



NCERCC Notes – January 2008

1. Government

Children and young people have their say on the revised National Minimum Standards for children in care

http://www.ofsted.gov.uk/assets/Internet_Content/Shared_Content/Files/2007/dec/childrenoncares_tandards.pdf

Children and young people have voiced their views on what the new National Minimum Standards for children's social care should cover and have stressed that care placements should be designed so that brothers and sisters can stay together and said that placements should be selected so that they can provide for children's special needs. *Children on care standards*, published in December by Children's Rights Director for England, Dr Roger Morgan, sets out the views of 433 children and young people consulted at the annual Children's Rights Director conference. They said that there should be respect between children and everyone living and working with them. Staff and carers should do everything to keep children safe from harm and ensure they grow up healthily. When asked what they thought should happen if a child or young person isn't being looked after properly, they proposed that the child should be moved elsewhere. They said that the social services department that had placed the child there should sort the problem out. They also stressed that a child or young person should not be moved without their consent. They asserted that the new rules should recognise that staff and carers are important in children's lives; that those working with children and young people must be the right people and that stability was vital for children and young people to achieve their potential. As a result changes of staff should be kept to a minimum.

Corporate parenting for children in care – speech by Kevin Brennan

http://www.dcsf.gov.uk/speeches/search_detail.cfm?ID=725

Allegation Management Guidance

<http://www.go-se.gov.uk/497648/docs/411784/GuidanceSaferWorkingPractices>

The Allegations Management Advisers have published Guidance for Safer Working Practice for Adults who Work with Children and Young People. This practice guidance provides clear advice on appropriate and safe behaviours for all adults working with children in paid or unpaid capacities, in all settings and in all contexts. It aims to help employers minimise the risk of misplaced or malicious allegations being made against staff.

Ed Balls announces pilots to help children with dyslexia

http://www.dcsf.gov.uk/pns/DisplayPN.cgi?pn_id=2007_0232

Ed Balls has announced a new scheme to help children who have dyslexia, identified through the 'Every Child a Reader' programme. As part of a package of measures to improve support for children with dyslexia, with an additional £1m a year for the next three years, the pilot scheme will provide intensive support for children in 10 local authority areas.

Think! Campaign scoops Royal Award

<http://www.gnn.gov.uk/environment/fullDetail.asp?ReleaseID=338009&NewsAreaID=2&NavigatedFromDepartment=False>

The Department of Transport's THINK! road safety campaign has been recognised for its success in reducing road casualties over the last 20 years. The campaign received a special anniversary award at the Prince Michael International Road Safety Awards.

Strategic review of Department of Health funding of third sector organisations

http://www.dh.gov.uk/en/Consultations/Liveconsultations/DH_081183

This consultation seeks views on the department's review of its funding of third sector organisations. The aim is for the department to develop a strategic framework for its investment in the third sector that more explicitly supports delivery of its objectives and priorities
Closing Date: 20 March 2008

Pilot scheme to address young offenders

<http://www.gnn.gov.uk/Content/Detail.asp?ReleaseID=337816&NewsAreaID=2>

The Ministry of Justice has announced that a new scheme to deal with first time young offenders who have committed a minor offence will be piloted early in 2008. The scheme aims to stop them going to court unnecessarily, while at the same time ensuring that they make amends for their offence via an apology to the victim. The Youth Restorative Justice Disposal will ensure that first time offenders aged between 10 and 17 who have committed a low level minor offence have to explain their actions and apologise to their victim.

Delivering improved outcomes for young black people in the criminal justice system 2008-2011

<http://www.justice.gov.uk/docs/delivering-improved-outcomes.pdf>

This Ministry of Justice paper sets out the detail of the proposed governance structure, programme management, monitoring and reporting arrangements that will drive and support delivery and enable Government to monitor and report progress on reducing unfair disproportionality in the CJS for young black people.

Positive strategies for combating violence and misbehaviour by young people – speech by Beverley Hughes

http://www.dcsf.gov.uk/speeches/search_detail.cfm?ID=739

Given at the LGA Conference.

Working together to safeguard children: safeguarding children who may have been trafficked

<http://publications.everychildmatters.gov.uk/eOrderingDownload/DCSF-Child%20Traffic-Complete.pdf>

This guidance document is intended to help agencies and their staff safeguard and promote the welfare of children who may have been trafficked. It is supplementary to, and should be used in conjunction with, the Government's statutory guidance 'Working Together to Safeguard Children' (2006).

Government calls for raised awareness of child trafficking among professionals

http://www.dcsf.gov.uk/pns/DisplayPN.cgi?pn_id=2007_0233

The government has called on people working with children, community groups and faith groups to help stamp out child trafficking by being extra vigilant and alerting the authorities to their concerns. In new guidance to be issued jointly by the Department for Children, Schools and Families and Home Office, local agencies will be asked to raise awareness in their communities of ways to identify a child or young person who may have been trafficked and places where these

children can get help. The guidance will suggest that practitioners and members of the public who are worried that a child in their area may have been trafficked into and within the country should be encouraged to contact the police or the NSPCC helplines.

Local authority children's services funding: 2008-09, 2009-10 and 2010-11

<http://www.dfes.gov.uk/localauthorities/index.cfm?action=content&contentID=11459&categoryID=17&subcategoryID=124>

This circular includes details of grants that DCSF is making available to authorities for children and young people's services from 2008-09 to 2010-11, supporting the information in the Local Government Finance Settlement announced by CLG. The accompanying worksheet shows, where available, each local authority's share of the resources.

2. Research

Help for children with special educational needs is determined by geography, class, race and gender, rather than the nature of the learning difficulty, according to research by Harry Daniels and Gill Porter of the University of Bath. The report, which will feed into Cambridge University's review of primary education, says: 'Children with dyslexia and autism have powerful lobby groups and are over-represented within the system...children from more affluent backgrounds receive more help and for less significant levels of difficulty than those from poorer homes'. The report is one of four published this week that will feed into the review led by Professor Robin Alexander of Cambridge University. A second study suggests that children from poorer homes do worse at school because their parents do not talk to them enough. The report by Usha Goswami and Peter Bryant, says that the average child in an affluent home will have heard 44 million 'utterances' by the age of four, in contrast to the 12 million words heard by children from poorer backgrounds by that age. They say that 'pretend play and the imagination are important for cognitive development in the early years of education' and that teachers 'should praise effort rather than performance'. A report by Christine Howe and Neil Mercer cites research from the United States which concludes that 'the amount and quality of dialogue children experience at home in the pre-school years correlated strongly with their eventual academic achievement'. They said their research 'challenges the traditional view that talk and social interaction among children are irrelevant, if not disruptive to learning'.

Guardian, 14 Dec 2007, p10; Independent, 14 Dec 2007, p17; Mail, 14 Dec 2007, p41; Telegraph, 14 Dec 2007, p14; Telegraph, 14 Dec 2007, p11

Breaking through: how boarding schools can transform the lives of vulnerable children

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

http://www.timesonline.co.uk/tol/life_and_style/education/article2943719.ece

Research from the Royal Wanstead Children's Foundation recommends children in care's education would benefit from living in boarding schools during term-time. This report examines the outcomes of Assisted Boarding through research conducted by the Foundation into the development and outcomes of vulnerable children at six boarding schools. Of the 97 children in the sample, 59 (61%) had been exposed to abnormal, threatening or abusive conditions in the family or home environment. A total of 93 (96%) faced serious problems and risk to their normal development. The study shows that many of the most vulnerable children in Assisted Boarding make quite dramatic early progress. Forty per cent of these children achieved or exceeded their peer group 'average' (on social, emotional and academic criteria) within two years, and 85% did so within 3 years. Thirty-nine per cent 39% of those who had been boarders for at least three years became above average pupils during that time.

Understanding the brain: the birth of a learning science

<http://www.dfes.gov.uk/research/data/uploadfiles/DCSF-RW030.pdf>

This report synthesises progress on the braininformed approach to learning, and uses this to address key issues for the education community.

3. Transition

www.transitioninfonet.org.uk

The Transition Information Network (TIN) is an alliance of organisations and individuals who work together with a common aim: to improve the experience of disabled young people's transition to adulthood. TIN is a source of information and good practice for disabled young people, families and professionals.

4. Tackling Drugs Changing Lives Awards: national winners announced

<http://drugs.homeoffice.gov.uk/news-events/latest-news/awards-2007>

Outreach drug worker Vicky Ward, who works with the Turning Point Adult Treatment Service in Sheffield, and the Essex Young People's Drug and Alcohol Service Team were selected from among 400 nominees to each receive a Tackling Drugs Changing Lives National Award at a ceremony held in London this week.

5. Gold Star Achievement

Calcot Services for Children has been officially awarded with the "Gold Star Standard" award for Positive Handling. Assessed and awarded by training provider Team Teach (www.team-teach.co.uk) they are the first group of children's homes to achieve this status. The assessment process involved the Director of Team Teach, George Matthews, meeting with a range of staff and young people within the company to discuss their views and experiences of Positive Handling and an in depth look into policies, practice, recording and monitoring systems. Following the assessment it was confirmed that Calcot are working to the high standards expected by Team Teach and the Gold Star status was granted.

6. Education

Emotional Growth and Learning

<http://books.google.com/books?id=MvAlvTTyHhoC&dq=greenhalgh+emotional&printsec=frontcover&source=web&ots=xIU2gCoEnS&sig=MHnUqxk2w31owfEq2fGuEjruwsc#PPA23,M1>

A classic unmissable text now largely available online. An appreciation of the processes in social interactions and relationships which influence emotional growth and learning is important for work with all children, especially those who are troubled. **Emotional Growth and Learning** clarifies these processes and serves as a practical and theoretical resource for the training of teachers and other professionals. Paul Greenhalgh illustrates the relevant psychological concepts, with examples drawn from his own experience, and provides individual and group exercises which help adults to explore the nature of their own participation in the growth and learning processes. The book's multi-disciplinary approach and accessible style will appeal to teachers in mainstream and special schools, researchers and professionals in related fields, as well as to parents.

PEAL gets 'accredited'

<http://www.peal.org.uk/training/accreditation.aspx>

Working closely with the PEAL team, Parenting UK, Lifelong Learning UK and City & Guilds, the accreditation project team has developed an optional unit at level 3 for a new City & Guilds Award in Work with Parents – Unit 16 – Work with parents to engage them in their children's early learning. This unit has now been accredited by City and Guilds at Level 3 - and can be combined with other units to achieve the 'Working with Parents Award'. This means that anyone undertaking the PEAL training can now choose to extend their learning and have it assessed, gaining three credits at level 3 towards this new award.

Work is also underway to develop two other optional units for the level 3 award – Working with fathers/Working with young parents to engage them in their children’s early learning – to address specific needs which have been identified by frontline practitioners.

Gaining ‘accreditation’ for the PEAL training is an important achievement because it not only supports government initiatives towards a more skilled workforce through a flexible qualifications system (the Qualifications and Credit Framework, QCF) but it also provides practitioners with the opportunity to gain recognition for their continuous professional development, in the increasingly important area of parenting education and support.

The accreditation team is now working with other ELP partner organizations to map their training to the new award, to extend the benefits of national accreditation to as many programmes as possible.

Parents Involved in their Children’s Learning Quality Improvement Scheme

<http://www.pengreen.org/>

A way to show that you are making a difference. Pen Green has developed the nationally recognised PICL (Parents Involved in their Children’s Learning) Quality Assurance Scheme into a scheme for Quality Improvement, giving settings a framework for enhanced practice in terms of engaging parents. This scheme is underpinned by the Principles of Quality Improvement, and maps onto the National Occupational Standards for Working with Parents. As an important new development in the scheme, PEAL have incorporated the Results Based Accountability approach (Friedman 2005) to enable settings to engage with all the stake-holders in their work. The process involves parents and workers determining agreed outcomes so that they can show how they have made a difference through parental involvement. It builds on the PICL way of working which is a community development approach, engaging parents in dialogue and encouraging them to be advocates for their child’s learning. Through PICL, parents and workers reflect on video observations and share child development concepts; extending children’s learning through supporting children’s interests. Mark Friedman states ‘trying hard is not good enough’. The PICL QI scheme will enable you to show you are ‘turning the curve’ on parental engagement.

Gloucestershire Virtual School Council

<http://www.schoolcouncils.org/>

School Councils UK write ‘As far as we are aware, this is the first VSC in the country for children in care, although preliminary investigations indicate that Norfolk County Council and Nottingham may be considering it. The constitution of the council has yet to be established as they are keen for it to be led by the young people to make sure it works in the way they want. Therefore they have commissioned School Councils UK to facilitate a day for all the representatives to meet, learn about their roles and explore ways in which the council can operate. Whereas most school councils focus on improving their physical environment e.g. toilets, play area, food, etc; this council has been set up to address barriers to learning. We do not know what issues will be raised, nor whether young people will be able to address them but it is anticipated that issues such as money for sports equipment and transport will come up. It is important that the young people are not simply used as a consultative body and that they are empowered to initiate and action projects. At the same time, they need to be aware of limitations of time, money and bureaucracy.’

7. Resources

Managing Children’s Homes focuses on leadership, effective management, the allocation of resources, and ensuring positive outcomes for young people in residential care.

<http://www.jkp.com/new/9781843105428>

The book develops an interdisciplinary understanding of what needs to be taken into account when establishing and maintaining good practice on behalf of young people living in children’s homes. The authors explain the considerable variation in quality achieved by children’s homes and how

this relates to management style, working environment and staff structures. The skills and qualities that make effective managers of homes are explored. These, along with factors such as the provision of resources, are investigated to demonstrate how to attain a successful children's home environment and longer-term achievement for looked-after children.

The pursuit of permanence: a case study of the English care system

<http://www.dfes.gov.uk/research/data/uploadfiles/DCSF-RBX-02-07.pdf>

The study aimed to explore the characteristics of looked-after children; how and why they move into, out of, and within the care system; and how far their stability depends on their own characteristics or the availability of placements.

SCIE Practice guides

<http://www.scie.org.uk/publications/practiceguides/index.asp>

SCIE will publish a practice guide on working with the children of prisoners next year, which will provide examples of good practice and provide practice points on supporting families and working effectively with other agencies. SCIE will also be publishing a practice guide on working with children with complex health care needs next year.

Bereavement, Loss and Children and Young People in Care

http://www.ncb.org.uk/Page.asp?originx_9834gc_55239231936145p49n_2006811526p

The Childhood Bereavement Network and Healthy Care's new briefing on support for bereaved children and young people looked after by the local authority contains case studies, resources and key findings from consultations with young people and staff.

NSPCC Handbook

http://www.nspcc.org.uk/Inform/resourcesforprofessionals/PSPs/PSPs_wda48961.html

The NSPCC has updated its best practice handbook for practitioners and managers providing services for children and young people.

Morris and the bundle of worries

http://www.baaf.org.uk/res/pubs/books/book_morris.shtml

All young children have worries, but looked after children may have more worries than most as they lack the reassurance and security of permanent, stable family life. In this colourful picture book for young children, Morris the Mole finds out that talking about his problems, and facing his worries with the help of others, is more helpful than hiding his fears. The book explores the importance of sharing worries and thereby learning to cope with and manage them. Although Morris has many worries, their exact nature is left unsaid, enabling adults to use this story with any child suffering with any worries. A booklet called My Book of Worries - is included at the back of the book for children to draw and write about their own worries and concerns.

Online learning about leadership and management

<http://www.ncsl.org.uk/leadershiplibrary>

NCSL's new Leadership Library is a free online resource bringing together some of the best leadership and management thinking in the world – from the best leaders, most successful organisations and the greatest names in research, including Harvard and Ashridge business schools. It provides you with all the information and inspiration you need to do your job more effectively and become a better leader, and the school you know you can be.

8. Conferences/Training – in date order

Improving Outcomes For Vulnerable Children And Young People - Assessing The Potential Contribution Of Social Pedagogy And Other Continental European Approaches

http://www.ncb.org.uk/Page.asp?originx_9424ff_11674317232981t89u_20077315515e

This conference, organised by National Children's Bureau (NCB), sets out to explore what practitioners and policy makers in England can learn from their continental neighbours to help improve outcomes for vulnerable children and young people.

18 January 2008, London

Keeping Children Safe Online

<http://www.haymarketevents.com/conferences/?fuseaction=eventIntro&eventID=3317>

A one-day conference, organised by Children & Young People Now, addressing inter-agency work to promote cyber-safety, tackle cyberbullying and empower parents and carers to keep children & young people safe online.

28 January 2008, London

Faith Communities and the Abuse of Children - Making the Connections: Establishing a Strategy

<http://www.baspcan.org.uk/events.html>

A conference, organised by BASPCAN - British Association for the Study and Prevention of Child Abuse and Neglect, looking at the interface between religion and child protection, encouraging the exploration of its impact on scenarios of abuse, practitioner perspectives, and government policy.

29 January 2008 - 30 January 2008, Musselburgh, near Edinburgh

8th Meeting of the Primary Care Trust Children's Network - Feeling Good Inside? Improving the emotional and mental health and well-being of children and young people

The latest PCT Children's Network meeting will provide an invaluable opportunity to learn about the latest developments with regard to provision of services across all four tiers for improving children and young people's emotional and mental health and well-being. It will also explore the role of nutrition in shaping emotional health and the impact of grief on children and young people. There will be opportunities to have a dialogue with PCT and other colleagues working with and for children and young people as well as the chance to get your voice heard within Government about policy and practice issues that affect you the most. This meeting will be helpful for those working within PCTs and local authorities to improve children and young people's health and well-being.

14 February 2008

For more details, a programme or to book a place, email lzachary@ncb.org.uk

Investing in children – the intelligent use of residential child care

<http://event.conceptglobal.com/profile/web/index.cfm?PKwebID=0x34598144&varPage=home>

This ICHA Annual Conference, organised in partnership with CareandHealth, will provide a unique opportunity to explore with providers and commissioners why investment in high quality residential care for children must be sustained and developed and to consider the impact of the plans laid out in the Care Matters: Time forChange White Paper and the new legislation in the Children in Care Bill. The conference will also allow providers of residential care and local authority managers and commissioners to consider together how to ensure that every child in care has the "right placement" and is able to experience both stability and the continuity of relationships which, together, can lead to successful outcomes.

27th February 2008, London

St. Mary's Centre 6th Annual Conference 2008 - Running sexual assault services for children

<http://fflm.ac.uk/upload/documents/1187101792.pdf>

This conference will address aspects of sexual assault and abuse aftercare services for children, whether in specialist centres or elsewhere, with attention to medical, policing,

forensic, legal and client support issues.
27 February 2008 - 28 February 2008, Manchester

Tackling Bullying

<http://www.haymarketevents.com/conferences/?fuseaction=eventIntro&eventID=3298>

Children & Young People Now and the Anti-Bullying Alliance present a conference to review the practical implementation of anti-bullying guidance and explore how to turn anti-bullying strategies into solutions that work on the ground.

27 February 2008, Birmingham

Child Maltreatment and Attachment

<http://www.baspcan.org.uk/calander.html>

The day will include 7 workshops. Organised by the British Association for the Study and Prevention of Child Abuse and Neglect, (BASPCAN).

04 March 2008, Bracknall

Being Disturbed - The Impact of Severe Personality Disorder on Staff- WHO Cares FOR the CARERS?

The Symposium will focus on the impact of patients with severe personality disorder on the staff, institutions and teams who care for them and the kinds of reflective practice that might support staff in a realistic way. The day will include an opportunity to bring your own cases for discussion in small groups.

Saturday March 8th, Leeds

Enquiries to Geraldine Godsil 0113 249 4026

Sex and Relationships Education for Young People with Physical Impairments

http://www.ncb.org.uk/Page.asp?originx_6533iq_8123298019663p54y_20061013474i

NCB have come together with fpa and Contact a Family to deliver a two-day training course that will enable practitioners and advisors who work with young people with physical impairments, to develop practical and sensitive approaches to meeting their needs in relation to Sex and Relationships Education (SRE).

17 & 18 March 2008, London

6 & 7 November 2008, London

Risk Management issues for disabled children's services

http://www.ncb.org.uk/Page.asp?originx3385bo_21153560490050s26x3337257361

This unique course draws on current legislation, case studies and group discussion to enable practitioners and managers to identify practical ways to include disabled children in a range of settings whatever their level of impairment.

25 March 2008, Birmingham

NCERCC 2008 Conference

A date for your diary!

5th November 2008