



## NCERCC Notes – April 2008

### 1. NCERCC website

[www.ncb.org.uk/ncercc](http://www.ncb.org.uk/ncercc)

The practice documents section of the NCERCC website is being expanded to include information on resources and links relevant to residential child care. The page will be renamed as the A-Z of Residential Child Care, and will be a work in progress over coming months. If you have any links or resources that you would like to be included in the list, please email <mailto:shorsfall@ncb.org.uk>

### 2. Government & Associated

#### **Integration of the inspections of welfare and education from September 2008: consultation Ofsted**

<http://www.ofsted.gov.uk/portal/site/Internet/menuitem.eace3f09a603f6d9c3172a8a08c08a0c/?vgnextoid=cda4f5eeadcb8110VgnVCM1000003507640aRCRD>

For schools with boarding provision or children's homes that offer education, Ofsted intends to introduce single inspections which cover both the education and welfare provision. This integrated approach will result in a single inspection report. It should be noted that Ofsted will continue with the practice of additional welfare inspections as necessary where inspection outcomes or other evidence indicate a need.

Consultation closing Date: 10 June 2008

#### **Children, Schools and Families Select Committee report**

[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.

#### **Call for abolition of pain-causing restraint techniques in child prisons**

<http://www.publications.parliament.uk/pa/jt200708/jtselect/jtrights/65/65.pdf>

A report from the Parliamentary Joint Committee on Human Rights calls for the abolition in child prisons of restraint techniques that cause deliberate pain. The Committee said that restraint is used on average ten times on each child every year in the secure training centres which hold 12 to 17-year-olds. The inquests into the deaths of Adam Rickwood, 14, and Gareth Myatt, 15, heard that restraint had been an issue in their cases. Andrew Dismore, chair of the Committee, said 'What is in effect state-sanctioned infliction of pain against children to ensure 'good order and discipline' should not continue. Restraint should only be used to prevent injury to the trainee or others, or to prevent escape'. The Committee also called for the publication of the staff training manual detailing the use of restraint techniques, which it claims focuses on 'justifying staff action' and emphasising the needs of staff over those of the detainees.

## **Inquiry into use of restraints in child jails to be extended**

<http://www.communitycare.co.uk/Articles/2008/03/26/107722/restraint-review-delayed-by-significant-gap-in-evidence.html>

<http://www.guardian.co.uk/society/2008/mar/21/children.prisonsandprobation1?gusrc=rss&feed=society>

The publication of the long-awaited review of restraint in the juvenile secure estate has been delayed due to "a significant gap" in evidence concerning local authority secure children's homes (Laschs). The review team now wants to use research by the National Children's Bureau (NCB) on local authority secure children's homes. The research, which is due to be completed by the end of May, is to include a complete map of all the different kinds of restraint used in secure children's homes, and a critical analysis of injury reports and of notifications to Ofsted, the education watchdog, to identify evidence of harm arising from restraint.

## **New rules for excluding pupils undermining discipline**

At the Association of School and College Leaders (ASCL) annual conference in March, its President Brian Lightman told delegates that the new rules for excluding pupils are undermining discipline in schools and forcing head teachers to decide whether to permanently exclude disruptive pupils or keep them in school. The new rules changed who is responsible for looking after excluded pupils. During the first week parents must care for their children, but head teachers are legally responsible for arranging care and mental health treatment for the second and third weeks, and after three weeks, local authorities take over responsibility. However, a survey of secondary schools by ASCL found that eight out of ten schools said it took longer than one month to find mental health support for pupils who need help and nearly half said it took three months. Mr Lightman will say that the rules have 'begun to force schools to resort to permanent exclusions instead of longer fixed-term exclusions which might have enabled them to help these students ... Five days is not long enough to put in place appropriate strategies to deal with students' issues such as referrals to mental health services or restorative justice sessions'. Mail, 7 Mar 2008, p43; Telegraph, 7 Mar 2008, p6

## **Bercow Review: 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, with almost 1,000 responses from families. Government has invested in measures to address children's speech, language and communication needs, for example through the Children's Centres programme, and the numbers of speech and language therapists increased by over a third between 1997 and 2006. However, families highlighted that concerns about services remain. 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 a 'postcode lottery'.

## **New legislation proposed to offer breaks to parents of disabled children**

[http://www.dcsf.gov.uk/pns/DisplayPN.cgi?pn\\_id=2008\\_0041](http://www.dcsf.gov.uk/pns/DisplayPN.cgi?pn_id=2008_0041)

The Government has tabled an amendment to the Children and Young Persons Bill that would create a new duty on local authorities to help parents caring for disabled children by giving

them breaks from their caring responsibilities. Local authorities already have the ability to provide short breaks, under the Children Act 1989 the Government believes that there should be a specific requirement for short break provision.

### **EDCM Response to Short Breaks Duty**

<http://www.edcm.org.uk/shortbreaksduty>

Every Disabled Child Matters were delighted with the government's new legal duty on local authorities to provide short breaks to support families with disabled children. While this is a huge step forward, the new duty is not likely to go as far as creating a new legal right to short breaks for individual families. The duty has been described as a 'historic moment' in improving services for disabled children and their families - and EDCM would like to say a huge 'thank you' to all their supporters that backed calls for a clearer right to short breaks. Read the EDCM news story for more detail.

### **EDCM new briefing**

<http://www.edcm.org.uk/localaction>

EDCM would like to send thanks to our supporters 59 local authorities and 27 PCTs who have now signed up to their campaign Charters and are requesting help to get the remaining local authorities and PCTs signed up, and to make sure those that have signed deliver on their commitments. They have produced a new supporter briefing - 'Making Disabled Children Matter Locally'. There are also new actions for supporters to take for those local authorities and PCTs who have signed the Charters.

### **Transition: moving on well**

[http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH\\_083592](http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_083592)

The Department of Health has published a good practice guide on effective transition from children's to adult services for young people with complex health needs. 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.

### **House of Lords Ruling**

<http://www.communitycare.co.uk/Articles/2008/02/29/107448/law-lords-council-should-have-assessed-teen-under-children-act.html>

Councils must assess vulnerable homeless 16- and 17-year-olds for their eligibility for looked-after children's services, rather than more limited housing support, the House of Lords has ruled.

### **List 99**

The number of people who have been banned from working with children and are on List 99 has risen from 4,921 to 8,036 in the last 12 months. Ed Balls, the Secretary of State for Children, Schools and Families, said the rise was caused by tighter regulations. List 99 is a government maintained database of people considered unsuitable to work with children. Since February 2007 it has included all those over 18 who were convicted of or cautioned for child sex offences regardless of whether they had ever worked with children. (*Express*, 18 Mar 2008, p6; *Independent*, 18 Mar 2008, p18; *Mail*, 18 Mar 2008, p10; *Telegraph*, 18 Mar 2008, p10)

### **Identity cards**

<http://www.homeoffice.gov.uk/about-us/news/id-card-plan>

The Home Secretary has announced details of the plan for a system of national ID cards. From 2010, young people will be able to volunteer to have ID cards to help them prove their identity as they open their first bank account, take out a student loan or start employment.

## **Office of the Children's Commissioner – Hillingdon report**

[https://www.childrenscommissioner.org/documents/Hillingdon\\_FINAL4.pdf](https://www.childrenscommissioner.org/documents/Hillingdon_FINAL4.pdf)

In this report, the Children's Commissioner has revealed a number of concerns relating to young asylum seekers who are being denied the level of care and access to health and education provision as required by the Children Act 1989 and its associated regulations. Sir Al Aynsley-Green used his statutory powers to interview unaccompanied asylum seeking children and to access the files of others to examine the care procedures for them in the London Borough of Hillingdon. He launched the inquiry into Hillingdon after concerns that the council was removing unaccompanied asylum-seeking children from its care at age 16 rather than age 18, as would happen with other children in care. Representatives from Hillingdon told Aynsley-Green a lack of funding and resources were a key concern which hindered the services that they could provide to unaccompanied asylum seeking children. The report recognises the impact that resources will have on the culture of service delivery, but local authorities are nevertheless under a statutory duty to safeguard and promote the welfare of all children in their care, regardless of their background. The staff at the Hillingdon residential centre where Sir Al met the young asylum seekers were considered to be dedicated and hard-working. But they needed support and appropriate resources to provide better care. Aynsley-Green is now calling on the Government to ensure that all local authorities have adequate funding to allow them to properly assist all children in their looked after system. Currently there are about 6,035 unaccompanied asylum-seeking children in England, the majority of whom are in London and the Southeast.

## **House of Lords vote**

<http://www.guardian.co.uk/politics/2008/mar/18/houseofcommons.lords>

The House of Lords has voted to put the Borders and Immigration Agency under a legal duty to safeguard and promote the welfare of children.

## **Emotional Wellbeing**

Birmingham City Council has told schools that they must give as much priority to children's emotional wellbeing as they do to literacy and numeracy. The Council has rewritten its children's development plan to put children's happiness at the heart of the curriculum. Among its proposals are: for children to attend 'emotional barometer' sessions to encourage them to express their feelings; nursery pupils to be given coaching to prepare for primary school; and primary school pupils to be offered help in the transition to secondary school, which could include appointing older children as mentors. *Independent, 18 Mar 2008, p20*

## **CWDC Resources**

<http://www.cwdcouncil.org.uk/news/detail.asp?news=CWDC+%91Shares%92+Integrated+Working+success+stories+>

The Children's Workforce Development Council is developing a range of resources on integrated working. The CWDC Share! material will cover subjects including the Common Assessment Framework, multi-agency teams, and lead professionals. The resources will be available in April. They will include a report, an e-book, and a DVD.

## **3. Breaking Down the Barriers**

[http://www.sharedcarenetwork.org.uk/scn/files/Breaking\\_down\\_the\\_barriers.pdf](http://www.sharedcarenetwork.org.uk/scn/files/Breaking_down_the_barriers.pdf)

The charity Shared Care Network has published *Breaking Down the Barriers*, a report based on a survey of 32 families of children with autism. It shows that regular short breaks help overcome many of the problems faced by children with autism and their families, but there is a shortage of carers to provide such breaks. Half of the parents surveyed said short breaks helped their children to make friends and gain social skills.

## **4. Missing from care**

<http://www.independent.co.uk/news/uk/home-news/our-children-are-missing-most-vulnerable-youngsters-are-targeted-793496.html>

The Independent looks at the number of children who go missing from residential and foster care every year.

## 5. Independent Advocates

<http://edmi.parliament.uk/EDMi/EDMDetails.aspx?EDMID=35345&SESSION=891>

The NSPCC, in partnership with other voluntary sector agencies, is calling for children in care to have a statutory right to an independent advocate. Please contact your local MP and ask them to sign Early Day Motion 1126.

## 6. Shared Care Network – Job vacancy

<http://www.sharedcarenetwork.org.uk/>

Residential short breaks Development Officer, salary circa £25, based in Bristol (remote working may be considered for the right candidate); Fixed Term Contract 1 year; 3 days per week (flexible hours available).

“Would you like to help us increase the availability and quality of residential short breaks for disabled children in the UK? Short Break Services are about to undergo substantial development. Shared Care Network is a key player working in partnership with government to achieve positive change. We are looking for a Development Officer to help set up a network of residential short break services for disabled children. You will:

- Set up a national database of residential short break services
- Carry out a short survey of all services on database to establish diversity of services, any particular barriers, what support they need etc.
- Organise forums for staff from residential services
- Produce good practice briefings on specific areas as a result of forums
- Write content for a website for residential short break services to share good practice.

You will be highly motivated, have excellent written and verbal communication skills and be very organised. You will have a good understanding of disability issues. You are educated to degree level or equivalent and/or have relevant professional qualifications/experience. Travel around UK involved. There is potential to extend the duration of the above contract subject to review.”

## 7. Resources

### Top tips for Participation

[http://www.ncb.org.uk/cdc/moh\\_toptips\\_poster.pdf](http://www.ncb.org.uk/cdc/moh_toptips_poster.pdf)

[http://www.ncb.org.uk/Page.asp?originx\\_666ui\\_67604737284116e48a\\_200835330g](http://www.ncb.org.uk/Page.asp?originx_666ui_67604737284116e48a_200835330g)

Disabled children from Generate UK and 1 Voice have teamed up with the Council for Disabled Children (CDC) and Participation Works to produce a poster as part of the ‘Making Ourselves Heard’ project. The downloadable poster, Top Tips for Participation, shows the key areas that young disabled people feel could be changed to make a positive impact on their lives. For more information, and to order hard copies of the poster, contact Kate Martin on 020 7843 6351 or email [kmartin@ncb.org.uk](mailto:kmartin@ncb.org.uk)

### Nurturing Talk

[http://www.nurturegroups.org/data/files/nurturing\\_talk\\_order\\_form.pdf](http://www.nurturegroups.org/data/files/nurturing_talk_order_form.pdf)

Nurturing Talk is a comprehensive resource pack to enable practitioners to work effectively with children who have specific SEBD (Social, Emotional and Behavioural Difficulties) needs in any educational setting from KS1 to early KS3. It is based on the Talking Partners programme and will help children develop their language and thought processes to enable them

to communicate effectively with children and adults. It links closely with the SEAL pack in both models of practice taken from the Silver Strand and also resources available.

### **Disability Toolkit**

<http://sites.childrenssociety.org.uk/disabilitytoolkit/>

The Children's Society has developed a new website - The Disability Toolkit - to help professionals working with disabled children and young people. The Disability Toolkit website is designed as a one-stop information hub, providing essential resources, information and support that are needed by professionals supporting disabled children in decision-making and participation activities.

### **Adrian Ward Journal articles**

- The role of physical contact in childcare. / Adrian Ward. In: Children and Society. Volume 4, Issue 4 (1990) pp 337-351
- Working in group care: social work in residential and day care settings. / Adrian Ward. - Birmingham : Venture Press, 1991. - pp 188
- The impact of parental suicide on children and staff in residential care: a case study in the function of containment. / Adrian Ward. In: Journal of Social Work Practice. Volume 9, Issue 1 (1995). - pp 23-32
- The 'matching principle': exploring connections between practice and training in therapeutic child care. Part 1: therapeutic child care and the holding environment. / Adrian Ward. In: Journal of Social Work Practice. Volume 9, Issue 2 (1995). - pp 177-187
- Intuition is not enough: matching learning with practice in therapeutic child care. / Adrian Ward ed.; Linnet McMahan ed. - London : Routledge, 1998. - pp 257
- Training for residential staff: time for a new approach. / Adrian Ward. In: Young Minds Magazine, Issue 46 May/June (2000). - pp 24-25
- Helping families in family centres: working at therapeutic practice. / Linnet McMahan ed.; Adrian Ward ed. - London : Jessica Kingsley, 2001. - pp 285
- Therapeutic communities for children and young people. / Adrian Ward ed.; Kajetan Kasinski ed.; Jane Pooley ed.; Alan Worthington ed. - London : Jessica Kingsley, 2003. - pp 336 ISBN 1843100967
- What works in residential child care: a review of research evidence and the practical considerations. / Roger Clough; Roger Bullock; Adrian Ward; National Centre for Excellence in Residential Child Care. - London : National Children's Bureau (NCB), 2006. - pp 134

### **Children's Workforce Network newsletter**

<http://www.childrensworkforce.org.uk/download.php?id=73>

The latest newsletter from the Children's Workforce Network is now available to download.

### **"If You Turned into a Monster" - Transformation through Play: A Body-Centred Approach to Play Therapy**

<http://www.jkp.com/catalogue/book.php/isbn/9781843105299>

Using case studies from his clinical experience and with numerous children's monster drawings, McCarthy lets the meaningful self-expression of the child take centre stage. He demonstrates that being allowed to play, move and draw impulsively and creatively in the supportive presence of the therapist is in fact the beginning of the therapeutic process. These activities are shown to be more therapeutic for the child in practical terms than the interpretation of the clues it provides about the child's state of mind. This very accessible book will be inspiring reading for play therapists and other professionals working therapeutically with young children and their families.

### **Anger Management Games for Children**

<http://www.jkp.com/catalogue/book.php/isbn/9781843106289>

This practical handbook helps adults to understand, manage and reflect constructively on children's anger. Featuring a wealth of familiar and easy-to-learn games, it is designed to foster successful anger management strategies for children aged 5-12

### **Helping Children to Build Self-Esteem - A Photocopiable Activities Book**

<http://www.jkp.com/catalogue/book.php/isbn/9781843104889>

This second edition of the highly successful *Helping Children to Build Self-Esteem* is packed with fun and effective activities to help children develop and maintain healthy self-esteem. New and updated material has been added including a section on running parent groups alongside children's groups, as well as a brand new layout, fresh illustrations, an expanded theoretical section and extra activities.

### **Helping Adolescents and Adults to Build Self-Esteem - A Photocopiable Resource Book**

<http://www.jkp.com/catalogue/book.php/isbn/9781843101857>

A healthy level of individual self-esteem is the foundation for emotional, physical and social well-being. People who value themselves and who recognise their own skills are likely to live fulfilling and rewarding lives and will tend to attract genuine liking and respect from others. Conversely, low levels of self-esteem have been linked with such personal and social concerns as school failure, depression, social anxiety, violence and substance abuse. *Helping Adolescents and Adults to Build Self-Esteem* follows on from the widely acclaimed *Helping Children to Build Self-Esteem*. It is filled with simple, practical and innovative ideas for supporting the development and maintenance of healthy self-esteem. Based on the author's clinical experience, the easy-to-use photocopiable activity sheets encourage participants to draw on existing skills and to develop new approaches to building confidence and feelings of self-worth. These exercises are suitable for work with individuals and with groups, and will prove an indispensable aid to building self-esteem in adolescents and adults.

### **Self-Esteem Games for Children**

<http://www.jkp.com/catalogue/book.php/isbn/9781843104247>

This practical handbook offers a wealth of familiar and easy-to-learn games carefully chosen to build and maintain self-esteem in children aged 5–11. The selection of games reflects the seven key elements of healthy self-esteem – self-knowledge, self and others, self-acceptance, self-reliance, self-expression, self-confidence and self-awareness – and includes opportunities for thinking and discussion. The book combines physically active and passive games, verbal and non-verbal games and games for pairs or groups, which makes them equally accessible for children with speech/language difficulties or those with physical disabilities.

### **The Adventures of the Little Tin Tortoise - A Self-Esteem Story with Activities for Teachers, Parents and Carers**

<http://www.jkp.com/catalogue/book.php/isbn/9781843104063>

*The Adventures of the Little Tin Tortoise* is a practical, interactive storybook for building and maintaining self-esteem in children aged seven to nine. Using the tradition of oral story-telling, children are encouraged to consider the self-esteem issues encountered by a little tin tortoise on a journey to discover who he really is. The various obstacles and helpers he encounters along the way include worries, bullying, making decisions and friendship and children will gain age-appropriate insights from the story depending on their needs and level of understanding. Activity sheets and expansion topics also prompt children to explore the seven key elements of healthy self-esteem - self-knowledge, self and others, self-acceptance, self-reliance, self-expression, self-confidence and self-awareness - through active participation and discussion in pairs or groups.

### **Using Interactive Imagework with Children - Walking on the Magic Mountain**

<http://www.jkp.com/catalogue/book.php/isbn/9781853026713>

Through imagework, children can be helped to develop their natural image-making capacity, and to use this to meet and overcome the challenges they face in life. *Using Interactive Imagework with Children* is an introduction and practical guide to working interactively with children's natural imaginative abilities in order to encourage creative thinking, higher self-esteem and effective stress management. While suitable for use with children who are experiencing some form of stress in their lives, it is emphasized that all children can learn to use their imaginations in a constructive way that will contribute to happier and more creative lives as they grow to adulthood. Deborah Plummer outlines a theoretical framework for using imagework with children, and presents seven practical sessions for use with individuals or groups. The sessions, which cover areas such as friendships, confidence and anxiety, each comprise an introductory phase, imagework and expansion activities. Through group participation children will also have the opportunity to develop social skills, including active listening, discussion, turn-taking, respecting the ideas of others and working co-operatively.

### **Cool Connections with Cognitive Behavioural Therapy**

<http://www.jkp.com/new/9781843106180>

Cool Connections is a fun, engaging workbook that provides a cognitive behavioural therapy (CBT) approach to positively modifying the everyday thoughts and behaviours of children and young people aged 9 to 14. Combining a summary of CBT principles and step-by-step guidelines on how to use the materials appropriately with a mixture of games, handouts, home activities and therapeutic exercises, Cool Connections is designed to encourage resilience and self-esteem and reduce feelings of anxiety and depression.

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

### **Postgraduate Diploma/MA in Consultation and the Organisation: Psychoanalytic Approaches**

[http://www.tavi-port.org/training/tavistock-clinic-courses-and-professional-training/by-course-code/codes/d10.html?no\\_cache=1&sword\\_list%5B%5D=d10](http://www.tavi-port.org/training/tavistock-clinic-courses-and-professional-training/by-course-code/codes/d10.html?no_cache=1&sword_list%5B%5D=d10)

The course from the Tavistock & Portman, in partnership with the University of East London, will help managers, workers and consultants to understand the system/ psychodynamics of work and organisation and the individuals and groups that work in them.

Over two years in Liverpool/London

### **Domestic violence and the arts**

<http://www.gldvp.org.uk/C2B/events/Event.asp?ID=373&CatID=1>

A conference showing how the creative arts can be used to work effectively and therapeutically with victims and survivors of domestic abuse and raise awareness with all adults and children.

22 April 2008, Derby

### **Improving the life chances of looked after children**

<http://www.capitaconferences.co.uk/OurConferences/Health/Looked+after+Children.htm>

This conference will tackle the main policy issues surrounding looked after children and care leavers. Sessions will cover: education educational, health, unaccompanied asylum seeking children, supporting foster carers and the transition of care leavers.

23 April 2008, London

### **Young People and Self-harm**

[www.pavpub.com](http://www.pavpub.com)

The mental health and well-being of young people is a major focus of the work of the new Department for Children, Schools and Families. Ed Balls, Secretary of State for the department,

has made this focus a priority following several national and international research projects that have raised concerns about the mental health of young people in the UK. This conference, run in partnership with Affinity Healthcare, will examine the government's agenda for the development of CAMHS teams and services to support young people who self harm and their families. The plenary sessions and workshops will discuss different approaches to managing self harm and encouraging recovery.

Friday 25 April 2008, Manchester

### **Supported Youth Housing and Health Network**

[http://www.ncb.org.uk/Page.asp?originx\\_3218ft\\_26277823916112b58a\\_20083101158u](http://www.ncb.org.uk/Page.asp?originx_3218ft_26277823916112b58a_20083101158u)

The first meeting of the Supported Youth Housing and Health Network will take place on Wednesday 30 April 2008. This will be a unique forum for practitioners and policy makers to share information and expertise. It will also develop new partnerships, bringing together Supported Housing Providers; Housing and Homelessness Teams; Health Practitioners; PCT Children's leads and Commissioning Managers; Directors of Children's Services; and many others. It will provide a great opportunity to meet and network with colleagues, find out about recent policy and practice developments and discuss how they impact on your work, as well as having your views heard. The day will be made up of short presentations (including from the Trust for the Study of Adolescence and the National Youth Homelessness Scheme) and facilitated table discussions.

### **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

### **The impact of immigration and asylum on children and young people living with HIV'.**

<http://www.childrenscotland.org.uk/html/training/show.php?ref=1115>

This one-day training seminar, developed by the HIV Network, (part of the National Children's Bureau), will explore issues surrounding working with children and families who have unsure immigration status and are living with HIV. The programme will include current challenges in practice, providing practical ways in which professionals can strive to meet the needs of this group across the sectors and will also combine current policy, legislation and practice issues. The workshop format will encourage and facilitate sharing experience and best practice.

13 May 2008, Glasgow

### **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 enables participants to recognise key vulnerability factors and identify 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

### **Why am I waiting?**

<http://www.baaf.org.uk/res/training/dates/index.shtml>

Will consider the trends and challenges, policy and research in child care work with black and ethnic minority children in public care and their families. Aims to share good practice and identify culturally sensitive strategies in the planning, placement and support of black and ethnic minority children in public care.

15 May 2008, London

## **Revision of the Service Standards for Therapeutic Communities for Children and Young People**

<http://www.rcpsych.ac.uk/pdf/Standards%20Revision%20Flyer.pdf>

<http://www.communityofcommunities.org.uk/>

The Community of Communities is a standards-based quality improvement network for Therapeutic Communities, based within the Royal College of Psychiatrists' Centre for Quality Improvement. The network brings together Therapeutic Communities in the UK and abroad to engage in service evaluation and promote best practice through shared learning and interdependence.

The Community of Communities invites you to participate in the review of the Service Standards for Therapeutic Communities for Children and Young People. This workshop provides an opportunity to help revise the standards for best practice in TCs for Children and Young People and to share expertise with others working in a similar way.

The day is for Community members - staff and young people; Commissioners; Advisory Group members; Members of TC associations e.g. ATC, ChG etc; and those interested in defining "Therapeutic Child Care"

Thursday 22nd May, London E1 8AA

Free with lunch included

For further details or to reserve your place please email your details to John O'Sullivan at [josullivan@cru.rcpsych.ac.uk](mailto:josullivan@cru.rcpsych.ac.uk)

## **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. A professional approach to attachment disorders and their treatment will help to provide the best possible care for children, but there is some concern that social workers are not adequately trained in child development. As children's minister, Beverley Hughes, told *Community Care* last year following the publication of the Looked After Children white paper, *Care Matters*: "There is a question of how far the current social work degree is teaching people about child development and attachment and resilience theory that are crucial for working with children in care". This conference aims to address this imbalance, by utilising leading figures in therapeutic care to show you how essential these methods are in preventing and treating attachment disorders, and how the overwhelmingly positive impact this can have cannot be ignored.

22<sup>nd</sup> May 2008, London

## **Children and young people as partners in dialogue: making their rights real**

<http://www.iic-uk.org/conference.htm>

The conference will examine the position of children and young people in society and the issues they face; their rights as citizens; the current debate about wellbeing and how it takes into account the views of young people. There will be workshops led by children and young people.

28 May 2008, York University

## **Attachment Matters**

[http://www.sebda.org/events/form\\_100608.pdf](http://www.sebda.org/events/form_100608.pdf)

The first two years of life stay with you for ever – so when they go wrong, what's to be done?

Why, in spite of the admirable “Every Child Matters”, “Sure Start”, "The Children's Plan" and other government initiatives, do so many children still slip through the net? The crucial role of early attachment will be explored - and the consequences when early damage is not spotted and escalates into adulthood, causing many wasted lives. What could be done if enough of us got together to achieve change for the vulnerable youngsters we know so well?

10<sup>th</sup> June 2008, London

### **Working in Organisations**

[http://www.tavi-port.org/training/tavistock-clinic-courses-and-professional-training/by-course-code/codes/s3.html?no\\_cache=1&sword\\_list%5B%5D=d10](http://www.tavi-port.org/training/tavistock-clinic-courses-and-professional-training/by-course-code/codes/s3.html?no_cache=1&sword_list%5B%5D=d10)

Group Relations conferences provide a unique opportunity for people from all backgrounds to understand more about leadership and what happens in groups and organisations, both on and below the surface. The programme is designed to mirror many of the psychodynamic and structural realities found in more permanent organisations, which will then be available for study. The focus is on roles and leadership.

Five day residential course, 8 - 12 September 2008, Cambridge