



## NCERCC News – May 2008

### 1. NCERCC's Media All Stars Project

<http://www.guardian.co.uk/society/2008/apr/23/2>

Linda, 15, a children's home resident and Media All Stars participant

*You recently took part in a project for young people in children's homes, run by the National Centre for Excellence in Residential Child Care. Tell us about it.*

It's a film project, which involves a four-month training course. You work in groups to make a short film.

*Who is it designed for?*

For young people in children's homes who wouldn't usually get the chance to do something like this.

*What made you want to get involved?*

I enjoy doing creative things, especially dancing, and thought it sounded like fun.

*How long have you been on this course?*

Since January. The film is in the final editing stage right now.

*What have you learned by taking part?*

Teamwork is the main thing. Also, how to use a camera, which has been useful.

*What was your film about?*

It was called BBLK: Big Brother, Little Kids. It was set up like the Big Brother house, but in a children's home. We had a diary room and were trying to show what a children's home is really like.

*What was your experience of the Bafta and the Media Trust mentors?*

They were a big help and it was good to be taught by people who are so professional.

*What's been the best part of the project?*

The acting was the best part.

*Why is Media All Stars an important project?*

You get the opportunity to spend time on something creative, and young people can really get involved in it.

*Would you recommend the project?*

Definitely. I've told one of my friends about it already, about how the film will be shown later this month at a big ceremony in the Bafta venue, and how proud of it I am.

*How did you come to be living in a children's home?*

I was fostered originally, but then moved to a children's home. I've been here for five or six months.

*How can a project like this help young people in a position similar to yours?*

It could be good experience for people who want to get involved with the media but can't get the chance to do it, and also great for people who are interested in films but don't know how they are made.

### 2. Photosymbols – call for models

<http://www.photosymbols.com/>

The Council for Disabled Children have teamed up with Photosymbols to develop a new package for children and young people. Photosymbols are used to make written information accessible and easier to understand. CDC are supporting Photosymbols to get in touch with organisations / groups of disabled children and young people / their parents and carers, to be models for the new package. If you're interested, please get in touch with Photosymbols Ltd who can tell you more about how it works... Photosymbols Ltd, The Greenway Centre, Doncaster Road, Bristol BS10 5PY. Phone Pete Le Grys on 0117 959 4424 or 07976 740977 Email [pete@photosymbols.com](mailto:pete@photosymbols.com)

### **3. Special edition of SIRCC Journal: Education and children in residential care - Call for papers**

<http://www.sircc.strath.ac.uk/journal/index.html>

Education for children in residential care continues to be an area of concern for practitioners and policymakers alike. The Scottish Journal for Residential Child Care will be publishing a special edition in Autumn which will address this topic. The editors are seeking a variety of papers which will highlight good practice or which will help to throw some light on a particular aspect of the educational experiences of children in care. Perspectives from practitioners and researchers will be welcome. Any work which allows us to draw lessons from the experience of other nations will be particularly interesting. Papers should be received by 31st May, 2008

### **4. NSPCC Practice Guides**

[http://www.nspcc.org.uk/Inform/resourcesforprofessionals/practiceguides/practiceguides\\_wda55717.html](http://www.nspcc.org.uk/Inform/resourcesforprofessionals/practiceguides/practiceguides_wda55717.html)

The NSPCC has published a number of practice guides for practitioners and managers providing services for children and young people on the following subjects: anti-bullying; children and young people who display sexually harmful behaviour; family support services; groupwork; helplines; investigations of complex abuse; schools teams services; therapeutic work; There4me; work with adults who sexually abuse; young people's centres and sexual exploitation services; and young witness services.

### **5. Government & Associated**

#### **Transition: moving on well - New guidance on transition planning launched**

<http://www.dh.gov.uk/en/Healthcare/NationalServiceFrameworks/ChildrenServices/Disabledchildrenandyoungpeople/index.htm>

A good practice guide on effective transition from children's to adult services for young people with complex health needs has been published by the Department of Health and the Department for Schools, Children and Families. The guide will help ensure that the young person and their family is better prepared for the move to adult care and that the adult care team has been involved in planning for the transfer.

#### **CAMHS Review**

<http://www.dcsf.gov.uk/CAMHSreview/>

The first meeting of the CAMHS Review Expert Group was held on 26 February. A number of practice visits by Jo Davidson (Chair), Bob Jeppard (Vice Chair) and the Expert Group are being planned to LAs and PCTs to assess how they currently address the emotional, behavioural and mental health needs of children and young people at risk of and experiencing mental health problems. A National Call for Evidence has now been announced.

#### **Bercow Review of speech and language therapy: interim report**

[http://www.dcsf.gov.uk/bercowreview/docs/Bercow\\_Interim\\_Report.pdf](http://www.dcsf.gov.uk/bercowreview/docs/Bercow_Interim_Report.pdf)

<http://www.dcsf.gov.uk/bercowreview/docs/Executive%20Summary.pdf>

Over 2,000 people responded to the Review's consultation - almost 1,000 responses came direct from families. Families highlighted concerns about services, despite government investment and an overall increase in the number of SaLTS in recent years. The interim report highlights the main issues and has identified five key themes:

- speech, language and communication are essential life skills and a fundamental human right - they should be a priority for all in the system;
- early identification of problems and intervention are essential to avoiding social and economic problems later in life;
- services should be a continuous process from an early age - not just the odd sessions or for very young children - and designed with the needs of the family in mind, making them easy to access;
- joint working between services and with families is critical. Local authorities, primary care trusts and other services need to cooperate more; and
- the current system is patchy – there is in effect (surprise, surprise!) a 'postcode lottery'.

### **NFER Research**

<http://www.nfer.ac.uk/research-areas/childrens-services/narrowing-the-gap.cfm>

<http://www.nfer.ac.uk/research-areas/pims-data/summaries/narrowing-the-gap>

<http://www.nfer.ac.uk/research-areas/pims-data/summaries/narrowing-the-gap-in-outcomes-research-review.cfm>

Narrowing the Gap is a two-year development and research programme, funded by the Department for Children, Schools and Families (DCSF) and the Local Government Association (LGA), working in a partnership with a host of other agencies. It started in June 2007 and seeks to make a significant difference, on a national scale, to the performance of children's trust arrangements - in 'narrowing the gap' in outcomes between 'vulnerable' children and the rest, against a context of improving outcomes for all children. The National Foundation for Educational Research (NFER) has now published research into narrowing the gap in outcomes for vulnerable groups across the five Every Child Matters areas.

### **CWDC 3 year plan**

<http://www.cwdcouncil.org.uk/news/detail.asp?news=CWDC+unveils+three+year+plan>

<http://www.communitycare.co.uk/Articles/2008/04/15/107889/cwdc-prioritises-social-workers-in-training-plans.html>

The Children's Workforce Development Council (CWDC) has published its 3 year plan for 2008-2011 which sets out its priorities for the Children's Workforce to tackle, including working with poverty, disadvantage and disability. The business plan priorities include training for children's social workers.

### **Independent Safeguarding Authority to launch in 2009**

<http://nds.coi.gov.uk/Content/Detail.asp?ReleaseID=364077&NewsAreaID=2>

<http://www.homeoffice.gov.uk/about-us/news/independent-safeguarding-date>

The Home Office has announced that the Independent Safeguarding Authority will launch in 2009. This will lead to changes to checks for those working with children and vulnerable adults starting from October 2009.

### **Children, Schools and Families Select Committee report on Children in Care**

[http://www.parliament.uk/parliamentary\\_committees/csf/csfpn200308.cfm](http://www.parliament.uk/parliamentary_committees/csf/csfpn200308.cfm)

<http://www.publications.parliament.uk/pa/cm200708/cmselect/cmchilsch/359/35902.htm>

The Children, Schools and Families Select Committee has published a report on the Children and Young Persons Bill regarding proposed legislation to reform the care system to make sure children and young people receive high quality care. It touches on some key issues such as

social work practice and encouraging stability of placement and guarding against the sudden collapse of services.

### **Limit to length of child supervision orders.**

#### **Court of Appeal. Wakefield Metropolitan District Council v T.**

A child supervision order had an initial life of 12 months and could be extended for a further two years maximum. The **Court of Appeal** so held in a reserved judgment in allowing an appeal brought by the father against a judge at **Leeds County Court**, who granted a three-year supervision order in proceedings concerning the future of the man's daughter who was born in 2005.

*Times, 14 Apr 2008, p53*

### **GSCC Definition of Role of Social Worker**

<http://www.gsc.org.uk/NR/rdonlyres/4EDB6D7E-C18C-4A38-8BEA-D271E9DFFC06/0/RolesandTasksstatementFINAL.pdf>

The General Social Care Council (GSCC) has produced the first clear definition of the role of social workers, which will feed into future government workforce reforms.

### **Fair Play consultation**

<http://www.dfes.gov.uk/publications/fairplay/>

At the launch of Fair Play, a major consultation on play, Ed Balls the Secretary of State for Children, Schools and Families, said he wanted to introduce an element of controlled risk into outdoor play and to challenge local authorities that were closing adventure playgrounds. He added that councils also need to ensure that teenagers have spaces where they could gather or take part in musical, sporting or other activities. The government will publish a league table rating the quality of parks, playgrounds and adventure playgrounds and youth activities in each area, and teams of play rangers will be recruited to make play more interesting for children.

Proposals in the strategy aim to create strong communities which have a variety of places for children to play and in which they have a stake through their active involvement in design and decision making. It proposes to make public space more child-friendly through a variety of actions including placing a stronger focus on spaces for play in the planning system; training for people who design and manage public space; supporting local community ownership of space suitable for play; and supporting more positive relationships between adults and children in public space.

Launch Date: 3 April 2008

Closing Date: 18 July 2008

### **Better Care, Better Lives – first ever national strategy for children's palliative care**

<http://www.dh.gov.uk/en/Healthcare/NationalServiceFrameworks/ChildrenServices/Disabledchildrenandyoungpeople/index.htm>

Better Care: Better Lives, a new national strategy for children's palliative care, was launched by Health Minister Ivan Lewis MP on 19 February and sets the future direction for children's palliative care services. It is a call to action to all those engaged in providing services – commissioners, service providers, voluntary sector partners – to improve the experiences of children, young people and their families by: improving data sources; building stronger joint working arrangements; developing better needs assessments and support regimes; tackling inequalities; encouraging the delivery of care in the most appropriate setting.

### **Evaluating the Integrated Children's System: specific study in relation to children with a disability**

<http://php.york.ac.uk/inst/spru/research/summs/ics.php>

<http://php.york.ac.uk/inst/spru/pubs/467>

The Integrated Children's System (ICS), as part of a wider Government programme to re-shape local services for children and their families, especially children in need, aims to redress some of the problems in previous recording systems and connect with other systems currently being implemented. However, there are many questions surrounding how the ICS will work with and its relevance to different groups of children. An evaluation of ICS was carried out in collaboration between the Department of Social Work, the Social Work Research and Development Unit and SPRU.

### **Missing from Care**

<http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000741/index.shtml>

<http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000741/fourthadditionaltables.xls>

950 children went missing from care last year according to official statistics.

## **6. Invitation to join PlayEngland**

<http://www.playengland.org.uk/members>

You are invited to join Play England and help shape the future of play in England.

“Since our launch in 2006, Play England has worked with government and partners in the play and related sectors to help effect real change in policy for children's play and better opportunities for free play providers. Now, with local and national play strategies recently launched, it is an exciting time to get involved and ensure that children and young people get real, long-term benefit from these changes.

As well as continuing to support local, regional and national partners, Play England promotes quality standards in all aspects of play provision. We also research and demonstrate the benefits of play, to raise awareness - at all levels - of the need to provide high quality play opportunities for all children and young people.

One of our strengths is that we work with and on behalf of our members, building consensus and providing a strong voice for the play sector. Play England members meet regularly as the Play England Council (formerly Children's Play Council) to help us develop our strategy, form policy positions and to share good practice, information and support with each other.

Regular mailings will keep you up-to-date with the latest news and policy initiatives for the play sector, plus in-depth briefings on key topics. Further benefits include discounts on publications, conferences and training, plus access to NCB's library and information service.”

## **7. Interconnections**

<http://www.icwhatsnew.com/bulletin/current/index.htm>

The March edition of the Interconnections Electronic bulletin is available online. It comes from Peter Limbrick who set up Interconnections in 1995 to offer independent consultancy to statutory services in the field of babies and children who have disabilities/SEN. The Interconnections Electronic Bulletin is part of the Interconnections Information Service and goes free to over 10,000 people (and growing) in all parts of the UK and Ireland and then finds its way into many other networks and countries.

<http://www.icwhatsnew.com/ijq/index.htm>

The new Interconnections Quarterly Journal in support of all practitioners working in multi-disciplinary settings is a web-based Journal for all practitioners who support children and young people (0-25 years) with special needs – and their families. Intended readership includes therapists, teachers, nurses, social workers, classroom assistants, family-support workers,

doctors, children's centre staff, child development teams, psychologists, play workers, students, etc. To view the journal articles, in full, you must subscribe to the Journal.

## **8. ECM Leadership Direct**

<http://www.ncsl.org.uk/priorities/priorities-ecmleadershipdirect.cfm?CFID=19821446&CFTOKEN=21424349>

NCERCC writes: ECM Leadership Direct is an online resource from the National College for School Leadership that will support leaders to engage with the Every Child Matters (ECM) and Standards agenda. Intended for schools but useful for all across Children's Services and especially RCC and RSS the resource includes case studies, tools, think pieces and publications that you can take away and use with your school, community and other partners. For further information, please visit the ECM Leadership Direct website.

## **9. Resources**

### **Research in Practice Performance Pointers**

<http://www.rip.org.uk/publications/performancepointers.asp>

RiP have launched a new series of publications aimed at tackling the confusing world of National Indicators (NIs). The first in the series covers NI 62 - *Stability of placements of looked after children: number of moves*. It contains a detailed definition of the indicator, a digest of the evidence available and examples of promising practice. These handy-sized briefings will focus on a different NI each time, and bring together research findings and examples of practice that have demonstrated a contribution to improved results. They are principally aimed at senior officers in children's services, but will also interest front-line team managers and other staff.

### **Managing Difficult Behaviour**

[http://www.baaf.org.uk/res/pubs/books/book\\_managedifficult.shtml](http://www.baaf.org.uk/res/pubs/books/book_managedifficult.shtml)

A unique handbook for foster carers of the under 12s. Caring for looked after children can be an immensely stressful and complex task. Managing Difficult Behaviour is a unique handbook that aims to provide foster carers with new skills to help them improve a child's behaviour. Full of useful tips, case examples and exercises, this handbook addresses key areas including: how to be good at giving praise; giving positive attention; establishing boundaries; using rewards; helping children learn from their actions; giving instructions, using time-out.

The techniques and strategies set out in this book are not difficult to understand or to put into practice. The improvements in relationships and in children's behaviour will make every day seem easier and more manageable. Managing Difficult Behaviour does not provide all the answers – there are no “right” answers when dealing with the variety of ways that troubled children express their frustration, anger, stress and insecurity. But it does set out ways in which foster carers can help children, in their own way and in their own home.

### **A toolkit for consulting young people on sex and relationships education**

<http://www.ncb.org.uk/sef>

[http://www.ncb.org.uk/dotpdf/open\\_access\\_2/sre\\_audit\\_toolkit.pdf](http://www.ncb.org.uk/dotpdf/open_access_2/sre_audit_toolkit.pdf)

This toolkit, produced by NCB, provides a selection of activities to help secondary schools involve young people when reviewing and auditing their sex and relationships education (SRE). It is designed for school senior management teams, PSHE coordinators and staff, including peer educators, involved in the delivery and review of SRE policy and curriculum. It is also of interest to local teenage pregnancy and healthy schools coordinators who have a role in helping schools to improve the SRE they are providing.

### **Research briefing 23: Stress and resilience factors in parents with mental health problems and their children**

<http://www.scie.org.uk/briefing23>

This briefing focuses on factors contributing to either stress or resilience in families where one or both parents have mental health problems. It considers the position of parents and children focusing upon issues of stress or resilience arising from individual and 'informal' sources.

### **Knowledge review 18: 'Necessary stuff' - The social care needs of children with complex health care needs and their families**

<http://www.scie.org.uk/kr18>

This knowledge review identifies what is known about the social care needs of children with complex health care needs and their families, and about the services designed to meet those needs.

### **International perspectives on evidence-informed practice**

Twelve teams from Europe, North America and Australia gathered at Dartington in March for an inaugural international workshop - *Beyond the Rhetoric: International perspectives on evidence-informed practice* was a practical two-day workshop for those who work alongside service agencies to support the development and maintenance of evidence-informed practice (EIP) in their respective countries. Participants exchanged information and experience about the range of approaches in use to promote EIP in services for children and families, and adults with particular needs. Collaborative networks have now been established to continue discussions in the future. In addition, two staff members from research in practice travel to Canada shortly to continue discussions there about replicating the rip model, and hope to learn from the Canadians about evaluating the impact our work has here in the UK.

### **Oral Language Competence, Social Skills and High-Risk Boys: What are juvenile offenders trying to tell us? (2008) Pamela C Snow and Martine B Powell, *Children & Society* 22 (1), pp 16-28**

<http://www.blackwell-synergy.com/toc/chso/22/1>

The results of this study suggest that some of our youth offending programmes do not address sufficiently seriously the handicap of oral language difficulties. These young people may need to be taken back to earlier stages of learning before they are able to move forward.

### **Improving Behaviour and Attendance at School**

<http://mcgraw-hill.co.uk/html/0335222420.html>

A study from researchers at the Institute of Education that considers the causes of disaffection and explores ways that behaviour and attendance can be improved, backs up previous research which suggests the main problem in schools is low-level disruption rather than violent or aggressive behaviour. It advises ignoring poor behaviour where possible and rewarding good behaviour. Professor Susan Hallam, co-author of the study, said "For children who seek attention, being given it through punishment will be rewarding". Her colleague Dr Lynne Rogers said that schools where pupil achievements are celebrated reduced the need for staff to police their behaviour. She said schools should make sure pupils can acknowledge that any sanctions imposed on them are fair. Michael Gove, Shadow Children's Secretary, said "The suggestion that teachers should ignore poor behaviour is wrong. They need more powers to deal with disruptive children". The report also suggests that schools should be redesigned to provide spaces for shy pupils to study and play separately, and that headteachers should consider separate play facilities for teenage boys and girls to stop them acting up in front of each other. Express, 18 Apr 2008, p21; Guardian, 18 Apr 2008, p12; Mirror, 18 Apr 2008, p6

### **Special offer on NSPCC & Triangle training resources**

[http://www.nspcc.org.uk/Inform/trainingandconsultancy/learningresources/NSPCCTriangle\\_wda56359.html](http://www.nspcc.org.uk/Inform/trainingandconsultancy/learningresources/NSPCCTriangle_wda56359.html)

The NSPCC and Triangle are offering discounts on their resources for working with children and young people with learning disabilities or special educational needs.

### **Participation Works resources**

<http://www.participationworks.org.uk/ResourcesHub/ParticipationWorksResources/tabid/316/Default.aspx>

Participation Works produce a number of publications and documents which are all free to download, including a series of 'How to' guides. The guides are a series of downloadable booklets that provide practical information, useful tips and case studies of good participation practice. Each one provides an introduction to a different element of participation to enable organisations to enhance their work with children and young people.

### **Grief in Children. A Handbook for Adults.**

<http://www.jkp.com/new/9781843106128>

This fully updated second edition of Grief in Children provides an accessible overview of children's understanding of death at different ages and gives a detailed outline of exactly how the adults around them can best help them cope. Whether a child experiences the death of a parent, sibling, other relation or friend, or of a classmate or teacher, it is important for those caring for bereaved children to know how to respond appropriately to the child's needs. This book deals with a range of common physical and psychological responses and describes the methods of approaching grief in children that have been shown to work best. The author provides guidance on how loss and bereavement should be handled at school, explains when it is appropriate to involve expert professional help and discusses the value of bereavement groups for children and support for caregivers.

Illustrated with case studies and incorporating current research, this book is essential reading for parents, carers, counsellors, teachers and all those concerned with the welfare of bereaved children.

### **What is Dyslexia? A Book Explaining Dyslexia for Kids and Adults to Use Together.**

<http://www.jkp.com/new/9781843108825>

What is Dyslexia? is a book designed to help adults explain dyslexia to children. The author provides information about all the most common types of dyslexia: trouble with sounds, trouble remembering how letters and words look, trouble finding words, and mixed dyslexia. He deals with the basic facts and adopts a style which is accessible to children without talking down to them. The book includes clear examples which children will be able to understand, as well as activities for parents to do with their children. The author emphasises that everyone has strengths and weaknesses and that having dyslexia is okay.

### **Research and Policy Updates (RPU)**

[http://www.rip.org.uk/rpu/rpu\\_current.asp](http://www.rip.org.uk/rpu/rpu_current.asp)

Intended to help agencies keep up to date with national research and policy developments. They provide monthly signposts to useful material that you might otherwise miss. The RPU will be useful for anyone working in children and family service agencies and Children's Trusts in local authorities and voluntary organisations. It is likely to be of particular interest to people with lead operational and policy responsibility for children and family services and those with a special interest in Evidence-Informed Practice.

### **Play Therapy with Abused Children.**

<http://www.jkp.com/new/9781843105879>

This second edition of Ann Cattanach's highly commended book explores the use of play therapy with abused children as a way of helping them heal their distress and make sense of their experiences through expanding their own creativity in play. The book provides practical

ways of starting play therapy with abused children and explains how the child can use this process for healing. Models of intervention are described with consideration given to the particular needs of the child and the work setting of the therapist. Suggestions include short and medium term interventions, individual/group and sibling work. This edition provides new case study material, up-to-date information on relevant legislation on children's rights and welfare and recent developments in research in the field. This book is essential reading for professionals working with abused children, as well as those interested in the use of creative therapies.

### **Working with Young People with Complex Health Needs conference papers**

<http://www.yjb.gov.uk/en-gb/News/ComplexHealthNeedspresentationsavailable.htm?area=AllNewsEvents>

The presentations from the Youth Justice Board Working with Young People with Complex Health Needs Conferences, held in Bolton and London in March 2008, are now available to download. The presentations are: RAP by David Pearson; Engaging with young people with complex needs in Lancashire by Catherine Witt and Nigel Sanderson; Resettlement and Aftercare Projects and Complex Needs by Laurence Jones; and Support for young People with complex Needs in Custody by Judy Debenham

## **10. Conferences/Training/Events – in date order**

### **GSCC FREE Annual Conference: Making Social Care Work**

<http://www.pavpub.com/pavpub/conferences/makingscwork.pdf>

The landscape of social work and social care is changing more rapidly than ever before. Services face major reform, with the ambition of enabling people of all ages to live happy, safe and fulfilling lives. The General Social Care Council's Annual Conference will explore the challenges for the workforce in delivering these reforms, and making social care work. 6th May 2008, London SW1

### **Involving Disabled Children in Planning and Reviews**

[http://www.ncb.org.uk/Page.asp?originx\\_896sr\\_21632731210086u49i\\_20074232525t](http://www.ncb.org.uk/Page.asp?originx_896sr_21632731210086u49i_20074232525t)

This one-day training course looks at various forms of communication from verbal to emotional, with a view to improving participants' engagement with the disabled children with whom they work.

13 May 2008, Manchester

### **Keeping Disabled Children Safe**

[http://www.ncb.org.uk/Page.asp?originx\\_9317to\\_94357910440049f16w\\_20074234033a](http://www.ncb.org.uk/Page.asp?originx_9317to_94357910440049f16w_20074234033a)

This new, one-day training course from NCB will enable participants to recognise key vulnerability factors and to identify strategies and ways of working to better protect disabled children and young people, so that they can achieve the "Staying Safe" outcome envisaged for all children.

15 May 2008, London

### **What's in store for children and young people in care**

[http://www.togethertrust.org.uk/news/article.php?news\\_headline=News%20by%20section&are a=news&s1=&news\\_id=123](http://www.togethertrust.org.uk/news/article.php?news_headline=News%20by%20section&are a=news&s1=&news_id=123)

Together Trust with CAFCASS and Cheshire County Council

A conference bringing together the new family court protocols for care proceedings and the impact of the forthcoming new children's legislation. Ideal for social workers, foster carers, solicitors, barristers, psychologists - anybody involved in the family justice system.

Contact: Suzanne Shaw Tel: 0161 283 4792

e-mail: [suzanne@togethertrust.org.uk](mailto:suzanne@togethertrust.org.uk)

Friday 16th May, Cheshire  
NCB Members 10% Discount

**Therapeutic Care of Children: Understanding Child Development and Attachment**

[http://www1.lexisnexis.co.uk/conferencesandtraining/gatehouse/gateconf\\_con/therapeutic\\_220508.htm](http://www1.lexisnexis.co.uk/conferencesandtraining/gatehouse/gateconf_con/therapeutic_220508.htm)

Child development and attachment are being given more attention in social work, especially as recognition grows of the significance of attachment to important adults in children's lives and the damaging consequences when it goes wrong. This conference will provide you with a professional understanding of the psychology of attachment and separation, which is essential when working with children in the care system who may have suffered neglect, abuse or have mental health issues, and can lead to real benefits in a child's care.

22 May 2008, London

**Every Disabled Child Matters – do they? Issues & Evidence**

<http://www.sunfield.org.uk/courses.htm#edcm>

One day conference. Every Child Matters continues to transform the development agenda for children's services. The Every Disabled Child Matters (EDCM) campaign has achieved much in highlighting the needs of children with disabilities/special educational needs within the ECM framework. To reflect upon developments within the EDCM campaign Sunfield Professional Development Centre is hosting a national conference. Christine Lenehan (Director, Council for Disabled Children), and Dr Philippa Russell (Chair, Prime Minister's Standing Commission on Carers) have agreed to be keynote speakers. Workshops will focus on national and regional initiatives around EDCM. Further details can be obtained from Rose Welling (email: [RoseW@sunfield.org.uk](mailto:RoseW@sunfield.org.uk), direct line: 01562 883183) through whom bookings can be made.

23rd May 2008, Sunfield, Worcs

**Children and Young People as partners in dialogue: making their rights real**

[www.iic-uk.org](http://www.iic-uk.org)

This conference from Investing in Children will explore issues including: childhood as an investment in the future, demonisation of children and young people, and children and young people's status as citizens. There will also be the opportunity to hear directly from children and young people themselves, as they describe their experience of attempting to engage in a dialogue about issues that affect them.

28 May 2008, York

**Including Me: working with children with complex health needs**

[http://www.ncb.org.uk/Page.asp?originx\\_4866xh\\_39535297044115k29i\\_200610173143m](http://www.ncb.org.uk/Page.asp?originx_4866xh_39535297044115k29i_200610173143m)

Based on the highly popular book, Including Me – Managing complex health needs in schools and early years settings, this course is designed for those working with children with complex health needs.

5 June 2008, Sheffield

26 November 2008, Reading

**Supporting Looked-After Children**

<http://www.cilip.org.uk/training/training/2008/libinfo/supportinglookedafterchildren.htm>

Explore the reading and information needs of looked-after children, the role of libraries in supporting them, and practical strategies for encouraging their reading. Programme highlights include Reading needs and development; Reading resources and how to exploit them.

10 June, Birmingham

**Practical Group Work Skills: Promoting emotional and social skills in young people**

[http://www.ncb.org.uk/Page.asp?originx8890uq\\_638815515049c66a2009459929](http://www.ncb.org.uk/Page.asp?originx8890uq_638815515049c66a2009459929)

This innovative training programme aims to develop the group work skills of all those who work in settings such as the classroom, youth clubs, Connexions services, PSHE work and alternative curriculum providers. The 3 day course enables participants to develop skills, directly applicable to group work activities. The course is supported by tailored feedback provided to participants, based on their post-course practice.

16 - 18 June, London

### **Mummy's Black, Daddy's Yellow and I'm Orange: Talking with young children about racial identity**

[http://www.ncb.org.uk/Page.asp?originx\\_6034rn\\_70126890672433r31q\\_20081162458c](http://www.ncb.org.uk/Page.asp?originx_6034rn_70126890672433r31q_20081162458c)

As mixed-heritage children become the fastest growing ethnic minority group, practitioners need the skills to recognise and work with the early judgements that children make about others. This new course will focus on practical ways to understand the language we use in talking with children and their families and will help those developing Race Equality Action plans, and those meeting the requirements under the Childcare Act 2006 to listen to the voices of young children.

24 June 2008, London

### **NASS Annual Conference**

<http://www.nasschools.org.uk/pages/documents/NASSConferenceBookingForm.pdf>

NASS are now taking bookings for this year's NASS residential conference and offering "early bird" discounts.

October 9th and 10th, Birmingham

### **Participation Works**

<http://www.participationworks.org.uk/Default.aspx?base>

Participation Works offers a wide range of training courses and a consultancy package, ranging from introducing a selection of training methods and tools, through to organisational change and strategic planning. The courses on offer are designed to meet the needs of a wide range of staff including managers and trustees as well as young people themselves, and will include accredited training. The training programme is being delivered England wide by a team of Participation Works approved trainers, including young people who are aged 16-19 years. Courses are free to Voluntary, Community and other Third Sector organisations (1 person per organisation) and £85 for Statutory organisations.

- *Ready Steady Change* is a one-day course that introduces participants to a selection of training methods and tools to enhance their skills and knowledge in increasing children and young people's effective participation in decision-making. The course focuses on values, change and action. Ready Steady Change approaches participation from a children's rights framework and is suitable for all individuals involved in participation work.  
15 May, Manchester / 21 May, London
- *Hear by Right* helps you map and plan the participation of children and young people within the organisation. The Hear by Right workshops are designed to raise awareness about participation and show you how to use the Participation Works Hear by Right Self-Assessment Tool.  
1 May, Hull / 1 May, Bristol / 7 May West Bromwich / 8 May, Cambridge / 8 May, Newcastle Gateshead / 13 May, London / 22 May, Nottingham / 27 May, York
- *Building a Culture of Participation* explores how an organisation's culture can be established and embedded to support children and young people's active and meaningful participation within the organisational infrastructure. This practical course is supported by work undertaken by the National Children's Bureau and PK Research Consultancy. This course may lead on to gaining one to one advice and support from an approved Participation Works consultant. This consultancy based on Building a Culture of

Participation is for anybody within an organisation who has influence and wants to embed the active engagement of children and young people in decision-making across the organisation.

1 May, Brighton / 6 May, Leicester / 22 May, Bristol

- *Safeguarding in Youth Participation* provides practitioners with an understanding of safeguarding issues in their work and how to prevent harm occurring to young people within projects and how to deal with any issues of harm occurring outside. It gives an overview of the roles and responsibilities of staff working with young people in a participation setting and it addresses signs they should look out of young people coming to harm within a project or externally. There will be a focus on risk assessment and how to plan safe activities to reduce the risk of harm occurring. The course will also look at what a participation worker must do if they discover by any means that harm is coming to a young person in their care either within the project or outside, briefly looking at key elements of a child protection and safeguarding policy and procedure.

20 May, London

- *Youth at the Table* is a one-day course for young people who are or would like to become charity trustees and want to develop their skills and knowledge to be more effective at their roles. It successfully introduces a young person to the role of trusteeship, as well as enhancing exiting trustees understanding of how they can effectively and confidently speak with purpose. The structure of the course is based around Workforce Hub's National Occupational Standards for Trustees and Management Committee Members, whilst activities and training methods have been developed with young people to make them engaging and inspiring to other young people. Young people can bring a support worker along with them.

17 May, Manchester

### **Promoting Excellence in Safer People Handling**

<http://www.rosipa.com/sph/index.htm>

The importance of using expert trainers who understand the needs of those being cared for cannot be understated. By educating staff in the principles of safe moving and handling, and acilitating a problem solving approach that is people-handling-centred, RoSPA training can contribute to excellence in care as well as reducing injury rates.

Safer People Handling Courses:

- [Trainers](#)
- [Trainers re-qualification](#)
- [Risk Assessment](#)
- [Risk Assessment re-qualification](#)
- [Hoist Training](#)
- [Haptonomic Foundations](#)

*The following courses are also available:*

Safer People Handling Awareness; Safer People Handling in Challenging Situations; Safe Use of Evacuation Chairs; Safer People Handling Bariactrics. Call 0121 248 2043 for details.

RoSPA has a unique training environment designed for safer people handling courses. Its fully equipped care centre includes beds, wheelchairs, hoists, slings and a wide range of small handling equipment enabling delegates to replicate situations from their own places of work.

A member of staff who is a certified safer people handling trainer will contribute to clinical and corporate governance standards and excellence in people-centred care throughout the workplace.

### *New Equipment*

RoSPA's Safer People Handling suite of courses has also been rejuvenated thanks to new equipment in our unique People Care Centre. Delegates are therefore able to train in a realistic

work environment using up-to-date equipment, including hoists, slings and a wide range of small handling equipment.