



NCERCC Notes – January 2009

1. New on NCERCC website this month

www.ncb.org.uk/ncercc

- Paper on Restorative Practice
- Guides to National Minimum Standards in Children's Homes
- Links to websites on ADD; Asylum Seeking Children; Behaviour Management; Bullying; Children's Rights; Dignity of Risk; Disability; HIV; Induction; Law & Policies; National Minimum Standards; NVQ3; Online journals; Restorative Practice; SIRCC; Therapeutic Communities

2. Government & Associated

DCSF Social Pedagogy Pilot Programme

Many children's homes, across the country, have applied to participate in the DCSF Pedagogy Pilot Programme that is being implemented by the Thomas Coram Research Unit. The TCRU team is very pleased with this response and now has the difficult task of selecting participants. They are looking at a range of criteria for including homes. For example, getting a balance between public, private and voluntary sector homes and looking at geographical considerations, so as to facilitate occasional meetings between pedagogues.

The TCRU team are visiting applicants on a long short list and applicants will be informed about decisions by the end of January. Those not included will be kept in touch with progress on the pilot. They will be invited to dissemination events and there will be opportunities to discuss options for staff to access pedagogy training and education, and for recruiting pedagogues directly.

Independent Safeguarding Authority

<http://www.isa.gov.org/pdf/VBSStakeholdernewsletter-Nov08.pdf>

From 20 January 2009 the Independent Safeguarding Authority (ISA) takes over decisions on new referrals to the existing barred lists (List 99, POCA, POVA in England and Wales) from the Secretaries of State at the Department for Children, Schools and Families (DCSF) and the Department of Health (DH).

Employers in England acting as under under PoCA, PoVA or List 99 must send new referrals to the ISA, which will take the barring decisions and appropriately worded on the CRB. There will be no provisional listing as on POCA or POVA, making it even more important for employers to follow best recruitment practice by taking up references and looking into career history, to ensure they fully understand why job applicants left any previous employment.

New referrals must be made to the ISA and not the DCSF or DH. Additionally in the education sector, misconduct referrals on teachers in most cases (although not child protection related) must go to the General Teaching Council and no longer the DCSF.

Safeguarding the young and vulnerable

[http://publications.dcsf.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-01026-](http://publications.dcsf.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-01026-2008&/docs/DCSF%20response%20to%20JCI%20on%20Safeguarding%20Children.pdf)

[2008&/docs/DCSF%20response%20to%20JCI%20on%20Safeguarding%20Children.pdf](http://publications.dcsf.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-01026-2008&/docs/DCSF%20response%20to%20JCI%20on%20Safeguarding%20Children.pdf)

Safeguarding the young and vulnerable is the Government's response to the third joint Chief Inspectors' report on arrangements to safeguard children, published in July 2008, which made a number of recommendations to improve safeguarding arrangements for children and young people.

Children's, young people's and families' social care workforce survey

<http://www.lga.gov.uk/lga/aio/1098172>

This is the report of the 2006 Local Authority Children, Young People and Families Social Care Workforce Survey, conducted by Local Government Analysis and Research (LGAR) on behalf of the Local Authority Workforce Intelligence Group (LAWIG). Between 1988 and 2005 the workforce survey was conducted annually covering all social care services. In 2006, however, separate surveys were conducted of children's and adults' services. The surveys cover similar ground and the report includes data on recruitment and retention, training and qualifications, TUPE transfers (transfer of undertakings (protection of employment)) and secondments, and pay and benefits in local authorities in England. Where comparable, tables include data from earlier years.

Children & Young People's Workforce Strategy

<http://publications.dcsf.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-01052-2008>

The DCSF has launched a new strategy to improve the recruitment, training and support of the children and young people's workforce. It includes a new taskforce to look at improvements in front-line social work practice; a new programme to support and strengthen the leadership of Directors of Children's Services; a new national children's and young people's workforce partnership.

Guidance on the registration of multi-site children's homes

<http://www.ofsted.gov.uk/Ofsted-home/Forms-and-guidance/Browse-all-by/Other/General/Guidance-on-the-registration-of-multi-site-children-s-homes>

Ofsted has inherited from the Commission for Social Care Inspection (CSCI) the responsibility to regulate and inspect children's social care settings operating from a number of different sites. Such settings should send Ofsted their applications to register as a provider. This guidance sets out how these applications will be processed for multi-site children's homes.

Staff recruitment and retention

<http://www.lga.gov.uk/lga/core/page.do?pageId=1290158>

Two-thirds of councils report difficulties recruiting children's social workers and four in ten reported problems in retaining them, a workforce survey by the Local Government Association has found.

Ofsted report on Annual Performance Assessments

<http://www.ofsted.gov.uk/Ofsted-home/News/Press-and-media/2008/December/Ofsted-publishes-2008-Annual-Performance-Assessments>

http://www.ofsted.gov.uk/oxcare_providers/list_by_la

Ofsted has published the outcomes of the 2008 Annual Performance Assessments (APAs) conducted across 147 local authorities in England. Eight councils were assessed as inadequate for the 'staying safe' outcome, compared to four in 2007.

Police DNA database violates children's privacy rights, says European Court

<http://www.crae.org.uk/news/press.html#PoliceDNA>

The European Court of Human Rights gave a landmark ruling last month on the UK police retention of fingerprints and DNA samples. The ruling overturns the UK courts' decisions and has implications for thousands of individuals whose personal data is currently held on police databases, as well as future Government policy in this area. The Court pointed to the higher level of protection afforded to children through the UN Convention on the Rights of the Child, and outlined the particular harm caused to children by privacy infringements.

Judge to decide if return facilities are adequate.

<http://business.timesonline.co.uk/tol/business/law/reports/article5461583.ece>

Court of Appeal. CL (Vietnam) V Secretary of State for the Home Department. When an unaccompanied child seeking asylum appealed against the refusal of his claim and removal directions, it was necessary for the immigration judge, when considering the child's human rights, to determine whether the reception facilities for the return of the child were adequate. It was not solely an issue for the Secretary of State for the Home Department to determine.

C4EO Seeks Disability Theme Sector Specialists

<http://www.c4eo.org.uk/evidence/recruiting.aspx>

The C4EO was set up by DCSF to identify and disseminate knowledge about 'what works' in children's services and to build the capacity of local authorities to deliver it. The Centre will focus on six national themes: early years; disabled children; vulnerable children (particularly children in care); youth; parents, carers and families; and schools and communities. Each theme will have three priorities or 'key lines of enquiry'. Local authorities and children's trust partners will be provided with the most robust analysis of data trends and evidence showing what works nationally and regionally.

Sector Specialists are professionals drawn from across the children's sector who have an expertise and a track record of achievement in a particular C4EO theme. They also will be trained and accredited as peer advisors or mentors and trained to use the disability 'what works' evidence C4EO has collected through its [disability 'what works' evidence](#) of the best available validated practice and research. Sector Specialists will use this knowledge and their own experience to support colleagues to understand and overcome local challenges that are preventing them from achieving better outcomes for their local populations. The support provided by Sector Specialists will be in response to requests for assistance from Directors of Children's Services. Each assignment will be individually tailored, but aligned to one of the three priorities within the Disability Theme. Sector Specialists can come from any agency, but require operational credibility and a track record of achieving outcome improvement. All applicants will need the endorsement of their local Director of Children's Services.

Applications close on 31st January 2009

Aiming High for Disabled Children (AHDC)-Transition Support Programme

<http://www.everychildmatters.gov.uk/socialcare/ahdc/transition/>

DCSF has awarded the contract to deliver advice and leadership for the Transition Support Programme (TSP) to the Council for Disabled Children and its partners - the national transition support team. The contract will run from 2008-2010. The TSP's aim is to improve processes for supporting disabled young people through transition in their local areas, to help ensure that all areas meet at least minimum standards of provision and to achieve greater consistency.

The national transition support team will work with existing experts/advisers and local leads supported by direct grants to help improve transition support work on the ground. The team will have the following three main roles:

- Advise DCSF on the support needs of local areas over the contract period to bring them up to minimum standards and beyond to enable the Department to deploy resources effectively.
- Champion improved transition for disabled young people, who will be able to articulate the strategic vision and provide an inspirational public face for the transition support programme. The TSP champion will also be responsible for providing leadership in communicating good practice and programme aims.
- Provide programme management and leadership to help to drive and shape the programme of activity being carried out by existing regional advisers and by local areas themselves; to ensure that regional sharing of good practice takes place; and to develop opportunities for further activity to improve transition in practice.

Contracting out

The 6 councils that will pilot the contracting out social work services for looked-after children to "independent practices" from 2009-1 have been announced: Blackburn with Darwen, Hillingdon in London, Kent, Liverpool, Sandwell and Staffordshire. 17 councils expressed an interest.

Children's Plan: One Year On

<http://www.dcsf.gov.uk/oneyearon/>
<http://www.dcsf.gov.uk/oneyearon/ae/uploads/documents/flagship.pdf>
<http://www.dcsf.gov.uk/oneyearon/ae/uploads/documents/progress.pdf>

The DCSF has published a progress report Children's Plan: One Year On. Ed Balls promised more support for those who work with children, building capacity to work across boundaries to join up and support services so that children come first - not just in child protection but in all aspects of children's lives.

Better communication: improving services for children and young people with speech, language and communication needs

<http://publications.dcsf.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publication&ProductId=DCSF-01062-2008&>

Following the review of services for children and young people with SLCN by John Bercow MP, the Government has published this Action Plan. The Plan provides details of a range of initiatives across Government to improve services for children and young people with SLCN, culminating in the National Year of Speech, Language and Communication in 2011-12. To provide ongoing support to the delivery of these initiatives over the next three years, the Government will form a Communication Council and appoint a Communication Champion early in 2009. The Government will also commission a review of progress to improve services for children and young people with SLCN in summer 2010.

Boarding placements: an opportunity for vulnerable children

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-01008-2008&>
<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-01006-2008&>
<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-01007-2008&>
<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-01009-2008&>

Various documents from the Department for Children, Schools and Families about the option of vulnerable children going to boarding school. These documents put forward the ethical, educational, social, and business cases and set out the protocols that have been developed and associated guidance for use by both participating local authorities and boarding schools, and include a leaflet to help young people think about whether they might want to go to a boarding school.

3. New Years Honours

Congratulations to Christine Lenehan, Director, Council for Disabled Children, on being awarded an OBE.

4. Missing from Care

<http://www.independent.co.uk/news/uk/home-news/the-hundreds-of-children-missing-from-care-homes-1059451.html>

A survey of 172 local authorities in England and Wales, which care for 28,000 children, found that between 376 and 389 children were missing from care. However the true figure is likely to be higher as six authorities said they did not keep records of children missing from care. The information was disclosed under the *Freedom of Information Act*. Victoria Hull, a national development worker at the [Care Leavers Association](#), which carried out the research, said, 'That some authorities could not answer our questions because they did not keep track of the data is shocking. If those local authorities can't even keep track of where their vulnerable young people are, how can they be relied upon to ensure their safety?' The researchers say some of the children may have escaped after being trafficked into the country. West Sussex recorded the most children and young people missing -110 - with 73 of those aged under 18.

5. Catch-22

<http://www.catch-22.org.uk>

Rainer and Crime Concern have joined together to form Catch22, a national charity that works with young people who find themselves in difficult situations. They have 5 main areas of work: learn; earn a living; a safe place to live; give something back; and steer clear of crime. Their national programmes include National Care Advisory Service; Positive Futures; Community Space Challenge; REACT - youth outreach workers in police stations; Communities That Care; Shopping Centre Youth Action; Muslim Youth Development Partnership; Path to Independence.

6. Bursary funds for post qualifying education

[http://www.practicelearning.org.uk/Post_Qualification_\(PQ\)/default.html](http://www.practicelearning.org.uk/Post_Qualification_(PQ)/default.html)

Skills for Care and the Children's Workforce Development Council are offering bursaries to support independent social workers and those employed by voluntary organisations who want to study for GSCC approved PQ modules and programmes. Successful candidates can claim up to £750 per year to cover tuition fees and this year's funds will be available to individuals who apply up to March 2009 or until the fund is exhausted. Even those who have already started a PQ course in 07/08, or this academic year 08/09 or have been accepted on a programme beginning in the New Year can apply retrospectively.

7. Mental Health

Out of the shadows?: a review of the responses to recommendations made in Pushed into the shadows: young people's experience of adult mental health facilities

<http://www.11million.org.uk/resource/lokotpjr40iak1voug7z7ejn.pdf>

This report considers some of the key areas of concern in relation to the level and quality of care and support given to children and young people with mental health problems in England. It builds upon work that 11 MILLION has carried out in this area, particularly work with VIK (Very Important Kids) and YoungMinds. It reflects on the issues raised by children and young people who experience mental distress, as well as by individuals and organisations with an interest in the mental health of children and young people.

Making children's mental health matter

<http://www.11million.org.uk/resource/11617jz4m6k661zme10w4s65.pdf>

This report considers some of the key areas of concern in relation to the level and quality of care and support given to children and young people with mental health problems in England.

8. Restorative Practice

www.law.hull.ac.uk/downloads/inauguraljohnstone.doc

Extracts from the text of an Inaugural Lecture given at The Middleton Hall, University of Hull, on 11th October, 2004 by Gerry Johnstone, Professor of Law. Along with an initial overview of Restorative practice techniques is wider discussion that is relevant to RCC practice more generally that include the following extracts.

“...in restorative justice, a lot of effort is put into getting the offender to see that what they have done is wrong, not simply or even mainly because it is a breach of society’s rules, but because it causes enormous harm to real human beings whom they can personally meet. Moreover, attempts are made to get offenders to understand that the damage caused by their behaviour extends far beyond the material damage of the destroyed property or broken limb, important as that damage is. The offender is asked to see that in regarding the satisfaction of their desires and whims as more important than respecting the rights of others, they have disturbed the right relationship between people.

...the restorative justice position seems to be that even if we think we must subject an offender to some punishment, we should also persuade them to put things right by making reparation to those they have harmed. Until right-relation has been restored, through some reparative act, justice has not transpired.

...restorative justice proponents Dennis Sullivan and Larry Tifft... detect in restorative justice a rather different needs-based conception of justice, in which justice is achieved when the needs of everybody are met, regardless of what we think people deserve.

...restorative justice cannot emerge from the use of coercive force upon a passive or restrained subject. People can only experience restorative justice if those caught up in conflict themselves decide to take part in a restorative process. If the parties themselves do not actively cooperate, restorative justice cannot be brought about.

...The practice of restorative justice is underpinned by the idea that people are most likely to harm us when they have been isolated from the community and hence are insufficiently influenced by its norms. If we want people to behave better, we should seek to integrate them further into the community rather than excluding them

...what is valued in restorative justice is not consistency of outcome but consistency of process”

9. Playing outdoors reduces risk of short-sightedness

<http://www.theaustralian.news.com.au/story/0,25197,24877645-2702,00.html>

Playing outdoors for two to three hours a day reduces a child's risk of becoming short-sighted, according to research for the Australian government. Researchers compared the vision of six and seven-year-olds in Singapore and Australia. Thirty per cent of the Singaporean children were shortsighted compared with ten per cent of the Australian children. The researchers found that all the children spent a similar amount of time reading, watching TV and playing computer games, but the Australian children spent on average two hours a day outdoors - 90 minutes more than the Singaporean children. Professor Ian Morgan, of the Australian Research Council's Vision Centre,

said 'We're seeing large increases of myopia among children in urban societies all around the world - and the outstanding common factor may be less and less time spent outdoors'.

10. Study into family therapy treatment for youth self-harm

<http://www.cypnow.co.uk/bulletins/Daily-Bulletin/news/872158/?DCMP=EMC-DailyBulletin>

A multi-million pound study aims to investigate the effectiveness of family therapy in dealing with self-harm among young people. The £4.5m study, funded by the National Institute for Health Research Health Technology Assessment programme, will involve 15 NHS organisations and three universities, led by the University of Leeds and NHS Leeds. It will work with more than 800 11- to 17-year-olds and their families in Yorkshire, Greater Manchester and London. Half will receive the treatment programme currently offered and the other half will receive a dedicated programme of family therapy.

11. Resources

Managing children with health care needs: delegation of clinical procedures, training and accountability issues

http://www.rcn.org.uk/__data/assets/pdf_file/0020/145640/Clinical_proceduresfinal08.pdf

In 2004 the Council for Disabled Children published 'the Dignity of Risk' which contained an advisory list of procedures previously produced by the Royal College of Nursing in 1999, highlighting those clinical procedures which could be safely taught and delegated to non-health qualified staff. This list was subsequently updated for 'Including Me' in 2005. Further revisions have since been made to reflect some of the queries which have arisen, clarifying pointers as needed. This document will continue to be updated at periodic intervals.

Include Me TOO cd

www.includemetoo.org.uk

http://www.11million.org.uk/youth/checkit/videos.cfm?issueroom=childrens_commissioner#row1

Disabled children and young people produced the "Include Me TOO" song in April 2005 and the song has now been released to the general public at Wolverhampton HMV. The record is part of Include Me TOO's national campaign to raise awareness of Include Me TOO's National Charter of Rights for Disabled Children & Young People. Include Me TOO hopes the song will assist promoting the rights of disabled children and be a powerful tool in reaching everyone not just those who are aware of disability issues. A CD of the song is now available at £2.99 and includes 3 versions of the Include Me TOO song these are Version 2008, Original version 2005 and the instrumental. A video CD, includes a signed version of the song is also available at £4.99. The song can be purchased from Wolverhampton HMV or directly from Include Me TOO. All proceeds will be ensuring the rights of disabled children are supported and promoted. The video of the song can be exclusively viewed on [11 Million website](http://www.11million.org.uk).

Goodenoughcaring journal

<http://www.goodenoughcaring.com/JournalIndex.aspx>

The fourth edition of the goodenoughcaring journal is now online. This is the online publication for all those interested in the way children grow up and how they are nurtured.

goodenoughcaring.com is an arena for the discussion of issues of interest to parents, foster parents, residential child care workers, counsellors, youth support workers, social workers, teachers, mentors, social pedagogues, educateurs and to young people who are, and adults who have been, in care.

Human Rights are Children's Rights

http://www.ncb.org.uk/Page.asp?originx_2115jb_84943872250020t33b_20088123059q

A guide to ensuring children and young people's rights are respected. Children's rights have equal status to adults' rights. However, children and young people often struggle to find information

about their rights or how to take action if their rights have been violated. This guide produced by NCB offers children and young people, through adults who work with them, the opportunity to become more familiar with the Human Rights Act 1998 and other human rights legislation.

Yoobot

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

Yoobot is a free game and learning tool that the British Heart Foundation have developed to help children think more about the food they are eating and take more responsibility for their own health, by offering them a chance to experiment with their future. The game gives each child a Yoobot – an online game character that they can make look like themselves – to look after. They are then free to set the Yoobot's diet and exercise regime and see how the health of their Yoobot will develop over time.

Safeguarding Children Website

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

An OFSTED site which defines 'safeguarding children', explains the system of reviews, and give access to the review reports.

Personality Disorder The Definitive Reader

<http://www.jkp.com/catalogue/book.php/isbn/9781843106401>

A Personality Disorder Reader offers a comprehensive and accessible collection of papers that will be practically useful to practitioners working in secure and non-secure settings with patients who have personality disorders. This book brings together fourteen classic papers, which address the impact that working with personality disorder patients can have on staff. It also offers theoretical explanations for personality disorder, and explores other issues such as the concept of boundaries in clinical practice, psychiatric staff as attachment figures and the relationship between severity of personality disorder and childhood experiences. Each paper is introduced with contextual material, and is followed by a series of questions that are intended to be used as educational exercises.

Girls Growing Up on the Autism Spectrum

<http://www.jkp.com/catalogue/book.php/isbn/9781843108559>

Growing up isn't easy, and the trials and tribulations of being a teenager can be particularly confusing for girls with Autism Spectrum Disorders (ASDs). This book covers all the concerns commonly faced by girls with ASDs and their parents, from periods and puberty to worries over friendships and "fitting in".

12. Conferences/Training – in date order

Staying Positive

<http://www.expertpatients.co.uk/public/default.aspx?load=ArticleViewer&ArticleId=541>

The Staying Positive Workshops are a series of three one-day workshops delivered over a period of approximately three months for young people aged 12-18 years who are living with a long-term health condition. The workshops give them the skills to improve the management of their condition from both a health perspective and a social perspective. The programme was developed as a result of direct consultation with teenagers themselves as to what the format and content should be; this included delivery by their peer group. The workshops are facilitated by young trained people aged between 14 and 25 years who are themselves living with a long-term condition.

For more information about the Staying Positive workshops email staying.positive@eppcic.co.uk

Competence Matters: A Multi-Agency Safeguarding Children Training Framework for London

www.londonscb.gov.uk/files/competence_matters.doc

Competence Matters offers a framework for a London-wide comprehensive safeguarding children training programme. Used to inform local Safeguarding training strategies, it will provide a framework for a programme based on each London borough's individual training needs. NCERCC considers this could form the basis for frameworks in other regions. It would fit well to regional training support and consultancy linked to each regional commissioning body.

Making the transition: learning to support young adults leaving care

<http://www.niace.org.uk/conferences/MakingTheTransition.htm>

This conference is about supporting the transition into learning and adulthood for young adults leaving care. The under-attainment of this group is well-documented, and can impact on every area of these young adults' lives and wellbeing. Following the publication of the Basic Skills Agency/NIACE booklet 'Closing the Gap', we are offering you an opportunity to share developing and effective practice with other professionals working with care-leavers. The day will aim to move thinking along and help to secure better futures for young adults, aged 16-25, who are leaving care. Participants will: Hear more about the numbers of young adults from this group who succeed in education and go on to make successful transitions; Learn about how to support young adults leaving care in continuing to engage with education and to have high aspirations; Learn from other professionals about the most successful ways of encouraging and supporting this group of vulnerable young adults.

15th January 2009, London

Looked After Children Practice Exchange Network

Theme: Policy and Practice. As a contribution to the learning and development of practitioners working with children in care, the National Children's Bureau have been granted funding by the Department for Children, Schools and Families to run regional based events for practitioners working with looked after children over the next three years.

- 15 January 2009, London
http://www.ncb.org.uk/Page.asp?originx_4830bo_97139750402540o56c_20089122046i
- 21 January 2009, Birmingham
http://www.ncb.org.uk/Page.asp?originx_1592gu_3128299133442a72u_200891223551
- 4 February, Cambridge
http://www.ncb.org.uk/Page.asp?originx_1996sq_98220586996954q67r_20081213743c
- 10 February, Leeds
http://www.ncb.org.uk/Page.asp?originx_6253it_27298848528953a94x_2008121429q

Developing Therapeutic Practice in Relationship-based Work - a Space for Learning and Reflection 2009 series: January 16, February 27, March 20, May 22, July 3

The first session can be attended as a taster before deciding whether to commit to the series. Open to experienced workers, carers and managers working with children and families, young people or adults, especially in residential and day care settings. Course tutors: Dr Linnet McMahon, Deborah Best, Teresa von Sommaruga Howard

Reflective use of self is key to relationship-based work. The course provides a reflective space where workers can bring current issues which the group works with; it provides a kind of group supervision. It is a low cost way of building up CPD experience and credits. The therapeutic community model of group reflection is used. Issues and concerns are brought by individual group members and can include what is taking place elsewhere, whether in a team, an organisation or network, or the wider world. An opening meeting is followed by 2 professional workshops each with a group member's presentation of a current concern providing the focus for structured discussion. Creative approaches such as sculpting, drama or play may also be used to elicit new

understandings. Connections between personal and professional experience are explored in an experiential group before the closing meeting concludes.

Venue: Admin & Library Building, room L108, at Bulmershe campus of Reading University

Content and Programme:

£50.00 per day for organizations, £45 for self-funders (token if unwaged).

Lunch and all refreshments are included.

Contact: linnet@fawley-school.fsnet.co.uk, deborahpbest@googlemail.com

Safeguarding - NSPCC Value Based Interviewing

NSPCC developed and evaluated a recruitment interviewing method called Value Based Interviewing (VBI) based on the organisational values and behaviours for those individuals that seek to work with and for children. It is a thoroughly researched and highly structured selection method that focuses specifically on an individual's approach to work, attitudes, values, beliefs and behaviours demonstrated in work related situations.

Research shows that well structured, criteria and evidence based, job relevant selection interviews delivered by highly trained personnel are much more effective in helping organisations select the most suitable people to work for them. However, practice shows that too often employers rely on feelings and impressions where applicants' character, attitudes, beliefs and motivations are concerned. It is indeed an area that is much more difficult to explore than abilities, knowledge and experience. This, however, is an area of exceptional importance for those who recruit people to work with children and young people. As employers we must be able to find ways of making robust and confident decisions about those who children will turn to for help.

NSPCC developed an in-house Value Based Interviewing Skills Course© that is part of the NSPCC training programme for managers. Having conducted an extensive in-house study and a trial of this method with some external organisations, we are clear that values and behaviours play a critical role in determining how individuals will perform in their jobs. The feedback from the organisations where VBI was trialled (Connexions Staffordshire and Leeds City Council Early Years Service) is overwhelmingly positive and both organisations are committed to the long term use of VBI.

NSPCC as a child protection agency is now seeking to offer VBI training to other organisations working with children and young people as part of its Training and Consultancy range of services from Spring 2009. The aim of this training programme is to equip managers in individual organisations with strong interviewing skills that specifically address candidates' values and behaviours as a distinct element of a job.

As an employer operating in the current economic climate we also realise that before we roll out this training externally we need to be clear about organisational aspirations, priorities and capabilities in relation to recruitment and selection and training of this nature. With this aim we would like to run 2 one-day focus groups and invite those interested to attend.

These focus groups will offer organisations an opportunity to find out more about VBI, what is involved in ensuring that VBI is done well and whether it is suited to the needs of your organisation and what benefits there are in implementing VBI training. Additionally this is an excellent networking opportunity for professionals from similarly minded organisations with a specific focus of safeguarding children from harm.

Focus Group 1

Date: 12 February

Location: Cardiff, venue TBC

Time: 10:30 – 2:30

Focus Group 2

Date: 19 February

Location: Liverpool, venue: TBC

Time: 10:30 – 2:30

Admission is free. Lunch will be provided. Places are limited – 30 participants per focus group. In the event of high demand more workshops would be considered and all those on a waiting list notified of new dates.

Who should attend? Decision-makers with specific remit and influence over Safer Recruitment and Selection, Safeguarding Policy and Practice, Child Protection, People Management and Development. If you are interested in attending a focus group, please contact Vika Golokoz at vgolokoz@nspcc.org.uk

Childhood Epilepsy Training for Professionals: National Centre for Young People with Epilepsy

<http://www.ncype.org.uk/information/>

All of the study days are delivered by experienced professionals who work with young people with epilepsy. Each day is tailored especially for the audience and covers a wide range of topics from Basic Epilepsy Awareness, Impact of Epilepsy on Behaviour and Learning to Psychosocial Aspects of Epilepsy, Assessing Risk and Supporting Children and Young People with Epilepsy. Several study days planned for 2009:

- 9th February 2009 - Social workers in Children and Families Teams and Personal Advisors from Connexions
- 2nd March 2009 - Nurses particularly those involved with schools, learning disabilities, community, paediatrics and CAMHS
- 27th April 2009 - Primary School Staff. Suitable for teachers and support workers
- 18th May 2009 Carers. Suitable for staff working in care homes and care agencies as well as parents
- 9th June 2009- Educational Psychologists
- 3rd July 2009 - Secondary School Staff, teachers and support workers
- 5th Sept 2009 – 2009 Speech and Language Therapists

Combining Strengths, Delivering Outcomes: Collaboration in Children, Young People and Family Services

http://www.ncb.org.uk/Page.asp?originx_2671nc_39266014387644b58u_20081213943d

This conference allows practitioners and strategists from the voluntary, community, public and private sector to explore definitions, barriers and innovation for effective partnership working. Organisations in the voluntary and community sector (VCS) are newly required to work collaboratively with the public and private sector in delivering local area services. These partnerships have been introduced along with local area based trusts and the new commissioning arrangements in children, young people and family services. But is collaboration the best approach in every situation? How does collaboration translate into delivery on the ground and what are the key principles to consider when approaching or undertaking collaborative working?

17 February, London

Involving Disabled Children in Planning and Reviews

http://www.ncb.org.uk/Page.asp?originx_896sr_21632731210086u49i_20074232525t

Involving Disabled Children in Planning and Reviews has been designed to address the communication barriers faced by practitioners and managers, across agencies, when trying to engage disabled children. Effective communication is key to ensuring disabled children are involved in every area of their lives. 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.

25 February, London

Developing an emotionally literate response to disruption, conflict and anti-social behaviour

<http://www.transformingconflict.org/conferences.htm>

Day 1: Winning Hearts and Minds - Making the case, in schools and residential settings, for an emotionally literate, highly effective way to address low-level disruption, conflict, bullying and challenging behaviour. Day 2: Individual, Organisation, Region - Understanding how you fit into the wider picture of restorative partnerships and crossagency approaches to bullying, anti-social or offending behaviour and violence reduction.

26th – 27th February, Birmingham

Have we got it right?

http://www.nspcc.org.uk/Inform/newsandevents/CPConferences/HaveWeGotItRight_wda62534.html

A conference organised by the NSPCC on safeguarding BME deaf and BME disabled children. 26th March, London

The future of child placement practice – Messages from research

http://www.baaf.org.uk/res/training/details/090326_se_conf.shtml

By the end of the day, delegates will have had an opportunity to consider: a substantial range of evidence from a range of highly regarded studies; what we know, where there is controversy and what we still need to gather more evidence about; the lessons and implications for both child placement policy and practice; where the next 10 years might take us that makes a real difference to the outcomes for children in care.

26th March, London

A Solution Focused Approach to enhance the 12 Step Model

http://www.brief-therapy-uk.com/docs/title/training_events

Combining the Ethos of 12 steps: self-belief & self-awareness with the principles of Solution Focused Brief Therapy: talking about change - excites change, this course is relevant for all staff who work with clients within the drug & alcohol, eating disorders, gambling and addiction field.

26th March, London

Introduction to the Care of Looked After & Accommodated Children, Glasgow Caledonian University

<http://www.caledonian.ac.uk/>

Glasgow Caledonian University, School of Nursing, Midwifery & Community Health are running a new module on “Introduction to the Care of Looked After & Accommodated Children”. The academic module has been developed as an introduction to the care of children and young people who are looked after away from home. The module is aimed at health and social care professionals and allows them to explore the range and responsibilities which contribute to supporting the care needs of children and young people, by exploring the professional, political and social context of care delivery. For further information or clarification please contact: Jackie Dougall, Lecturer Practitioner on 0141 331 3465, or email jackie.dougall@gcal.ac.uk

Applications forms are available on request to Jackie Duff, Programme Administrator, Tel: 0141 331 3950 jackie.duff@gcal.ac.uk. The closing date for applications is 5th March 2009.

March – June 2009, Glasgow