



## NCERCC Notes – May 2009

### 1. New on NCERCC website this month

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

- The [May Talking Point](#) is an introduction to Social Pedagogy from a Swedish perspective. It is taken from the book Perspectives and Theory in Social Pedagogy. NCERCC have been given permission by publishers Daidalos to reproduce the entire text of the book on the A-Z pages. NCERCC views this chapter as providing many insights into many current questions regarding the development of Social Pedagogy in England: the combination of theory and practice; the traditions of Social Pedagogy; the vocational, professional and academic learning needed; the relationship between the individual, community and societal from a Social Pedagogy perspective; how casework is essential. In other chapters issues such as Social Pedagogy and disability, and Social Pedagogy and Social Work are addressed.
- A NASS/NCERCC report on [The emotional wellbeing of children and young people with complex needs in schools](#)
- NCERCC Practice Development materials commissioned by NCERCC: [Promoting Good Quality Care through Teamwork and Effective Leadership](#), by Joan Walton, Director of the Bordesley Management and Leadership Centre
- [NCERCC Briefing](#) on the House of Commons Childrens, Schools and Families Committee report regarding Looked After Children, and the [NCERCC response](#).
- Some [references](#) on staffing
- A [blank staffing matrix](#) and [a worked example](#)
- An [NCERCC document](#) on the different needs of children in residential child care, and the different setting types
- [Conference proceedings](#) from the NCERCC National Conference, held on 5th November 2008 in Manchester.
- An [NCERCC briefing](#) on reviewing preparedness for action in the event of a flu pandemic.

### 2. NCERCC 2009 conference

**Understanding Residential Child Care: Valuing the effect and effectiveness of daily living**  
Tuesday 3rd November 2009, Marriott Hotel Leeds

There is renewed interest in the positive potential of Residential Child Care. There is the refreshing opportunity for the residential sector to remember, reclaim, renew, and explain itself. The 2009 NCERCC conference will explore what is necessary to be understood, offering insights for and from established practitioners as well as those who are new to the sector.

Major speakers will address how it is the everyday and little things that make a big difference. What looks like ordinary life in Residential Child Care takes extraordinary understanding and skill. In a world of regulation and commissioning such understanding is essential.

Morning seminars will show this in more detail and include the following: child-centredness; the meaning of food; using the natural environment; play; reading; washing up is therapeutic; love and hate; everything needs a beginning, a middle and an ending.

Afternoon seminars will share practice from all regions of England and of all strands of development; Social Pedagogy, Restorative Approaches, Resilience, Attachment, Pillars of Parenting, Solution-focussed, Social Learning.

Booking information will follow shortly.

### **3. HandsOnScotland**

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

The HandsOnScotland Toolkit is an online resource for anybody working with children and young people. This website is designed to help you make a difference to children and young people's lives, by giving you tools to respond helpfully when they are troubled. It is a one-stop shop for practical information and techniques on how to respond helpfully to children and young people's troubling behaviour, build up their self-esteem and promote their positive mental wellbeing. The website contains 48 topics within 14 sections that cover a wide range of mental health issues ranging from abuse to sleeping difficulties. There are also 27 sets of videos from specialists giving tips and advice. The site is continually evolving: each section has a feedback form, and comments from these forms have resulted in the website team adding or changing information and advice. The website was commissioned by the Scottish government through HeadsUpScotland and was developed by Playfield Institute (NHS Fife) in partnership with Barnardo's and the University of Dundee.

### **4. Budget 2009: Building Britain's future: Economic and Fiscal Strategy Report**

[http://www.hm-treasury.gov.uk/bud\\_bud09\\_index.htm](http://www.hm-treasury.gov.uk/bud_bud09_index.htm)

This briefing provides a summary of key measures in the 2009 Budget Economic and Fiscal Strategy Report affecting children, young people and families involved with RCC in various settings – children's homes, residential special schools, leaving care, shared care. This is an edited version of a full Budget briefing prepared by NCB's Policy unit exclusively for NCB Members. For more information on joining NCB and the full range of member benefits go to [www.ncb.org.uk/join](http://www.ncb.org.uk/join).

#### **Child poverty and family income**

- An additional government contribution of £100 a year to the Child Trust Fund accounts of all disabled children, and £200 a year for those children who are severely disabled. (para 5.50)
- From April 2011, entitlement to National Insurance credits towards the basic State Pension will be extended to grandparents and other family members caring for a relative aged 12 or under for 20 hours or more per week. (para 5.61)

A number of other measures which may affect families' finances are included in the Budget:

- An additional £125 million in 2009-10, and £145 million in 2010-11, for the Social Fund, amounting to an additional two million interest-free loans to vulnerable people over the next two years. (para 5.35)
- An additional £18.75 million for the Growth Fund, which enables third sector lenders to make affordable loans, amounting to an additional 85,000 loans by 2011. (para 5.36)

## **Education, training and employment**

- A guaranteed six-month job training or work placement for all 18-24 year olds who have been claiming Jobseeker's Allowance for 12 months. If it is considered necessary, government will work with local authorities and partners to determine how to make young people's participation mandatory. (Box 5.4, page 96)

Confirmation that the September Guarantee of a place in education and training for every 16 and 17 year-old will be met in full, with additional investment of £251 million in 2009-10 and £404 million in 2010-11 (para 6.10)

- Funding for Care First, providing young people with 50,000 traineeships in the care sector. Social care providers will receive a subsidy for offering employment and training to young people who have been unemployed for 12 months. (Box 5.4, page 96)

## **Public services – spending and efficiency savings**

While emphasising current and additional public spending, the Budget also announces plans to increase efficiency savings across the public sector, drawing on recommendations from the Operational Efficiency Programme and the Public Value Programme. The Budget report sets out government's expectation of additional savings of £5 billion in 2010-11, raising the 2007 Comprehensive Spending Review savings target to £35 billion. (para 6.38). This includes a contribution from the Department for Children, Schools and Families of an additional £650 million of savings in 2010-11. (See table 6.1, pages 129-132, for details of contributions by other government departments).

## **5. Government & Associated**

### **Statistics**

<http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000842/index.shtml>

The latest government statistics for looked-after children are now available in the outcome indicators for looked-after children for the 12 months to September 2008 and show slight improvements in education and health. The gap between non-Looked After Children in terms of academic achievement has increased since 2007. While the number of looked-after children achieving five A\*-C GCSEs increased slightly, from 13 per cent in 2007 to 14 per cent in 2008, during the same period, the proportion of all children achieving these grades rose from 62 per cent to 65 per cent.

### **Improving the Educational Attainment of Children in Care**

<http://publications.everychildmatters.gov.uk/eOrderingDownload/DCSF-00523-2009.pdf>

<http://www.scotland.gov.uk/Publications/2009/03/25142835/0>

### **Feedback to the Share The Social Work Taskforce**

<https://survey.w-c-l.com/scorecard/q.asp?sid=68&k=fxqdsawget>

This taskforce has been set up by the Children's Secretary, Ed Balls, and Health Secretary, Alan Johnson, to undertake a comprehensive review of frontline social work practice. It has been asked to identify any barriers social workers face in doing their jobs effectively and has been asked to make recommendations for improvements and long-term reform in social work. Please complete the survey to share your insights about the challenges for social work and the key issues that the Taskforce needs to address.

### **Sir Roger Singleton's Review of Safeguarding in Independent and NMSS released.**

<http://www.teachernet.gov.uk/wholeschool/familyandcommunity/childprotection/safeguarding/>

Sir Roger Singleton, as Chair of the Independent Safeguarding Authority, has led a review of safeguarding arrangements in independent schools, non-maintained special schools and all boarding schools in England. The purpose of the review was to examine the practical operation of the current statutory and non-statutory safeguarding arrangements that apply to these schools, and to make any recommendations where practice could usefully be improved.

### **New guidelines for assessing and recording cases of child trafficking**

<http://www.cypnow.co.uk/news/ByDiscipline/Social-Care/896437/Child-trafficking-referred-competent-authorities/>

<http://www.crimereduction.homeoffice.gov.uk/humantrafficking005.htm>

The new protocol introduced by the Home Office and the Department for Children, Schools and Families requires all suspected cases of human trafficking should be referred to designated "competent authorities" for assessment. The competent authorities in the UK will be based in the UK Human Trafficking Centre, as well as the UK Border Agency, which will assess cases where trafficking is raised as part of an asylum claim or in the context of other immigration processes. The role of the competent authorities will be to determine if there are "reasonable or conclusive" grounds that a person referred may be considered and recorded as a victim of human trafficking. The introduction of the protocol follows the government's ratification of the Council of Europe Convention on Action Against Trafficking in Human Beings.

### **Children's Rights Director reports**

[www.rights4me.org](http://www.rights4me.org)

Together with the previous reports of children's views on being fostered, life in residential family centres, and living in boarding schools, these reports complete the CRD coverage of children's experience in all regulated residential social care and residential education settings. All are available on the website and following the links

- [children's homes](#)
- [residential further education](#)
- [residential special schools](#)
- [secure care](#)

These reports give a valuable picture of the similarities, and differences, between different residential settings, from the children's point of view. A common theme is that children see their staff as key to their residential experience, and their view of their staff is overall a positive one.

The CRD are reporting childrens' views ascertained under Roger Morgan's statutory duties as Children's Rights Director, and these reports are being sent to Ministers, opposition spokespersons, parliamentarians, all Directors of Children's Services, UK Children's Commissioners, and to settings that took part in the consultations for the children themselves to see.

### **Local authorities need to notify councils when they place looked-after children into their area.**

<http://www.cypnow.co.uk/news/ByDiscipline/Social-Care/895209/Councils-breach-out-of-area-rules/>

There has been an investigation by Lancashire County Council's children and young people scrutiny committee which found other authorities have not been meeting their statutory duty to inform Lancashire when placing a child in a private children's home in the county. Every local authority needs to know how many looked-after children it has and how many from other

authorities are placed in its boundaries in order to ensure all looked-after children are as well safeguarded as possible and are at the forefront of local authority children's plans. Monitoring of the children remains the task of the authority they have come from. The receiving local authority in which the child lives still provides services including education and health. The local safeguarding children's board would also be involved in any investigations concerning a child's welfare.

### **London Pledge for Children and Young People in Care**

<http://www.london.gov.uk/mayor/priorities/capital-child/issue16/page7.jsp>

<http://www.younglondonmatters.org/hottopics/pledge/>

The London Pledge for Children and Young People in Care aims to ensure that children and young people in care across London have equal access to the same range of key services and support wherever they live, go to school or access employment or training opportunities in London. It was developed in partnership with young people, lead Members for borough children's services and third sector partners, as part of the multi-agency Young London Matters programme.

### **CRB launches new electronic application system**

<http://www.crb.gov.uk/Default.aspx?page=5304>

CRB has launched a new electronic application system to its largest customers. The system will reduce the average processing time by around five days, meaning recruitment processes can be speeded up. The new CRB system will provide awareness of staff committing an offence that makes them unsuitable to work with children or vulnerable adults. Organisations making more than 3,000 checks a year can now use the e-Bulk system to send multiple applications and receive the results electronically.

### **Summary reasons sufficient**

<http://business.timesonline.co.uk/tol/business/law/reports/article6143848.ece>

*H (a Child) v East Sussex County Council*. Special educational needs tribunals were required to give only summary reasons for their decisions. The Court of Appeal so stated when dismissing the appeal of *H, a child*, against the dismissal of her appeal against a ruling of a special educational needs tribunal which upheld the decision of East Sussex County Council not to alter her statement of special educational needs so that she could have a residential school placement. Special educational needs and disability tribunals were assumed to have expertise and their decisions required a statement of reasons in summary form. Reasons should not contain a fully comprehensive analysis or spell out every step in the reasoning or deal with every conceivable point.

### **Care and Careism**

The Children's Rights Alliance for England have urged that the Equality Bill addresses discrimination against looked-after children and care leavers as it makes its way through Parliament. National Co-ordinator Mike Lindsay speaking to the Associate Party Parliamentary Group for Children in Care and Leaving Care said the government should make it unlawful to discriminate against a person on the grounds of their care status. He added: "The forthcoming Equality Bill is intended to make sure everyone is treated fairly and equally. But unless parliamentarians make the necessary changes, it is unlikely to say it is unlawful to discriminate against a person on the grounds of their care status."

## **Siblings**

<http://www.cypnow.co.uk/news/ByDiscipline/Social-Care/893432/Looked-after-siblings-kept-apart/>

Section 8 of the Children and Young Persons Act 2008 requires local authorities to enable looked-after children to live with their siblings if they are also looked-after. Delma Hughes, founder of Siblings Together, which runs holiday camps for looked-after children to spend time with their siblings, speaking to the Associate Party Parliamentary Group for Children in Care and Leaving Care said: "Contact between separated siblings does not always happen. Where it does it is not always good enough. We need to make sure social services are checking siblings are kept together wherever possible and where not, contact arrangements are made."

## **Leaving Care Standards**

[www.leavingcare.org/professionals/national\\_standards\\_in\\_leaving\\_care/](http://www.leavingcare.org/professionals/national_standards_in_leaving_care/)

Catch22's National Care Advisory Service has developed a set of leaving care standards, which some local authorities are using on a voluntary basis.

## **All Party Parliamentary Group for Children**

There will be a meeting of the All Party Parliamentary Group for Children on Tuesday 2nd June 2009, 4.00-5.30pm, Committee Room 4a, House of Lords, (booked in the name of Baroness Massey of Darwen) on The UN Convention on the Rights of the Child: International Perspectives

Speakers: Professor Geraldine Van Bueren (Professor of International Human Rights Law at Queen Mary University of London); Dragon Nastic (Policy and Parliamentary Officer UNICEF); Katy Swaine (CRAE).

This is the second themed meetings on the UN Convention on the Rights of the Child (UNCRC). The UNCRC aims to 'protect children's rights by setting standards in health care; education; and legal, civil and social services'. This meeting will look at the UNCRC from an international perspective, examining the impact it has made in other countries and what lessons there are for the UK to learn from how other nations have implemented it. The meeting will provide an opportunity to hear from Professor Van Bueren one of the original drafters of the UNCRC, Dragon Nastic the Policy and Parliamentary Officer for UNICEF and Katy Swaine the Legal Director at the Children's Rights Alliance for England. Questions and discussion will follow contributions from the speakers.

## **6. Domiciliary Care for Young People at Risk of becoming CLA**

The following request is being forwarded on behalf of Alan Hornby, Registered Children's Home Manager, Lancashire County Council, e-mail [alan.hornby@ssd.lancscc.gov.uk](mailto:alan.hornby@ssd.lancscc.gov.uk) Please send responses directly to Alan.

"I have been asked to look into the possibility of providing a service which would prevent young people becoming looked after by providing direct support within their own home. This could be by providing staff to care for the young people and support their parents in time of crisis, possibly even cover overnight if parents are away from the home e.g. period in hospital. We would be looking at possibly using a pool of staff with residential experience while meeting the Standards for Domiciliary Care.

I would be interested in Directorates who provide a similar service along these lines and any of the obstacles they have encountered. How often the service is required and do you manage as a service that is in use permanently or intermittently as needs arise.

Many thanks in anticipation of your response. Alan Hornby”

## **7. From ‘leaving foster care’ to ‘transition to adulthood’**

<http://cypnow.co.uk/news/ByDiscipline/Social-Care/894962/Care-leavers-postcode-lottery-end-says-report/>

[http://www.fostering.net/resources/documents/leaving\\_care/leaving\\_care\\_report250309.pdf](http://www.fostering.net/resources/documents/leaving_care/leaving_care_report250309.pdf)

A new report ‘From ‘leaving foster care’ to ‘transition to adulthood’ published by young people's charity Catch22 and the Fostering Network, considers how new guidance and regulations can ensure young people only move on from foster care when they are ready

## **8. Launch of Sensory Services National Occupational Standards**

<http://www.cwdcouncil.org.uk/nos/sensory-services>

## **9. Every Disabled Child Matters Local Authority Charter**

[http://www.edcm.org.uk/Page.asp?originx\\_9561wx\\_27073602432956m83a\\_2007351846c](http://www.edcm.org.uk/Page.asp?originx_9561wx_27073602432956m83a_2007351846c)

[http://www.edcm.org.uk/Page.asp?originx\\_7351ny\\_5681119920126y21v\\_20071093512c](http://www.edcm.org.uk/Page.asp?originx_7351ny_5681119920126y21v_20071093512c)

Every Disabled Child Matters (EDCM) has announced that 76 councils with responsibility for disabled children’s services in England have signed the campaign’s Local Authority Charter. By signing up, councils are promising to provide families with information, appoint key workers to co-ordinate services and to involve disabled children and parents in their service planning. EDCM also has a similar charter for Primary Care Trusts (PCTs) to sign to demonstrate their commitment to disabled children and ensure effective partnership working. One third of all Primary Care Trusts in England have now signed the EDCM PCT Charter, with many local authorities and PCTs becoming joint signatories.

Christine Lenehan, EDCM Board Member and Director of the Council for Disabled Children, comments: ‘We are delighted to mark this achievement with receipt of a joint Charter from Birmingham City Council and the three PCTs in Birmingham. This is an excellent example of joined-up commitment to disabled children across Birmingham and we believe that all local authorities and PCTs can do the same.’

Cllr Vi Dempster, Lead Member for Children’s services in Leicester City Council describes their experience of the EDCM charter since their signatory in October 2007: ‘The Charter has been key in us engaging senior members and directors in both the local authority and the PCT, and ensuring that they publicly commit to this transformation of service provision, thus providing that clear strategic commitment to this agenda.’

## **10. NCERCC calls for research into children with complex needs**

<http://www.cypnow.co.uk/bulletins/Daily-Bulletin/news/897900/?DCMP=EMC-DailyBulletin>

Research into young people with complex and extensive needs must be undertaken to ensure there are no gaps in provision. Local authorities need to complete a study into children and young people with high-level needs in their area in relation to placements available for this group. This has become all the more important with the Youth Justice Board announcing that numbers of custodial places available in SCHs will fall by 28 after it opted not to renew four contracts. The futures of Orchard Lodge, London's last secure children's home and is the only one that is privately owned . Sutton Place and the Atkinson Unit in Exeter are uncertain. Kyloe

House in Northumberland will remain open for welfare cases. If these homes close the total number will fall to 11. Fifteen years ago, there were more than 30. The YJB has said the decision to reduce the number of places it commissions is based on levels of need over the past three years.

<http://www.cypnow.co.uk/news/ByDiscipline/Social-Care/896951/Three-childrens-units-close/>  
<http://www.independent.co.uk/news/uk/crime/prison-that-dangerous-children-call-home-is-to-close-1677111.html>

A clear picture is needed of whether there is enough appropriate provision. In the Children and Young Persons Act 2008 there is a duty placed on every local authority to ensure sufficient supply of placement, which must mean from the most mainstream needs all the way through to the most intensive. Only after this research can we have a national audit and begin thinking about the shape of the sector. Then we can ensure that these children, who have extensive needs, have a placement if they need it.

## **11. Trafficking**

<http://www.guardian.co.uk/world/2009/may/05/trafficked-chinese-children-crime>  
<http://www.guardian.co.uk/world/2009/apr/14/children-trafficking-immigration-uk>

Disappearances from children's homes are 'planned and coordinated' by organised criminals. Hillingdon Council said the disappearances seem to be by criminal gangs. There is no suggestion that anyone working in homes are responsible for helping the traffickers. Figures suggest that trafficking is increasing. Anti-trafficking campaigners are particularly concerned that one in eight of those taken into care go missing and that this shows a pattern of criminal activity among traffickers.

NCERCC would be interested to hear from RCC providers:

- with expertise in providing placements;
- who have successfully prevented a child going missing;
- with successful methods that have led to recovery.

## **12. Baby cost £18k in a year**

<http://www.google.com/hostednews/ukpress/article/ALeqM5hy4Qk5DDCmo4TCq6o2onWbAOTvTQ>

The average child costs its parents more than £18,000 before its first birthday, according to a survey of 3,000 mothers. The figure rises to more than £27,000 by the time the child turns three. Many families try to keep costs down by relying on grandparents to babysit but childcare often remains the biggest expenditure. Other everyday bills include an average of £1,496 a year on food, £1,142 a year on clothes and £1,289 a year on books and toys. The *Baby Budget 2009* was commissioned by Gurgle.com, a social networking site for new parents.

## **13. Skills Active blog**

<http://blog.skillsactive.com/2009/03/together-we-can-weather-the-economic-storm/>

“We’re taking a four ‘R’ approach:

- Retain: where possible encourage employers to retain their staff, facilitate opportunities to access funding for training and keep people on the ‘shop floor’.
- Re-skill: proactively broker training solutions for employers to introduce new skills in the workplace.
- Re-deploy: encouraging perhaps smaller employers to share both expertise and workplace training.

- Re-engagement: encouraging employers to open their doors to people who have perhaps been made redundant and offer volunteering places, coaching hours or similar to engage them with the sector.”

## **14.Siblings Together Camp**

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

Siblings Together have developed a siblings camps holiday; established specifically for young people in Care who currently are unable to have the type of contact they would very much like, and need to have. When children are unable, for whatever reason to live together, they often need to continue to build upon important childhood experiences together, to get to know one another in a neutral, accepting, active, creative environment. Highly trained staff teams and police checked volunteers from Arts & Health, Social Work, Psychology, Therapy training, educational establishment from across the UK, will encourage and fully support young people towards building upon important relationships, whilst having a holiday experience together. The current cost is £300 for each child/Young person, depending upon our funding, this could potentially be less. Next camps: 26th July -1st August & October Half Term

## **15.Parent Partnership Service**

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

NCERCC would be interested in hearing from any RCC provider who has links with their local Parent Partnership Service. The NPPN is a government funded organisation which promotes local and regional Parent Partnership Services. These PPS' provide advice and support to parents and carers of children with Special Educational Needs. NPPN is a national network which allows for best practices to be shared from one PPS to another. They have just renewed their website

## **16.Children & Young People Now show 19-20 May, London**

<http://www.cypshow.com/>

Visitors will be able to browse for information from the UK's top organisations. A series of free interactive workshops will run throughout the show to enable visitors to get up to speed on the latest policy developments and pick up fresh ideas on providing services for children and young people.

## **17.A sense of community: the role of therapeutic communities**

<http://www.communitycare.co.uk/Articles/2009/05/01/111387/how-therapeutic-communities-can-help-rebuild-lives.html>

A community care article on how therapeutic communities can help to rebuild lives.

## **18.Opportunity for free training in TV Production and Broadcasting for young people**

<http://www.roundhouse.org.uk/studios/volunteer-opportunities>

## **19.Children’s Laureates choose children’s books**

<http://www.guardian.co.uk/books/2009/apr/28/harry-potter-books-mary-poppins-childrens-stories>

To mark the tenth anniversary of the Children’s Laureate, the five writers who have occupied the post – Quentin Blake, Anne Fine, Michael Morpurgo, Jacqueline Wilson and Michael Rosen, have each chosen seven of their favourite children’s books. The titles include: *Little Tim and the Brave Sea Captain* by Edward Ardizzone (Quentin Blake), *Little Women* by Louisa May Alcott (Jacqueline Wilson), *Five go to Smuggler’s Top* by Enid Blyton (Michael

Morpurgo), *The Wolves of Willoughby Chase* by Joan Aiken (Anne Fine) and *Clown* by Quentin Blake (Michael Rosen). The full lists are included in the Guardian article.

## 20. Resources

### Keynote speeches online

<http://www.aieji2009.dk/>

The key note speeches from the first two days of the AEIJI conference are now available online.

### **Building Resilience in Families Under Stress: Supporting families affected by parental substance misuse and/or mental health problems**

[http://www.ncb.org.uk/Page.asp?originx\\_1153zy\\_27464936490042a62v\\_2009430449w](http://www.ncb.org.uk/Page.asp?originx_1153zy_27464936490042a62v_2009430449w)

This new handbook, published as part of NCB's toolkit series, explores how professionals can support parenting more effectively in families affected by parental mental health difficulties and/or substance misuse. *Building Resilience in Families Under Stress* considers the prevalence of these issues, the policy and legislative context and discusses current UK service responses. Drawing on literature and research, the book explores the potential impact on children and families of parental mental health and substance misuse problems. It also considers the concept of resilience; factors that can bolster families' ability to meet their children's needs; the barriers to effective support and what is necessary to overcome them.

### Interconnections Electronic Bulletin

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

The latest edition of the Interconnections Electronic Bulletin is now available online.

### SCIE resources

#### **At a glance 1: Learning together to safeguard children**

<http://www.scie.org.uk/publications/ataglance/ataglance01.asp>

This new format 'At a glance' summary focuses on the new 'systems' model for case reviews presented in SCIE's 'Learning together' report. Use of the systems approach, borrowed from the aviation industry, can generate new ideas about how to improve practice and help to keep children safe.

#### **SCIE guide 26: It's my story: helping care experienced young people to give effective media interviews**

<http://www.scie.org.uk/publications/guides/guide26/index.asp>

This guide is written for social care workers who want to prepare and support care experienced young people who choose to give interviews to the media. Young people who have been in care have a key role to play in shaping the way the care system should be run and the media can be a useful vehicle for this.

#### **SCIE guide 25: Having a break: good practice in short breaks for families with children who have complex health needs and disabilities**

<http://www.scie.org.uk/publications/guides/guide25/index.asp>

This guide presents information about innovative and imaginative practice in providing short breaks for families with children who have complex health needs and disabilities.

#### **Updated Law and social work e-learning resources**

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

SCIE has updated its popular Law and social work e-learning resources to reflect changes in legislation and policy in 2008. These online resources through audio, video and interactive uses of technology, bring alive key aspects of the law applied to social work practice.

### **Leading practice**

<http://www.scie.org.uk/publications/guides/guide27/index.asp>

'Leading practice' is a development programme designed for first-line managers in social care. It is divided into discussion and activity sessions, to aid the development of both the individual and the organisation. It is available as a CD-Rom and can also be downloaded from our website.

### **Care Skillsbase**

<http://www.scie-careskillsbase.org.uk/>

Everyone working in social care needs to be able to use information and communicate effectively in order to work safely and meet quality standards. Care Skillsbase contains free, practical and printable web-based resources designed to help social care employers check, improve and manage the communication and number skills of their staff.

### **Looking after the mental health of Looked After Children**

<http://www.youngminds.org.uk/publications/all-publications/mental-health-of-looked-after-children>

This publication aims to professionals understand the needs of looked after children. It gives information from a variety of services around the UK and what they are doing to improve the emotional well-being of looked after children and their carers.

### **My head hurts - Youngminds new website section**

[www.youngminds.org.uk/my-head-hurts](http://www.youngminds.org.uk/my-head-hurts)

[http://www.surveymonkey.com/s.aspx?sm=92tGxjMekfb3NLLjixsa0Q\\_3d\\_3d](http://www.surveymonkey.com/s.aspx?sm=92tGxjMekfb3NLLjixsa0Q_3d_3d)

Youngminds has launched a new section on the YoungMinds website called *My head hurts*. The site will provide young people with information on treatments for mental health problems such as depression and anorexia and will explain their rights as a child and how to make a complaint. A Youngminds short survey will gather views on the information available to young people who have mental health problems. The findings will be used to improve their website.

### **Difficult sexual behaviour amongst men and boys with learning disabilities**

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

<http://www.thecbf.org.uk/chall-behaviour/more/Difficultsexualbehaviour.htm>

This information sheet published by the Challenging Behaviour Foundation gives some suggestions about understanding and responding to difficult sexual behaviour. It is specifically about the behaviour of men and boys with learning disabilities who are more likely to present challenges in this area than women with learning disabilities. A wide range of issues are described – not all will be relevant to what is a very diverse group of individuals. It is largely drawn from the training package: Men with learning disabilities who sexually abuse: working together to develop response-ability co written with Hilary Brown (Pavilion, 2007).

The Challenging Behaviour Trust also has a range of other downloadable fact sheets and a DVD on challenging behaviour.

### **Scottish Government Autism Toolbox**

<http://www.scotland.gov.uk/Publications/2009/03/30104653/0>

This draws upon a range of practice experience, literature and research to offer guidance for authorities and schools providing for children and young people with Autism Spectrum Disorders (ASD). There is guidance, experiences and research, from strategic planning and

service provision by education authorities through to practical advice for teachers. English providers and schools will be especially interested in Part 2 - The Toolbox - Autism in Practice which includes sections on Knowing about Autism; Guidance and Support for Pre-Schools, Primary Schools and Secondary Schools; Support for Parents and Families; Working with Other Agencies.

### **Ten Top Tips on Making Introductions**

[http://www.baaf.org.uk/res/pubs/books/book\\_10tipsintro.shtml](http://www.baaf.org.uk/res/pubs/books/book_10tipsintro.shtml)

A user friendly guide for all workers involved with moving children on to adoption and other forms of permanency. *Ten Top Tips on Making Introductions* examines the purpose of introductions and how we can lay solid foundations for children to become fully integrated members of new families. It looks at some fundamental positive steps that workers and carers can take to ensure that introductions are as successful as possible, including: Tailoring plans to the child's individual needs and ensuring he or she is properly prepared; Ensuring the family is prepared for this particular child; Planning introductions well whilst remaining flexible; and Ensuring that introductions are made at the child's pace.

### **Participation Works resources**

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

Redesigned online gateway for children and young people's participation. A hub for information, resources, news and networking on the involvement of young people in dialogue, decision making and influence across a wide range of settings.

The 'Evaluating Participation Work' Toolkit is now ready to download from the Participation Works Gateway.

- 'Evaluation in a Nutshell' is a short guide that breaks down the evaluation process into simple easy to follow steps:  
<http://www.participationworks.org.uk/resources/evaluating-participation-work-evaluation-in-a-nutshell>
- 'Evaluating Participation Work - The Guide' guides you through the process of evaluating participation work within your organisation and how to use the tools provided in the 'Toolkit':  
<http://www.participationworks.org.uk/resources/evaluating-participation-work-the-guide>
- 'Evaluating Participation Work - The Toolkit' is a compilation of sample forms and activities that you can adapt or copy to collect information during your evaluation:  
<http://www.participationworks.org.uk/resources/evaluating-participation-work-the-toolkit>  
[http://www.participationworks.org.uk/files/webfm/files/resources/k-items/participationworks/diy\\_evaluation\\_toolkit/diy\\_evaluation\\_toolkit.pdf](http://www.participationworks.org.uk/files/webfm/files/resources/k-items/participationworks/diy_evaluation_toolkit/diy_evaluation_toolkit.pdf)

### **NCSL Leadership materials**

NCERCC continues to advocate awareness by the residential sector of the NCSL Leadership materials which can provide useful development with some translation to this specific sector

Copies of some of the most popular publications are now available to order from the website.

- Developing creativity in the primary school <http://www.ncsl.org.uk/publications-index/publications-display.htm?id=21242&idnum=6>
- Leadership for public value: achieving valuable outcomes for children, families and communities <http://www.ncsl.org.uk/publications-index/publications-display.htm?id=28692&idnum=58>
- Leading coaching in schools <http://www.ncsl.org.uk/publications-index/publications-display.htm?id=21324&idnum=22>
- Learning-centred leadership 2 <http://www.ncsl.org.uk/publications-index/publications-display.htm?id=21891&idnum=25>
- Narrowing the gap: within-school variation in pupil outcomes <http://www.ncsl.org.uk/publications-index/publications-display.htm?id=21360&idnum=30>
- Self-evaluation: a guide for school leaders <http://www.ncsl.org.uk/publications-index/publications-display.htm?id=27694&idnum=33>
- Success and sustainability: developing the strategically-focused school <http://www.ncsl.org.uk/publications-index/publications-display.htm?id=21417&idnum=38>
- The future of leadership <http://www.ncsl.org.uk/publications-index/publications-display.htm?id=22345&idnum=50>

### **The Leadership Library**

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

The Leadership library gives access to world-class leadership resources from Harvard and Ashridge Business Schools, 50 Lessons, Teachers TV and NCSL. Listen to personal stories of educational leadership in the following 50 Lessons videos.

- The Qualities Of A Leader In A Time Of Crisis – Professor Tim Brighouse, London Schools <http://ncsl.fiftylessons.com/viewlesson.asp?l=1012>
- School Improvement Isn't Linear – Dame Yasmin Bevan, Denbigh High School <http://ncsl.fiftylessons.com/viewlesson.asp?l=1006>
- A Vision Has To Be A Living Thing – Professor Geoff Southworth <http://ncsl.fiftylessons.com/viewlesson.asp?l=1016>

### **Handle with Care**

[http://sccyp.org.uk/webpages/Handle\\_with\\_care\\_lr.pdf](http://sccyp.org.uk/webpages/Handle_with_care_lr.pdf)

This report by Scotland's Commissioner for Children and Young People examines policy and practice in the moving and handling of children with physical disabilities. The report was produced because fear of legal action, confusion over rules and a failure to include children and parents in decision making is excluding children with disabilities from everyday activities and is causing them stress and loss of dignity.

N.B. This area was extensively covered in the NCB publication **The Dignity of Risk:**

[http://www.ncb.org.uk/Page.asp?originx206aa\\_3148637313618j82b9480137956](http://www.ncb.org.uk/Page.asp?originx206aa_3148637313618j82b9480137956)

This workbook was produced to promote the inclusion of disabled children in community life. The book concentrates on issues including invasive care, moving and handling and physical intervention and provides practical forms and protocols to be adopted by all family support services.

### **Transmap – from theory to practice**

[http://www.transitionssupportprogramme.org.uk/pdf/TransMap\\_Final.pdf](http://www.transitionssupportprogramme.org.uk/pdf/TransMap_Final.pdf)

The national transition support team have developed this free toolkit to improve transition planning and support for disabled young people as they move into adulthood. This report

examines the underlying principles of transition, the different ways in which they can be implemented and examples of effective practice.

### **TheSite.org**

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

TheSite.org is owned and run by YouthNet UK. TheSite.org aims to be the first place all young adults turn to when they need support and guidance through life. Provide factsheets and articles on all the key issues facing young people including: sex and relationships; drinking and drugs; work and study; housing, legal and finances; and health and wellbeing.

### **Handling Medicines**

RPS GB document: <http://www.rpsgb.org/pdfs/handlingmedsocialcare.pdf>

NCERCC document:

[http://www.ncb.org.uk/ncercc/ncercc%20practice%20documents/ncercc\\_medspt1&2\\_0606.doc](http://www.ncb.org.uk/ncercc/ncercc%20practice%20documents/ncercc_medspt1&2_0606.doc)

[http://www.ncb.org.uk/ncercc/ncercc%20practice%20documents/ncercc\\_medspt3\\_0606.doc](http://www.ncb.org.uk/ncercc/ncercc%20practice%20documents/ncercc_medspt3_0606.doc)

## **21. Conferences/Training – in date order**

### **MA Residential Education and Care/Boarding**

[http://www2.yorks.ac.uk/apps/Site/Prospectus/default.asp?Course\\_ID=507](http://www2.yorks.ac.uk/apps/Site/Prospectus/default.asp?Course_ID=507)

This Masters programme is within the Educational Improvement Development and Change Master's Degree programme and includes specialist modules on *Holistic Approaches to Education and Wellbeing in Residential Environments* and *Skills of the Social Pedagogue*. The course is by distance learning with a requirement for four long weekends at the University

### **Mental Health First Aid Course**

<http://www.carematterspartnership.co.uk/index.php/solutions/conferences-training/event/mental-health-training>

Nearly 50% of children in care have a diagnosable mental health disorder; this rises to 70% in residential care. Mental Health First Aid (MHFA) is a 12-hour intensive course, which has been developed and regulated by the National Institute for Mental Health in England (NIMHE) and England's Care Services Improvement Partnerships (CSIP), aimed at children's services professionals. The unique course, accredited by CSIP, gives professionals the necessary skill set to recognise and support children in care with specific mental health needs.

### **Me You Us**

[http://www.ncb.org.uk/Page.asp?originx\\_83ij\\_57729907920478r29r\\_20092243455a](http://www.ncb.org.uk/Page.asp?originx_83ij_57729907920478r29r_20092243455a)

These seminars, run by National Children's Bureau and funded by the Department for Children, Schools and Families, will provide an opportunity for policy-makers, planners and commissioners, practitioners, children and young people to learn and work together on how to effectively promote health and well-being at an individual, collective and societal level. Each seminar will maintain the theme of Me, you and us and will work through the different layers of influence linking individual health and well-being to relationships and collective responsibility including the impact of a changing environment and of commercialisation. 13th May, 2nd June 2009, London

### **Childhood Epilepsy Study Day for Care Workers**

[http://www.ncype.org.uk/epilepsy/childhood\\_epilepsy\\_training\\_for\\_professionals/carers/](http://www.ncype.org.uk/epilepsy/childhood_epilepsy_training_for_professionals/carers/)

The day will cover: What you need to know about epilepsy – the basics; Psychological impact of epilepsy; Social issues associated with epilepsy; Life management – strategies to help people

with epilepsy including managing risk; Communication and Epilepsy; Person Centred Care Approach;

The rights of the individual and the Mental Capacity Act. You will also have the opportunity to meet and listen to several young people and hear what they have to say about epilepsy and how it has affected their lives

18 May, Surrey

### **Improving the Life Chances of Children in Care**

<http://www.capitaconferences.co.uk/OurConferences/Health/Children+in+Care.htm>

Plus A Half-Day Briefing Supporting the Transition to Independence

Capita's 5th National Improving the Life Chances of Children in Care Conference brings together key organisations and expert speakers to discuss new initiatives and share best practice on improving the outcomes of children and young people in care. With the passing of the Children and Young Persons Bill, the Government continues its commitment to place the welfare of children in care at the top of its agenda. To ensure that outcomes for those in care continue to improve, it is essential that local authorities and key stakeholders work in partnership with each other and those they care for to share best practice and develop services.

Conference - Tuesday 19th May 2009 – Central London

Half day briefing - Wednesday 20th May 2009 – Central London

### **Safeguarding Children: What Happens Now? Protecting Children and Young People in Light of the Baby P Tragedy**

<http://ncbsafeguarding.eventbrite.com/>

Child protection work will always be extremely demanding, anxiety-provoking work involving professionals in making finely-balanced judgments in very difficult circumstances.

Professionals' confidence in their knowledge, skills and values have been seriously challenged as has public confidence in the system and policy. All involved must seek to continuously challenge ourselves to improve practice in this vital area. This conference is an opportunity for practitioners, policy makers and managers to refresh as they reflect on the current state of child protection practice in England.

19 May, London

### **Natspec Conference**

<http://www.natspec.org.uk/index.php?id=34>

[www.regonline.co.uk/natspec2009](http://www.regonline.co.uk/natspec2009)

This conference will be a key event for anyone who believes in the value of specialism and wants to ensure that the opportunities offered in ISCs remain available to learners with complex needs in years to come. There are a range of items that would be of interest to any schools with post 16 services.

19 & 20 May 2009, Birmingham

### **Creating Spiritual Spaces for Children and Young People**

<http://www.sspaces.eventbrite.com>

Creating Spiritual Spaces for Children and Young People, organised by NCB on behalf of Spiritual England, is an innovative one-day conference exploring spirituality, well-being, emotional and mental health in children and young people. Following the recent Good Childhood Inquiry from the Children's Society, and the Government's current focus on well-being, this conference provides a timely opportunity to reflect on how best to support children's and young people's spirituality. The conference brings together social workers, teachers, early years, play and youth workers, psychotherapists, psychologists, religious leaders and policy

officers to discuss how to make schools, homes, youth clubs, places of worship and neighbourhoods more supportive of children and young people's emotional and mental well-being.

21 May 2009, London

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

[http://www.ncb.org.uk/Page.asp?originx\\_6533iq\\_8123298019663p54y\\_20061013474i](http://www.ncb.org.uk/Page.asp?originx_6533iq_8123298019663p54y_20061013474i)

This two day practical course will enable practitioners and advisors who work with young people with physical impairments to develop practical approaches to meeting needs in relation to Sex and Relationships Education (SRE).

21 - 22 May, London

### **Looked After Children Practice Exchange Network Seminars**

2 June Brighton - <http://lacbr1.eventbrite.com/>

25 June Bristol - <http://lacbr2.eventbrite.com/>

Improving the outcomes for children in care is a goal shared by practitioners, managers, policy managers, children, young people and their carers and central to legislation and Government policy. This one-day seminar provides the opportunity to reflect on how to improve practice with children in care, discuss issues with a range of colleagues and understand the regional picture more clearly.

### **Raising Educational Attainment**

<http://www.carematterspartnership.co.uk/index.php/solutions/conferences-training/event/raising-educational-attainment>

The commitment to providing a first class education to children in care is clear in the Children and Young Persons Act 2009 and strengthened by the work of Children's Services across England in ensuring this happens. However, despite strong commitment and some excellent work in this area, educational outcomes for this vulnerable group remain poor with only 12% achieving grades A-C GCSE compared to 57% amongst their peers. More worryingly statistics released in 2008 revealed that the gap between children in care and their peers has widened by 7%. This is a challenging and complex subject and one that cannot be solved with one solution. This unique one day conference focuses on the great work that is being done in Children's Services to raise educational attainment and share the latest in research, legislation and practice. Delegates will have the opportunity to hear from best practice in the areas of Designated Teachers, School Governors, Boarding Schools for Vulnerable Children, Virtual Schools and the importance of the role of the foster carer and residential carer. As well as sharing best practice delegates will be able to take advantage of debating the key issues with speakers and networking with colleagues to exchange ideas.

11 June 2009, London

### **Children First: Meeting the needs of children & young people living with HIV**

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

This one-day training course from the HIV Network will explore the issues that can arise when working with children, young people and families both infected with and affected by HIV in all settings.

15 June 2009 London

### **Involving Disabled Children in Planning and Reviews**

<http://idc1.eventbrite.com/>

This essential training course has been designed to address the communications barriers faced by practitioners and managers, across agencies, when seeking the views of disabled children and young people. Effective communication is key to ensuring disabled children are involved in every area of their lives. This one-day training course examines various forms of communication from verbal to emotional, in order to improve participants' engagement with disabled children and young people.

17 June, London

### **Safeguarding Children: Prevention, Protection, Provision**

<http://www.neilstewartassociates.com/kd175/>

Lord Laming's recently published report calls for a step change to services involved in child protection. The government has called for Children's Trust Boards to be set up in every area in England. The online directory ContactPoint will be available for authorised staff to enable coordinated support and make sure the right agencies are involved at the right time and the new UK Council for Child Internet Safety will be responsible for delivering the recommendations from Dr Tanya Byron's report ' Safer Children in a Digital World '. This 7th annual national conference will bring together representatives from local and central government, LCSBs, police, education and child protection organisations to offer a unique opportunity to hear from experts in the field and discuss how to protect and safeguard children while providing a safe and normal childhood.

18 June, London

### **Young people, identity and conflict**

[http://www.uwe.ac.uk/hlss/research/cpss/events/2009/20090422\\_identity\\_conflict.shtml](http://www.uwe.ac.uk/hlss/research/cpss/events/2009/20090422_identity_conflict.shtml)

This innovative conference offers an opportunity for practitioners, academics and policy makers to explore issues of youth identity and related conflict through current research and practice. Young people will talk about their experiences of creative approaches to conflict, whilst adults reflect on youth identity formation, criminal justice approaches and educational initiatives.

26 June, Bristol

### **Training Opportunity: Identifying and Managing Sexually Harmful Behaviour in Residential Settings**

[http://www.aimproject.org.uk/index.php/news/event/aimweek\\_july\\_09\\_chedle\\_manchester/](http://www.aimproject.org.uk/index.php/news/event/aimweek_july_09_chedle_manchester/)

A two day course: aimed at providing residential care workers with increased awareness and the skills required for working with children and young people in residential settings who display sexually harmful behaviour. The AIM (Assessment Intervention Moving On) project was established in January 2000 to develop multi-agency policies, procedures and practice guidance in respect of children and young people who display sexually harmful behaviour and their families. The project originally focused on the Greater Manchester area but now has a significant national profile. The project has developed a number of assessment and intervention models, with accompanying training. AIM training week 13 – 17 July 2009 has been designed to share with delegates our materials which work across a range of agencies.

14 & 15 July 2009, Stockport, Greater Manchester.

### **NASS Annual Residential Conference**

[http://www.nassschools.org.uk/nass\\_annual\\_residential\\_conference\\_2009.aspx](http://www.nassschools.org.uk/nass_annual_residential_conference_2009.aspx)

This year's programme will include: SEN Progress Guidance; Succession Management; Financial Benchmarking; School Improvement Partners; Outcomes

8th & 9th October 2009, Manchester

**NCERCC 2009 Conference**

Understanding Residential Child Care: Valuing the effect and effectiveness of daily living  
3 November, Leeds

**Enhanced Protection? Ann Craft Trust Annual Conference**

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

A one-day conference looking at safeguarding disabled children and vulnerable adults. This conference will be of interest to all professionals working with disabled children and vulnerable adults in the statutory, independent and voluntary sectors.

Further details are available by contacting Charlie Heywood, Marketing & Development Officer on 0115 951 5400 or by e-mailing [charlie.heywood@nottingham.ac.uk](mailto:charlie.heywood@nottingham.ac.uk)

26 November 2009, Nottingham