Organisational Development
Welcome and Introduction

Dear Colleagues,

Foster Carers are often described as the unsung heroes of Children’s Services. It is the relationship with a Foster Carer that very often makes the real difference to the lives of our looked after children every day.

Coventry values the tireless work of its Foster Carers and is keen that they are supported in their role. This training offer for Foster Carers is one of the cornerstones of this support and is the hallmark of a good Fostering Service. I am therefore delighted to introduce the Training and Development Portfolio for Foster Carers for 2019/2020, and hope that the training opportunities within the Portfolio will continue to meet your learning needs and support you in providing the best possible care. I see this portfolio of training opportunities as the first step of a journey to becoming an outstanding Fostering Service. The Portfolio, this year also includes an offer from Adult Education to ensure Foster Carers have more variety and a comprehensive choice of courses. New courses have also been added, delivered by external trainers who are experts in their field. The new evenings and Saturday sessions should assist in giving Carers more varied access times to these courses.

You will note many of the sessions will be delivered jointly with Foster Carers, Supervising Social Workers, Children’s Social Workers and staff across Children’s Services. This is part of the commitment to deliver a ‘Team around the Child’ approach to all looked after children and young people. The opportunity to explore issues with Social Workers will mean relationships are strengthened and the learning that we all take from the children we look after will be shared.

The training courses have been arranged up to March 2020, please attend any courses that are beneficial to you and speak to your Supervising Social Worker about any further needs.

Finally, I wish to acknowledge the contribution members of the Coventry Foster Carer Association have made to the improvement of this programme. This feedback has been very useful in ensuring that we continue to strengthen the support offered to Foster Carers to enable you to meet the needs of our children.

Thank you for everything you do to make a difference to our Children.

Best Wishes,

John Gregg
Director of Children’s Services
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Recording for Foster Carers
Safeguarding Awareness for Foster Care
Supporting Education of LAC
Therapeutic Parenting and Behaviour Management

Foster Care Mandatory Refresher (to be completed after 3 yrs—First Aid not included)

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Coventry Safeguarding Board Inter-Agency Training Programme
Coventry Virtual School
UK Safer Internet Centre
Research in Practice for Foster Carers
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Training Requirements for all Foster Carers

The national minimum standards for Foster Carers require all Carers to have a Personal Development Plan and participate in on-going learning and development.

As a guideline it is expected that every Foster Carer participates in 20 hours of development activity every 12 months. This will often be through participating in the face to face and virtual learning outlined in this Portfolio.

However, development comes in many forms and can also include reading, research, mentoring and discussions. Foster Carers can also access training in other roles which is transferable to their work as Foster Carers. Your Supervising Social Worker will discuss with each of you in supervision, your learning needs are and how these will be met.

Non-Attendance at Training Courses

Whilst we understand that you will try your best to attend the relevant training opportunities, we also understand at times there may be emergencies throughout the year when you can’t attend a session that is booked. Please contact us at your earliest convenience, if you need to cancel, to enable us to offer this place to another delegate.

Please email: fostercarerdevelopment@coventry.gov.uk
There are a number of factors that contribute to a successful training session. Trainers must be punctual, present themselves in a professional manner, and create a comfortable environment which provides an equal opportunity for all learners. Equally the behaviours demonstrated by learners will have an outcome on the quality of the session. Trainers may agree these with the group at the start of the session but here are a few basic ground rules when attending a training programme.

- Arrive early so that you are ready to start on time.
- Have your mobile turned to vibrate or switched off.
- Bring an open mind and be prepared to engage in the learning.
- Ask questions and give others a chance to express themselves.
- Be respectful to the views of others.
- If you use a laptop to take notes don’t cause a distraction to learners or check your emails.
- Return to your workplace prepared to use the learning.
- Provide feedback on your evaluation form or Survey Monkey email.
## Training Calendar
April 2019—September 2019

Please click on any of the courses below for more information

<table>
<thead>
<tr>
<th>2018/2019</th>
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<tr>
<td>Supporting Children &amp; YP with Autism</td>
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<td>Caring for Unaccompanied Minors</td>
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<td>Caring for Teenagers</td>
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<td>CSE Awareness</td>
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<td>Domestic Abuse, Recognition &amp; Response Childrens &amp; Foster Care</td>
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<td>25th</td>
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<td>Foetal Alcohol Spectrum Disorder</td>
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<td>19th</td>
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<tr>
<td>Foster Care Mandatory Refresher</td>
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<td>26th</td>
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<tr>
<td>Intro to Safer Caring and Health &amp; Safety</td>
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<td>Intro to Phonics for Key Stage 1</td>
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<td>Life Story Work</td>
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<td>Paediatric First Aid</td>
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<td>Recording for Foster Carers</td>
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<td>Safeguarding Awareness for Children &amp; Foster Care</td>
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<td>Therapeutic Parenting with Behaviour Management</td>
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<td>Learning through play for early years</td>
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Booking on to a Course

What Training do I need?
Meet with your Supervising Social Worker/Manager and decide on your training and development needs; or refer to your Personal Development Plan in your Foster Carer Review.

Find and check courses
Check the course detail to ensure it meets your needs and there are available dates.
You must book on each course via the links below as courses are subject to change and at times can be cancelled due to low numbers.

Training Options

- Face to Face
- E-Learning

Make a booking
Complete the booking online through our booking system:
www.coventry.gov.uk/fostercarecoursebooking

Access online training
There is an extensive selection of e-learning courses at the back of this brochure.
To register for these online courses please contact:
fostercarerdevelopment@coventry.gov.uk

Evening and Saturday Courses
Throughout the brochure the evening and Saturday sessions are highlighted in each course detail.

Facilities and Reasonable Adjustments
Coventry City Council is happy to consider any reasonable adjustments you may have. Please let us know in advance if there are any arrangements that need to be made on your behalf.
All Foster Carers are required to complete the Training, Support and Development Standards below within 12 months (18 months for Connected Persons Foster Carers) of becoming approved. The 7 Training, Support and Development Standards (TSD) form part of a Foster Carer’s induction into the role and then become part of your Continuing Professional Development. The TSD provide a national minimum benchmark that sets out what Foster Carers should understand throughout their career. Foster Carers must evidence all of the standards under each of the following seven headings.

In Coventry we ask Foster Carers to complete a portfolio to demonstrate their understanding as they start their fostering journey. You will have received this during your assessment. Your Supervising Social Worker will support you with completing the portfolio. Attending training is one way to demonstrate your learning and can assist you with completion.

In the following pages you will find the available courses. Link to the gov.uk pages can be found here.

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

2. Understand your role as a Foster Carer

3. Understand health and safety, and health care

4. Know how to communicate effectively

5. Understand the development of children and young people

6. Safeguarding children and young people (keep them safe from harm)

7. Develop yourself
Mandatory Training

The national minimum standards for fostering set out the training that it is required that all Foster Carers complete. This is what we refer to as Mandatory Training. It is required that each Foster Carer cover the subject areas listed below either through face to face or via e-learning. Some Foster Carers may have prior learning which they believe covers the subject area which they should discuss with their Supervising Social Worker.

Once the Mandatory Training has been completed it needs to be refreshed at least every 3 years, please refer to the Foster Care Mandatory Refresher Training on page 17 for further details.

You can find more details of each course by clicking on to any of the course names below. If you have any questions please refer to your Supervising Social Worker for advice.

- Safeguarding Awareness for Foster Care
- Intro to Safer Caring & Health & Safety
- Recording for Foster Carers
- Equality & Diversity
- Paediatric First Aid
- Supporting Education of Looked After Children
- Therapeutic Parenting and Behaviour Management
<table>
<thead>
<tr>
<th>Available Dates:</th>
<th>Trainers:</th>
<th>Times:</th>
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<tbody>
<tr>
<td>10th October 2019</td>
<td>Daisy Bogg</td>
<td>9.30am—14.00pm</td>
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<td>Consultancy</td>
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**Course Length**

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<th>Target Group</th>
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<tr>
<td>1 Day</td>
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<tr>
<td>Foster Carers &amp; Special Guardians</td>
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**Course Aim**

This session will be aimed at Foster Carers, to increase their knowledge around attachment theory and how it can help support the way in which they work with children in their care.

To increase the understanding of attachment theory and enable delegates to apply attachment theory in practice in caring for children and young people within Coventry.

**Course Outcomes**

By the end of this course you will understand:

- Have an overview of attachment theory and an understanding of how attachment develops.
- Understand how experiences in early relationships can create internal working models and attachment styles and how this may affect future relationships.
- Understand the impact of separation, loss, abuse and neglect on children’s development and their capacity to form attachments.
- Understand the relevance of attachment theory within the role of a foster carer.
- Understand how resilience theory, dyadic developmental psychology perspectives and attachment theory are linked and how this relates to using the PACE model.
- Be able to make links between theory, research and practice; and understand how to apply attachment theory to the care of children and young people.
- Understand how attachment theory can be used to improve child-parent/carer relationship.
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<th>Available Dates</th>
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<tr>
<td>24th May 2019</td>
<td>Louisa McGivney</td>
<td>10.00—12.00</td>
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<td>13th June 2019</td>
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<td>20th June 2019</td>
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<td>14.00—16.00</td>
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<td>28th June 2019</td>
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**Course Length**

- 2 hrs

**Target Group**

- Foster Carers & Children's Social Care Staff

**Course Aim**

Key Autism awareness training for all practitioners working in settings, with children and young people who are on the Autism spectrum.

The training session focuses on the four key areas of difference that need to be considered when working with children and young people with Autism by understanding the individual child and their strengths and differences. Identifying key areas to help them build positive relationships with those around them and developing an awareness of the sensory/communication/interaction differences that pupils on the Autism spectrum experience.

**Course Outcomes**

- To raise awareness of Autism Spectrum Condition
- To develop a shared understanding of some of the challenges that children with autism face
- To increase confidence in providing an appropriate learning environment
- To build up a bank of strategies that can be used to support children with autism in the mainstream classroom
## Caring for Teenagers

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<th>Available Dates:</th>
<th>Trainers:</th>
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<tr>
<td>23rd September 2019</td>
<td>William Horrocks</td>
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<td>Tina Training</td>
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<td>11th October 2019</td>
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### Course Length

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<th>Target Group</th>
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<td>1 Day</td>
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<td>Foster Carers; Special Guardians; Social Workers &amp; NQSW’s/ASYE’s</td>
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### Course Aim

To establish confident approaches to communication and to empower participants to support young people in managing their own behaviour

### Course Outcomes

By the end of this course you will have:

- Increased confidence in creating and maintaining an environment where people feel valued and listened to.
- Increased understanding of why behaviours experienced by others as challenging may occur.
- To be able to identify and deploy supporting interventions when a young person is in crisis.
- Increased personal resourcefulness in managing complex interactions.
- Knowledge about accessing specific support services.
- Increased confidence in promoting resilience and wellbeing.
Caring for Unaccompanied Minors

Available Dates: 3rd September 2019

Trainers: Breaking the Cycle

Times: 9.30am—14.00pm

Course Length: 1 Day

Target Group: Foster Carers, Special Guardians & all other staff across Children’s Services

Course Aim

This course will aim to assist carers to gain an understanding the complexities and challenges associated with Unaccompanied Child Asylum Seekers. Reflecting on legislation, personal stories and factual data, the course aims to identify and explore the issues currently faced by young people, foster carers and professionals.

Participants will cover areas of social and cultural isolation faced by young people who have been displaced from their country of birth and their families, whilst exploring the issues faced by carers and the young people as they approach adulthood.

In recognising that Unaccompanied Child Asylum Seekers are among the most vulnerable young people in society, the course explores the risk and safeguarding concerns pertaining to discrimination, sexual exploitation, child trafficking, forced marriage, genital mutilation.

Course Outcomes

By the end of this course you will understand:

- The laws and processes related to Child Asylum Seekers and Refugees, reflecting both their status and their time in care.
- The advantages of a person centred approach in supporting this most vulnerable group of young people and practical tips in the home
- The law surrounding immigration and current safeguarding concerns pertaining to child Asylum Seekers
- An understanding of the current pathways for Child Asylum seekers as they approach adulthood
- The need to have an increased awareness of the methodology and research that impacts on Equality and Diversity whilst recognising the current political and social discourses which may impact upon individuals
- An understanding of the techniques models and research that allow workers to engage with young Asylum Seekers
- How to assess situations and work with young people in order to address cultural and personal isolation
- How to recognise and use the skills and motivation tools to help young people explore their identity and empower them to achieve better outcomes.
- How to access support services and appropriate resources in order to address social and cultural isolation
# Child Sexual Exploitation Awareness

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<th>Available Dates</th>
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<tbody>
<tr>
<td>1st June 2019</td>
<td>Daisy Bogg Consultancy</td>
<td>9.30am—14.00pm(Saturday)</td>
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<td>28th November 2019</td>
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<td>18.00pm—21.00pm</td>
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<td>5th March 2020</td>
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## Course Length

1 Day

## Target Group

Foster Carers, Special Guardians & all other staff across Children’s Services

## Course Aim

This course aims to increase delegates’ knowledge and awareness of CSE, as well as show them how to spot the signs of CSE. Furthermore, it will give delegate’s knowledge on who to contact in such situations and how to handle it/empathise with people involved.

## Course Outcomes

By the end of this course you will:

- To increase the awareness of Sexual exploitation and abuse of power and control in relationships.
- To increase awareness of how easy it can be to get drawn into sexual exploitation and how hard it can be to get out.
- Increased knowledge of relevant and appropriate services that can offer support to young people around sexual exploitation e.g. Barnardo’s.
- To raise skills in spotting the signs of sexual exploitation
- To raise skills and confidence in discussing the subject of CSE
Domestic Abuse, Recognition & Response

### Available Dates:
- 19th September 2019
- 5th February 2020

### Times:
- 9.30—14.30

### Trainers:
- Daisy Bogg

### Course Length
- Foster Carers & Special Guardians

### Course Aim
This one-day programme will explore the dynamics of domestic abuse, considering different forms of abuse, the role of power and control in interpersonal relationships and the risks and protective factors associated with abusive relationships. Learning from serious case reviews and research-evidence will be considered, and the experience of both victim and perpetrator will be considered.

The session will include an overview of the latest legal framework designed to protect victims experiencing domestic violence situations and support participants to develop their knowledge of local and other resources that can be drawn upon to support their work with families where domestic abuse may be a factor.

### Course Outcomes
- Awareness of the various forms of domestic abuse – indicators, risks and protective factors
- To understand the dynamics and the role of power and control in domestic abuse, the impact on the Victim, and familiarity with some of the key models/theories associated with power and control in interpersonal relationships
- An awareness of the key models / theories underpinning modern responses to domestic abuse, including identification of local and online resources to support workers and victims
- Awareness of family dynamics and the impact of these on risk and relationships within the family
- Understand how to provide a supportive environment for disclosure
- Increase confidence in how to respond to a disclosure and knowledge of referral pathways and specialist services
- Increase knowledge of risk assessment and safety planning
- Gain practical insights into making services more accessible and safe for domestic abuse victims (including diverse groups)
**Equality, Diversity and Inclusion E-Learning**

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<th>Course Length</th>
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<td>2 hours plus self-guided learning</td>
<td>Foster Carers/ Special Guardians &amp; all other staff across Children's Services</td>
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**Training Support & Development Standards**

Standards: 1, 2, 3, 4, 5, 6 and 7

**Course Aim**

Issues of equality and diversity are central to the values that underpin work with children and young people and their families.

This course enables learners to understand how these issues affect every aspect of life, how to challenge prejudice and discrimination effectively and how to promote empowerment.

**Course Outcomes**

At the end of this course you will understand:

- The terms equality, discrimination, prejudice, identity, diversity and inclusion
- Have a basic knowledge of legislation relating to this subject
- Understand issues in equality and diversity
- Understand the different types of prejudice and discrimination that can affect children and young people
- Know how issues of equality and diversity are addressed professionally

**AC Education E-Learning Social Care Courses**
Foetal Alcohol Spectrum Disorder Workshop

<table>
<thead>
<tr>
<th>Available Dates:</th>
<th>Trainers:</th>
<th>Times:</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th October 2019</td>
<td>Daisy Bogg</td>
<td>09:30—14:30</td>
</tr>
<tr>
<td>Consultancy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Course Length**

1 Day

**Target Group**

Early Help Practitioners, Childrens Social Workers & Foster Carers, Independent Chairs

**Training Support & Development Standards**

**Knowledge & skills Framework**
- Child development (2)
- Effective direct work with children and families (5)
- Child and family assessment (6)
- Analysis, decision-making, planning and review (7)
- Professional ethics (9)

**Professional Capability Framework**
- Values and Ethics (2)
- Knowledge (5)
- Skills and Interventions (7)
- Critical Reflection and Analysis (6)

**Course Aim**

This course aims to support delegates to increase their knowledge and awareness of Foetal Alcohol Spectrum Disorder (FASD). To define FASD, its causality, prevalence, symptoms and impact on development, focusing especially on early childhood.

**Course Outcomes**

*By the end of the course Participants should be able to:*

- Identify the causes and the long term effects of FASD
- Explain the difference between FAS (Foetal Alcohol Syndrome) and FASD
- Identify the behaviours and needs of someone with FASD throughout their different life stages
- Explore the possibility that some of their clients may be affected by FASD
- Understand how to get a diagnosis
- Assess how the clients can best be supported and identify strategies to achieve this
<table>
<thead>
<tr>
<th>Available Dates:</th>
<th>Trainers:</th>
<th>Times:</th>
</tr>
</thead>
<tbody>
<tr>
<td>26th June &amp; 3rd July 2019</td>
<td>10am—2pm</td>
<td></td>
</tr>
<tr>
<td>16th &amp; 23rd January 2020</td>
<td>17:00-21:00pm</td>
<td></td>
</tr>
</tbody>
</table>

**Course Length:** 2 Day

**Target Group:** Foster Carers inc Connected Persons who have completed the Mandatory Training and fostered for at least 3 years

**Training Support & Development Standards**

Standards: 1, 2, 3, 4, 5, 6 and 7

**Course Aim**

This session will be aimed at Foster Carers, Special Guardians professional development to improve their learning and update skills and knowledge.

This course aims to refresh knowledge of Safer Caring, Recording & Reporting, Behaviour Management, Safeguarding, Equality, Diversity & Inclusion plus Education of Looked After Children.

This will update information and awareness of any changes in practice and policy since their last training session. The session will also introduce any new areas of focus in Safeguarding practice.

**Please note:** First Aid Training must be undertaken as a separate refresher course.

**Course Outcomes**

- Up-dated knowledge and understanding of 6 core training courses: Safer Caring, Recording & Reporting, Behaviour Management, Safeguarding, Equality, Diversity & Inclusion plus Education of Looked After Children
- Provide an opportunity for those who have completed their mandatory training programme to reflect, refresh and maintain their skills
- An awareness of updates and amendments to ‘Working Together to Safeguard Children 2013’ and understand the legal and statutory context of Safeguarding Children
- An awareness of where and how to access related policies and procedures for safeguarding
- An awareness of recording requirements of safeguarding, including information sharing & confidentiality aspects
- An awareness how to care for children & young people to promote equality, respect & celebrate diversity & include all children fully
- Promoting positive behaviour- to provide a toolkit & guidance to help & support you to provide safe & high quality care for the children & young people you foster
- Supporting Education- understanding educational systems and processes and developing approaches to ensure effective communication with education setting staff, to understand relevant education processes including personal education plan and pupil premiums

**Please Note:** Foster Carers and Special Guardians must have completed the separate Mandatory Training and fostered for at least 3 years before they can attend this course as a refresher. Please seek advice from your Supervising Social Worker. Both days of this session must be attended.
### Intro to Safer Caring & Health & Safety

<table>
<thead>
<tr>
<th>Available Dates</th>
<th>Trainers:</th>
<th>Times:</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th June 2019</td>
<td>Breaking the Cycle</td>
<td>18.00pm—21.00pm</td>
</tr>
<tr>
<td>1st October 2019</td>
<td></td>
<td>9.30am—14.00pm</td>
</tr>
<tr>
<td>15th February 2020</td>
<td></td>
<td>9.30am—14.00pm (Saturday)</td>
</tr>
</tbody>
</table>

**Course Length**

- 1 Day

**Target Group**

- Foster Carers & Special Guardians

**Training Support & Development Standards**

- Standards: 1, 2, 3, 4, 5 and 7

**Course Aim**

The aim of this programme is increase awareness of Safer Caring and its role in safeguarding children in care, foster carers and the family.

**Course Outcomes**

At the end of this course you will understand:

- Safer caring is about assessing and managing risk
- Identify examples of risks to children and young people
- Show awareness of key issues in providing foster care for children and young people
- Show awareness of the processes involved in planning safer care
- Identify key elements of risk assessment
- How to ensure the safety of all household members
- Enable you to understand what children and young people want and need to feel safe
- Identify what contributes to a safe environment for children and young people
- Identify risks to Foster Carers and their families
- Recognise how to create a good safe care policy
- Explain how to develop and maintain ‘safer caring’ guidelines for you
## Life Story Work

<table>
<thead>
<tr>
<th>Available Dates</th>
<th>Trainers:</th>
<th>Times:</th>
</tr>
</thead>
<tbody>
<tr>
<td>11th April 2019</td>
<td>Julia Davies</td>
<td>9.30am—14.00pm</td>
</tr>
<tr>
<td>21st June 2019</td>
<td></td>
<td>9.30am—14.00pm</td>
</tr>
<tr>
<td>16th December 2019</td>
<td></td>
<td>9.30am—14.00pm</td>
</tr>
</tbody>
</table>

### Course Length

<table>
<thead>
<tr>
<th>Target Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Day</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foster Carers, Special Guardians &amp; all other staff across Children’s Services</td>
</tr>
</tbody>
</table>

### Course Aim

The aim of this course is to provide an overview of Life Story work, provide an understanding of the practice issues involved in undertaking this work and provide participants with resources and ideas to help them to communicate difficult and sensitive issues.

**Please Note:** This is a longer more detailed course than previous years.

### Course Outcomes

By the end of this course participants will understand:

- How important Life Story work is in the life of a Looked After Child
- The challenges and issues that need to be considered
- The skills in undertaking Life Story work and development in this area
- How best to collect and present information
- Create life story books which are useful, valuable and represent the child
- How to work directly with children and young people to address themes of loss and trauma
- Ways of communicating to address sensitive and difficult issues in an empathic and supportive manner
- Different ways of working to address developmental levels and additional needs in children and young people
- How to co-create narratives with children and young people
# First Aid for Foster Carers

<table>
<thead>
<tr>
<th>Hours:</th>
<th>Available Dates:</th>
<th>Trainers:</th>
<th>Times:</th>
</tr>
</thead>
<tbody>
<tr>
<td>6hrs</td>
<td>Sat 15th June 2019</td>
<td></td>
<td>9:30am—3:30pm</td>
</tr>
<tr>
<td>6hrs</td>
<td>Sat 6th July 2019</td>
<td>Mandy Beaumont</td>
<td>9:30am—3:30pm</td>
</tr>
<tr>
<td>3 hrs x 2</td>
<td>10th &amp; 11th Sept 2019</td>
<td>Occupational Health &amp; Wellbeing Service</td>
<td>6pm—9pm</td>
</tr>
<tr>
<td>6hrs</td>
<td>4th Dec 2019</td>
<td></td>
<td>9:30am—3:30pm</td>
</tr>
<tr>
<td>6hrs</td>
<td>18th March 2020</td>
<td></td>
<td>9:30am—3:30pm</td>
</tr>
</tbody>
</table>

## Course Length

6 hours

## Target Group

- Foster Carers, Special Guardians, Social Workers & Adopters.
- Any registered service worker working with people under the age of 16

## Training Support & Development Standards

Standards: 1, 2, 3, 6 and 7

## Course Aim

The aim of this course is to preserve life, prevent deterioration and promote recovery.

## Course Outcomes

At the end of this course you will understand:

- The correct treatment to give a paediatric casualty, suffering from any injury or illness that they may be presented with
- The correct treatment as laid down by the HSE, UK Resuscitation Council, Edexel and Coventry City Councils guidelines for first aid

Please note: This course has been condensed to 6 hours over 1 day or 2 evenings to enable more foster carers to be able to access it. To cover the material, however the day will run to 3.30pm. In order to complete this training it is essential to stay for the full day. If you need support with childcare to enable you to complete the course please discuss this with your supervising social worker.
## Prevent Awareness Raising

<table>
<thead>
<tr>
<th>Available Dates:</th>
<th>Trainers:</th>
<th>Times:</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBA</td>
<td>Geoff Thomas</td>
<td></td>
</tr>
</tbody>
</table>

### Course Length

| 1¼ hour | |

### Target Group

| Foster Carers, Special Guardians, Social Workers & all other staff across Children’s Services |

### Course Aim

The Prevent guidance requires that front line staff have an appreciation of the Prevent Duty, appreciate the risks of radicalisation, what to do if you have a concern and the support available to staff and individuals.

The WRAP course covers all of those requirements and takes just over an hour’s participation.

### Course Outcomes

The WRAP course provides an introduction to the Prevent Duty which requires the Council and partners to reduce the risk of people being drawn into terrorism or extremism which supports terrorism. The key content of the WRAP session is:-

- Introduction to Prevent Duty
- Consideration of vulnerability to being drawn into terrorism
- Behaviours associated with vulnerability
- Risk factors of radicalisation
- Support available to people
Recording for Foster Carers

<table>
<thead>
<tr>
<th>Available Dates</th>
<th>Trainers:</th>
<th>Times:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st July 2019</td>
<td></td>
<td>18:00—21:00</td>
</tr>
<tr>
<td>7th November 2019</td>
<td>Graham Hopkins</td>
<td>09:30—12:30</td>
</tr>
<tr>
<td>10th March 2020</td>
<td></td>
<td>09:30—12:30</td>
</tr>
</tbody>
</table>

Training Support & Development Standards

Standards: 1, 2, 3, 6 and 7

Course Aim

This course provides carers with an understanding of the importance of record keeping and recording significant and important events in the lives of Looked after Children and Young People.

It will give carers the confidence to write in a clear, concise, relevant and meaningful way. To inspire carers to worry less about their writing and concentrate more on the great care they provide – and then how to turn that into a "professional record".

Course Outcomes

At the end of this course you will understand:

- Plan your recording effectively in line with Coventry’s values
- Structure your recording in a way that is logical, professional and easy to navigate
- Be clear, concise, use everyday words and avoid jargon
- Keep your recording relevant and meaningful
- Record the voice of children and young people
- Reduce your time writing – so you can spend more time with those who are most important – children and young people
# Safeguarding Awareness for Foster Care

<table>
<thead>
<tr>
<th>Available Dates</th>
<th>Trainers:</th>
<th>Times:</th>
</tr>
</thead>
<tbody>
<tr>
<td>14th May 2019</td>
<td></td>
<td>9.30am—14.00pm</td>
</tr>
<tr>
<td>5th September 2019</td>
<td>Daisy Bogg Consultancy</td>
<td>18.00pm—21.00pm</td>
</tr>
<tr>
<td>21st January 2020</td>
<td></td>
<td>9.30am—14.00pm (Saturday)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Length</th>
<th>Target Group</th>
<th>Training Support &amp; Development Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Day</td>
<td>Foster Carers; Special Guardians; Social Workers; NQSW’s; ASYE’s &amp; all other staff across Children’s Services</td>
<td>Standards: 1, 2, 3, 4, 5, 6 and 7</td>
</tr>
</tbody>
</table>

## Course Aim

The aim of this course is to gain a broad understanding of safeguarding principles for children who are at risk of, or have experienced, child abuse and neglect.

## Course Outcomes

By the end of the course participants will be able to demonstrate an awareness of:

- What is meant by child abuse and it’s possible impact on children, including the official definitions
- Measures to prevent child abuse
- How to identify signs and symptoms of possible abuse
- The factors that might affect identification of harm particularly when working with resistance or disguised compliance.
- The local context for safeguarding, including reporting procedures and the role of the Coventry Safeguarding Board
- Importance of safeguarding procedures
- How best to respond to children, young people and their carer’s when we suspect a child is being harmed
- What action to take when we suspect possible harm to a child
- Key principles for supporting a child who has been abused
- Different pathways to recovery
- How best to seek help and support for ourselves and colleagues
Supporting Education of Looked After Children

<table>
<thead>
<tr>
<th>Available Dates</th>
<th>Trainers:</th>
<th>Times:</th>
</tr>
</thead>
<tbody>
<tr>
<td>16th October 2019</td>
<td>Virtual School</td>
<td>09:30—12:30</td>
</tr>
<tr>
<td>5th &amp; 12th February 2020</td>
<td></td>
<td>18:30—20:00</td>
</tr>
</tbody>
</table>

Course Length | Target Group                          
---|---------------------------------------|
½ Day         | Foster Carers; Special Guardians, Social Workers & NQSW’s/ASYE’s

Training Support & Development Standards

Standards: 1, 2, 4, and 5

Course Aim

This course aims to provide knowledge and understanding of the role Foster Carer’s play in supporting the education of Looked After Children.

Course Outcomes

By the end of this workshop you will understand:

- Foster Carers will understand why education is important
- Foster Carers will have a knowledge of educational terminology
- Foster Carers will understand that the role of Foster Carer is crucial
- Be able to participate in interactions with the Education Service
- (Parents evening, exclusions, PEP etc.)

This course can be completed by either attending the day session or both evening sessions.

The choice of this course and the one on page 15 can be attended dependant on which will be beneficial to you, the Fostering Service have confirmed you do not have to attend both.
If you need further advice or have any questions please speak to your Supervising Social Worker.
Therapeutic Parenting and Behaviour Management

<table>
<thead>
<tr>
<th>Available Dates</th>
<th>Trainers:</th>
<th>Times:</th>
</tr>
</thead>
<tbody>
<tr>
<td>24th May 2019</td>
<td></td>
<td>9.30am—14.00pm</td>
</tr>
<tr>
<td>20th September 2019</td>
<td>Julia Davis</td>
<td>18.00pm—21.00pm</td>
</tr>
<tr>
<td>28th November 2019</td>
<td></td>
<td>9.30am—14.00pm</td>
</tr>
</tbody>
</table>

Course Length: 1 Day
Target Group: Foster Carers, Special Guardians & all other staff across Children’s Services

Course Aim

Therapeutic Parenting with Behaviour Management offers theoretical understanding and practical strategies to help manage the behaviour and emotions of children.

The session offers carers the knowledge to provide a positive, therapeutic environment for the children and family.

Course Outcomes

By the end of this course you will understand:

- Theoretical basis for therapeutic parenting
- Rational for using therapeutic parenting rather than traditional models of parenting
- To identify unhelpful approaches and explore alternatives that meet the needs of children with attachment difficulties and who have experienced trauma and loss
- Knowledge and skills needed to implement therapeutic parenting
- How to meet behavioural and emotional challenges presented by children and young people using therapeutic parenting principles
- Model of Blocked Care and how to prevent this
# Understanding Challenging Behaviour

<table>
<thead>
<tr>
<th>Available Dates</th>
<th>Trainers:</th>
<th>Times:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd &amp; 4th July 2019</td>
<td>Simon John, Next Steps Scheme</td>
<td>9.30am—14.30pm</td>
</tr>
<tr>
<td>10th &amp; 11th September 2019</td>
<td>Cheryl Powell, fostering Recruitment Worker</td>
<td>9.30am—14.30pm</td>
</tr>
<tr>
<td>10th &amp; 11th December 2019</td>
<td></td>
<td>9.30am—14.30pm</td>
</tr>
<tr>
<td>17th &amp; 18th March 2020</td>
<td></td>
<td>9.30am—14.30pm</td>
</tr>
</tbody>
</table>

## Course Length

2 consecutive days of 5 hours

## Target Group

Foster Carers; Special Guardians; Social Workers; NQSW’s/ASYE’s & all other staff across Children’s Services

## Course Aim

This course aims to provide knowledge and understanding of challenging behaviours and its causes.

## Course Outcomes

The training covers the following topics:

- What is challenging behaviour?
- Causes for challenging behaviour
- Effects of trauma on children/young people and their behaviour
- How trauma changes the brain of children and young people
- Causes of violence in children and young people
- Ways to work with violence
- Strategies how to work with traumatised children and young people
- How Social Pedagogy can support practitioners working with traumatised children and young people

The course will be facilitated in an interactive and entertaining way including group work and activities. We will be looking at case studies and how participants can implement the presented material in the own practise.
### Triple P Parenting Programme

<table>
<thead>
<tr>
<th>Course Length</th>
<th>Target Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Various – between 7-11 weeks</td>
<td>Foster Carers, Special Guardians, Coventry Parents &amp; all other staff across Children’s Services (caring for children ages 0 – 16 Years)</td>
</tr>
</tbody>
</table>

#### Programme Information

Triple P is a parenting programme that over the last 30 years has helped thousands of families across the UK by offering information, support and practical parenting advice. Triple P is a great way to meet other parents, learn parenting strategies that work and get the help you need. It’s designed to suit your needs with a variety of options including one to one support and group programmes.

#### Benefits to attending a Triple P Course

A Triple P Course can:

- Assist you in your role as a Parent/Carer to have a more positive family life
- Help you understand a child’s behaviour
- Help you understand a child’s specific needs
- Boost empathy and confidence
- Improve attendance at School as well as behaviour & pupil engagement
- Support your understanding of child’s development
- Support attachment and nurturing
- Help develop self-awareness and self-esteem
- Reduce parental mental health and stress levels
- Promote positive parenting
- Offer one to one support
- Offer intensive help for more challenging behaviour
- Offer an opportunity to meet other parents/carers
- Improve relationships with the child

#### Course Bookings & Advice

Courses are open to all. Crèche may be available on some courses. For all course dates and booking please visit: [http://coventry.fsd.org.uk](http://coventry.fsd.org.uk)

For further information please contact us on 024 7678 6949 or Freephone 0800 434 6127

[http://coventry.gov.uk/positiveparenting](http://coventry.gov.uk/positiveparenting)
<table>
<thead>
<tr>
<th>Triple P Parenting Programme</th>
<th>Outcomes</th>
</tr>
</thead>
</table>
| **Triple P Stepping Stones**         | 10 weeks – Positive parenting, children's behaviour, developing positive relationships, encouraging desirable behaviour, managing misbehaviour, survival tips, dealing with risky behaviour, problem solving for the future.  
  For Parents/ Foster Carers who have children with a diagnosed disability or special need. |
| **Triple P Teen Group**              | 9 weeks – Positive parenting, children's behaviour, developing positive relationships, encouraging desirable behaviour, managing misbehaviour, survival tips, dealing with risky behaviour, problem solving for the future.  
  For Parents/ Foster Carers with children aged 11-17 years. |
| **Triple P Dad's Group**             | 9 weeks – Positive parenting, children's behaviour, developing positive relationships, encouraging desirable behaviour, managing misbehaviour, survival tips, dealing with risky behaviour, problem solving for the future.  
  For Dads / Foster Carers with children aged 0-12 years. |
| **Living with Confidence**           | 9 weeks – to enhance self-confidence and self-worth. Covers what is assertiveness, behaviour types, active listening, communication skills, managing emotions, dealing with criticism, managing anger and stress.  
  For Women only. |
| **Triple P Group**                   | 9 weeks – Positive parenting, children's behaviour, developing positive relationships, encouraging desirable behaviour, managing misbehaviour, survival tips, dealing with risky behaviour, problem solving for the future.  
  For Parents/ Foster Carers with children aged 0-12 years. |
| **Triple P Parenting Plus**          | 9 weeks – Promoting children's positive behaviour, managing misbehaviour, using strategies, planned activities, risky behaviour and how to deal with it, planning ahead, routines.  
  For Parents/Foster Carers with children aged 0-12 years. |
| **Family Links Nurturing**           | 10/11 weeks – A range of parenting strategies including praise, rules, time out, rewards and penalties. Exploring feelings, empathy and emotions, and the impacts of these on parents and children.  
  For Parents/Foster Carers with children aged 6 weeks – 12 years. |
| **Family Links Antenatal**           | 7/8 weeks – Supports attachment, nurturing and preparation for family life. It increases parents' reflective functioning and understand of their baby; how they develop before and after birth.  
  For parents to attend 16-20 weeks into their pregnancy. |
# Me-Learning Courses

<table>
<thead>
<tr>
<th>Course Length</th>
<th>Target Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Varies for each course</td>
<td>Foster Carers, Special Guardians, Social Workers &amp; all other staff across Children’s Services</td>
</tr>
</tbody>
</table>

## Course Bookings

Coventry City Council’s Online Learning system can be accessed by clicking [here](#).

To view all available courses, click [here](#).

For guidance on logging in and using the system, please click [here](#).

## Courses Available

The following are a sample of E-Learning courses available through MeLearning Coventry City Council.

- Assertiveness
- Cardiac and Respiratory Conditions
- Data Protection Law, Definitions and Principles
- Diabetes
- Domestic Abuse
- Equality and Diversity
- Fire Safety Awareness
- Freedom of Information Act 2000
- Handling Subject Access Requests
- Health and Safety in the Workplace
- Information Sharing and Consent – for People Working with Children
- Interview Skills
- Manual Handling
- Personal Safety: Lone Worker
- Privacy and Dignity – for Health and Social Care
- Safeguarding Awareness
AC Education E-Learning Social Care Courses (1 of 3)

<table>
<thead>
<tr>
<th>Course Length</th>
<th>Target Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Varies for each course</td>
<td>Foster Carers, Special Guardians, Social Workers &amp; all other staff across Children’s Services</td>
</tr>
</tbody>
</table>

Course Bookings

To register for the ACC E-learning courses below please email using the following link and let us know which course you are interested in link.

Courses Available—1

The following E-Learning courses are available please register and have a look through the excellent offer. New courses updated January 2019.

01 Core Knowledge & Values
- Attachment and Loss
- Children’s Rights
- Communicating with Children and Young People
- Equality and Diversity
- Facilitation Skills
- Family Centred Working
- Family, Friends and Connected Persons Care
- Managing Allegations
- Men in Children Services
- Multi Agency Working
- Promoting Health and Development
- Reflective Practice
- Risk Management and Safer Working
- Secondary Trauma and Workplace Stress
- Sexual Orientation and Gender Identity
- Understanding Child Development
- Working as Part of a Team
- Young Carers

02 Safeguarding & Child Protection Skills
- Child Protection Awareness
- Radicalisation and Extremism of Vulnerable Children and Young People
- Safeguarding and Child Protection Skills

03 Therapeutic Care
- Healing Environments
- Life Story Work
- Play Therapy
- Positive Parenting Techniques for Parents and Carers
- Resilience and Recovery
- Therapeutic Care and Social Pedagogy
- Transitions and Vulnerability

04 Supporting Adolescence
- Drug Awareness for Parents and Carers
- Making Sense of Adolescence
- Teenage Challenging Behaviour
- Vulnerable Children having Vulnerable Children
- Youth Justice System
Courses Available—2

05 Working with Looked After Children (Fostering, Residential Care & Adoption)
Caring for a Child of a Different Ethnicity
Caring for the Carers
Children and Young People who run away from Social Care
Court Skills
Fostering Asylum Seeking and Refugee Children
Fostering Skills
Parent and Child Placements
Permanency
Promoting Positive Contact
Promoting the Achievement of Looked After Children in Education
Record Keeping in Foster Care
Safer Foster Care
Staying Put
Supervising Foster Care
Supporting Young People Leaving Care
Supporting the Mental Health Needs of Looked After Children
Systemic Approach
The Role of the Foster Carer
Understanding Adoption
Working With Birth Parents within Fostering and Adoption
Working with Travelling Families

06 Understanding Trauma & Promoting Positive Behaviour
Bereavement
Bullying
Caring for a Child that has been Sexually Abused
Children and Domestic Abuse
Children and Parental Mental Health Issues
Children and Parental Substance Misuse
Emotional Coaching
Female Genital Mutilation
Impulsive Behaviour
Introduction to Positive Behaviour Support
Self-Harming Behaviours
Sexual Exploitation and Child Trafficking
Sexualised Behaviour
The Impact of Trauma on Sensory Processing
Understanding Trauma and its Impact
<table>
<thead>
<tr>
<th>Courses Available—3</th>
</tr>
</thead>
</table>

| **07 Working in Health & Social Care** |
| Food Hygiene and Nutrition |
| Health and Safety in Social Care Settings and Schools |
| Human Rights in Social Care |
| Infection Control |
| Safe Use of Medication |

| **08 Working with Disabilities & Special Educational Needs** |
| ADHD and Conduct Disorders |
| Autism |
| Foetal Alcohol Spectrum Disorder |
| Physical and Learning Disabilities |
| Understanding Dyslexia and Dyspraxia |
| Working with Disabled Children and Young People |

| **09 Keeping Children Safe Online** |
| Cyberbullying and On-line Safety |
| Pornography and the Potential Impact on Young People |
| Social Media, Selfies and Sexting |
Children’s Services Learning & Development Brochure

Training is available for you to attend alongside Children’s Services

To access our Childrens Services L&D Brochure
Coventry Safeguarding Board Inter-Agency Training Program

Safeguarding and promoting the welfare of children- and in particular protecting them from significant harm is dependent on the effective joint working between agencies and professionals that have different roles and expertise.

You can access inter-agency training by accessing the following link and downloading the Inter-Agency Training Programme brochure.

**LSCB Training**

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**UK Safer Internet Centre**

The UK Safer Internet Centre has worked together with Islington Council to create leaflets for Foster Carers, Special Guardians and Adoptive Parents. The leaflets, which are free to download and easy to print; include top tips and conversation starters to help Carers & parents get to grips with internet safety. Access the link here:

**Safer Internet**

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Coventry Virtual School

Foster Carer Training for Coventry Virtual School

September 2019—July 2020

The Virtual School have updated their training provision for Foster Carers. Each session will cover:

- An introduction to a subject area.
- An exploration of how the subject is taught in schools.
- How the PEP process and Pupil Premium Plus can support this learning.
- Methods to enable Foster Carers to support learning in the placement.

<table>
<thead>
<tr>
<th>Title of Course:</th>
<th>Date</th>
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| Introduction to Phonics for Key Stage 1 | Tuesday 24th September 2019  
9.30-11.30am                                   |
| Introduction to the Key Stage 3 curriculum. | Wednesday 9th October  
6.00pm—8.00pm                               |
| Introduction to Writing for Key Stage 2  | Wednesday 13th November 2019  
9.30-11.30am                                   |
| Learning through play for Early Years    | Friday 6th December 2019  
9.30-11.30am                                   |
| Extending writing opportunities for Key Stage 4 | Tuesday 28th January 2020  
9.30-11.30am                                   |
| Transitioning to a secondary school - Year 7. | Wednesday 11th March 2020  
6.00pm—8.00pm                                   |
| Preparing for post 16 provision.         | Tuesday 12th May 2020  
6.00pm—8.00pm                                   |

Virtual School
Research in Practice - Resources for Carers

Information

For almost 20 years Research in Practice has supported Children’s Services workers in their efforts to improve the lives of children and families. We aim to make research and evidence accessible and easy to apply, to enable safer decision-making and robust child-centred practice.

As a Foster Carer or Special Guardian the support and nurturing you give to children is invaluable. We understand that your role is both challenging and rewarding so keeping up-to-date with shifting policy and practice, understanding research, gaining insights into what is working well and what’s not, can be extremely time consuming and often daunting. Research in Practice can support you with this.

As a Carer employed by Coventry you can gain free access to the Research in Practice website.

Resources

You can download any of our resources at no cost. All of the publications and tools are jargon-free and give practical examples of how to apply research messages to practice.

Once signed up, you can access resources here:

https://www.rip.org.uk/resources/publications/frontline-resources/

Research in Practice also gives easy access to online learning modules which help you to understand the headline points on key topics.

Once signed up, you can access the e-learning here:

https://www.rip.org.uk/events-and-online-learning/e-learning-modules/

Fostering and adoption mini-site

In addition to resources available on the Research in Practice website, there is also a host of training resources and materials targeted at people working in fostering and adoption on our freely accessible mini-site: www.fosteringandadoption.rip.org.uk

This website hosts key research messages on a number of relevant topics including:

- Attachment theory and research
- Child development
- Early brain development and maltreatment
- Early childhood trauma
- Impacts of delayed decision making
- Communicating effectively with children and young people
- Placement stability and permanence
- Managing risks and benefits of contact

How do I sign up?

If you would like to access these resources please create an account via the link below:

https://www.rip.org.uk/

For any queries or questions please contact Sarb.Bhambra@coventry.gov.uk

You may also want to sign up to receive our monthly e-bulletin. This is a useful way of keeping informed of Research in Practice’s latest resources, events and news from across the sector.
Graham Hopkins

Graham Hopkins is director of “Do the Write Thing” and has been training in social care for over 20 years. He is recognised as a national expert on effective writing and is the author of Plain English for Social Services and The Write Stuff – a guide to effective writing in social care.

He has spent seven years as the Practice Editor with Community Care, the magazine for social work and before that he was Head of Inspection at Barking & Dagenham Social Services.

He is also author of An Inspector Calls – a practical guide to social care inspection.

Graham Booth

Simon Booth has been working in training for over 20 years offering group intervention to adults with learning difficulties and complex young people from a range of backgrounds. He has been an active member of the Youth Offending Service for over 13 years employed as a Case Manager, Trainer and Operational Manager. He has years of hands on experience in developing and delivering programmes to young people and adults with complex needs. Simon has been an Operational Manager for 5 years, managing high risk offenders and managing the CAMHS within the criminal justice service. Simon has also been a Foster Carer and a qualified Youth Worker for many years.

Simon currently trains Councils and National Organisations in courses which include: Professional Boundaries, Safeguards; Supervision and Development Assessments, Risk Management, Safeguarding, Safer Caring, Fostering Principles and Attachment, Self-harm and Suicide, Mental Health Awareness, Critical Reflection, Behavioural Management and Effective Communication, Person Centred Practice, Victim Awareness and Restorative Justice, Motivational Interviewing and Solution Focused Therapy.

Geoff Thomas

Geoff started at Coventry City Council as a Prevent Co-ordinator in September 2015. Prior to this he worked at Dudley Council leading Community Safety, Engagement and Partnerships. Geoff started his career as a Trainee with Coventry City Council and worked in Human Resources, Education, Housing and Environmental Services before moving over to Dudley.

Geoff has worked on Prevent based issues for 6 years, including completing a course at Kings College, London in radicalisation.

Virtual School

The Virtual School (formerly LACES) is a team of staff from Coventry City Council who were set up to counter the poor attainment and life chances of looked after children. Coventry was one of the first local authorities to recognise the needs of this group and respond to this need with a central team. The team support young people and those who work with them, providing advice, guidance and material resources, but we also challenge underachievement, low expectations and inadequate provision when necessary.

Coventry’s Virtual School Aim:
The aim of the Service is to enable the local authority to do “all that a good parent would do” to raise achievement and promote inclusion of looked after children, by encouraging and supporting their educational, social and emotional development.
<table>
<thead>
<tr>
<th>Trainer Profiles (2 of 4)</th>
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<tbody>
<tr>
<td><strong>Chloe Whittall - Daisy Bogg Consultancy</strong></td>
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</tbody>
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| Chloe is a HCPC Registered Social Worker with 20 years’ experience across the Health, Social Care and Social Work Sector. Chloe has worked within the Adult Voluntary Sector in Drug and Alcohol Services as both a practitioner and manager which included delivering group work, counselling, case management and prescribing services across the criminal justice system.  
Chloe has also worked in Children’s Statutory Safeguarding Services working with cases across the Child in Need, Child Protection, Proceedings and Looked After Children Spectrum.  
Chloe is a Practice Educator and ASYE Assessor and holds qualifications in:  
- Management  
- Leadership  
- Practice education  
- Counselling and systemic family therapy.  
Her particular areas of interest are Substance Use, Mental Health, Safeguarding, Learning and Supervision and Change Management. |
| **Lucy Spencer - Daisy Bogg Consultancy** |
| Lucy is an experienced frontline practitioner and Manager with over 20 years’ experience across the Health, Social Care and Social Work Sector. Lucy has worked within HIV services as a service Manager and as a Counsellor within Primary healthcare. Lucy worked within the Adult Voluntary Sector in Drug and Alcohol Services before joining Northamptonshire County Council to Coordinate the National Troubled Families Programme. Within the role Lucy worked across multi-disciplinary agencies including; Education, Police, Youth Offending Service, Health, Social Care and specialist services around Child Sexual Exploitation. Before Joining DBC, Lucy was a Manager for Northamptonshire’s Early Support Service, managing a Multi-Agency Allocation Pathway enabling families and professionals to access additional support.  
Lucy holds a level 3 qualification in Education and Training and has delivered training within many roles throughout her career. She also has qualifications in:  
- Management, Leadership, Guidance |
Mandy Beaumont

Mandy delivers Training for Occupational Health and runs her own First Aid Training Company - MEB Training and has been delivering First Aid Training since 2002. Mandy has also worked for local Adult Education Services delivering NPLQ and First Aid since 1998. Mandy is a Sport Centre Manager at President Kennedy School and has worked there for over 30 years. She is also a pool lifeguard trainer assessor for RLSS and has done this for over 20 years. Recently Mandy has become a mentor so now helps the probationary Trainer Assessor also.

Mandy’s background is with Occupational Health delivering first aid training since 2003.

Julia Davis

Julia Davis is a child and family therapist with an independent adoption agency – in this role she carries out assessments and therapy with families who have adopted, support Looked after Children and their Foster-Carers, parent mentoring, therapeutic life story work and training.

Julia is an independent social worker and play therapist – within this role she carries out assessments and therapeutic work with adopted and Looked after Children, life story work and play therapy for children with a range of issues including ill health and sexual abuse, preparing children to move to adoptive placements, assessing children as part of planning for their future needs and placements.

Julia is also an independent trainer and supervisor – she trains on direct work with families and young people, life story work, therapeutic use of play, introduction to principles of Theraplay®, developmental re-parenting, building positive attachment relationships, support to children in schools with attachment issues and many more.

Adult Education

The Adult Education Service is rated as a Good provider by Ofsted (March 2017). Coventry is a wonderful place to learn. Around 7,000 people join us every year to study locally in friendly and supportive settings across the city. Our staff will offer you a warm welcome and help you to reach your potential and, should you need it, specialist advice is available.

Whether you are studying for a day or a year, or in the daytime or evening, as a valued learner, I would like to thank you for choosing Coventry’s Adult Education Service.

Website link to Choice magazine and other course details follow this link:

www.coventry.gov.uk/adulted
Louisa McGivney

My journey of teaching children with special educational needs began when I was a specialist teacher in an advisory capacity as part of a Local Authority Autism Outreach Service. This involved providing specialist support and guidance to schools, parents, carers, practitioners and agencies, to ensure learners were given the opportunity to access an effective, meaningful and successful education.

I later became the lead practitioner of a Local Authority initiative to manage Key Stage One, Two and Three Enhanced Resource Provisions, for pupils with complex communication, interaction, social and emotional needs; enabling all children to achieve their best by overcoming barriers to learning and participation.

Following this, I was a Deputy Headteacher and Inclusion Manager in a mainstream Primary School; overseeing and managing all aspects of SEND – both on a strategic and individual pupil basis.

My role as Head of the Autism Service and Assistant Area Manager of the Specialist Teaching Service in Warwickshire, involved developing appropriate early intervention support programmes for vulnerable learners with complex communication needs and learning difficulties, and those who had been excluded from school. In addition to this, I was fortunate to sit on the Warwickshire safeguarding Channel Panel, providing support to professionals when identifying vulnerable children and young people, at risk of exploitation and extremism.

I have been involved in the Autism Education Trust, as part of the Department for Education’s commitment to transforming the education of children with Autism. Leading on training to schools, settings, colleges, police custody, youth and adult custody, health services and social care.

My current role in Coventry is as a specialist advisory teacher for the Complex Communication Team and strategic lead for all training and development in Autism across the County. I am regularly seconded as an intermediary advocate for the Criminal Justice Service; involved in court cases involving children and young adults who are on the Autism spectrum. Firmly believing that inclusion is not simply a destination, but a journey that should be as exciting and fulfilling as possible for all children, by taking account of and responding to, children’s individual strengths, differences and needs.