



## NCERCC Notes – June 2008

### 1. Government & Associated

#### **CWDC report on Children's Social Care Workforce**

<http://www.cwdcouncil.org.uk/research/state-of-children-social-care-workforce>

The Children's Workforce Development Council has published a report on the state of the children's social care workforce in England.

#### **IDEA 'Must knows' for Lead Members**

<http://www.idea.gov.uk/idk/core/page.do?pageId=7964687>

IDEA has produced "must knows" for lead members of children's services to assist them in the successful delivery of their role.

#### **Leading and Managing Children's Services in England: A National Professional Development Framework**

<http://www.dfes.gov.uk/publications/childrensplan/downloads/7483-DCFS-Lead%20&%20Manage.pdf>

This professional development framework is for leaders and managers of children's services in England. It aims to develop both present and future strategic leaders and support effective succession planning. The framework describes knowledge, skills and behaviours relevant to all leaders and managers of children's services. It has been designed so that pathways to progression can easily be identified and the core competences needed by the leaders of the system can be shared and understood.

#### **Agency social workers to receive equal treatment after 12 weeks**

<http://nds.coi.gov.uk/Content/Detail.asp?ReleaseID=368001&NewsAreaID=2>

The Government has agreed a deal between unions and employers that will see agency workers in the UK receive equal treatment after 12 weeks employment.

#### **DCSF publishes Social Work Practice Pilots Prospectus**

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00389-2008>

The DCSF has published plans for the new social work practices for looked-after children. This publication provides an overview of the Social Work Practice model and the aims of the pilots in terms of testing the potential benefits of the model for children and young people, social work professionals, and participating local authorities. It also provides more detail on the Social Work Practice model, including the underlying principles, the roles and responsibilities of the commissioning local authority and the Social Work Practices, the process by which a Social Work Practice will become involved with a child and the evaluation approach. The prospectus includes details about how to get involved in the pilots.

### **Building Brighter Futures: Next Steps for the Children’s Workforce**

<http://www.dfes.gov.uk/publications/childrensplan/downloads/7482-DCSF-WorkforceMatters.pdf>

This document sets out how the Government is building on existing investment to further improve the skills and capacity of people who work with children and deliver the high-quality, personalised and integrated services detailed in the Children’s Plan.

### **Evidence Taken Before The Children, Schools And Families Committee on Looked-After Children**

<http://www.publications.parliament.uk/pa/cm200708/cmselect/cmchilsch/uc442-iv/uc44202.htm>

<http://www.publications.parliament.uk/pa/cm200708/cmselect/cmchilsch/uc442-v/uc44202.htm>

<http://www.publications.parliament.uk/pa/cm200708/cmselect/cmchilsch/uc442-iii/uc44202.htm>

Uncorrected transcripts of oral evidence given to the Children, Schools and Families Committee.

### **Children’s homes inspections**

<http://www.publications.parliament.uk/pa/cm200708/cmhansrd/cm080422/debtext/80422-0019.htm#0804236000003>

Commons adjournment debate introduced by Ann Coffey calling for rigorous inspection of children’s homes. Ms Coffey said “I am concerned that, owing to the way in which inspection reports are structured, they are not effective tools for achieving minimum standards or improving standards. If we are to improve outcomes for looked-after children, we must not only enforce minimum standards but use inspection reports to drive up standards. Ofsted inspections have been a vital tool in doing that in our schools, but if care standards are to be effective in improving standards in our children’s homes, they need to be more prescriptive in what is taken into account in the inspection, need to include other agencies’ observations, and must be widely published and available”.

### **Children & Young Persons Bill**

<http://services.parliament.uk/bills/2007-08/childrenandyoungpersonshl.html>

The Children & Young Persons Bill will have its second reading in the House of Commons on 16<sup>th</sup> June.

### **Children with disabilities and special education needs - speech by Andrew Adonis**

[http://www.dcsf.gov.uk/speeches/search\\_detail.cfm?ID=780](http://www.dcsf.gov.uk/speeches/search_detail.cfm?ID=780)

Given at the Houses of Parliament at the All Party Parliamentary Group on Children – disabled children event. Lord Adonis talks about how the Aiming High programme improves the lives of disabled children and the way children's services are delivered.

### **Bullying involving children with special educational needs and disabilities**

[http://www.dfes.gov.uk/pns/DisplayPN.cgi?pn\\_id=2008\\_0091](http://www.dfes.gov.uk/pns/DisplayPN.cgi?pn_id=2008_0091)

<http://www.teachernet.gov.uk/doc/12626/7655-DCFS-Anti-Bullying.pdf>

As part of the drive to stop persistent bullying in schools, the DCSF has published new guidance, to join the suite of materials Safe to Learn which look at tackling all forms of bullying. This new advice looks at the issue of the bullying of children with SEN and disabilities. It is designed to help school staff understand and address the particular issues that surround sustained bullying of this type, and recommends strategies to stamp out persistent bullying of all kinds. Restorative justice should be used to help children with disabilities and special educational needs (SEN) who are victims of bullying, according to new guidance.

### **New help for children who stammer**

[http://www.dcsf.gov.uk/pns/DisplayPN.cgi?pn\\_id=2008\\_0076](http://www.dcsf.gov.uk/pns/DisplayPN.cgi?pn_id=2008_0076)

Ed Balls, Secretary of State for Children, Schools and Families, has announced that The Michael Palin Centre for Stammering Children will receive £340,000 to provide schools across the country with information, advice and training materials on how best to support children and young people who stammer. The Michael Palin Centre, a world leader in this field, will develop a stammering information programme that will be rolled out to all schools by 2010. The Centre will work with young people, their families, local speech and language therapy services and school staff to develop the materials and training packages.

### **Ministers launch website to get children's views on play**

[http://www.dcsf.gov.uk/pns/DisplayPN.cgi?pn\\_id=2008\\_0096](http://www.dcsf.gov.uk/pns/DisplayPN.cgi?pn_id=2008_0096)

Ministers have launched an interactive website and poster campaign to encourage children to give their views on play and play areas as part of the first ever national consultation on children's play.

### **£56 million government fund for children in care to get personal tutors, homework support and theatre trips**

[http://www.dcsf.gov.uk/pns/DisplayPN.cgi?pn\\_id=2008\\_0101](http://www.dcsf.gov.uk/pns/DisplayPN.cgi?pn_id=2008_0101)

In recognition of the poor educational outcomes for children in care, looked after children at risk of falling behind at school will get an extra £500 a year to pay for the sort of activities that good parents provide for their children to help with their learning - ranging from personal tutors to educational trips to the theatre. Issuing new guidance, Children's Minister Kevin Brennan said: "A recent Ofsted report shows that if we are to narrow the gap between children in care and their peers we need to have the same ambitions for them and offer them the same opportunities too, such as out of school activities and educational trips".

The DCSF has also issued guidance to local authorities on how to provide £100 top up payments for children in care's Child Trust Fund (CTF) for every year they spend in care. Ed Balls, Secretary of State for Children, said "The Child Trust Fund provides young people with a very useful nest egg... This is especially important for children leaving care, who do not have the same support networks that other children have". Child Trust Funds are saving and investment accounts for children and young people. The account belongs to the child and can't be touched until they turn 18, giving young people additional financial security to help their transition to adult life. The government is providing an extra £100 per year for the Child Trust Fund accounts of looked after children for every whole year they spend in care after 1 April 2007.

### **Every Child a Reader**

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

<http://www.ioe.ac.uk/schools/ecpe/readingrecovery/index.html>

<http://publications.everychildmatters.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00034-2008&>

Struggling young readers make lasting progress on a scheme that offers one-to-one support, a study suggests. Government-funded Reading Recovery gives six-year-olds tailored coaching from specially trained teachers for half an hour a day for 12 to 20 weeks. A study of 500 pupils found those on the programme not only caught up with their age-group but were out-performing the national average within two years. Problem readers on other catch-up schemes remained a year or more behind. The Every Child a Reader toolkit provides advice and guidance on how to introduce and implement the Every Child a Reader programme for children with the most severe difficulties.

### **Ofsted Report - Looked after children: good practice in schools**

[http://www.ofsted.gov.uk/assets/Internet\\_Content/Shared\\_Content/Files/2008/may/lkdafterchild.pdf](http://www.ofsted.gov.uk/assets/Internet_Content/Shared_Content/Files/2008/may/lkdafterchild.pdf)

This is a short report based on a small-scale survey of good practice in schools in relation to looked after children. It does not cover all aspects of looked after children or claim to be a full review of related reports and studies of these children. However, it does illustrate good practice for others to consider.

### **NICE Clinical Guidelines – stakeholders invited**

<http://www.nice.org.uk/page.aspx?o=guidelinesprocess>

<http://guidance.nice.org.uk/page.aspx?o=stakeholderregistration>

The Department of Health has asked NICE to develop and publish Guidelines including one on:

- *Sedation in infants, children and young people (Clinical Guideline)*

The Institute is committed to involving national organisations that represent patients or professionals in the development of clinical practice guidance. In order to participate fully, however, an organisation must register as a stakeholder for a specific topic. Further information on how stakeholder organisations are involved in guideline development is provided in the booklet *The Guideline Development Process – An Overview for Stakeholders, the Public and the NHS*, which is available from the NICE website. If your organisation wishes to register an interest in any guideline topic, please complete the form on the website.

Please note that the names of all organisations registered as stakeholders for each guideline will be posted on the NICE website. The full contact details of registered stakeholders will also be sent to the National Collaborating Centre(s) developing the guidelines for which they have registered so that the organisations can be contacted during the development of the guideline.

### **The Candle Resource**

<http://www.clearthoughts.info/silo/files/294.pdf>

The Candle Project, developed by the Association for Real Change (ARC) and funded by the Department of Health, has produced a resource pack for Tier 1 frontline practitioners working with children and young people who have a learning disability and mental health issues.

### **Children's happiness and well-being: 11 Million recommendations**

[http://www.11million.org.uk/adult/happy\\_and\\_healthy/](http://www.11million.org.uk/adult/happy_and_healthy/)

At the beginning of May, 11 Million launched the recommendations from its "Happy and healthy" project. The results of the investigation show that children value positive relationships with parents, friends and professionals, and the ability to explore their local area in safety and with some independence. Children need more support to make healthy eating choices. Stereotypes of young people as trouble-makers contribute to making them feel unhappy and unhealthy. Children and young people want to be listened to, valued and have their views acted on.

### **Equally Different: Fairness is everyone's right**

<http://www.equalityhumanrights.com/en/projects/equallydifferent/Pages/EquallyDifferent.aspx>

The Equality and Human Rights Commission has launched a campaign called "Equally Different: Fairness is everyone's right". The campaign highlights the uniqueness of people's lives across the UK and why difference should not be a reason to be treated unfairly. The website shows videos of people's personal experiences, with new videos being uploaded throughout the campaign.

## **Takeover Day**

<http://www.nya.org.uk/information/109481/yww2008/>

The National Youth Agency and 11 MILLION are pleased to announce that the second-ever Takeover Day will now take place on 7 November, creating a climax to Youth Work Week 2008 with its theme of “Promoting the Voice and Influence of Young People”. Further information on plans for both Youth Work Week and Takeover Day 2008 will be available soon.

## **CWDC's Participation Fund seeks Applications**

<http://www.cwdcouncil.org.uk/tenders/show/3>

CWDC's Participation Fund seeks to support creative and innovative ways of involving children and young people in all parts of workforce development - selection and recruitment, induction, training and appraisal. CWDC is inviting tenders from individual organisations or partnerships. An allocation of up to £30,000 is available for one project in each Government Office region in England to support existing, or to develop new initiatives to ensure the participation of children, young people and their families in local workforce development and reform.

## **Working together: listening to the voices of children and young people**

<http://publications.teachernet.gov.uk/eOrderingDownload/DCSF-00410-2008.pdf>

This revised guidance from DCSF promotes the participation of children and young people in decision-making in school, local authority and related settings and provides advice on the principles and practice that support such involvement.

## **Child and adolescent mental health services review calls for evidence**

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

[http://www.dcsf.gov.uk/pns/DisplayPN.cgi?pn\\_id=2008\\_0073](http://www.dcsf.gov.uk/pns/DisplayPN.cgi?pn_id=2008_0073)

The independent review of child and adolescent mental health services (CAMHS) is calling for evidence from both individuals and organisations on how universal, targeted and specialist services can be improved to meet the needs of children and young people experiencing mental health difficulties. Find out more about the review and how to contribute to the consultation by visiting the review's website. Closing date: July 4 2008.

## **CAMHS review launches national call for evidence**

[www.dcsf.gov.uk/CAMHSreview/](http://www.dcsf.gov.uk/CAMHSreview/)

Jo Davidson, the Chair of the independent CAMHS Review, launched a national call for evidence to help inform the deliberations of the review team, and ensure that all interested individuals and organisations have an opportunity to contribute to the debate about how to improve services to effectively meet the educational, health and social care needs of children and young people at risk of, and experiencing, mental health problems. The independent review has been established by the Department for Children, Schools and Families and the Department of Health to examine recent progress towards improving services, and to make practical recommendations to further improve the commissioning and delivery of services. The consultation period will run until 4 July 2008.

## **2. NCERCC Baftas ceremony**

<http://www.communitycare.co.uk/Articles/2008/05/07/108132/young-people-in-care-have-their-own-baftas.html>

## **3. Results of consultation with deaf children and young people**

[http://www.ndcs.org.uk/family\\_support/information\\_for\\_young\\_deaf\\_people/consultation\\_results/consultation\\_results.html](http://www.ndcs.org.uk/family_support/information_for_young_deaf_people/consultation_results/consultation_results.html)

Last year the National Deaf Children's Society carried out its first ever consultation with deaf children and young people to find out what type of services deaf children and young people wanted from NDCS today. The results of this consultation are now available.

## **4. Every Disabled Child Matters Update**

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

Last summer the EDCM campaign asked disabled children and young people - If you were Prime Minister for the day, and could change one thing, what would it be? The top answer was 'more things to do and places to go'. This year EDCM want to find out what 'more things to do and places to go' looks like for disabled children and young people locally. Please make sure the young people you are in touch with get the chance to make their views known!

## **5. Inquiry sought into accommodation of young disabled people**

<http://www.communitycare.co.uk/Articles/2008/04/28/108015/livability-wants-inquiry-into-accommodation-of-young-disabled.html>

<http://www.livability.org.uk/case.asp?id=1343&pId=45>

Livability is calling for an immediate inquiry into the numbers of disabled young people who live in care homes for older people. Its report, Freedom to Live, revealed that an estimated 500,000 disabled 16-20 year-olds are in the wrong accommodation

## **6. Skills for Care have launched five new Learning Disability Knowledge Sets to make sure there is consistent training for frontline workers.**

<http://www.skillsforcare.org.uk/view.asp?id=994>

The Knowledge Sets are a user-friendly collection of key learning outcomes for workers who support people with a learning disability and are specifically designed to boost their training and knowledge. It is intended that the key learning outcomes within each knowledge set will be used by employers to develop in-house learning and by training providers, publishers and awarding bodies to produce learning programmes, resources (cd-roms, videos, workbooks) and, potentially, awards.

## **7. Job vacancy with Shared Care Network**

A vacancy has arisen with Shared Care Network – the short breaks charity for the position of Head of Policy and Regional Development. Salary: C £33,000; Location: Bristol

Aiming High for Disabled Children offers an exciting and unprecedented opportunity for families with disabled children. Shared Care Network is a key player working in partnership with government to achieve positive change at delivery level. The main aim of this post is to improve the capacity of practitioners to rise to this challenge and substantially increase the volume, diversity and quality of short break service provision by developing our work around influencing policy across the UK and by strengthening infrastructure across our regional groups. You will also deputise for the Chief Executive.

You will work specifically with government, regional groups of practitioners and short break carers :

- influencing policy
- bringing issues of concern from member to the Trustee board and DCSF
- providing guidance to practitioners and carers
- strengthening communication channels between regional groups and the centre
- sharing good practice
- developing web content
- providing training

Fixed Term Contract – 3 years. There is potential to extend the duration of the contract subject to review. Excellent annual leave allowance and private pension scheme. Full time post 37.5 hours/week. Educated to degree level or equivalent and/or with relevant professional qualifications/experience.

Closing date: 9am Monday 16th June 2008; Interviews will take place on Wednesday 25th June 2008. For an application form and job pack please e mail:

[sarah.moon@sharedcarenetwork.org.uk](mailto:sarah.moon@sharedcarenetwork.org.uk)

## **8. Happy Mediums**

An article in the Guardian reports on a programme that teaches emotional resilience to children in South Tyneside. The programme is based on one developed in the US by a group of psychologists led by Professor Martin Seligman at the University of Pennsylvania. Seligman is an advocate of positive psychology and has popularised his academic research in best selling books, including *Authentic Happiness* and *The Optimistic Child*. In South Tyneside, the Local Wellbeing Project involves seven strands of work, of which the first two are: The Penn Resilience Programme (PRP) in schools; and emotional resilience for elderly people using a new model of volunteer counsellors who use cognitive behavioural therapy.

*Society Guardian, 30 Apr 2008, pp1-2*

## **9. ‘Siblings United’ camps developing at ‘Shaftesbury Young People’.**

<http://www.shaftesbury.org.uk/siblings-united/>

Issues of contact’ between siblings in care & adoption & kinship care have long since been a major issue for young people in Care and Careleavers. For professionals in this field it’s been an issue they have wanted to tackle for a long time, most find it a challenging issue, yet have little time to manage this. Many sibling groups would love time to get to know one another, to share positive childhood experiences in a safe environment. Shaftesbury have created something positive. In an initiative managed by Shaftesbury Young People, Siblings United aims to safely bring together looked after siblings aged 8 -18 who live in separate homes, through the use of holiday activity camps and year-round events. Whatever the reason young people cannot be placed together, if it is safe to do so, contact will be facilitated through the venture centre and team at ‘Siblings United’.

Camps start from August 08. Later dates are to be decided.

## **10. Sing Up**

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

Sing Up, the organisation which under the National Music Manifesto, is aiming to 'help kids find their voice', by promoting singing in the 4-11 age range. They are developing lots of work promoting singing in primary schools and have asked Rob Hunter, with a community musician colleague, Phil Mullen, to explore current activity and the possibility of future activity 'beyond the mainstream'. In the working definition this includes young people aged 4-11 in residential care, particularly in establishments which may not be part of an individual local authority as these may already be in receipt of Sing Up support.

Rob Hunter & Phil Mullen are trying to map interesting practice in this area and undertake to feed back findings to any respondents so that projects can cross-fertilise. They are also charged

with recommending to Sing Up how they might spend limited development funds. Some of these might go to individual projects to develop new ways of working or building on existing good practice. Others might go to wider umbrella organisations such as regional groupings or networks which could be a way of maximising impact.

Rob Hunter ([rob.hunter@sky.com](mailto:rob.hunter@sky.com)) would be really glad to hear from you of any projects in your network are currently working in this area with outline details - or if you are particularly interested in developing such work. As you may know, singing can be quite an important personal development tool as well as simply being fun and we want to support staff in projects in promoting it.

### **11. Good Childhood Inquiry poll on mental health and wellbeing**

[http://www.childrenssociety.org.uk/whats\\_happening/media\\_office/latest\\_news/7092\\_pr.html](http://www.childrenssociety.org.uk/whats_happening/media_office/latest_news/7092_pr.html)  
[http://www.childrenssociety.org.uk/resources/documents/good%20childhood/7081\\_full.pdf](http://www.childrenssociety.org.uk/resources/documents/good%20childhood/7081_full.pdf)

A public opinion poll published by The Children's Society, as part of its ongoing *Good Childhood® Inquiry*, reveals mounting concern about children's mental health and well being. When asked to rate children's happiness today compared to when they were growing up, only one in ten (9%) respondents felt children nowadays are happier. The Children's Society commissioned the GfK NOP poll to complement the launch of a summary of the evidence submitted to the inquiry on its fifth theme - children's health.

### **12. Play England are recruiting new members:**

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

Adrian Voce, Director of Play England, writes '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.'

### **13. Children's Rights Director for England report on Advocacy**

[http://www.rights4me.org/content/beheardreports/177/report\\_advocacy.pdf](http://www.rights4me.org/content/beheardreports/177/report_advocacy.pdf)

Young people have given their views about advocacy, what advocacy means to them, what qualities an ideal advocate should have, how good advocates are and what advocates should do in the future. Young people see the main role of an advocate as listening to the child, then speaking up for them, and in some cases fighting their cause for them.

### **14. BILD - Using the Quality Network to involve children and young people in reviewing and planning services they use**

The Quality Network looks at outcomes for people with a learning disability and has been used very successfully for a number of years in person-centred reviews of adult services. A pilot project (working with 3 schools) has shown that the Quality Network can support schools and children's services to include children and young people in evaluating and planning services. The process is flexible enough to use in a range of different settings, across age ranges to include input from children and young people with no formal means of communication.

The pilot showed that the Quality Network outcomes link with Every Child Matters and that the review process

- provides evidence for self assessment/evaluation
- can produce evidence for CSCI and other inspectors and that the 'pupil voice' has been listened to and used to shape development plans

Having disseminated the findings from the original project, we have now made changes to the materials and workshops and will be undertaking a second pilot in the Autumn. An external evaluation of the project will also be undertaken. If you would like to know more or would like to be involved in the second project which starts in September (08) please contact Valerie Wilkinson on 01562 723022 or email: [v.wilkinson@bild.org.uk](mailto:v.wilkinson@bild.org.uk)

## **15. Children help recruit key council staff**

[http://www.stoke.gov.uk/ccm/content/cc/news\\_releases/2008pressreleases/2008-05/153-08.en;jsessionid=bfIXi392Llb](http://www.stoke.gov.uk/ccm/content/cc/news_releases/2008pressreleases/2008-05/153-08.en;jsessionid=bfIXi392Llb)

Children in care are sitting on interview panels when potential employees are interviewed for senior appointments in Stoke-on-Trent's Children and Young People's Directorate. The council has made a policy to include young people in its decision making process as part of its continuing commitment to keeping children at the heart of its activities.

All senior posts in the Children and Young People's Directorate and all social care practitioner and manager posts will be recruited with a children's panel as an integral part of the recruitment process. A team of young people - some in care and others from Children's Fund services - have been supported and trained in interviewing skills and have already been part of the process which helped recruit twelve senior managers in the directorate.

NCERCC would like to know if your organisation is including young people in aspects of recruitment and receive copies of your policy and practice support.  
Send to [clevane@ncb.org.uk](mailto:clevane@ncb.org.uk)

## **16. Residential child care workers have called for better career progression and a recognised training qualification.**

<http://www.cypnow.co.uk/bulletins/Daily-Bulletin/news/805599/?DCMP=EMC-DailyBulletin>

The National Centre for Excellence in Residential Child Care (NCERCC) has produced two reports following a seminar and Children's Residential Network (CRN) meetings across England. According to the seminar report, residential care workers should have a professional - rather than vocational - qualification, which needs to have its own theoretical framework and child care practice methods.

## **17. Children & Young People's Services Award**

[www.cypnow.co.uk](http://www.cypnow.co.uk)

*CYP Now* is seeking entries for the 2008 Children & Young People's Services Awards, run in association with the Children's Workforce Development Council. There are 23 categories, including a prize for Best Corporate Parent. The deadline for entries is 11 July.

## **18. Mulberry Bush School article**

<http://www.telegraph.co.uk/portal/main.jhtml?xml=/portal/2008/05/22/ftjo122.xml>

Interview in Telegraph with Joanna Trollope, patron of Mulberry Bush School.

## 19. Introduction to the digital TV switchover for property managers

[http://www.digitaluk.co.uk/localgov/council\\_services/childrens\\_services](http://www.digitaluk.co.uk/localgov/council_services/childrens_services)

Between 2008 and 2012 TV services in the UK will go completely digital, The Whitehaven area has already switched. This process is called the digital TV switchover. The UK's existing 'analogue television signal' is being switched off and replaced with a "digital" signal. Any TV set that's not converted to receive digital when the switchover takes place, will no longer receive TV programmes.

*What does digital TV switchover mean for property managers like residential child care providers ?* If you own or manage a property that has a communal TV aerial system, you will need to ensure that the building is set up to receive digital, otherwise residents may not be able to receive a digital television signal after switchover, even if they have ensured that they have the right equipment.

*What does digital TV switchover mean for residents?* Everyone in the UK will need to ensure that they have converted or upgraded their TV equipment to receive a digital TV signal. If they live in a block of flats or building that relies on a communal TV system, they will need to talk to the property manager.

## 20. MPLC Umbrella Licence

A member of NCERCC was contacted by the MPLC about the requirement to have a licence if showing DVDs and videos. NCERCC have clarified with MPLC that children's homes do not need such a licence in order. They write that "our data for 'mailing' purposes may include some of your members addresses in error. We apologise for this and wish to delete these addresses from our system as soon as possible ... Please be assured that MPLC have not intentionally mailed to children's homes and are happy to remove any members' addresses as required. If we can assist further please do not hesitate to contact us on tel 01323 649 647."

## 21. Kent's pledge to looked after children

[http://www.i-apu.gov.uk/NR/rdonlyres/846CA9A8-F232-42BB-8C02-ADBE72BD55A5/14462/Pledge\\_Kent.pdf](http://www.i-apu.gov.uk/NR/rdonlyres/846CA9A8-F232-42BB-8C02-ADBE72BD55A5/14462/Pledge_Kent.pdf)

[http://www.i-apu.gov.uk/NR/rdonlyres/846CA9A8-F232-42BB-8C02-ADBE72BD55A5/14463/Pledge\\_OtherLA.pdf](http://www.i-apu.gov.uk/NR/rdonlyres/846CA9A8-F232-42BB-8C02-ADBE72BD55A5/14463/Pledge_OtherLA.pdf)

Kent County Council has unveiled its pledge which outlines a number of commitments that will help ensure that children and young people's time in care is a fulfilling and positive experience. Cabinet Member for Children, Families and Education Standards Chris Wells will be visiting parts of the county to present the pledge to children and young people, answer any questions they may have and thank them for their input in developing the objectives. The pledge outlines a number of promises that will help make sure that children and young people's time in care is a positive experience. These are based around six themes:

- a sense of belonging
- a consistent adult in your life
- a good education
- good memories for the future
- preparation for adulthood
- champion your needs and interests.

There are two separate pledges. One for children in the care of KCC and one for children in care placed in Kent by another council.

NCERCC would like to receive copies of the pledge made by each Local Authority Send to <a href="mailto:lmilich@ncb.org.uk">lmilich@ncb.org.uk</a>
--

## 22. Resources

### **Skills for Care launch Learning Disability Knowledge Sets**

<http://www.skillsforcare.org.uk/view.asp?id=994>

Skills for Care have launched five new Learning Disability Knowledge Sets to make sure there is consistent training for frontline workers. The Knowledge Sets are a user-friendly collection of key learning outcomes for workers who support people with a learning disability and are specifically designed to boost their training and knowledge. It is intended that the key learning outcomes within each knowledge set will be used by employers to develop in-house learning and by training providers, publishers and awarding bodies to produce learning programmes, resources (cd-roms, videos, workbooks) and, potentially, awards.

### **Interconnections Electronic Bulletin**

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

The latest edition of the IC electronic bulletin is now available online.

### **Transitions and Endings A training programme**

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

Transitions and endings are major life events that signify change – and change always creates stress. For many children in the care system, particularly those who have been traumatised by neglect, rejection or physical, emotional or sexual abuse, the stressful affect of change can be overwhelming. These children can face unique challenges when dealing with transitions and endings, particularly the unplanned changes that can result from disruption of a placement. Transitions and endings can also affect a child's carers, who are emotionally attached to a child they have looked after for several years, those who are preparing a child to move on to adoption, or those involved in a disruption.

This course aims to help carers help traumatised children and themselves to face change and loss in a managed and constructive way. Understanding the effects of transitions and endings can give carers an insight into why these times may be so difficult. It can help carers to manage their own feelings of loss and grief, and give them the knowledge to help a child to successfully come through the changes facing him or her. Subjects covered include the importance of attachment and resilience, trauma and the impact of secondary traumatic stress, and promoting and managing constructive endings.

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

<http://www.jkp.com/new/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. The book covers the theory behind the games in accessible language, and includes a broad range of enjoyable activities: active and passive, verbal and non-verbal, and for different sized groups. The games address issues that might arise in age-specific situations such as sharing a toy or facing peer pressure. They also encourage children to approach their emotions as a way to facilitate personal growth and healthy relationships.

### **Sexual Offending and Mental Health. Multidisciplinary Management in the Community.**

<http://www.jkp.com/new/9781843105503>

Sexual Offending and Mental Health draws together theoretical, clinical and mental health issues for the range of professionals working in the community and in-patient settings with sex offenders and those who have behaved in sexually inappropriate ways.

The contributors describe current influential models of sexual offending and the developmental, psychological and social factors involved. They discuss the prevalence of personality and

mental disorders in known sex offenders and the impact these disorders have on their treatment and management. They describe clinical work with individuals, their partners and families, and also consider the impact of this work on professionals. The book includes an outline of current approaches to risk assessment, an overview of the recent changes in legislation in England and Wales, and suggestions for multi-disciplinary management in the community.

### **Listening to Children - A Practitioner's Guide.**

<http://www.jkp.com/new/9781843105497>

Starting with an introduction to the policy and practice of listening to children and young people, both individually and in groups, this practitioner's guide provides a range of practical techniques for effective listening, encompassing observation and communication, seeing things from the child's point of view, explaining difficult concepts, helping young people to talk about their experiences and express their feelings, promoting participation and eliciting their wishes and views. The book is peppered throughout with good practice checklists, good practice examples, reflective exercises and quotations from children, as well as case studies showing real situations where effective communication has been established with a child. Listening to Children: A Practitioner's Guide is a rich source of insight and guidance for professionals working with children in the fields of social care, health and education, including child welfare protection, pastoral care, educational psychology and counselling, and indeed for anyone working with children.

### **Participation Guide**

[http://www.ncb.org.uk/Page.asp?originx\\_5797ev\\_28334541920417110v\\_20084225132x](http://www.ncb.org.uk/Page.asp?originx_5797ev_28334541920417110v_20084225132x)

CDC has teamed up with Participation Works to create a new guide called 'How to involve children and young people with communication impairments in decision-making'. The guide provides information and ideas about how you can enable children and young people with a range of communication impairments to participate in decisions about their lives. It also includes case studies to illustrate examples of good practice from different settings.

### **Young Children's Rights. Exploring Beliefs, Principles and Practice, Second Edition.**

<http://www.jkp.com/new/9781843105992>

Priscilla Alderson examines the often overlooked issue of the rights of young children, starting with the question of how the 1989 UN Convention on the Rights of the Child applies to the youngest children, from birth to eight years of age. This second edition has been updated and expanded to include the relevance of UNCRC rights of premature babies, international examples such as the Chinese one-child policy, children's influence on regional policies, and the influence on young children's lives of policies such as Every Child Matters and those of the World Bank, IMF, OECD and UNICEF. This readable, informative and thought-provoking book is a compelling invitation to rethink our attitudes to young children's rights in the light of new theories, research and practical evidence about children's daily lives. It will be of interest to anyone who works with young children.

### **My Turn to Talk - Guides to help children and young people in care to have a say about how they are looked after**

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

Written specifically for children and with colour illustrations throughout, the guides offer practical tips for children on how they can have a say in how they are cared for. The guides were written following extensive consultation with children and young people in care. The guides include: a description of the care planning process, advice on how children can have more say in decisions about all aspects of their care, what children can do if they are unhappy or have a complaint, and where to go for extra help.

## **Developing Advocacy for Children and Young People. Current Issues in Research, Policy and Practice.**

<http://www.jkp.com/new/9781843105961>

Advocacy for vulnerable people is increasingly becoming a part of health and social care practice, and over the past decade policy developments have contributed to a rapid development of advocacy services for children and young people. This book explores the latest debates and findings relating to research and practice in the field of children and young people's advocacy. Contributors present the key issues and dynamics of current advocacy practice and examine its role within health, education and social care services, including its impact on inter-professional collaboration, the development of personalised services and the barriers and facilitators to children's participation in children's services.

## **A website aimed at professionals that work with children and families has been launched by parenting charity Parentline Plus**

<http://www.parentlineplus.org.uk/forprofessionals>

## **Scottish Social Services Council NOS Navigator**

National Occupational Standards (NOS) describe the skills, knowledge and understanding needed to undertake a particular task or job to a nationally recognised level of competence. The NOS provides a solid foundation for the writing of Job Descriptions and Person Specifications, recruitment exercises, supervision, professional development audits for individuals and teams, and appraisal. There are NOS supporting NVQ at level 3 and 4. There are moves to extend to Levels 5 and 6 to include Foundation Degrees and Degrees.

NCERCC has been involved in work with CWDC regarding the use and revision of the NOS. From research it seems that one of the reasons that the NOS are not well used is that because they are not well known, and if known they have proven cumbersome. Fortunately there is a tool that makes things run smoothly for Scotland – and it's applicable to England too! The National Occupational Standards (NOS) Navigator CD-Rom helps employers and others to find their way around the NOS. The Navigator also helps individuals to identify the units most suited to a service or job role. The current version of the tool contains the NOS for SVQs in Health and Social Care and Children's Care, Learning and Development (CCLD). This tool is applicable for use in England as the SVQ's and NVQ's stem from the same NOS as they are agreed across the 4 nations. If you would like copies of the NOS Navigator contact the SSSC: telephone 0845 60 30 891 or e-mail [enquiries@sssc.uk.com](mailto:enquiries@sssc.uk.com)

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

### **Networks, Pathways and Maps: Navigating our way to Better Care: Better Lives**

<http://www.act.org.uk/content/view/129/35/>

This is the national ACT conference for England. It will look at how to make the most of the latest children's palliative care policy developments in England, including Aiming High and Better Care: Better Lives. The conference will also explore sexuality issues for children and young people with life-threatening conditions.

9th June, London.

### **CILIP course "Supporting looked-after children"**

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

Looked-after children (LAC) and young people face huge disadvantages. Many have encountered terrible trauma and disruption to their lives. Their educational attainment levels lag way behind those of their peers, through no fault of their own. The government sees looked-after children as a high priority, and has inaugurated a range of policies and strategies to improve their care and education. A number of library authorities have put innovative schemes

into place in recent years, providing popular and successful interventions. This course will examine the current national picture in relation to looked-after children, will identify ways in which libraries can fulfil their responsibilities in this important area, and will consider policies and practices for supporting their reading development.

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

### **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 recognize 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.

12 June 2008, London

2 October 2008, Leeds

### **How are You? - Thinking about the Health and Illness Behaviour in Children and Young People**

<http://www.emotionaldevelopment.co.uk/CFED-EVENTS-2008/20th-June-2008/>

This conference aims towards a closer examination of the language of illness, allowing time to discuss and better understand how we conceptualise disease and so develop our clinical practice from a developmental perspective. It is jointly organised by Brighton and Sussex University Hospitals NHS Trust and The Centre for Emotional Development. Main speakers include Professor Jeremy Turk, Professor Roger Higgs and Dr Simon Wilkinson.

20 June, Brighton

### **Childhood Matters**

<http://www.kcl.ac.uk/depsta/law/research/csu/news.php?id=83>

The Child Studies Unit at King's College London is holding its second multi-disciplinary Childhood Matters conference. This year the theme is 'Adolescence and transition to adulthood', reflecting 1 of the 6 core skills in the children's workforce strategy. Any profit from the conference will be donated to Demelza for their planned new children's hospice in SE London.

Wednesday June 25<sup>th</sup> London

### **Supporting Parents and Carers to Tackle Bullying: An Anti-Bullying Alliance Conference**

[http://www.ncb.org.uk/Page.asp?originx\\_8865gd\\_73325140260131z30v\\_20077315023z](http://www.ncb.org.uk/Page.asp?originx_8865gd_73325140260131z30v_20077315023z)

This free conference provides a unique opportunity to explore how best to support parents and carers in protecting children from bullying and in bringing up children who reject bullying behaviours. The event examines the support systems that parents and carers need and showcases different models of engaging parents. Practical sessions explore the role of parents and carers in tackling bullying in schools, communities and cyberspace. Kevin Brennan, Parliamentary Under Secretary of State for Children, Young People and Families, will also give a keynote address.

26 June 2008, London

### **Risk Management Issues for Disabled Children's Services**

[http://www.ncb.org.uk/Page.asp?originx3385bo\\_21153560490050s26x3337257361](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.

9 July 2008, Bristol

11 December 2008, Liverpool

### **Annual International Meeting of the Association of Therapeutic Communities**

<http://www.therapeuticcommunities.org/WIN%202008%20FLY.htm>

The theme this year will explore how, within the life and work of their communities, their experience of the key elements, processes and potential outcomes enhance the journey of professional and personal learning and development. Traditionally, there has always been an “experiential” dimension to the Windsor Conference. Although the large group can be difficult and challenging, it provides us with a unique opportunity to make sense of the prevailing attitudes and atmosphere that exist in both our own organisations and in our national institutions. If we can withstand the inevitable discomfort, and allow ourselves a leap of faith, it is possible to make new and energising connections that might sustain us in our everyday work.

8 – 11 September, 2008, Windsor Great Park

### **Calcot Services for Children Open Day**

<http://www.csfc.co.uk/>

Calcot Services for Children, who offer safe therapeutic environments for children and young people troubled by past experiences, are hosting a one day event to celebrate our unique achievements and show case the work of CSfC. Transport will be provided between the communities so you can see the whole organization. Please call Delia Donovan on 01189 417091 for further information and to confirm attendance  
17th September 2008

### **Sex and Relationships Education for Young People with Physical Impairments**

[http://www.ncb.org.uk/Page.asp?originx\\_5536bd\\_45486526696999t79t\\_20061013724b](http://www.ncb.org.uk/Page.asp?originx_5536bd_45486526696999t79t_20061013724b)

NCB have come together with fpa and Contact a Family to deliver a two-day training course for practitioners and advisors who work with young people with physical impairments. The course enables participants to develop practical and sensitive approaches to delivering Sex and Relationships Education.

6 & 7 November 2008, London

### **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.

12 November 2008, Bristol

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

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

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.

26 November 2008, Reading

### **A Solution Focused Approach to Working with Aspergers:**

<http://www.brief-therapy-uk.com/>

Asperger Syndrome is often depicted as a 'hidden disability'. It is often only when an individual's 'distressed behaviour' impacts on school and/or home that diagnosis and interventions ensue. People with AS often have huge untapped potential, but are prone to develop secondary psychiatric conditions such as Depression if their different neurological endowment is not respected. The training includes strategies and techniques when working to be more pro-active in the search for that untapped potential rather than wait until an individual is in 'meltdown' before modifications are put in place. The training presents the bigger picture

when working with people with AS and encourages creative collaboration with the individual to maximise self-esteem and minimise stress. The application of Solution-Focused principles is the model which underpins this approach.

[http://www.amazon.com/gp/product/images/1846853982/ref=dp\\_image\\_0?ie=UTF8&n=283155&s=books](http://www.amazon.com/gp/product/images/1846853982/ref=dp_image_0?ie=UTF8&n=283155&s=books)

### **Education Islam**

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

Following the great success of our courses over the past few years (over 10,500 people have now attended in the UK & Ireland), we are pleased to announce a further course date in the North London area. The course is specifically designed for Non-Muslim public sector professionals who work with Muslims from diverse communities. It incorporates a visit to a local mosque and aims to provide participants with: a better understanding of basic beliefs & practices; information regarding the background to Muslims in Britain & Public Sector Development issues for Muslim Communities.

### **Postural Care Training**

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

Postural Care provides training for health care professionals, parents and carers of children with complex needs to help improve their quality of life and reduce the risk of secondary complications. Postural care focuses on protecting and restoring body shape and muscle tone, particularly at night, which can help protect children from conditions such as scoliosis and respiratory and digestive failure. Some PCTs have undertaken pilot schemes to make this provision locally available.

Contact: Anna Goldsmith at [annagoldsmith@posturalcareskills.com](mailto:annagoldsmith@posturalcareskills.com) / 01827 304938