

# Worcestershire Fostering Foster Carer Training Programme 2024-25

Dear Carer

Welcome to the April 2024 to March 2025 Foster Carer Training Programme. Courses are  
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# Core Training Courses

## Emergency First Aid (Initial and Refresher)

Facilitated by Cognet Occupational Health and Safety.

This course is designed to give foster carers the understanding of the importance of dealing correctly with a first aid or pre-hospital emergency, and how they fit into the chain of survival. Carers will gain the knowledge of the differences in supporting small children (0-5 years) and older children and in a first aid, or pre-hospital emergency.

Learning Outcomes:

- Identify emergency situations and carry out appropriate actions including summoning emergency services.

- Demonstrate CPR on infants, children and adults.

- Describe how to clear obstructed airways in infants, children and adults.

- Explain how to control severe bleeding.

- Identify a range of childhood illnesses and conditions, and deal with appropriately (e.g. Anaphylaxis, Asthma, Croup, Meningitis and Sepsis)

- Explain how to deal with burns and scalds.

- State the requirements of a first aid kit.

## Family Time Initial

Facilitated by Syed and Quinn.

This course enables carers to understand the complexity of the issues involved in planning and managing family time with birth parents, and to develop the knowledge and skills to play their part with confidence. Carers will understand the emotional and practical issues associated with family time and will explore their own role in promoting and improving it.

Learning outcomes:

- Understand the legal framework surrounding children having contact with their birth parents.

- Identify some of the difficulties from the perspective of carers, birth parents, and social services.

- Explore the emotional impact and the way it is managed.

- Become more aware of what is expected of foster carers.

- Become more comfortable in your role of managing and supporting family time.

- Able to offer ideas to enhance the quality of family time.

- Discuss family time in the digital age - challenges and opportunities.



# Safeguarding Refresher

Facilitated by Syed and Quinn.

Aim: to ensure participants' knowledge and commitment to Safeguarding is current and their required knowledge is refreshed.

Learning outcomes:

- Ensure the key messages of the full safeguarding training are refreshed and reinforced
- Enable participants to share experiences and for the group to reflect on those experiences
- Update participants' knowledge of the law and local policy
- Develop strategies to take forward in their fostering and kinship roles

# Safer Caring Initial

Facilitated by Syed and Quinn.

Learning outcomes:

- Give carers the opportunity to consider the impact of abuse/previous life-experiences on a child and how it might influence how we care for a child

# Understanding Behaviour and Attachment Initial

Facilitated by Syed and Quinn.

Aims:

- Develop an understanding of the context of children's behaviour
- Help carers to respond effectively to a range of behaviours

Learning outcomes:

- Describe the impact of child development, attachment and trauma on behaviour
- Explain why punishing approaches for managing behaviour are not appropriate
- Consider effective strategies for managing behaviour which reinforce positive discipline
- Understand that behaviour is a form of communication; look at answering the communication to reduce the behaviour

# Understanding Behaviour and Attachment Bitesize/Refresher

Facilitated by Syed and Quinn.

Learning outcomes:

- Refresher- understanding the context of children's behaviour
- Why punishing approaches for managing behaviour are not appropriate
- What are the children's experiences and how do we as carers respond (strategies)?
- Understand that behaviour is a form of communication; look at answering the communication to reduce the behaviour

Carers will come away with an action plan to discuss in supervision with their supervising social worker.

# Valuing Difference Initial

Facilitated by Syed and Quinn.

Learning outcomes:

- Have a deeper understanding of relevant terms such as 'diversity', 'ethnicity', 'culture', 'disability', 'LGBT', 'race' and 'religion'.
- Gain an insight into the 9 protected characteristics.
- Gain a deeper understanding of how important their religion, spirituality or atheism is to people.
- Gain an understanding of gender identity and sexuality.
- Discuss how to approach potentially difficult questions and conversations with children
- Understand the importance of the cultural web and how this impacts on others.
- Feel more confident in how to challenge discrimination, and to support a child too, in a way that positively promotes change rather than creating conflict.







# Allegations For Foster Carers

Facilitated by Syed and Quinn.

Learning Outcomes:

- Obtain a greater knowledge and understanding of allegations and how this differs from complaints and standards of care issues
- Know specifically what support is available in the event of an allegation
- Understand the allegations process, outcomes and what to expect
- Understand how to reduce the risk of allegations
- Have some understanding of why children and young people may make allegations
- Understand the importance of allegations being taken seriously to ensure, where they are justified, that they are responded to appropriately

Learning outcomes:

Recognise behaviours commonly associated with the Autism Spectrum Condition

Be familiar with the diagnostic criteria for Autism

Be aware that the term Asperger's Syndrome has recently been changed in some literature to 'High Functioning Autism' without any significant changes to meaning

Appreciate that Autism is associated with high levels of anxiety

Dispel some of the myths and stereotypes around a diagnosis of Autism Spectrum Disorder

Identify appropriate communication and engagement processes with people on the Autism spectrum

**Bereavement and Loss in Children 04 Tf1 0 0 1 414.34 694.78 Trm**





Identity, culture, and hair  
Exploring appropriate language  
How to braid with and without hair extensions

## De-Escalation (2 days)

Facilitated by G5(i)5(t)ed4(e )

# Delegated Authority (Making Everyday Decisions For Children Who Are Looked After)

Facilitated by Syed and Quinn.

Learning Outcomes:

- Understand the implications of Delegated Authority on the lives of the young people placed
- Learn what the law says about Delegated Authority



Where can you get advice and support?

What emotional issues face LGBT+ young people?

Where are we with society's view5r 11.04 Tf1 0 0 1 841.92 reWtx13 9.96 Tf5 0 590 0 C 0 5BET c1.9





Learning outcomes:

- To provide carers with confidence in all aspects of supporting children who are in placement
- To highlight that you are in a unique position to support children to gain positive attachments and build healthy relationships with men
- To consider the role of men in fostering
- To explore the struggles that men face within their care role
- To explore the attributes that constitute a positive male role model for foster children
- To provide an insight into the allegation process and to not be scared of this process
- To understand the importance of the Safer Care Policy
- To learn how to support children in a safe manner that doesn't restrict you as a carer

NB – this session is for male Mainstream and Kinship carers only.

## Mindfulness

Facilitated by Richard Allsup, WCC Corporate Trainer

In the hurly burly of living, we can often be preoccupied with worrying about the future or dwelling on the past. Mindfulness provides us with an opportunity to discover how the world is affecting us, finding who we are - beyond our roles and the things we do for others.

By focusing our attention and living in the present moment with compassion and acceptance, we can re-vitalize ourselves and find our inner resources to live more satisfying and 'contactful' ways of being.

This introductory workshop considers the values of mindfulness, integrated with principles of humanistic psychology, as well as practical techniques as a foundation for practice.

## Moving Children On – Strategies For The Fostering Family

Facilitated by Syed and Quinn

Learning Outcomes:

- Consider the wellbeing of the foster carer in the moving on process
- Discuss the potential impact on birth children and the wider fostering family
- Identify the strategies which can be used by the fostering family to support a child to have a positive transition
- To provide foster carers and their family members with strategies to meet their own emotional needs in the transition process

## National Minimum Standards Overview For Foster Carers

Facilitated by DCC-I

Learning outcomes:

- Understand what the regulatory framework and national minimum standards (NMS) are for and the values that underpin them.
- Understand the role of the carer in putting the standards into practice with children in their care.
- Understand how all carers have a duty to support and uphold the NMS and what to do if they are concerned that standards are not being met.

Know how to respond to a 'Notifiable Incident' under Standard 29 as set out in the Worcestershire Fostering Policy.

## Nurturing Attachments Group

Facilitated by Just Say Training

This is a 12-session programme which helps those attending to:

Gain an understanding of attachment theory, patterns of attachment and the importance of therapeutic parenting to meet attachment needs

Provide a secure base for children whose security is challenged by their previous experience

Grow a relationship with the children; building on this security and helping children experience unconditional love and acceptance even when their behaviour is challenging and discipline and boundaries are being used



# Pathological Demand Avoidance and Oppositional Defiance Disorder (new for 2024/25)

## Aim

To give Foster/Kinship carers and staff a better understanding of these daunting sounding diagnoses, what they actually mean and the particular support the children with these diagnoses may need.

## Learning Outcomes.

At the course participants will have had opportunity to:

- Understand the history and background to Pathological Demand Avoidance
- Gain an insight into what is Oppositional Defiant Disorder.
- Understanding of the challenges presented and the impact they may have;
- Gain an awareness of communication and sensory needs and issues.
- Practice strategies and techniques to address the barriers and modify impact;
- Explore ways to de-escalate challenging behaviour;
- Understanding of possible triggers and behaviour;
- Develop an understanding of the key principles and strategies of positive behaviour linked to the conditions;
- Work through some case studies to further develop ideas and share experiences.

## Preparing For Independence – Carer and Young Person session

Facilitated by Luisa Warren, Outreach Team Manager

Aims:

# Provider Portal Workshop

Facilitated by the Fostering Finance Team

Shirley and Sue from Fostering Finance will be running some sessions on using the portal for looking at your remittances and putting in claims. This will include a demonstration on inputting various claims including how to easily add your monthly school mileage. There will be time for questions at the end of the session.

# Relationship Based Play

Facilitated by Syed and Quinn

Play helps young children to learn and develop their physical, social, emotional, and intellectual skills through doing and talking, which research has shown to be the means by which young children learn to think. It is also how they learn to socialise, as children engage in learning experiences with other children and adults.

Learning Outcomes:

- To be able to state the general benefits of play
- To explore identity-specific skills that are learned through play activities
- To examine how to meet developmental goals with play activities
- To develop a list of ways that a carer can support and encourage learning through play
- To use observation to determine what a child is learning during play
- To be able to select and evaluate toys for learning

# Resilience And Developmental Trauma

Facilitated by Syed and Quinn

Aims:

- To increase understanding of what developmental trauma and resilience are and why they are often particularly relevant in fostered children.
- To provide an introduction to the potential impact of traumatic experiences on children's development and their experience of childhood.
- To provide opportunity to reflect on personal experiences of caring for children who have experienced trauma.
- To discuss what support carers need to support children in this often emotive and difficult area.

Please note that the session aims are covered in greater detail in the Foundations For Attachment Groups and the Nurturing Attachments Groups, so this session is not appropriate for those who have already attended one of the groups.

# Self-Harm Awareness

Facilitated by Syed and Quinn

Aim: To understand the reasons why people self-harm or injure and how to assist young people.

Learning outcomes:

Understand the distinction between self-injury and suicide whilst challenging and developing the participants' understanding of the subject.

# Teenagers – Caring For And Working With Teenagers

Facilitated by Syed and Quinn

Aims: To explore the challenges around caring for and working with teenagers who are looked after, while developing some empathy for their situation.

Learning Outcomes:

To explore the 'tasks' of adolescence and how this impacts on teenagers who are looked after particularly.

To understand elements of the relationships between teenagers and their carers and



# Understanding and Working With Eating Disorders

Facilitated by Syed and Quinn

**Aim:** Understand the conditions giving rise to eating disorders and to become familiar with helpful interventions

**Learning outcomes:**

- Recognise the range of eating disorders currently classified
- Be aware of the proposed causes of eating disorders, including biological and environmental explanations
- Identify the link between certain types of trauma and eating disorders
- Recognise the higher prevalence of certain types of eating disorders in those with learning disabilities
- Become familiar with various approaches to treatment and support for those with an eating disorder

# Understanding Depression and Anxiety

Facilitated by Syed and Quinn

**Aim:** This course is for anyone with an interest in gaining insight into the subjective experience of depression and anxiety, the links between these states, suggested causes of dysfunctional anxiety and depression, and an overview of some of the most widely used treatment approaches.

**Learning outcomes:**

- Understand that these conditions are often, but not always linked and may be considered the fraternal twins of mood disorders.
- Explore suggested causes of anxiety and depression along with some of the most widely used treatment approaches (pharmacological, cognitive-behavioural, humanistic, integrative counselling, and other treatments)