



## NCERCC News – August 2008

### **1. Humour, relationships and communication**

<http://www.cyc-net.org/cyc-online/cyconline-june2008-digney.html>

A short article on the role of humour in communication when working with young people.

### **2. Health, safety, and property maintenance, and how this impacts on a child's recovery**

An article from Tony Cox, Health & Safety Coordinator at SACCS:

SACCS works with a particularly vulnerable and highly traumatised group of children, it is therefore important that the child centred approach runs through the whole organisation. Everyone should understand how their own job or role relates to the task of enabling these children to recover.

The following article shows how the SACCS approach permeates the whole organisation and how an understanding of the children's needs influences the way we all work. How can we implement Health and Safety without negatively or unhelpfully impacting upon a child?

I have given a lot of thought on how we can implement Health and Safety without causing an emotional impact on the children. This I would like to say has not been easy because I have little to no experience in the field of practice. There are many things that I have had to take into account when dealing with maintenance and what is classed as priority work and what can wait, for example: a fence panel falling down may not have seemed a priority.

BUT now that I have an understanding of the importance of boundaries for the traumatized child and how this may send a message to the children of containment and feeling safe, the fence panel is clearly a priority.

My understanding is that some of our children are able to relate to change in a positive way, but I also have to consider that there are environments that have left them feeling neglected and devalued. Over the last 3 years I have come to understand that any change to routine or the environment will have some impact on the children's emotional and physical state.

To try to obtain a balance between a home environment and a work environment can be difficult, that in one aspect there is a need to be compliant with legislation and yet keeping as close as possible to a home environment. I believe we have adhered to this in most cases quite simply by offsetting what legislation requires and what is felt to be child friendly and homely. An example of this was: to meet regulations; all fire extinguishers should be fixed on the walls (this was felt not very homely) but by picking the right colours, hanging framed pictures and with the use of ornaments and lighting, we can take the emphasis away from the visual impact of the fire extinguishers.

The main impact on children is when outside contractors have to visit the home. This can make the children feel unsafe and they may even feel this way after the contractor has left the house. It could be some hours later around settling down time or during the night. This can present itself in many different ways and they may be more unsettled and anxious than usual to try and minimise the affect of having contractors in the home I try to use the same contractors all the time.

Hopefully by doing this we are showing the children that we know and trust them and in turn they will feel more relaxed about them working there. Other steps are to use children's meetings to prepare them for up and coming contracted work, or where ever possible to arrange for work to be carried out when the children are not around (holidays or school). To help with the planning of maintenance a yearly maintenance plan as been devised. This will do two things: first it will help with preparing the children for the forthcoming scheduled work and allow them to have input in the décor of their room and in turn give them ownership of the home, especially their own bedrooms. Second it allows the house manager and the therapeutic parenting team to consider what it is they need to allow them to deliver to the children in their care, a safe caring environment and in turn give the children a feeling of being looked after and valued.

Recently I have had the opportunity to talk to Paul Van Heeswyck, Consultant Psychotherapist who is employed by SACCS to give consultancy to all staff working directly or indirectly with the children in the region. Our discussion covered a variety of topics in relation to Health, Safety and Property maintenance and through that conversation I have realized even more that there is a valuable link between the children's recovery and ensuring Health, Safety and undertaking property maintenance plays a part in that recovery.

My limited understanding is the children have been in situations where no one cares about their safety and general wellbeing. Or they have been in abusive families. Some of our children find it difficult to settle because of the different types of abuse that has been inflicted on them. So when we put them into a nice safe environment this can be just as unsettling to the child; so when they trash the house or their bedroom they may be finding a form of comfort in the chaos and it gives them a sense of normality. Our job is to show them that in fact they can have a caring safe environment without the fear of continual abuse. In short we are trying to change their perception of normality as well as giving them back their sense of worth.

Regular visits that are made by myself enforces the fact that we value them and want to keep them safe from harm. Hopefully by seeing a physical presence of someone actually checking that the house is repaired and safe on a regular basis gives them something they may not have experienced before, that is safety, security and piece of mind. This is something our own children at SACCS are learning to take for granted.

I believe that the recovery of the children isn't just down to trained Therapists, Life story workers or Therapeutic parenting teams, but everyone employed by the Company has a part to play in making a child feel safe, valued, and normal.

### **3. Penhurst School student wins award in national photography competition**

<http://www.nch.org.uk/ourservices/index.php?i=88&p=2>

Anthea Head of NCH Penhurst School writes - Adikan Omisade, 17, a student at Penhurst School, Chipping Norton has snapped up an award in Mencap's national photography competition, Snap!. Adikan's entry was one of the winners from a record 1,100 entries received for this year's competition. Snap! is Mencap's photo and story competition, now in its sixth

year. Photographs are either taken by or feature someone with a learning disability and are accompanied by a short descriptive story. Adikan won a bronze award in the Changing minds category. Adikan's photo is entitled 'Banishing fear – achieving peace'. The winning photograph was taken at Penhurst by Sharon Clements, IT Co-Ordinator at the School and features Adikan with his key workers. As well as winning a fantastic Fujifilm digital camera, Adikan's photo was on display at the acclaimed Proud Camden gallery in London, from 19 June until 6 July. Adikan will also be invited to a glittering awards ceremony at the gallery, where he will rub shoulders with some of Mencap's celebrity supporters.

#### **4. New Centre for Excellence and Outcomes in Children's and Young People's Services (C4EO)**

<http://www.c4eo.org.uk/>

[http://www.dcsf.gov.uk/pns/DisplayPN.cgi?pn\\_id=2008\\_0144](http://www.dcsf.gov.uk/pns/DisplayPN.cgi?pn_id=2008_0144)

[http://www.ncb.org.uk/Page.asp?originx\\_137vi\\_30200959891645g20c\\_20087165058z](http://www.ncb.org.uk/Page.asp?originx_137vi_30200959891645g20c_20087165058z)

Children's Minister Beverley Hughes has launched the Centre for Excellence and Outcomes in Children and Young People's Services. The Centre will gather and analyse knowledge to create a single and comprehensive picture of effective practice to help improve outcomes for children, young people and their families in England and help meet the challenge of Every Child Matters.

Children's Trusts and their partners are set to receive more support to help improve the lives of children and young people. C4EO will gather together and analyse national, regional and local knowledge about what works in tackling issues such as improving the wellbeing of looked after and disabled children. The Centre will provide an offer of tailored, specialised advice and support to local authorities on how to use tried and tested approaches to address the individual challenges of their area. The C4EO consortium will be led by the National Children's Bureau and its core partners - National Foundation for Educational Research, Research in Practice, the Social Care Institute for Excellence and a number of other key organisations in the sector.

Led by Christine Davis CBE and funded by the Department for Children, Schools and Families, C4EO will focus on six themes: early years, disability, vulnerable children: youth, parents, carers and families, and schools and communities. Children's minister Beverley Hughes said: 'C4EO offers a real opportunity for the sector to work in a new way, contributing to the overall objectives of improving the prospects for all children and closing inequality gaps.'

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

##### **Reference guide to the key standards in each type of social care service inspected by Ofsted: for inspections from 1 August 2008**

[http://www.ofsted.gov.uk/assets/Internet\\_Content/Shared\\_Content/Childrens/files/refguidetoks\\_sc.pdf](http://www.ofsted.gov.uk/assets/Internet_Content/Shared_Content/Childrens/files/refguidetoks_sc.pdf)

This reference guide details the updated key standards for the inspection of adoption, children's homes, fostering services, residential family centres, boarding schools, residential special schools, accommodation of students under 18 by further education colleges and private fostering.

##### **Ofsted to end grades for councils**

<http://www.cypnow.co.uk/bulletins/Daily-Bulletin/news/822561/?DCMP=EMC-DailyBulletin>

Councils will no longer receive ratings for their children's services under plans drawn up by Ofsted. Under plans set to appear in the next consultation on comprehensive area assessments (CAAs), the watchdog intends to abolish grades for local authorities. Instead, councils will be given a "narrative" assessment describing the effectiveness of services.

## **Government welcomes joint chief inspectors' report on safeguarding**

[http://www.dcsf.gov.uk/pns/DisplayPN.cgi?pn\\_id=2008\\_0143](http://www.dcsf.gov.uk/pns/DisplayPN.cgi?pn_id=2008_0143)

The Government has welcomed the joint Chief Inspectors' report into arrangements for safeguarding children and has committed to respond fully to all the recommendations.

## **Safeguarding Children in whom illness is fabricated or induced - Supplementary guidance to Working Together to Safeguard Children**

<http://www.everychildmatters.gov.uk/files/7582-DCSF-Safeguarding%20Children%20WEB.pdf>

## **The Bercow report: a review of services for children and young people (0-19) with speech, language and communication needs**

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

<http://www.dfes.gov.uk/bercowreview/docs/7771-DCSF-BERCOW%20Summary.pdf>

[http://www.dcsf.gov.uk/pns/DisplayPN.cgi?pn\\_id=2008\\_0141](http://www.dcsf.gov.uk/pns/DisplayPN.cgi?pn_id=2008_0141)

<http://www.publications.parliament.uk/pa/cm200708/cmhansrd/cm080708/wmstext/80708m0001.htm#08070841000010>

The Government has announced a £52 million package to tackle the speech, language and communication needs of children. The funding comes as a result of a ground breaking independent review by John Bercow MP, commissioned by Government, which identifies that communication is the key life skill for every child – if they are to achieve at school, make friends and be successful in later life. The review reveals that seven per cent of children have a serious communication problem and in some of the most disadvantaged areas, up to 50 per cent of children have speech problems. The problems range from stuttering and a general impoverishment of language if children are not encouraged to speak, to autism and speech difficulties among those with hearing loss. The review says that the rise in 'home-related' speech problems, shown by children who are not encouraged by their parents to speak from an early age is fuelling the increase of those with speech problems.

The report makes recommendations to the Government about the steps it should take to transform provision for and the experiences of children and young people with speech, language and communication needs [SLCN] and their families. The Review identified five key themes that highlight the issues that need to be addressed: communication is crucial; early identification and intervention are essential; a continuum of services designed around the family is needed; joint working is critical; and the current system is characterised by high viability and a lack of equity. The report's recommendations are gathered under these five themes.

The Bercow Review makes several wide-ranging recommendations to address SLCN, including:

- The regular monitoring of children at important stages of their school lives in order to identify potential speech, language and communication problems as early as possible in a child's life.
- Setting up a series of local pathfinder projects around the country which will assess speech, language and communication needs, decide which services are required and start to provide them. The intention would be to learn from them and spread best practice.
- Parents to be given ongoing information about their child's development and needs throughout their school life. This extends the principle of the 'red book' (Personal Child Health Record)

- The appointment of a ‘communication champion’ to raise the profile of speech, language and communications within schools and oversee the implementation of the pathfinders.
- Better training for nursery nurses, teachers and childcare workers.

In a statement on the publication of John Bercow’s final report, Ed Balls, Secretary of State for Children, Schools and Families, said that the government fully supported the report’s call for action to raise the profile of speech, language and communications across Government, local agencies and wider society and to improve services for children and young people with SLCN and it accepted the report's key recommendations.

### **Runaway and Missing Children Bill**

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

<http://missingpeople.org.uk>

<http://www.publications.parliament.uk/pa/cm200708/cmhansrd/cm080620/debtext/80620-0011.htm#08062051000002>

Around 100,000 children are reported missing each year, most of whom have run away from their family home or care homes. However, there is no national data on missing children. Helen Southworth, MP for Warrington South, who is campaigning to safeguard runaway and missing children with a private member's bill in parliament, says 'We have more data on missing cars than we have on missing children'. Geoff Newiss, Director of Policy and Research at Missing People, the UK-based charity that works with young runaways and their families and carers, said 'Without a national reporting system, we have no idea whether the number of missing children is going up or down...what we need is a central collation of data...Without this, it's difficult to tell how effective we are being or whether government policies are working'.

The Private Members Bill requires the Secretary of State to make appropriate provision for the collecting and reporting of information about runaway and missing children and for co-ordination among police, local authorities and other bodies. In response, the Minister (Kevin Brennan) outlines details of the Government’s Young Runaways Action Plan, including a new national indicator, but says that he is unable to give Government support to the Bill. The debate will be resumed on 17 October.

### **DCSF change definition of missing children**

<http://www.cypnow.co.uk/bulletins/Daily-Bulletin/news/829941/?DCMP=EMC-DailyBulletin>

DCSF believe that three categories: children not on school roll, children who have been on a school roll but have left for unknown reason/destination, and children who are on a school roll but do not attend.; will be more useful. Each category will have a further list of types of children who could be missing including Travellers, young carers, runaways and children living in refuges.

### **Looked-after children**

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

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

Commons, Children, Schools and Families Committee. Uncorrected transcript of oral evidence given by Bob Ashford, Head of Youth Justice Strategy, Youth Justice Board; Chris Callender, Assistant Director (Legal), Howard League for Penal Reform; Dr. Di Hart, Principal Officer, Youth Justice and Welfare, National Children's Bureau; Lisa Nandy, Chair, Refugee Children's Consortium; Trevor Jones, National Co-ordinator, Parents Against Injustice; Jean Robinson, Association for Improvements in the Maternity Services; Kim Bromley-Derry, Vice President, Association of Directors of Children's Services; David Holmes, Chief Executive, British

Association for Adoption and Fostering; Caroline Little, Co-Chair, Association of Lawyers for Children, and Mick Lowe, Director of Strategy, General Social Care Council, gave evidence.

### **Every Organisation Matters - Mapping the children and young people's voluntary and community sector**

<http://www.ncvcco.org/UserFiles/File/Speaking%20Out/Every%20Organisation%20Matters%20-%20July%202008.pdf>

A third of the voluntary and community sector workforce in England (over 160,000 people) are employed by organisations working on behalf of children and young people, according to a mapping exercise for NCVCCO and NCVYS.

### **20,000 Unsuitable Workers Stopped From Working With The Vulnerable By Criminal Records Bureau**

<http://press.homeoffice.gov.uk/press-releases/unsuitable-workers-stopped>

More than 20,000 unsuitable people were stopped from working with children and vulnerable adults last year as a direct result of checks by the Criminal Records Bureau (CRB). Latest figures suggest that 80,000 unsuitable people have been prevented from working with vulnerable groups in the last four years.

### **Living with Medical Technology**

<http://www.nursing.manchester.ac.uk/research/researchgroups/primaryhealthcare/childandfamily/research/index.aspx?ID=1029&Control=TagList1>

As a result of medical advances there are more children and young people with complex and continuing health care needs who need the support of medical technology. This study focussed on the experiences of 28 young people who were living with a range of different technologies and examined what this meant for their day-to-day lives and their future aspirations. In addition the study explored how young people experienced different transitions and used support networks.

### **Drinking and Drug misuse among young people**

<http://www.ic.nhs.uk/statistics-and-data-collections/health-and-lifestyles-related-surveys/smoking-drinking-and-drug-use-among-young-people-in-england/drug-use-smoking-and-drinking-among-young-people-in-england-2007>

Figures published by the NHS Information Centre show rates of drinking and drug misuse among young people are falling and smoking is at its lowest level since records began 25 years ago. Drug Use, Smoking and Drinking among young people in England 2007 shows that 20 per cent of children aged 11 to 15 in England had drunk alcohol in the past week - down from 26 per cent in 2001; 25 per cent of that age group had tried drugs, most commonly cannabis - down from 29 per cent in 2001; and only six per cent of children smoke at least once a week.

### **Transracial Adoption**

<http://www.guardian.co.uk/society/2008/jul/06/children.communities1>

The Observer looks at the issue of transracial adoption and asks how to tackle concerns over black and minority ethnic children staying in care whilst local authorities search for families that match their ethnic background.

### **Poster competition launched by DCSF as part of play consultation**

[http://www.dcsf.gov.uk/pns/DisplayPN.cgi?pn\\_id=2008\\_0137](http://www.dcsf.gov.uk/pns/DisplayPN.cgi?pn_id=2008_0137)

The DCSF has launched an Activity Poster competition which calls on children and young people to draw their 'ideal play space' with a prize of a digital camera for the best one, as well as encouraging them to give their views on play and play areas as part of the national consultation on play. The competition will run until 18 August, the closing date for the children and young people's strand of the consultation.

## 6. Resources

### **Residential Child Care: Prospects and Challenges**

<http://www.jkp.com/catalogue/book.php/isbn/9781843105268>

Edited by Andy Kendrick of SIRCC, this latest collection in the Research Highlights series covers crucial aspects of residential child care. Sixteen concise chapters from names you know and love, address: promoting health and well-being; addressing issues of discrimination; conflict and response; and context and culture.

Contents:

1. Introduction: Residential Child Care. Andrew Kendrick
2. Could Do Better! Supporting the Education of Looked After Children. Joe Francis
3. The Health of Looked After Children in Residential Care. Jane Scott; Harriet Ward and Malcolm Hill
4. Mental Health and Children and Young People in Residential Care. Michael van Beinum
5. The Concept of Resilience: Messages for Residential Child Care. Brigid Daniel
6. Young People Leaving Residential Care: Experiences and Outcomes. Jo Dixon
7. Gender Matters in Residential Child Care. Teresa O'Neill,
8. Disabled Children in Residential Settings. Kirsten Stalker
9. Black and Minority Ethnic Children and Young People in Residential Care. Andrew Kendrick
10. Prioritising Young People's Concerns in Residential Care: Responding to Peer Violence. Christine Barter
11. Hold On: Physical Restraint in Residential Child Care. Laura Steckley and Andrew Kendrick
12. Blurring the Boundaries: The Relationship between Secure Accommodation and Alternatives in Scotland. Aileen Barclay and Lynne Hunter
13. Children's Voices, Children's Rights. Ruth Emond
14. Therapeutic Approaches in Residential Child Care. Irene Stevens and Judy Furnivall
15. Staffing, Training and Recruitment: Outcomes for Young People in Residential Care in Three Countries. Claire Cameron and Janet Boddy
16. Leadership, Structure and Culture in Residential Child Care. Roger Bullock

### **A Glossary of Social Work Language**

[http://www.cfswp.org/fileadmin/images/Attachments/CSWP/ABSOLUTE\\_FINAL\\_VERSION\\_Glossary\\_in\\_alphabetical\\_order.doc](http://www.cfswp.org/fileadmin/images/Attachments/CSWP/ABSOLUTE_FINAL_VERSION_Glossary_in_alphabetical_order.doc)

Extracted from *Social Work: an introduction to contemporary practice*, by Kate Wilson, Gillian Ruch, Mark Lymbery and Andrew Cooper, published by Pearson Education in 2008.

### **Social Work: an introduction to contemporary**

practice [www.pearsoned.co.uk/Bookshop/detail.asp](http://www.pearsoned.co.uk/Bookshop/detail.asp);

*Social Work: an Introduction to Contemporary Practice* is an exciting, new and uniquely comprehensive introduction to the field. Essential knowledge and skills are examined with authority and depth and key debates approached in an accessible, informative and engaging way. Underpinned by research and advice to make close illustrative links with practice, this text will stimulate interest and actively engage the reader.

### **The Centre Cannot Hold: child care social work, emotional dynamics and modern organisations by Andrew Cooper**

[http://www.cfswp.org/fileadmin/images/Attachments/CSWP/Centre\\_cannot.doc](http://www.cfswp.org/fileadmin/images/Attachments/CSWP/Centre_cannot.doc)

This paper was given as the Annual Child Care Lecture, University of East Anglia, 2006

## **Feeling Like Crap - Young People and the Meaning of Self-Esteem.**

<http://www.jkp.com/new/9781843106821>

We use the word all the time, but what exactly is self-esteem, and how do young people develop it? Feeling Like Crap explores how a young person's self is constructed, and what might really help that self to feel more valued and confident. Through accounts of his individual and group work with young people, Nick Luxmoore demonstrates how listening to, engaging with and being respectful of young people can provide the support they need to help them repair their sense of self and offer them new possibilities and directions in life. This compassionate and thought-provoking book will be an invaluable resource for counsellors, teachers, youth workers, and anyone else working to help young people with self-esteem issues.

## **Interconnections Electronic Bulletin**

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

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

## **Elfa and the box of memories**

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

Memories can be good and bad, happy and sad; those we want to keep alive and others we would rather forget. Looked after children may have more difficult memories that most, because of separation and loss and traumatic events that may have taken place. In this charming picture book, Elfa the elephant discovers that sharing her memories and remembering the good things that happened is more helpful than keeping them locked away. Elfa goes through life carrying a big, heavy box on her back. Inside it, she keeps her most precious things – her memories. One day, while playing with a group of warthogs, a ball comes whizzing past and hits the box on Elfa's back. Elfa starts to shout and angrily stamps her feet. Just then, Marvin the monkey swings down from the top of a tree, and asks what's wrong. Elfa tells Marvin how cross she is that nobody has ever asked her about the big box on her back, and that it is full of her most precious memories, and sometimes she just wants to talk about them with someone else. And so they open her box to have a look at her memories. But suddenly, Elfa notices that some memories have just faded away. Elfa is tearful, and wonders what she is going to do. And so begins a journey to find the missing memories by revisiting significant places and people and remember the important things from her past. This book reinforces the importance of memories and the part they play in making us who we are. Adults can use this story as an aid to doing life story work with young children, to help them remember the good times and also the bad, thus helping them deal with troubled pasts.

## **Let's Talk About Sex – new guidance to support young people with life-limiting conditions**

The guide is available to download free at the ACT website:

<http://www.act.org.uk/content/view/153/1/>

UK charity ACT (Association for Children's Palliative Care) has launched new guidance on sexuality, relationships and sexual health for all those working with young people with life-limiting health conditions, in a bid to open up a taboo subject and to better support these young people to have the opportunity to experience relationships and explore their sexuality, in a safe, supportive and empathetic environment.

In developing this guidance ACT is urging professionals and practitioners working in the field to develop policies, practice and training around relationships and sexual health, and also wants to give parents and carers the confidence, support and resources to help young people explore their sexuality. In developing the guide, one of the co-authors, Peter Wells said: "The inspiration behind putting the guidance together was to help children's palliative care services to help themselves in talking about intimacy, sex and relationships with the young people and families in their care. Organisations need to be proactive and willing to talk rather than wait for

young people to raise the issue and then for everyone to be confronted with an embarrassing silence.”

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

### **Children Missing Education Conference**

<http://www.capitaconferences.co.uk/OurConferences/Education/Children+Missing+Education.htm>

The children missing education agenda takes an important step forward with the roll out of ContactPoint commencing in October. If the duty is to be met and the progress made so far is to continue, it is imperative key stakeholders remain informed of the latest policy and good practice being implemented and developed nationwide.

Capita's 3rd National Children Missing Education conference will provide all parties involved in CME with an interactive forum in which to share experience and practical advice. Our speakers will highlight ways to overcome the wide range of challenges surrounding identifying, tracking and engaging children missing, or at risk of missing, education.

Monday 22<sup>nd</sup> September 2008 – Central London

### **English Coalition for Runaway Children: 1st national workshop day**

26 September 2008, Derby

Contact: Sue Briggs (01332 206773 or [sue.briggs@dcys.org.uk](mailto:sue.briggs@dcys.org.uk)) / Shaun Pollard (01773 583037 or [shaun.pollard@nch.org.uk](mailto:shaun.pollard@nch.org.uk))

### **Key Worker Training for Trainers Course**

SNIP's Key Worker Training course has now been delivered to over 4,000 professionals across the agencies of Health, Education, Social Work and the Voluntary sector, throughout the UK and the Isle of Man. We have developed the 'Key worker Training for Trainers' course to meet the following aims: To increase capacity for the wider delivery of Key Worker training; To ensure that the training is delivered with full reference to and appreciation of the principles of Care Co-ordination and the core skills, values and attitudes; To ensure that the Key Worker course addresses specific local needs; To ensure that this training is delivered to a consistent standard.

SNIP are now taking bookings for the next 'Training for Trainers' course – for more information and a booking form please contact: Shirley Young, SNIP Training Service – 0131 332 8807 or 07760345271 email: [snip@btinternet.com](mailto:snip@btinternet.com)

Monday 20 – Friday 24 October 2008, Edinburgh

### **Safe & Sound? National Conference**

<http://www.kc-jones.co.uk/events/Safe--Sound-National-Conference-2008/>

This is the 2nd National Conference organised by Safe & Sound Derby in association with the National Working Group for Sexually Exploited Children and Young People. The key aim of this year's event is to disseminate information around working practice, share ideas and resources. Workshops run by experts in their field, will cover working with young women, young men, prevention packages in schools, the National Working Group and working with the police. The National Working Group has been developed as a support group for individuals and service providers working with children and young people who are at risk of or who experience sexual exploitation.

22<sup>nd</sup> October, Derby

### **Caring About Success: Young People Sharing Their Stories**

A conference in partnership with the Scottish Institute for Residential Child Care

Who Cares? Scotland marks its 30th anniversary of working with children and young people looked after and accommodated. A year of activities on the theme of Celebrating Success and

Challenging Stigma will end with a conference on International Children's Right's Day. Hear a range of perspectives on encouraging success and challenging stigma, in particular what success means to children and young people and what they tell us are the barriers to success. please contact Michelle Lamont at SIRCC on 0141 950 3683 or email [michelle.lamont@strath.ac.uk](mailto:michelle.lamont@strath.ac.uk)  
20th November 2008, Renfrew

Interconnections is running two seminars on TAC / Integrated Support for children with disabilities and special needs who require ongoing multiple interventions.  
The first is in Cardiff on 18th November 2008.  
The second is in Newcastle-upon-Tyne on 27th November 2008.  
Each Seminar is an opportunity for service providers to share their child- family-centred practice with others on TAC, CAF, FSP, joint assessment, etc.  
[www.icwhatsnew.com](http://www.icwhatsnew.com)