouragement and communication.

1. What is play therapy?
2. The history of play therapy and the different play therapy models
3. Life events and behaviour where play therapy may be offered.
4. The use of play therapy in different professional settings
5. Good practice in play therapy, practice guidelines, standards and core competencies.
6. Play therapist training organisations and qualifications
7. Useful contacts and literature including play therapy techniques and resources for professionals
8. involved with children
Positive Parenting Techniques

Learning Outcomes

When you have finished this course you will be able to:

1. Understand the socio-psychological challenges of being a child in today's world - screen time, social networking and emotional literacy
2. Know about child development - from toddlers to teenagers
3. Be aware of guiding, nurturing and encouragement - some positive parenting tips through the developmental milestones
4. Know what is positive parenting?
5. Understand The Nurtured Heart Approach - The Three Strands Methodology
6. Know how to manage challenging behaviour with gentleness and encouraging positive change and expression
7. Understand positive parenting techniques for the teenage years
8. Understand positive discipline - parenting without punishment
9. Be aware of some case studies and helpful organisations

Promoting Health and Development

Learning Outcomes

When you have finished this course you will be able to:

1. Understand legislation, policies and procedures
2. Know how to provide a safe, healthy and stimulating environment
3. Know about healthy care

Resilience and Recovery

Learning Outcomes

When you have finished this course you will be able to:

1. Understand how resilience contributes to recovery from trauma
2. Know how to help traumatised children and young people to develop resilience and self-esteem

Fostering TSD Standards: 1, 2, 4, 5 and 7
Short Breaks TSD Standards: 1, 3, 4 and 6
Risk Management and Safer Working

Learning Outcomes
When you have finished this course you will be able to:

1. Be aware of the need for safer working and how it is provided
2. Be aware of issues in assessing and managing risk in working with children and young people

Safe Use of Medication

Learning Outcomes
When you have finished this course you will be able to:

1. Understand medication
2. Understand the supply, storage and disposal of medication
3. Understand the process of administering medication

Self-Harming Behaviours

Learning Outcomes
When you have finished this course you will be able to:

1. Understand adaptive and maladaptive behaviours
2. Know how to work effectively and safely with children and young people with eating disorders
3. Know how to work effectively and safely with children and young people who self-harm
4. Know how to work effectively and safely with children and young people who misuse substances

Fostering TSD Standard: 3
Short Breaks TSD Standard: 2

Sexual Development and Sexual Abuse

Learning Outcomes
When you have finished this course you will be able to:

1. Understand human sexual development and sexuality
2. Understand how to promote positive sexual health and sexual identity
3. Know about effective interventions in working with children and young people who have been sexually abused

Fostering TSD Standards: 1, 2, 5 and 6
Short Breaks TSD Standards: 1, 4, 5 and 6
Sexualised Behaviour

Learning Outcomes
When you have finished this course you will be able to:
1. Understand the developmental impairments and distortions that lead to sexualised behaviour
2. Understand the impact of sexual abuse on children and young people and the adults who work with them
3. Know how to work effectively and safely with children and young people with sexualised behaviour

Supporting the education of Traumatised Children

Learning Outcomes
When you have finished this course you will be able to:
1. Understand why children and young people in foster care may need help in order to achieve their educational potential
2. Know how to promote the educational achievement of traumatised children and young people

Supporting Young People Leaving Care

Learning outcomes
1. The psychosocial needs of teenagers and the complex issues of young people leaving care
2. The New Care Leaver Strategy- health, employment, housing and financial support (October 2013)
3. The Care Leavers’ Charter 2012
4. Core legislation and guidance surrounding young people leaving care
5. The Statutory Review Meeting, Pathway Plan and the role of the Personal Advisor
6. Benefit entitlements and crisis payments
7. Reality and risks - homelessness, teenage pregnancy, sexual exploitation and drug abuse
8. Help-lines, links and useful organisations
9. What needs to change? Some ideas for the future
Teens Challenging Behaviour

Learning Outcomes

When you have finished this course you will be able to:

1. Know normal teenage development and the psycho-biological and social pressures upon teenagers in today's society
2. Understand sex, sexuality and the body
3. Be aware of teenage behaviour and trends - peer relationships, separation and individuation and the role of social media
4. Know the cumulative effect of broken attachments on the teenage psyche
5. Understand gangs, delinquency, conduct disorder and drugs
6. Know about depression, withdrawal, anxiety and self harm as a coping strategy
7. Understand eating disorders
8. Know tools for communicating with teens within foster placements and the importance of trust and love
9. Understand emotional literacy and healthy activity
10. Know how to keep teenagers safe - internet safety, psycho-education and collaborative boundaries
11. Understood the importance of taking care of yourself as a parent or carer of a difficult teenager
12. Know useful contacts and resources

The Role of the Panel Members in Fostering and Adoption

Learning Outcomes

When you have finished this course you will be able to understand:

1. The purpose and remit of the panel member in cases of fostering and adoption
2. The legislation, regulation and practice guidance that panel members should adhere to
3. The national minimum care standards regarding the responsibilities of panel members
4. The process, within adoption and fostering panels, that aims to identify successful adopters and foster parents and the evidence sought to undertake this task
5. What legislation informs panel members in making the right decision at the time
6. Training, support and supervision of panel members
7. Recent and Proposed changes to fostering and adoption panels

Transitions and Vulnerability

Learning Outcomes

When you have finished this course you will be able to:

1. Understand transitions in the lives of children and young people and the range of responses to them
2. Know how to promote positive transitions
Understanding Adoption

Learning Outcomes
When you have finished this course you will:

1. Have a thorough understanding of the meaning of adoption from the perspectives of all involved - from children under a care order to birth parents and foster carers
2. Have an understanding of the adoption process and the role of adoption agencies, local authorities and panel members
3. Have knowledge of adoption legislation within the UK
4. Have knowledge of the Prospective Adopter’s Report (PAR) including the January 2013 updates
5. Have information on what to expect, as a prospective adopter, of the assessment process
6. Have information on support resources for adopters, birth parents and foster carers

Understanding dyslexia and dyspraxia

Learning outcomes
When you have finished this course you will be able to:

1. Understand the terms 'Dyslexia', 'Dyspraxia' and 'Dyscalculia'
2. Recognise the signs of Dyslexia, Dyspraxia and Dyscalculia in children
3. Appreciate examples of success stories associated with individuals with Dyslexia and/or Dyspraxia
4. To understand the concept of a 'Graduated Response to Need' in line with current statutory requirements, be familiar with a template used in schools to structure and record the use of evidence-based interventions.

Vulnerable Children Having Vulnerable Children

Learning Outcomes
When you have finished this course you will:

1. Know how to recognize children at risk of early sexual activity, STD’s and pregnancy
2. Understand the impact of early parenthood on young men and young women
3. Understand the impact of vulnerable young parents on the attachment process and appropriate care of a child
4. Know how to support vulnerable young parents in creating greater stability in their and their children’s lives, including parent and child placements
5. Be able to work with other agencies to provide appropriate support

Working with Disabled children and young people

Learning Outcomes
When you have finished this course you will be able to:

1. Understand the social model of disability in relation to work with disabled children and young people
2. Understand the inclusion needs of disabled children and young people
Theraplay – Attachment Based

Therapeutic Parenting

The Theraplay Institute has been helping parents build better relationships with their children for over 40 years. We understand that adopted and foster children often need a different kind of parenting, and that these parenting skills may not come naturally to even the best parent. The Theraplay Trainers understand neurological and developmental issues that might be challenging your child, and they will give you specific ideas and techniques to help you.

This course will:

• Help the foster carer understand that Theraplay is a child and family therapy for building and enhancing attachment, self-esteem, trust in others, and joyful engagement
• Develop the foster carer’s understanding of the natural patterns of playful, healthy interaction between parent and child
• Help the foster carer understand that Theraplay interactions focus on four essential qualities found in parent-child relationships: Structure, Engagement, Nurture, and Challenge
• Enable foster carers to develop an understanding of Theraplay sessions creating an active, emotional connection between the child and parent or caregiver, resulting in a changed view of the self as worthy and lovable and of relationships as positive and rewarding

Trainer: Jo Williams and Clarissa Prior-Jones

Psychology – Stage 2

Psychology Stage 2 courses can only be booked once Stage 1 has been completed.

You can then book onto the following four courses in any order:

Psychology 2 – Behaviour Management

This workshop will introduce behaviour management techniques using the well-evidenced Webster-Stratton format and will assist Adopters and Carers in developing their awareness of different techniques and how to implement these. This workshop is designed primarily for those caring for younger children (pre-school and primary school).

Fostering TSD Standards: 1, 3, 4, 5 and 7
Short Breaks TSD Standards: 1, 2, 3, 4 and 6

This course will:

• Introduce a range of behaviour management techniques
• Consider how and when to apply behaviour management techniques

Trainer: Matthew Estill
Psychology 2 – Caring for Challenging Adolescents
For many Adoptive Parents and Carers the child/young person can exhibit extremely challenging behaviour owing to the experiences that they have had before entering care. This often leads to conflict between the adolescent and the Adoptive Parent/Carer. For these children, there may be many feelings that are played out in their behaviour and this course aims to enhance Adoptive Parents/Carers understanding. It is important also that Adoptive Parents/Carers develop ways in which to help children find safer alternatives to their present means of expression.

**Fostering TSD Standards:** 1, 3, 4, 5, 6 and 7  
**Short Breaks TSD Standards:** 1, 2, 3, 4, 5 and 6

**The programme aims to:**
- Give practical skills to manage the challenging behaviour
- Gain a greater awareness of the ways in which the behaviour affects the Adoptive Parent/Carer and how this can influence the way it is managed
- Consider the way that the adolescent may feel about being or having been in care
- Explore the concept of ‘giving permission’ for the young person to have these feelings

**This course will:**
- Help the Adoptive Parent/Carer gain a greater understanding of the impact life experience can have on behaviour
- Help the Adoptive Parent/Carer gain a greater understanding of the feelings that may be fuelling the behaviour
- Explore the balance between accepting the adolescent but not the behaviour

**Trainer:** Matthew Estill

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Psychology 2 – Using Stories to Help Children Understand their Past and Build Attachment
This workshop introduces Narrative Attachment ideas. It will encourage Carers/Adoptive Parents to use these in order to help children understand and process past experiences, as well as to learn new skills and deepen their attachment to Carers/Adoptive Parents.

The principles apply to children of all ages but Carers/Adoptive Parents often find it easier to implement stories with younger children.

**Fostering TSD Standards:** 1, 3, 4, 5, 6 and 7  
**Short Breaks TSD Standards:** 1, 2, 3, 4, 5 and 6

**This course will:**
- Look at a variety of creative techniques to help the Carer/Adoptive Parent engage the child

**Trainer:** Matthew Estill

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Psychology 2 – Thoughts Feelings Behaviours
Self-esteem is a key factor in improving behaviour and academic achievement. This course combines the theory of self-esteem with a workshop in the afternoon introducing a range of practical resources which can help children and young people.

**Fostering TSD Standards:** 1, 3, 4, 5, 6 and 7  
**Short Breaks TSD Standards:** 1, 2, 3, 4, 5 and 6

**This course will:**
- Concentrate on the building blocks of self-esteem
- Look at how self-esteem impacts on improving behaviour and academic achievement

**Trainer:** Matthew Estill
Reflective Practice

Learning Outcomes

When you have finished this course you will be able to:

1. Understand the need for reflective practice and personal development
2. Know about adult learning
3. Know how to promote personal and professional development

Therapeutic Care: Social Pedagogy

When you have finished this course you will be able to:

1. Understand the principles underpinning social pedagogy
2. Develop a setting based on the key aims of social pedagogy:
   a. building relationships
   b. developing identity
   c. enabling child voice and collaborative participation
3. Manage risk appropriately
4. Be able to work with other agencies to provide appropriate support.
3. Plan strategies, policies and procedures
E-Learning Request Form

Please complete all details below, carers will be notified once an E-learning course has been allocated.

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<thead>
<tr>
<th>Carer's Name</th>
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<td>Name of E-Learning Unit</td>
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<td>Please state how they meet the criteria</td>
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- It is an expectation that an E-Learning course will be completed by carers within three months of allocation

- Only one course can be requested at one time. Once the course has been completed another course can be requested
# Your Training Record

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<thead>
<tr>
<th>Training Course – Face to Face</th>
<th>Date Completed</th>
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<tbody>
<tr>
<td><strong>Core Training</strong></td>
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<td>Allegations, Causes for Concern &amp; Complaints</td>
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<td>Child Development</td>
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<td>Child Sexual Exploitation Protect and Respect</td>
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<td>Diversity and Equality</td>
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<td>Emergency Aid and Basic Life Support (during assessment )</td>
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<td>Family &amp; Friends  Induction</td>
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<td>Helping Children Move to Adoption/Long Term Fostering</td>
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