

Training Brochure 2016

For: Foster Carers, Staff & Panel Members



By E.P (Buckinghamshire County Council)

Contents Page

Welcome & Introduction to Training Plan 2016	3
Why is Training important?	4
Continuous Professional Development (CPD)	5
Taking responsibility for Training attendance	6
Types of Training available	7
Development Standards for Foster carers	8
Induction Programme	9
Alongside the Induction Programme	10
Training delivered last Year	12
Details of Training Programmes to be delivered in 2016	13
<u>Mandatory Training Courses:</u>	
The impact of fostering on your family	14
The risks of internet & other devices including social networking	15
Self-esteem & confidence building	16
Life Story Work	17
Safeguarding	18
The Fostering Standards and Regulations	19
Recordings & outcomes	20
Working effectively with sexually abused children	21
Unaccompanied Minors	22
Administration of medicine for children with complex needs	23
Saying Goodbye to your Foster child	24
Working with a difference & anti discriminatory practice	25
Managing the complexity of disruption, before, during and after	26
Promoting educational achievements in fostered children	27
<u>Specialist Training Courses:</u>	
Paediatric First Aid	28
Men who Foster	29
Parenting Teenagers	30
IT Skills – Charms Training	31
Data Protection / confidentiality and security of documents	32
<u>One to one Training Courses:</u>	
Life Coaching	33
Training Plan 2015	34
Thank you	37

Welcome to our 2016 Training Guide

Bridging Gaps recognises that all professionals working with BGFA and foster carers play a crucial role in the lives of children and young people. We hope the training opportunities will continue to meet your learning and development needs and support your role towards providing the best possible care.

Whether you are newly approved or an experienced carer the role you play in children's lives is very significant towards supporting positive outcomes for children and young people.

A Big Thank You, to carers, staff and our external training providers for offering a varied menu of training and learning particularly in respect of the design and delivery of some of the training courses for the forthcoming year. If any carer feels they would like to put themselves forward to joint facilitate any training activity please contact your Supervising Social Worker.

In April 2012 The Children's Workforce Development Council (CWDC) closed and the responsibilities for the **Training, Development and Support Standards** is now overseen by the Department for Education (DfES). We are expected to continue to use the standards and carers will still be expected to complete the standards. There is more detail in our brochure about the completion of those standards. The standards form a key component of your continuing professional development because your yearly review uses the standards as a benchmark to review your progress.

When Agreeing to Undertake Training

We would like to remind all carers to make a note of the training plan in your diaries. These dates have been booked after consultation with you therefore there should be no issue with attendance, however if you are unable to attend, please can you give sufficient written notice. All foster carers are expected to sign a training agreement.

We hope you continue to enjoy your training and learning experience with us.

Best wishes

BGFA Management

Why is Training Important

- Foster care training is an important part of the process of becoming a foster carer it supports your continued professional development which is evidenced through your (PPDP) **Personal Professional Development Plan**.
- Training and development fulfils the Fostering Agreement, you signed up to, when becoming a foster carer

At BGFA we recognize that each of you bring a unique set of skills, knowledge and life experiences, these skills and qualities enable you to work with children and young people and be supportive foster carers who are open and responsive to the needs of children and young people, which is an essential component of your role.

BGFA training programme is targeted at meeting the above aims and those listed below:

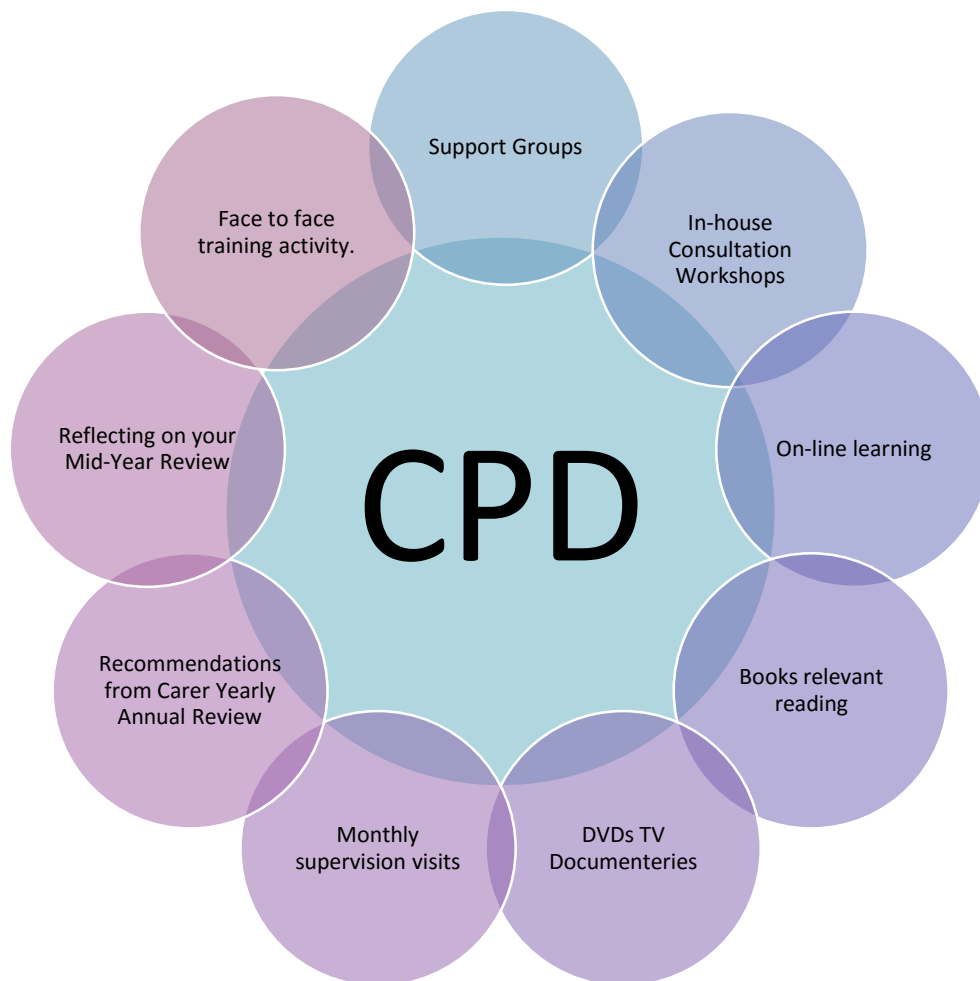
- ❖ By developing your own skills; children and young people are able to achieve better outcomes in all areas of their lives including quality care and stability
- ❖ By recognizing signs and symptoms of harm and work with professionals to provide a safe and secure environment for children and young people
- ❖ As a foster carer having signed the Fostering Agreement you have given an undertaking to fulfil your role and responsibilities as a foster carer and undertake training and development offered by the agency

Continuous Professional Development (CPD)

We are always learning, “Make a Commitment Make a Difference” Continuous Professional Development (CPD) is a term used to show your continued learning and development within your professional role. Please discuss your learning and development needs with your Supervising Social Worker so that a development plan can be bespoke to meet your specific needs.

In preparation for your Annual Review it is always beneficial and useful to discuss and explain the learning you have achieved over the past year.

Learning can take different forms and can be achieved in many different ways, please see diagram below and explore with your Supervising Social Worker how these various learning resources can be used to evidence your learning whilst continuing your professional development. You can develop and evidence your learning through:



Taking Responsibility for Training Attendance

- You would have already received a full years Training Plan well in advance at the beginning of the Year however you will be sent a reminder by the BGFA Administrator about forthcoming Training and Support Groups two weeks in advance of the date.
- You are expected to attend all training that you are booked on to attend.
- It is your responsibility to arrange childcare and attend training.
- If you have a placement and the child/ young person is not in school, please liaise with your Supervising Social Worker, there may be a possibility that support could be offered by the agency to support your attendance at training.
- We ask that you take full responsibility for your training and development as a professional foster carer, you have signed up to a commitment to training and learning.
- If there are circumstances that prevent you from attending training we expect you to provide reasons for non-attendance, it is common courtesy and cancellations can incur costs for the agency, which could potentially be passed on to you.
- Additional Training may be planned throughout the Year, you will be informed of this well in advance.

Types of Training available

3 Day Pre – Approval Skills to Foster

This programme will:

- ❖ Help prospective foster carers to gain a better understanding of what is required by Foster carers and will also help the applicants to identify some of their hidden talents, abilities, experiences and personal qualities which they can further link to developing their role of fostering.
- ❖ When completed can also be used as a deciding tool for the prospective foster carer to plan their future.
- ❖ Allow you to identify any areas that require further training, acknowledging that, at this Stage of the assessment, prospective foster carers may not be fully versed in the aspects of the role.
- ❖ Give an insight into a number of skills that are specific to fostering and will not have been experienced by the majority of people in particular those who have not previously looked after a child in public care.
- ❖ Provide prospective foster carers with information about the knowledge, skills and abilities they need to begin a career in fostering and give them the opportunities to think about how fostering will have an impact on their families and way of life and assist them to decide whether or not fostering is right for them;
- ❖ Prepare prospective foster carers with information and/or material for use in home study assessment, and discuss and review with experienced foster carers who have been in the same position.

Development Standards for Foster Carers

The Training, Support and Development standards (TSD) form part of a foster carer's induction in the role as a Foster carer. They provide a national minimum benchmark that sets out what foster carers should know, understand and be able to do within the first 12 to 18 months after being approved.

Supervising Social Workers will support and guide you to complete these standards however you will be given a TSD standards workbook which will take you through each section of the standards.

You can present your evidence in a range of ways. The most important thing is that you evidence all of the standards under each of the headings.

Training Support and Development Standards

Standard 1: Understand the principles and values essential for fostering children and young people

Standard 2: Understand your role as a foster carer

Standard 3: Understand health and safety, and healthy care

Standard 4: Know how to communicate effectively

Standard 5: Understand the development of children and young people

Standard 6: Keep children and young people safe from harm

Standard 7: Develop yourself

*Newly approved Foster carers must evidence that they have met **all** these standards within 12 Months of approval*

Induction Programme (In-house)

All newly approved Foster carers will be required to complete this soon after approval, your allocated supervising social worker, will support you in completing this within 6-8 weeks of panel approval.

Learning Outcomes – All newly approved Foster carers will be equipped to work within BGFA policies & procedures and own their role as a foster carer

Know the Team (the Director, Registered Manager, Finance Manager, Admin, Resource Worker and SSW Staff)

- Refresh of BGFA Visions & Values
- Understand what support is available to you
- Understand how finance works and your Fostering Agreement

Meet our Placements Officer and Administrator

- Understand how placements are brokered and matched

Resources available for Children and young people

- Activities for children and young people
- Child / Young Persons Forums
- Educational support
- Working Together folder
- Independent Living Skills folder

The role of your Supervising Social Worker

- Understand your Supervision Agreement
- Understand the purpose of visits undertaken by your Supervising Social Worker
- How to use the Monthly Supervision Visit (its role & function)
- Understand the purpose of the Unannounced Visit
- Why compliances are monitored and expectation of carers
- Continuous Approval and Annual Review

Understand the principles and policies of the placement Agreement

- Pocket money, savings, clothing allowance,
- Registering with a GP, Dentist, Optician
- What is Delegated Authority and its impact on your fostering role
- Meeting the needs of the child – statutory meetings

The Importance of Recording and Using the recording template

- Review of TSD (Training and Development Standards)
- How and when to record and what tools to use

Training and Support Groups

- BGFAs Training schedule for the year
- BGFAs Support Group Dates
- Meet other Foster carers

Alongside the Induction Programme the following Workshops will be planned:

Learning Outcomes – Carers will be equipped to work within BGFA, policies & procedures within the context of Safeguarding, Safer Caring, Values and discrimination and attachment

Post Approval - Safeguarding Children and Young People

This workshop provides an overview of current instruments and legislation that seek to safeguard children and young people. Participants will develop an understanding of the different forms of child abuse and signs and symptoms of each, how possible risks to children and young people are assessed, the possible effects of abuse on children and young people and the appropriate way to respond to a disclosure.

Post Approval - Safer Caring

This workshop provides an overview of the legislation that is in place to protect children, young people and foster carers. Participants will consider how relevant information can help to protect foster carers and the children and young people they care for. They will explore BGFA safer caring policies and guidelines, consider how complaints and allegations are dealt with, discuss how to minimise risks and consider the development of improved and more relevant family safer caring policies.

Post Approval – Challenging Behaviour

This workshop allows participants to explore a variety of behaviours that children / young people can present with, and explore their route causes in the context of their experiences of being poorly parented. The course will also consider appropriate responses and sanctions and behaviour modification techniques to allow children / young people to begin to moderate their behaviour.

Post Approval – Missing from Care

This workshop will consider why children go missing from care and Foster carers responsibilities in managing and reporting children / young people who have absconded without permission. The workshop will equip Foster carers with the skills and knowledge to ensure that children / young people who go missing are located as soon as possible and proper recording and reporting of these events is adhered to.

Fostering Network Online Pathway Training Programme (for Newly Approved Foster Carers)

This is an online Training programme all newly approved Foster carers are expected to complete within 3-6 months of their approval. This forms part of the carers Induction Programme which their Supervising Social Worker will support them in completing.

Group Training (for all Foster Carers)

All group Training takes place at the BGFA Training rooms on the top floor of our Offices, all Foster carers including newly approved Foster carers are expected to take part in this training. These courses have been scheduled to run throughout the Year. A Training plan will be provided to all at the beginning of the Year or as soon as you have been approved as a Foster carer.

Akamas Online Training (for those Foster Carers that find it difficult to attend group training)

This programme has been set up only for those Foster carers who are not able to attend the group Training. This may be due to a number of reasons i.e. having a challenging placement, living at a considerably far distance from the training venue or they may have valid reasons for not being able to attend group training. This training can also be provided as an additional training opportunity if the particular training has been identified as part of the Foster carers Annual Review requirement and has not been already covered in the Yearly Training Plan.

Pediatric First Aid Training

All Foster carers need to complete this Training as soon as they have been approved and from then onwards every third year.

Safeguarding Training

This course is delivered on an annual basis, all Foster carers, BGFA Staff and Panel Members must complete this.

Course Evaluation Feedback forms

At the end of each of course, you will be given an Evaluation Form
This is an opportunity for you to feedback any suggestions for improvements as well as saying identifying what you found useful and what could have been done better.

Without your comments we can't learn and improve so please take the time to complete the evaluation form.

Certificates of attendance/completion

After successful completion of the training, you will receive a certificate of attendance which you can use as evidence to meet the TSD standards for foster carers and evidence of your continued professional development. You should receive this within a week of attending the training activity.

Training delivered last Year 2015

Mandatory Training Courses:

- ❖ Working with children with disability
- ❖ Making the most of foster carers reviews
- ❖ Creative communication
- ❖ Health and safety
- ❖ Sexual exploitation
- ❖ Safe caring
- ❖ Safeguarding
- ❖ Young people and sexual health
- ❖ Safeguarding refresher training
- ❖ Skills to Foster (August)
- ❖ Skills to Foster (October)
- ❖ Self-harm and substance abuse
- ❖ Policies and procedures training

Specialist Training Courses:

- ❖ Parenting teenagers
- ❖ Life coaching
- ❖ Parent and child training

Staff Training Courses:

- ❖ Safeguarding
- ❖ Safeguarding for panel members

Details of Training Programmes to be Delivered in 2016

Mandatory Training Courses:

- ❖ The impact of fostering on your family
- ❖ The risks of internet & other devices including social networking
- ❖ Self-esteem & confidence building
- ❖ Life story work
- ❖ Safeguarding
- ❖ The Fostering Standards and Regulations
- ❖ Recordings & outcomes
- ❖ Working effectively with sexually abused children
- ❖ Unaccompanied Minors
- ❖ Administration of medicine for children with complex needs
- ❖ Saying goodbye to your foster child
- ❖ Working with a difference & anti discriminatory practice
- ❖ Managing the complexity of disruption, before, during and after
- ❖ Promoting educational achievements in fostered children

Specialist Training Courses:

- ❖ Paediatric First Aid
- ❖ Men who Foster
- ❖ Parenting Teenagers
- ❖ IT Skills – Charms Training
- ❖ Data Protection / confidentiality and security of documents.

One to one Training Courses:

- ❖ Life coaching: one to one training may also be considered for those foster carers that have been identified to develop specific skills and are not able to attend group training because they have a placement that requires full time supervision, for example parent and child or disabled children.

Mandatory Training

Course Title: The impact of fostering on your family

This course focuses on how fostering will affect you and your family. Your own family will play an integral part of your fostering journey and will contribute to providing a stable and caring home for a looked after child. Each fostering placement will provide challenges to your family. Sometimes your own children may find it difficult sharing their belongings or find it difficult when a placement comes to an end. Fostering also can have many positive effects on your children. Children who are involved in fostering develop strong caring and empathy skills, feel as part of a team and make friends with the children that come to live with them.

Learning Objectives:

- Understand what fostering can do to for you and your family.
- Understand what fostering cannot do for you and your family.
- Explore the relationship between birth children and fostering / fostered children

Training, Support and Development Standards – 1.1a, 1.2b, 2.1b, 7.1a, 7.2, 7.2a

Mandatory Training

Course Title: The risks of Internet & other devices including Social Networking

With all activities that give us almost unlimited freedom, there are risks. Because the Internet is so easily accessible to anyone, it can be a dangerous place. Know who you're dealing with or what you're getting into. Predators, cyber criminals, bullies, and corrupt businesses will try to take advantage of the unwary visitor.

Learning Objectives:

- Data protection – keeping all sensitive data regarding a child / young person confidential.
- Storing data safely on your computer or other devices
- Safeguarding yourself against allegations
- Parental control and programmes and facilities such as 'net nanny'

This will contribute to Training, Support and Development Standards – 2.2b, 3.5a, 4.5b, 4.5c, 6.2d, 6.3a, 6.3c, 7.2a

Mandatory Training

Course Title: Self – esteem and confidence building for Foster carers

Being confident means feeling good about yourself, your abilities and your thoughts. Sometimes your confidence can come and go depending on the situation you are in. As a Foster carer it is important to feel confident in your ability to foster children and young people.

Learning Objectives:

- To understand your strengths and weaknesses as a Foster carer.
- To support with techniques for building self-esteem and confidence.
- Be able to use criticism as a learning experience.

Training, Support and Development Standards – 2.1b, 2.4, 4.2a, 4.3b, 4.4a, 4.4b, 7.4c

Mandatory Training

Course Title: Life Story Work

By building a record of their time in care with you through life story work, children can establish a sense of who they are which can raise levels of self-esteem and confidence.

The process involves keeping information about carers, support workers, activities and days out and could include photographs of themselves and other significant people and places in their lives. Carers and staff members' thoughts and memories of the children and their achievements are also encouraged.

Learning Objectives:

- Understand how to actively integrate all aspects of a child / young person into their life story including race, gender, age, culture, disability and religion.
- Understand the impact of child development and attachment difficulties, and the impact of trauma when undertaking life story work.
- Be able to work with the child's internalisation of adult messages.

Training, Support and Development Standards – 1.2a, 1.2b, 1.2c, 5.8b

Mandatory Training

Course Title: Safeguarding

Safeguarding Children is a concept that reaches beyond child protection to incorporate the additional aims of preventing the harm of children's health and development, ensuring children are growing up in circumstances consistent with the provision of safe and effective care.

Learning Outcomes:

- Review BGFA safeguarding policy
- Protecting children from maltreatment
- Preventing impairment of children's health and development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes

Training, Support and Development Standards – 3, 6

Mandatory Training

Course Title: The Fostering Standards and Regulations

Forster care is a highly regulated area of practice, governed by a wide range of regulations, statutory guidance and national minimum standards (NMS). This course provides participants with a thorough understanding of the key elements of the statutory framework relevant to working with foster carers and the children placed with them. It is continually updated to reflect all the latest amendments to regulations and guidance as they occur.

Learning Outcomes:

- Understand the up-to-date requirements of fostering regulations, statutory guidance and National Minimum Standards (NMS)
- Acquire an overview of related relevant regulations and statutory guidance which impact on fostering services
- Consider practice implications of the statutory framework, and how to evidence compliance
- Understand the duties in relation to Staying Put
- Review the use of delegated authority

Training, Support and Development Standards – 1, 2, 7

Mandatory Training

Course Title: Recordings & outcomes

Keeping clear and accurate records is a key part of your job as a foster carer. The records you keep belong to your Fostering Service, and children can ask to read them either now, or later on, as adults. Good records are an important way of capturing how the child in your care is progressing, and provide information you can use in review meetings. Records should be short and simple, ideally kept on a daily basis, and should take you around 5-10 minutes per fostered child, depending on the events that took place that day.

Learning Objectives:

- Identify the types of information and records that foster carers hold
- Recognise to whom the records belong
- How the records should be stored
- What should be recorded
- How it should be recorded

Training, Support and Development Standards – 2.1a, 4.5

Mandatory Training

Course Title: Working effectively with sexually abused children

There are things you can do to help ensure that any child visiting or living in your home experiences a structured, safe, and nurturing environment. Some children who have been sexually abused may have a heightened sensitivity to certain situations. Making your home a comfortable place for children who have been sexually abused can mean changing some habits or patterns of family life as well as reducing your vulnerability to allegations being made against you.

Learning Objectives:

- Understanding the impact of sexual abuse
- How we can help children who have been sexually abused
- How to support a child / young person with therapy and building resilience

Training, Support and Development Standards – 5.7, 5.8, 6.2, 6.3, 6.4

Mandatory Training

Course Title: Unaccompanied Minors

Unaccompanied minors often require specialist foster care through fostering given the emotional distress they may suffer on their journey to the United Kingdom. It is also likely they will have experienced challenges or trauma in their country of origin. Currently there is a trend of children arriving from Eastern Europe and the Middle East, particularly Afghanistan, Syria, Eritrea, Sierra Leone, Iran, and Nigeria. Such children are from their own background, may not speak good English and often have a religious interest.

Learning Objectives:

- Gain a better understanding of who unaccompanied children are.
- The common issues faced by unaccompanied children and those working with them
- Understand the importance of advocating for an unaccompanied minor

Training, Support and Development Standards – 4.1, 5.1a, 5.3c, 5.4b, 5.4c, 5.5c, 5.6a, 5.6c, 6.3a, 6.4

Mandatory Training

Course Title: Administration of medicine for children with complex needs

We take medications to diagnose, treat, or prevent illness. Drugs are potentially dangerous, even if they are meant to improve our health. It is important that you take any and all medications correctly, always following your doctor's instructions. Always take all of your medication, and at the amounts and times the instructions say.

Learning Outcomes:

- Understand how to use safe procedures for handling medication
- Understand how to administer medicines safely and effectively
- Understand how to use and maintain medication records
- Understand how to recognise and avoid potential problems with medicines
- Understand the side effects of medicines

Training, Support and Development Standards – 3.1a, 3.1b, 3.3a, 3.3b, 3.3c, 3.3d, 3.3e, 6.2a

Mandatory Training

Course Title: Saying goodbye to you Foster child

Perhaps one of the most difficult aspects of being a foster parent is the moment when your foster child leaves your home. As a foster parent, your home becomes a place where foster children come for a period of time, with the goal of being reunited with their family in the near future. There are times when the removal of a foster child from may come suddenly, and without any prior warning. You may only have a few days, or even a few hours, before your foster child is to move. This may be due to a court order, health reasons, or placement into another foster home.

Learning Objectives:

- Understand how you can support a child / young person when they are moving on
- Understanding what support is available to you as a foster carer to move on

Training, Support and Development Standards – 2.3a, 2.4, 4.1 4.2b, 5.3a, 5.3b, 5.3c, 5.6c

Mandatory Training

Course Title: Working with a difference & anti discriminatory practice

Discrimination is often the underlying cause of inclusion. It means treating a person or group unfairly because of a particular characteristic, such as gender, disability, age, ethnic origin, skin colour, nationality, sexuality and/or religious belief. In foster care it is important to be able to work with an anti-discriminatory practice with children and young people as well as other agencies and professionals.

Learning Objectives:

- Gain a better understanding of BGFA's policies and procedures regarding anti discriminatory practice.
- Explores the range of discriminations that people experience and discusses a number of theories that inform Anti-discriminatory practice
- Analyses the skills and knowledge required to practice effectively

Training, Support and Development Standards – 1, 2

Mandatory Training

Course Title: Managing the complexity of disruption, before, during and after

The disruption of placements impacts on all those involved. It is important to be able to recognise at an early stage that placements are at risk of possible disruption and what interventions to consider. It necessary to support all parties in managing feelings, emotions and actions once the placement has been disrupted and also in the aftermath in order to find positive ways forward for all concerned.

Learning Objectives:

- Explore the function of a disruption meeting.
- Understand the causes of disruption in a placement and the steps that can be taken to minimise the risk of disruption.
- Understand the differences between planned and unplanned transitions and endings and how to manage these.

Training, Support and Development Standards – 5, 6

Mandatory Training

Course Title: Promoting educational achievements in fostered children

Foster children want the same things in life as nearly all children: success at school, a good job, a happy family and children. School and education are very important to them as a first step to achieving these ambitions. School is much more than an opportunity to gain qualifications. It contributes towards having a structure and a sense of purpose, maintaining contact with friends and previous routines and keeping in contact with those who share their cultural and minority ethnic background. It is a place to make friends and to enjoy new activities and social events and to get in with the 'right' or the 'wrong' crowd. Being happy at school produces better behaviour and adjustment, helps to prevent placement breakdown and may improve life chances.

Learning Objectives:

- Gain a better understanding of how to help the young person to express their concerns or aspirations and advocate on their behalf.
- Understand the importance of multi-agency work in promoting educational achievements in fostered children. Attend open evenings and any school meetings needed and encourage where appropriate parent's involvement.
- How to record any relevant information with regards to the child/young person and keep up to date about progress and attendance.

Training, Support and Development Standards – 5.4, 5.5

Specialist Training

Course Title: Pediatric First Aid

This course is for carers who need a greater understanding of the possible injuries and illnesses that could affect and infants and children. This training will be delivered by St Johns Ambulance.

Learning Objectives:

- Know how to plan for First Aid emergencies
- To learn to be aware of the different accidents and illnesses that involve children
- Resuscitation procedures appropriate to the age of the children being cared for
- Recognise and respond to spinal injury, shock (anaphylactic and electric), serious bleeding and minor bleeding, burns and scalds, fractures, poisoning, foreign bodies in eyes and noses
- Respond to emergency needs of children with chronic medical conditions: Epilepsy, Asthma, Sickle Cell Anemia and Diabetes, Meningitis and other Serious Sudden Illnesses

Training, Support and Development Standards – 3.1a, 3.1b, 3.2a, 3.26, 3.4a, 3.5a, 4.1a, 5.8c, 6.1a, 6.2a, 6.2b

Specialist Training

Course Title: Men who Foster / Men whose wives or Partners Foster (Men Only)

Research shows that children and young people need to have positive male role models in their lives for healthy social, emotional and behavioural development. Yet being a man who works with children and young people or is in a relationship with someone who is fostering may have questions, they wish to ask about their role. This course explores the challenges and promotes gender competence throughout the workforce.

Learning Objectives:

- Understand the importance of gender competence in all work with children and young people
- Understand the gender related needs of a young person who may have a distorted narrative about men
- Understand the importance of men in the children's lives
- Share some common experiences

Training, Support and Development Standards – 2.1b, 2.2a, 2.4a, 7.1a, 7.1b, 7.1c, 7.3a, 7.4a, 7.5

Specialist Training

Course Title: Parenting Teenagers

Parenting teenagers can be challenge but they still need you. Sometimes it's easy to forget that while being an adult has all sorts of stresses and strains, being a teenager isn't always that great either. First of all, they are at a difficult age when they're no longer seen either as children or as adults. Secondly, their hormones are racing, they're under pressure from friends and the media to keep up, and their schoolwork is more important now than ever. These are just some of the issues that lead to the mood swings and emotional outbursts that we commonly associate with teenagers, and can be worth remembering when handling problems and difficult situations with your teen.

Learning Objectives:

- Understand the importance of gender competence in all work with children and young people
- Understanding how to tackle challenging behaviour
- Understanding teen development and adolescence

Training, Support and Development Standards – 1.1a, 1.1b, 1.2b, 1.3b, 2.1b, 2.3b, 2.4a, 2.4b, 3.2a, 3.3a, 3.4a, 3.4b, 3.4c, 3.5a, 4.1a, 4.1b, 4.1d, 4.2b, 4.4a, 4.5c, 4.5d, 5.1, 5.2, 5.3, 5.5, 5.6, 5.7, 5.8d, 6.1a, 6.1b, 6.2, 6.3a, 6.5a, 7.1b, 7.3b

Specialist Training

Course Title: IT Skills – Charms Training

CHARMS is the UK's favourite, web-based system in adoption, fostering and children's residential care. CHARMS enables you to manage all aspects of electronic case management. BGFA have recently gone paperless and have installed the Charms system for all Staff, Panel Members and Foster carers to use. Training will be provided to all about how to use the system and understand the benefits of using it.

Learning Objectives:

- Understand the use of Charms and its functions
- Understanding the importance of maintaining confidentiality when viewing, uploading and receiving online documents.

Training, Support and Development Standards – 7.4a, 7.4b, 7.4c, 7.4d

One to one Training

Course Title: Data Protection / confidentiality and security of documents

When working with children you will often handle confidential information about enrolled children, families, and staff. This information is shared only when it is necessary. Maintaining confidentiality also builds trust in child care programs. Fostering relationships with staff, children, and families is built on trust. When managing sensitive information, there is an ethical and legal responsibility to protect the privacy of individuals and families. All organisations which handle personal information about individuals must ensure that they follow the guidelines set down by the Data Protection Act.

Learning Objectives:

- Understand legislation surrounding Data Protection and confidentiality
- Understand the importance of data protection and confidentiality
- Understand what information is to be kept confidential and what is to be shared
- Understanding the importance of keeping accurate and up to date data

Training, Support and Development Standards – 1.4, 3.4a, 4.5a, 4.5b, 7.49, 7.4d

One to one Training

Course Title: Life Coaching

Life Coaching is a profession that is profoundly different from consulting, mentoring, advice, therapy, or counseling. The coaching process addresses specific personal projects, business successes, general conditions and transitions in the client's personal life, relationships or profession by examining what is going on right now, discovering what your obstacles or challenges might be, and choosing a course of action to make your life be what you want it to be.

Learning Objectives:

- Develop your ability and skills as a Foster carer
- Clarity about what you want, why you want it and how you can get it.
- Bridging the gap between where you are now and where you want to be.
- Strategies and techniques which facilitates you to reach your goal faster.
- Overcome obstacles, low confidence and insecurities.
- Explore and evaluate all possible options available.
- Dedicated time, support, encouragement and motivation.

Training, Support and Development Standards – 1, 2, 7

2016 Training Plan

Group Training Plan for Foster carers, Staff & Panel Members

Jan 2016 – Dec 2016

DATE	NAME OF TRAINING / COURSE	TRAINER / FACILITATOR	Attendees
<i>27th Jan</i>	The impact of fostering on your family	Lynda Ince	Foster carers
<i>24th Feb</i>	The risks of internet & other devices including social networking	Glen Pereira (in-house)	Foster carers
<i>23rd Mar</i>	Self-esteem & confidence building	Lynda Ince	Foster carers
<i>20th Apr</i>	Life story work	Claire Rabanal (in-house)	Foster carers
<i>18th May</i>	Safeguarding	Lynda Ince	Foster carers Panel members Staff
<i>22nd Jun</i>	The Fostering Standards and Regulations Recordings & outcomes	Management (in-house)	Foster carers
<i>13th Jul</i>	Working effectively with sexually abused children	Lynda Ince	Foster carers
<i>24th Aug</i>	Unaccompanied Minors Administration of medicine for children with complex needs	Management (in-house)	Staff Panel members
<i>21st Sept</i>	Saying goodbye to your foster child	Lynda Ince	Foster carers
<i>19th Oct</i>	Working with a difference & anti discriminatory practice	Lynda Ince	Foster carers
<i>23rd Nov</i>	Managing the complexity of disruption, before, during and after	Lynda Ince	Foster carers
<i>14th Dec</i>	Promoting educational achievements in fostered children	Management (in-house)	Foster carers

Specialist Training

Month & Date	Training	Trainer	Venue	Candidates
29 th Feb 16 16 th Mar 16	Pediatric First Aid	St Johns Ambulance	BGFA Offices	Foster carers
24 th Apr 16	Men who Foster	Lynda Ince	BGFA Offices	Male Foster carers
10 th May 16 24 th May 16 31 st May 16 7 th Jun 16	Parenting Teenagers	Lynda Ince	BGFA Offices	Foster carers
T.B.A by May 16	IT Skills – Charms Training for Foster carers	Glen Pereira	BGFA Offices	Foster carers
T.B.A by Dec 16	IT Skills – Charms Training for Panel Members	Glen Pereira	BGFA Offices	Panel Members
9 th Feb 16	Data Protection / confidentiality and security of documents	In-house	BGFA Offices	Foster carers
27 th Feb 16	Data Protection / confidentiality and security of documents	In-house	BGFA Offices	Panel Members

****NOTE: Dates and Venue may be subject to change depending on any unforeseen circumstances – Any changes will be notified in advance****

One to One Training

Month & Date	Training	Trainer	Venue	Candidates
To be delivered throughout the year on an individual basis.	Life Coaching	Lynda Ince	BGFA Offices	Foster carers

This Training will be delivered on a one to one basis, dates and times will be agreed mutually between Foster carer and the Trainer.

**Skills to Foster Training
PRE APPROVAL TRAINING**

Group No.	Dates	Training	Names of Candidates	Trainer	Venue
1	15 th Mar 2016 16 th Mar 2016 17 th Mar 2016	Skills to Foster	Fostering applicants	TBA	BGFA Offices
2	7 th Jun 2016 8 th Jun 2016 9 th Jun 2016	Skills to Foster	Fostering applicants	TBA	BGFA Offices
3	6 th Sept 2016 7 th Sept 2016 8 th Sept 2016	Skills to Foster	Fostering applicants	TBA	BGFA Offices

These dates are subject to change depending on the recruitment of prospective foster carers.

**Induction Training
PATHWAY – NEWLY APPROVED CARERS**

Start date of course	End date of course	Training	Names of Candidates	Trainer	Venue
Month 1	4 hour course	Attachment	Newly approved foster carers	Fostering Network	Foster carers home
Month 1	4 hour course	Behavior	Newly approved foster carers	Fostering Network	Foster carers home
Month 2	4 hour course	Contact	Newly approved foster carers	Fostering Network	Foster carers home
Month 2	4 hour course	Education	Newly approved foster carers	Fostering Network	Foster carers home
Month 3	4 hour course	Health	Newly approved foster carers	Fostering Network	Foster carers home
Month 3	4 hour course	Safe caring	Newly approved foster carers	Fostering Network	Foster carers home

The Induction programme starts within 10 days of approval and is to be completed within three months of approval.

**TSD Training
NEWLY APPROVED CARERS**

The TSD Training is to start within one month of approval and completed within 12 months. (Please refer to page 8 of this brochure for further details).

Good Luck with your Training &
Development in **2016**

If you have any further queries regarding
this brochure please contact Administration
on **01753 86 86 86**

Thank You

BGFA Management